



Gender Equity Final Report

July 2015



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This report has been prepared by the Korn Ferry team



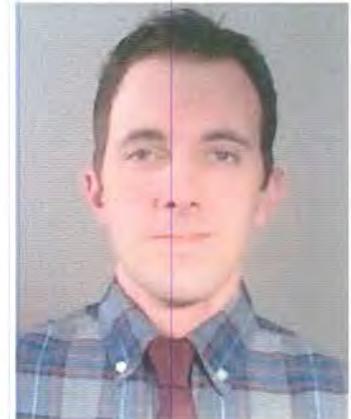
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Exhibit 1

Executive Summary

Overview, Methodology and Summary Findings

Overview

The Anderson School of Business at UCLA has a proud history of academic and research excellence. The school's reputation and location have enabled it to attract and retain top talent in every discipline. However, Anderson's percentage of tenured and senior-level female faculty has consistently ranked among the lowest in comparison to similar institutions. Anderson has expressed a desire to increase gender diversity among its faculty, yet despite implementing "gender-neutral" policies and extensive efforts to study the issue internally, little real progress has been made. Today, in fact, some feel that the situation is worse than it has been in the past. Consequently, Anderson engaged Korn Ferry to help determine why progress has been so intransigent and to make recommendations that will effect positive, lasting change. Specifically, Korn Ferry was asked to examine the extent to which 1) the school's **leadership** and 2) its **culture and climate** may play a role in maintaining the status quo. In doing so, Korn Ferry was asked to collaborate with a three-member committee, appointed by the Dean, to coordinate, review and implement the agreed-upon methodology.

Methodology

Korn Ferry used a combination of interviews and a survey as our main methods of gaining deeper insight into leadership and culture at Anderson. In Anderson's previous efforts, the school completed its own statistical analysis of historical data with regard to compensation, tenure, promotion, hiring and turnover; therefore, Korn Ferry was not asked to perform our own original analysis of the raw data. We were, however, provided with Anderson's reports for review purposes. And, while we were not tasked with performing a literature scan of gender diversity issues, we have included references to some outside research that we felt was relevant to the topics at hand and lent an additional informed perspective to the findings. Specifically, Korn Ferry:

1. Created an interview protocol and conducted 30 confidential interviews with 13 male faculty and 17 female faculty, respectively. The committee selected the interviewees, matching level, discipline and experience across genders. Patricia Averett conducted the interviews and was the only person to see and transcribe interview notes. Interview participants were given the opportunity to review and approve the use of their data.
2. Provided a standard survey and worked closely with the committee to customize it for Anderson. The survey was administered and results compiled by a third party; it was completely confidential and anonymous. 90 surveys were returned from 67 male faculty and 23 female faculty, respectively.

Executive Summary

Overview, Methodology and Summary Findings

Summary Findings

Since the population we studied is small, our findings are not based on statistical analysis. Rather, we looked at the data in its totality and asked the question, “Given the aggregate data, what would a ‘reasonable person’ conclude?” Looking at the data through that lens, and applying the insights gained through decades of experience, we have concluded that the preponderance of information supports two key findings:

1. The culture and climate at Anderson do, in fact, serve to reinforce the status quo and make it difficult for meaningful change to occur and be sustained.
2. Leaders at Anderson have not demonstrated the focused intention and proactive behavior required to increase diversity and shape the environment towards greater openness, acceptance and inclusion of all faculty.

Culture and Climate

Two elements intersect to maintain the status quo at Anderson – institutional bias and unconscious bias.

- Institutional Bias – the inherent tendency of a system to support particular outcomes with the majority simply following existing rules and norms.
 - The strong institutional bias that favors quantitative disciplines and research over and above more qualitative or interdisciplinary research inherently puts female faculty, who are more heavily represented in non-quant areas, at a greater disadvantage when it comes to tenure and promotions. Further, data indicate that a small but powerful group of senior male faculty exert a disproportionate influence over decisions.
 - This bias also surfaces during hiring which employs a seminar process described as adversarial. Females who do not do well in this climate may be judged as less competent than males, and female candidates themselves may choose to join another institution whose climate they perceive as more welcoming. Either way, this process may impact Anderson’s ability to attract female faculty more so than male faculty.
- Unconscious Bias – a judgment made to the contrary of compelling data, without being aware that we are doing so.
 - There is a great deal of evidence to support the perspective that male faculty are “given the benefit of the doubt” to a greater degree than female faculty and that similar information is viewed very differently based on gender. This bias surfaces often when trying to determine the value of the contribution made to a collaborative effort, as well as in more marginal cases.

Executive Summary

Overview, Methodology and Summary Findings

Summary Findings (cont.)

Leadership

Leadership has many meanings. For the purposes of our engagement, we focused primarily on the Dean and Department Chairs, and examined leadership from the following perspective.

- Leadership – the extent to which leaders proactively and intentionally shape the environment to achieve certain outcomes.
 - At the core of leadership is trust and respect. A significant portion of the faculty report that they do not have a great deal of trust in and respect for those in leadership roles. Without the existence of those fundamental elements, it is virtually impossible for leaders to lead positive change.
 - Data indicate that leaders have not clearly and intentionally articulated a point of view with regard to diversity, and have not been proactive in confronting behavior and remarks that convey a lack of openness to and respect for others.

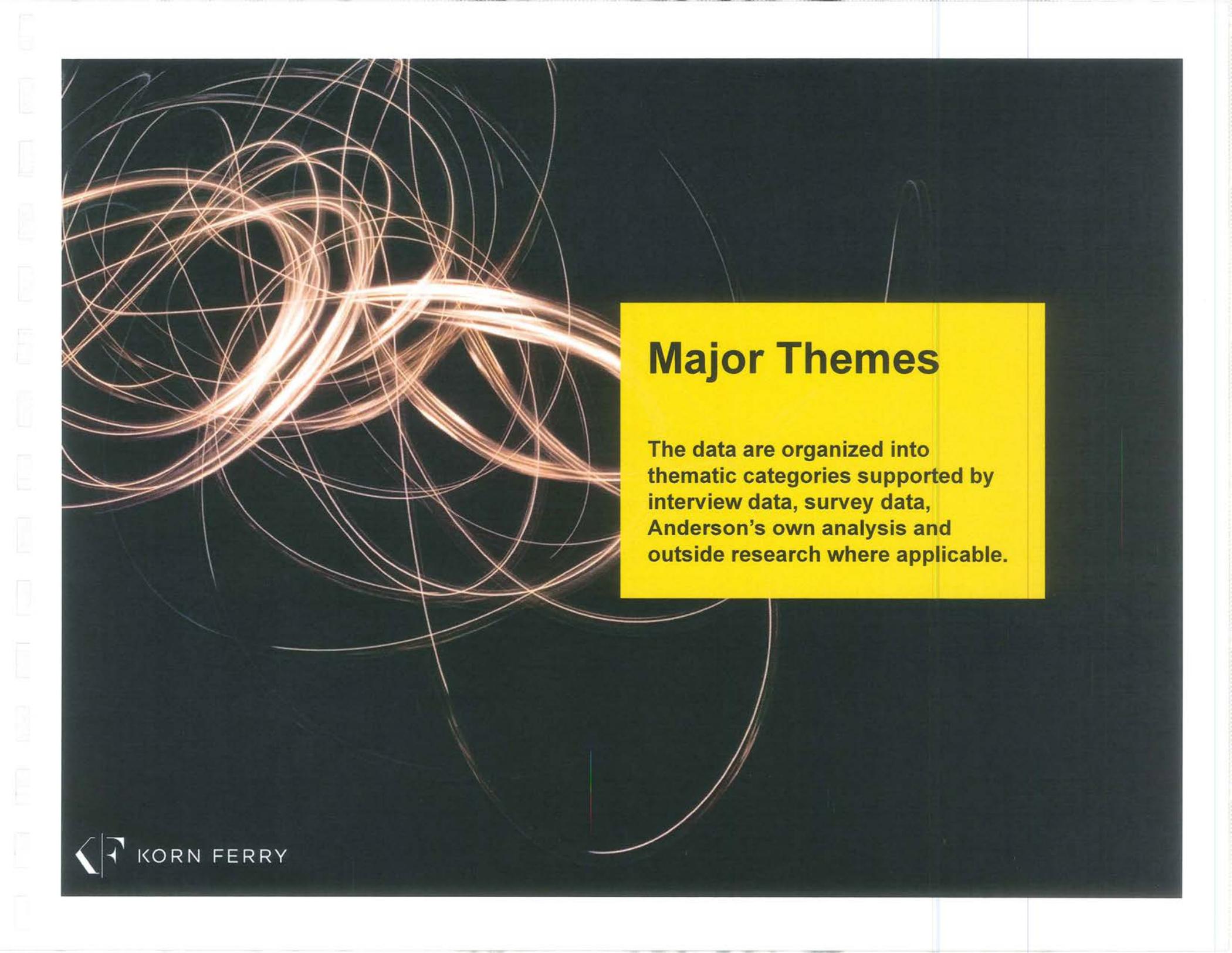
This report provides additional detail in each of these areas and outlines recommendations for change.

This report focuses on topics that help define the likely causes for why gender percentages continue to reflect disparities at Anderson with regard to tenure and promotion. It is important to note that, despite the issues highlighted here, many faculty take a great deal of pride in being associated with Anderson and report that they are relatively happy within their own areas. The majority of both genders welcome increased levels of diversity at Anderson and have been frustrated by the slow progress. Conversely, there are also some who have expressed concern about “reverse discrimination” as well as some who truly experience and perceive no issues with the current environment. Since those views are in the minority, they are not reflected here as “major themes”, although they are important to recognize.

Disclaimer

Information contained in this report is confidential, and should be considered a self-critical analysis and for Anderson review and discussion purposes only. This assessment was conducted at the request of UCLA Anderson School of Management (Anderson) and reflects a proactive approach to enhance current gender initiatives and strategy. The information presented in this report represents a summary of data collected from different sources, and should be used only as a source of anonymous information. The findings suggest some trends or perceptions of different groups and individuals

Exhibit 2



Major Themes

The data are organized into thematic categories supported by interview data, survey data, Anderson's own analysis and outside research where applicable.

INSTITUTIONAL BIAS

The inherent tendency of a system to support particular outcomes with the majority simply following existing rules and norms.

Hiring

Women may face more barriers in the hiring process at Anderson. Female new hires had been near the national availability estimate but more recent data shows the gap to be increasing despite greater market availability (see Appendix B). Other data indicate that Anderson may need to address the issue of dual-career couples more aggressively and examine the hiring seminar process to ensure that it does not have an adverse impact on hiring women and people from different cultures.

2015 Gender Equity Interview Data

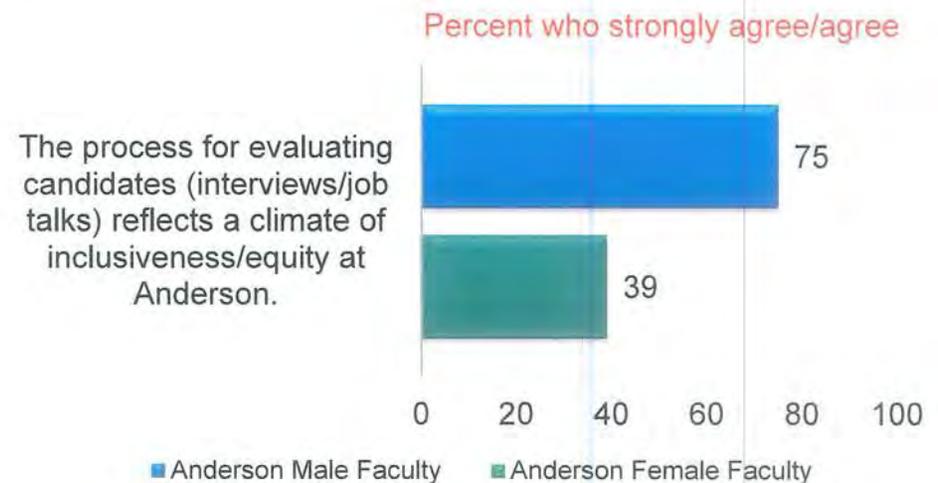
- “Distinguished professors are all men. There are no female faculty at step six or above. It’s startling. We have the resources to hire if we can find people willing to move. We run into the dual-career issue a lot.”
- “Men’s role in the hiring process is very important. We invite people to do a seminar and the seminar culture is very adversarial. It’s bad for women and people from certain cultures. It’s off-putting because of how questions are asked – it’s harsh; people get yelled at. That has to stop.”

Outside Research

“The number one reason women refuse outside offers is that partners do not find satisfactory employment in the recruiting area.”

*Dual Career Academic Couples – “What Universities Need to Know”
Stanford University Institute for Gender Research, 2008*

2015 Gender Equity Survey Results



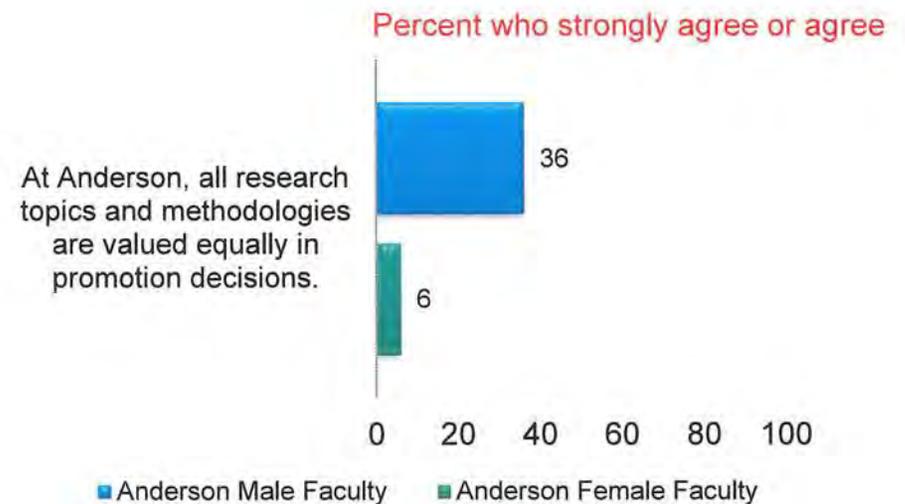
Tenure and Promotion

Anderson data show a sharp decrease in female faculty from Associate to Full Professor and 67% of female turnover has occurred in the last 5 years (see Appendix B). Anderson's core is heavily quant-oriented yet women are more likely to be concentrated in non-quant areas. Many faculty of both genders feel non-quant research is not fairly considered in tenure and promotion processes, which may be a contributing factor in the under-representation of women at more senior levels.

2015 Anderson Faculty Interview Data

- “Interdisciplinary work could weaken a case as it is harder to find outside authorities who can evaluate the work. It’s probably lower risk to undertake this research after promotion to tenure or full professor.”
- “There’s bias with regard to research. We use the hard language of math excessively and inappropriately. It makes disciplines that emphasize math falsely superior.”
- “The school’s social psychologists are almost entirely women. There’s a lack of understanding about what they do. It’s viewed as soft and insufficiently managerial. Their research is sometimes dismissed.”
- “They think math is real science and soft stuff is not. ‘Rigor’ means numbers.”
- “The quant/math people are a faction. To them other areas are soft or irrelevant. If a woman does experiential work she’s held to a higher standard.”
- “This school is really biased against managerial work to the extreme. Multi-disciplinary work tends to be discounted. Its structure and norms favor other disciplines and single work.”

2015 Gender Equity Survey Results



2013 UCLA Climate Survey Data

75% of Anderson female faculty seriously considered leaving in the previous year, compared to 24% of Anderson male faculty.

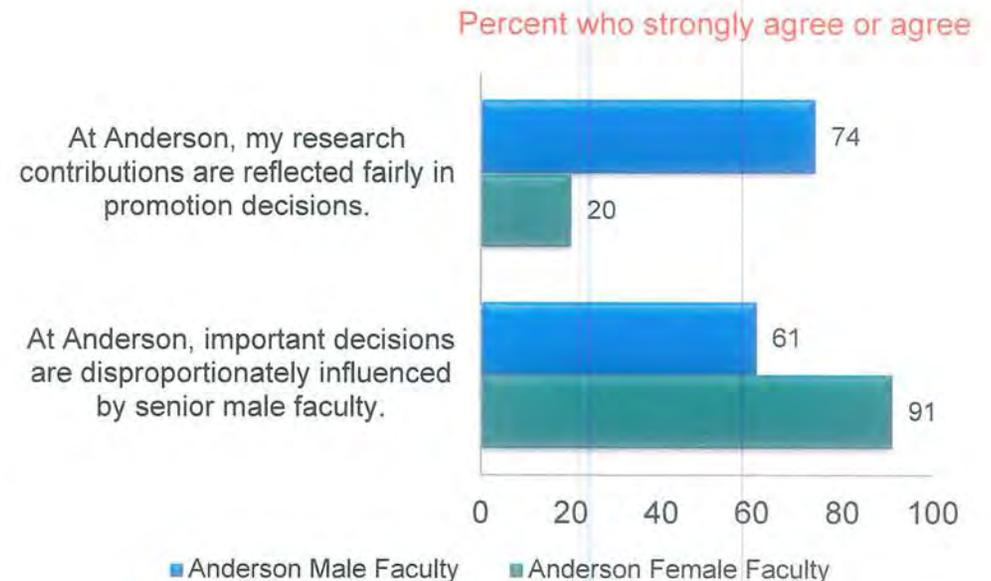
Tenure and Promotion (cont.)

The tenure process is more open than at most universities. This openness, however, is not supported by sufficient and consistent application of structure, processes and standards. Consequently, although survey data indicate that 88% of men and 59% of women understand the promotion criteria, the question of fairness shows a significant gender divide. Further, the majority of faculty of both genders believe senior male faculty have undue influence in the decision-making process.

2015 Gender Equity Interview Data

- “In the activities that relate to tenure we have no absolute standards of intellectual quality. Men have the power and they have their own standards.”
- “We have a big tent of different disciplines. We don’t know the people we’re voting on or their discipline.”
- “Standards are not applied consistently. I’ve seen meetings where one thing can be spun positively in one case and the same exact thing is spun negatively in another.”
- “It’s very inconsistent. There’s no set format for ad-hoc reports and no expectations for what to include.”
- “Some faculty have a very, very high bar. Sometimes those very high standards can be expressed in unhelpful ways. The tone in some meetings is tougher, coming from very senior faculty.”

2015 Gender Equity Survey Results



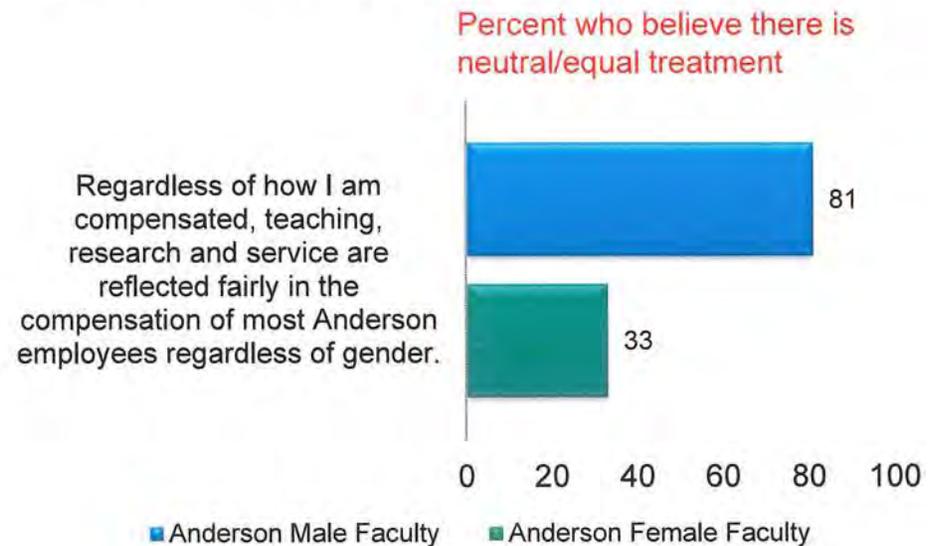
Funding and Compensation

Like other schools, Anderson has policies and processes that govern funding and compensation decisions. However, an institutional norm seems to be that those who are more assertive get rewarded. Since men are generally more assertive than women in these matters, the result is a significant gender divide in the perception of fairness.

2015 Gender Equity Interview Data

- “We have a \$10K research account. When it runs out I put my request in in a very formal way. Male colleagues just knock on the door and get it.”
- “You need to ask for accelerated merits but no one told us you have to ask. If a man asks to be accelerated he gets a rubber stamp.”
- “This school has an ‘ask-based’ culture. I’m not that kind of person. I want the dean to stop the ask-based favoritism.”
- “I was naïve about pay raises.”

2015 Gender Equity Survey Results



Climate

The classroom environment is heavily male-oriented and can make younger female professors uncomfortable and feel less respected than male faculty. Outside research about gender supports the UCLA data that equally high-performing individuals are in fact described very differently when it comes to performance. More troubling, however, is the UCLA data that indicate that female faculty at Anderson are much more reluctant to raise issues than either Anderson male faculty or other UCLA faculty, fearing the impact it may have on tenure and promotion decisions.

2015 Gender Equity Interview Data

- “It’s much easier to be a man here. There’s male privilege in the classroom. The business school is a very male place. We attract a certain type of male that has an aggressive style of questioning young professors. Females get that skepticism to a much greater degree.”
- “On teaching evaluations students comment on what female faculty wear. It’s more difficult for women; they have a tougher go of it.”
- “I notice bias among students. I get way more complaints about my slides. Students refer to men as ‘professor’. For me it was [my first name].”
- “It’s very male oriented – even for men it’s about how good you are at arguing around the lunch table. If you don’t fit with the group they won’t like you.”

2013 UCLA Climate Survey Data

75% of Anderson female faculty are reluctant to bring up issues for fear it will affect their performance evaluation or chances for tenure/promotion. Only 20% of Anderson male faculty and 24% of all faculty (all schools) feel the same.

2015 Gender Equity Survey Results



Outside Research

“High achieving men and women are described very differently in performance reviews. Women receive more negative criticism about their personality .”

“The Abrasiveness Trap”, FORTUNE 2014. Kieran Snyder, Ph.D. in Linguistics and Cognitive Science, University of Pennsylvania

UNCONSCIOUS BIAS

A judgment made to the contrary of compelling data, without being aware that we are doing so.

Tenure and Promotion

Decisions in marginal cases are the most challenging. In these cases, many believe more reasons are offered in support of men than women and less than half of both genders believe the promotion process is neutral. Men's perception of fairness is essentially consistent across the board, while women have significantly more faith in the ad hoc committee.

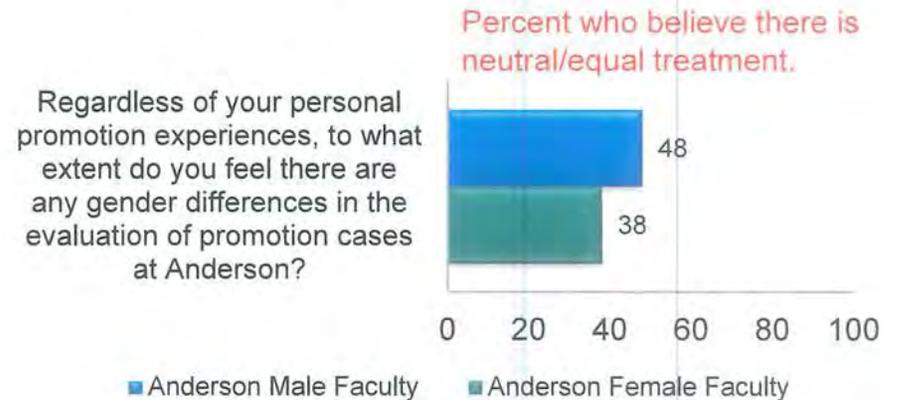
2015 Gender Equity Interview Data

- “When a man has little to support him they’ll say ‘this guy is smart, just go talk to him’. I’ve never heard that said about a female.”
- “If a man was not very productive they’ll say his research was groundbreaking.”
- “When a case is marginal, the male gets the benefit of the doubt and the woman gets penalized.”
- “They make up a story in support of men but do not apply the same story to women.”
- “We have very high standards for women that are not applied to men. The standards for men are too low. We’ve promoted a lot of men because of the old boy network.”

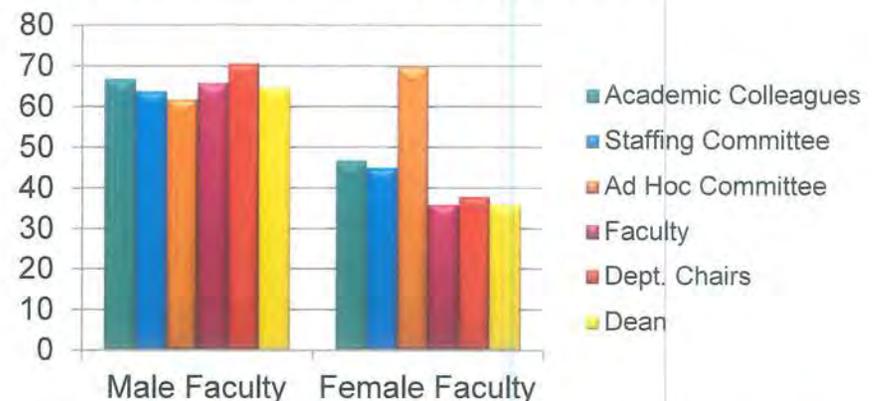
Existing Anderson Data

Tenure voting patterns reveal that females receive fewer ‘yes’ votes on average (and more ‘no’ votes) compared to their male counterparts.

2015 Gender Equity Survey Results



Who applies the same criteria consistently, regardless of gender, when evaluating cases for promotion?



Tenure and Promotion (cont.)

Undertaking collaborative research is common, however, collaboration can result in a negative outcome for women in the tenure and promotion processes. At Anderson, men are more than twice as likely as women to believe that coauthored work is evaluated equally, yet outside research supports the women's perceptions that in a collaborative effort, men's and women's contributions are perceived differently.

2015 Gender Equity Interview Data

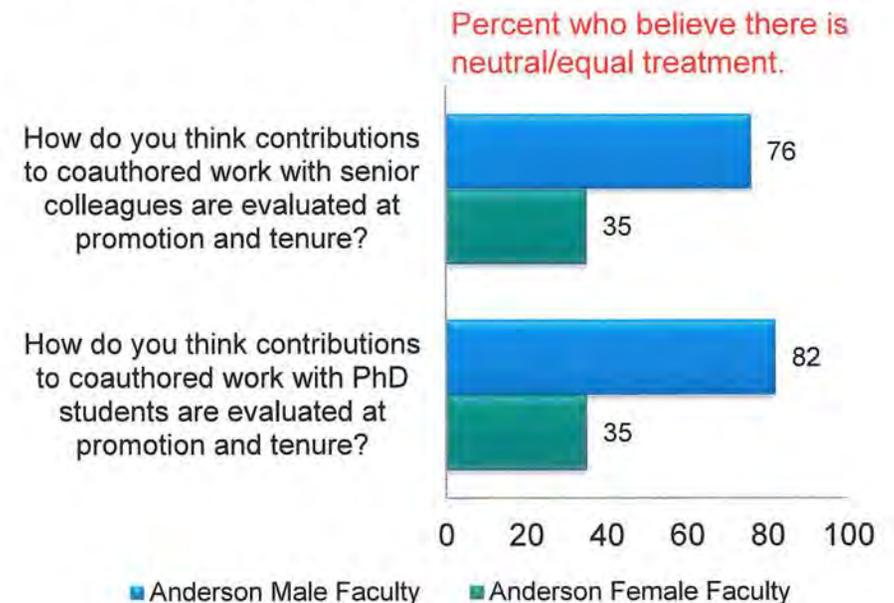
- “When men and women collaborate with a famous colleague it raises the opinion of men but they think the woman didn't do anything. When men and women collaborate with a doctoral student the men are seen as great mentors but they question whether the woman actually did the work.”
- “When a male colleague publishes with students they say ‘what a great mentor he is’. When a woman does they assume the student is driving the work.”
- “If a man works with a senior person the guys will say it's great that the senior person wants to work with him. But put a woman in the same situation and they'll say she was carried along.”

Outside Research

“When the successful performance information was about joint work, female team members were regarded more negatively—as being less competent and as having been less influential and having taken less of a leadership role—than their male counterparts. ...In addition, the type of performance information conveyed was shown to have a greater effect on ratings of women than on ratings of men, with female team members being more disadvantaged in evaluations when joint rather than individual performance information was provided.”

“No Credit Where Credit is Due: Attributional Rationalization of Women's Success in Male-Female Teams”; Journal of Applied Psychology 2005.

2015 Gender Equity Survey Results



Tenure and Promotion (cont.)

It is difficult to say whether having a family impacts women more than men when they are up for tenure or promotion. Both genders find it challenging to balance the demands of career and family, and find it especially stressful when being considered for advancement. Some feel that current policies are sufficient, while others acknowledge that unconscious bias as well as the biological facts of pregnancy and caring for infants impact the attention women can give to their careers during this time disproportionately more than men, regardless of policies. Outside research, seems to support the notion that gender-neutral policies, however well-intended, may not fully account for the reality that women face during this time.

2015 Gender Equity Interview Data

- “I don’t see it. If you’re going to be working you’ve got to work. We should not have different standards due to kids, parents, etc. That’s for you to work out at home. We do have policies available to both men and women but we are very ambivalent about it.”
- “Males make comments about females being on the mommy track. I heard someone say, ‘she must ignore her kids for her to be that productive’. I heard another say, ‘she’s a terrible mother.’”
- “There are gender neutral policies but this whole process is not gender neutral.”
- “There’s no way during a child’s first year of life it impacts men as much as women. It’s not clear how the extra year is viewed.”
- “The tenure process coincides with people having families. Many female professors have spouses who are professors. Many male faculty members have stay at home wives.”
- “The message is, if you want to be successful, don’t even think about kids.”

Outside Research

“Women are more likely than men to have academic partners. Men are more likely than women to have stay at home partners.”

“Dual Career Academic Couples – What Universities Need to Know”; Stanford University Institute for Gender Research, 2008

“Partnered mid-level women are more than twice as likely as partnered mid-level men to have partners who work full-time. Men are almost four times more likely than women to report that their partner has primary responsibility for the household and childcare.”

“Climbing the Technical Ladder: Obstacles and Solutions for Mid-Level Women in Technology”; Stanford University

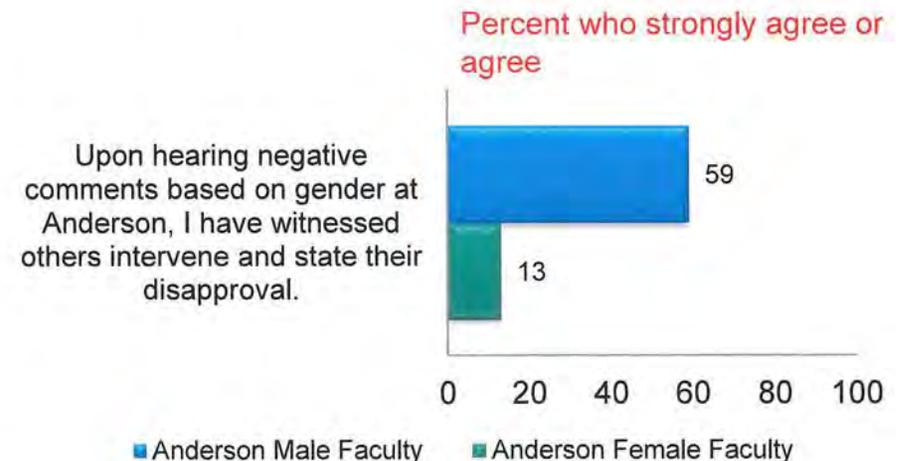
Climate

Although unwelcome sexual advances and physical harassment are rare at Anderson, within the past five years roughly half of female faculty have either personally experienced or witnessed inappropriate behavior or comments by faculty. When these instances have occurred, women are much less likely than men to report that others have intervened or otherwise shown disapproval. Allowing such behavior to go unchallenged can create a perception of tacit approval, which also likely contributes to women being much less likely than men to believe that the gender equity environment has improved, or to feel respected.

2015 Gender Equity Interview Data

- “I’ve heard someone comment, ‘The only reason to promote her is because she’s a woman.’”
- “In a public venue a senior male colleague said, ‘She’s a terrible mother.’ No one called him out on it.”
- “I heard someone say that a male candidate ‘really needs this promotion – he supports a wife and kids.’”
- “A female colleague took maternity leave and I heard someone say, ‘What’s so special about being a mother?’”
- “I’ve heard many inappropriate comments such as, ‘She’s got a stay at home husband; we should reward her’; ‘I just don’t like behavioral research; I can’t judge the expertise or the quality.’”
- “Male, senior, full professors determine the future for everyone. Bias is integrated into how they speak. They have blinders on. It’s a committee of all white males.”
- “I perceive many faculty to be gender sexist and they don’t even know it.”

2015 Gender Equity Survey Results



LEADERSHIP

The extent to which leaders proactively and intentionally shape the environment to achieve certain outcomes.

The Dean

Some believe the dean and chairs are doing a good job and that the dean is unfairly criticized. Others believe that the dean's efforts are more about image than action. Many faculty do not trust the dean and do not believe she is serious about gender equity.

2015 Gender Equity Interview Data

- “Judy is a very capable financial manager. Our financial strength is better than it's every been. She gets an A+ on this.”
- “Judy does a good job. She's political. She's a woman and she receives condemnation. Faculty need to stop pointing fingers at her.”
- “Faculty are quick to criticize. Judy cares about the school. She is focused on hiring senior women. Big hires with tenure were 100% male until this year. She's done amazing things, brought salaries to market so when we compete, salary is not an issue.”
- “Judy has done a lot to understand the needs of women. She has not done anything to impede progress.”
- “The dean is going to great lengths and doing a great job. Other leaders are too; they've never been anything but positive and supportive. All three chairs are committed [to gender equity].
- “Judy sincerely cares about diversity and inclusion but demonstrates it externally, not internally. There's a lot of lip service but no action.”
- “Judy cares in the abstract but in practice has taken a reactive stance. She does PR work, gives interviews and puts things on the website.”
- “I do not trust Judy's sincerity to try to solve the problem of gender and racial inequity. She treats it as a PR problem.”
- “Judy does cosmetic things. She's worried about her own reputation.”
- “The Betsy Knapp chair went unfilled for years until the donor yanked the chair and gave it to the math department, which filled it immediately.”
- “Without a sustained tone from the top regarding unacceptable behavior, nothing will change. Some one has to say, ‘we can't have this!’”

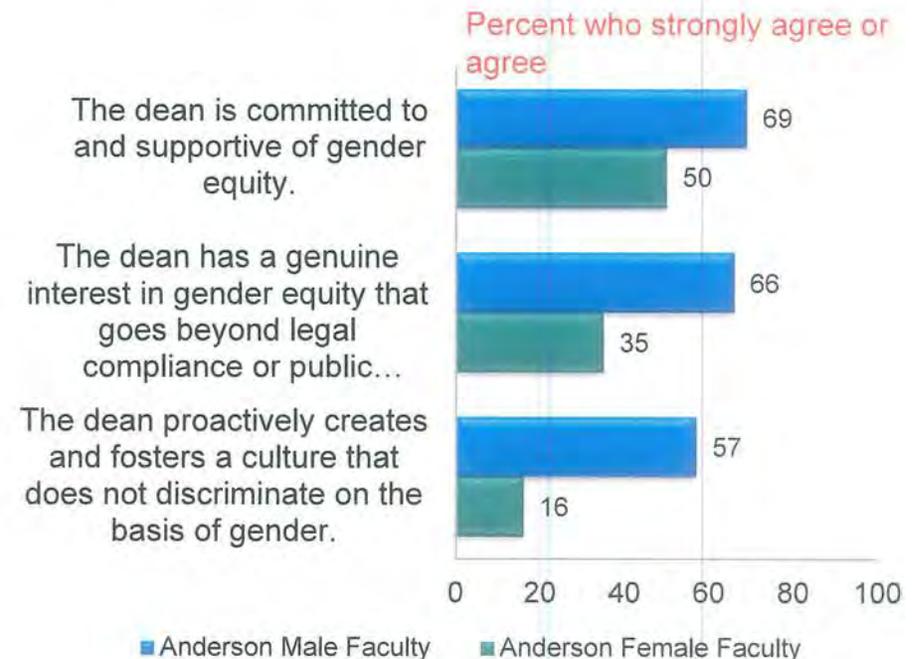
Political influence

Many feel the dean does not want to alienate her power base. Men are much more likely than women to believe the dean is genuine, however, both genders think that the dean can be more proactive.

2015 Gender Equity Interview Data

- “She’s curried the favor of influential straight white men.”
- “For political reasons Judy aligned herself with white alpha males. They are her kitchen cabinet. Others feel excluded.”
- “Judy designs a committee to achieve her objectives.”
- “At other top schools there is greater commitment to change. There is more resistance to proactive measures here; there’s a failure of leadership. It did not start with this dean by any means, but the divisive situation has become worse.”
- “Judy needs to take a leadership role in changing the culture.”

2015 Gender Equity Survey Results



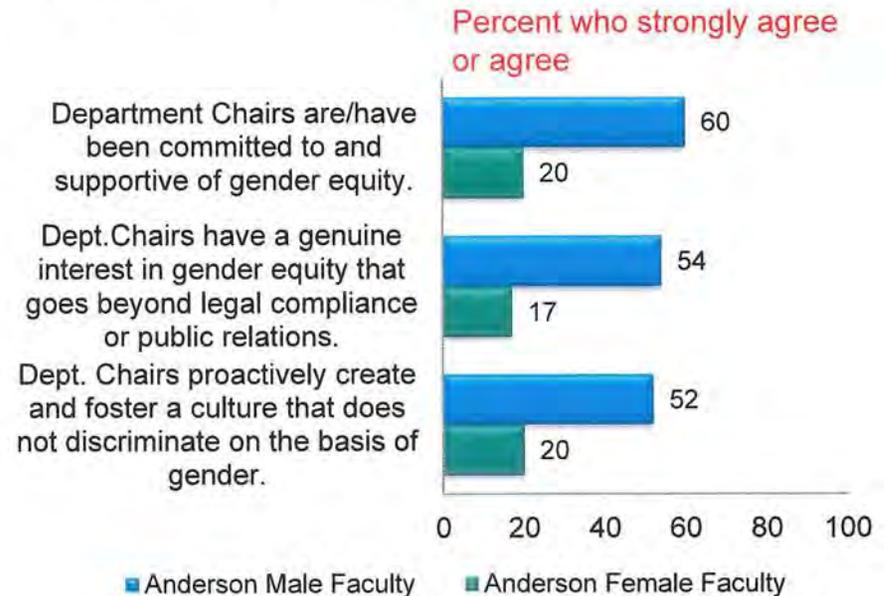
Department Chairs

Department chairs are viewed as being insufficiently independent from the dean. Results indicate that they can do more to earn the trust of female faculty.

2015 Gender Equity Interview Data

- “The problem with every chairman is that they’re all white males. They start out with good intentions but Judy is so forceful they just give up.”
- “All school chairs under Judy’s leadership have been men. Women are heads of teaching programs.”
- “Judy has a tendency to appoint men who will back her up and come to conclusions that she wants.”
- “The gender committee itself is suspect. The committee is not credible, not appropriate.”
- “Chairs have to make it clear when they see unconscious bias.”

2015 Gender Equity Survey Results



Faculty's Role

Regardless of how those in formal leadership roles are viewed, faculty understand the importance of increasing their own involvement. Consequently, many call for the faculty to take on more of a leadership role in effecting positive change.

2015 Gender Equity Interview Data

- “We’re an amorphous blob with no central nervous system. The blob moves with no conscious meaningful direction. We need to have a set of influential faculty move it.”
- “There’s no leadership in faculty meetings.”
- “Something needs to be done about irrelevant things being discussed. Someone needs to moderate the conversation. It’s a huge problem. Gender based comments are particularly damaging. It makes a woman feel, ‘does he not realize that’s offensive?’”
- “There’s a lot of incivility in faculty meetings, a lot of swearing. We need to stand up to people when they say inappropriate things.”
- “You see all the same faces on committees. Faculty meetings are not very well attended. It’s difficult to change anything. It’s always the same people so things don’t change.”
- “It’s not really a dean’s issue, it’s a faculty issue. We vote. We need systematic change and we need to be involved in making changes.”
- “A lot of people sit back and don’t get involved. People don’t attend meetings, so the people who do attend have disproportionate influence. We need to marshal the male faculty who have a lot of influence.”

2015 Gender Equity Survey Results

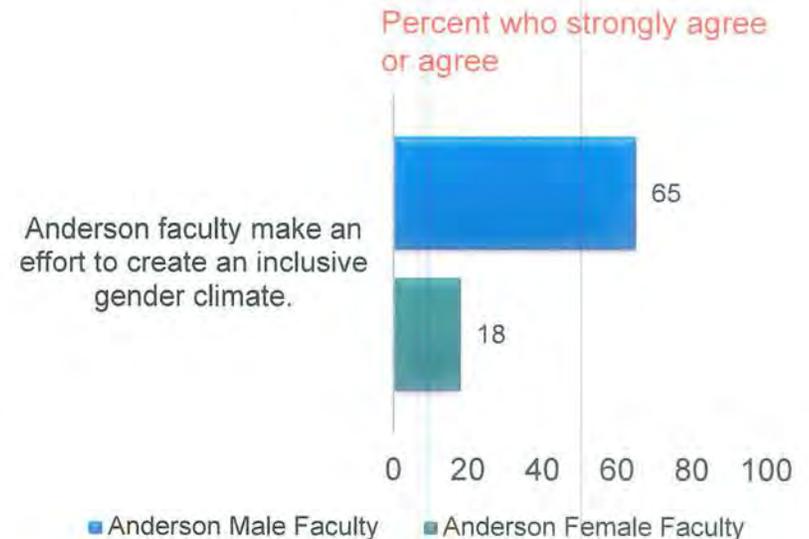
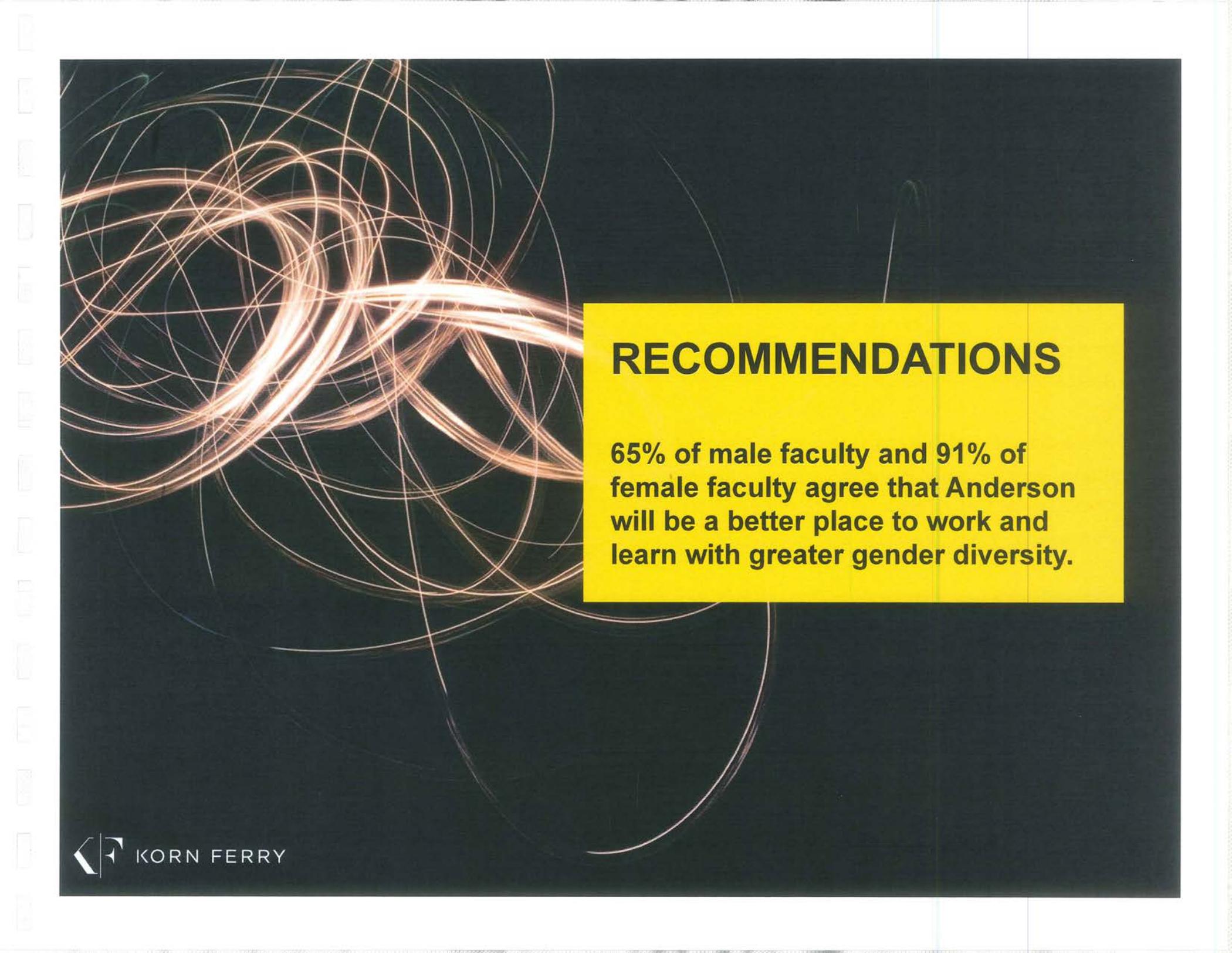


Exhibit 3



RECOMMENDATIONS

65% of male faculty and 91% of female faculty agree that Anderson will be a better place to work and learn with greater gender diversity.

Addressing the Findings

Overview

Anderson recognizes, and our findings validate, that the current climate can be improved to ensure that it supports and encourages all in contributing fully, personally and professionally.

The current climate did not evolve overnight, nor will it change overnight. Our recommendations outline a path that will accelerate Anderson's journey towards positive change in creating a more trusting, open and inclusive environment.

Our recommendations are based on the following definition of success: creating an **inclusive** and **trusting environment** where all faculty feel **welcome** and **supported** and can be **successful** regardless of gender or any other element of their diversity.

Recommendations are divided into four phases:

Phase One: Establish a foundation for positive cultural and behavioral change

Phase Two: Create an infrastructure to lead and guide the change process

Phase Three: Design, implement and embed new processes to sustain desired changes

Phase Four: Measure change against desired outcomes

The following pages define these phases in more detail. All recommendations will be discussed and finalized in collaboration with Anderson.

Phase One: Establish a foundation for cultural and behavioral change

Method: Facilitate a two-day retreat for all Anderson faculty

Objectives

1. Begin to increase the level of trust and personal connection among faculty across boundaries
2. Develop a shared understanding of the system and group dynamics that lead to inequities
3. Create a compelling and inspirational vision of the future, case for change and guiding principles
4. Outline a high level roadmap for change

High-Level Agenda (this will be finalized in collaboration with Anderson)

Day One – AM

- Facilitate exercises to build trusting relationships and break down barriers
- Facilitate “When Cultures Meet” experiential workshop to explore system and group dynamics in a non-threatening way
OR facilitate Unconscious Bias workshop

Day One – PM

- Use group collaborative exercises to create a future vision, a case for change and guiding principles

Day Two

- Continue relationship building
- Establish clear priorities for change
- Outline the roadmap for change and test for agreement
- Define membership and charter for the Transformation Management Team (see phase two)
- Obtain a clear go/no go decision for moving forward

Phase Two: Create an infrastructure to lead and guide the change process

Method: Establish a Transformation Management Team (TMT)

Objectives

1. Provide a formal mechanism for a high degree of faculty involvement in the process
2. Establish a working body to design or revise systems and processes to support and sustain the desired changes that were prioritized during the phase one retreat (possibly tenure, promotions, etc.)
3. Lead the change process and course-correct when necessary to ensure smooth implementation and sustain change
4. Oversee measurement of change

High Level Overview

The TMT will be chartered by the faculty. Its members will be selected according to criteria determined by the faculty. Each area will select their own representative(s). The TMT may choose to rotate membership periodically to allow for broader involvement. The TMT will have a Korn Ferry facilitator to help launch and guide the group for an agreed-upon period of time. The TMT will:

- Be an ongoing mechanism, with rotating faculty leadership in addition to dean and department chairs, for driving commitment and accountability for change, implement metrics and gather feedback for continuous improvement, ensure the faculty voice is represented in decision-making and otherwise. It will assure equitable gender representation on every rotation.
- Evaluate formal and informal “power distribution” at Anderson around how decisions are made with the goal to eliminate circumvention of established processes.
- Establish a process to allow faculty to raise concerns about undue influence of one group or one individual.

Phase Three: Design, implement and embed new processes to sustain desired changes

Method: Working through the TMT, Anderson will align the design with their established priorities for change and with the focus areas identified in Korn Ferry's assessment.

High Level Overview

The recommendations on the following pages are categorized according to the three major themes outlined in Korn Ferry's original assessment. They are intended to provide concrete steps toward a successful outcome and are offered for consideration and discussion.





Recommendations: Institutional Bias

Strengthen the Recruiting Process

- Create recruiting strategies that **encourage the hiring of female faculty** and include clear objectives and metrics for sourcing and attracting this talent pool. **Leverage existing female faculty** to create and implement strategies.
 - Map various disciplines for top candidates with an eye to including gender diversity for faculty who are from top PhD programs or who have top citations or publications in specific discipline or research areas.
 - Connect with other colleges/universities who have addressed the “reverse discrimination” perception to understand how to address through education and communication.
- Ensure **gender equity language** is included throughout **Anderson’s recruiting materials**. Modify external messaging on website, job boards, brochures, etc. to highlight Anderson’s commitment to gender equity.
- Roll out **consistent behavior interview guides** and training for faculty, dean and chairs to apply consistent processes and remove subjectivity from the interview process and placement of candidates (e.g. quantitative/non-quantitative fields).
- Consistently ask for **feedback from newly hired faculty** regarding the recruiting and hiring process; modify as needed.

Build a Promotion Portfolio

- Create a **promotion plan** for each new faculty and associate faculty member. Spell out what it will take to get promoted in advance and support the faculty member in building their promotion portfolio.
- Offer a **tenure/promotion mentor** to each faculty member up for promotion to help them navigate the process
- Encourage cross or interdisciplinary research via grant awards and colloquiums to share research in order to educate faculty **on the value of all research** (qualitative, quantitative, across disciplines). Create specific guidelines for evaluations and actively and vocally discourage comments that devalue certain types of research.
- Establish **process for service assignments** with regard to committee work and chair assignments. Consider previous service assignments, length of time served, and types of service provided. Establish a rotating system for all service assignments to be rolled out to all faculty regardless of gender and tenure



Recommendations: Institutional Bias

Build a more transparent and collaborative Promotion Process

- Develop **clear promotion criteria** based to a greater degree on accomplishments (innovative teaching, published work, research) and experiences and to a lesser degree on “style.” Promote transparency about what counts to receive the committee vote and assure adherence to criteria.
- Mandate **greater transparency in the promotion process** from the staffing and ad hoc committees, faculty, chairs, and the dean. Assure the process is **communicated** and easily accessible to all faculty.
- Provide **specific and actionable feedback** to candidates who are **not promoted**.
- Involve **newly promoted faculty in continued development efforts** of the school to build on their engagement, such as mentoring others pre-promotion.
- Continue to **examine promotion data** for trends of adverse impact on women with special focus on Associate to Full Professor promotions where gap is currently the greatest.

Improve the Work Environment

- Connect with **UCLA Human Resources** to gain input on policies and procedures of other schools and obtain advice.
- Establish “**zero tolerance**” **policy** for exclusionary or disrespectful behaviors in the classroom and among faculty.
- **Strengthen process around concerns and complaints** regarding bias and hostile work environment issues.
- Review work/life balance policies and take steps to **facilitate uptake of policies**. Publicize success stories.
- Offer **research grants** for faculty who are **actively working at overcoming cultural challenges by focusing on interdisciplinary research**. Consider offering innovation awards for sharing such interdisciplinary research.
- Create **onboarding and developmental programs** for faculty to build engagement and increase retention. Include policy on how **committee and chair work** is distributed; consider **rotational** assignments.
- Review current pay structure and process for pay increases. Create **transparency in determining base pay and increases** which includes research, teaching and service contributions. Communicate to all faculty.



Recommendations: Unconscious Bias

Develop a shared understanding of Unconscious Bias

- Offer all **faculty education and training on unconscious bias, leading a culture of inclusion, and championing gender equity and D&I**. Focus on the benefits for change.

Implement tools and methods to reduce the impact of Unconscious Bias

- Develop and launch comprehensive **gender equity change management communications strategy**. Communicate success stories that illustrate examples of the impact of the gender equity initiative on targeted outcomes. Ensure **gender equity communications are visible, prioritized, and embedded** in communications about results.
- Provide **“elevator speech”** to all Anderson faculty on how to communicate Anderson's gender equity efforts outward.
- Create opportunities for **faculty participation in women's and D&I events** such as community events, conferences, involvement on boards of relevant organizations. **Publicize faculty involvement**, highlighting personal benefit.
- Establish a formal cross-gender and cross-disciplinary **mentorship program** for all faculty that will:
 - Define the roles of the mentor and mentee and the expected outcomes of the relationship
 - Create tools for mentors and mentees to support mentee development
 - Examine the considerations for mentoring across differences
 - Consider triad mentoring where each female faculty is assigned a male and a female mentor to benefit from both influences



Recommendations: Leadership

Take A Clear Stand

- Formulate a **clear point of view** regarding the role of leaders in sustaining the desired culture and behavior.
- Be an **active and visible role model and coach** for the desired behavior in all individual and group interactions.
- Quickly **confront and address behavior** that is not aligned with Anderson's **values** around diversity.

Share Results

- **Communicate results** of the Gender Equity Survey to all faculty; encourage ongoing, open dialogue.

Build Plan

- Host facilitated **"Gender Equity Retreat"** for dean, department chairs and faculty. (See Phase One.)
- **Publish** and **communicate** through **multiple channels** the priority goals, how leaders will execute, and how students, faculty and staff can contribute; build communication cascade plan for consistent messaging and leadership across the campus.
- Consider **broadening** faculty gender equity focus to include **other elements of diversity** and expand to **all staff**.

Provide Support

- Offer dean and chairs (as well as other faculty) **one-on-one coaching** and development on **leading a culture of inclusion**, leading and teaching diverse teams, recognizing high-potential diverse talent, and championing gender equity and diversity and inclusion throughout Anderson.

Phase Four: Measure change against desired outcomes

Method: Typically includes resurveying and may include some interviews to compare pre- and post-results

Objectives

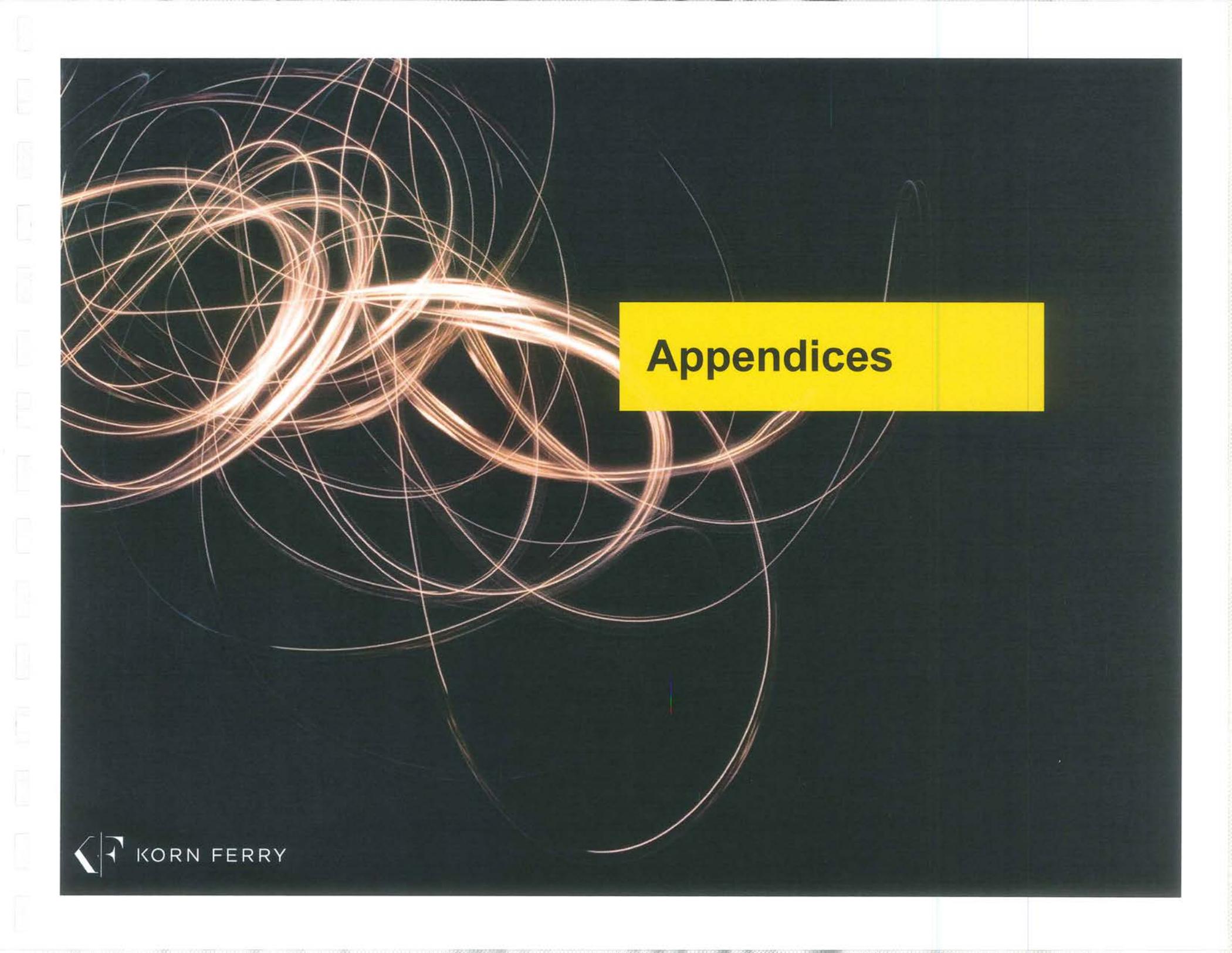
1. Determine the extent to which positive change has occurred/is occurring
2. Use information to celebrate successes and reinforce positive change
3. Determine where changes need to be made to systems, processes and behavior to more closely align with the vision

High-Level Overview

Measurement is a key component of a successful change effort. Our recommendation is to do a “pulse-check” at the six-month mark so course corrections can be made quickly, if necessary, and then determine how often to measure results thereafter.

The TMT would oversee the measurement process and communication of results, along with determining what, if any, action to take.

Exhibit 4



Appendices

APPENDIX A

Summary Findings of Gender Equity Survey

Gender equity survey methodology

- **Online gender equity survey**, customized for UCLA Anderson in 2015
- **73** quantitative questions;
7 focus areas (including general Gender Climate)
- **Two open-ended questions**
- **Four different rating scale types**; agreement scale on a **5-point rating scale**: strongly disagree to strongly agree
- Launched: **April 21**, 2015
Closed: **May 5**, 2015
- Population type: **All faculty**
- Overall response rate: **49%** (or **89% not counting Adjuncts/Lecturers**)
- Sample of faculty responded vs. invited:
 - Overall: 91/187
 - Full Professor: 44/48
 - Associate Professor: 11/14
 - Assistant Professor: 17/19
 - Adjunct/Lecturer: 19/106
- **Two Self-Identified Demographics**:
 - Gender and Job Status

Summary report format for questions using The Agreement Scale

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	3%	9%	19%	43%	27%	100%	3.81	69%		

These columns display the percentage of respondents who selected each response option for the item.

Percent Positive displays numerically and graphically the percentage of respondents who answered Strongly Agree or Agree to the item(s)

The Mean is the average response of all the respondents to the item.

Guidelines for interpretation of summary reports

RATING	INTERPRETATION	IMPACT
<i>Positive ratings of 80% or greater</i>	Outstanding	Leverage strengths and continue to improve
<i>Positive ratings of 70% or greater</i>	Strengths	Leverage strengths and continue to improve
<i>Positive ratings of 50-69% and/or negative ratings of 25% and above</i>	Possible Opportunities	May require further qualitative research and/or prioritization against other opportunities
<i>Positive ratings below 50%</i>	Probable Opportunities/Risk	May require strategic attention/intervention to address critical opportunities
<i>Neutral ratings of 25% and above</i>	High level of uncertainty	Requires frequent and effective communication to build awareness and understanding

Other rating scales

- Two types of Gender Bias Scales were used for questions where respondents were asked to indicate the degree to which they believe gender bias plays a role in decision making, advancements, compensation, and day-to-day work. Results for these questions are presented as a frequency distribution.
- Two questions used the Yes/No Scale
- NOTE: The survey included six questions that were negatively phrased. These questions are labeled with (R) following the question text. For these questions the meaning of the scale is reversed, ie., Strongly Disagree and Disagree are defined as positive responses. Additionally, for consistency in presenting results, the means for these six questions have been reversed. So, as with all other Agreement scale questions, the lower the mean, the more negative the response, and, conversely, the higher the mean, the more positive the response.

Overall Anderson Results

Headlines: Strengths and Opportunities

Ratings by Focus Area for Agreement Scale Overall

Top and Bottom Twelve Items for Anderson Overall

Ratings by Focus Area

Headlines for Anderson overall

STRENGTHS

***NOTE:** Although in the aggregate for Anderson Overall, the below items seem largely positive, closer inspection reveals significant differences along gender lines which are explored later in this report*

- **Recruitment and retention** of female faculty seen as a **relative strength** in the aggregate (71% positive)
- **Unwelcome sexual advances** or harassment seen as **rare** (82% positive)
- Overall, faculty seems to feel treated with **respect**
- Faculty overall has **research conversations with both male and female faculty**
- **Promotion criteria** viewed as **clear** by faculty overall (81% positive)
- Faculty seem to have access to **formal or informal mentors** (70% positive)

Headlines for Anderson overall

OPPORTUNITIES

- Overall **Gender Climate** viewed **negatively** (only 44% positive); most cited **Leadership** as the main reason
- Overall scores low; majority in the possible or probable opportunity range
- Low confidence that Anderson has **processes** in place to deal with **gender bias complaints** or has resources to combat gender bias in the **classroom** (47% and 44%, respectively) – potential risk for legal repercussions
- Extremely high agreement that **important decisions** are disproportionately **influenced by senior male faculty** (17% positive overall)
- 15% of all faculty **has personally experienced exclusionary, intimidating, or offensive speech or behavior based on gender**; 30% have witnessed it
- **Service and research** contributions **not** viewed as fairly valued in **promotion** process
- Overall, only slightly **over 50% of faculty view promotion** process (staffing committee, ad hoc committee, application of criteria, department chairs, dean) as **equitable**
- **Compensation** viewed as **fair** by only slightly over **50%** of faculty; male faculty seems favored; seen as a probably concern for most groups

Ratings by Focus Area for Agreement Scale Overall

- One category rating overall rated potential strength
- Four category ratings overall are possible opportunities
- Three category ratings overall are probable opportunities

CATEGORY	PERCENT POSITIVE
Recruitment and Retention	71%
Promotion	61%
Work Environment	58%
Mentoring and Development	58%
Leadership (Dean)	55%
Compensation	47%
Leadership (Current and Past Department Chairs)	45%
Overall Gender Climate	44%

Top Twelve Items in Agreement Scale – Overall

ITEM	% Positive
64. Colleagues in my academic area work actively to identify female candidates during faculty recruitment.	87%
10. Unwelcome sexual advances or other verbal or physical harassment of a sexual nature are rare at Anderson.	82%
36. I understand the criteria used to evaluate me for promotion (tenure, full professor, step 6, and above scale) at Anderson.	81%
22. I have regular conversations about research with my male Anderson colleagues.	77%
26. Colleagues in my academic area are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities .	77%
24. Colleagues in my academic area make an effort to create an inclusive gender climate .	72%
66. Colleagues in my academic area have a merit-based process for selecting who to make offers to regardless of gender.	72%
30. The Anderson School will be a better place to work and learn with greater gender diversity .	71%
23. Colleagues in my academic area are treated with respect .	71%
67. Colleagues in my academic area work actively to retain female faculty .	70%
17. At Anderson, I am treated with respect .	70%
72. I have had at least one mentor (formal or informal) at Anderson who has played an important role in supporting my career development .	70%

■ 70% or greater

Bottom 12 Items – Probable Opportunities

ITEM	% Positive
12. Anderson has an effective process in place to deal with complaints regarding gender bias .	44%
73. The gender climate at Anderson is positive and inclusive .	44%
28. Taking advantage of UCLA policies regarding flexible work arrangements reflects negatively on my work ethic or my level of commitment in the eyes of my Anderson colleagues. (R)	44%
9. At Anderson, current and past Department Chairs proactively create and foster/have created and fostered a culture that does not discriminate on the basis of gender .	44%
16. Upon hearing negative comments based on gender at Anderson, I have witnessed others intervene and state their disapproval .	44%
5. At Anderson, the dean holds others at Anderson accountable for achieving gender equity .	41%
15. Compared to five years ago, the gender equity environment at Anderson has improved .	38%
25. I feel comfortable turning down a request for a service assignment .	33%
7. At Anderson, current and past Department Chairs are/have been held accountable for achieving gender equity .	29%
37. At Anderson, all research topics and methodologies are valued equally in promotion decisions.	28%
57. The only way to get paid fairly at Anderson is to get an outside offer . (R)	25%
14. At Anderson, important decisions are disproportionately influenced by senior male faculty . (R)	17%

■ Below 50%

Focus Area: Overall Gender Climate (Anderson Overall)

	73. The gender climate at Anderson is positive and inclusive.									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	16%	18%	22%	33%	11%	100%	3.05	44%		

Focus Area: Leadership (Anderson Overall)

	Leadership - Dean (Questions 1-5, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	14%	14%	17%	25%	30%	100%	3.41	55%		

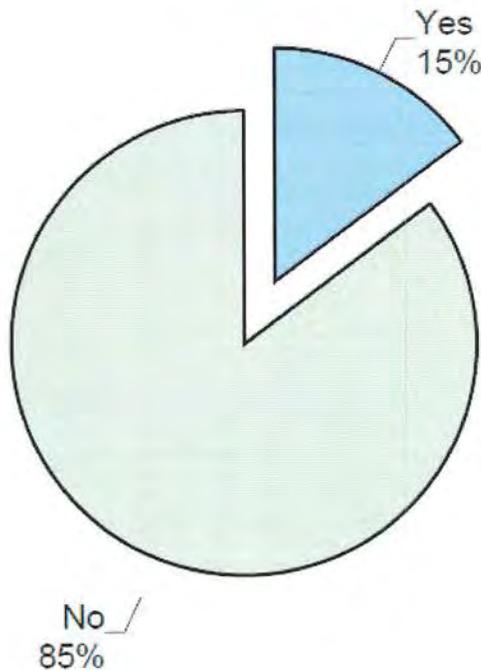
	Leadership - Current and Past Department Chairs (Questions 6-9, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	12%	23%	20%	26%	19%	100%	3.17	45%		

Focus Area: Work Environment (Anderson Overall)

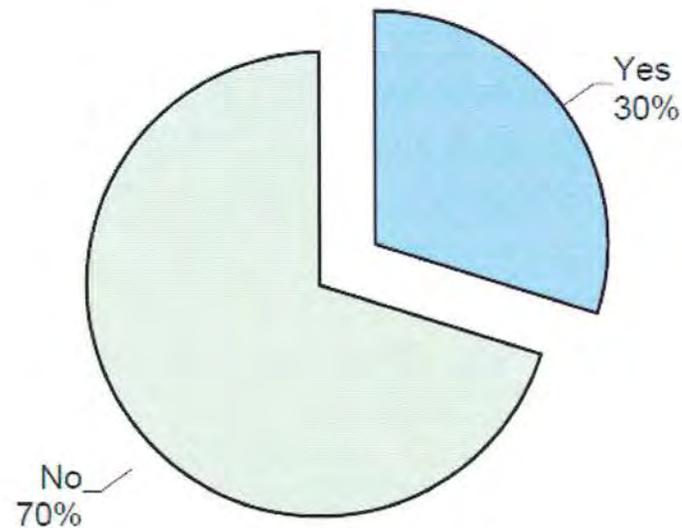
	Work Environment - (Questions 10-31, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	10%	15%	17%	33%	26%	100%	3.50	58%		

Focus Area: Work Environment (Anderson Overall), cont.

32. Within the past five years I have personally experienced exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.



33. Within the past five years I have personally witnessed exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.



Focus Area: Work Environment (Anderson Overall), cont.

34. Students treat faculty with the same respect regardless of gender.		
	Percents	0 Percents 100
Male faculty are strongly favored	11%	
Male faculty are somewhat favored	34%	
Neutral/Equal Treatment	53%	
Female faculty are somewhat favored	1%	
Female faculty are strongly favored	0%	
Totals	100%	

35. Service assignments are distributed equally regardless of gender.		
	Percents	0 Percents 100
Male faculty have a much greater service burden	0%	
Male faculty have a somewhat greater service burden	1%	
Neutral/Equal Treatment	60%	
Female faculty have a somewhat greater service burden	21%	
Female faculty have a much greater service burden	18%	
Totals	100%	

Focus Area: Promotion (Anderson Overall)

	Promotion (Questions 36-41, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	11%	12%	16%	34%	26%	100%	3.52	61%		

Promotion (Questions 42-53, Gender Bias Scale)			
	Percents	Percents	
		0	100
Male faculty are strongly favored	10%		
Male faculty are somewhat favored	13%		
Neutral/Equal Treatment	62%		
Female faculty are somewhat favored	11%		
Female faculty are strongly favored	4%		
Totals	100%		

Focus Area: Compensation (Anderson Overall)

	Compensation (Questions 54-57, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	17%	18%	18%	33%	14%	100%	3.09	47%		

Compensation (Questions 58-63, Gender Bias Scale)			
	Percents	Percents	
		0	100
Male faculty are strongly favored	11%		
Male faculty are somewhat favored	11%		
Neutral/Equal Treatment	73%		
Female faculty are somewhat favored	4%		
Female faculty are strongly favored	0%		
Totals	100%		

Focus Area: Recruitment and Retention (Anderson Overall)

	Recruitment & Retention (Questions 64-69, Agreement Scale)								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
All Forms	7%	9%	12%	34%	38%	100%	3.86	71%	

Focus Area: Mentoring and Development (Anderson Overall)

	Mentoring and Development (Items 70-72, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	11%	17%	13%	37%	21%	100%	3.40	58%		



Anderson Results by Gender

Population Breakdown by Gender

Focus Area Comparison by Gender (for Agreement Scale)

Ratings by Focus Area

Headlines by Gender

Population Breakdown by Gender

Total Surveys
N= 91

Please note: Respondents who identified their gender as "Other" are not included in this report because they are too few to ensure anonymity.

Gender	
Male	74% 67
Female	26% 23
Totals	100% 90

Focus Area Comparison by Gender (Agreement Scale)

Percent Positive Score

	Overall Gender Climate	Leadership (Dean)	Leadership (Chairs)	Work Environment	Promotion	Compensation	Recruitment and Retention	Mentoring and Development
Overall	44%	55%	45%	58%	61%	47%	71%	58%
Male (67)	56%	62%	56%	63%	70%	51%	82%	62%
Female (23)	14%	35%	16%	47%	33%	37%	42%	45%

- Vastly disparate views of males and females **negate** some of the seemingly **positive results** overall
- **Male** scores generally higher; scores in **recruiting, retention, and promotion** in the **Strength** category
- **All focus areas** in the **Probably Concern** area for **females**; scores for Overall Gender Climate and Leadership by Past and Current Chairs in the **teens**

■ 70% or greater ■ 50-69% ■ Below 50%

Focus Area: Overall Gender Climate (by Gender)

73. The gender climate at Anderson is positive and inclusive.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	10%	14%	20%	42%	14%	100%	3.36	56%		
Female	27%	32%	27%	9%	5%	100%	2.32	14%		
Overall	16%	18%	22%	33%	11%	100%	3.05	44%		

Focus Area: Leadership (by Gender)

Leadership - Dean (Questions 1-5, Agreement Scale)										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	8%	14%	16%	28%	34%	100%	3.65	62%		
Female	30%	16%	18%	18%	18%	100%	2.76	35%		
Overall	14%	14%	17%	25%	30%	100%	3.41	55%		

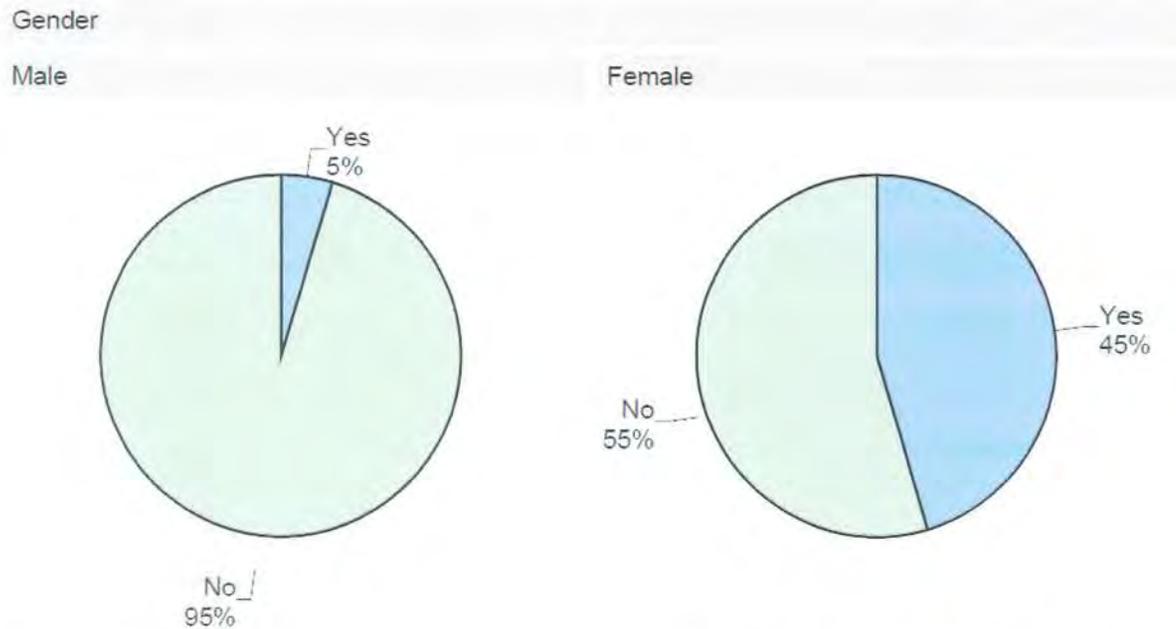
Leadership - Current and Past Department Chairs (Questions 6-9, Agreement Scale)										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	6%	21%	17%	31%	25%	100%	3.47	56%		
Female	27%	28%	29%	11%	5%	100%	2.38	16%		
Overall	12%	23%	20%	26%	19%	100%	3.17	45%		

Focus Area: Work Environment (by Gender)

Gender	Work Environment - (Questions 10-31, Agreement Scale)								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
Male	7%	14%	17%	34%	28%	100%	3.64	63%	
Female	19%	18%	17%	28%	19%	100%	3.10	47%	
Overall	10%	15%	17%	33%	26%	100%	3.50	58%	

Focus Area: Work Environment (by Gender), cont.

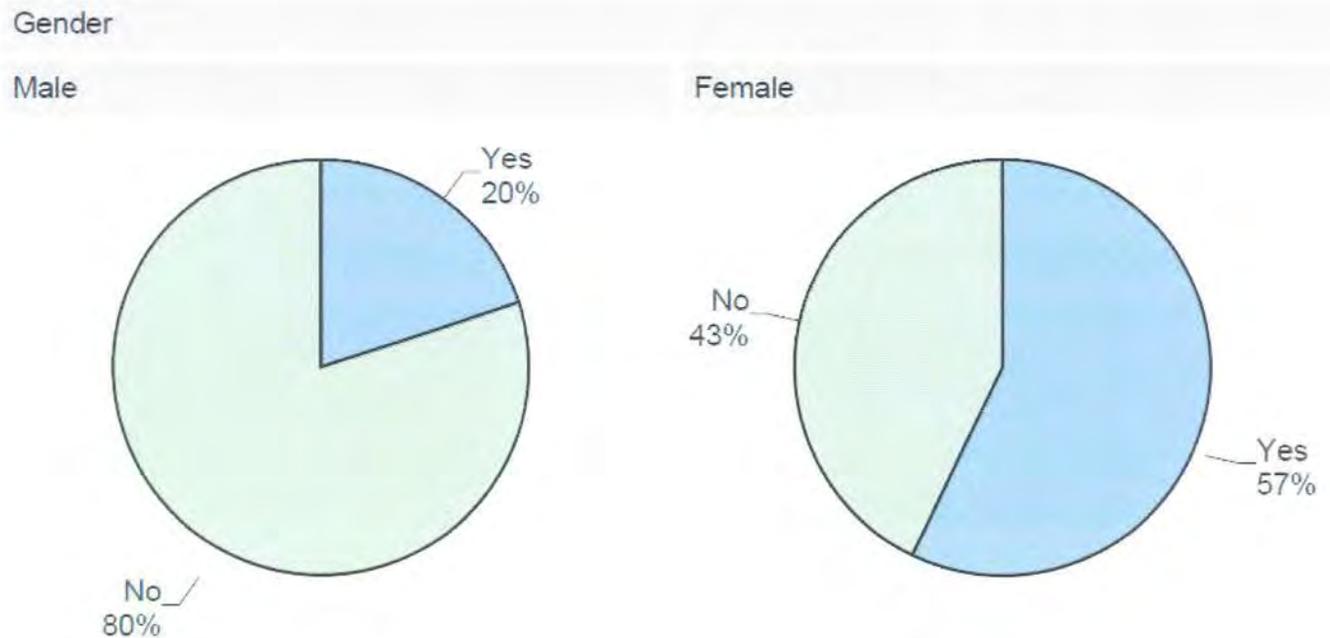
32. Within the past five years I have personally experienced exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.



45% of women have personally experienced a hostile work environment vs. 5% of men—potential legal risk

Focus Area: Work Environment (by Gender), cont.

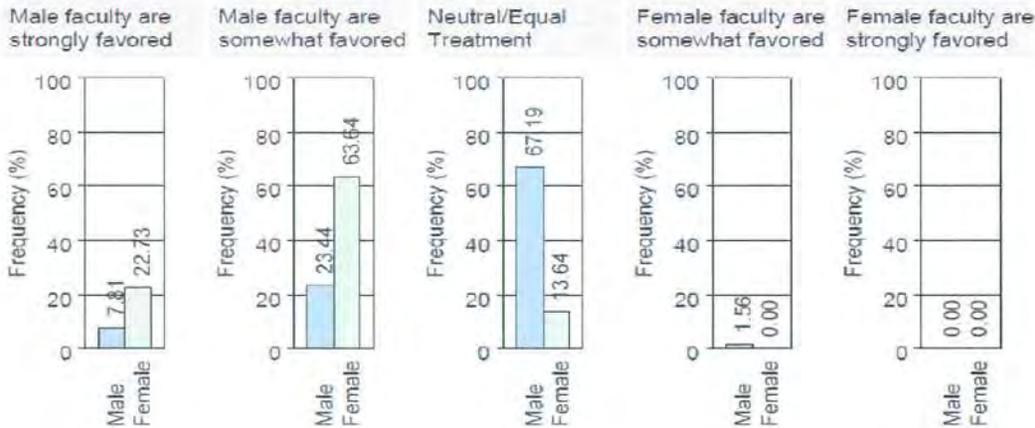
33. Within the past five years I have personally witnessed exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.



57% of women as well as 20% of men have witnessed a hostile work environment—potential legal risk

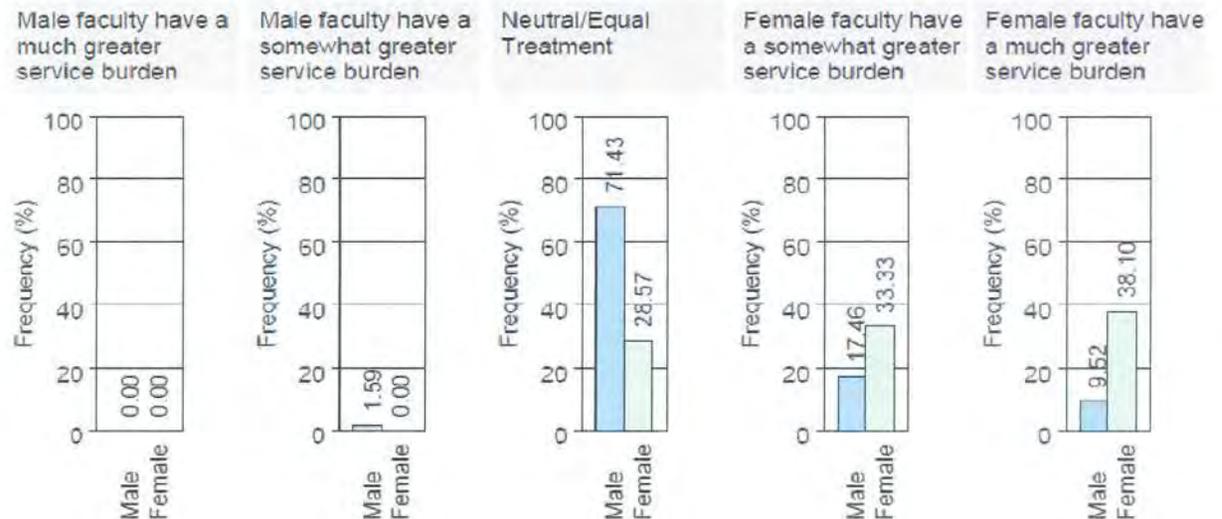
Focus Area: Work Environment (by Gender), cont.

34. Students treat faculty with the same respect regardless of gender.



86% of women and 31% of men find male faculty is treated with more respect by students; men see more equity (67% vs. 14%)

35. Service assignments are distributed equally regardless of gender.



71% of women and 27% of men find female faculty bears greater service burden; men see more equity (71% vs. 29%)

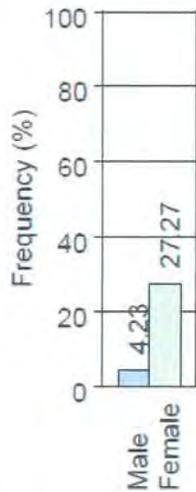
Focus Area: Promotion (by Gender)

Gender	Promotion (Questions 36-41, Agreement Scale)					Totals	Mean	Percent Positive	Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				0	100
Male	8%	8%	15%	39%	31%	100%	3.78	70%		
Female	21%	26%	19%	21%	13%	100%	2.77	33%		
Overall	11%	12%	16%	34%	26%	100%	3.52	61%		

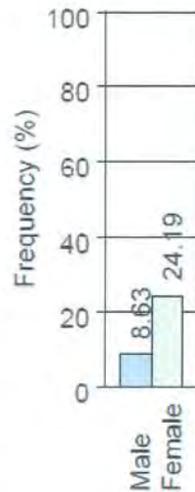
51% of women find male faculty favored in promotion process vs. 13% of men; men see more equity and see more women favored

Promotion (Questions 42-53, Gender Bias Scale)

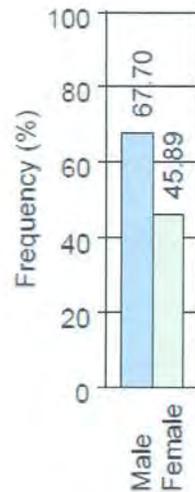
Male faculty are strongly favored



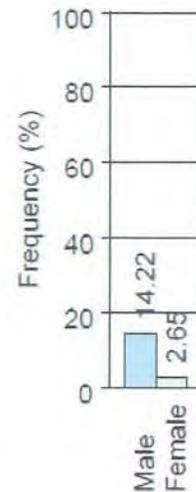
Male faculty are somewhat favored



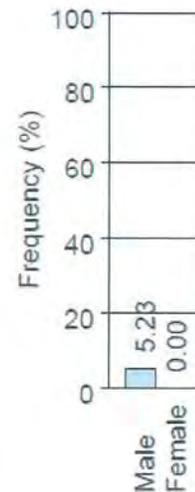
Neutral/Equal Treatment



Female faculty are somewhat favored



Female faculty are strongly favored



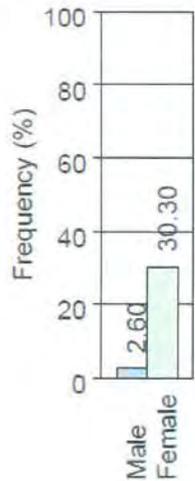
Focus Area: Compensation (by Gender)

Gender	Compensation (Questions 54-57, Agreement Scale)					Totals	Mean	Percent Positive	Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				0	100
Male	14%	13%	22%	35%	16%	100%	3.25	51%		
Female	27%	28%	8%	28%	9%	100%	2.63	37%		
Overall	17%	18%	18%	33%	14%	100%	3.09	47%		

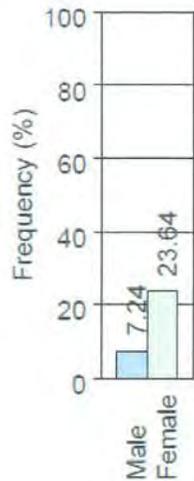
54% of women find male faculty favored in compensation vs. 10% of men; men see more equity

Compensation (Questions 58-63, Gender Bias Scale)

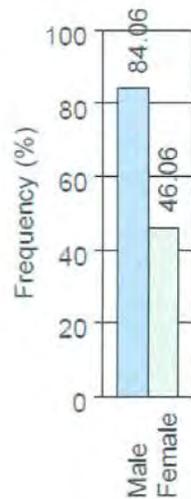
Male faculty are strongly favored



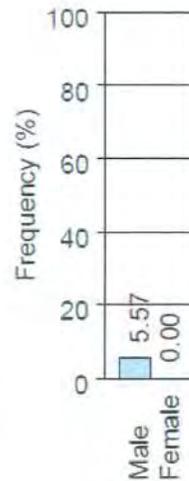
Male faculty are somewhat favored



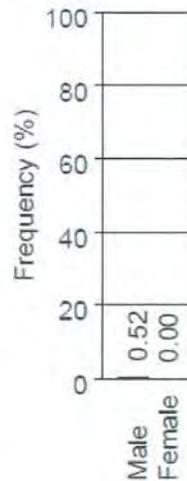
Neutral/Equal Treatment



Female faculty are somewhat favored



Female faculty are strongly favored



Focus Area: Recruitment and Retention (by Gender)

Gender	Recruitment & Retention (Questions 64-69, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Male	4%	4%	10%	38%	43%	100%	4.14	82%		
Female	16%	23%	20%	20%	22%	100%	3.08	42%		
Overall	7%	9%	12%	34%	38%	100%	3.86	71%		

Positive score for women who see the recruiting and retention efforts as equitable for female faculty is approximately half that of men (42% vs. 82%), negative score is approximately 5 times higher (39% vs. 8%)

Focus Area: Mentoring and Development (by Gender)

Gender	Mentoring and Development (Items 70-72, Agreement Scale)								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
Male	7%	15%	16%	39%	24%	100%	3.56	62%	
Female	23%	23%	8%	33%	12%	100%	2.89	45%	
Overall	11%	17%	13%	37%	21%	100%	3.40	58%	

Positive score for women who see the Anderson's mentoring and development as equitable for female faculty is approximately two thirds that of men (45% vs. 62%), negative score is approximately double (46% vs. 22%)

Headlines by Gender

Opportunities

General

- Vastly disparate views of males and females **negate** some of the seemingly **positive results** overall
- **All focus areas** in the **Probably Concern** area for **females**; scores for Overall Gender Climate and Leadership by Past and Current Chairs in the **teens**; only 14% of females see Gender Climate as positive

Work Environment

- **45% of women** have personally experienced a **hostile work environment** vs. 5% of men; **57% of women** have **witnessed** a hostile work environment vs. 20% of men – potential legal risk
- **0% of women** see Anderson having an **effective process** in place to deal with complaints regarding gender bias and only **17% of women** believe that Anderson has **resources** for faculty to deal with **sexism** in the **classroom** – potential legal risk
- **86% of women** and **31% of men** find **male faculty** is treated with more **respect** by students; men see more equity (67% vs. 14%)
- **71% of women** and **27% of men** find female faculty bear **greater service burden**; men see more equity (71% vs. 29%)
- More men than women report that Anderson's focus on gender equity has resulted in reverse discrimination (34% vs. 10%)
- **Only 41% of women** feel treated with **respect** at Anderson vs. 79% of men
- More women than men view **taking advantage of UCLA policies** regarding flexible work arrangements as **reflecting negatively** on their work ethic and commitment (13% positive vs. 56% positive)

Headlines by Gender

Opportunities

Other

- 51% of women find **male faculty favored in promotion process** vs. 13% of men; men see more equity and see more women favored
 - Dean, Past and Present Department Chairs and other faculty thought to play strong role in perceived equity gap in promotions
- 54% of women find **male faculty favored in compensation** vs. 10% of men; men see more equity (84% vs. 46%)
- Positive score for women who see **the recruiting and retention** efforts as **equitable** for female faculty is approximately **half that of men** (42% vs. 82%), negative score is approximately 5 times higher (39% vs. 8%)
- Positive score for women who see Anderson's **mentoring and development as equitable** for female faculty is approximately **two thirds that of men** (45% vs. 62%), negative score is approximately double (46% vs. 22%)

Anderson Results by Job Status

Population Breakdown by Job Status

Focus Area Comparison by Job Status (for Agreement Scale)

Headlines: Strengths and Opportunities by Job Status

Population Breakdown by Job Status

Total Surveys
N= 91

Job Status		
Full Professor	48%	44
Associate Professor	12%	11
Assistant Professor	19%	17
Adjunct/Lecturer	<u>21%</u>	<u>19</u>
Totals	100%	91

Focus Area Comparison by Job Status (Agreement Scale)

Percent Positive Score

	Overall Gender Climate	Leadership (Dean)	Leadership (Chairs)	Work Environment	Promotion	Compensation	Recruitment and Retention	Mentoring and Development
Overall	44%	55%	45%	58%	61%	47%	71%	58%
Full Professor (44)	45%	53%	49%	57%	64%	42%	76%	54%
Associate Professor (11)	20%	29%	18%	54%	50%	30%	59%	48%
Assistant Professor (17)	50%	47%	46%	61%	52%	63%	64%	58%
Adjunct/Lecturer (19)	50%	81%	54%	62%	70%	58%	78%	74%

- **Associate Professor scores lower** than all others, especially around **Leadership, Compensation and Overall Gender Climate**
- **Adjunct/Lecturer scores generally higher** than all others; 4 categories in Strength range

■ 70% or greater
 ■ 50-69%
 ■ Below 50%

Headlines by Job Status

Strengths

- Assistant Professors' scores high when it comes to feeling their teaching contributions are reflected fairly in promotion decisions (83% positive vs. 55-66% for others)
- Assistant Professors are positive around criteria for Term Chair and Endowed Chair positions being applied consistency regardless of gender (81% perceive equity vs. 27% Associate Professors and 38% of Full Professors); similar pattern for selection to serve in senior administrative roles
- 86% of Adjunct/Lecturers and Assistant Professors view compensation as equitable
- All groups acknowledge efforts by colleagues to identify female candidates during faculty recruitment (between 85-91% for all groups); however, there are difference in perception around candidate evaluation and merit-based process in final selection
- Adjuncts/Lecturers view Dean's commitment to and efforts around gender equity very high compared to all other groups

Headlines by Job Status

Opportunities

Work Environment

- Overall **scores lowest for Associate Professors**
 - 30% of all Associate Professors have **personally experienced a hostile work environment** based on gender, 70% of Associate Professors have witnessed it. 32% of Full Professors and 31% of Assistant Professors have also **witnessed** it
 - **36%** of Associate Professors and **26%** of Assistant Professors **disagree** that **sexist comments/jokes** or **derogatory comments about women are rare** at Anderson
 - **0%** of Associate Professors see Anderson as having an **effective process in place to deal with complaints** regarding gender bias
 - **Associate and Assistant Professors score highest** on seeing **female faculty carrying a higher service burden** (64% and 56%, respectively)
 - Only 45% of Associate Professors believe they are **treated with respect** at Anderson and only 27% see other colleagues treated with respect
 - Both Associate and Assistant Professors give **low scores to faculty effort to create an inclusive gender climate**
- **Adjunct/Lecturer only group** who sees **improvement of gender equity environment** in the past five years (71% positive compared to 17-36% positive for all others)
- All groups rank taking advantage of **UCLA policies regarding flexible work arrangements** as reflecting negatively on their work ethic and commitment; yet, **Associate Professors rate this the lowest**: 13% positive

Headlines by Job Status

Opportunities, cont.

Other

- Extremely **low scores** given to **Dean holding others accountable** for gender equity (lowest was Associate Professors at 9%; highest was 53% for Full Professors)
- Only 30% of Associate Professors view **promotion process as equitable** (lowest group)
- Full Professors and Associate Professors see **less equity in base compensation and pay increases** than other groups; both see male faculty being favored to higher degree than other groups
- Associate Professors show **low scores in ability to learn and improve** due to knowledge where to go for feedback (27% positive)

Anderson Results by Gender and Job Status Combined

Population Breakdown by Gender and Job Status

Focus Area Comparison by Gender Job Status

(for Agreement Scale)

Headlines: Strengths and Opportunities by Gender and Job Status

Population Breakdown by Gender and Job Status

Total Surveys
N= 91

Please note: To protect anonymity, Associate and Assistant Professors are combined.

	Combine Associate and Assistant Prof on Q2:Job Status		
	Full Professor	Associate/Assistant Prof	Adjunct/Lecturer
Gender			
Male	81% 35	68% 19	68% 13
Female	<u>19%</u> <u>8</u>	<u>32%</u> <u>9</u>	<u>32%</u> <u>6</u>
Totals	100% 43	100% 28	100% 19

Focus Area Comparison by Gender and Job Status (Agreement Scale)

Percent Positive Score



Headlines by Gender and Job Status

Strengths

- Male Adjuncts/Lecturers believe that gender equity has improved in the past 5 years (83% positive)
- Most faculty are positive about colleagues' willingness to make special arrangements so that faculty can balance their work, family, and lifestyle priorities
- 100% of female and 92% of male Adjuncts/Lecturers perceive equity in distribution of opportunities to receive extra pay from teaching

Headlines by Gender and Job Status

Opportunities

Leadership

- Female Associate/Assistant Professors give very **low scores to Dean Leadership** (16% positive) and Chair Leadership (7% positive)
- Female Adjuncts/Lecturers give **Chair Leadership** a score of **6% positive**, compared to **78% among male Adjuncts/Lecturers**

Work Environment

- **0% of female Associate/Assistant Professors** see the overall **gender climate as positive**
- Female Full Professors and Associate/Assistant Professors are **least positive about not hearing sexist comments/jokes** at Anderson
- **63% of female Full and Associate/Assistant Professors** have **personally experienced** a hostile work environment vs. 3% and 6% of male Full and Associate/Assistant Professors, respectively. Two thirds of female Full and Associate/Assistant Professors have **witnessed** a hostile work environment. So have 20% and 33% of male Full and Associate/Assistant Professors respectively
 - In addition, 0% of female Full Professors and female Associate/Assistant Professors believe Anderson has an effective process in place to deal with complaints of gender bias → **potential legal repercussions**
- The gender gap in acknowledgement that female faculty bear a **greater service burden** is most pronounced among **Full Professors**: 88% of women think so, yet only 18% of men agree. Women are generally less positive about their service contributions being fairly reflected in promotion decisions; gap is most pronounced among Adjuncts/Lecturers: 0% of females believe so vs. 80% of males
- **Female Adjuncts/Lecturers** are **least positive** about colleagues being **treated with respect** (20% positive)

Headlines by Gender and Job Status

Opportunities

Promotion

- Among Full Professors, 25% of females don't believe that their **gender limits their promotion** vs. 90% of males
- Female Full Professors and Associate/Assistant Professors are **least positive about the promotion process** (31% and 30% positive, respectively); male Adjuncts/Lecturers most positive (80%)
- Female Full Professors and Associate/Assistant Professors see more **males being favored in promotion process** than their male counterparts (56% and 62%, respectively). Some male faculty see female faculty being favored
- **Only 13%** of female Full Professors perceive **equity** in the way the **Dean applies evaluation criteria** to promotion cases

Compensation

- 71% of female Full Professors believe that **male faculty is favored in compensation** vs. 15% of male Full Professors. Among Associate/Assistant Professors, the ratio is 49% vs. 5%
- **Only 14% of female Full Professors** believe their **research contributions are fairly reflected in their compensation** vs. 63% of male Full Professors. For service contributions, the numbers are 29% vs. 45% and for teaching contributions, 29% vs. 52%
- **76% of female Full Professors** believe that **males are favored in base compensation** vs. 23% of males. Only 25% perceive equity vs. 65% of males. The same pattern holds for **pay increases, summer ninth, and cash compensation/teaching releases** of administrative work

Headlines by Gender and Job Status

Opportunities

Recruiting and Retention

- **Only 10% of female Adjuncts/Lecturers** view the **recruitment/retention efforts as positive** as opposed to 92% of male Adjuncts/Lecturers
- **50% of female Full Professors** are considering **going on the job market** or are actively trying to leave Anderson in the next 5 years
- **Female Associate/Assistant Professors** give **lowest scores** of all groups to **Dean and Department Chairs for recruiting and retention efforts** of female faculty (22% and 11%, respectively)

APPENDIX B

Summary of Findings of Existing Anderson Data Review

Data Review Process

Korn Ferry reviewed and analyzed the following documentation provided by UCLA Anderson School of Management:

1. Anderson School of Management – Faculty Salary Equity Analyses (also included representation, hiring, and separation data from 2004 to 2014).
2. Anderson School of Management – UCLA Campus Climate Survey 2013.
3. Teaching Ratings Gender-Based Analysis.
4. 2015 Historical Department Votes by Gender (included data from 1998 to 2014).

The following is a high-level summary of findings produced by Korn Ferry consultants. Detailed findings for each piece of data are also provided herein.

Top Line Summary and Recommendations

- **Females tended to be underrepresented at Anderson**, compared to their national availability estimate rates. This is especially true at the Full Professor level, where women comprised just 7.6% of those roles. It is worth exploring what is driving this potential 'glass ceiling' effect within Anderson – be it cultural barriers, personal biases, or lack of development opportunities.
- **More recent hiring and separation (turnover) data suggests that**, although the time period between 2004-05 and 2008-09 showed a more positive trend (more hires, less turnover), between 2009-10 and 2013-14 **the trend in hiring is down for tenured and untenured roles, and turnover has increased**. Given that the availability estimates had increased during this time, it is worth examining candidate sourcing and hiring practices.
- According to 2013 climate survey data, **a good proportion of female faculty members at Anderson (38%) stated they have experienced intimidating or even hostile behaviors directed toward them** – some stating it has impacted their ability to work effectively. Although the sample size is small, it is worth exploring further to uncover specific examples of behaviors.
- Somewhat related to this, **six out of eight (75%) female faculty members at Anderson believed that it is not in their best interest to bring up issues affecting them**, due to fear that it may impact their performance evaluation or even ability to receive tenure. Further exploration of this theme would be recommended to uncover experiences, be they personal or told by someone else.
- **Six of the eight women (75%) had seriously considered leaving UCLA** in the past year. Delving into personal reasons for this decision would be recommended.
- Reviewing the voting patterns for males and females within Anderson seeking tenure, **females tended to receive fewer 'yes' votes on average (and more 'no' votes) compared to their male counterparts**. It is difficult to ascertain what is the cause for such disparate patterns; however, it is nonetheless worth exploring in interviews. Seek to understand potential parallels between this issue, intention to leave, and hesitance to bring up personal issues affecting them. There may be implications on professional development, to help these valued faculty members enhance their skills and be better prepared for the tenure process, as opposed to assuming there are biases present among within the UCLA and/or Anderson culture.

**Faculty Salary Equity
Summary**

Faculty Salary Equity – Key Findings

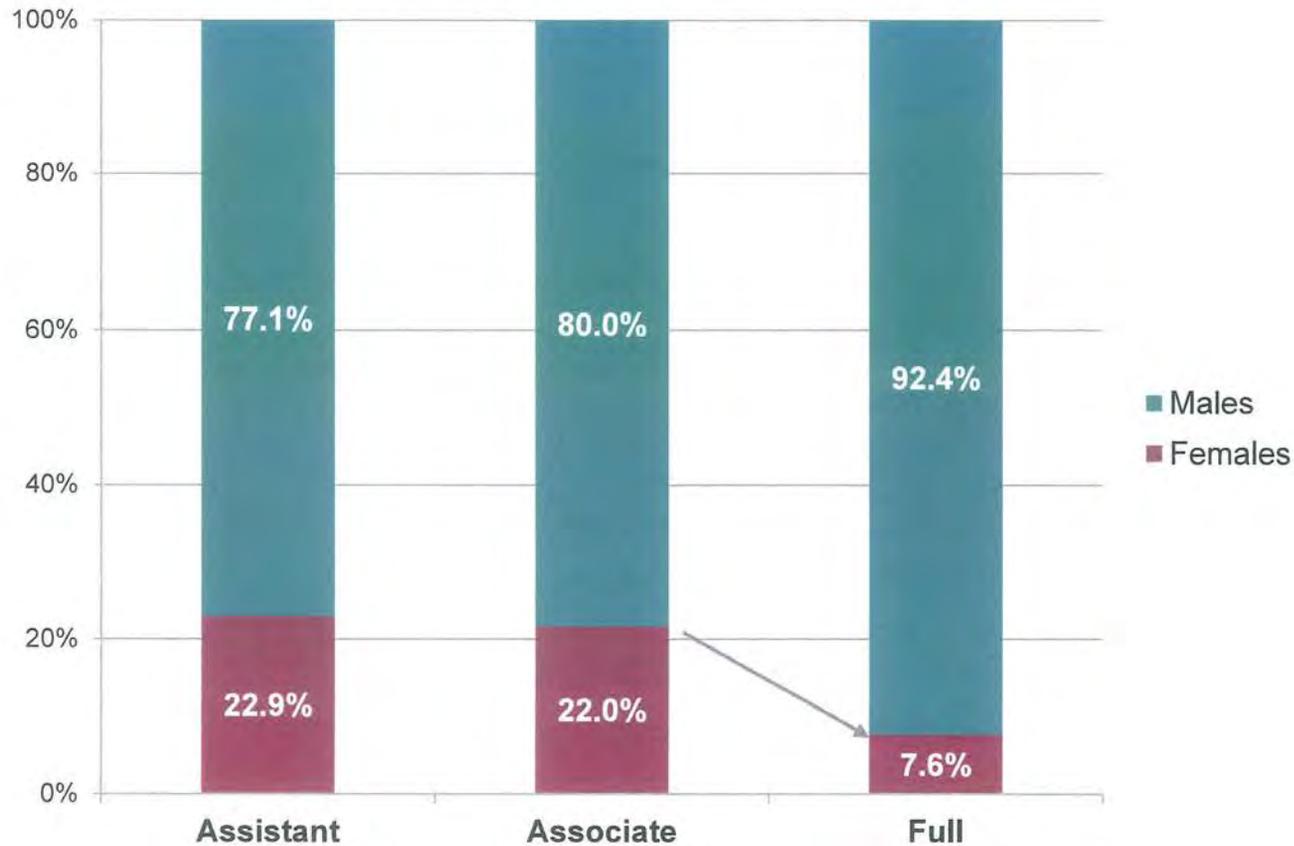
- Within the Anderson School of Management, during the period 2004 through 2014, both 'females and African Americans were represented at rates that were *lower* than national availability estimates.'
 - Females made up 13.4% of total FTE; however, the representation rate decreased as rank increased from Assistant Professor (22.9%) up to Full Professor (7.6%).
- During that same time, the 10-year hiring rate of females was found to be *lower* than national availability estimates. Although the first five years of the analysis (2004-05 to 2008-09) found generally stronger supportive data, the last five years has shown a downward trend in the number of female hires at Anderson.
 - Regardless of the type of hire [tenured, untenured], females were represented at lower rates than their estimated availability in the national pool of applicants.
 - Between 2004-05 and 2008-09, females comprised a total of seven (7) hires (26.9%), whereas the availability estimate was between 29.4 and 30.9 percent.
 - However, between 2009-10 and 2013-14, although the availability estimate went up for total (between 30.9 and 35.1 percent), the actual total hiring of women at Anderson decreased to just 18.2%. The same was found when looking specifically at both untenured (23.1%, with availability up to 42.1%) and tenured roles (11.1%, with availability up to 35.1%).

Faculty Salary Equity – Key Findings, cont.

- While the 10 year hiring and separation rate (turnover) for female faculty at Anderson was found to be positive – five more hires than separations – the recent trend over the past five years has resulted in a net gain of zero.
 - The seven (7) hires of women between 2004-05 and 2008-09 outnumbered the number of separations (2) for a net gain of five (5).
 - However, between 2009-10 and 2013-14, although four (4) females were hired, four (4) left the school, resulting in a net gain of zero.
 - It should be noted, however, that turnover for females was not significantly different from the rate for males.
- The median salary of females (\$154,200) was found to be slightly higher than that of males (\$142,550). However, males tended to have a 'much higher' maximum salary when compared to the maximum for females. Given that male salaries were generally more variable than female salaries, and that the median takes into account data that could be considered as an outlier, this finding is not necessarily surprising.
 - Overall conclusions were difficult to make, due to the relatively small sample size of females at Anderson. However, females tended to be most highly represented in areas that tended to have the lowest salaries, like Management and Organizations. Conversely, they were least represented in the higher-paying fields, such as Finance.
- In terms of career progression, no significant differences were found in regards to gender or race/ethnicity.

Faculty Salary Equity

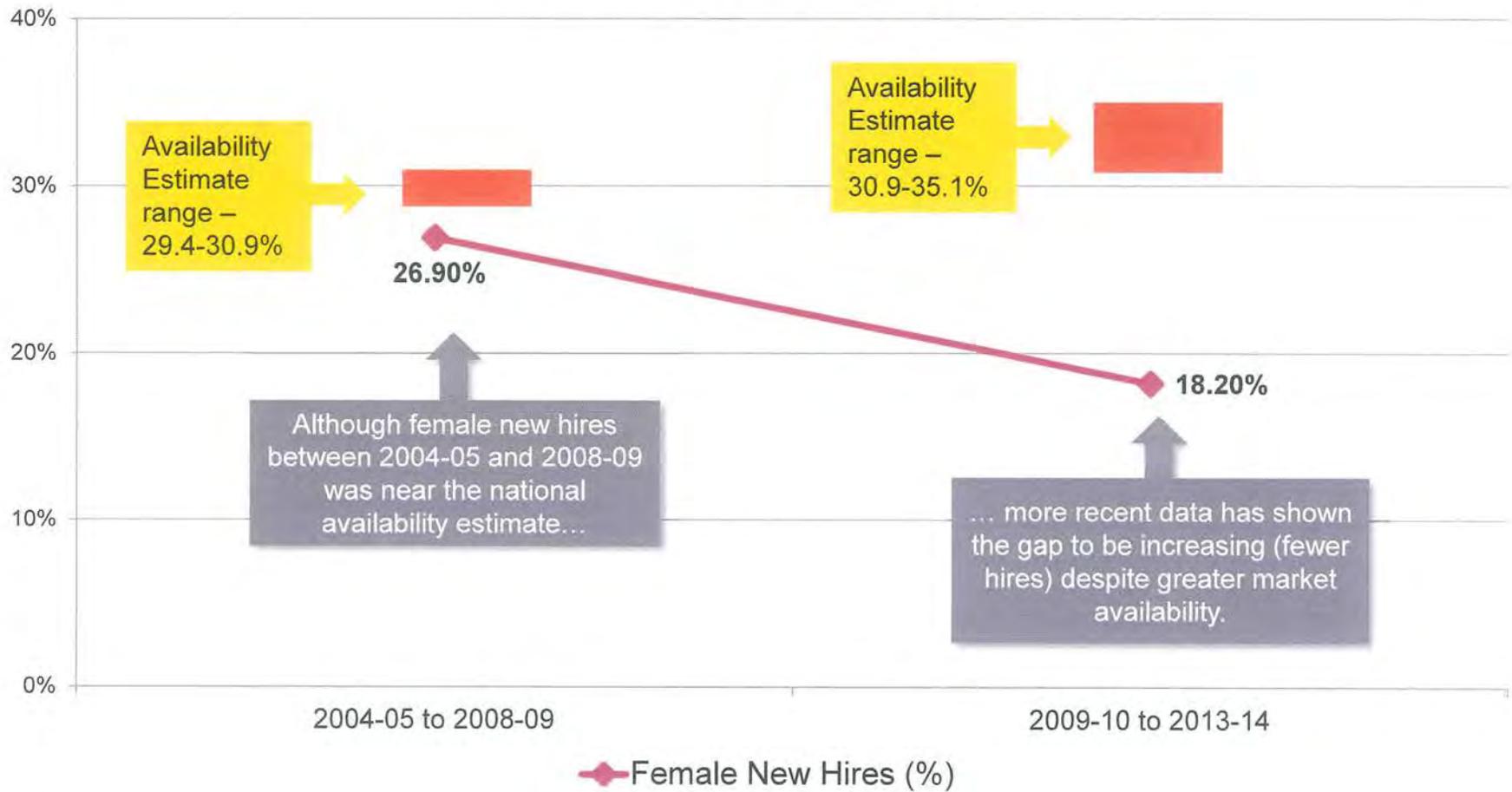
10-year Average FTE, 2004-05 to 2013-14



The percentage of women in FTE roles sharply decreases from Associate level to Full professor.

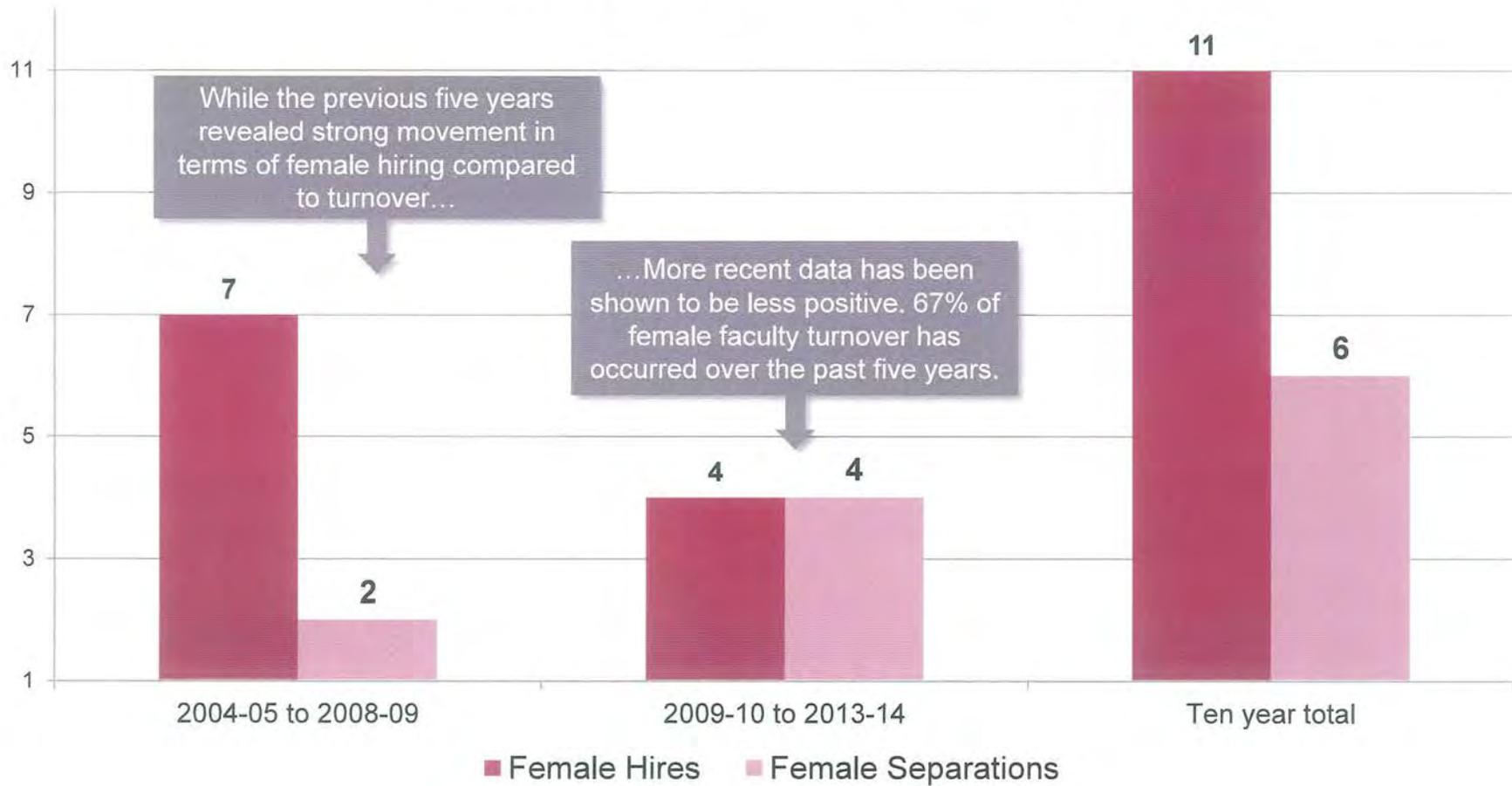
Faculty Salary Equity

Female New Hires – Total (%)



Faculty Salary Equity

Hiring and Separations, 2004-05 to 2013-14



UCLA Campus Climate Survey Summary

2013 UCLA Campus Climate Survey

Key Findings

- When asked how comfortable they were with the climate at UCLA in general, the eight (8) female faculty respondents were generally pleased – six (6) were either ‘comfortable’ or ‘very comfortable’ (75%). Just two (2) were either ‘uncomfortable’ or ‘very uncomfortable’ (25%).
- Regarding their level of comfort within their specific department/work unit/college/school, the results were generally similar – out of eight (8) female respondents, five (5) responded positively (63%), while three (3) were ‘uncomfortable’ or ‘very uncomfortable’ (38%).
- When asked if they had seriously considered leaving UCLA in the past year, six of the eight females responded ‘yes’ (75%), compared to just six (24%) males.
- Asked if they had experienced any exclusionary, intimidating, offensive, or hostile behaviors directed toward them in the past year, three (3) responded ‘yes’ (38%) – two (2) said that it interfered with their ability to work, while the other one (1) said it did not interfere with work.
- When asked if they were reluctant to bring up issues out of fear that it will affect their performance evaluation/merit/promotion decision, six of the eight responded ‘strongly agree’ or ‘agree’ (75%) – signifying that three-quarters of female faculty members are at least somewhat hesitant to discuss things out of fear that it will negatively impact them in some way.

2013 UCLA Campus Climate Survey

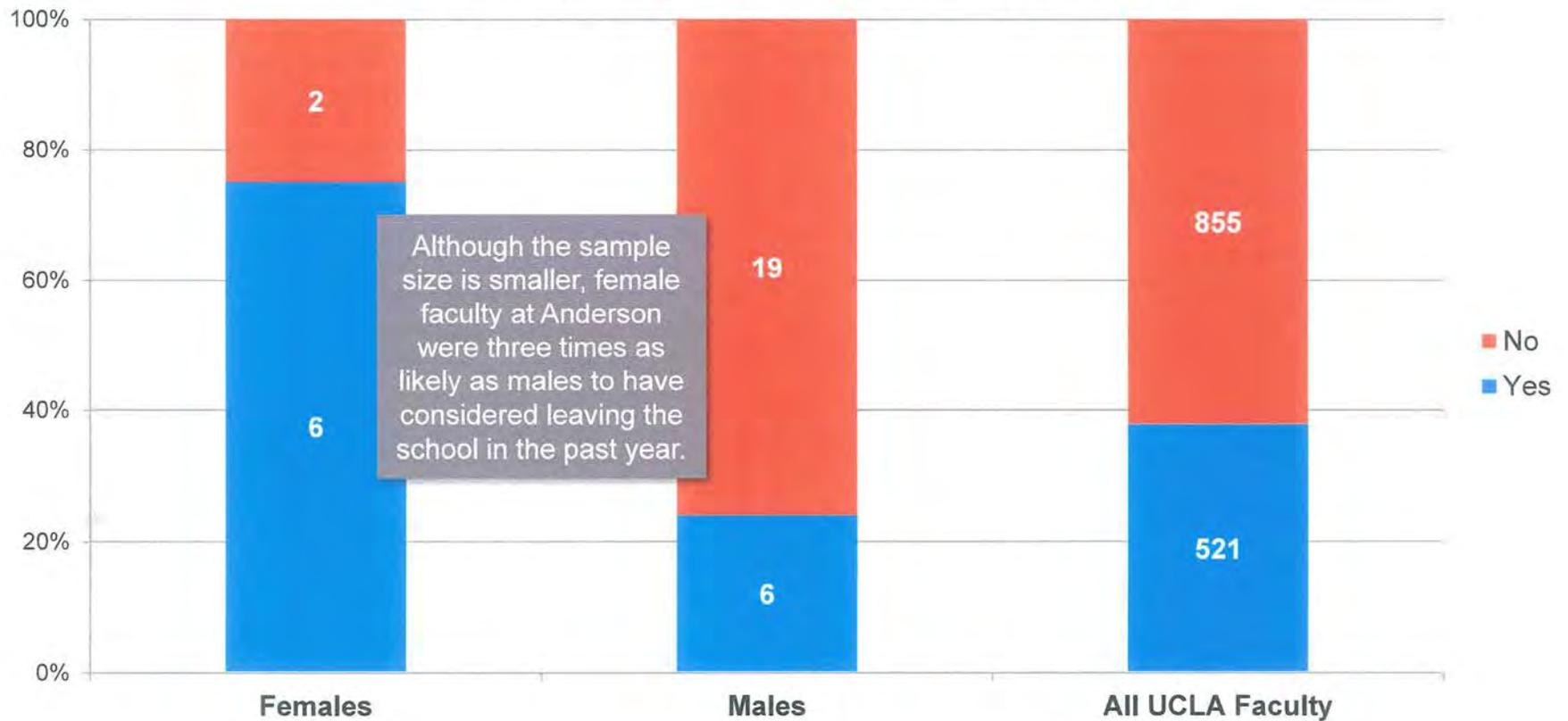
Key Findings (cont.)

Additional analyses:

- Although not within the scope of this project, though still worthy of further exploration, similar results were found for persons with a disability and LGBQ populations.
- In terms of intention to leave within the past year, compared to all faculty members, faculty members with a disability responded 'yes' around seven points higher, and LGBQ faculty were also seven points higher.
- Regarding exclusionary behavior directly impacting their ability to work, faculty with a disability responded seven points higher, the same for LGBQ faculty.
- Moreover, 34% of all faculty with a disability have experienced some form of exclusionary behavior, while 38% of LGBQ faculty responded this way (did or did not affect ability to work).
- When asked if they were reluctant to bring up issues out of fear that it will affect their performance evaluation/merit/promotion decision, 16% of faculty with a disability responded 'strongly agree,' compared to just 9% across all faculty. Similarly, LGBQ faculty responded less favorably, with 33% responding either 'agree' or 'strongly agree,' compared to 27% for all faculty.
- LGBQ faculty were also less favorable when asked if they believed that 'the tenure standards/promotion standards' are applied equally to all faculty,' with just 36% responding 'strongly agree' or 'agree' compared to the 54% of all faculty members. Moreover, LGBQ responded 'strongly disagree' at a rate that nearly doubled all faculty members (20.3% compared to 10.6%).

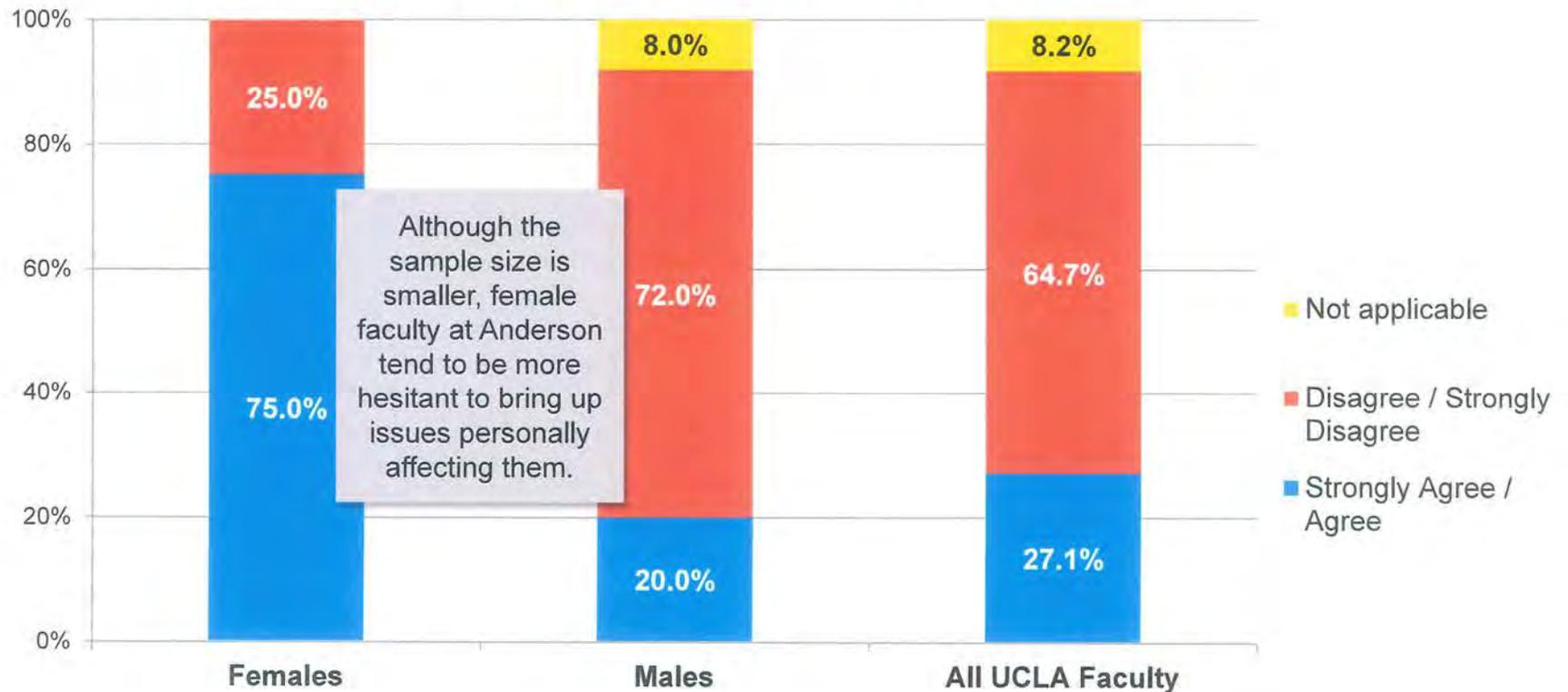
2013 UCLA Campus Climate Survey

“In the past year, have you seriously considered leaving UCLA?” Anderson female and male faculty compared to all UCLA faculty



2013 UCLA Campus Climate Survey

“I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision” Anderson female and male faculty compared to all UCLA faculty



Teaching Ratings Summary

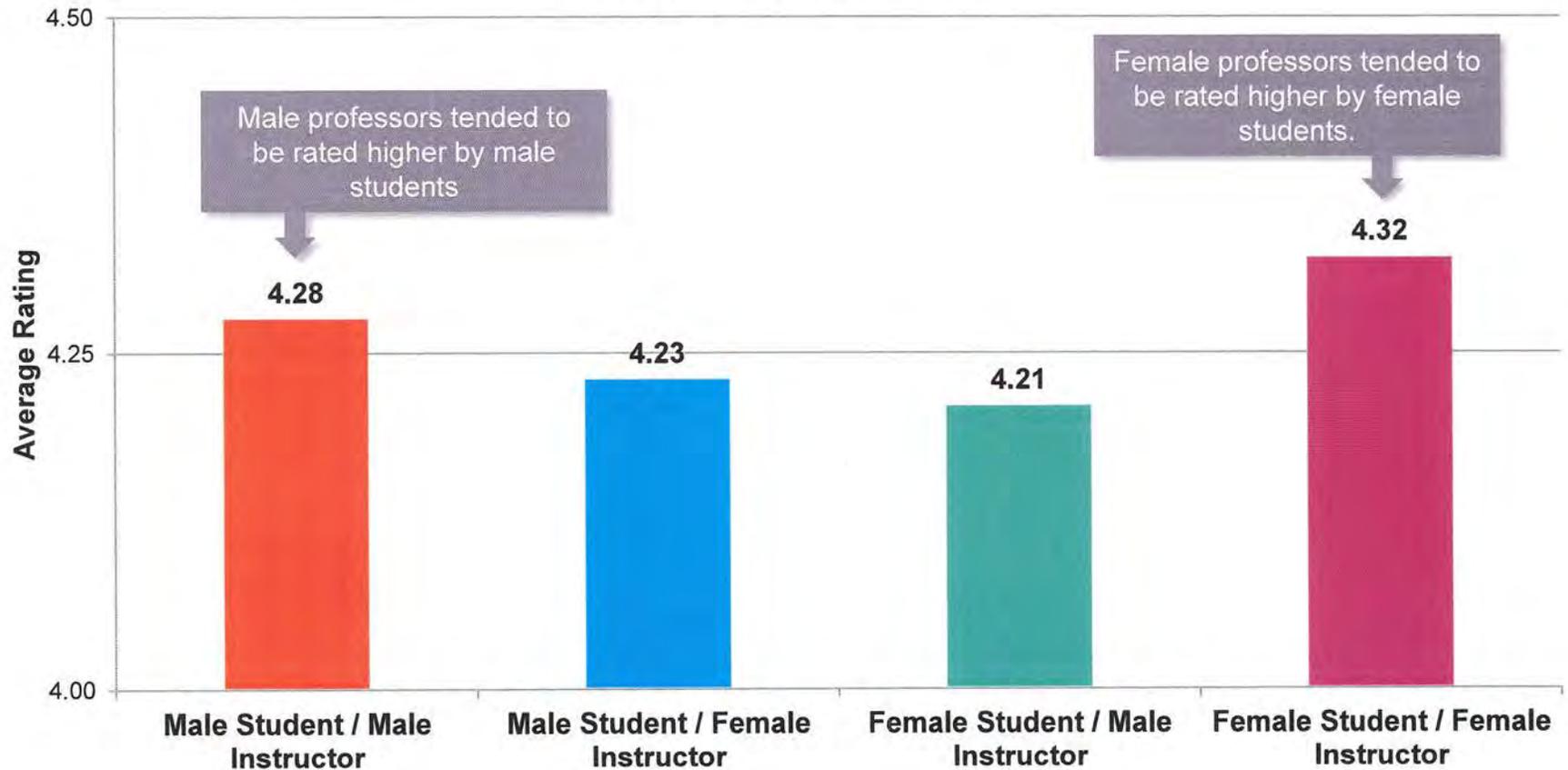
Teaching Ratings

Key Findings

- Overall analysis revealed that “students are more likely to give a better evaluation to instructors of their same gender than instructors of the opposite gender.” This finding was statistically significant ($p < .05$).
 - Male students rated male instructors an average of .06 higher than female instructors.
 - Female students rated female instructors .09 higher than male instructors.
- However, when examining only average instructor ratings based on the instructor’s gender (and not the gender of student raters), there was no significant difference ($p > .05$), suggesting that both male and female professors generally receive the same ratings.
- Similar findings were revealed regarding how the gender of an instructor influences ratings along specific dimensions of a course.
 - Male students felt that male instructors organize the course better, demonstrate better mastery of the subject, instill more rigor to the learning experience, and increase understanding of the subject.
 - Female students felt as though female instructors were more proficient at organizing the learning experience, were more committed to learning process, and increasing understanding of the subject.
 - Across both male and female students, female instructors were viewed as being less rigorous in their teaching methods compared to their male counterparts.
- Regression analyses revealed the following:
 - Younger instructors, or those new to the teaching profession, were rated slightly better than others.
 - The program the student is in, e.g., FEMBA, has an effect on ratings, with higher evaluations going to instructors in the FEMBA program.
 - Class size also influenced ratings, with students in a smaller-size classes providing higher average ratings.
 - Ratings tended to be lower for courses and instructors that were part of core curriculum as opposed to electives.
- Comment analysis revealed that, out of the 41 comments for a female instructor who was given a rating of ‘1,’ 10 (24%) were related to personality or professionalism. Conversely, for males, this rate was around 7% (3 comments). Most of the comments for female instructors pertained to one professor, while those for males were for unique individuals. Given this, however, no examples of ‘blatant discrimination based on gender’ were found.

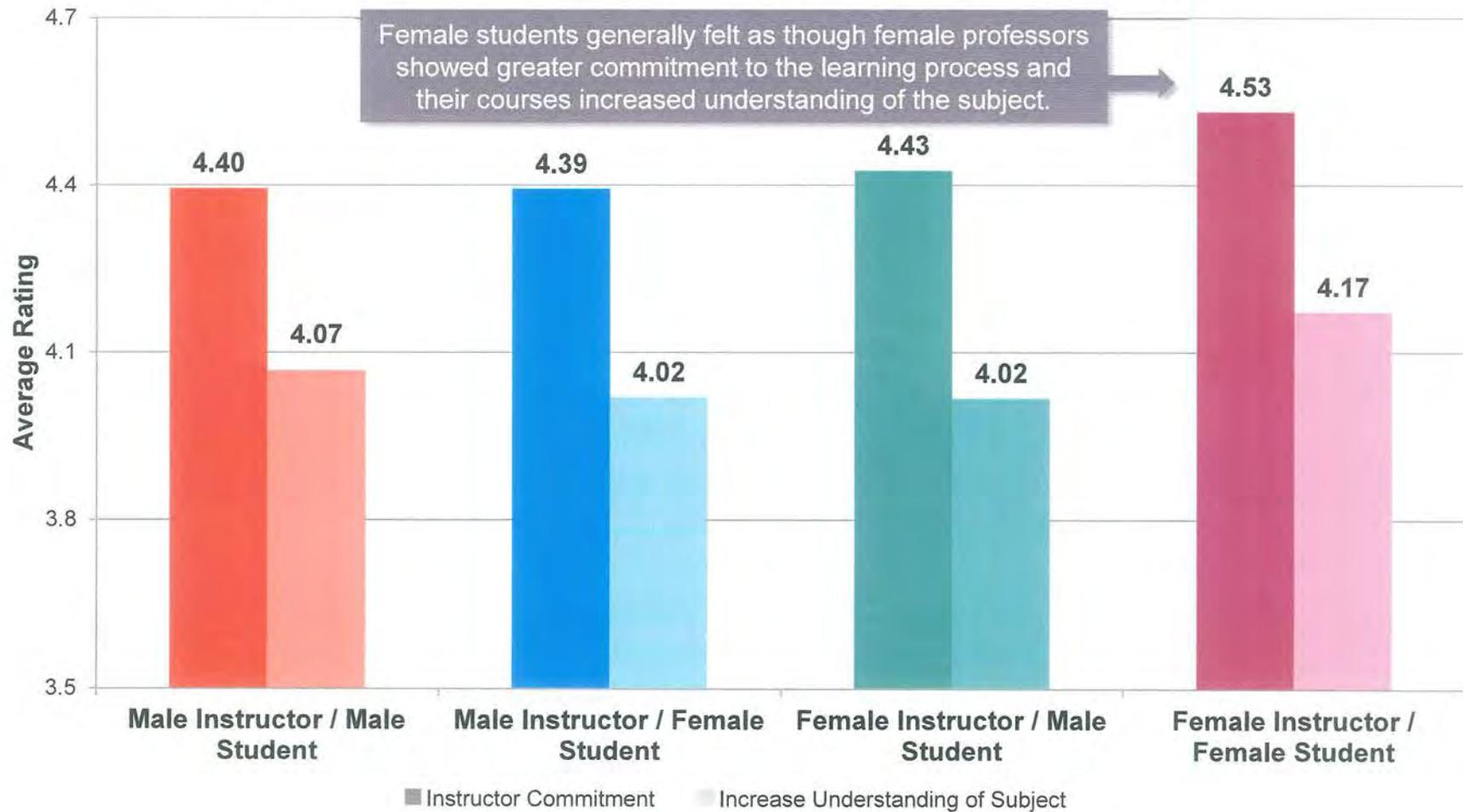
Teaching Ratings

Average Instructor Ratings



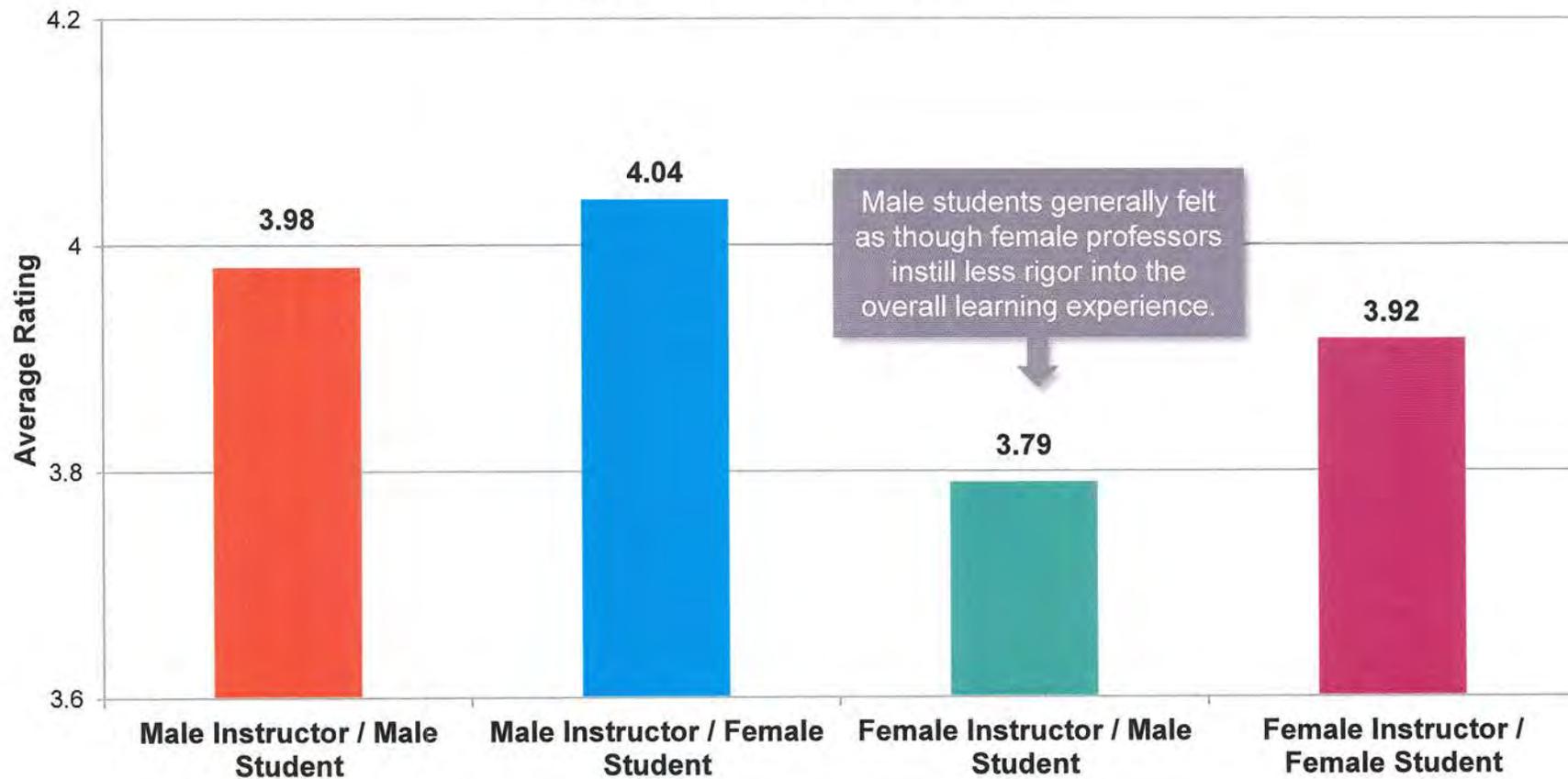
Teaching Ratings

Instructor Commitment and Increase Understanding of Subject



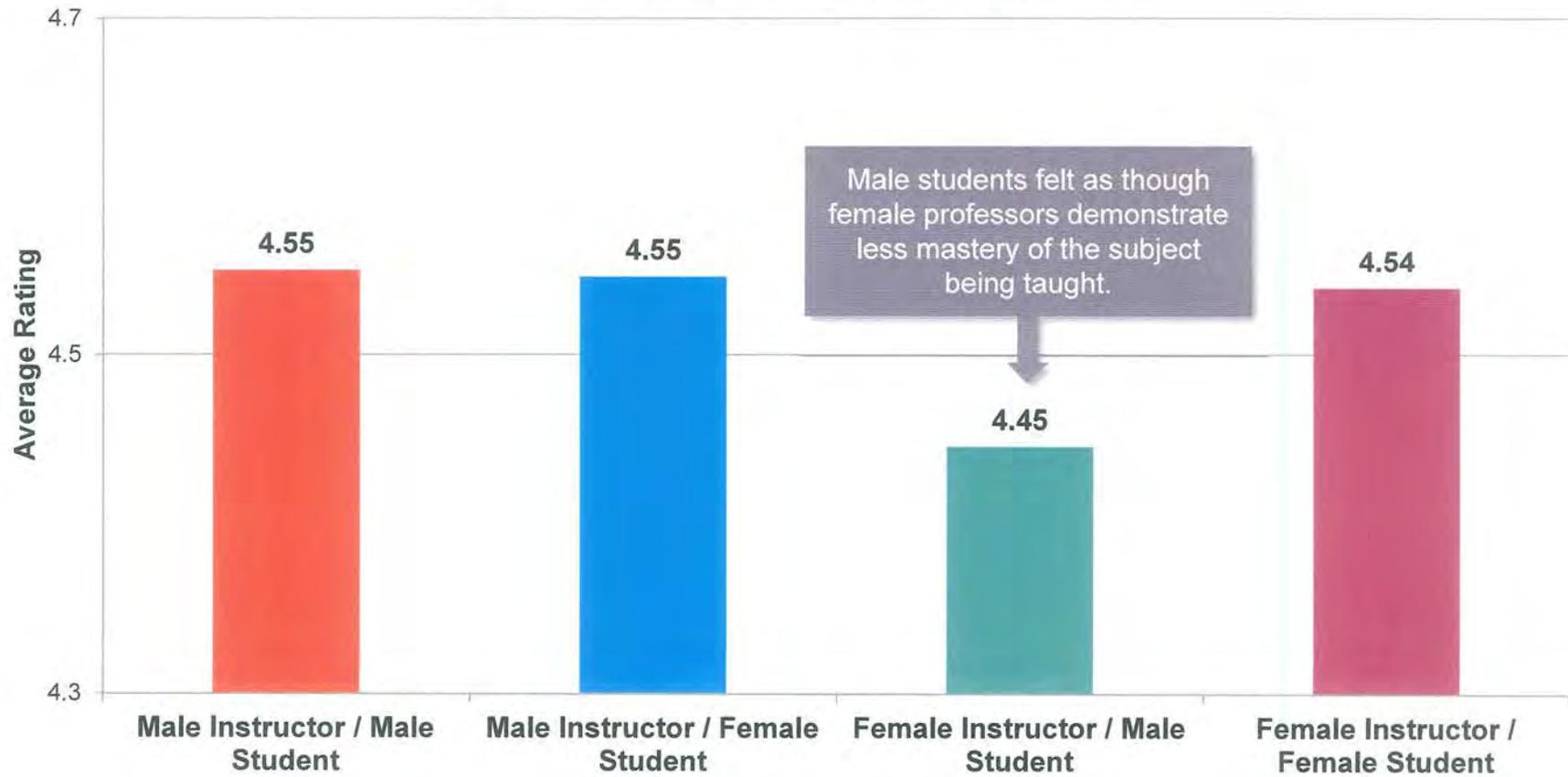
Teaching Ratings

Rigor of Learning Experience



Teaching Ratings

Demonstrating Mastery of the Subject



Historical Vote Data Summary

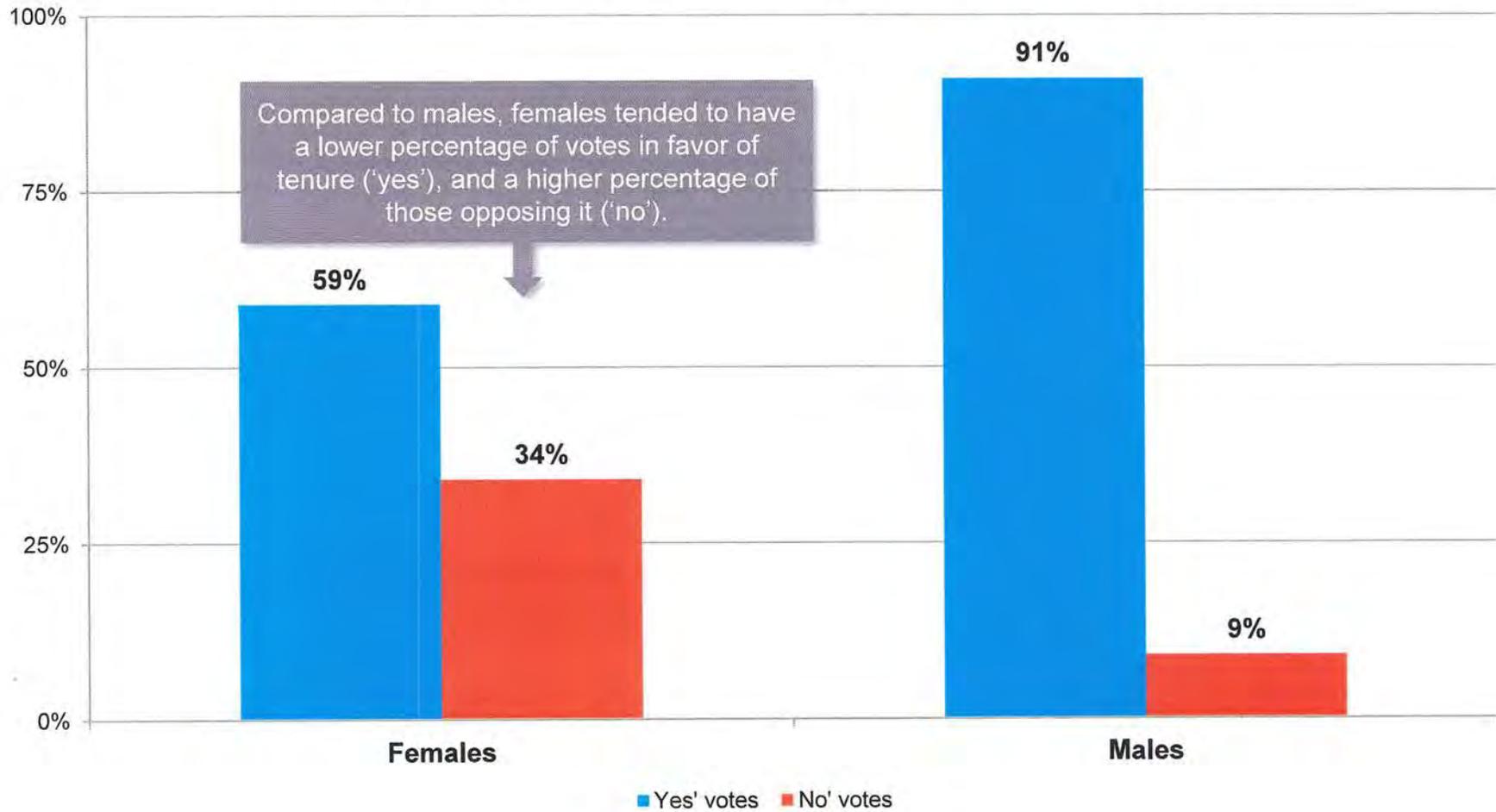
Historical Votes, 1997-2014

Key Findings

- Between 1997 and 2014, a total of 29 promotions were made to Professor, Step 1, involving 23 males (79%) and six females (21%).
 - Out of these 23 instances involving males, the average (mean) percentage of 'yes' votes was found to be 84%, while the average percentage of 'no' votes was 8%.
 - For women, the average percentage of 'yes' votes was 76%, while the percentage of 'no' votes jumped to 22%.
- During that same time period, a total of three (3) promotions were made to Professor, Step 2, all of which (100%) involved males.
 - The males received an average 'yes' vote of 72%.
- In addition, 35 tenure decisions were made during that period, 26 of which involved males (74%) and nine (9) involving females (26%).
 - For the 26 males up for tenure, 91% of votes on average were 'yes,' while just 9% were 'no.'
 - For the nine (9) females, average 'yes' votes were just 59%, with 34% voting 'no.' The remainder of the total tended to be those who abstained from voting.
- There were 55 total instances of 4th year Appraisals within Anderson, 44 of which (80%) involved males. The voting patterns for men and women was found to be very similar in these cases.
 - For males, the average percent of 'yes' votes was 44%, very similar to that of females (43%). In terms of 'no' votes, males received an average of 9%, while females had an average of 16%. For men, the percent of those voting 'with reservation' averaged out to be 47%, while for women it was 40%.

Historical Votes, 1997-2014 – Key Findings

Average (mean) 'Yes' and 'No' votes for Tenure Decisions, 1997-2014



APPENDIX C

Gender Equity Survey Data Reports



UCLA Anderson School of
Management
Gender Equity Survey - May 2015

Aggregate Descriptive Statistics Report

Prepared by



Demographic Breakdown of Respondents

The following tables display the percentage and number of respondents for each of the demographic questions on the survey. The first column displays the percent of respondents in each category. The second column displays the actual number of respondents in each category. "No Answer" displays the number and percent of respondents who declined to answer the question.

Total Surveys

N= 91

Gender		
Male	74%	67
Female	25%	23
Other	1%	1
No Answer	0%	0
Totals	100%	91

Job Status		
Full Professor	48%	44
Associate Professor	12%	11
Assistant Professor	19%	17
Adjunct/Lecturer	21%	19
No Answer	0%	0
Totals	100%	91

Summary Results for Each Focus Area

The following tables display summary results for each focus area of the survey. There are four different scale types for the questions in the survey, and each scale is treated a bit differently in the charts and graphs that follow. (Please note that all results are for those who expressed an opinion. Missing answers, or answers of “Don’t Know” or “N/A” are not included in the calculations.)

For questions using the Agreement Scale:

Results for questions using the Agreement scale are presented as a frequency distribution showing the percentage of respondents who selected each response option (Strongly Disagree, Disagree, etc.)

The Percent Positive column displays the percentage of respondents who answered **Strongly Agree** or **Agree** to the questions in the focus area. (**Strongly Disagree** or **Disagree** in the case of the negatively phrased questions. See Important Note below.) The percent will be between 0 and 100. The bar charts to the right graphically represent the Percent Positive column in order to facilitate a quick visual comparison of similarities and differences.

Charts also display the mean for each focus area for which the response scale is the Agreement scale. The mean is the average response of all respondents for each question in the section. The mean will be a number between 1 and 5 and can be related back to the response scale used for each item as follows: 1= Strongly Disagree (Strongly Agree in the case of the six negatively phrased questions), 2 = Disagree/(Agree), 3 = Neutral, 4 = Agree/(Disagree), 5 = Strongly Agree/(Strongly Disagree). The closer to 5 the mean is, the stronger is the agreement (or disagreement) with the questions that make up each focus area.

IMPORTANT NOTE: The survey included six questions that were negatively phrased. These questions are labeled with (R) following the question text. For these questions the meaning of the scale is reversed, ie., Strongly Disagree and Disagree are defined as positive responses. Additionally, for consistency in presenting results, the means for these six questions have been reversed. So, as with all other Agreement scale questions, the lower the mean, the more negative the response, and, conversely, the higher the mean, the more positive the response.

For Questions using the Gender Bias Scales (Two scales)

Several questions ask respondents to indicate the degree to which they believe gender bias plays a role in decision making, advancements, compensation, and day-to-day work. Results for these questions are presented as a frequency distribution.

For Questions using the Yes/No Scales

Two questions in the survey are answered with "Yes" or "No" responses. These are presented as pie charts.

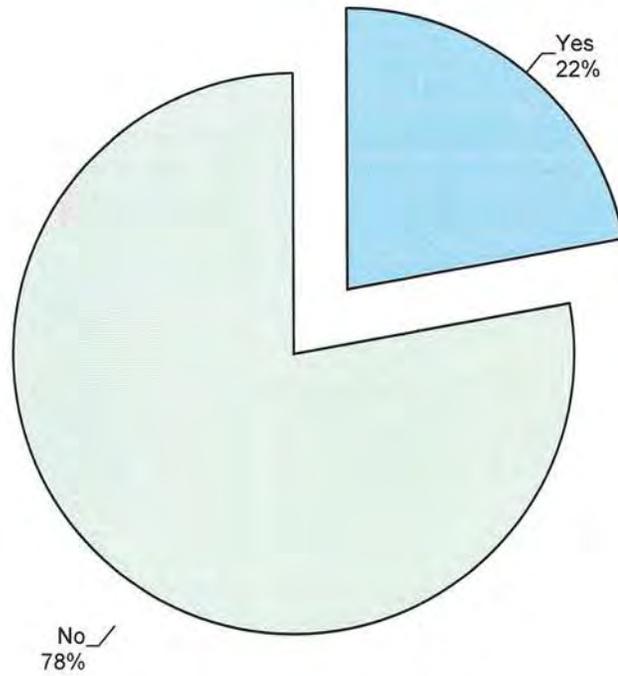
Leadership

		Leadership - Dean (Questions 1-5, Agreement Scale)								Percent Positive	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
All Forms		14%	14%	17%	25%	30%	100%	3.41	55%		

		Leadership - Current and Past Department Chairs (Questions 6-9, Agreement Scale)								Percent Positive	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
All Forms		12%	23%	20%	26%	19%	100%	3.17	45%		

Work Environment

	Work Environment - (Questions 10-31, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	10%	15%	17%	33%	26%	100%	3.50	58%		



Work Environment - (Questions 32-33) Y/N Scale

Work Environment (Continued)

34. Students treat faculty with the same respect regardless of gender.		
	Percents	Percents
		0 100
Male faculty are strongly favored	11%	
Male faculty are somewhat favored	34%	
Neutral/Equal Treatment	53%	
Female faculty are somewhat favored	1%	
Female faculty are strongly favored	0%	
Totals	100%	

35. Service assignments are distributed equally regardless of gender.		
	Percents	Percents
		0 100
Male faculty have a much greater service burden	0%	
Male faculty have a somewhat greater service burden	1%	
Neutral/Equal Treatment	60%	
Female faculty have a somewhat greater service burden	21%	
Female faculty have a much greater service burden	18%	
Totals	100%	

Promotion

	Promotion (Questions 36-41, Agreement Scale)									Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
All Forms	11%	12%	16%	34%	26%	100%	3.52	61%			

Promotion (Questions 42-53, Gender Bias Scale)		
	Percents	Percents
	0	100
Male faculty are strongly favored	10%	
Male faculty are somewhat favored	13%	
Neutral/Equal Treatment	62%	
Female faculty are somewhat favored	11%	
Female faculty are strongly favored	4%	
Totals	100%	

Compensation

	Compensation (Questions 54-57, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
All Forms	17%	18%	18%	33%	14%	100%	3.09	47%		

Compensation (Questions 58-63, Gender Bias Scale)		
	Percents	Percents
	0	100
Male faculty are strongly favored	11%	
Male faculty are somewhat favored	11%	
Neutral/Equal Treatment	73%	
Female faculty are somewhat favored	4%	
Female faculty are strongly favored	0%	
Totals	100%	

Recruitment and Retention

	Recruitment & Retention (Questions 64-69, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	7%	9%	12%	34%	38%	100%	3.86	71%		

Mentoring and Development

	Mentoring and Development (Items 70-72, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	11%	17%	13%	37%	21%	100%	3.40	58%		

Overall Gender Climate

	73. The gender climate at Anderson is positive and inclusive.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
								0	100
All Forms	16%	18%	22%	33%	11%	100%	3.05	44%	

Detail Results for Each Focus Area

The tables in this section of the report display the results for each question in the specified focus area. The questions are ranked by the percentage of positive responses. (Only items using the Agreement scale are ranked.)

Leadership

Leadership - Dean

Leadership - Dean (Questions 1-5, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
1. At Anderson, the dean is committed to, and supportive of, gender equity.	14%	11%	12%	28%	35%	100%	3.60	64%		
3. At Anderson, the dean has a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.	18%	12%	14%	18%	39%	100%	3.49	57%		
4. At Anderson, the dean proactively creates and fosters a culture that does not discriminate on the basis of gender.	20%	16%	18%	20%	26%	100%	3.16	46%		
2. At Anderson, the dean is held accountable for achieving gender equity.	13%	21%	20%	21%	25%	100%	3.24	46%		
5. At Anderson, the dean holds others at Anderson accountable for achieving gender equity.	16%	21%	22%	29%	12%	100%	3.00	41%		

Leadership - Current and Past Department Chairs

Leadership - Current and Past Department Chairs (Questions 6-9, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
6. At Anderson, current and past Department Chairs are/have been committed to, and supportive of, gender equity.	7%	22%	22%	28%	21%	100%	3.34	49%		
8. At Anderson, current and past Department Chairs have/have had a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.	12%	23%	20%	25%	20%	100%	3.19	45%		
9. At Anderson, current and past Department Chairs proactively create and foster/have created and fostered a culture that does not discriminate on the basis of gender.	18%	19%	19%	26%	18%	100%	3.07	44%		
7. At Anderson, current and past Department Chairs are/have been held accountable for achieving gender equity.	19%	32%	21%	14%	14%	100%	2.73	29%		

Work Environment

Work Environment - (Questions 10-31, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
10. Unwelcome sexual advances or other verbal or physical harassment of a sexual nature are rare at Anderson.	5%	7%	7%	39%	42%	100%	4.07	82%		
22. I have regular conversations about research with my male Anderson colleagues.	4%	4%	14%	44%	33%	100%	3.97	77%		
26. Colleagues in my academic area are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.	5%	4%	14%	49%	27%	100%	3.89	77%		
24. Colleagues in my academic area make an effort to create an inclusive gender climate.	2%	7%	18%	37%	35%	100%	3.95	72%		
30. The Anderson School will be a better place to work and learn with greater gender diversity.	3%	3%	24%	33%	39%	100%	4.03	71%		
23. Colleagues in my academic area are treated with respect.	6%	14%	9%	36%	35%	100%	3.80	71%		
17. At Anderson, I am treated with respect.	6%	10%	15%	36%	34%	100%	3.82	70%		
21. I have regular conversations about research with my female Anderson colleagues.	5%	9%	19%	36%	31%	100%	3.80	67%		
11. I rarely hear sexist comments/jokes or derogatory comments about women at Anderson.	6%	14%	15%	33%	33%	100%	3.74	66%		

[Continuing table]

Work Environment - (Questions 10-31, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
20. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my male Anderson colleagues.	6%	19%	19%	35%	22%	100%	3.49	57%		
27. The dean and department chair (present/past) are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.	8%	15%	20%	42%	14%	100%	3.38	56%		
19. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my female Anderson colleagues.	6%	19%	20%	30%	26%	100%	3.51	56%		
13. Anderson's focus on gender equity for women has resulted in reverse discrimination against men. (R)	10%	18%	18%	23%	30%	100%	3.46	54%		
18. Anderson faculty make an effort to create an inclusive gender climate.	8%	23%	17%	31%	21%	100%	3.35	52%		
31. Anderson has resources for faculty dealing with incidents of sexism in the classroom.	16%	18%	20%	38%	9%	100%	3.07	47%		
29. I am considering going on the job market or actively trying to leave Anderson in the next 5 years. (R)	16%	22%	17%	19%	26%	100%	3.17	45%		
12. Anderson has an effective process in place to deal with complaints regarding gender bias. (Please indicate NA if you have never looked into the existing processes.)	28%	17%	11%	25%	19%	100%	2.92	44%		

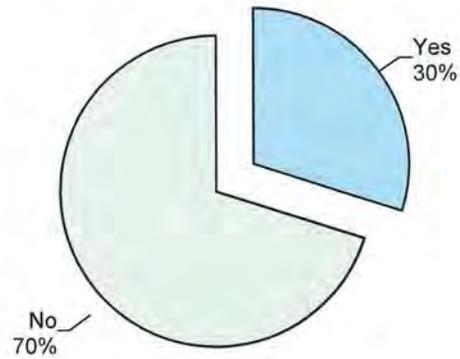
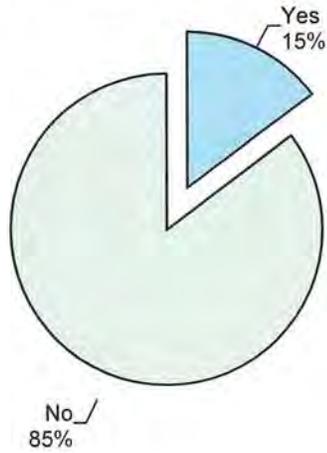
[Continuing table]

Work Environment - (Questions 10-31, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
28. Taking advantage of UCLA policies regarding flexible work arrangements reflects negatively on my work ethic or my level of commitment in the eyes of my Anderson colleagues. (R)	18%	12%	26%	26%	18%	100%	3.14	44%		
16. Upon hearing negative comments based on gender at Anderson, I have witnessed others intervene and state their disapproval.	17%	33%	6%	38%	6%	100%	2.83	44%		
15. Compared to five years ago, the gender equity environment at Anderson has improved.	12%	17%	33%	31%	7%	100%	3.03	38%		
25. I feel comfortable turning down a request for a service assignment.	13%	38%	16%	28%	5%	100%	2.75	33%		
14. At Anderson, important decisions are disproportionately influenced by senior male faculty. (R)	47%	23%	13%	14%	3%	100%	2.03	17%		

Work Environment - (Questions 32-33) Y/N Scale

32. Within the past five years I have personally experienced exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.

33. Within the past five years I have personally witnessed exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.



34. Students treat faculty with the same respect regardless of gender.

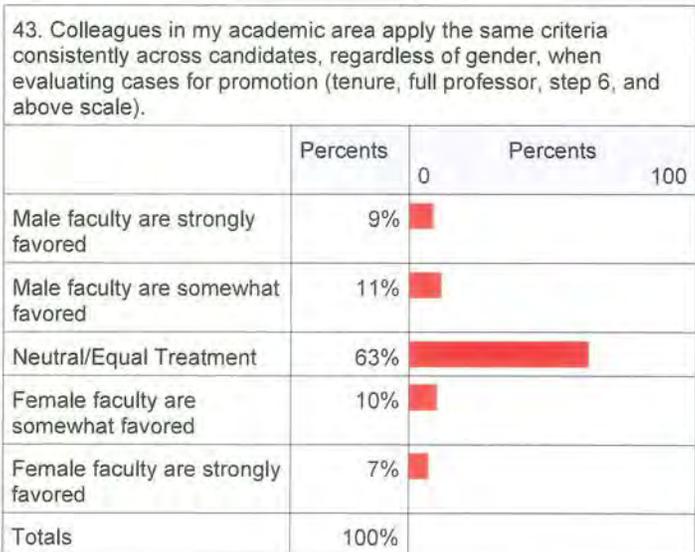
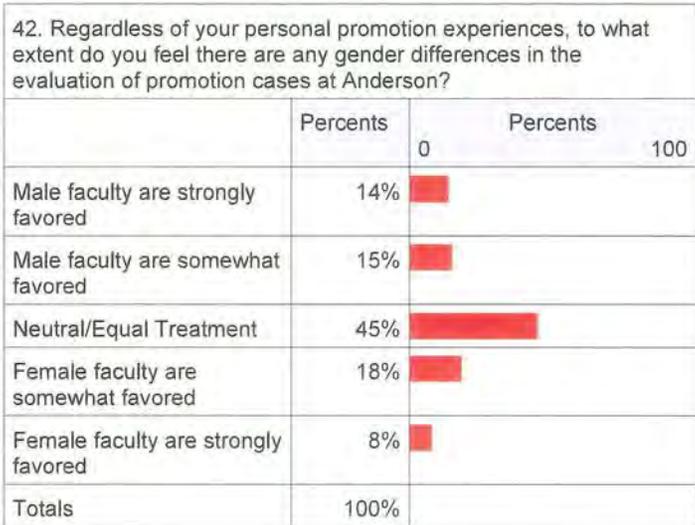
	Percents	0	Percents	100
Male faculty are strongly favored	11%			
Male faculty are somewhat favored	34%			
Neutral/Equal Treatment	53%			
Female faculty are somewhat favored	1%			
Female faculty are strongly favored	0%			
Totals	100%			

35. Service assignments are distributed equally regardless of gender.

	Percents	0	Percents	100
Male faculty have a much greater service burden	0%			
Male faculty have a somewhat greater service burden	1%			
Neutral/Equal Treatment	60%			
Female faculty have a somewhat greater service burden	21%			
Female faculty have a much greater service burden	18%			
Totals	100%			

Promotion

Promotion (Questions 36-41, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
36. I understand the criteria used to evaluate me for promotion (tenure, full professor, step 6, and above scale) at Anderson.	3%	11%	4%	43%	39%	100%	4.03	81%		
39. At Anderson, my teaching contributions are reflected fairly in promotion decisions.	12%	3%	19%	45%	21%	100%	3.61	67%		
41. At Anderson, my gender limits my promotion opportunities. (R)	8%	9%	16%	25%	41%	100%	3.83	67%		
38. At Anderson, my research contributions are reflected fairly in promotion decisions.	11%	10%	19%	35%	24%	100%	3.52	60%		
40. At Anderson, my service contributions are reflected fairly in promotion decisions.	21%	11%	14%	34%	20%	100%	3.20	54%		
37. At Anderson, all research topics and methodologies are valued equally in promotion decisions.	22%	34%	15%	18%	10%	100%	2.60	28%		



44. The staffing committee applies the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

	Percents	0	Percents	100
Male faculty are strongly favored	12%			
Male faculty are somewhat favored	12%			
Neutral/Equal Treatment	58%			
Female faculty are somewhat favored	14%			
Female faculty are strongly favored	5%			
Totals	100%			

45. Ad hoc committees apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

	Percents	0	Percents	100
Male faculty are strongly favored	5%			
Male faculty are somewhat favored	12%			
Neutral/Equal Treatment	63%			
Female faculty are somewhat favored	16%			
Female faculty are strongly favored	4%			
Totals	100%			

46. Anderson faculty apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

	Percents	0	Percents	100
Male faculty are strongly favored	13%			
Male faculty are somewhat favored	14%			
Neutral/Equal Treatment	58%			
Female faculty are somewhat favored	12%			
Female faculty are strongly favored	4%			
Totals	100%			

47. The past/present Department Chairs apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

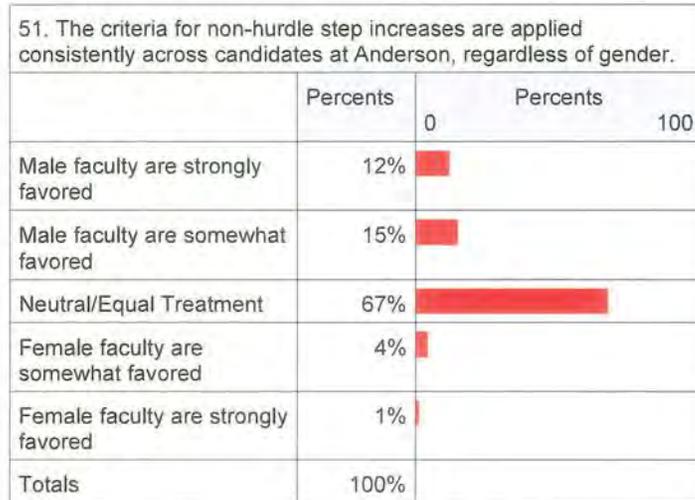
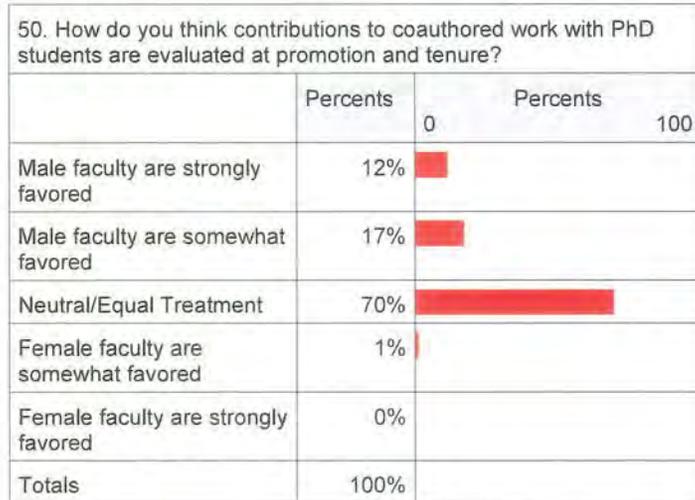
	Percents	0	Percents	100
Male faculty are strongly favored	10%			
Male faculty are somewhat favored	14%			
Neutral/Equal Treatment	62%			
Female faculty are somewhat favored	11%			
Female faculty are strongly favored	4%			
Totals	100%			

48. The Dean applies the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

	Percents	0	Percents	100
Male faculty are strongly favored	19%			
Male faculty are somewhat favored	10%			
Neutral/Equal Treatment	57%			
Female faculty are somewhat favored	7%			
Female faculty are strongly favored	7%			
Totals	100%			

49. How do you think contributions to coauthored work with senior colleagues are evaluated at promotion and tenure?

	Percents	0	Percents	100
Male faculty are strongly favored	13%			
Male faculty are somewhat favored	20%			
Neutral/Equal Treatment	65%			
Female faculty are somewhat favored	1%			
Female faculty are strongly favored	0%			
Totals	100%			



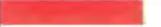
52. The criteria for Term Chair and Endowed Chair positions are applied consistently across candidates at Anderson, regardless of gender.

	Percents	0	Percents	100
Male faculty are strongly favored	13%			
Male faculty are somewhat favored	12%			
Neutral/Equal Treatment	46%			
Female faculty are somewhat favored	19%			
Female faculty are strongly favored	10%			
Totals	100%			

53. At Anderson, I believe that the criteria for faculty who are selected to serve in senior administrative roles are applied consistently across candidates, regardless of gender.

	Percents	0	Percents	100
Male faculty are strongly favored	12%			
Male faculty are somewhat favored	16%			
Neutral/Equal Treatment	65%			
Female faculty are somewhat favored	4%			
Female faculty are strongly favored	3%			
Totals	100%			

Compensation

Compensation (Questions 54-57, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
54. My research contributions are reflected fairly in my compensation.	12%	12%	18%	37%	20%	100%	3.40	57%		
56. My teaching contributions are reflected fairly in my compensation.	12%	13%	21%	36%	18%	100%	3.36	55%		
55. My service contributions are reflected fairly in my compensation.	16%	13%	21%	33%	17%	100%	3.22	50%		
57. The only way to get paid fairly at Anderson is to get an outside offer. (R)	37%	27%	11%	22%	3%	100%	2.26	25%		

58. How do you think the base compensation is set across faculty?

	Percents	0	Percents	100
Male faculty are strongly favored	14%			
Male faculty are somewhat favored	12%			
Neutral/Equal Treatment	66%			
Female faculty are somewhat favored	7%			
Female faculty are strongly favored	0%			
Totals	100%			

59. How do you think pay increases are set across faculty?

	Percents	0	Percents	100
Male faculty are strongly favored	16%			
Male faculty are somewhat favored	13%			
Neutral/Equal Treatment	61%			
Female faculty are somewhat favored	10%			
Female faculty are strongly favored	0%			
Totals	100%			

60. How do you think summer ninths are set across faculty?		
	Percents	
		0 Percents 100
Male faculty are strongly favored	7%	
Male faculty are somewhat favored	7%	
Neutral/Equal Treatment	86%	
Female faculty are somewhat favored	0%	
Female faculty are strongly favored	0%	
Totals	100%	

61. How do you think cash compensation and teaching releases for administrative work are set across faculty?		
	Percents	
		0 Percents 100
Male faculty are strongly favored	10%	
Male faculty are somewhat favored	11%	
Neutral/Equal Treatment	79%	
Female faculty are somewhat favored	1%	
Female faculty are strongly favored	0%	
Totals	100%	

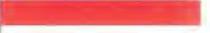
62. How do you think opportunities to receive extra pay from teaching (e.g., overload teaching, executive education teaching) are distributed across faculty?

	Percents	0	Percents	100
Male faculty are strongly favored	10%			
Male faculty are somewhat favored	11%			
Neutral/Equal Treatment	77%			
Female faculty are somewhat favored	1%			
Female faculty are strongly favored	1%			
Totals	100%			

63. Regardless of how I am compensated, teaching, research, and service are reflected fairly in the compensation of most Anderson employees regardless of gender.

	Percents	0	Percents	100
Male faculty are strongly favored	11%			
Male faculty are somewhat favored	14%			
Neutral/Equal Treatment	69%			
Female faculty are somewhat favored	5%			
Female faculty are strongly favored	1%			
Totals	100%			

Recruitment and Retention

Recruitment & Retention (Questions 64-69, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
64. Colleagues in my academic area work actively to identify female candidates during faculty recruitment.	4%	3%	7%	32%	55%	100%	4.32	87%		
66. Colleagues in my academic area have a merit-based process for selecting who to make offers to regardless of gender.	7%	8%	13%	45%	27%	100%	3.76	72%		
67. Colleagues in my academic area work actively to retain female faculty.	9%	10%	11%	33%	37%	100%	3.80	70%		
68. The dean and department chair work actively to recruit female faculty.	9%	7%	15%	27%	42%	100%	3.85	69%		
65. The process for evaluating candidates (in particular, interviews and job talks) reflects a climate of gender inclusiveness/equity at Anderson.	7%	9%	19%	36%	29%	100%	3.72	65%		
69. The dean and department chair work actively to retain female faculty.	11%	13%	17%	28%	31%	100%	3.55	59%		

Mentoring and Development

Mentoring and Development

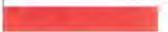
Mentoring and Development (Items 70-72, Agreement Scale)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
72. I have had at least one mentor (formal or informal) at Anderson who has played an important role in supporting my career development.	10%	11%	9%	42%	28%	100%	3.66	70%		
70. Anderson is doing/did a good job developing and preparing me to move into a tenured position.	19%	7%	16%	44%	14%	100%	3.28	58%		
71. I can learn and improve as a faculty member at Anderson because I know where to go to receive helpful, prompt feedback about strengths and weaknesses in my performance.	8%	26%	16%	32%	18%	100%	3.26	50%		

Overall Gender Climate

73. The gender climate at Anderson is positive and inclusive.										
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
All Forms	16%	18%	22%	33%	11%	100%	3.05	44%		

Respondents who Strongly Disagreed or Disagreed with the above question were asked to rank the six focus areas according to the degree to which each one contributes to the negative climate. Rankings were from 1 = Most impact, to 6 = Least impact. The following tables display the percentage of respondents to select each ranking. Also displayed is the mean ranking for each focus area. The lower the mean, the more impact the focus area has on the respondents' negative impressions of the overall climate.

Compensation		
	Percents	Percents
		0 100
1	4%	
2	17%	
3	22%	
4	22%	
5	17%	
6	17%	
Totals	100%	
Mean	3.83	

Leadership		
	Percents	Percents
		0 100
1	54%	
2	8%	
3	17%	
4	13%	
5	0%	
6	8%	
Totals	100%	
Mean	2.21	

Recruitment and Retention		
	Percents	0 Percents 100
1	4%	
2	13%	
3	13%	
4	22%	
5	22%	
6	26%	
Totals	100%	
Mean	4.22	

Mentoring		
	Percents	0 Percents 100
1	8%	
2	4%	
3	8%	
4	8%	
5	29%	
6	42%	
Totals	100%	
Mean	4.71	

Promotion and Advancement		
	Percents	0 Percents 100
1	26%	
2	22%	
3	22%	
4	17%	
5	13%	
6	0%	
Totals	100%	
Mean	2.70	

Work Enviroment		
	Percents	0 Percents 100
1	16%	
2	44%	
3	16%	
4	12%	
5	12%	
6	0%	
Totals	100%	
Mean	2.60	

Questions Sorted from Highest to Lowest Percent Positive

To facilitate comparison of questions in the survey, they are listed in order of the percent positive for each question, from highest to lowest. (Only items using the Agreement scale are ranked.)

All Questions Using the Agreement Scale

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
64. Colleagues in my academic area work actively to identify female candidates during faculty recruitment.	4%	3%	7%	32%	55%	100%	4.32	87%		
10. Unwelcome sexual advances or other verbal or physical harassment of a sexual nature are rare at Anderson.	5%	7%	7%	39%	42%	100%	4.07	82%		
36. I understand the criteria used to evaluate me for promotion (tenure, full professor, step 6, and above scale) at Anderson.	3%	11%	4%	43%	39%	100%	4.03	81%		
22. I have regular conversations about research with my male Anderson colleagues.	4%	4%	14%	44%	33%	100%	3.97	77%		
26. Colleagues in my academic area are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.	5%	4%	14%	49%	27%	100%	3.89	77%		
24. Colleagues in my academic area make an effort to create an inclusive gender climate.	2%	7%	18%	37%	35%	100%	3.95	72%		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
66. Colleagues in my academic area have a merit-based process for selecting who to make offers to regardless of gender.	7%	8%	13%	45%	27%	100%	3.76	72%		
30. The Anderson School will be a better place to work and learn with greater gender diversity.	3%	3%	24%	33%	39%	100%	4.03	71%		
23. Colleagues in my academic area are treated with respect.	6%	14%	9%	36%	35%	100%	3.80	71%		
67. Colleagues in my academic area work actively to retain female faculty.	9%	10%	11%	33%	37%	100%	3.80	70%		
17. At Anderson, I am treated with respect.	6%	10%	15%	36%	34%	100%	3.82	70%		
72. I have had at least one mentor (formal or informal) at Anderson who has played an important role in supporting my career development.	10%	11%	9%	42%	28%	100%	3.66	70%		
68. The dean and department chair work actively to recruit female faculty.	9%	7%	15%	27%	42%	100%	3.85	69%		
21. I have regular conversations about research with my female Anderson colleagues.	5%	9%	19%	36%	31%	100%	3.80	67%		
39. At Anderson, my teaching contributions are reflected fairly in promotion decisions.	12%	3%	19%	45%	21%	100%	3.61	67%		
41. At Anderson, my gender limits my promotion opportunities. (R)	8%	9%	16%	25%	41%	100%	3.83	67%		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
11. I rarely hear sexist comments/jokes or derogatory comments about women at Anderson.	6%	14%	15%	33%	33%	100%	3.74	66%		
65. The process for evaluating candidates (in particular, interviews and job talks) reflects a climate of gender inclusiveness/equity at Anderson.	7%	9%	19%	36%	29%	100%	3.72	65%		
1. At Anderson, the dean is committed to, and supportive of, gender equity.	14%	11%	12%	28%	35%	100%	3.60	64%		
38. At Anderson, my research contributions are reflected fairly in promotion decisions.	11%	10%	19%	35%	24%	100%	3.52	60%		
69. The dean and department chair work actively to retain female faculty.	11%	13%	17%	28%	31%	100%	3.55	59%		
70. Anderson is doing/did a good job developing and preparing me to move into a tenured position.	19%	7%	16%	44%	14%	100%	3.28	58%		
20. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my male Anderson colleagues.	6%	19%	19%	35%	22%	100%	3.49	57%		
54. My research contributions are reflected fairly in my compensation.	12%	12%	18%	37%	20%	100%	3.40	57%		
3. At Anderson, the dean has a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.	18%	12%	14%	18%	39%	100%	3.49	57%		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
27. The dean and department chair (present/past) are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.	8%	15%	20%	42%	14%	100%	3.38	56%		
19. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my female Anderson colleagues.	6%	19%	20%	30%	26%	100%	3.51	56%		
56. My teaching contributions are reflected fairly in my compensation.	12%	13%	21%	36%	18%	100%	3.36	55%		
13. Anderson's focus on gender equity for women has resulted in reverse discrimination against men. (R)	10%	18%	18%	23%	30%	100%	3.46	54%		
40. At Anderson, my service contributions are reflected fairly in promotion decisions.	21%	11%	14%	34%	20%	100%	3.20	54%		
18. Anderson faculty make an effort to create an inclusive gender climate.	8%	23%	17%	31%	21%	100%	3.35	52%		
71. I can learn and improve as a faculty member at Anderson because I know where to go to receive helpful, prompt feedback about strengths and weaknesses in my performance.	8%	26%	16%	32%	18%	100%	3.26	50%		
55. My service contributions are reflected fairly in my compensation.	16%	13%	21%	33%	17%	100%	3.22	50%		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
6. At Anderson, current and past Department Chairs are/have been committed to, and supportive of, gender equity.	7%	22%	22%	28%	21%	100%	3.34	49%		
31. Anderson has resources for faculty dealing with incidents of sexism in the classroom.	16%	18%	20%	38%	9%	100%	3.07	47%		
4. At Anderson, the dean proactively creates and fosters a culture that does not discriminate on the basis of gender.	20%	16%	18%	20%	26%	100%	3.16	46%		
2. At Anderson, the dean is held accountable for achieving gender equity.	13%	21%	20%	21%	25%	100%	3.24	46%		
8. At Anderson, current and past Department Chairs have/have had a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.	12%	23%	20%	25%	20%	100%	3.19	45%		
29. I am considering going on the job market or actively trying to leave Anderson in the next 5 years. (R)	16%	22%	17%	19%	26%	100%	3.17	45%		
12. Anderson has an effective process in place to deal with complaints regarding gender bias. (Please indicate NA if you have never looked into the existing processes.)	28%	17%	11%	25%	19%	100%	2.92	44%		
73. The gender climate at Anderson is positive and inclusive.	16%	18%	22%	33%	11%	100%	3.05	44%		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
28. Taking advantage of UCLA policies regarding flexible work arrangements reflects negatively on my work ethic or my level of commitment in the eyes of my Anderson colleagues. (R)	18%	12%	26%	26%	18%	100%	3.14	44%		
9. At Anderson, current and past Department Chairs proactively create and foster/have created and fostered a culture that does not discriminate on the basis of gender.	18%	19%	19%	26%	18%	100%	3.07	44%		
16. Upon hearing negative comments based on gender at Anderson, I have witnessed others intervene and state their disapproval.	17%	33%	6%	38%	6%	100%	2.83	44%		
5. At Anderson, the dean holds others at Anderson accountable for achieving gender equity.	16%	21%	22%	29%	12%	100%	3.00	41%		
15. Compared to five years ago, the gender equity environment at Anderson has improved.	12%	17%	33%	31%	7%	100%	3.03	38%		
25. I feel comfortable turning down a request for a service assignment.	13%	38%	16%	28%	5%	100%	2.75	33%		
7. At Anderson, current and past Department Chairs are/have been held accountable for achieving gender equity.	19%	32%	21%	14%	14%	100%	2.73	29%		
37. At Anderson, all research topics and methodologies are valued equally in promotion decisions.	22%	34%	15%	18%	10%	100%	2.60	28%		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
57. The only way to get paid fairly at Anderson is to get an outside offer. (R)	37%	27%	11%	22%	3%	100%	2.26	25%		
14. At Anderson, important decisions are disproportionately influenced by senior male faculty. (R)	47%	23%	13%	14%	3%	100%	2.03	17%		

Questions Ranked by Standard Deviation

Each question is listed according to the Standard Deviation of the responses, from smallest to largest. The smaller the Standard Deviation, the more tightly the responses cluster around the mean for the question. It indicates that respondents tended to respond to the question quite similarly. On the other hand, a larger Standard Deviation suggests that respondents chose a wider range of answers. (Only items using the Agreement scale are ranked.)

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Std Dev	
									0	2
30. The Anderson School will be a better place to work and learn with greater gender diversity.	3%	3%	24%	33%	39%	100%	4.03	0.98		
64. Colleagues in my academic area work actively to identify female candidates during faculty recruitment.	4%	3%	7%	32%	55%	100%	4.32	1.00		
22. I have regular conversations about research with my male Anderson colleagues.	4%	4%	14%	44%	33%	100%	3.97	1.02		
24. Colleagues in my academic area make an effort to create an inclusive gender climate.	2%	7%	18%	37%	35%	100%	3.95	1.03		
26. Colleagues in my academic area are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.	5%	4%	14%	49%	27%	100%	3.89	1.03		
36. I understand the criteria used to evaluate me for promotion (tenure, full professor, step 6, and above scale) at Anderson.	3%	11%	4%	43%	39%	100%	4.03	1.08		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Std Dev	
									0	2
10. Unwelcome sexual advances or other verbal or physical harassment of a sexual nature are rare at Anderson.	5%	7%	7%	39%	42%	100%	4.07	1.11		
15. Compared to five years ago, the gender equity environment at Anderson has improved.	12%	17%	33%	31%	7%	100%	3.03	1.12		
21. I have regular conversations about research with my female Anderson colleagues.	5%	9%	19%	36%	31%	100%	3.80	1.13		
25. I feel comfortable turning down a request for a service assignment.	13%	38%	16%	28%	5%	100%	2.75	1.15		
66. Colleagues in my academic area have a merit-based process for selecting who to make offers to regardless of gender.	7%	8%	13%	45%	27%	100%	3.76	1.15		
27. The dean and department chair (present/past) are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.	8%	15%	20%	42%	14%	100%	3.38	1.16		
17. At Anderson, I am treated with respect.	6%	10%	15%	36%	34%	100%	3.82	1.17		
65. The process for evaluating candidates (in particular, interviews and job talks) reflects a climate of gender inclusiveness/equity at Anderson.	7%	9%	19%	36%	29%	100%	3.72	1.18		
14. At Anderson, important decisions are disproportionately influenced by senior male faculty. (R)	47%	23%	13%	14%	3%	100%	2.03	1.19		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Std Dev	
									0	2
20. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my male Anderson colleagues.	6%	19%	19%	35%	22%	100%	3.49	1.20		
39. At Anderson, my teaching contributions are reflected fairly in promotion decisions.	12%	3%	19%	45%	21%	100%	3.61	1.21		
11. I rarely hear sexist comments/jokes or derogatory comments about women at Anderson.	6%	14%	15%	33%	33%	100%	3.74	1.22		
19. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my female Anderson colleagues.	6%	19%	20%	30%	26%	100%	3.51	1.22		
23. Colleagues in my academic area are treated with respect.	6%	14%	9%	36%	35%	100%	3.80	1.23		
6. At Anderson, current and past Department Chairs are/have been committed to, and supportive of, gender equity.	7%	22%	22%	28%	21%	100%	3.34	1.23		
57. The only way to get paid fairly at Anderson is to get an outside offer. (R)	37%	27%	11%	22%	3%	100%	2.26	1.25		
31. Anderson has resources for faculty dealing with incidents of sexism in the classroom.	16%	18%	20%	38%	9%	100%	3.07	1.25		
56. My teaching contributions are reflected fairly in my compensation.	12%	13%	21%	36%	18%	100%	3.36	1.26		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Std Dev	
									0	2
71. I can learn and improve as a faculty member at Anderson because I know where to go to receive helpful, prompt feedback about strengths and weaknesses in my performance.	8%	26%	16%	32%	18%	100%	3.26	1.26		
73. The gender climate at Anderson is positive and inclusive.	16%	18%	22%	33%	11%	100%	3.05	1.27		
18. Anderson faculty make an effort to create an inclusive gender climate.	8%	23%	17%	31%	21%	100%	3.35	1.28		
38. At Anderson, my research contributions are reflected fairly in promotion decisions.	11%	10%	19%	35%	24%	100%	3.52	1.28		
16. Upon hearing negative comments based on gender at Anderson, I have witnessed others intervene and state their disapproval.	17%	33%	6%	38%	6%	100%	2.83	1.28		
72. I have had at least one mentor (formal or informal) at Anderson who has played an important role in supporting my career development.	10%	11%	9%	42%	28%	100%	3.66	1.28		
67. Colleagues in my academic area work actively to retain female faculty.	9%	10%	11%	33%	37%	100%	3.80	1.28		
54. My research contributions are reflected fairly in my compensation.	12%	12%	18%	37%	20%	100%	3.40	1.28		
41. At Anderson, my gender limits my promotion opportunities. (R)	8%	9%	16%	25%	41%	100%	3.83	1.29		
5. At Anderson, the dean holds others at Anderson accountable for achieving gender equity.	16%	21%	22%	29%	12%	100%	3.00	1.29		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Std Dev	
									0	2
68. The dean and department chair work actively to recruit female faculty.	9%	7%	15%	27%	42%	100%	3.85	1.30		
37. At Anderson, all research topics and methodologies are valued equally in promotion decisions.	22%	34%	15%	18%	10%	100%	2.60	1.30		
8. At Anderson, current and past Department Chairs have/have had a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.	12%	23%	20%	25%	20%	100%	3.19	1.32		
7. At Anderson, current and past Department Chairs are/have been held accountable for achieving gender equity.	19%	32%	21%	14%	14%	100%	2.73	1.32		
55. My service contributions are reflected fairly in my compensation.	16%	13%	21%	33%	17%	100%	3.22	1.32		
70. Anderson is doing/did a good job developing and preparing me to move into a tenured position.	19%	7%	16%	44%	14%	100%	3.28	1.33		
28. Taking advantage of UCLA policies regarding flexible work arrangements reflects negatively on my work ethic or my level of commitment in the eyes of my Anderson colleagues. (R)	18%	12%	26%	26%	18%	100%	3.14	1.34		
69. The dean and department chair work actively to retain female faculty.	11%	13%	17%	28%	31%	100%	3.55	1.35		
13. Anderson's focus on gender equity for women has resulted in reverse discrimination against men. (R)	10%	18%	18%	23%	30%	100%	3.46	1.35		

[Continuing table]

All Questions Using the Agreement Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Std Dev	
									0	2
9. At Anderson, current and past Department Chairs proactively create and foster/have created and fostered a culture that does not discriminate on the basis of gender.	18%	19%	19%	26%	18%	100%	3.07	1.38		
2. At Anderson, the dean is held accountable for achieving gender equity.	13%	21%	20%	21%	25%	100%	3.24	1.38		
1. At Anderson, the dean is committed to, and supportive of, gender equity.	14%	11%	12%	28%	35%	100%	3.60	1.42		
40. At Anderson, my service contributions are reflected fairly in promotion decisions.	21%	11%	14%	34%	20%	100%	3.20	1.44		
29. I am considering going on the job market or actively trying to leave Anderson in the next 5 years. (R)	16%	22%	17%	19%	26%	100%	3.17	1.44		
4. At Anderson, the dean proactively creates and fosters a culture that does not discriminate on the basis of gender.	20%	16%	18%	20%	26%	100%	3.16	1.49		
3. At Anderson, the dean has a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.	18%	12%	14%	18%	39%	100%	3.49	1.54		
12. Anderson has an effective process in place to deal with complaints regarding gender bias. (Please indicate NA if you have never looked into the existing processes.)	28%	17%	11%	25%	19%	100%	2.92	1.54		



UCLA Anderson School of
Management Gender Equity Survey
2015

Demographic Report by Gender

Prepared by



Demographic Breakdown of Respondents

Total Surveys
N= 91

Please note: Respondents who identified their gender as "Other" are not included in this report because they are too few to ensure anonymity.

Gender	
Male	74% 67
Female	26% 23
Totals	100% 90

Summary Results for Each Focus Area

The following tables display the summary results for each of the focus areas of the survey.

Leadership

Gender	Leadership - Dean (Questions 1-5, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Male	8%	14%	16%	28%	34%	100%	3.65	62%		
Female	30%	16%	18%	18%	18%	100%	2.76	35%		
Overall	14%	14%	17%	25%	30%	100%	3.41	55%		

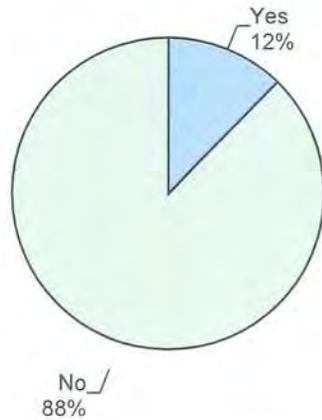
Gender	Leadership - Current and Past Department Chairs (Questions 6-9, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Male	6%	21%	17%	31%	25%	100%	3.47	56%		
Female	27%	28%	29%	11%	5%	100%	2.38	16%		
Overall	12%	23%	20%	26%	19%	100%	3.17	45%		

Work Environment

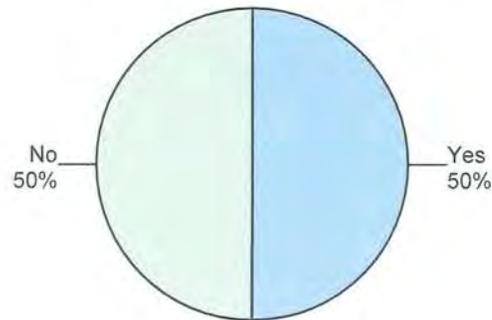
Gender	Work Environment - (Questions 10-31, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Male	7%	14%	17%	34%	28%	100%	3.64	63%		
Female	19%	18%	17%	28%	19%	100%	3.10	47%		
Overall	10%	15%	17%	33%	26%	100%	3.50	58%		

Gender

Male

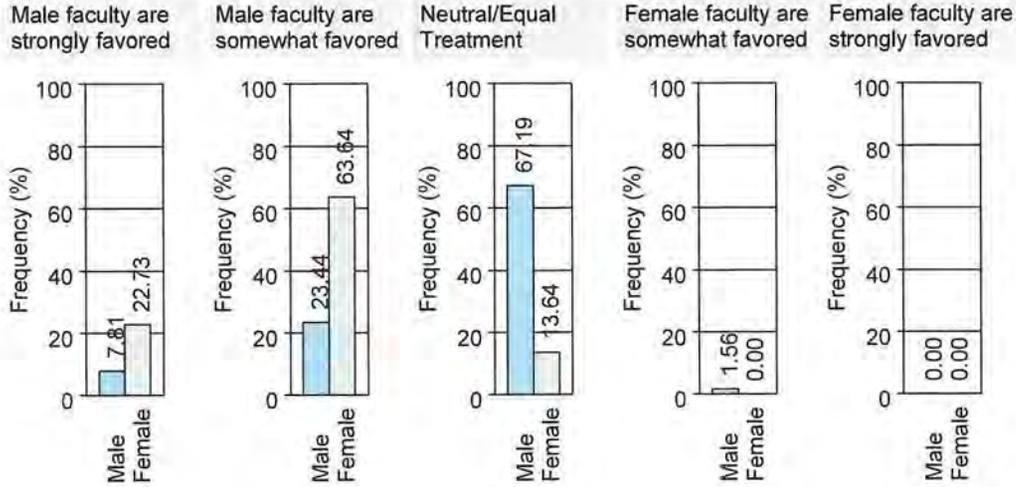


Female

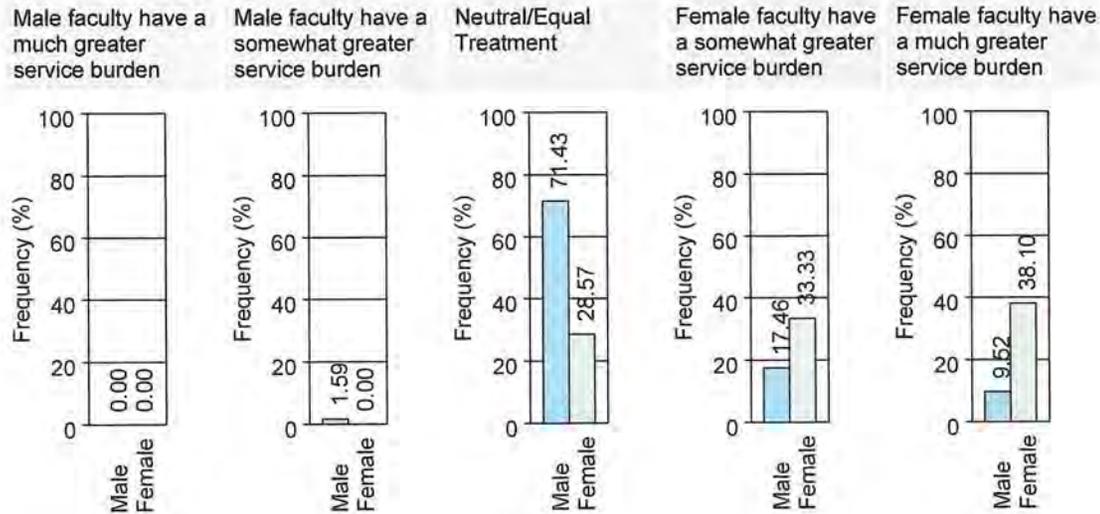


Work Environment - (Questions 32-33) Y/N Scale

34. Students treat faculty with the same respect regardless of gender.



35. Service assignments are distributed equally regardless of gender.

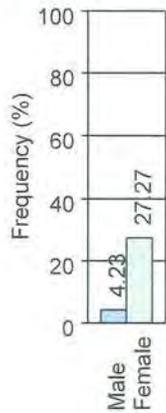


Promotion

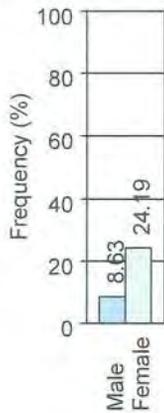
Gender	Promotion (Questions 36-41, Agreement Scale)					Totals	Mean	Percent Positive	Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				0	100
Male	8%	8%	15%	39%	31%	100%	3.78	70%		
Female	21%	26%	19%	21%	13%	100%	2.77	33%		
Overall	11%	12%	16%	34%	26%	100%	3.52	61%		

Promotion (Questions 42-53, Gender Bias Scale)

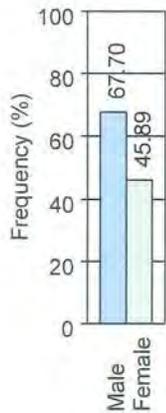
Male faculty are strongly favored



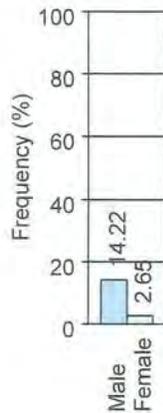
Male faculty are somewhat favored



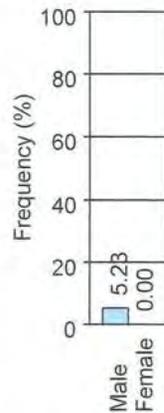
Neutral/Equal Treatment



Female faculty are somewhat favored



Female faculty are strongly favored

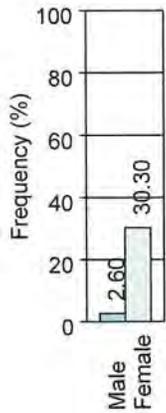


Compensation

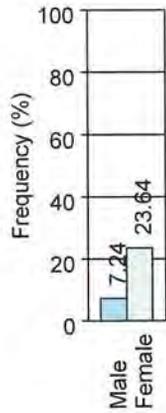
Gender	Compensation (Questions 54-57, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Male	14%	13%	22%	35%	16%	100%	3.25	51%		
Female	27%	28%	8%	28%	9%	100%	2.63	37%		
Overall	17%	18%	18%	33%	14%	100%	3.09	47%		

Compensation (Questions 58-63, Gender Bias Scale)

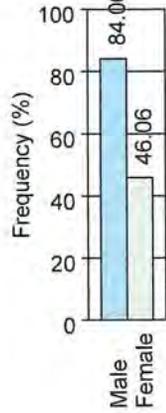
Male faculty are strongly favored



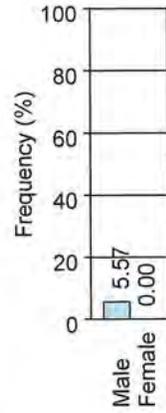
Male faculty are somewhat favored



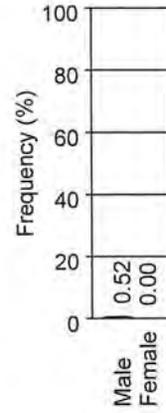
Neutral/Equal Treatment



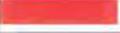
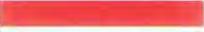
Female faculty are somewhat favored



Female faculty are strongly favored



Recruitment and Retention

Gender	Recruitment & Retention (Questions 64-69, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Male	4%	4%	10%	38%	43%	100%	4.14	82%		
Female	16%	23%	20%	20%	22%	100%	3.08	42%		
Overall	7%	9%	12%	34%	38%	100%	3.86	71%		

Mentoring and Development

Gender	Mentoring and Development (Items 70-72, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Male	7%	15%	16%	39%	24%	100%	3.56	62%		
Female	23%	23%	8%	33%	12%	100%	2.89	45%		
Overall	11%	17%	13%	37%	21%	100%	3.40	58%		

Overall Gender Climate

73. The gender climate at Anderson is positive and inclusive.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	10%	14%	20%	42%	14%	100%	3.36	56%		
Female	27%	32%	27%	9%	5%	100%	2.32	14%		
Overall	16%	18%	22%	33%	11%	100%	3.05	44%		

Detail Results for Each Focus Area

Leadership - Dean

		1. At Anderson, the dean is committed to, and supportive of, gender equity.							
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive 0 100
	Male	8%	13%	10%	31%	39%	100%	3.79	
Female	27%	5%	18%	23%	27%	100%	3.18	50%	
Overall	14%	11%	12%	28%	35%	100%	3.60	64%	

		2. At Anderson, the dean is held accountable for achieving gender equity.							
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive 0 100
	Male	7%	20%	20%	24%	29%	100%	3.47	
Female	25%	25%	20%	15%	15%	100%	2.70	30%	
Overall	13%	21%	20%	21%	25%	100%	3.24	46%	

3. At Anderson, the dean has a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	11%	9%	13%	19%	47%	100%	3.81	66%		
Female	30%	20%	15%	15%	20%	100%	2.75	35%		
Overall	18%	12%	14%	18%	39%	100%	3.49	57%		

4. At Anderson, the dean proactively creates and fosters a culture that does not discriminate on the basis of gender.

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	10%	17%	17%	23%	33%	100%	3.53	57%		
Female	47%	16%	21%	11%	5%	100%	2.11	16%		
Overall	20%	16%	18%	20%	26%	100%	3.16	46%		

5. At Anderson, the dean holds others at Anderson accountable for achieving gender equity.

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	9%	21%	23%	34%	13%	100%	3.21	47%		
Female	37%	21%	21%	16%	5%	100%	2.32	21%		
Overall	16%	21%	22%	29%	12%	100%	3.00	41%		

Leadership - Current and Past Department Chair

6. At Anderson, current and past Department Chairs are/have been committed to, and supportive of, gender equity.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	18%	18%	35%	25%	100%	3.60	60%		
Female	10%	35%	35%	10%	10%	100%	2.75	20%		
Overall	7%	22%	22%	28%	21%	100%	3.34	49%		

7. At Anderson, current and past Department Chairs are/have been held accountable for achieving gender equity.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	9%	33%	19%	19%	21%	100%	3.09	40%		
Female	42%	26%	26%	5%	0%	100%	1.95	5%		
Overall	19%	32%	21%	14%	14%	100%	2.73	29%		

8. At Anderson, current and past Department Chairs have/have had a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	22%	20%	28%	26%	100%	3.50	54%		
Female	33%	28%	22%	11%	6%	100%	2.28	17%		
Overall	12%	23%	20%	25%	20%	100%	3.19	45%		

9. At Anderson, current and past Department Chairs proactively create and foster/have created and fostered a culture that does not discriminate on the basis of gender.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	12%	17%	19%	29%	23%	100%	3.35	52%		
Female	35%	25%	20%	15%	5%	100%	2.30	20%		
Overall	18%	19%	19%	26%	18%	100%	3.07	44%		

Work Environment

10. Unwelcome sexual advances or other verbal or physical harassment of a sexual nature are rare at Anderson.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	2%	4%	7%	37%	51%	100%	4.32	88%		
Female	17%	11%	6%	50%	17%	100%	3.39	67%		
Overall	5%	7%	7%	39%	42%	100%	4.07	82%		

11. I rarely hear sexist comments/jokes or derogatory comments about women at Anderson.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	3%	12%	11%	34%	40%	100%	3.95	74%		
Female	14%	18%	27%	27%	14%	100%	3.09	41%		
Overall	6%	14%	15%	33%	33%	100%	3.74	66%		

12. Anderson has an effective process in place to deal with complaints regarding gender bias. (Please indicate NA if you have never looked into the existing processes.)										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	18%	14%	11%	32%	25%	100%	3.32	57%		
Female	63%	25%	13%	0%	0%	100%	1.50	0%		
Overall	28%	17%	11%	25%	19%	100%	2.92	44%		

13. Anderson's focus on gender equity for women has resulted in reverse discrimination against men. (R)										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	13%	21%	25%	18%	23%	100%	3.16	41%		
Female	0%	10%	0%	40%	50%	100%	4.30	90%		
Overall	10%	18%	18%	23%	30%	100%	3.46	54%		

14. At Anderson, important decisions are disproportionately influenced by senior male faculty. (R)										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	37%	24%	19%	17%	4%	100%	2.26	20%		
Female	68%	23%	0%	9%	0%	100%	1.50	9%		
Overall	47%	23%	13%	14%	3%	100%	2.03	17%		

15. Compared to five years ago, the gender equity environment at Anderson has improved.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	9%	14%	30%	40%	7%	100%	3.21	47%		
Female	21%	21%	43%	7%	7%	100%	2.57	14%		
Overall	12%	17%	33%	31%	7%	100%	3.03	38%		

16. Upon hearing negative comments based on gender at Anderson, I have witnessed others intervene and state their disapproval.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	9%	25%	6%	50%	9%	100%	3.25	59%		
Female	33%	47%	7%	13%	0%	100%	2.00	13%		
Overall	17%	33%	6%	38%	6%	100%	2.83	44%		

17. At Anderson, I am treated with respect.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	3%	9%	9%	39%	39%	100%	4.03	79%		
Female	14%	14%	32%	23%	18%	100%	3.18	41%		
Overall	6%	10%	15%	36%	34%	100%	3.82	70%		

18. Anderson faculty make an effort to create an inclusive gender climate.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	2%	18%	16%	39%	26%	100%	3.69	65%		
Female	27%	36%	18%	9%	9%	100%	2.36	18%		
Overall	8%	23%	17%	31%	21%	100%	3.35	52%		

19. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my female Anderson colleagues.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	3%	21%	23%	29%	24%	100%	3.50	53%		
Female	13%	13%	13%	35%	26%	100%	3.48	61%		
Overall	6%	19%	20%	30%	26%	100%	3.51	56%		

20. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my male Anderson colleagues.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	5%	14%	19%	38%	24%	100%	3.62	62%		
Female	9%	27%	18%	27%	18%	100%	3.18	45%		
Overall	6%	19%	19%	35%	22%	100%	3.49	57%		

21. I have regular conversations about research with my female Anderson colleagues.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	12%	20%	31%	33%	100%	3.76	63%		
Female	7%	0%	14%	50%	29%	100%	3.93	79%		
Overall	5%	9%	19%	36%	31%	100%	3.80	67%		

22. I have regular conversations about research with my male Anderson colleagues.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	6%	11%	42%	38%	100%	4.04	79%		
Female	6%	0%	25%	50%	19%	100%	3.75	69%		
Overall	4%	4%	14%	44%	33%	100%	3.97	77%		

23. Colleagues in my academic area are treated with respect.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	3%	15%	5%	37%	40%	100%	3.95	77%		
Female	14%	10%	24%	33%	19%	100%	3.33	52%		
Overall	6%	14%	9%	36%	35%	100%	3.80	71%		

24. Colleagues in my academic area make an effort to create an inclusive gender climate.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	2%	5%	18%	41%	34%	100%	4.02	75%		
Female	5%	14%	19%	24%	38%	100%	3.76	62%		
Overall	2%	7%	18%	37%	35%	100%	3.95	72%		

25. I feel comfortable turning down a request for a service assignment.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	8%	37%	20%	27%	7%	100%	2.86	34%		
Female	21%	42%	5%	32%	0%	100%	2.47	32%		
Overall	13%	38%	16%	28%	5%	100%	2.75	33%		

26. Colleagues in my academic area are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	4%	13%	51%	28%	100%	3.96	79%		
Female	11%	0%	16%	47%	26%	100%	3.79	74%		
Overall	5%	4%	14%	49%	27%	100%	3.89	77%		

27. The dean and department chair (present/past) are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	7%	11%	20%	48%	13%	100%	3.48	61%		
Female	13%	25%	19%	25%	19%	100%	3.13	44%		
Overall	8%	15%	20%	42%	14%	100%	3.38	56%		

28. Taking advantage of UCLA policies regarding flexible work arrangements reflects negatively on my work ethic or my level of commitment in the eyes of my Anderson colleagues. (R)										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	10%	12%	22%	32%	24%	100%	3.49	56%		
Female	38%	13%	38%	13%	0%	100%	2.25	13%		
Overall	18%	12%	26%	26%	18%	100%	3.14	44%		

29. I am considering going on the job market or actively trying to leave Anderson in the next 5 years. (R)										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	14%	24%	16%	20%	26%	100%	3.20	46%		
Female	22%	17%	22%	17%	22%	100%	3.00	39%		
Overall	16%	22%	17%	19%	26%	100%	3.17	45%		

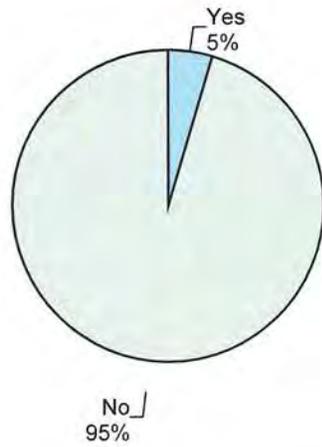
30. The Anderson School will be a better place to work and learn with greater gender diversity.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	0%	4%	32%	33%	32%	100%	3.93	65%		
Female	5%	0%	5%	32%	59%	100%	4.41	91%		
Overall	3%	3%	24%	33%	39%	100%	4.03	71%		

31. Anderson has resources for faculty dealing with incidents of sexism in the classroom.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	3%	16%	25%	47%	9%	100%	3.44	56%		
Female	50%	25%	8%	17%	0%	100%	1.92	17%		
Overall	16%	18%	20%	38%	9%	100%	3.07	47%		

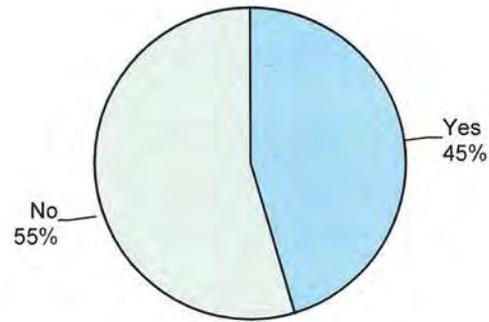
Work Environment Part 2

Gender

Male



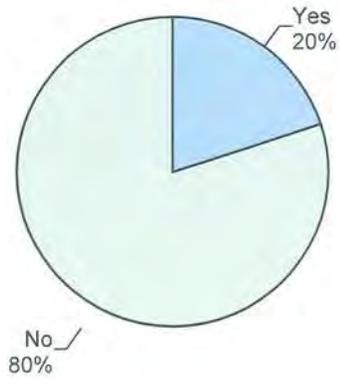
Female



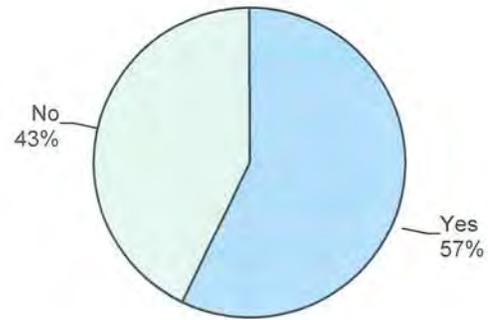
32. Within the past five years I have personally experienced exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.

Gender

Male



Female

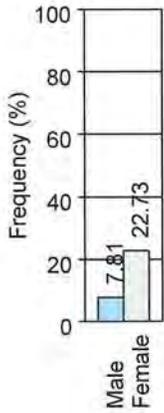


33. Within the past five years I have personally witnessed exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.

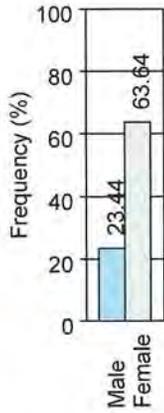
Work Environment Part 3

34. Students treat faculty with the same respect regardless of gender.

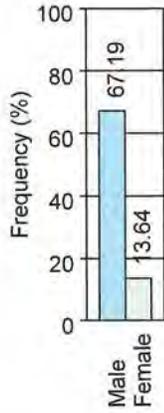
Male faculty are strongly favored



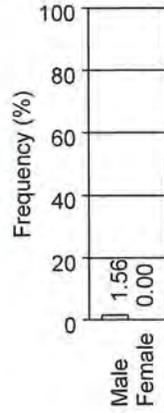
Male faculty are somewhat favored



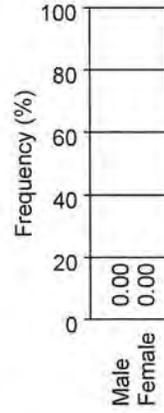
Neutral/Equal Treatment



Female faculty are somewhat favored



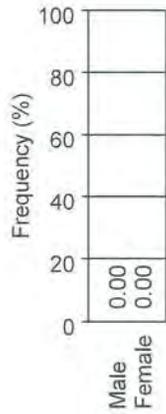
Female faculty are strongly favored



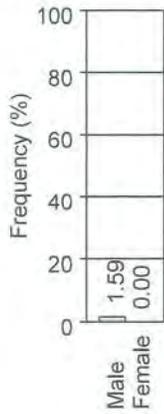
Work Environment Part 4

35. Service assignments are distributed equally regardless of gender.

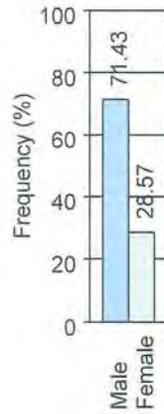
Male faculty have a much greater service burden



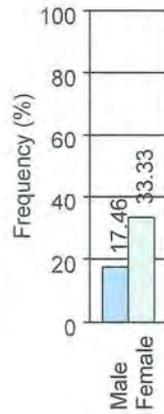
Male faculty have a somewhat greater service burden



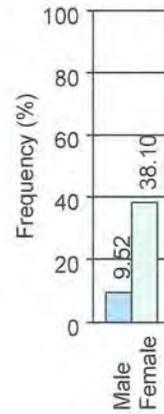
Neutral/Equal Treatment



Female faculty have a somewhat greater service burden



Female faculty have a much greater service burden



Promotion Part 1

36. I understand the criteria used to evaluate me for promotion (tenure, full professor, step 6, and above scale) at Anderson.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	2%	4%	6%	42%	46%	100%	4.27	88%		
Female	6%	35%	0%	41%	18%	100%	3.29	59%		
Overall	3%	11%	4%	43%	39%	100%	4.03	81%		

37. At Anderson, all research topics and methodologies are valued equally in promotion decisions.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	14%	32%	18%	22%	14%	100%	2.90	36%		
Female	44%	44%	6%	6%	0%	100%	1.75	6%		
Overall	22%	34%	15%	18%	10%	100%	2.60	28%		

38. At Anderson, my research contributions are reflected fairly in promotion decisions.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	2%	20%	46%	28%	100%	3.91	74%		
Female	27%	33%	20%	7%	13%	100%	2.47	20%		
Overall	11%	10%	19%	35%	24%	100%	3.52	60%		

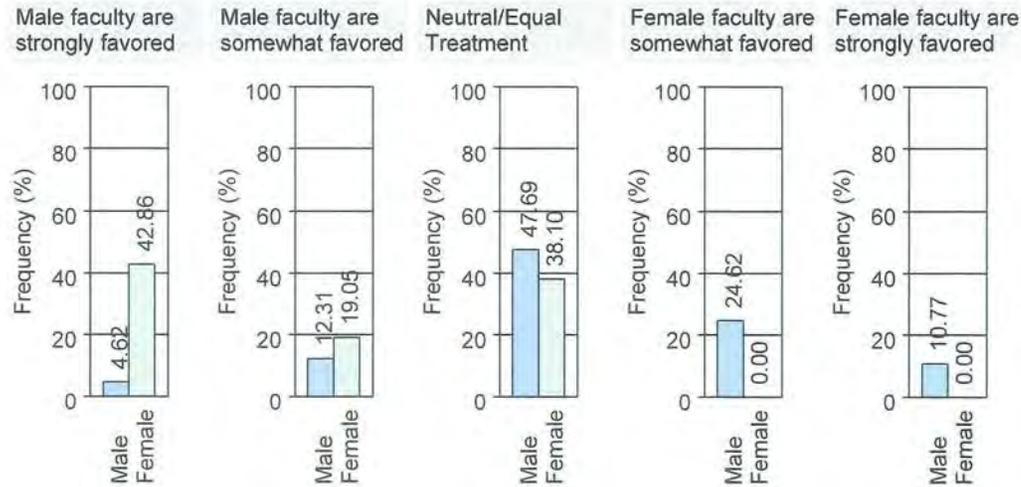
39. At Anderson, my teaching contributions are reflected fairly in promotion decisions.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	7%	0%	16%	51%	25%	100%	3.87	76%		
Female	26%	11%	26%	26%	11%	100%	2.84	37%		
Overall	12%	3%	19%	45%	21%	100%	3.61	67%		

40. At Anderson, my service contributions are reflected fairly in promotion decisions.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	17%	7%	15%	39%	22%	100%	3.43	61%		
Female	38%	19%	13%	19%	13%	100%	2.50	31%		
Overall	21%	11%	14%	34%	20%	100%	3.20	54%		

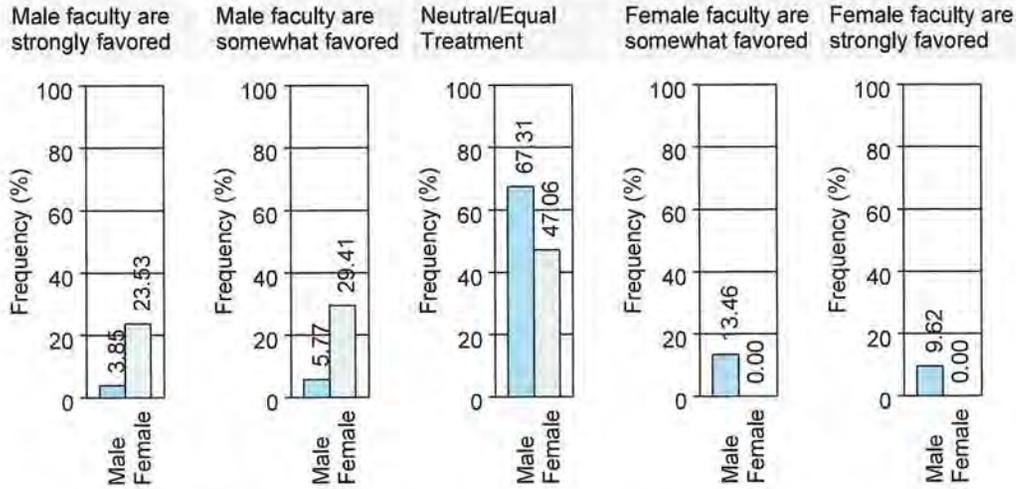
Gender	41. At Anderson, my gender limits my promotion opportunities. (R)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Male	4%	5%	15%	29%	47%	100%	4.11	76%		
Female	21%	21%	21%	16%	21%	100%	2.95	37%		
Overall	8%	9%	16%	25%	41%	100%	3.83	67%		

Promotions Part 2

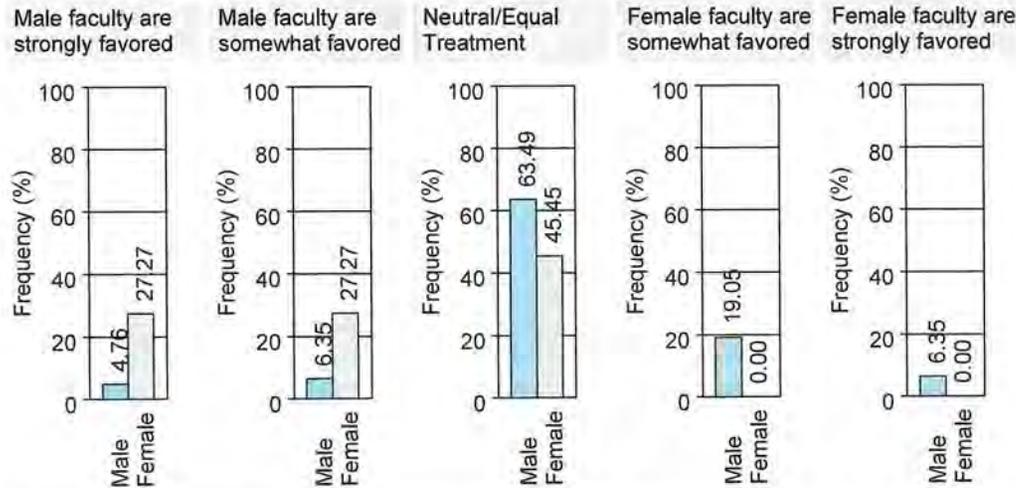
42. Regardless of your personal promotion experiences, to what extent do you feel there are any gender differences in the evaluation of promotion cases at Anderson?



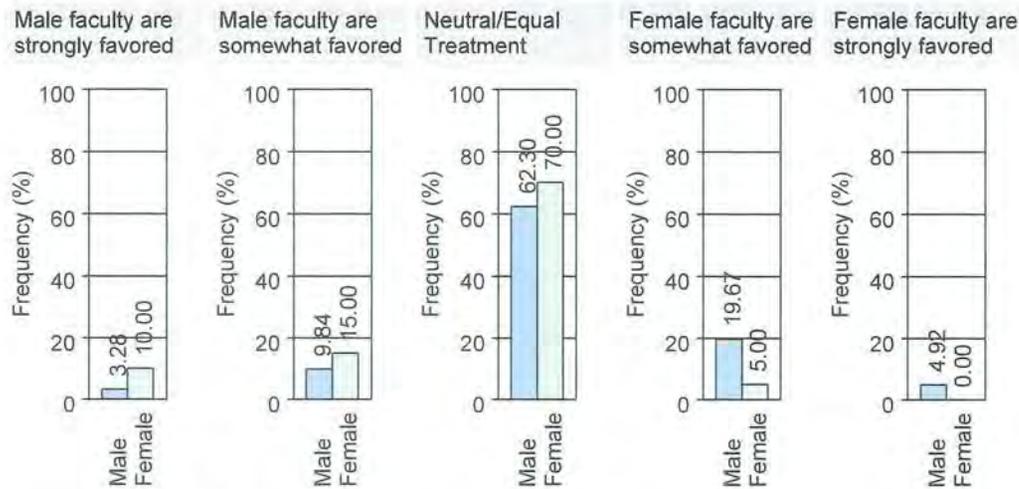
43. Colleagues in my academic area apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion (tenure, full professor, step 6, and above scale).



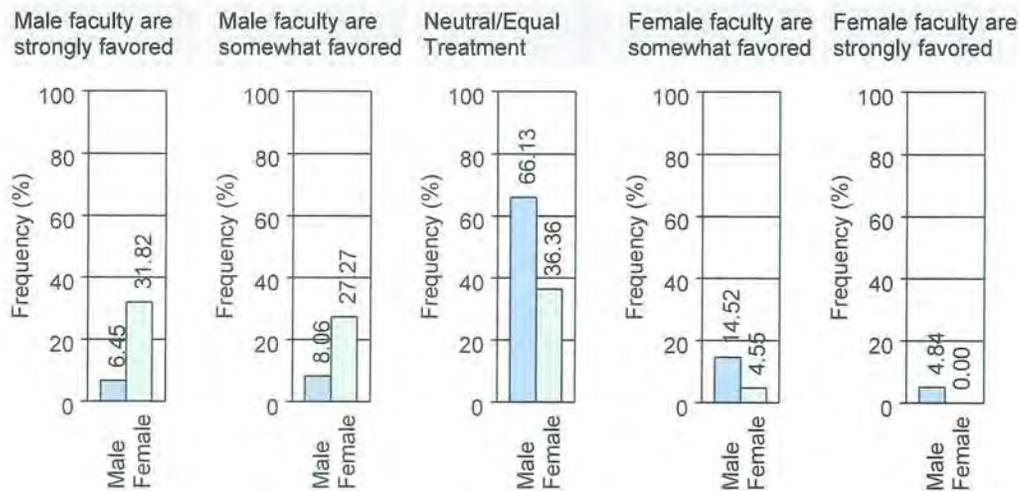
44. The staffing committee applies the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.



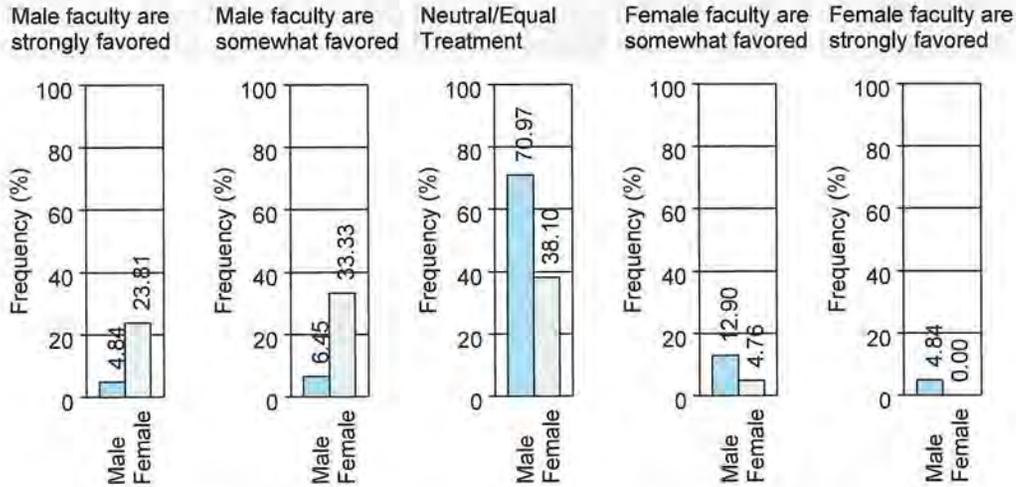
45. Ad hoc committees apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.



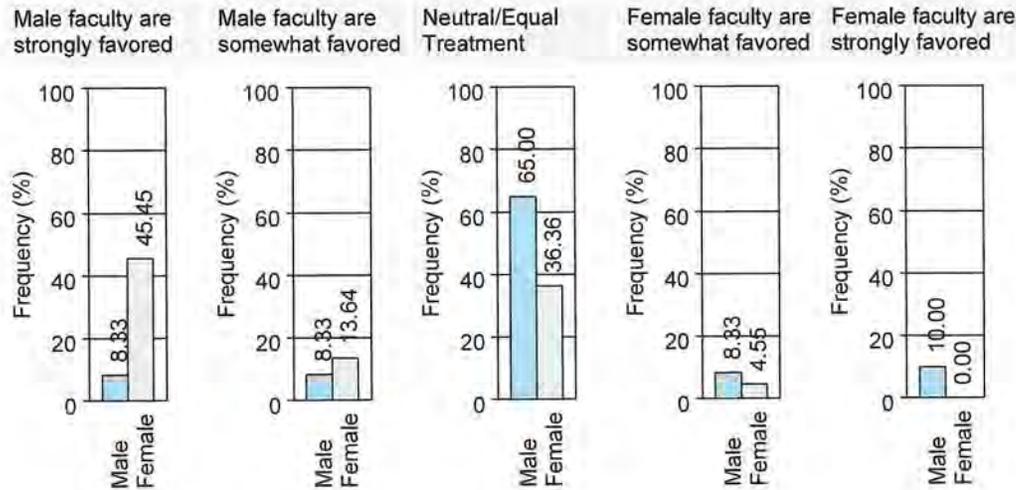
46. Anderson faculty apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.



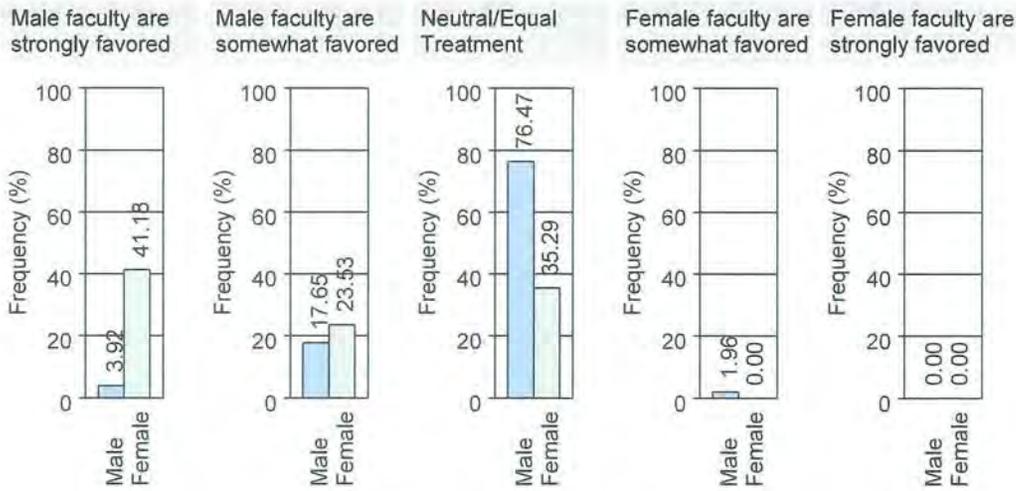
47. The past/present Department Chairs apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.



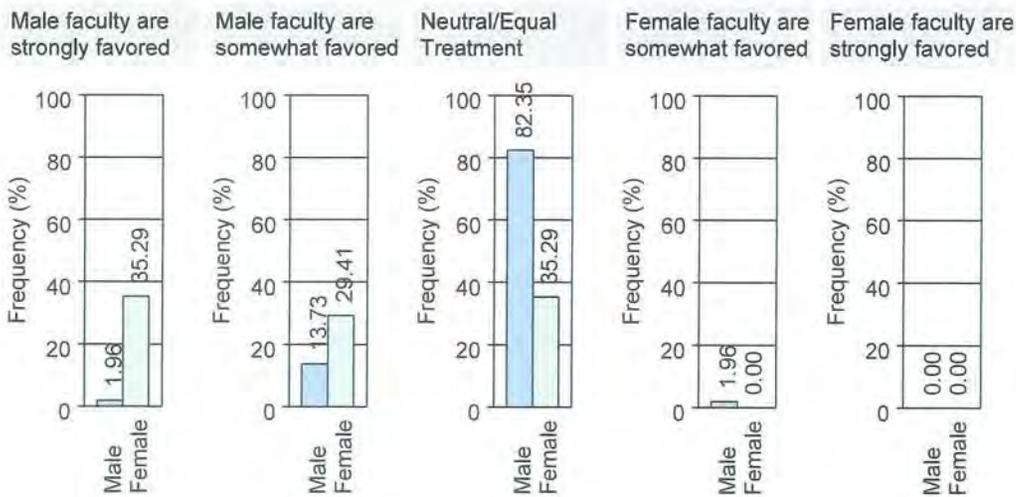
48. The Dean applies the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.



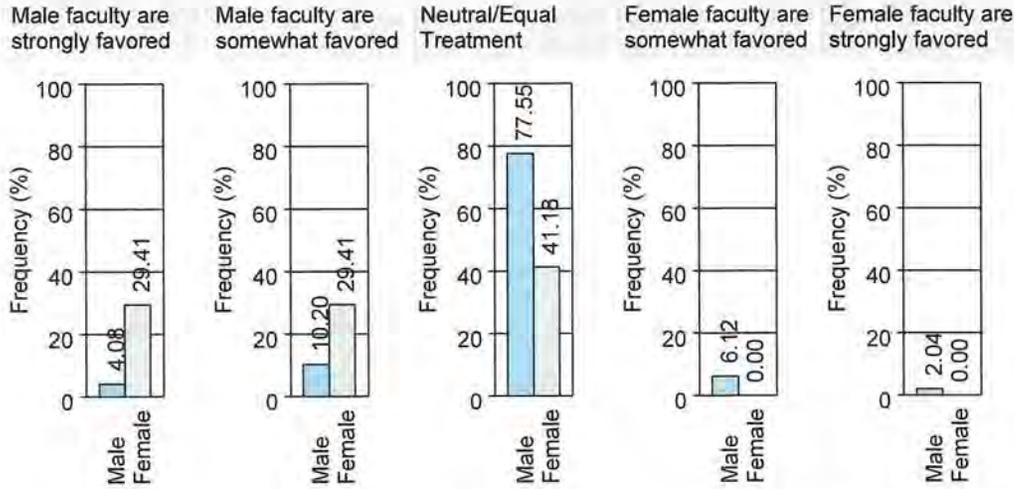
49. How do you think contributions to coauthored work with senior colleagues are evaluated at promotion and tenure?



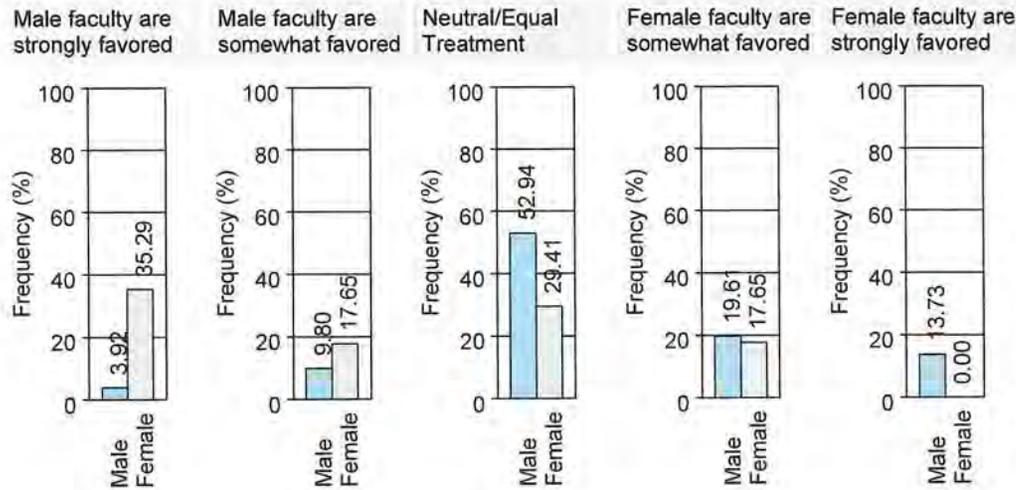
50. How do you think contributions to coauthored work with PhD students are evaluated at promotion and tenure?



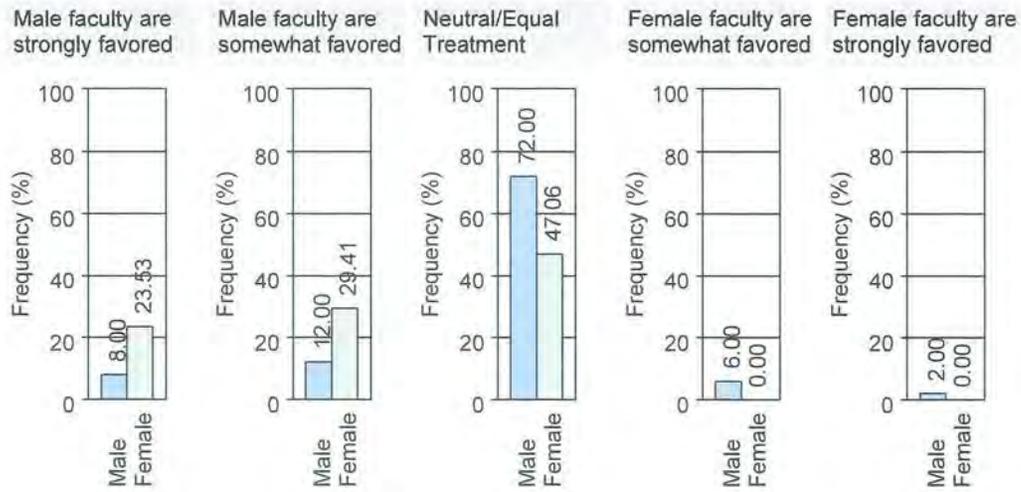
51. The criteria for non-hurdle step increases are applied consistently across candidates at Anderson, regardless of gender.



52. The criteria for Term Chair and Endowed Chair positions are applied consistently across candidates at Anderson, regardless of gender.



53. At Anderson, I believe that the criteria for faculty who are selected to serve in senior administrative roles are applied consistently across candidates, regardless of gender.



Compensation

54. My research contributions are reflected fairly in my compensation.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	6%	8%	20%	43%	22%	100%	3.67	65%		
Female	33%	20%	13%	20%	13%	100%	2.60	33%		
Overall	12%	12%	18%	37%	20%	100%	3.40	57%		

55. My service contributions are reflected fairly in my compensation.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	10%	10%	28%	33%	19%	100%	3.40	52%		
Female	35%	18%	0%	35%	12%	100%	2.71	47%		
Overall	16%	13%	21%	33%	17%	100%	3.22	50%		

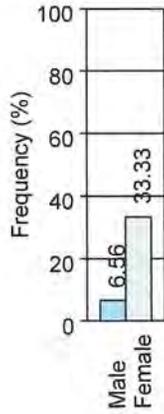
56. My teaching contributions are reflected fairly in my compensation.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	9%	9%	25%	39%	19%	100%	3.51	58%		
Female	21%	21%	11%	32%	16%	100%	3.00	47%		
Overall	12%	13%	21%	36%	18%	100%	3.36	55%		

57. The only way to get paid fairly at Anderson is to get an outside offer. (R)										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	35%	24%	15%	25%	2%	100%	2.36	27%		
Female	47%	41%	0%	12%	0%	100%	1.76	12%		
Overall	37%	27%	11%	22%	3%	100%	2.26	25%		

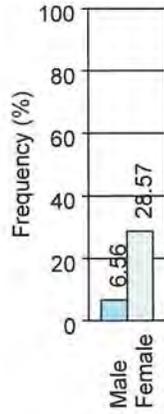
Compensation Part 2

58. How do you think the base compensation is set across faculty?

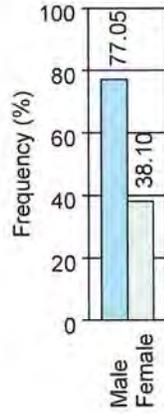
Male faculty are strongly favored



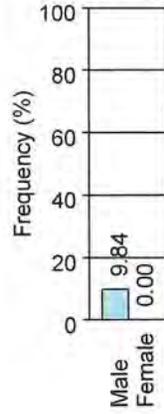
Male faculty are somewhat favored



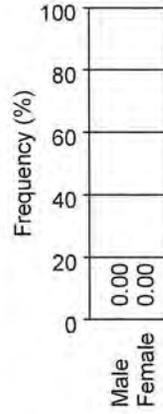
Neutral/Equal Treatment



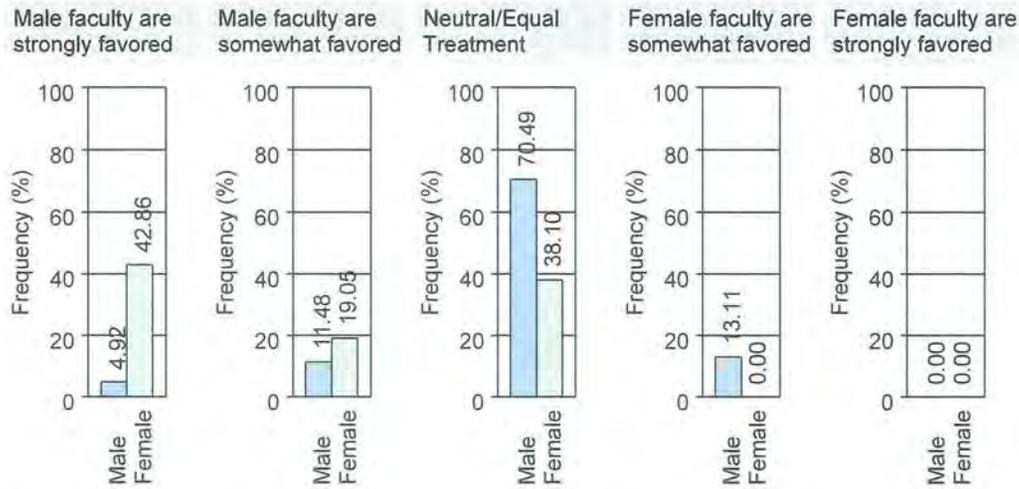
Female faculty are somewhat favored



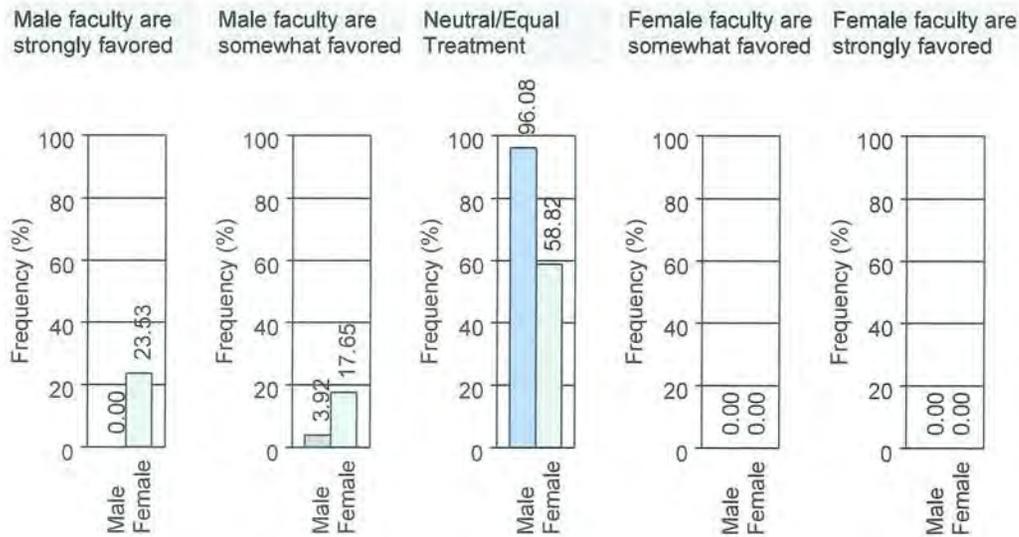
Female faculty are strongly favored



59. How do you think pay increases are set across faculty?

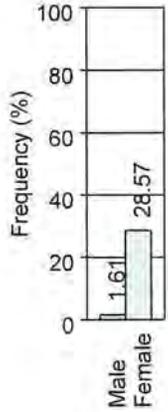


60. How do you think summer ninths are set across faculty?

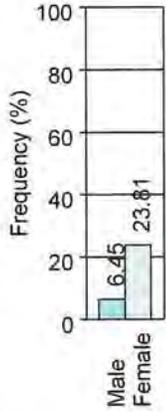


61. How do you think cash compensation and teaching releases for administrative work are set across faculty?

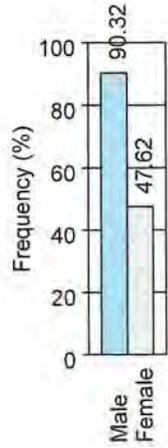
Male faculty are strongly favored



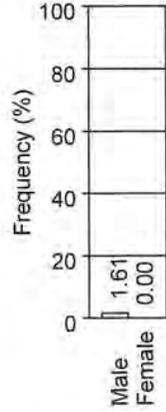
Male faculty are somewhat favored



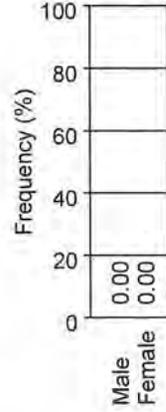
Neutral/Equal Treatment



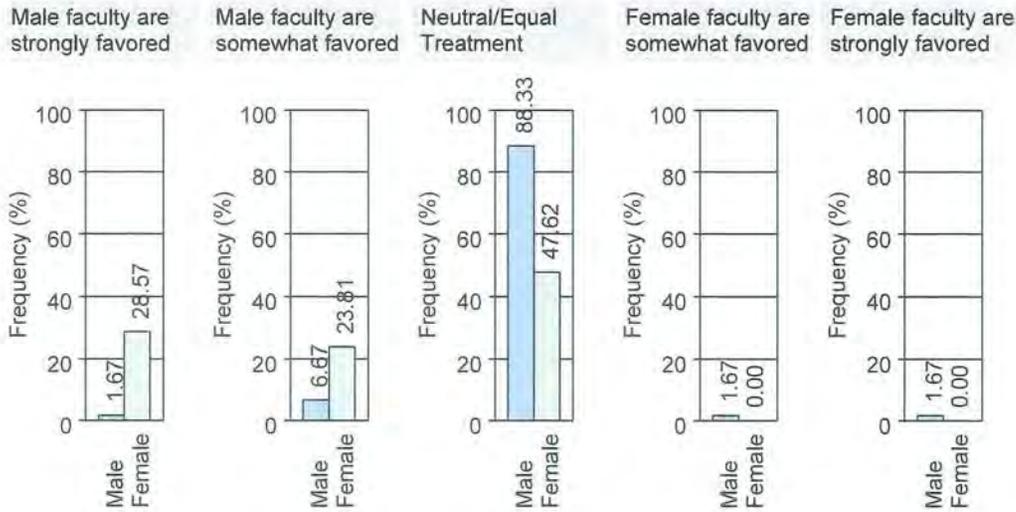
Female faculty are somewhat favored



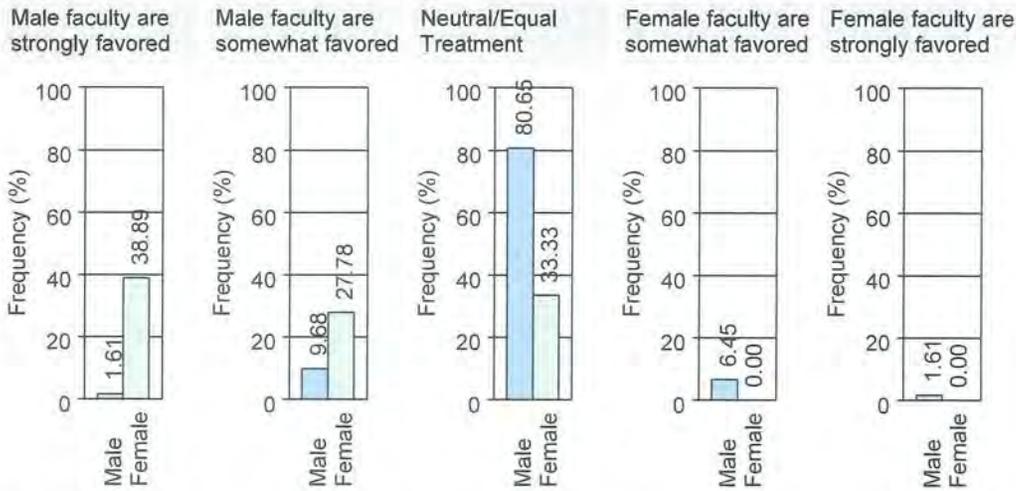
Female faculty are strongly favored



62. How do you think opportunities to receive extra pay from teaching (e.g., overload teaching, executive education teaching) are distributed across faculty?



63. Regardless of how I am compensated, teaching, research, and service are reflected fairly in the compensation of most Anderson employees regardless of gender.



Recruitment and Retention

64. Colleagues in my academic area work actively to identify female candidates during faculty recruitment.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	3%	0%	3%	34%	59%	100%	4.45	93%		
Female	6%	11%	17%	22%	44%	100%	3.89	67%		
Overall	4%	3%	7%	32%	55%	100%	4.32	87%		

65. The process for evaluating candidates (in particular, interviews and job talks) reflects a climate of gender inclusiveness/equity at Anderson.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	9%	13%	39%	36%	100%	3.95	75%		
Female	11%	11%	39%	28%	11%	100%	3.17	39%		
Overall	7%	9%	19%	36%	29%	100%	3.72	65%		

66. Colleagues in my academic area have a merit-based process for selecting who to make offers to regardless of gender.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	7%	13%	54%	22%	100%	3.83	76%		
Female	18%	12%	12%	18%	41%	100%	3.53	59%		
Overall	7%	8%	13%	45%	27%	100%	3.76	72%		

67. Colleagues in my academic area work actively to retain female faculty.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	4%	4%	12%	37%	44%	100%	4.13	81%		
Female	22%	28%	11%	22%	17%	100%	2.83	39%		
Overall	9%	10%	11%	33%	37%	100%	3.80	70%		

68. The dean and department chair work actively to recruit female faculty.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	5%	4%	11%	29%	52%	100%	4.18	80%		
Female	18%	18%	29%	24%	12%	100%	2.94	35%		
Overall	9%	7%	15%	27%	42%	100%	3.85	69%		

69. The dean and department chair work actively to retain female faculty.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	6%	4%	17%	35%	38%	100%	3.96	73%		
Female	28%	33%	17%	11%	11%	100%	2.44	22%		
Overall	11%	13%	17%	28%	31%	100%	3.55	59%		

Mentoring and Development

		70. Anderson is doing/did a good job developing and preparing me to move into a tenured position.								Percent Positive	
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
Male	13%	3%	16%	48%	19%	100%	3.58	68%			
Female	33%	17%	17%	33%	0%	100%	2.50	33%			
Overall	19%	7%	16%	44%	14%	100%	3.28	58%			

		71. I can learn and improve as a faculty member at Anderson because I know where to go to receive helpful, prompt feedback about strengths and weaknesses in my performance.								Percent Positive	
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
Male	4%	21%	18%	34%	23%	100%	3.52	57%			
Female	20%	40%	10%	25%	5%	100%	2.55	30%			
Overall	8%	26%	16%	32%	18%	100%	3.26	50%			

72. I have had at least one mentor (formal or informal) at Anderson who has played an important role in supporting my career development.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	9%	11%	11%	40%	30%	100%	3.72	70%		
Female	14%	14%	5%	48%	19%	100%	3.43	67%		
Overall	10%	11%	9%	42%	28%	100%	3.66	70%		

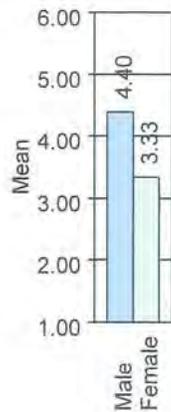
Overall Gender Climate

73. The gender climate at Anderson is positive and inclusive.										
Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Male	10%	14%	20%	42%	14%	100%	3.36	56%		
Female	27%	32%	27%	9%	5%	100%	2.32	14%		
Overall	16%	18%	22%	33%	11%	100%	3.05	44%		

Respondents who Strongly Disagreed or Disagreed with the above question (73) were asked to rank the six focus areas according to the degree to which each one contributes to the negative climate. Rankings were from 1 = Most impact, to 6 = Least impact. The following tables display the percentage of respondents to select each ranking. Also displayed is the mean ranking for each focus area. The lower the mean, the more impact the focus area has on the respondents' negative impressions of the overall climate.

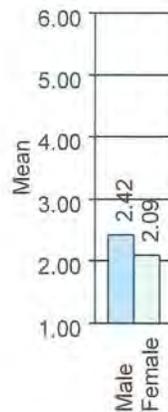
Compensation

Mean



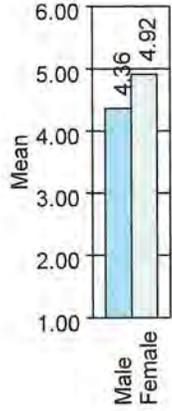
Leadership

Mean



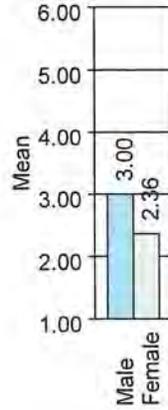
Mentoring

Mean



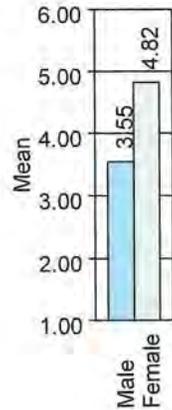
Promotion and Advancement

Mean



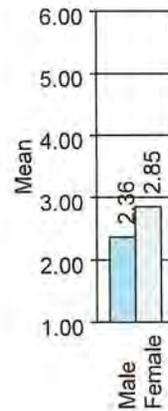
Recruitment and Retention

Mean



Work Environment

Mean





UCLA Anderson School of
Management Gender Equity Survey
2015

Demographic Report by Job Status

Prepared by



Demographic Breakdown of Respondents

Total Surveys
N= 91

Job Status		
Full Professor	48%	44
Associate Professor	12%	11
Assistant Professor	19%	17
Adjunct/Lecturer	21%	19
Totals	100%	91

Summary Results for Each Focus Area

The following tables display the summary results for each of the focus areas of the survey.

Leadership

Job Status	Leadership - Dean (Questions 1-5, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	16%	18%	13%	24%	29%	100%	3.32	53%		
Associate Professor	33%	24%	15%	18%	11%	100%	2.50	29%		
Assistant Professor	13%	11%	28%	22%	25%	100%	3.34	47%		
Adjunct/Lecturer	0%	4%	15%	34%	46%	100%	4.23	81%		
Overall	14%	14%	17%	25%	30%	100%	3.41	55%		

Job Status	Leadership - Current and Past Department Chairs (Questions 6-9, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	15%	22%	13%	29%	20%	100%	3.17	49%		
Associate Professor	20%	34%	27%	15%	3%	100%	2.46	18%		

[Continuing table]

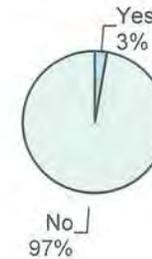
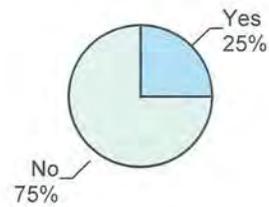
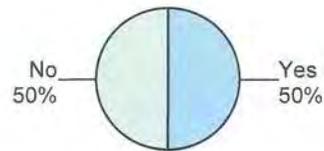
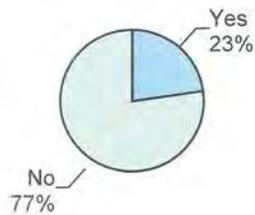
Job Status	Leadership - Current and Past Department Chairs (Questions 6-9, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Assistant Professor	4%	22%	29%	21%	25%	100%	3.42	46%		
Adjunct/Lecturer	4%	17%	25%	31%	23%	100%	3.52	54%		
Overall	12%	23%	20%	26%	19%	100%	3.17	45%		

Work Environment

Job Status	Work Environment - (Questions 10-31, Agreement Scale)									
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	10%	16%	16%	36%	21%	100%	3.42	57%		
Associate Professor	12%	21%	13%	28%	26%	100%	3.35	54%		
Assistant Professor	10%	13%	16%	32%	29%	100%	3.57	61%		
Adjunct/Lecturer	7%	12%	19%	29%	33%	100%	3.69	62%		
Overall	10%	15%	17%	33%	26%	100%	3.50	58%		

Job Status

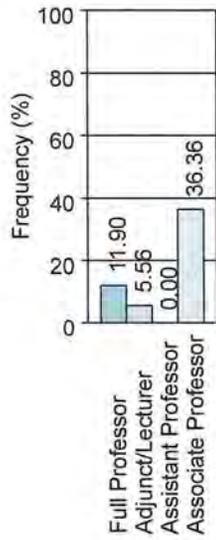
Full Professor Associate Professor Assistant Professor Adjunct/Lecturer



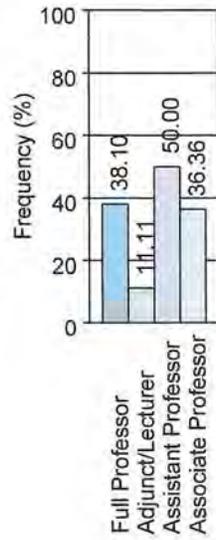
Work Environment - (Questions 32-33) Y/N Scale

34. Students treat faculty with the same respect regardless of gender.

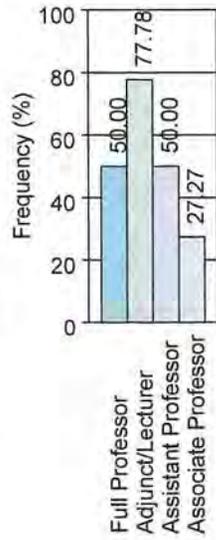
Male faculty are strongly favored



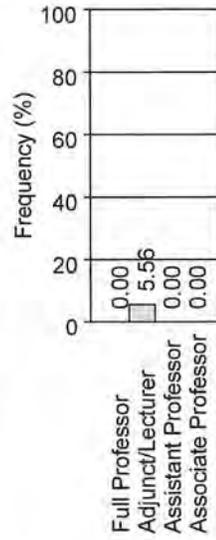
Male faculty are somewhat favored



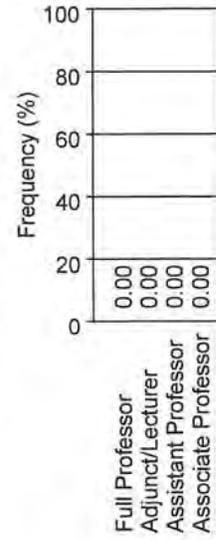
Neutral/Equal Treatment



Female faculty are somewhat favored

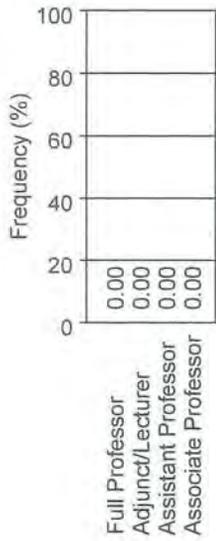


Female faculty are strongly favored

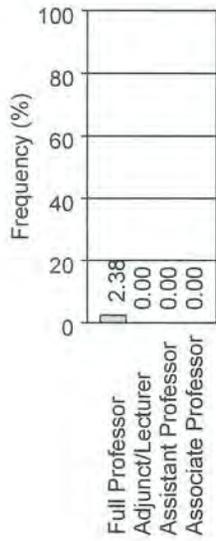


35. Service assignments are distributed equally regardless of gender.

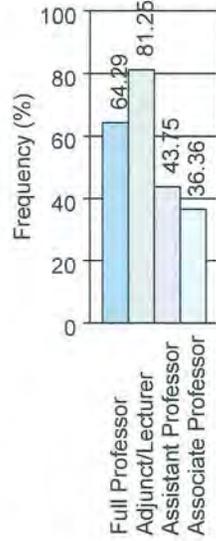
Male faculty have a much greater service burden



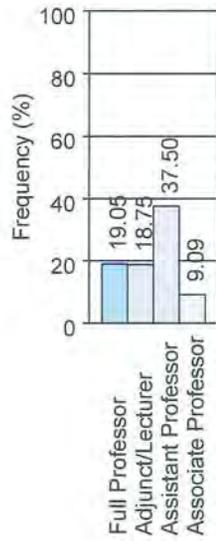
Male faculty have a somewhat greater service burden



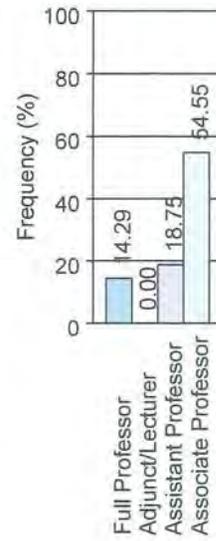
Neutral/Equal Treatment



Female faculty have a somewhat greater service burden



Female faculty have a much greater service burden

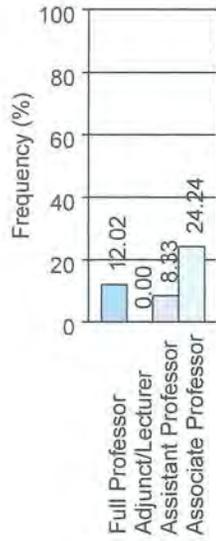


Promotion

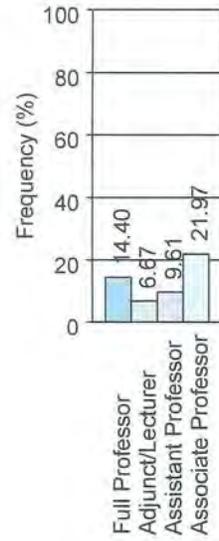
Job Status	Promotion (Questions 36-41, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	14%	12%	11%	32%	32%	100%	3.57	64%		
Associate Professor	17%	17%	17%	30%	20%	100%	3.20	50%		
Assistant Professor	10%	22%	16%	45%	7%	100%	3.18	52%		
Adjunct/Lecturer	2%	0%	27%	33%	37%	100%	4.02	70%		
Overall	11%	12%	16%	34%	26%	100%	3.52	61%		

Promotion (Questions 42-53, Gender Bias Scale)

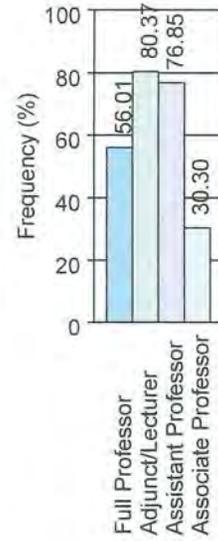
Male faculty are strongly favored



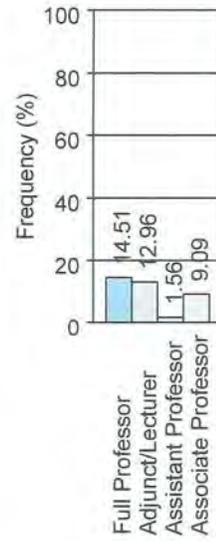
Male faculty are somewhat favored



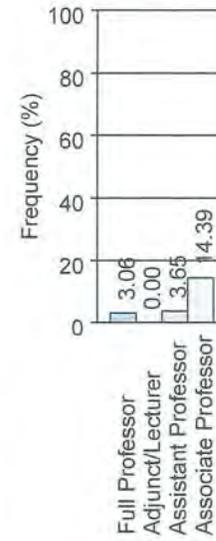
Neutral/Equal Treatment



Female faculty are somewhat favored



Female faculty are strongly favored

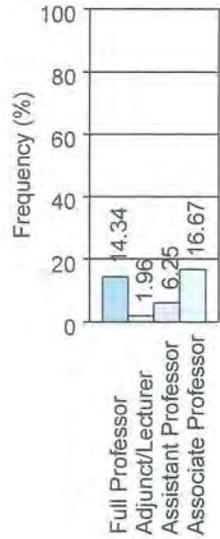


Compensation

Job Status	Compensation (Questions 54-57, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	23%	17%	18%	30%	12%	100%	2.90	42%		
Associate Professor	18%	36%	16%	11%	18%	100%	2.75	30%		
Assistant Professor	16%	7%	15%	44%	18%	100%	3.43	63%		
Adjunct/Lecturer	2%	18%	22%	42%	16%	100%	3.51	58%		
Overall	17%	18%	18%	33%	14%	100%	3.09	47%		

Compensation (Questions 58-63, Gender Bias Scale)

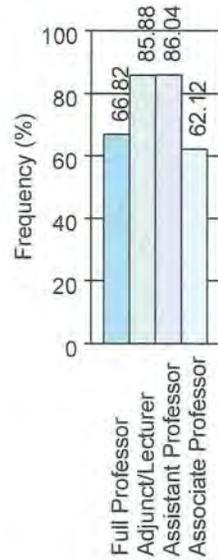
Male faculty are strongly favored



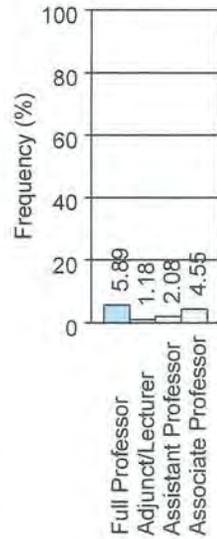
Male faculty are somewhat favored



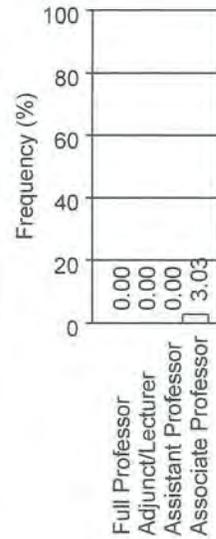
Neutral/Equal Treatment



Female faculty are somewhat favored



Female faculty are strongly favored



Recruitment and Retention

Job Status	Recruitment & Retention (Questions 64-69, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	10%	7%	8%	39%	36%	100%	3.86	76%		
Associate Professor	7%	13%	21%	22%	38%	100%	3.71	59%		
Assistant Professor	7%	9%	20%	31%	32%	100%	3.72	64%		
Adjunct/Lecturer	0%	12%	10%	27%	51%	100%	4.17	78%		
Overall	7%	9%	12%	34%	38%	100%	3.86	71%		

Mentoring and Development

Job Status	Mentoring and Development (Items 70-72, Agreement Scale)								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	15%	16%	15%	28%	26%	100%	3.35	54%		
Associate Professor	11%	26%	15%	30%	18%	100%	3.20	48%		
Assistant Professor	8%	17%	17%	52%	6%	100%	3.31	58%		
Adjunct/Lecturer	6%	15%	6%	47%	26%	100%	3.74	74%		
Overall	11%	17%	13%	37%	21%	100%	3.40	58%		

Overall Gender Climate

73. The gender climate at Anderson is positive and inclusive.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	23%	20%	13%	28%	18%	100%	2.97	45%		
Associate Professor	20%	40%	20%	20%	0%	100%	2.40	20%		
Assistant Professor	13%	13%	25%	38%	13%	100%	3.25	50%		
Adjunct/Lecturer	0%	6%	44%	50%	0%	100%	3.44	50%		
Overall	16%	18%	22%	33%	11%	100%	3.05	44%		

Detail Results for Each Focus Area

Leadership - Dean

Job Status	1. At Anderson, the dean is committed to, and supportive of, gender equity.								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	21%	14%	7%	24%	33%	100%	3.33	57%		
Associate Professor	18%	18%	18%	18%	27%	100%	3.18	45%		
Assistant Professor	7%	7%	27%	33%	27%	100%	3.67	60%		
Adjunct/Lecturer	0%	0%	6%	41%	53%	100%	4.47	94%		
Overall	14%	11%	12%	28%	35%	100%	3.60	64%		

Job Status	2. At Anderson, the dean is held accountable for achieving gender equity.								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	12%	24%	15%	20%	29%	100%	3.29	49%		
Associate Professor	30%	30%	20%	10%	10%	100%	2.40	20%		
Assistant Professor	17%	17%	25%	17%	25%	100%	3.17	42%		
Adjunct/Lecturer	0%	8%	31%	38%	23%	100%	3.77	62%		
Overall	13%	21%	20%	21%	25%	100%	3.24	46%		

3. At Anderson, the dean has a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	21%	13%	11%	18%	37%	100%	3.37	55%		
Associate Professor	30%	20%	20%	20%	10%	100%	2.60	30%		
Assistant Professor	15%	15%	15%	15%	38%	100%	3.46	54%		
Adjunct/Lecturer	0%	0%	15%	15%	69%	100%	4.54	85%		
Overall	18%	12%	14%	18%	39%	100%	3.49	57%		

4. At Anderson, the dean proactively creates and fosters a culture that does not discriminate on the basis of gender.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	22%	20%	17%	12%	29%	100%	3.07	41%		
Associate Professor	45%	27%	0%	27%	0%	100%	2.09	27%		
Assistant Professor	13%	7%	40%	20%	20%	100%	3.27	40%		
Adjunct/Lecturer	0%	8%	8%	38%	46%	100%	4.23	85%		
Overall	20%	16%	18%	20%	26%	100%	3.16	46%		

5. At Anderson, the dean holds others at Anderson accountable for achieving gender equity.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	11%	24%	13%	37%	16%	100%	3.24	53%		
Associate Professor	45%	27%	18%	9%	0%	100%	1.91	9%		
Assistant Professor	21%	14%	36%	21%	7%	100%	2.79	29%		
Adjunct/Lecturer	0%	10%	40%	30%	20%	100%	3.60	50%		
Overall	16%	21%	22%	29%	12%	100%	3.00	41%		

Leadership - Current and Past Department Chair

6. At Anderson, current and past Department Chairs are/have been committed to, and supportive of, gender equity.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	13%	18%	18%	33%	20%	100%	3.30	53%		
Associate Professor	0%	55%	27%	9%	9%	100%	2.73	18%		
Assistant Professor	0%	14%	29%	29%	29%	100%	3.71	57%		
Adjunct/Lecturer	0%	18%	27%	27%	27%	100%	3.64	55%		
Overall	7%	22%	22%	28%	21%	100%	3.34	49%		

7. At Anderson, current and past Department Chairs are/have been held accountable for achieving gender equity.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	21%	29%	15%	21%	15%	100%	2.79	35%		
Associate Professor	40%	20%	30%	10%	0%	100%	2.10	10%		
Assistant Professor	8%	42%	33%	0%	17%	100%	2.75	17%		
Adjunct/Lecturer	0%	43%	14%	14%	29%	100%	3.29	43%		
Overall	19%	32%	21%	14%	14%	100%	2.73	29%		

8. At Anderson, current and past Department Chairs have/have had a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	13%	24%	13%	26%	24%	100%	3.24	50%		
Associate Professor	9%	45%	27%	18%	0%	100%	2.55	18%		
Assistant Professor	8%	17%	33%	17%	25%	100%	3.33	42%		
Adjunct/Lecturer	13%	0%	25%	38%	25%	100%	3.63	63%		
Overall	12%	23%	20%	25%	20%	100%	3.19	45%		

9. At Anderson, current and past Department Chairs proactively create and foster/have created and fostered a culture that does not discriminate on the basis of gender.

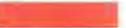
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	22%	19%	14%	22%	24%	100%	3.08	46%		
Associate Professor	36%	18%	27%	18%	0%	100%	2.27	18%		
Assistant Professor	0%	21%	29%	36%	14%	100%	3.43	50%		
Adjunct/Lecturer	9%	18%	18%	36%	18%	100%	3.36	55%		
Overall	18%	19%	19%	26%	18%	100%	3.07	44%		

Work Environment

10. Unwelcome sexual advances or other verbal or physical harassment of a sexual nature are rare at Anderson.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	8%	5%	5%	49%	32%	100%	3.92	81%		
Associate Professor	0%	9%	9%	27%	55%	100%	4.27	82%		
Assistant Professor	7%	13%	0%	33%	47%	100%	4.00	80%		
Adjunct/Lecturer	0%	0%	15%	31%	54%	100%	4.38	85%		
Overall	5%	7%	7%	39%	42%	100%	4.07	82%		

11. I rarely hear sexist comments/jokes or derogatory comments about women at Anderson.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	7%	12%	14%	37%	30%	100%	3.72	67%		
Associate Professor	0%	36%	18%	9%	36%	100%	3.45	45%		
Assistant Professor	13%	13%	19%	31%	25%	100%	3.44	56%		
Adjunct/Lecturer	0%	6%	11%	39%	44%	100%	4.22	83%		
Overall	6%	14%	15%	33%	33%	100%	3.74	66%		

12. Anderson has an effective process in place to deal with complaints regarding gender bias. (Please indicate NA if you have never looked into the existing processes.)										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	35%	13%	13%	17%	22%	100%	2.78	39%		
Associate Professor	20%	60%	20%	0%	0%	100%	2.00	0%		
Assistant Professor	33%	0%	0%	67%	0%	100%	3.00	67%		
Adjunct/Lecturer	0%	0%	0%	60%	40%	100%	4.40	100%		
Overall	28%	17%	11%	25%	19%	100%	2.92	44%		

13. Anderson's focus on gender equity for women has resulted in reverse discrimination against men. (R)										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	9%	23%	23%	19%	26%	100%	3.28	44%		
Associate Professor	27%	0%	0%	9%	64%	100%	3.82	73%		
Assistant Professor	6%	13%	13%	38%	31%	100%	3.75	69%		
Adjunct/Lecturer	0%	25%	25%	33%	17%	100%	3.42	50%		
Overall	10%	18%	18%	23%	30%	100%	3.46	54%		

14. At Anderson, important decisions are disproportionately influenced by senior male faculty. (R)										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	46%	23%	15%	13%	3%	100%	2.03	15%		
Associate Professor	64%	9%	9%	9%	9%	100%	1.91	18%		
Assistant Professor	36%	29%	7%	29%	0%	100%	2.29	29%		
Adjunct/Lecturer	46%	31%	15%	8%	0%	100%	1.85	8%		
Overall	47%	23%	13%	14%	3%	100%	2.03	17%		

15. Compared to five years ago, the gender equity environment at Anderson has improved.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	12%	21%	32%	26%	9%	100%	3.00	35%		
Associate Professor	18%	27%	18%	27%	9%	100%	2.82	36%		
Assistant Professor	17%	0%	67%	17%	0%	100%	2.83	17%		
Adjunct/Lecturer	0%	0%	29%	71%	0%	100%	3.71	71%		
Overall	12%	17%	33%	31%	7%	100%	3.03	38%		

16. Upon hearing negative comments based on gender at Anderson, I have witnessed others intervene and state their disapproval.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	19%	26%	7%	44%	4%	100%	2.89	48%		
Associate Professor	22%	44%	0%	33%	0%	100%	2.44	33%		
Assistant Professor	11%	33%	11%	33%	11%	100%	3.00	44%		
Adjunct/Lecturer	0%	67%	0%	0%	33%	100%	3.00	33%		
Overall	17%	33%	6%	38%	6%	100%	2.83	44%		

17. At Anderson, I am treated with respect.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	7%	9%	14%	45%	25%	100%	3.73	70%		
Associate Professor	0%	36%	18%	18%	27%	100%	3.36	45%		
Assistant Professor	6%	0%	13%	38%	44%	100%	4.13	81%		
Adjunct/Lecturer	6%	6%	17%	22%	50%	100%	4.06	72%		
Overall	6%	10%	15%	36%	34%	100%	3.82	70%		

Job Status	18. Anderson faculty make an effort to create an inclusive gender climate.								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	12%	19%	10%	36%	24%	100%	3.40	60%		
Associate Professor	9%	36%	18%	18%	18%	100%	3.00	36%		
Assistant Professor	6%	25%	31%	19%	19%	100%	3.19	38%		
Adjunct/Lecturer	0%	20%	20%	40%	20%	100%	3.60	60%		
Overall	8%	23%	17%	31%	21%	100%	3.35	52%		

Job Status	19. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my female Anderson colleagues.								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	2%	19%	21%	35%	23%	100%	3.58	58%		
Associate Professor	0%	9%	0%	73%	18%	100%	4.00	91%		
Assistant Professor	0%	25%	25%	13%	38%	100%	3.63	50%		
Adjunct/Lecturer	25%	19%	25%	6%	25%	100%	2.88	31%		
Overall	6%	19%	20%	30%	26%	100%	3.51	56%		

		20. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my male Anderson colleagues.							
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
Full Professor	5%	21%	14%	38%	21%	100%	3.50	60%	
Associate Professor	0%	9%	9%	64%	18%	100%	3.91	82%	
Assistant Professor	0%	19%	25%	25%	31%	100%	3.69	56%	
Adjunct/Lecturer	18%	18%	29%	18%	18%	100%	3.00	35%	
Overall	6%	19%	19%	35%	22%	100%	3.49	57%	

		21. I have regular conversations about research with my female Anderson colleagues.							
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
Full Professor	5%	10%	23%	31%	31%	100%	3.72	62%	
Associate Professor	0%	10%	20%	50%	20%	100%	3.80	70%	
Assistant Professor	7%	7%	7%	40%	40%	100%	4.00	80%	
Adjunct/Lecturer	0%	0%	0%	0%	0%	100%	--	--	
Overall	5%	9%	19%	36%	31%	100%	3.80	67%	

22. I have regular conversations about research with my male Anderson colleagues.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	5%	5%	16%	44%	30%	100%	3.91	74%		
Associate Professor	0%	9%	9%	55%	27%	100%	4.00	82%		
Assistant Professor	6%	0%	13%	38%	44%	100%	4.13	81%		
Adjunct/Lecturer	0%	0%	0%	0%	0%	100%	-	-		
Overall	4%	4%	14%	44%	33%	100%	3.97	77%		

23. Colleagues in my academic area are treated with respect.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	5%	12%	0%	50%	33%	100%	3.95	83%		
Associate Professor	9%	45%	18%	0%	27%	100%	2.91	27%		
Assistant Professor	6%	13%	6%	31%	44%	100%	3.94	75%		
Adjunct/Lecturer	6%	0%	29%	29%	35%	100%	3.88	65%		
Overall	6%	14%	9%	36%	35%	100%	3.80	71%		

24. Colleagues in my academic area make an effort to create an inclusive gender climate.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	5%	3%	15%	43%	35%	100%	4.00	78%		
Associate Professor	0%	18%	18%	18%	45%	100%	3.91	64%		
Assistant Professor	0%	6%	19%	38%	38%	100%	4.06	75%		
Adjunct/Lecturer	0%	13%	27%	33%	27%	100%	3.73	60%		
Overall	2%	7%	18%	37%	35%	100%	3.95	72%		

25. I feel comfortable turning down a request for a service assignment.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	16%	44%	16%	21%	2%	100%	2.49	23%		
Associate Professor	18%	18%	9%	36%	18%	100%	3.18	55%		
Assistant Professor	7%	43%	0%	50%	0%	100%	2.93	50%		
Adjunct/Lecturer	0%	27%	45%	18%	9%	100%	3.09	27%		
Overall	13%	38%	16%	28%	5%	100%	2.75	33%		

26. Colleagues in my academic area are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	5%	5%	13%	55%	21%	100%	3.82	76%		
Associate Professor	9%	9%	0%	45%	36%	100%	3.91	82%		
Assistant Professor	8%	0%	8%	50%	33%	100%	4.00	83%		
Adjunct/Lecturer	0%	0%	33%	33%	33%	100%	4.00	67%		
Overall	5%	4%	14%	49%	27%	100%	3.89	77%		

27. The dean and department chair (present/past) are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	8%	18%	18%	47%	8%	100%	3.29	55%		
Associate Professor	9%	18%	18%	27%	27%	100%	3.45	55%		
Assistant Professor	18%	9%	18%	36%	18%	100%	3.27	55%		
Adjunct/Lecturer	0%	9%	27%	45%	18%	100%	3.73	64%		
Overall	8%	15%	20%	42%	14%	100%	3.38	56%		

28. Taking advantage of UCLA policies regarding flexible work arrangements reflects negatively on my work ethic or my level of commitment in the eyes of my Anderson colleagues. (R)										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	10%	20%	20%	33%	17%	100%	3.27	50%		
Associate Professor	38%	0%	50%	0%	13%	100%	2.50	13%		
Assistant Professor	40%	0%	20%	30%	10%	100%	2.70	40%		
Adjunct/Lecturer	0%	11%	33%	22%	33%	100%	3.78	56%		
Overall	18%	12%	26%	26%	18%	100%	3.14	44%		

29. I am considering going on the job market or actively trying to leave Anderson in the next 5 years. (R)										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	17%	24%	21%	17%	21%	100%	3.00	38%		
Associate Professor	27%	45%	9%	0%	18%	100%	2.36	18%		
Assistant Professor	23%	8%	31%	23%	15%	100%	3.00	38%		
Adjunct/Lecturer	0%	13%	6%	31%	50%	100%	4.19	81%		
Overall	16%	22%	17%	19%	26%	100%	3.17	45%		

Job Status	30. The Anderson School will be a better place to work and learn with greater gender diversity.								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	3%	3%	26%	36%	33%	100%	3.95	69%		
Associate Professor	0%	10%	10%	30%	50%	100%	4.20	80%		
Assistant Professor	0%	0%	33%	20%	47%	100%	4.13	67%		
Adjunct/Lecturer	6%	0%	19%	38%	38%	100%	4.00	75%		
Overall	3%	3%	24%	33%	39%	100%	4.03	71%		

Job Status	31. Anderson has resources for faculty dealing with incidents of sexism in the classroom.								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	15%	19%	19%	35%	12%	100%	3.08	46%		
Associate Professor	20%	20%	40%	20%	0%	100%	2.60	20%		
Assistant Professor	25%	25%	0%	50%	0%	100%	2.75	50%		
Adjunct/Lecturer	0%	0%	33%	50%	17%	100%	3.83	67%		
Overall	16%	18%	20%	38%	9%	100%	3.07	47%		

Work Environment Part 2

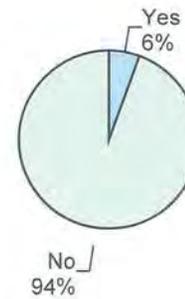
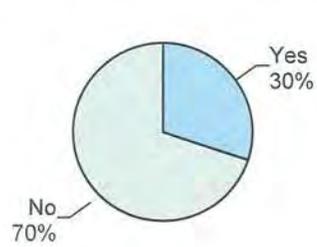
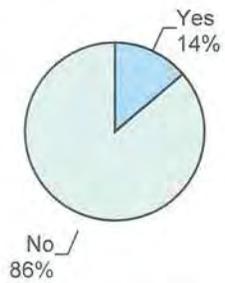
Job Status

Full Professor

Associate Professor

Assistant Professor

Adjunct/Lecturer



32. Within the past five years I have personally experienced exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.

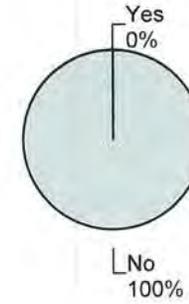
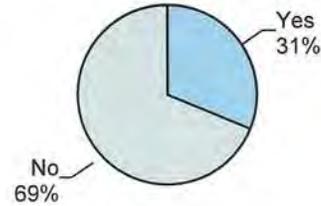
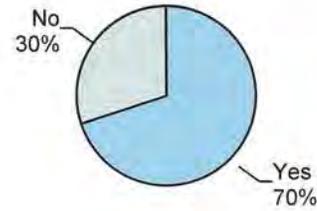
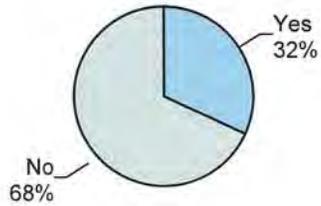
Job Status

Full Professor

Associate Professor

Assistant Professor

Adjunct/Lecturer

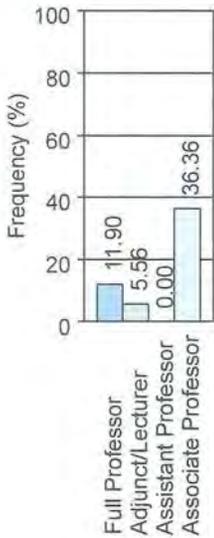


33. Within the past five years I have personally witnessed exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.

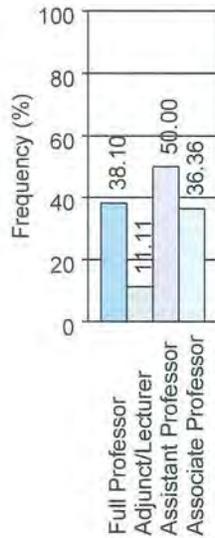
Work Environment Part 3

34. Students treat faculty with the same respect regardless of gender.

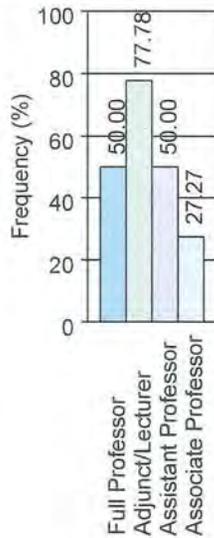
Male faculty are strongly favored



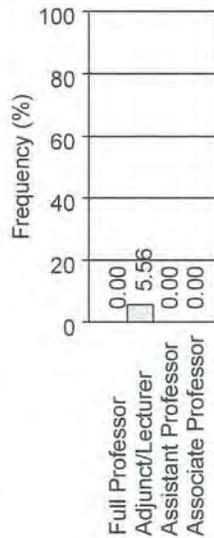
Male faculty are somewhat favored



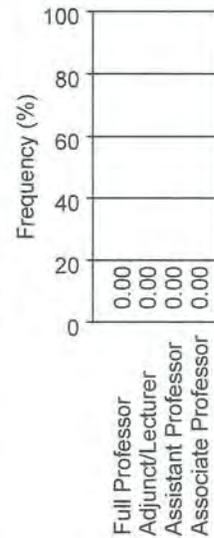
Neutral/Equal Treatment



Female faculty are somewhat favored



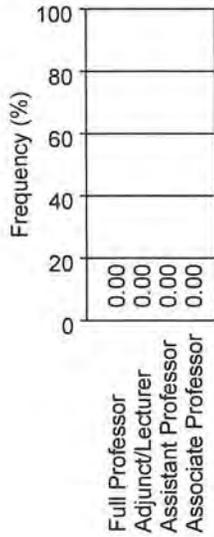
Female faculty are strongly favored



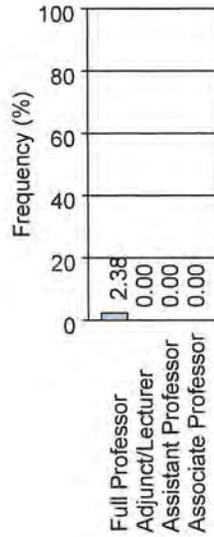
Work Environment Part 4

35. Service assignments are distributed equally regardless of gender.

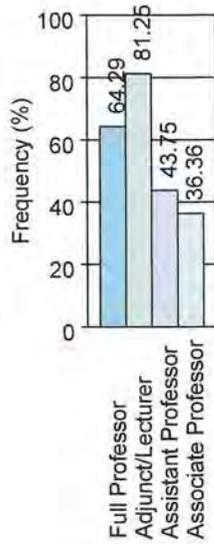
Male faculty have a much greater service burden



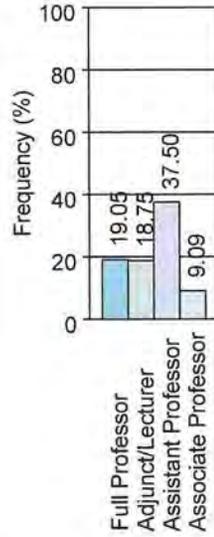
Male faculty have a somewhat greater service burden



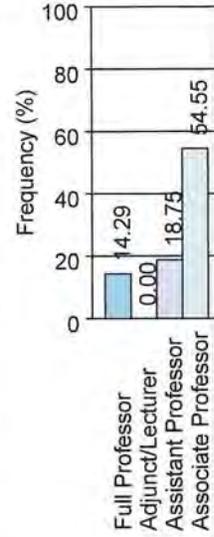
Neutral/Equal Treatment



Female faculty have a somewhat greater service burden



Female faculty have a much greater service burden



Promotion Part 1

36. I understand the criteria used to evaluate me for promotion (tenure, full professor, step 6, and above scale) at Anderson.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	2%	10%	2%	36%	50%	100%	4.21	86%		
Associate Professor	0%	18%	0%	55%	27%	100%	3.91	82%		
Assistant Professor	6%	12%	12%	53%	18%	100%	3.65	71%		
Adjunct/Lecturer	0%	0%	0%	0%	0%	100%	--	--		
Overall	3%	11%	4%	43%	39%	100%	4.03	81%		

37. At Anderson, all research topics and methodologies are valued equally in promotion decisions.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	20%	34%	12%	20%	15%	100%	2.76	34%		
Associate Professor	36%	18%	18%	18%	9%	100%	2.45	27%		
Assistant Professor	20%	47%	20%	13%	0%	100%	2.27	13%		
Adjunct/Lecturer	0%	0%	0%	0%	0%	100%	--	--		
Overall	22%	34%	15%	18%	10%	100%	2.60	28%		

		38. At Anderson, my research contributions are reflected fairly in promotion decisions.								Percent Positive	
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
Full Professor	13%	8%	18%	28%	33%	100%	3.62	62%			
Associate Professor	9%	18%	9%	45%	18%	100%	3.45	64%			
Assistant Professor	8%	8%	33%	50%	0%	100%	3.25	50%			
Adjunct/Lecturer	0%	0%	0%	0%	0%	100%	-	-			
Overall	11%	10%	19%	35%	24%	100%	3.52	60%			

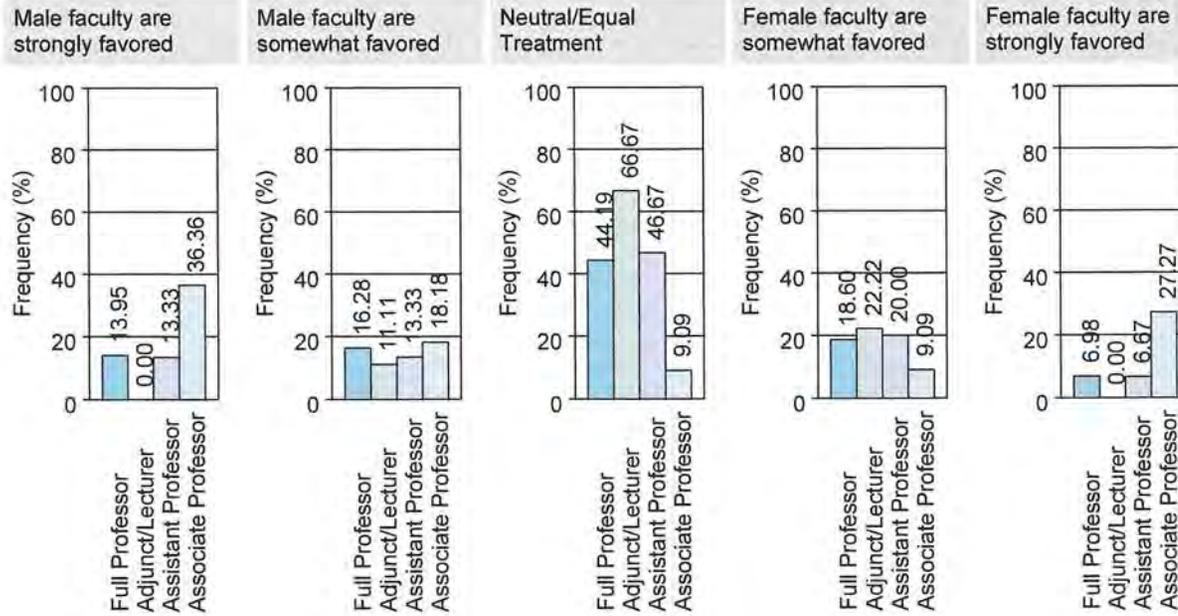
		39. At Anderson, my teaching contributions are reflected fairly in promotion decisions.								Percent Positive	
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
Full Professor	18%	0%	16%	42%	24%	100%	3.53	66%			
Associate Professor	9%	18%	18%	36%	18%	100%	3.36	55%			
Assistant Professor	8%	0%	8%	83%	0%	100%	3.67	83%			
Adjunct/Lecturer	0%	0%	36%	29%	36%	100%	4.00	64%			
Overall	12%	3%	19%	45%	21%	100%	3.61	67%			

40. At Anderson, my service contributions are reflected fairly in promotion decisions.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	28%	10%	8%	31%	23%	100%	3.10	54%		
Associate Professor	20%	10%	40%	20%	10%	100%	2.90	30%		
Assistant Professor	9%	27%	9%	55%	0%	100%	3.09	55%		
Adjunct/Lecturer	9%	0%	18%	36%	36%	100%	3.91	73%		
Overall	21%	11%	14%	34%	20%	100%	3.20	54%		

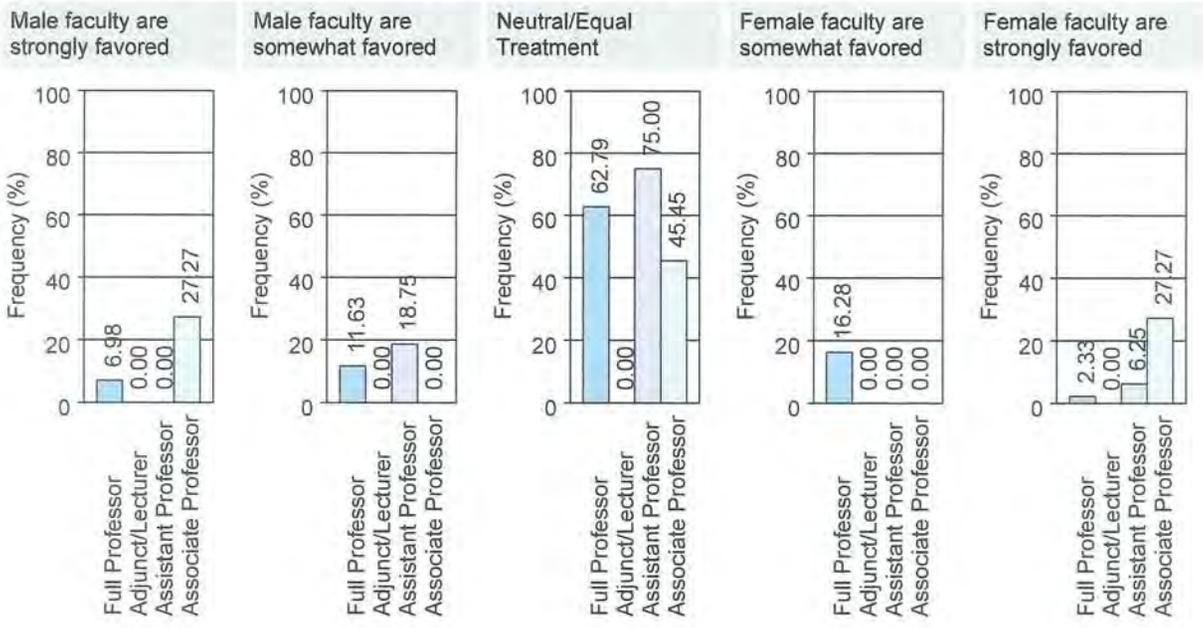
41. At Anderson, my gender limits my promotion opportunities. (R)										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	3%	8%	13%	24%	53%	100%	4.16	76%		
Associate Professor	27%	18%	18%	9%	27%	100%	2.91	36%		
Assistant Professor	13%	13%	27%	33%	13%	100%	3.20	47%		
Adjunct/Lecturer	0%	0%	9%	36%	55%	100%	4.45	91%		
Overall	8%	9%	16%	25%	41%	100%	3.83	67%		

Promotions Part 2

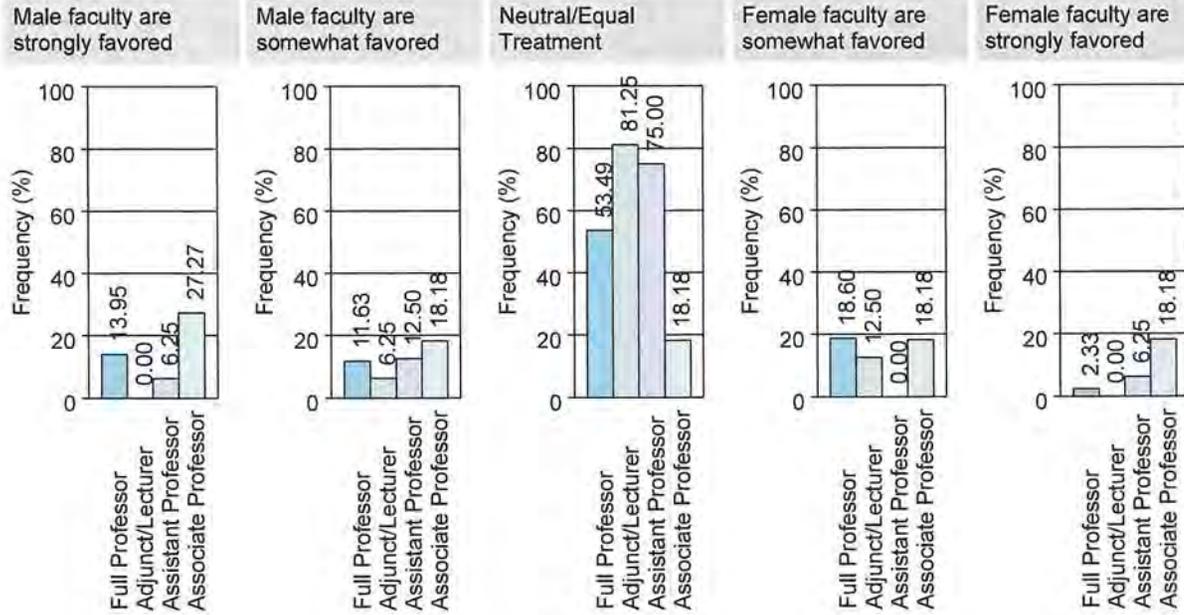
42. Regardless of your personal promotion experiences, to what extent do you feel there are any gender differences in the evaluation of promotion cases at Anderson?



43. Colleagues in my academic area apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion (tenure, full professor, step 6, and above scale).

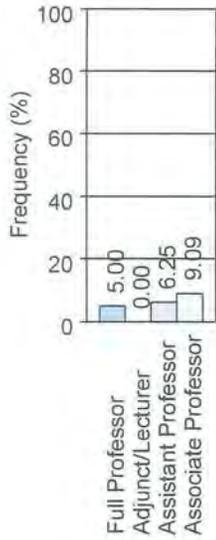


44. The staffing committee applies the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

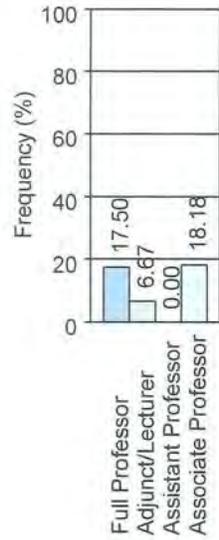


45. Ad hoc committees apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

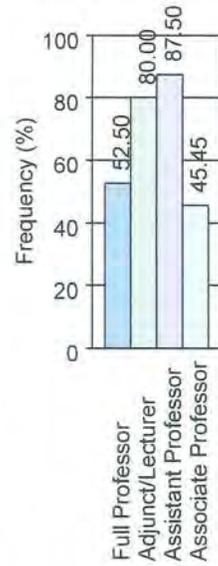
Male faculty are strongly favored



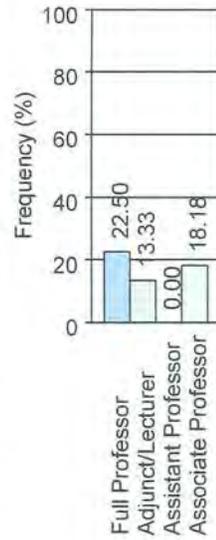
Male faculty are somewhat favored



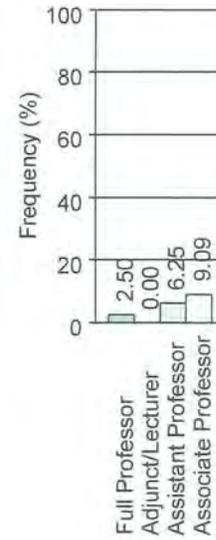
Neutral/Equal Treatment



Female faculty are somewhat favored

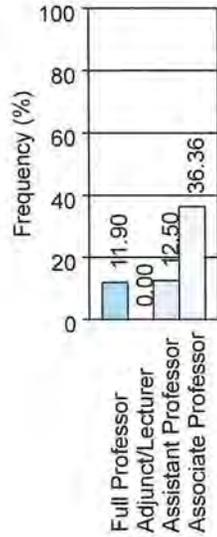


Female faculty are strongly favored

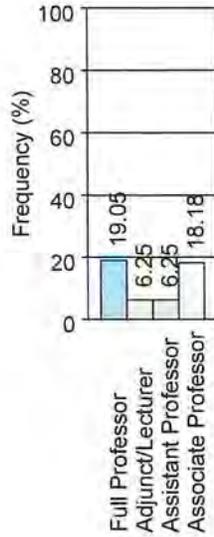


46. Anderson faculty apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

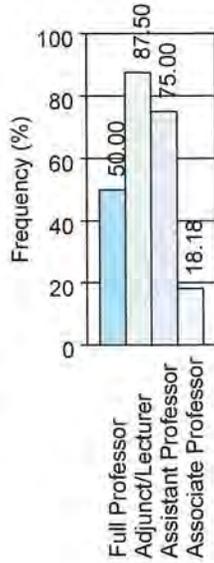
Male faculty are strongly favored



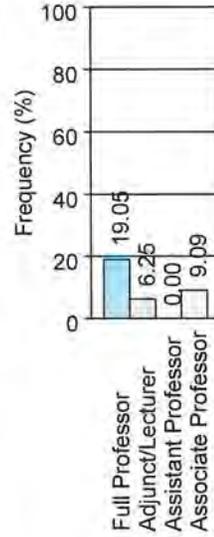
Male faculty are somewhat favored



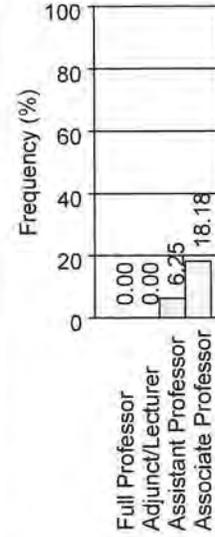
Neutral/Equal Treatment



Female faculty are somewhat favored

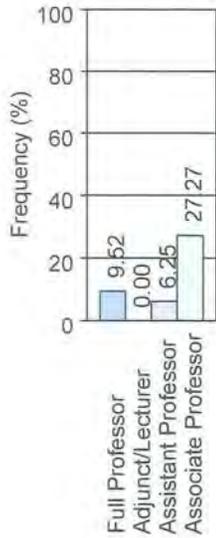


Female faculty are strongly favored

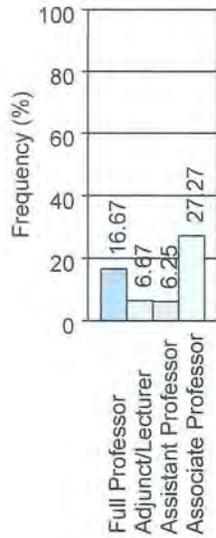


47. The past/present Department Chairs apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

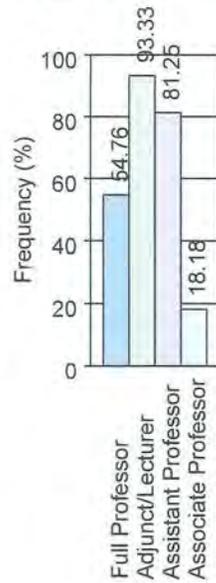
Male faculty are strongly favored



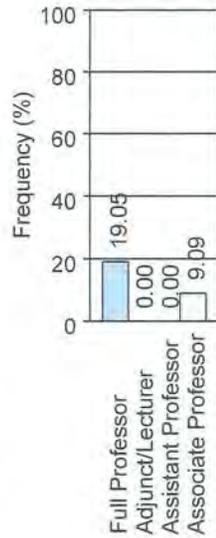
Male faculty are somewhat favored



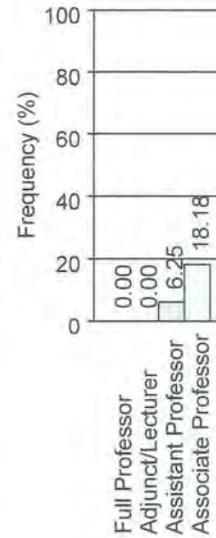
Neutral/Equal Treatment



Female faculty are somewhat favored

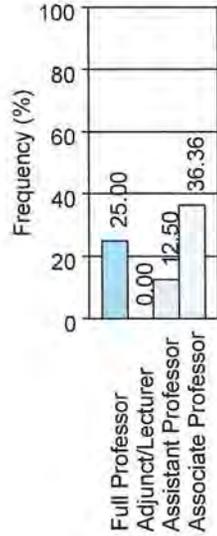


Female faculty are strongly favored

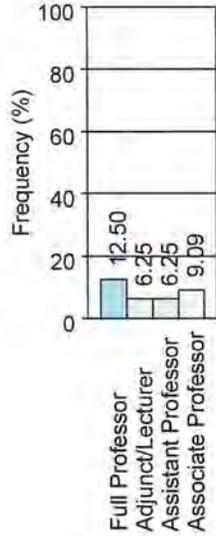


48. The Dean applies the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

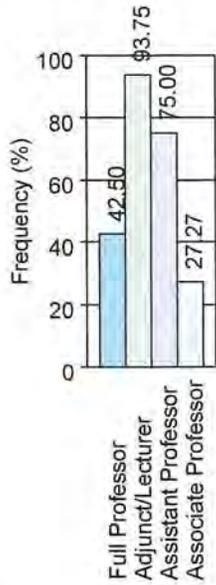
Male faculty are strongly favored



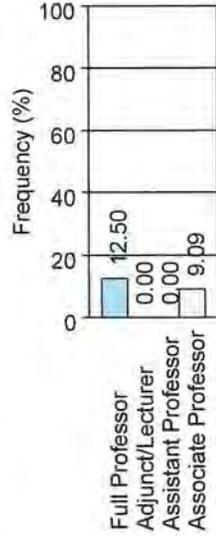
Male faculty are somewhat favored



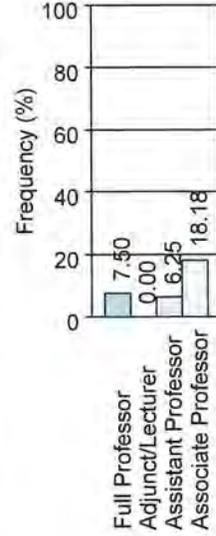
Neutral/Equal Treatment



Female faculty are somewhat favored

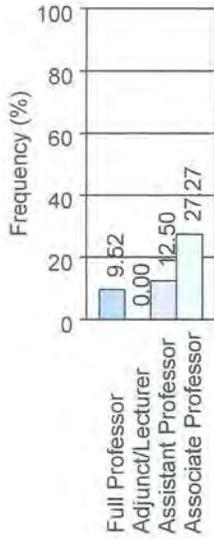


Female faculty are strongly favored

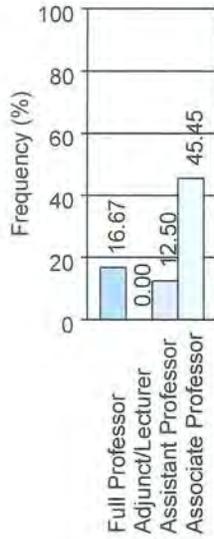


49. How do you think contributions to coauthored work with senior colleagues are evaluated at promotion and tenure?

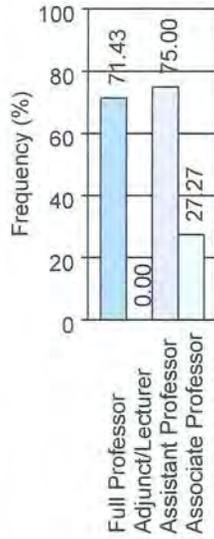
Male faculty are strongly favored



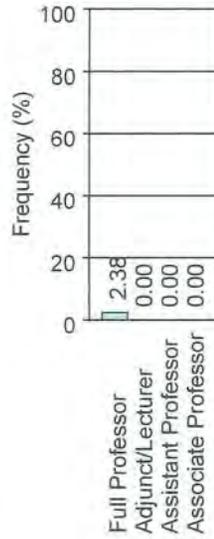
Male faculty are somewhat favored



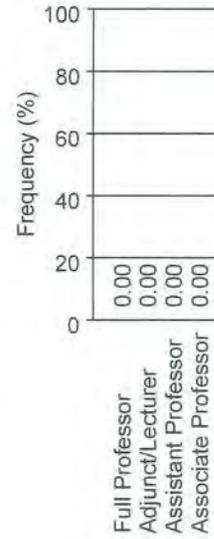
Neutral/Equal Treatment



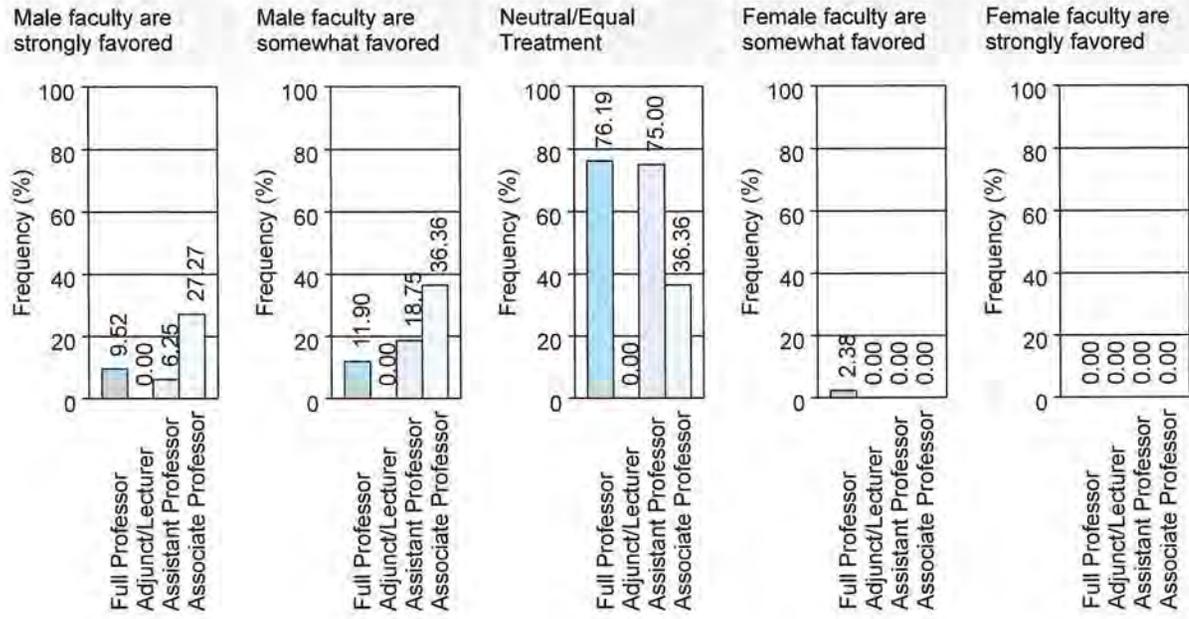
Female faculty are somewhat favored



Female faculty are strongly favored

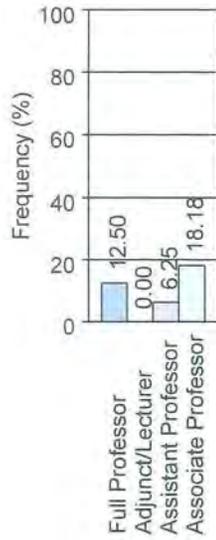


50. How do you think contributions to coauthored work with PhD students are evaluated at promotion and tenure?

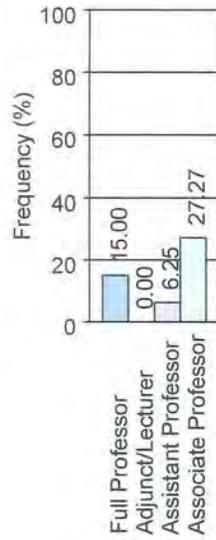


51. The criteria for non-hurdle step increases are applied consistently across candidates at Anderson, regardless of gender.

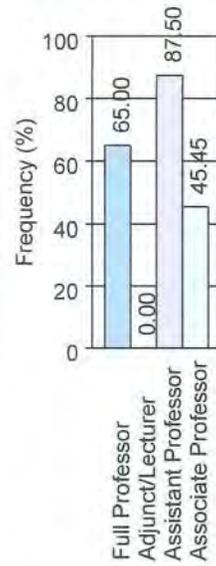
Male faculty are strongly favored



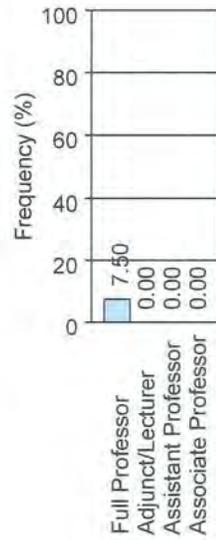
Male faculty are somewhat favored



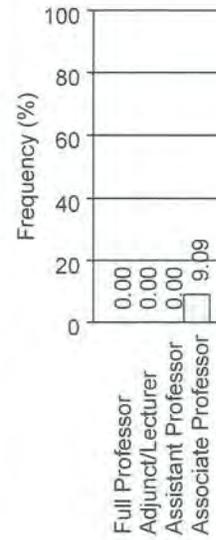
Neutral/Equal Treatment



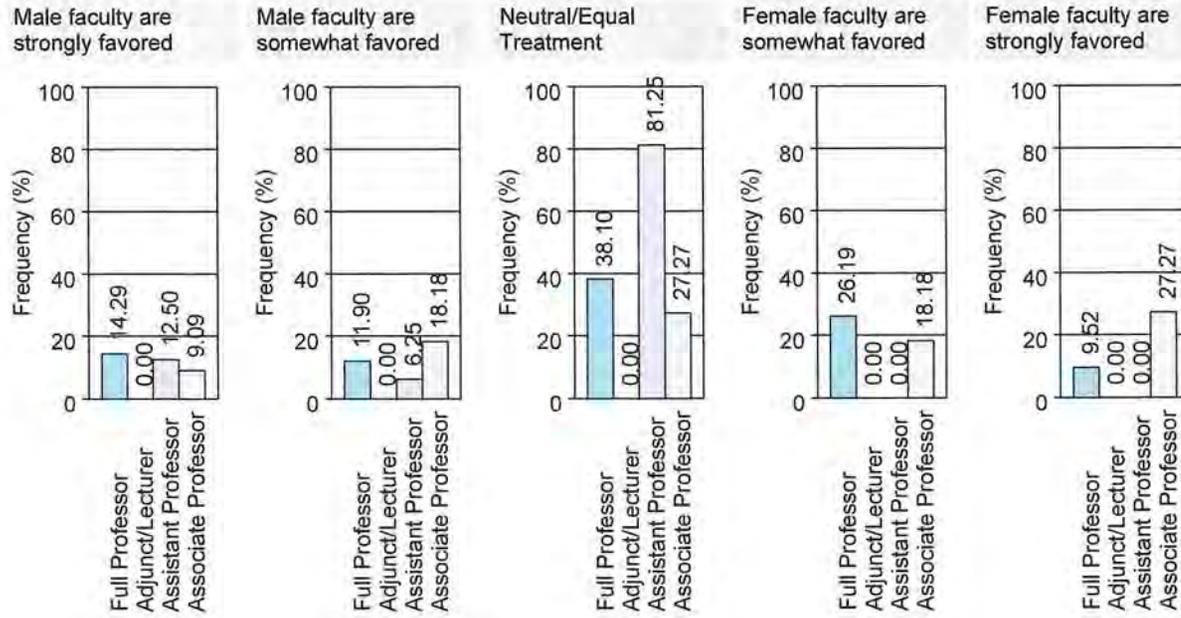
Female faculty are somewhat favored



Female faculty are strongly favored

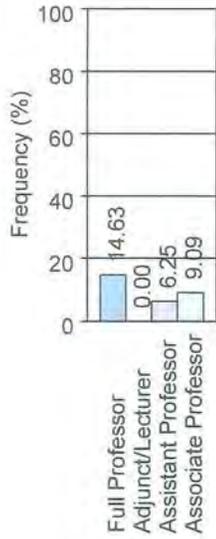


52. The criteria for Term Chair and Endowed Chair positions are applied consistently across candidates at Anderson, regardless of gender.

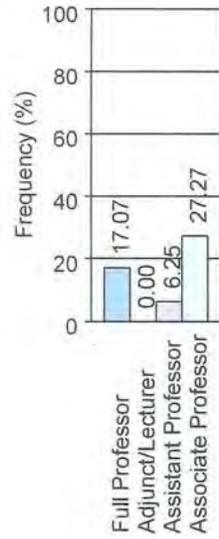


53. At Anderson, I believe that the criteria for faculty who are selected to serve in senior administrative roles are applied consistently across candidates, regardless of gender.

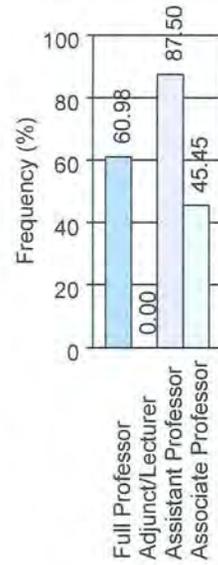
Male faculty are strongly favored



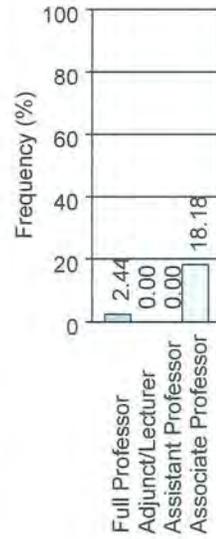
Male faculty are somewhat favored



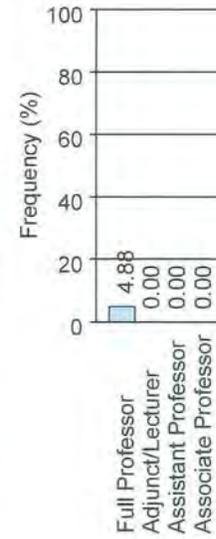
Neutral/Equal Treatment



Female faculty are somewhat favored



Female faculty are strongly favored



Compensation

54. My research contributions are reflected fairly in my compensation.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	15%	13%	20%	35%	18%	100%	3.28	53%		
Associate Professor	10%	10%	20%	40%	20%	100%	3.50	60%		
Assistant Professor	7%	13%	13%	40%	27%	100%	3.67	67%		
Adjunct/Lecturer	0%	0%	0%	0%	0%	100%	--	--		
Overall	12%	12%	18%	37%	20%	100%	3.40	57%		

55. My service contributions are reflected fairly in my compensation.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	26%	10%	23%	28%	13%	100%	2.92	41%		
Associate Professor	10%	40%	20%	0%	30%	100%	3.00	30%		
Assistant Professor	7%	7%	14%	50%	21%	100%	3.71	71%		
Adjunct/Lecturer	0%	8%	23%	54%	15%	100%	3.77	69%		
Overall	16%	13%	21%	33%	17%	100%	3.22	50%		

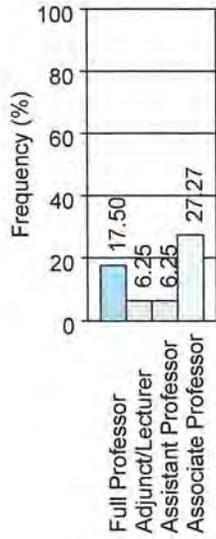
56. My teaching contributions are reflected fairly in my compensation.									
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
Full Professor	18%	10%	26%	33%	13%	100%	3.13	46%	
Associate Professor	10%	40%	10%	10%	30%	100%	3.10	40%	
Assistant Professor	8%	0%	15%	54%	23%	100%	3.85	77%	
Adjunct/Lecturer	0%	13%	20%	47%	20%	100%	3.73	67%	
Overall	12%	13%	21%	36%	18%	100%	3.36	55%	

57. The only way to get paid fairly at Anderson is to get an outside offer. (R)									
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
Full Professor	37%	29%	5%	24%	5%	100%	2.32	29%	
Associate Professor	45%	36%	18%	0%	0%	100%	1.73	0%	
Assistant Professor	43%	7%	21%	29%	0%	100%	2.36	29%	
Adjunct/Lecturer	14%	43%	14%	29%	0%	100%	2.57	29%	
Overall	37%	27%	11%	22%	3%	100%	2.26	25%	

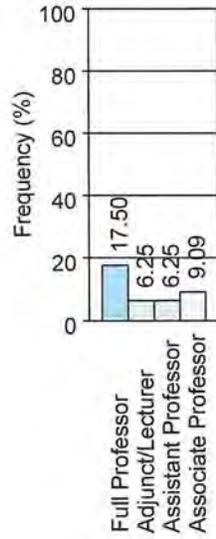
Compensation Part 2

58. How do you think the base compensation is set across faculty?

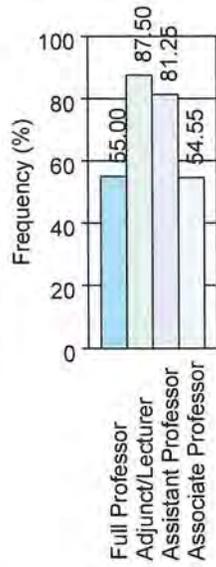
Male faculty are strongly favored



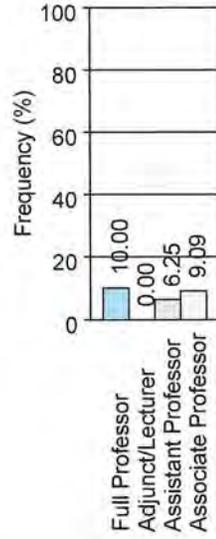
Male faculty are somewhat favored



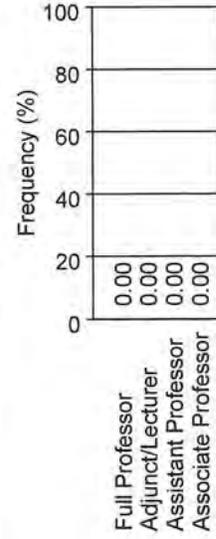
Neutral/Equal Treatment



Female faculty are somewhat favored

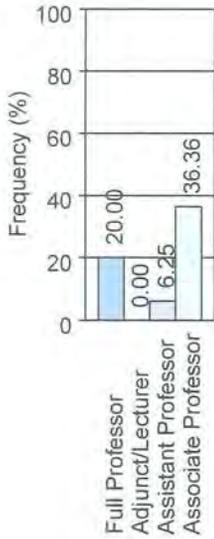


Female faculty are strongly favored

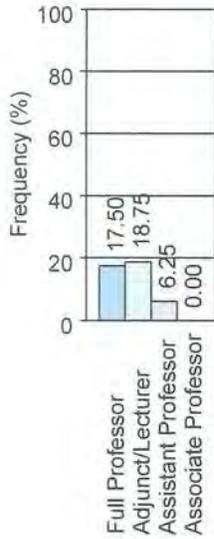


59. How do you think pay increases are set across faculty?

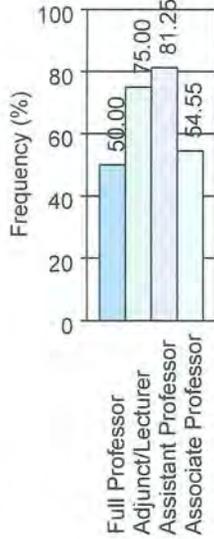
Male faculty are strongly favored



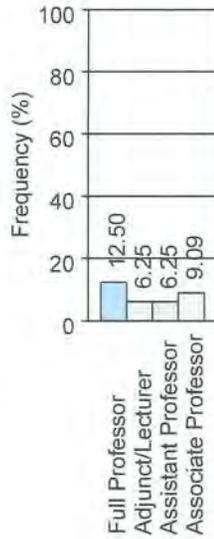
Male faculty are somewhat favored



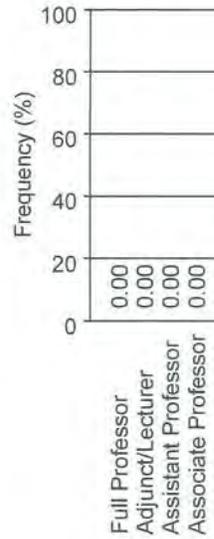
Neutral/Equal Treatment



Female faculty are somewhat favored



Female faculty are strongly favored



60. How do you think summer ninths are set across faculty?

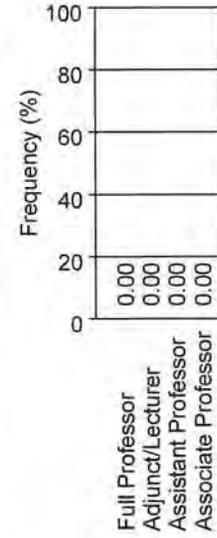
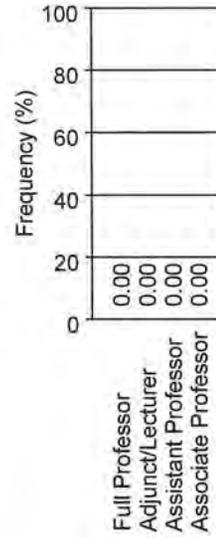
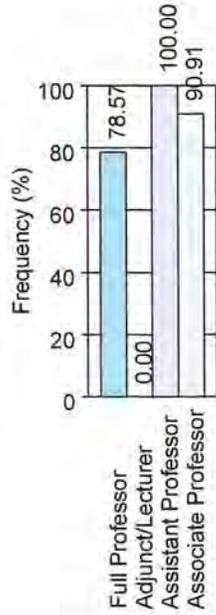
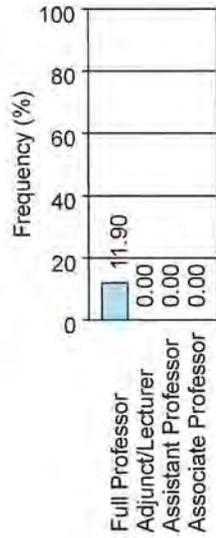
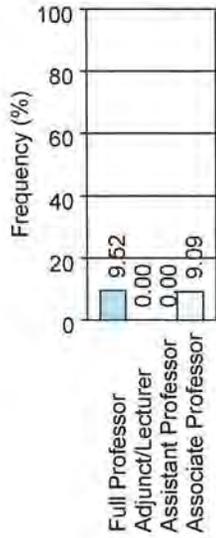
Male faculty are strongly favored

Male faculty are somewhat favored

Neutral/Equal Treatment

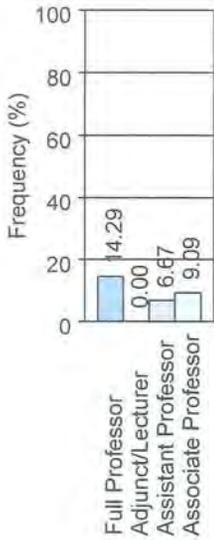
Female faculty are somewhat favored

Female faculty are strongly favored

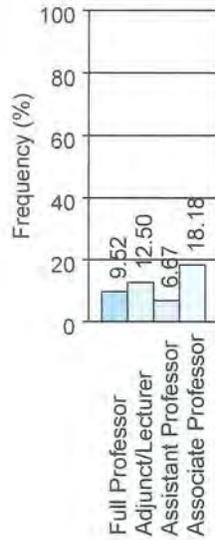


61. How do you think cash compensation and teaching releases for administrative work are set across faculty?

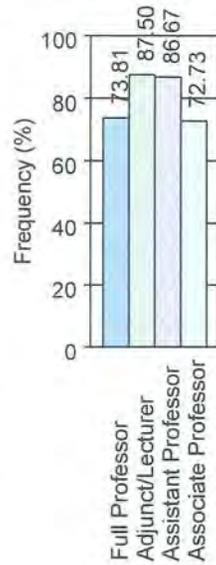
Male faculty are strongly favored



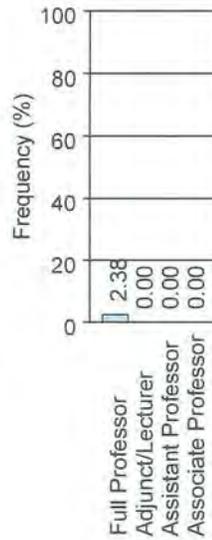
Male faculty are somewhat favored



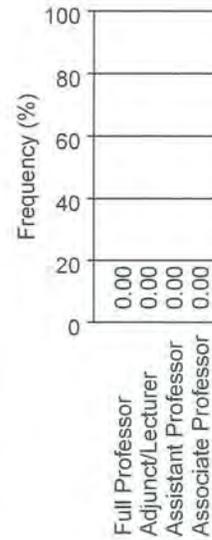
Neutral/Equal Treatment



Female faculty are somewhat favored

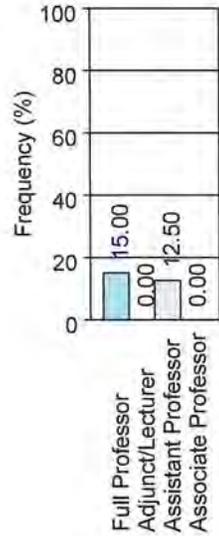


Female faculty are strongly favored

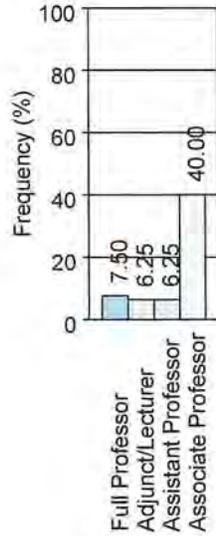


62. How do you think opportunities to receive extra pay from teaching (e.g., overload teaching, executive education teaching) are distributed across faculty?

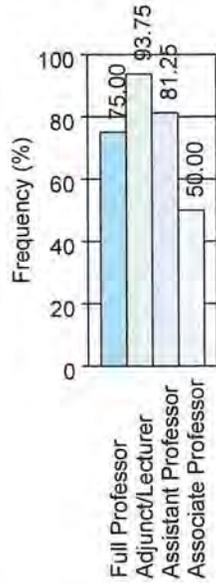
Male faculty are strongly favored



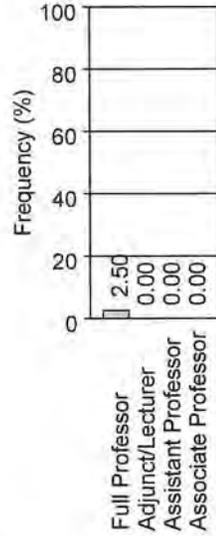
Male faculty are somewhat favored



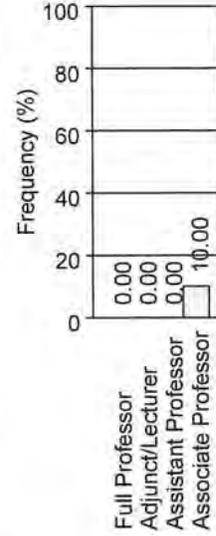
Neutral/Equal Treatment



Female faculty are somewhat favored

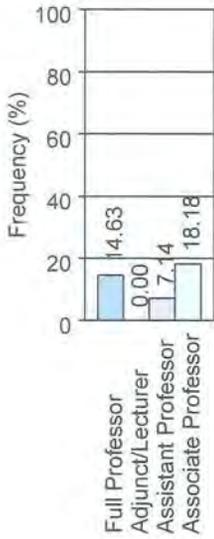


Female faculty are strongly favored

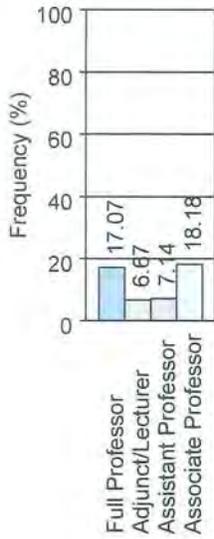


63. Regardless of how I am compensated, teaching, research, and service are reflected fairly in the compensation of most Anderson employees regardless of gender.

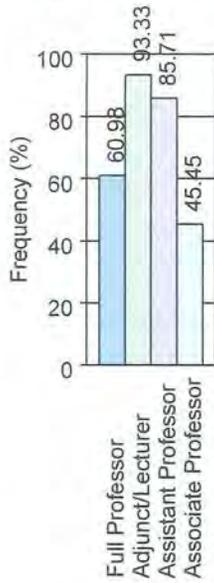
Male faculty are strongly favored



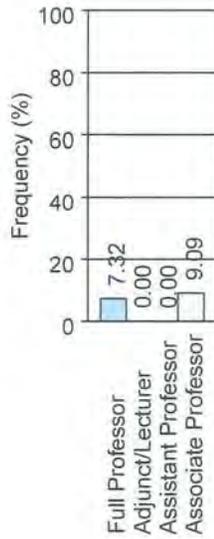
Male faculty are somewhat favored



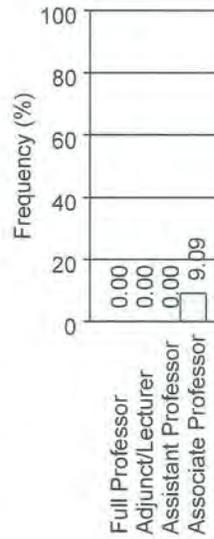
Neutral/Equal Treatment



Female faculty are somewhat favored



Female faculty are strongly favored



Recruitment and Retention

		64. Colleagues in my academic area work actively to identify female candidates during faculty recruitment.								Percent Positive	
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
Full Professor	5%	2%	7%	37%	49%	100%	4.22	85%			
Associate Professor	0%	0%	9%	18%	73%	100%	4.64	91%			
Assistant Professor	6%	6%	0%	38%	50%	100%	4.19	88%			
Adjunct/Lecturer	0%	0%	13%	13%	75%	100%	4.63	88%			
Overall	4%	3%	7%	32%	55%	100%	4.32	87%			

		65. The process for evaluating candidates (in particular, interviews and job talks) reflects a climate of gender inclusiveness/equity at Anderson.								Percent Positive	
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
Full Professor	10%	13%	8%	41%	28%	100%	3.64	69%			
Associate Professor	0%	9%	45%	27%	18%	100%	3.55	45%			
Assistant Professor	6%	6%	31%	31%	25%	100%	3.63	56%			
Adjunct/Lecturer	0%	0%	11%	33%	56%	100%	4.44	89%			
Overall	7%	9%	19%	36%	29%	100%	3.72	65%			

		66. Colleagues in my academic area have a merit-based process for selecting who to make offers to regardless of gender.							
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
Full Professor	8%	3%	8%	56%	26%	100%	3.90	82%	
Associate Professor	10%	30%	0%	20%	40%	100%	3.50	60%	
Assistant Professor	7%	7%	27%	47%	13%	100%	3.53	60%	
Adjunct/Lecturer	0%	14%	29%	14%	43%	100%	3.86	57%	
Overall	7%	8%	13%	45%	27%	100%	3.76	72%	

		67. Colleagues in my academic area work actively to retain female faculty.							
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive
									0 100
Full Professor	8%	5%	14%	32%	41%	100%	3.92	73%	
Associate Professor	18%	9%	9%	27%	36%	100%	3.55	64%	
Assistant Professor	7%	14%	14%	36%	29%	100%	3.64	64%	
Adjunct/Lecturer	0%	25%	0%	38%	38%	100%	3.88	75%	
Overall	9%	10%	11%	33%	37%	100%	3.80	70%	

		68. The dean and department chair work actively to recruit female faculty.								Percent Positive	
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
Full Professor	13%	5%	13%	33%	38%	100%	3.78	70%			
Associate Professor	0%	18%	18%	27%	36%	100%	3.82	64%			
Assistant Professor	13%	6%	25%	13%	44%	100%	3.69	56%			
Adjunct/Lecturer	0%	0%	0%	29%	71%	100%	4.71	100%			
Overall	9%	7%	15%	27%	42%	100%	3.85	69%			

		69. The dean and department chair work actively to retain female faculty.								Percent Positive	
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100	
Full Professor	15%	13%	5%	33%	35%	100%	3.60	68%			
Associate Professor	10%	10%	50%	10%	20%	100%	3.20	30%			
Assistant Professor	7%	20%	27%	27%	20%	100%	3.33	47%			
Adjunct/Lecturer	0%	0%	17%	33%	50%	100%	4.33	83%			
Overall	11%	13%	17%	28%	31%	100%	3.55	59%			

Mentoring and Development

70. Anderson is doing/did a good job developing and preparing me to move into a tenured position.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	26%	0%	11%	42%	21%	100%	3.32	63%		
Associate Professor	13%	13%	25%	25%	25%	100%	3.38	50%		
Assistant Professor	13%	13%	19%	56%	0%	100%	3.19	56%		
Adjunct/Lecturer	0%	0%	0%	0%	0%	100%	--	--		
Overall	19%	7%	16%	44%	14%	100%	3.28	58%		

71. I can learn and improve as a faculty member at Anderson because I know where to go to receive helpful, prompt feedback about strengths and weaknesses in my performance.										
Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	Percent Positive	
									0	100
Full Professor	12%	18%	21%	24%	26%	100%	3.35	50%		
Associate Professor	9%	45%	18%	18%	9%	100%	2.73	27%		
Assistant Professor	6%	31%	13%	38%	13%	100%	3.19	50%		
Adjunct/Lecturer	0%	27%	7%	53%	13%	100%	3.53	67%		
Overall	8%	26%	16%	32%	18%	100%	3.26	50%		

Job Status	72. I have had at least one mentor (formal or informal) at Anderson who has played an important role in supporting my career development.								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	14%	17%	6%	31%	33%	100%	3.53	64%		
Associate Professor	9%	9%	9%	45%	27%	100%	3.73	73%		
Assistant Professor	6%	6%	19%	63%	6%	100%	3.56	69%		
Adjunct/Lecturer	6%	6%	6%	44%	38%	100%	4.00	81%		
Overall	10%	11%	9%	42%	28%	100%	3.66	70%		

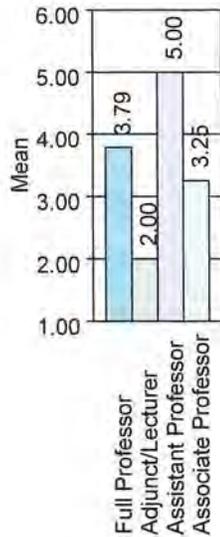
Overall Gender Climate

Job Status	73. The gender climate at Anderson is positive and inclusive.								Percent Positive	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive	0	100
Full Professor	23%	20%	13%	28%	18%	100%	2.97	45%		
Associate Professor	20%	40%	20%	20%	0%	100%	2.40	20%		
Assistant Professor	13%	13%	25%	38%	13%	100%	3.25	50%		
Adjunct/Lecturer	0%	6%	44%	50%	0%	100%	3.44	50%		
Overall	16%	18%	22%	33%	11%	100%	3.05	44%		

Respondents who Strongly Disagreed or Disagreed with the above question (73) were asked to rank the six focus areas according to the degree to which each one contributes to the negative climate. Rankings were from 1 = Most impact, to 6 = Least impact. The following tables display the percentage of respondents to select each ranking. Also displayed is the mean ranking for each focus area. The lower the mean, the more impact the focus area has on the respondents' negative impressions of the overall climate.

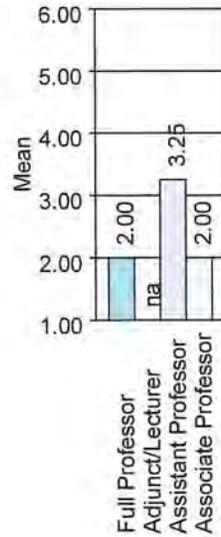
Compensation

Mean



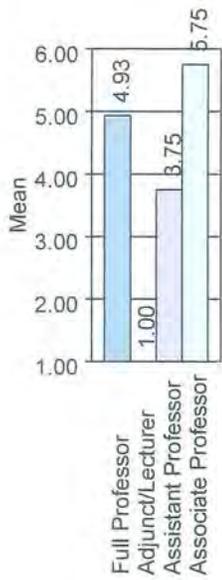
Leadership

Mean



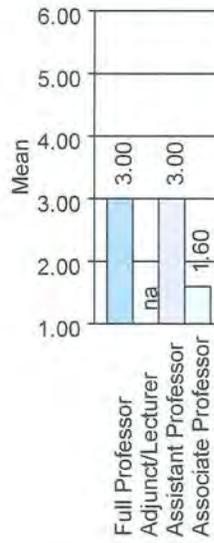
Mentoring

Mean



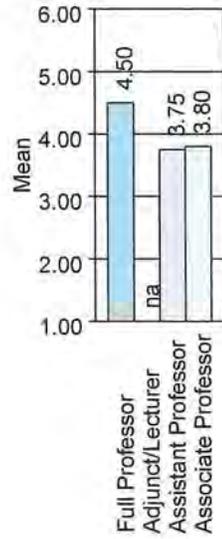
Promotion and Advancement

Mean



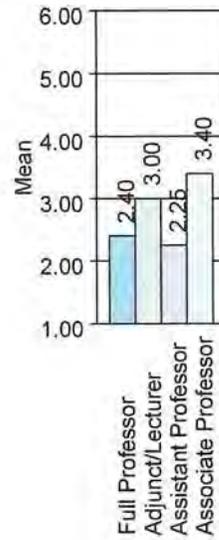
Recruitment and Retention

Mean



Work Environment

Mean





UCLA Anderson School of
Management
Gender Equity Survey - May 2015

Demographic Report by Gender by Job Status

Prepared by



Demographic Breakdown of Respondents

Total Surveys
N= 91

Please note: To protect anonymity, Associate and Assistant Professors are combined.

	Combine Associate and Assistant Prof on Q2: Job Status		
	Full Professor	Associate/Assistant Prof	Adjunct/Lecturer
Gender			
Male	81% 35	68% 19	68% 13
Female	19% 8	32% 9	32% 6
Totals	100% 43	100% 28	100% 19

Summary Results for Each Focus Area

The following tables display the summary results for each of the focus areas of the survey.

Leadership

Leadership - Dean (Questions 1-5, Agreement Scale)

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	10%	17%	15%	27%	30%	100%	3.50	58%
Female	35%	21%	8%	11%	25%	100%	2.71	36%
Associate/Assistant Prof								
Male	11%	17%	21%	24%	28%	100%	3.41	51%
Female	42%	16%	26%	14%	2%	100%	2.18	16%
Adjunct/Lecturer								
Male	0%	2%	13%	34%	52%	100%	4.36	86%
Female	0%	10%	22%	35%	33%	100%	3.91	68%

		Leadership - Current and Past Department Chairs (Questions 6-9, Agreement Scale)							
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status									
Full Professor									
	Male	8%	23%	16%	31%	23%	100%	3.38	54%
	Female	44%	20%	6%	18%	13%	100%	2.35	30%
Associate/Assistant Prof									
	Male	5%	23%	23%	24%	24%	100%	3.40	48%
	Female	22%	34%	36%	7%	0%	100%	2.29	7%
Adjunct/Lecturer									
	Male	3%	9%	9%	44%	34%	100%	3.97	78%
	Female	6%	31%	56%	6%	0%	100%	2.63	6%

Work Environment

Work Environment - (Questions 10-31, Agreement Scale)

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	7%	15%	17%	37%	22%	100%	3.52	60%
Female	23%	16%	14%	30%	17%	100%	3.02	47%
Associate/Assistant Prof								
Male	7%	15%	14%	34%	30%	100%	3.64	63%
Female	18%	18%	16%	24%	24%	100%	3.18	48%
Adjunct/Lecturer								
Male	4%	8%	18%	27%	42%	100%	3.96	69%
Female	15%	19%	22%	32%	13%	100%	3.10	45%

Work Environment - (Questions 32-33) Y/N Scale

Job Status	Yes	No	Totals
Full Professor			
Male	11%	89%	100%
Female	69%	31%	100%
Associate/Assistant Prof			
Male	19%	81%	100%
Female	69%	31%	100%
Adjunct/Lecturer			
Male	4%	96%	100%
Female	0%	100%	100%

34. Students treat faculty with the same respect regardless of gender.

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	9%	30%	61%	0%	0%	100%
Female	25%	63%	13%	0%	0%	100%
Associate/Assistant Prof						
Male	11%	28%	61%	0%	0%	100%
Female	22%	78%	0%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	92%	8%	0%	100%
Female	20%	40%	40%	0%	0%	100%

35. Service assignments are distributed equally regardless of gender.

	Male faculty have a much greater service burden	Male faculty have a somewhat greater service burden	Neutral/Equal Treatment	Female faculty have a somewhat greater service burden	Female faculty have a much greater service burden	Totals
Job Status						
Full Professor						
Male	0%	3%	79%	9%	9%	100%
Female	0%	0%	13%	63%	25%	100%
Associate/Assistant Prof						
Male	0%	0%	50%	33%	17%	100%
Female	0%	0%	22%	11%	67%	100%
Adjunct/Lecturer						
Male	0%	0%	83%	17%	0%	100%
Female	0%	0%	75%	25%	0%	100%

Promotion

Promotion (Questions 36-41, Agreement Scale)

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	9%	8%	11%	36%	36%	100%	3.82	72%
Female	29%	27%	13%	15%	17%	100%	2.63	31%
Associate/Assistant Prof								
Male	7%	11%	20%	48%	13%	100%	3.49	62%
Female	24%	37%	9%	20%	9%	100%	2.54	30%
Adjunct/Lecturer								
Male	3%	0%	17%	33%	47%	100%	4.20	80%
Female	0%	0%	54%	33%	13%	100%	3.58	46%

Promotion (Questions 42-53, Gender Bias Scale)

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals	
Full Professor							
Male		6%	11%	62%	17%	4%	100%
Female	32%		24%	38%	6%	0%	100%
Associate/Assistant Prof							
Male		3%	10%	69%	6%	12%	100%
Female	38%		24%	37%	1%	0%	100%
Adjunct/Lecturer							
Male		0%	0%	82%	18%	0%	100%
Female	0%		24%	76%	0%	0%	100%

Compensation

Compensation (Questions 54-57, Agreement Scale)

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	20%	13%	22%	34%	12%	100%	3.05	46%
Female	41%	25%	6%	19%	9%	100%	2.31	28%
Associate/Assistant Prof								
Male	11%	15%	22%	29%	24%	100%	3.40	52%
Female	28%	28%	3%	33%	8%	100%	2.67	42%
Adjunct/Lecturer								
Male	3%	12%	21%	45%	18%	100%	3.64	64%
Female	0%	33%	25%	33%	8%	100%	3.17	42%

Compensation (Questions 58-63, Gender Bias Scale)

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male		4%	11%	78%	7%	100%
Female		48%	23%	29%	0%	100%
Associate/Assistant Prof						
Male		2%	3%	89%	5%	100%
Female		28%	21%	51%	0%	100%
Adjunct/Lecturer						
Male		0%	3%	95%	2%	100%
Female		7%	29%	64%	0%	100%

Recruitment and Retention

Recruitment & Retention (Questions 64-69, Agreement Scale)

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	7%	4%	7%	45%	38%	100%	4.02	82%
Female	15%	15%	15%	22%	35%	100%	3.47	56%
Associate/Assistant Prof								
Male	0%	6%	19%	30%	45%	100%	4.13	75%
Female	21%	19%	24%	21%	15%	100%	2.89	36%
Adjunct/Lecturer								
Male	0%	0%	8%	31%	61%	100%	4.53	92%
Female	0%	70%	20%	10%	0%	100%	2.40	10%

Mentoring and Development

		Mentoring and Development (Items 70-72, Agreement Scale)							
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status									
	Full Professor								
	Male	11%	14%	17%	31%	27%	100%	3.48	58%
	Female	33%	26%	7%	19%	14%	100%	2.55	33%
	Associate/Assistant Prof								
	Male	5%	18%	17%	48%	13%	100%	3.47	61%
	Female	19%	26%	15%	33%	7%	100%	2.85	41%
	Adjunct/Lecturer								
	Male	0%	14%	9%	45%	32%	100%	3.95	77%
	Female	17%	17%	0%	50%	17%	100%	3.33	67%

Overall Gender Climate

73. The gender climate at Anderson is positive and inclusive.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	16%	16%	16%	32%	19%	100%	3.23	52%
Female	38%	38%	0%	13%	13%	100%	2.25	25%
Associate/Assistant Prof								
Male	6%	18%	18%	47%	12%	100%	3.41	59%
Female	33%	33%	33%	0%	0%	100%	2.00	0%
Adjunct/Lecturer								
Male	0%	0%	36%	64%	0%	100%	3.64	64%
Female	0%	20%	60%	20%	0%	100%	3.00	20%

Detail Results for Each Focus Area

Leadership - Dean

1. At Anderson, the dean is committed to, and supportive of, gender equity.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	15%	15%	6%	27%	36%	100%	3.55	64%
Female	38%	13%	13%	13%	25%	100%	2.75	38%
Associate/Assistant Prof								
Male	0%	18%	24%	24%	35%	100%	3.76	59%
Female	33%	0%	22%	33%	11%	100%	2.89	44%
Adjunct/Lecturer								
Male	0%	0%	0%	50%	50%	100%	4.50	100%
Female	0%	0%	20%	20%	60%	100%	4.40	80%

2. At Anderson, the dean is held accountable for achieving gender equity.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	6%	25%	16%	25%	28%	100%	3.44	53%
Female	25%	25%	13%	0%	38%	100%	3.00	38%
Associate/Assistant Prof								
Male	14%	21%	21%	14%	29%	100%	3.21	43%
Female	38%	25%	25%	13%	0%	100%	2.13	13%
Adjunct/Lecturer								
Male	0%	0%	33%	33%	33%	100%	4.00	67%
Female	0%	25%	25%	50%	0%	100%	3.25	50%

3. At Anderson, the dean has a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	14%	14%	10%	21%	41%	100%	3.62	62%
Female	38%	13%	13%	13%	25%	100%	2.75	38%
Associate/Assistant Prof								
Male	14%	7%	21%	14%	43%	100%	3.64	57%
Female	33%	33%	11%	22%	0%	100%	2.22	22%
Adjunct/Lecturer								
Male	0%	0%	10%	20%	70%	100%	4.60	90%
Female	0%	0%	33%	0%	67%	100%	4.33	67%

4. At Anderson, the dean proactively creates and fosters a culture that does not discriminate on the basis of gender.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	12%	18%	21%	15%	33%	100%	3.39	48%
Female	57%	29%	0%	0%	14%	100%	1.86	14%
Associate/Assistant Prof								
Male	12%	18%	18%	35%	18%	100%	3.29	53%
Female	56%	11%	33%	0%	0%	100%	1.78	0%
Adjunct/Lecturer								
Male	0%	10%	0%	30%	60%	100%	4.40	90%
Female	0%	0%	33%	67%	0%	100%	3.67	67%

5. At Anderson, the dean holds others at Anderson accountable for achieving gender equity.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	7%	23%	17%	40%	13%	100%	3.30	53%
Female	29%	29%	0%	29%	14%	100%	2.71	43%
Associate/Assistant Prof								
Male	19%	25%	25%	25%	6%	100%	2.75	31%
Female	56%	11%	33%	0%	0%	100%	1.78	0%
Adjunct/Lecturer								
Male	0%	0%	43%	29%	29%	100%	3.86	57%
Female	0%	33%	33%	33%	0%	100%	3.00	33%

Leadership - Current and Past Department Chair

6. At Anderson, current and past Department Chairs are/have been committed to, and supportive of, gender equity.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	6%	16%	19%	39%	19%	100%	3.48	58%
Female	25%	25%	13%	13%	25%	100%	2.88	38%
Associate/Assistant Prof								
Male	0%	25%	19%	25%	31%	100%	3.63	56%
Female	0%	44%	44%	11%	0%	100%	2.67	11%
Adjunct/Lecturer								
Male	0%	13%	13%	38%	38%	100%	4.00	75%
Female	0%	33%	67%	0%	0%	100%	2.67	0%

7. At Anderson, current and past Department Chairs are/have been held accountable for achieving gender equity.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	12%	28%	16%	24%	20%	100%	3.12	44%
Female	50%	25%	13%	13%	0%	100%	1.88	13%
Associate/Assistant Prof								
Male	8%	38%	31%	8%	15%	100%	2.85	23%
Female	44%	22%	33%	0%	0%	100%	1.89	0%
Adjunct/Lecturer								
Male	0%	40%	0%	20%	40%	100%	3.60	60%
Female	0%	50%	50%	0%	0%	100%	2.50	0%

8. At Anderson, current and past Department Chairs have/have had a genuine interest in gender equity that goes beyond legal compliance, general optics, or public relations.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	3%	28%	17%	24%	28%	100%	3.45	52%
Female	50%	13%	0%	25%	13%	100%	2.38	38%
Associate/Assistant Prof								
Male	7%	20%	27%	27%	20%	100%	3.33	47%
Female	13%	50%	38%	0%	0%	100%	2.25	0%
Adjunct/Lecturer								
Male	0%	0%	17%	50%	33%	100%	4.17	83%
Female	50%	0%	50%	0%	0%	100%	2.00	0%

9. At Anderson, current and past Department Chairs proactively create and foster/have created and fostered a culture that does not discriminate on the basis of gender.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	14%	21%	17%	21%	28%	100%	3.28	48%
Female	57%	14%	0%	14%	14%	100%	2.14	29%
Associate/Assistant Prof								
Male	6%	19%	25%	38%	13%	100%	3.31	50%
Female	33%	22%	33%	11%	0%	100%	2.22	11%
Adjunct/Lecturer								
Male	14%	0%	14%	43%	29%	100%	3.71	71%
Female	0%	50%	25%	25%	0%	100%	2.75	25%

Work Environment

10. Unwelcome sexual advances or other verbal or physical harassment of a sexual nature are rare at Anderson.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	3%	3%	7%	47%	40%	100%	4.17	87%
Female	33%	0%	0%	67%	0%	100%	3.00	67%
Associate/Assistant Prof								
Male	0%	6%	0%	29%	65%	100%	4.53	94%
Female	11%	22%	11%	33%	22%	100%	3.33	56%
Adjunct/Lecturer								
Male	0%	0%	20%	20%	60%	100%	4.40	80%
Female	0%	0%	0%	67%	33%	100%	4.33	100%

11. I rarely hear sexist comments/jokes or derogatory comments about women at Anderson.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	6%	9%	12%	35%	38%	100%	3.91	74%
Female	13%	25%	25%	38%	0%	100%	2.88	38%
Associate/Assistant Prof								
Male	0%	22%	11%	33%	33%	100%	3.78	67%
Female	22%	22%	33%	0%	22%	100%	2.78	22%
Adjunct/Lecturer								
Male	0%	8%	8%	31%	54%	100%	4.31	85%
Female	0%	0%	20%	60%	20%	100%	4.00	80%

12. Anderson has an effective process in place to deal with complaints regarding gender bias. (Please indicate NA if you have never looked into the existing processes.)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	21%	16%	16%	21%	26%	100%	3.16	47%
Female	100%	0%	0%	0%	0%	100%	1.00	0%
Associate/Assistant Prof								
Male	25%	25%	0%	50%	0%	100%	2.75	50%
Female	25%	50%	25%	0%	0%	100%	2.00	0%
Adjunct/Lecturer								
Male	0%	0%	0%	60%	40%	100%	4.40	100%
Female						%	-	-

13. Anderson's focus on gender equity for women has resulted in reverse discrimination against men. (R)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	11%	26%	29%	14%	20%	100%	3.06	34%
Female	0%	14%	0%	43%	43%	100%	4.14	86%
Associate/Assistant Prof								
Male	22%	6%	11%	28%	33%	100%	3.44	61%
Female	0%	11%	0%	22%	67%	100%	4.44	89%
Adjunct/Lecturer								
Male	0%	38%	38%	13%	13%	100%	3.00	25%
Female	0%	0%	0%	75%	25%	100%	4.25	100%

14. At Anderson, important decisions are disproportionately influenced by senior male faculty. (R)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	37%	27%	20%	13%	3%	100%	2.20	17%
Female	75%	13%	0%	13%	0%	100%	1.50	13%
Associate/Assistant Prof								
Male	31%	25%	13%	25%	6%	100%	2.50	31%
Female	78%	11%	0%	11%	0%	100%	1.44	11%
Adjunct/Lecturer								
Male	50%	13%	25%	13%	0%	100%	2.00	13%
Female	40%	60%	0%	0%	0%	100%	1.60	0%

15. Compared to five years ago, the gender equity environment at Anderson has improved.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	12%	15%	31%	35%	8%	100%	3.12	42%
Female	14%	29%	43%	0%	14%	100%	2.71	14%
Associate/Assistant Prof								
Male	9%	18%	36%	27%	9%	100%	3.09	36%
Female	33%	17%	33%	17%	0%	100%	2.33	17%
Adjunct/Lecturer								
Male	0%	0%	17%	83%	0%	100%	3.83	83%
Female	0%	0%	100%	0%	0%	100%	3.00	0%

16. Upon hearing negative comments based on gender at Anderson, I have witnessed others intervene and state their disapproval.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	11%	16%	11%	58%	5%	100%	3.32	63%
Female	43%	43%	0%	14%	0%	100%	1.86	14%
Associate/Assistant Prof								
Male	10%	30%	0%	50%	10%	100%	3.20	60%
Female	25%	50%	13%	13%	0%	100%	2.13	13%
Adjunct/Lecturer								
Male	0%	67%	0%	0%	33%	100%	3.00	33%
Female						%	-	-

17. At Anderson, I am treated with respect.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	3%	9%	11%	51%	26%	100%	3.89	77%
Female	25%	13%	25%	13%	25%	100%	3.00	38%
Associate/Assistant Prof								
Male	0%	11%	11%	28%	50%	100%	4.17	78%
Female	11%	22%	22%	33%	11%	100%	3.11	44%
Adjunct/Lecturer								
Male	8%	8%	0%	23%	62%	100%	4.23	85%
Female	0%	0%	60%	20%	20%	100%	3.60	40%

18. Anderson faculty make an effort to create an inclusive gender climate.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	3%	21%	12%	41%	24%	100%	3.62	65%
Female	50%	13%	0%	13%	25%	100%	2.50	38%
Associate/Assistant Prof								
Male	0%	22%	22%	28%	28%	100%	3.61	56%
Female	22%	44%	33%	0%	0%	100%	2.11	0%
Adjunct/Lecturer								
Male	0%	0%	20%	50%	30%	100%	4.10	80%
Female	0%	60%	20%	20%	0%	100%	2.60	20%

19. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my female Anderson colleagues.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	3%	21%	21%	35%	21%	100%	3.50	56%
Female	0%	13%	25%	38%	25%	100%	3.75	63%
Associate/Assistant Prof								
Male	0%	22%	22%	33%	22%	100%	3.56	56%
Female	0%	11%	0%	44%	44%	100%	4.22	89%
Adjunct/Lecturer								
Male	10%	20%	30%	0%	40%	100%	3.40	40%
Female	50%	17%	17%	17%	0%	100%	2.00	17%

20. I regularly socialize (e.g., non-work oriented lunch, dinner or other activities outside of work) with my male Anderson colleagues.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	6%	18%	15%	41%	21%	100%	3.53	62%
Female	0%	29%	14%	29%	29%	100%	3.57	57%
Associate/Assistant Prof								
Male	0%	11%	17%	44%	28%	100%	3.89	72%
Female	0%	22%	22%	33%	22%	100%	3.56	56%
Adjunct/Lecturer								
Male	9%	9%	36%	18%	27%	100%	3.45	45%
Female	33%	33%	17%	17%	0%	100%	2.17	17%

21. I have regular conversations about research with my female Anderson colleagues.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	3%	12%	27%	27%	30%	100%	3.70	58%
Female	20%	0%	0%	40%	40%	100%	3.80	80%
Associate/Assistant Prof								
Male	6%	13%	6%	38%	38%	100%	3.88	75%
Female	0%	0%	22%	56%	22%	100%	4.00	78%
Adjunct/Lecturer								
Male						%	-	-
Female						%	-	-

22. I have regular conversations about research with my male Anderson colleagues.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	3%	6%	17%	40%	34%	100%	3.97	74%
Female	14%	0%	14%	57%	14%	100%	3.57	71%
Associate/Assistant Prof								
Male	6%	6%	0%	44%	44%	100%	4.17	89%
Female	0%	0%	33%	44%	22%	100%	3.89	67%
Adjunct/Lecturer								
Male						%	-	-
Female						%	-	-

23. Colleagues in my academic area are treated with respect.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	3%	11%	0%	49%	37%	100%	4.06	86%
Female	14%	14%	0%	57%	14%	100%	3.43	71%
Associate/Assistant Prof								
Male	0%	33%	11%	17%	39%	100%	3.61	56%
Female	22%	11%	11%	22%	33%	100%	3.33	56%
Adjunct/Lecturer								
Male	8%	0%	8%	33%	50%	100%	4.17	83%
Female	0%	0%	80%	20%	0%	100%	3.20	20%

24. Colleagues in my academic area make an effort to create an inclusive gender climate.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	3%	3%	12%	42%	39%	100%	4.12	82%
Female	14%	0%	29%	43%	14%	100%	3.43	57%
Associate/Assistant Prof								
Male	0%	11%	28%	33%	28%	100%	3.78	61%
Female	0%	11%	0%	22%	67%	100%	4.44	89%
Adjunct/Lecturer								
Male	0%	0%	20%	50%	30%	100%	4.10	80%
Female	0%	40%	40%	0%	20%	100%	3.00	20%

25. I feel comfortable turning down a request for a service assignment.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	12%	47%	21%	18%	3%	100%	2.53	21%
Female	25%	38%	0%	38%	0%	100%	2.50	38%
Associate/Assistant Prof								
Male	6%	25%	0%	56%	13%	100%	3.44	69%
Female	22%	44%	11%	22%	0%	100%	2.33	22%
Adjunct/Lecturer								
Male	0%	22%	56%	11%	11%	100%	3.11	22%
Female	0%	50%	0%	50%	0%	100%	3.00	50%

26. Colleagues in my academic area are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	3%	3%	14%	59%	21%	100%	3.90	79%
Female	13%	0%	13%	50%	25%	100%	3.75	75%
Associate/Assistant Prof								
Male	7%	7%	7%	47%	33%	100%	3.93	80%
Female	13%	0%	0%	50%	38%	100%	4.00	88%
Adjunct/Lecturer								
Male	0%	0%	22%	33%	44%	100%	4.22	78%
Female	0%	0%	67%	33%	0%	100%	3.33	33%

27. The dean and department chair (present/past) are willing to make special arrangements so faculty can balance their work, family, and lifestyle priorities.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	10%	10%	20%	53%	7%	100%	3.37	60%
Female	0%	43%	14%	29%	14%	100%	3.14	43%
Associate/Assistant Prof								
Male	7%	13%	13%	47%	20%	100%	3.60	67%
Female	29%	14%	29%	0%	29%	100%	2.86	29%
Adjunct/Lecturer								
Male	0%	11%	33%	33%	22%	100%	3.67	56%
Female	0%	0%	0%	100%	0%	100%	4.00	100%

28. Taking advantage of UCLA policies regarding flexible work arrangements reflects negatively on my work ethic or my level of commitment in the eyes of my Anderson colleagues. (R)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	4%	17%	17%	39%	22%	100%	3.57	61%
Female	29%	29%	29%	14%	0%	100%	2.29	14%
Associate/Assistant Prof								
Male	30%	0%	30%	20%	20%	100%	3.00	40%
Female	50%	0%	38%	13%	0%	100%	2.13	13%
Adjunct/Lecturer								
Male	0%	13%	25%	25%	38%	100%	3.88	63%
Female	0%	0%	100%	0%	0%	100%	3.00	0%

29. I am considering going on the job market or actively trying to leave Anderson in the next 5 years. (R)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	18%	23%	14%	23%	23%	100%	3.09	45%
Female	17%	33%	50%	0%	0%	100%	2.33	0%
Associate/Assistant Prof								
Male	19%	31%	25%	13%	13%	100%	2.69	25%
Female	38%	13%	13%	13%	25%	100%	2.75	38%
Adjunct/Lecturer								
Male	0%	17%	8%	25%	50%	100%	4.08	75%
Female	0%	0%	0%	50%	50%	100%	4.50	100%

30. The Anderson School will be a better place to work and learn with greater gender diversity.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	0%	3%	33%	37%	27%	100%	3.87	63%
Female	0%	0%	0%	38%	63%	100%	4.63	100%
Associate/Assistant Prof								
Male	0%	6%	31%	25%	38%	100%	3.94	63%
Female	0%	0%	11%	22%	67%	100%	4.56	89%
Adjunct/Lecturer								
Male	0%	0%	27%	36%	36%	100%	4.09	73%
Female	20%	0%	0%	40%	40%	100%	3.80	80%

31. Anderson has resources for faculty dealing with incidents of sexism in the classroom.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	5%	21%	21%	42%	11%	100%	3.32	53%
Female	50%	17%	17%	17%	0%	100%	2.00	17%
Associate/Assistant Prof								
Male	0%	14%	29%	57%	0%	100%	3.43	57%
Female	50%	33%	0%	17%	0%	100%	1.83	17%
Adjunct/Lecturer								
Male	0%	0%	33%	50%	17%	100%	3.83	67%
Female						%	-	-

Work Environment Part 2

32. Within the past five years I have personally experienced exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.

	Yes	No	Totals
Job Status			
Full Professor			
Male	3%	97%	100%
Female	63%	38%	100%
Associate/Assistant Prof			
Male	6%	94%	100%
Female	63%	38%	100%
Adjunct/Lecturer			
Male	8%	92%	100%
Female	0%	100%	100%

33. Within the past five years I have personally witnessed exclusionary, intimidating, hostile, or offensive speech or behavior based on gender by faculty at Anderson.

	Yes	No	Totals
Job Status			
Full Professor			
Male	20%	80%	100%
Female	75%	25%	100%
Associate/Assistant Prof			
Male	33%	67%	100%
Female	75%	25%	100%
Adjunct/Lecturer			
Male	0%	100%	100%
Female	0%	100%	100%

Work Environment Part 3

34. Students treat faculty with the same respect regardless of gender.

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	9%	30%	61%	0%	0%	100%
Female	25%	63%	13%	0%	0%	100%
Associate/Assistant Prof						
Male	11%	28%	61%	0%	0%	100%
Female	22%	78%	0%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	92%	8%	0%	100%
Female	20%	40%	40%	0%	0%	100%

Work Environment Part 4

35. Service assignments are distributed equally regardless of gender.

Job Status	Male faculty have a much greater service burden	Male faculty have a somewhat greater service burden	Neutral/Equal Treatment	Female faculty have a somewhat greater service burden	Female faculty have a much greater service burden	Totals
Full Professor						
Male	0%	3%	79%	9%	9%	100%
Female	0%	0%	13%	63%	25%	100%
Associate/Assistant Prof						
Male	0%	0%	50%	33%	17%	100%
Female	0%	0%	22%	11%	67%	100%
Adjunct/Lecturer						
Male	0%	0%	83%	17%	0%	100%
Female	0%	0%	75%	25%	0%	100%

Promotion Part 1

36. I understand the criteria used to evaluate me for promotion (tenure, full professor, step 6, and above scale) at Anderson.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	3%	3%	3%	33%	58%	100%	4.39	91%
Female	0%	38%	0%	38%	25%	100%	3.50	63%
Associate/Assistant Prof								
Male	0%	5%	11%	58%	26%	100%	4.05	84%
Female	11%	33%	0%	44%	11%	100%	3.11	56%
Adjunct/Lecturer								
Male						%	-	-
Female						%	-	-

37. At Anderson, all research topics and methodologies are valued equally in promotion decisions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	13%	31%	16%	22%	19%	100%	3.03	41%
Female	38%	50%	0%	13%	0%	100%	1.88	13%
Associate/Assistant Prof								
Male	17%	33%	22%	22%	6%	100%	2.67	28%
Female	50%	38%	13%	0%	0%	100%	1.63	0%
Adjunct/Lecturer								
Male						%	-	-
Female						%	-	-

38. At Anderson, my research contributions are reflected fairly in promotion decisions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	6%	3%	16%	35%	39%	100%	3.97	74%
Female	29%	29%	29%	0%	14%	100%	2.43	14%
Associate/Assistant Prof								
Male	0%	0%	27%	67%	7%	100%	3.80	73%
Female	25%	38%	13%	13%	13%	100%	2.50	25%
Adjunct/Lecturer								
Male						%	-	-
Female						%	-	-

39. At Anderson, my teaching contributions are reflected fairly in promotion decisions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	10%	0%	17%	47%	27%	100%	3.80	73%
Female	57%	0%	14%	14%	14%	100%	2.29	29%
Associate/Assistant Prof								
Male	7%	0%	13%	73%	7%	100%	3.73	80%
Female	13%	25%	13%	38%	13%	100%	3.13	50%
Adjunct/Lecturer								
Male	0%	0%	20%	30%	50%	100%	4.30	80%
Female	0%	0%	75%	25%	0%	100%	3.25	25%

40. At Anderson, my service contributions are reflected fairly in promotion decisions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	23%	6%	10%	35%	26%	100%	3.35	61%
Female	57%	14%	0%	14%	14%	100%	2.14	29%
Associate/Assistant Prof								
Male	8%	15%	31%	46%	0%	100%	3.15	46%
Female	25%	25%	13%	25%	13%	100%	2.75	38%
Adjunct/Lecturer								
Male	10%	0%	10%	40%	40%	100%	4.00	80%
Female	0%	0%	100%	0%	0%	100%	3.00	0%

41. At Anderson, my gender limits my promotion opportunities. (R)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	0%	3%	7%	31%	59%	100%	4.45	90%
Female	13%	25%	38%	0%	25%	100%	3.00	25%
Associate/Assistant Prof								
Male	11%	11%	28%	28%	22%	100%	3.39	50%
Female	38%	25%	13%	13%	13%	100%	2.38	25%
Adjunct/Lecturer								
Male	0%	0%	13%	25%	63%	100%	4.50	88%
Female	0%	0%	0%	67%	33%	100%	4.33	100%

Promotions Part 2

42. Regardless of your personal promotion experiences, to what extent do you feel there are any gender differences in the evaluation of promotion cases at Anderson?

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	6%	15%	47%	24%	9%	100%
Female	50%	13%	38%	0%	0%	100%
Associate/Assistant Prof						
Male	6%	17%	33%	22%	22%	100%
Female	63%	13%	25%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	69%	31%	0%	100%
Female	0%	40%	60%	0%	0%	100%

43. Colleagues in my academic area apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion (tenure, full professor, step 6, and above scale).

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	6%	6%	65%	21%	3%	100%
Female	13%	38%	50%	0%	0%	100%
Associate/Assistant Prof						
Male	0%	6%	72%	0%	22%	100%
Female	33%	22%	44%	0%	0%	100%
Adjunct/Lecturer						
Male						%
Female						%

44. The staffing committee applies the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	6%	9%	59%	24%	3%	100%
Female	38%	25%	38%	0%	0%	100%
Associate/Assistant Prof						
Male	6%	6%	61%	11%	17%	100%
Female	33%	33%	33%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	82%	18%	0%	100%
Female	0%	20%	80%	0%	0%	100%

45. Ad hoc committees apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	6%	13%	53%	25%	3%	100%
Female	0%	29%	57%	14%	0%	100%
Associate/Assistant Prof						
Male	0%	11%	67%	11%	11%	100%
Female	22%	0%	78%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	82%	18%	0%	100%
Female	0%	25%	75%	0%	0%	100%

46. Anderson faculty apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	6%	15%	58%	21%	0%	100%
Female	38%	25%	25%	13%	0%	100%
Associate/Assistant Prof						
Male	11%	0%	67%	6%	17%	100%
Female	44%	33%	22%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	91%	9%	0%	100%
Female	0%	20%	80%	0%	0%	100%

47. The past/present Department Chairs apply the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	6%	9%	64%	21%	0%	100%
Female	25%	38%	25%	13%	0%	100%
Associate/Assistant Prof						
Male	6%	6%	67%	6%	17%	100%
Female	33%	33%	33%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	100%	0%	0%	100%
Female	0%	25%	75%	0%	0%	100%

48. The Dean applies the same criteria consistently across candidates, regardless of gender, when evaluating cases for promotion.

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	13%	13%	52%	13%	10%	100%
Female	63%	13%	13%	13%	0%	100%
Associate/Assistant Prof						
Male	6%	6%	67%	6%	17%	100%
Female	56%	11%	33%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	100%	0%	0%	100%
Female	0%	20%	80%	0%	0%	100%

49. How do you think contributions to coauthored work with senior colleagues are evaluated at promotion and tenure?

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	6%	12%	79%	3%	0%	100%
Female	25%	25%	50%	0%	0%	100%
Associate/Assistant Prof						
Male	0%	28%	72%	0%	0%	100%
Female	56%	22%	22%	0%	0%	100%
Adjunct/Lecturer						
Male						%
Female						%

50. How do you think contributions to coauthored work with PhD students are evaluated at promotion and tenure?

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	3%	9%	85%	3%	0%	100%
Female	25%	25%	50%	0%	0%	100%
Associate/Assistant Prof						
Male	0%	22%	78%	0%	0%	100%
Female	44%	33%	22%	0%	0%	100%
Adjunct/Lecturer						
Male						%
Female						%

51. The criteria for non-hurdle step increases are applied consistently across candidates at Anderson, regardless of gender.

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	3%	13%	74%	10%	0%	100%
Female	38%	25%	38%	0%	0%	100%
Associate/Assistant Prof						
Male	6%	6%	83%	0%	6%	100%
Female	22%	33%	44%	0%	0%	100%
Adjunct/Lecturer						
Male						%
Female						%

52. The criteria for Term Chair and Endowed Chair positions are applied consistently across candidates at Anderson, regardless of gender.

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	6%	12%	42%	27%	12%	100%
Female	38%	13%	25%	25%	0%	100%
Associate/Assistant Prof						
Male	0%	6%	72%	6%	17%	100%
Female	33%	22%	33%	11%	0%	100%
Adjunct/Lecturer						
Male						%
Female						%

53. At Anderson, I believe that the criteria for faculty who are selected to serve in senior administrative roles are applied consistently across candidates, regardless of gender.

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	13%	16%	66%	3%	3%	100%
Female	25%	25%	50%	0%	0%	100%
Associate/Assistant Prof						
Male	0%	6%	83%	11%	0%	100%
Female	22%	33%	44%	0%	0%	100%
Adjunct/Lecturer						
Male						%
Female						%

Compensation

54. My research contributions are reflected fairly in my compensation.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	9%	6%	22%	44%	19%	100%	3.56	63%
Female	43%	29%	14%	0%	14%	100%	2.14	14%
Associate/Assistant Prof								
Male	0%	12%	18%	41%	29%	100%	3.88	71%
Female	25%	13%	13%	38%	13%	100%	3.00	50%
Adjunct/Lecturer								
Male						%	-	-
Female						%	-	-

55. My service contributions are reflected fairly in my compensation.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	19%	6%	29%	32%	13%	100%	3.13	45%
Female	57%	14%	0%	14%	14%	100%	2.14	29%
Associate/Assistant Prof								
Male	0%	19%	25%	25%	31%	100%	3.69	56%
Female	25%	25%	0%	38%	13%	100%	2.88	50%
Adjunct/Lecturer								
Male	0%	9%	27%	45%	18%	100%	3.73	64%
Female	0%	0%	0%	100%	0%	100%	4.00	100%

56. My teaching contributions are reflected fairly in my compensation.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	13%	6%	29%	39%	13%	100%	3.32	52%
Female	43%	14%	14%	14%	14%	100%	2.43	29%
Associate/Assistant Prof								
Male	7%	13%	20%	27%	33%	100%	3.67	60%
Female	13%	25%	0%	50%	13%	100%	3.25	63%
Adjunct/Lecturer								
Male	0%	9%	18%	55%	18%	100%	3.82	73%
Female	0%	25%	25%	25%	25%	100%	3.50	50%

57. The only way to get paid fairly at Anderson is to get an outside offer. (R)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	38%	25%	6%	28%	3%	100%	2.34	31%
Female	38%	50%	0%	13%	0%	100%	1.88	13%
Associate/Assistant Prof								
Male	35%	18%	29%	18%	0%	100%	2.29	18%
Female	63%	25%	0%	13%	0%	100%	1.63	13%
Adjunct/Lecturer								
Male	17%	33%	17%	33%	0%	100%	2.67	33%
Female	0%	100%	0%	0%	0%	100%	2.00	0%

Compensation Part 2

58. How do you think the base compensation is set across faculty?

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	10%	13%	65%	13%	0%	100%
Female	38%	38%	25%	0%	0%	100%
Associate/Assistant Prof						
Male	6%	0%	83%	11%	0%	100%
Female	33%	22%	44%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	100%	0%	0%	100%
Female	25%	25%	50%	0%	0%	100%

59. How do you think pay increases are set across faculty?

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	6%	19%	58%	16%	0%	100%
Female	63%	13%	25%	0%	0%	100%
Associate/Assistant Prof						
Male	6%	0%	83%	11%	0%	100%
Female	44%	11%	44%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	8%	83%	8%	0%	100%
Female	0%	50%	50%	0%	0%	100%

60. How do you think summer ninths are set across faculty?

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	0%	6%	94%	0%	0%	100%
Female	38%	38%	25%	0%	0%	100%
Associate/Assistant Prof						
Male	0%	0%	100%	0%	0%	100%
Female	11%	0%	89%	0%	0%	100%
Adjunct/Lecturer						
Male						%
Female						%

61. How do you think cash compensation and teaching releases for administrative work are set across faculty?

	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Job Status						
Full Professor						
Male	3%	9%	85%	3%	0%	100%
Female	50%	13%	38%	0%	0%	100%
Associate/Assistant Prof						
Male	0%	6%	94%	0%	0%	100%
Female	22%	22%	56%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	100%	0%	0%	100%
Female	0%	50%	50%	0%	0%	100%

62. How do you think opportunities to receive extra pay from teaching (e.g., overload teaching, executive education teaching) are distributed across faculty?

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	3%	6%	87%	3%	0%	100%
Female	50%	13%	38%	0%	0%	100%
Associate/Assistant Prof						
Male	0%	6%	88%	0%	6%	100%
Female	22%	44%	33%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	8%	92%	0%	0%	100%
Female	0%	0%	100%	0%	0%	100%

63. Regardless of how I am compensated, teaching, research, and service are reflected fairly in the compensation of most Anderson employees regardless of gender.

Job Status	Male faculty are strongly favored	Male faculty are somewhat favored	Neutral/Equal Treatment	Female faculty are somewhat favored	Female faculty are strongly favored	Totals
Full Professor						
Male	3%	16%	72%	9%	0%	100%
Female	50%	25%	25%	0%	0%	100%
Associate/Assistant Prof						
Male	0%	6%	83%	6%	6%	100%
Female	43%	29%	29%	0%	0%	100%
Adjunct/Lecturer						
Male	0%	0%	100%	0%	0%	100%
Female	0%	33%	67%	0%	0%	100%

Recruitment and Retention

64. Colleagues in my academic area work actively to identify female candidates during faculty recruitment.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	6%	0%	6%	42%	45%	100%	4.21	88%
Female	0%	13%	13%	13%	63%	100%	4.25	75%
Associate/Assistant Prof								
Male	0%	0%	0%	28%	72%	100%	4.72	100%
Female	11%	11%	11%	33%	33%	100%	3.67	67%
Adjunct/Lecturer								
Male	0%	0%	0%	14%	86%	100%	4.86	100%
Female	0%	0%	100%	0%	0%	100%	3.00	0%

65. The process for evaluating candidates (in particular, interviews and job talks) reflects a climate of gender inclusiveness/equity at Anderson.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	7%	13%	3%	47%	30%	100%	3.80	77%
Female	13%	13%	25%	25%	25%	100%	3.38	50%
Associate/Assistant Prof								
Male	0%	6%	28%	33%	33%	100%	3.94	67%
Female	11%	11%	56%	22%	0%	100%	2.89	22%
Adjunct/Lecturer								
Male	0%	0%	13%	25%	63%	100%	4.50	88%
Female	0%	0%	0%	100%	0%	100%	4.00	100%

66. Colleagues in my academic area have a merit-based process for selecting who to make offers to regardless of gender.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	6%	3%	6%	65%	19%	100%	3.87	84%
Female	13%	0%	13%	25%	50%	100%	4.00	75%
Associate/Assistant Prof								
Male	0%	18%	18%	47%	18%	100%	3.65	65%
Female	25%	13%	13%	13%	38%	100%	3.25	50%
Adjunct/Lecturer								
Male	0%	0%	33%	17%	50%	100%	4.17	67%
Female	0%	100%	0%	0%	0%	100%	2.00	0%

67. Colleagues in my academic area work actively to retain female faculty.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	7%	0%	13%	33%	47%	100%	4.13	80%
Female	14%	29%	14%	29%	14%	100%	3.00	43%
Associate/Assistant Prof								
Male	0%	13%	13%	38%	38%	100%	4.00	75%
Female	33%	11%	11%	22%	22%	100%	2.89	44%
Adjunct/Lecturer								
Male	0%	0%	0%	50%	50%	100%	4.50	100%
Female	0%	100%	0%	0%	0%	100%	2.00	0%

68. The dean and department chair work actively to recruit female faculty.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	10%	3%	10%	35%	42%	100%	3.97	77%
Female	13%	13%	25%	25%	25%	100%	3.38	50%
Associate/Assistant Prof								
Male	0%	6%	17%	17%	61%	100%	4.33	78%
Female	22%	22%	33%	22%	0%	100%	2.56	22%
Adjunct/Lecturer								
Male	0%	0%	0%	29%	71%	100%	4.71	100%
Female						%	-	-

69. The dean and department chair work actively to retain female faculty.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	10%	6%	6%	39%	39%	100%	3.90	77%
Female	38%	25%	0%	13%	25%	100%	2.63	38%
Associate/Assistant Prof								
Male	0%	0%	44%	25%	31%	100%	3.88	56%
Female	22%	44%	22%	11%	0%	100%	2.22	11%
Adjunct/Lecturer								
Male	0%	0%	0%	40%	60%	100%	4.60	100%
Female	0%	0%	100%	0%	0%	100%	3.00	0%

Mentoring and Development

70. Anderson is doing/did a good job developing and preparing me to move into a tenured position.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	19%	0%	13%	44%	25%	100%	3.56	69%
Female	67%	0%	0%	33%	0%	100%	2.00	33%
Associate/Assistant Prof								
Male	7%	7%	20%	53%	13%	100%	3.60	67%
Female	22%	22%	22%	33%	0%	100%	2.67	33%
Adjunct/Lecturer								
Male						%	-	-
Female						%	-	-

71. I can learn and improve as a faculty member at Anderson because I know where to go to receive helpful, prompt feedback about strengths and weaknesses in my performance.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	7%	15%	22%	26%	30%	100%	3.56	56%
Female	29%	29%	14%	14%	14%	100%	2.57	29%
Associate/Assistant Prof								
Male	0%	28%	17%	39%	17%	100%	3.44	56%
Female	22%	56%	11%	11%	0%	100%	2.11	11%
Adjunct/Lecturer								
Male	0%	27%	9%	45%	18%	100%	3.55	64%
Female	0%	25%	0%	75%	0%	100%	3.50	75%

72. I have had at least one mentor (formal or informal) at Anderson who has played an important role in supporting my career development.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Job Status								
Full Professor								
Male	14%	14%	7%	31%	34%	100%	3.59	66%
Female	17%	33%	0%	33%	17%	100%	3.00	50%
Associate/Assistant Prof								
Male	6%	11%	17%	56%	11%	100%	3.56	67%
Female	11%	0%	11%	56%	22%	100%	3.78	78%
Adjunct/Lecturer								
Male	0%	0%	10%	40%	50%	100%	4.40	90%
Female	17%	17%	0%	50%	17%	100%	3.33	67%

Overall Gender Climate

73. The gender climate at Anderson is positive and inclusive.

Job Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Percent Positive
Full Professor								
Male	16%	16%	16%	32%	19%	100%	3.23	52%
Female	38%	38%	0%	13%	13%	100%	2.25	25%
Associate/Assistant Prof								
Male	6%	18%	18%	47%	12%	100%	3.41	59%
Female	33%	33%	33%	0%	0%	100%	2.00	0%
Adjunct/Lecturer								
Male	0%	0%	36%	64%	0%	100%	3.64	64%
Female	0%	20%	60%	20%	0%	100%	3.00	20%

Respondents who Strongly Disagreed or Disagreed with the above question (73) were asked to rank the six focus areas according to the degree to which each one contributes to the negative climate. Rankings were from 1 = Most impact, to 6 = Least impact. The following tables display the percentage of respondents to select each ranking. Also displayed is the mean ranking for each focus area. The lower the mean, the more impact the focus area has on the respondents' negative impressions of the overall climate.

Job Status	Compensation						Totals	Mean
	1	2	3	4	5	6		
Full Professor								
Male	14%	0%	14%	0%	29%	43%	100%	4.57
Female	0%	50%	17%	33%	0%	0%	100%	2.83
Associate/Assistant Prof								
Male	0%	0%	33%	33%	33%	0%	100%	4.00
Female	0%	0%	40%	20%	20%	20%	100%	4.20
Adjunct/Lecturer								
Male							%	-
Female	0%	100%	0%	0%	0%	0%	100%	2.00

		Leadership						Totals	Mean
		1	2	3	4	5	6		
Job Status									
	Full Professor								

	Male	67%	0%	11%	11%	0%	11%	100%	2.11
	Female	50%	17%	17%	17%	0%	0%	100%	2.00
	Associate/Assistant Prof								

	Male	0%	0%	67%	33%	0%	0%	100%	3.33
	Female	60%	20%	0%	0%	0%	20%	100%	2.20
	Adjunct/Lecturer								

	Male							%	-
	Female							%	-

		Mentoring						Totals	Mean
		1	2	3	4	5	6		
Job Status									
	Full Professor								

	Male	0%	13%	13%	25%	25%	25%	100%	4.38
	Female	0%	0%	0%	0%	50%	50%	100%	5.50
	Associate/Assistant Prof								

	Male	33%	0%	0%	0%	0%	67%	100%	4.33
	Female	0%	0%	20%	0%	40%	40%	100%	5.00
	Adjunct/Lecturer								

	Male							%	-
	Female	100%	0%	0%	0%	0%	0%	100%	1.00

Promotion and Advancement

	1	2	3	4	5	6	Totals	Mean
Job Status								
Full Professor								
Male	0%	29%	29%	14%	29%	0%	100%	3.43
Female	33%	17%	17%	33%	0%	0%	100%	2.50
Associate/Assistant Prof								
Male	50%	25%	0%	0%	25%	0%	100%	2.25
Female	40%	20%	20%	20%	0%	0%	100%	2.20
Adjunct/Lecturer								
Male							%	-
Female							%	-

Recruitment and Retention

	1	2	3	4	5	6	Totals	Mean
Job Status								
Full Professor								
Male	14%	0%	29%	43%	0%	14%	100%	3.57
Female	0%	0%	0%	0%	50%	50%	100%	5.50
Associate/Assistant Prof								
Male	0%	50%	0%	25%	0%	25%	100%	3.50
Female	0%	20%	20%	20%	20%	20%	100%	4.00
Adjunct/Lecturer								
Male							%	-
Female							%	-

Job Status	Work Environment						Totals	Mean
	1	2	3	4	5	6		
Full Professor								
Male	13%	75%	0%	0%	13%	0%	100%	2.25
Female	17%	17%	50%	17%	0%	0%	100%	2.67
Associate/Assistant Prof								
Male	33%	33%	0%	0%	33%	0%	100%	2.67
Female	17%	33%	0%	33%	17%	0%	100%	3.00
Adjunct/Lecturer								
Male							%	-
Female	0%	0%	100%	0%	0%	0%	100%	3.00

Dear Colleagues,

Thanks to all who attended last week's meeting, and for the forthright conversation and genuine commitment to improving the climate at Anderson.

This is a time of soul searching for our community – a process that started almost two years ago with the Gender Equity Taskforce, analyses of teaching evaluations, pay equity, promotion processes, research discussions on bias and inclusivity, interviews, and a detailed survey of faculty perceptions of climate. The insights have been informative, and sometimes tough to read. The recent Korn Ferry report illustrates that, despite the significant progress we have already made, much remains to be done.

Now is the time for each one of us to consider how to change our individual and collective actions. Starting with me. I am passionately committed to an environment that encourages all to thrive, however I clearly need to lead more loudly, visibly and forcefully on that front. With John, I am committed to moving Anderson forward with a process that is transparent and accountable.

We must improve processes (hiring, promotion) and behaviors (more visible leadership, classroom dynamics, one-on-one and faculty discussions) to achieve greater diversity, and importantly – create feelings of respect and support among female faculty, and all. These actions will heighten the intellectual honesty, vibrancy and provocative discussions that are core to our academic values. By respecting the contributions of all members of our community, these discussions will be enriched.

We also need to act decisively. The Korn Ferry report makes several recommendations. Some are already underway. Others will be undertaken. To that end, we will have:

- a faculty retreat on Friday, **December 4** (morning through dinner) where we will spend the morning to coalesce around collective actions to improve our climate, and make commitments for change;
- conversations in smaller groups in the interim, initiated by our faculty starting now, where faculty get to know each other across areas, and brainstorm on how to improve our climate;
- discussions in our student communities with the goal of improving the teaching environment for female faculty, led by Senior Associate Deans Margaret Shih and Carla Hayn and their senior staff;
- an online discussion/suggestion forum to capture your ideas and best practices as a starting point for the retreat agenda, to be launched next week.

And we have appointed **Professor Brett Trueman** to the role of Faculty Diversity Advisor. We are grateful to Brett for embracing this role as faculty champion for advancing diversity, and for his willingness to call any of us out whenever our behaviors might have a chilling effect on climate, or on an individual's feelings of respect. I have also asked Vice Chancellor for Equity, Diversity and Inclusion, Jerry Kang, to draw on his expertise and the resources of his office to support us in these improvement efforts.

If you haven't already done so, we encourage each of you to read the Korn Ferry report, which is available here: [[Korn Ferry Gender Study](#)]

This is a publicly accessible link. In the same spirit, we also proactively shared the Korn Ferry report with the Los Angeles Times. A link to its story is [here](#). As difficult as some of the issues are, we must not shrink from them. Indeed, as a business school and university, we have an obligation to share what we learn because many of our peers are wrestling with these challenges. The Wall Street Journal last week published a special report on the barriers and solutions to women's advancement in the workplace [here](#).

Although the articles in the report focus on the corporate workplace, the data and remedies are relevant in important ways to our circumstances. We can learn from the experiences of, and strategies adopted by, other organizations. Likewise, they can learn from us, and what we are doing here.

This is a journey that I am fully committed to – as a leader and as member of the Anderson family. I ask each of you to join in making our school, even better, through this journey.



Judy D. Olian