



Rankin & Associates, Consulting

Assessment • Planning • Interventions

# Lawrence Berkeley National Laboratory

## Climate Project Final Report

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Rankin & Associates, Consulting

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## **Executive Summary**

### **Introduction**

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

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

### **Project Structure and Process**

The development of the survey instrument was a collaborative effort between R&A and a System-wide Work Team (SWT). The SWT was comprised of at least two representatives from each UC campus/location as well as representatives from student associations, employee unions, and the faculty. The Lawrence Berkeley National Laboratory (LBNL) survey contained 67 questions including several open-ended questions for respondents to provide commentary. The survey was offered in English and Spanish and distributed from January 15, 2013 through February 7, 2013 through a

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

secure on-line portal.<sup>2</sup> Confidential paper surveys were available to those who did not have access to an Internet-connected computer or preferred a paper survey.

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

### **Description of the Sample at LBNL**

LBNL community members completed 1,992 surveys for an overall response rate of 54%. Response rates by constituent group varied: 49% for Men ( $n = 1,232$ ), 60% for Women ( $n = 728$ ), >100% for Scientists or Engineers ( $n = 688$ ), and 44% for Non Scientist or Engineers ( $n = 978$ ). Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample ( $n$ ) for the specific demographic characteristic.<sup>3</sup> Only surveys that were at least 50% completed were included in the final data set for analyses.

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

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

**Table 1. LBNL Sample Demographics**

<b>Characteristic</b>	<b>Subgroup</b>	<b><i>n</i></b>	<b>% of Sample</b>
<b>Position Status</b>	Scientist or Engineer <sup>i</sup>	688	35%
	Non-Scientist or Engineer <sup>ii</sup>	978	49%
	Other <sup>iii</sup>	326	16%
<b>Gender Identity</b>	Women	728	37%
	Men	1,232	62%
	Transgender <sup>iv</sup>	3	<1%
	Genderqueer <sup>v</sup>	11	1%
<b>Racial Identity</b>	White	1,178	59%
	Underrepresented Minority <sup>vi</sup>	209	11%
	Other People of Color <sup>vii</sup>	515	26%
	Multi-Minority <sup>viii</sup>	12	1%
<b>Sexual Identity</b>	Heterosexual	1,641	87%
	Lesbian, Gay, Bisexual, Queer	125	7%
	Questioning <sup>ix</sup>	11	1%
	Asexual <sup>x</sup>	84	5%
<b>Citizenship Status</b>	U.S. Citizen	1,711	86%
	Non-U.S. Citizen	272	14%
	Undocumented	-	-
<b>Disability Status</b>	No disability	1,625	86%
	Disability (physical, learning, mental health/Psychological condition)	259	14%
<b>Religious/Spiritual Affiliation</b>	Christian affiliation <sup>xi</sup>	543	27%
	Other Religious/Spiritual affiliation <sup>xii</sup>	114	6%
	Muslim <sup>xiii</sup>	20	1%
	Jewish <sup>xiv</sup>	40	2%
	No affiliation <sup>xv</sup>	997	50%
	Multiple affiliations <sup>xvi</sup>	128	6%
	Unknown	150	8%

Note: The total *n* for each selected demographic characteristic differs due to missing data.

## **Key Findings - Areas of Strength**

### **1. High levels of comfort with the climate at LBNL**

- 78% of all respondents ( $n = 1,556$ ) of all respondents were “comfortable” or “very comfortable” with the climate at LBNL while 7% ( $n = 139$ ) were “uncomfortable” or “very uncomfortable.”
- 73% of all respondents ( $n = 1,453$ ) of all respondents were “comfortable” or “very comfortable” with the climate for diversity in their department/work unit/academic unit/college/school/clinical setting while 12% ( $n = 242$ ) were “uncomfortable” or “very uncomfortable.”

### **2. Positive attitudes about work-life issues**

- 78% of all respondents ( $n = 1,533$ ) offered that the LBNL values a diverse faculty and 78% offered that the campus/location values a diverse staff ( $n = 1,510$ ).
- 67% of all respondents ( $n = 1,312$ ) respondents indicated that their supervisors provided them with resources to pursue professional development opportunities, and 70% felt that their supervisors provided ongoing feedback to improve their performance ( $n = 1,364$ ).
- 76% had adequate access to administrative support ( $n = 1,494$ ).

## **Key Findings - Opportunities for Improvement**

### **1. Some members of the community experienced exclusionary conduct.**

- 22% of respondents ( $n = 447$ ) believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct; 8% of respondents ( $n = 164$ ) indicated that the conduct interfered with their ability to work or learn.<sup>4</sup>
- Differences emerged based on various demographic characteristics including position status, gender identity, racial identity, religious/spiritual affiliation, and disability status. For example,

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

- A higher percentage of Non-Scientist or Engineer respondents reported experiencing this conduct as compared to Scientist or Engineer respondents and Other Position respondents.
- A higher percentage of women and genderqueer respondents reported experiencing this conduct as compared to men.
- A higher percentage of Underrepresented Minorities reported experiencing this conduct as compared to White respondents and Other People of Color respondents.
- A higher percentage of Christian respondents reported experiencing this conduct as compared to other religious/spiritual affiliations.
- A higher percentage of respondents with disabilities reported experiencing this conduct as compared to respondents without disabilities.
- A higher percentage of respondents who were 50 years or older reported experiencing this conduct as compared to respondents who were younger.

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

- Non-Scientist or Engineer respondents were slightly less comfortable with the overall campus/location climate at LBNL and with the climate in their departments/work units.
- LGBQ respondents were less comfortable than heterosexual respondents with the overall climate and less comfortable with the climate in their classes.
- Underrepresented Minority respondents were less comfortable than White respondents, Other People of Color respondents and Multi-Minority respondents with the overall climate and the workplace climate.
- Women respondents were less comfortable than men and genderqueer respondents with the overall climate, and genderqueer respondents were less comfortable than women and men respondents.

- Respondents with disabilities generally were less comfortable with the overall climate and in their departments/work units than were respondents without disabilities.
- As the age of the respondents increases, comfort with the overall climate at LBNL and in their departments/work units decreases. Respondents over the age of 50 years were less comfortable than their younger counterparts.

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

- 1% of respondents ( $n = 25$ ) believed they had experienced unwanted sexual contact while at LBNL within the last five years. Subsequent analyses of the data revealed the following:
- Other People of Color respondents (2%,  $n = 8$ ), respondents with disabilities (2%,  $n = 6$ ), Christian-affiliated respondents (2%,  $n = 10$ ), and Non-Scientist or Engineer respondents (2%,  $n = 18$ ) were more likely than other groups to have experienced unwanted sexual contact.

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

The findings are consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” Seventy-eight percent of all respondents in the LBNL survey reported that they were “comfortable” or “very comfortable” with the climate at UC. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At LBNL, 22% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley,

& Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

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<sup>i</sup> **Scientist or Engineer** refers to respondents who identified as Scientist or Engineer

<sup>ii</sup> **Non-Scientist or Engineer** refers to respondents who identified as Non-Scientist or Engineer Technical and Non-Scientist or Engineer Administrative/Operations

<sup>iii</sup> **Other** refers to respondents who identified as Post-doctoral Fellow, Graduate Student Research Assistant, and High School/Undergraduate Student Assistant

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

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

<sup>vi</sup> The **Underrepresented Minority** variable includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

<sup>vii</sup> The **Other People of Color** variable includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses.

<sup>viii</sup> The **Multi-Minority** variable includes respondents who checked any of the responses included under the aforementioned "Underrepresented Minority" and "Other People of Color" categories AND respondents who checked "Underrepresented Minority," "Other People of Color," and White.

<sup>ix</sup> **Questioning** refers to a person who questions his or her sexual identity or gender identity and does not necessarily identify as definitively gay, for example.

<sup>x</sup> **Asexual** refers to a person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

<sup>xi</sup> The **Christian Affiliation** variable includes respondents who chose any Christian religious/spiritual affiliation.

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

<sup>xiii</sup> The **Muslim** variable includes respondents who chose Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

<sup>xiv</sup> The **Jewish** variable includes respondents who chose Jewish Conservative, Jewish Orthodox, and Jewish Reform.

<sup>xv</sup> The **No Affiliation** variable includes respondents who chose agnostic; atheist; no affiliation; and spiritual, but no affiliation.

<sup>xvi</sup> The **Multiple Affiliations** variable includes respondents who chose more than one spirituality/religious affiliation.

## Introduction

### History of the Project

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

One of five reports produced by the Study Group, the Campus Climate Report, offered that while a “number of studies have been conducted that address climate for a specific constituent group (e.g., UCUES,<sup>5</sup> NSSE,<sup>6</sup> SERU,<sup>7</sup> HERI<sup>8</sup>), or at a specific campus/location (e.g., UC Faculty Survey, UC Riverside Campus Climate Study), no data currently exist that supports a conclusive understanding of the climate at any of our campuses and the system as a whole” (Study Group on University Diversity-Campus

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<sup>5</sup> UCUES - University of California Undergraduate Experience Survey

<sup>6</sup> NSSE – National Survey of Student Engagement

<sup>7</sup> SERU – Student Experience in the Research University

<sup>8</sup> HERI – Higher Education Research Institute – Faculty Survey

Climate Report, p. 5). The authors stated that the University “has not conducted or reported any comprehensive assessments of campus climate...without data and comprehensive, sustained assessment, the source and significance of individual perceptions and anecdotes regarding climate cannot be quantified or understood” (Study Group on University Diversity, p. 12).

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

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

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

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

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

Particularly important in the review of best practices was the need for external expertise in survey administration. In the committee's assessment, administration of a survey

relating to a very sensitive subject like campus/location climate is likely to yield higher response rates and provide more credible findings if led by an independent, outside agency. Staff may feel particularly inhibited to respond honestly to a survey administered by their own institution for fear of retaliation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **UC Campus Climate Assessment Project Structure and Process**

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

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

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

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

### **LBNL Project Specifics**

The LBNL survey was distributed from January 15, 2013 through February 7, 2013. The final LBNL survey contained 67 questions, including several open-ended questions for respondents to provide commentary. This report provides an overview of the results of the campus-wide LBNL survey.

## Methodology

### Conceptual Framework

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

### Research Design

**Survey Instrument.** The survey questions were constructed based on the work of Rankin (2003). The SWT reviewed several drafts of the survey template and LBNL further vetted the questions to be more contextually fitting for the LBNL population. The final LBNL campus/location-specific survey contained 67 questions,<sup>10</sup> including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus/location experiences, their perceptions of the campus/location climate, and their perceptions of LBNL’s institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both an on-line and pencil-and-paper formats as was offered in English and Spanish.<sup>11</sup> All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

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<sup>9</sup> Rankin & Associates (2001) adapted from AAC&U (1995).

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

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

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

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

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

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

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 20.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted for each location and those analyses were provided to the University. Descriptive statistics were calculated by salient group memberships (e.g., by gender, race/ethnicity, campus/location position) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information was presented using valid percentages.<sup>12</sup> Refer to the survey data tables in Appendix B for actual percentages<sup>13</sup> where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences on LBNL’s campus/location, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed<sup>14</sup> using standard methods of thematic analysis. Rankin and Associates reviewers read all comments, and a

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

<sup>13</sup> Actual percentages derived using the total number of survey respondents.

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

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

#7 - In the past year, have you seriously considered leaving LBNL?

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

#62 - How does each of the following [initiatives] affect the climate for diversity at LBNL?

## Results

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

### Description of the Sample<sup>15</sup>

1,992 surveys were returned for a 54% overall response rate. The sample and population figures, chi-square analyses,<sup>16</sup> and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample and the population.

- When examining the sample by gender, female respondents were over-represented in the sample and male respondents were under-represented. There were also 8 respondents in the sample that identified as "Other" while there was one person in the population that was "Unknown".
- With regard to racial identity African American/African/Blacks, American Indian/Alaskan Natives, and Whites were over-represented in the sample. Asian/Asian Americans and Hispanics were under-represented. The population had individuals that identified as Two or More Races, or were of unknown race, while the sample had respondents that identified as "Other".
- With regard to position at LBNL, the sample has significantly smaller proportions of Non-Scientists or Engineers and "Other" than does the population. Scientists or Engineers had a far greater proportion in the sample than in the population.

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

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

**Table 2. Demographics of Population and Sample**

<b>Characteristic</b>	<b>Subgroup</b>	<b>Population</b>		<b>Sample</b>		<b>Response Rate (%)</b>
		<b>N</b>	<b>%</b>	<b>n</b>	<b>%</b>	
Gender <sup>a</sup>	<b>Man</b>	2,516	67.53	1,232	62.16	48.97
	<b>Woman</b>	1,209	32.45	728	36.73	60.22
	<b>Transgender</b>	Not available	--	<5	--	>100
	<b>Genderqueer</b>	Not available	--	11	0.55	>100
	<b>Other</b>	1	0.03	8	0.40	>100
Race/Ethnicity <sup>1,b</sup>	<b>African American/African/Black</b>	138	3.97	84	4.04	60.87
	<b>American Indian/Alaskan Native</b>	12	0.35	28	1.35	>100
	<b>Asian/Asian American</b>	930	26.78	466	22.39	50.11
	<b>Hispanic/Latino</b>	211	6.08	123	5.91	58.29
	<b>White</b>	2,182	62.83	1359	65.31	62.28
	<b>Unknown</b>	176	4.72	Not available	--	--
	<b>Other</b>	Not available	--	21	1.01	>100
	<b>Two or More Races</b>	77	2.07	Not available	--	--
Position <sup>c</sup>	<b>Scientist or Engineer</b>	675	18.12	688	34.54	>100
	<b>Non Scientist or Engineer</b>	2,203	59.13	978	49.10	44.39
	<b>Other</b>	848	22.76	326	16.37	38.44

<sup>1</sup> Respondents were instructed to indicate all categories that apply.

<sup>a</sup>  $X^2(2, N = 1968) = 112.58, p = .0001$

<sup>b</sup>  $X^2(4, N = 2060) = 76.59, p = .0001$

<sup>c</sup>  $X^2(2, N = 1992) = 366.04, p = .0001$

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

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

**Reliability - Internal Consistency of Responses.** Correlations between the responses to questions about overall campus climate for various groups (question 55) and those that rate overall campus climate on various scales (question 54) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients<sup>17</sup> are provided in Table 3.

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

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

Moderately strong relationships (between .4 and .5) exist for all but four pairs of variables. Responses to Respectful of Asian Americans/Asians and Not Racist, responses to Respectful of African Americans/Blacks and Positive for People of Color, responses to Hispanics/Latinos and Positive for People of Color, and responses to Respectful of Gay, Lesbian, Bisexual Individuals and Not Homophobic – showed a moderate relationship (between .3 and .4).

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

Respectful of:	Climate Characteristics					
	Positive for People of Color	Not Racist	Positive for Lesbian, Gay, Bisexual People	Positive for Women	Not Sexist	Positive for Non-Native English Speakers
African Americans/Blacks	.364 <sup>2</sup>					
American Indians/Alaskan Natives		.674 <sup>1</sup>				
Asian Americans/Asians	.545 <sup>1</sup>	.481 <sup>1</sup>				
Middle Eastern/South Asian/North African		.721 <sup>2</sup>				
Hispanics/Latinos	.371 <sup>1</sup>	.479 <sup>1</sup>				
Gay, Lesbian, Bisexual Individuals			.688 <sup>1</sup>			
Females				.348 <sup>1</sup>	.307 <sup>1</sup>	
Non-Native English Speakers						.687 <sup>1</sup>

<sup>1</sup>  $p < 0.01$

<sup>2</sup>  $p < 0.05$

## Sample Characteristics<sup>18</sup>

Table 4 depicts the respondent population by LBNL primary position status. Thirty-five percent ( $n = 688$ ) were Scientists or Engineers, 29% ( $n = 580$ ) were Non-Scientists or Engineers – Administrative/Operations, 20% ( $n = 398$ ) were Non-Scientists or Engineers – Technical, 13% ( $n = 252$ ) were Postdoctoral Fellows, 3% ( $n = 67$ ) were Graduate Student Research Assistants, and less than 1% ( $n = 7$ ) were High School/Undergraduate Student Assistants. Respondents were required to answer the Primary Position question; however, they were not required to use the drop-down menu to specify their positions.

**Table 4. Primary Position**

<b>Position</b>	<b><i>n</i></b>	<b>%</b>
<b>Scientist or Engineer</b>	<b>688</b>	<b>34.5</b>
<b>Non Scientist or Engineer - Technical</b>	<b>398</b>	<b>20.0</b>
Staff- non-Union	222	55.8
Staff – Union	153	38.4
Missing	23	5.8
<b>Non Scientist or Engineer – Administrative/Operations</b>	<b>580</b>	<b>29.1</b>
Staff- non-Union	424	73.1
Staff – Union	110	19.0
Missing	46	7.9
<b>Postdoctoral Fellow</b>	<b>252</b>	<b>12.7</b>
<b>Graduate Student Research Assistant</b>	<b>67</b>	<b>3.4</b>
<b>High School/Undergraduate Student Assistant</b>	<b>7</b>	<b>0.4</b>

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

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

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

For the purposes of subsequent analyses, primary status data were collapsed into Scientist or Engineer, Non-Scientist or Engineer, and Other categories (Figure 1). Scientist or Engineer includes Scientist or Engineer; Non-Scientist or Engineer includes Non-Scientist or Engineer Technical and Non-Scientist or Engineer Administrative/Operations; “Other” includes Post-doctoral Fellow, Graduate Student Research Assistant, and High School/Undergraduate Student Assistant. Approximately half of respondents (49%,  $n = 978$ ) indicated they were Non-Scientist or Engineer, 35% ( $n = 688$ ) were Scientist or Engineer, and 16% ( $n = 326$ ) were “Other.”

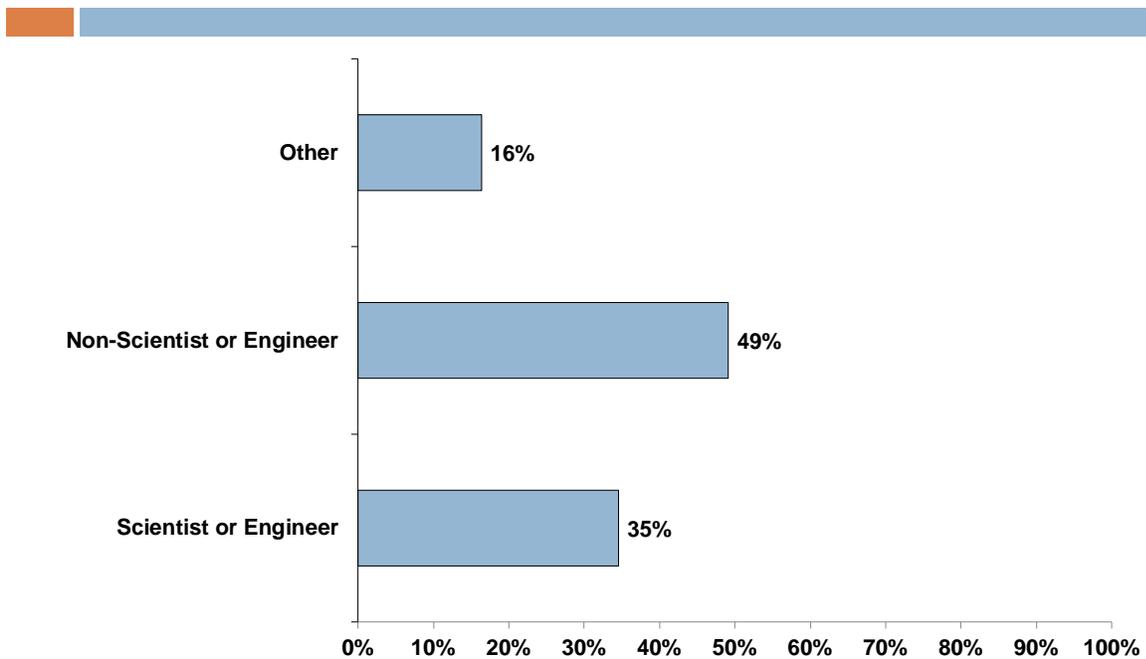


Figure 1. Respondent's Collapsed Position Status (%)

Subsequent analyses revealed that most LBNL respondents do not have an appointment end date (e.g., career employee, faculty) (69%,  $n = 1,380$ ), while 29% ( $n = 569$ ) do have an appointment end date (e.g., limited, term, postdoctoral fellow, student assistant, visiting faculty, IBEW interns). Ninety-four percent ( $n = 1,874$ ) were full-time in their positions.

More than half of staff indicated their level of position at LBNL as “non-supervisor and not represented by the union”, while 18% ( $n = 355$ ) were “non-supervisor and represented by the union”. One-quarter of staff respondents (25%,  $n = 499$ ) were supervisors or managers.

All Academic Units at LBNL were represented in this report (Table 5). Eight percent ( $n = 164$ ) of staff respondents were from Environment Energy Technologies. Seven percent of respondents were from the Office of the CFO ( $n = 138$ ), Life Science ( $n = 138$ ), and Earth Science ( $n = 136$ ).

**Table 5. Primary Affiliation**

<b>Academic Unit</b>	<b><i>n</i></b>	<b>%</b>
Accelerator and Fusion Research	62	3.1
Advanced Light Source	107	5.4
Chemical Sciences	62	3.1
Computational Research	62	3.1
Computing Sciences	36	1.8
Earth Sciences	136	6.8
Engineering	92	4.6
Environmental Energy Technologies	164	8.2
Environment, Health and Safety	96	4.8
Facilities	106	5.3
Genomics (JGI)	119	6.0
Human Resources	62	3.1
Information Technology	83	4.2
Joint BioEnergy Institute	17	0.9
Laboratory Directorate	39	2.0
Life Sciences	138	6.9
Materials Sciences	127	6.4
National Energy Research Computing Center	46	2.3
Nuclear Science	57	2.9
Office of the CFO	138	6.9
Physical Biosciences	81	4.1
Physics	61	3.1
Public Affairs	30	1.5
Scientific Networking	19	1.0
Technology Transfer	17	0.9
Missing	35	1.8

With regard to gender, the majority of the respondents in the sample were men (62%,  $n = 1,232$ , Figure 2)<sup>19</sup>. Eleven respondents identified as genderqueer<sup>20</sup> and less than five respondents identified as transgender<sup>21</sup> (neither genderqueer nor transgender respondents were included in Figure 2 to assure their confidentiality).

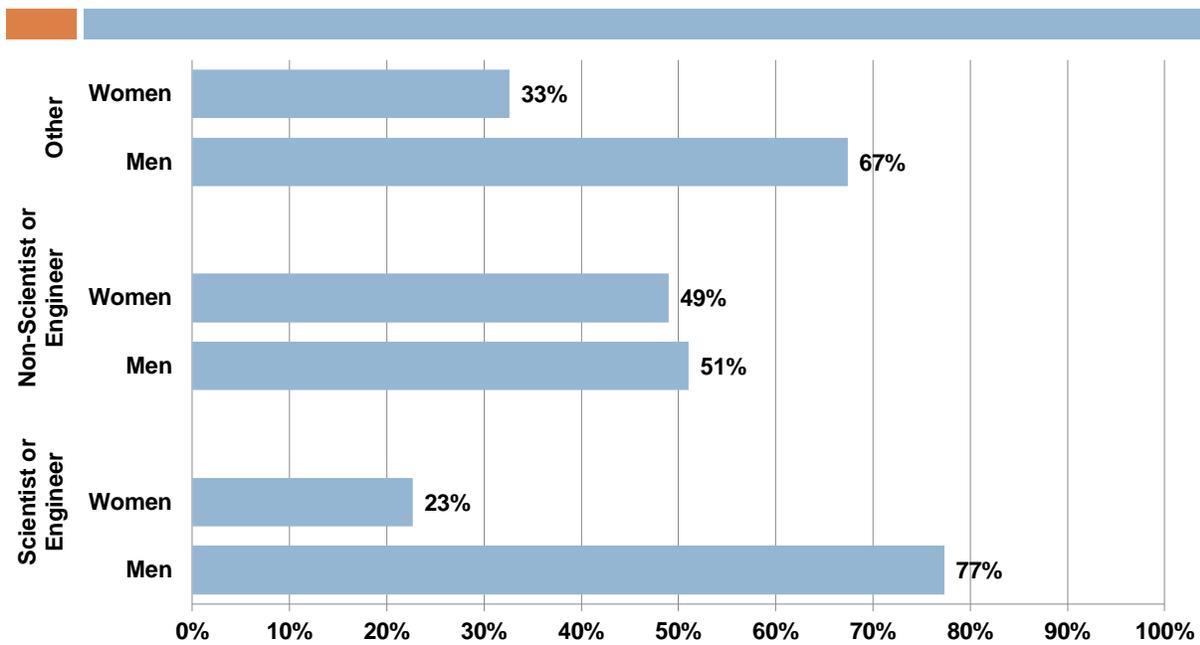


Figure 2. Respondents by Gender & Position Status (%)

<sup>19</sup> Additionally, the sex of the majority of respondents was male (62%,  $n = 1,233$ ), while 37% of respondents were female ( $n = 733$ ), and <5 respondents identified as intersex (<1%).

<sup>20</sup> People who identify as genderqueer may consider themselves as being both male and female, as being neither male nor female, or as falling completely outside the gender binary.

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

The majority of respondents were heterosexual<sup>22</sup> (82%,  $n = 1,641$ ) (Figure 3). Six percent ( $n = 125$ ) were LGBQ (lesbian, gay, bisexual, or queer). Eleven people ( $< 1\%$ ) were questioning their sexual orientations, and 84 people (4%) identified as asexual.

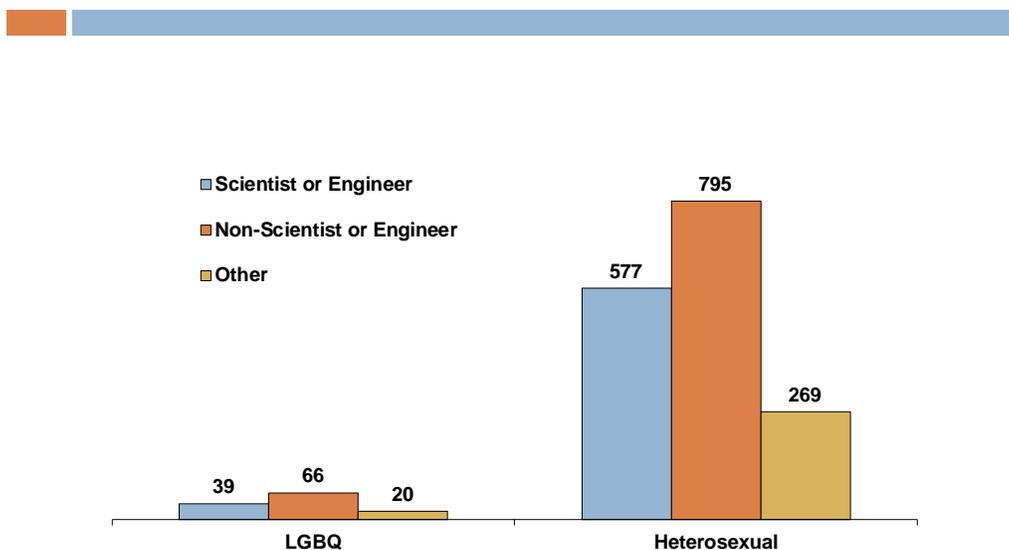
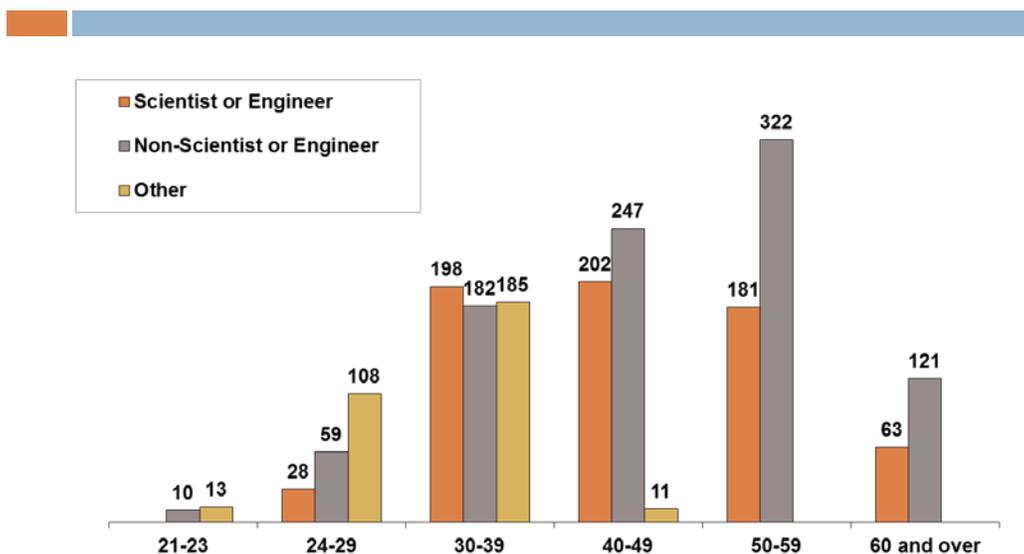


Figure 3. Respondents by Sexual Orientation & Position Status ( $n$ )

<sup>22</sup> Respondents who answered “other” in response to the question about their sexual orientations and wrote “normal” or “heterosexual” in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in “other” terms, such as “pan-sexual,” “homoflexible,” “fluid,” etc.

Thirty percent of Scientist or Engineer respondents were between 40 and 49 years old and 29% were between 30 and 39 years old (Figure 4). One-third (34%) of Non-Scientist or Engineer respondents were between 50 and 59 years old. More than half of “Other” respondents (58%) were between 30 and 39 years old.



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

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

With regard to race and ethnicity, 65% of the respondents ( $n = 1,293$ ) identified as White<sup>23</sup> (Figure 5). Twenty-three percent of respondents were Asian/Asian American ( $n = 457$ ), 6% were Hispanic/Latino ( $n = 123$ ), 4% were African American/African/Black ( $n = 84$ ), and 3% were Middle Eastern/Southwest Asian/North African ( $n = 66$ ).

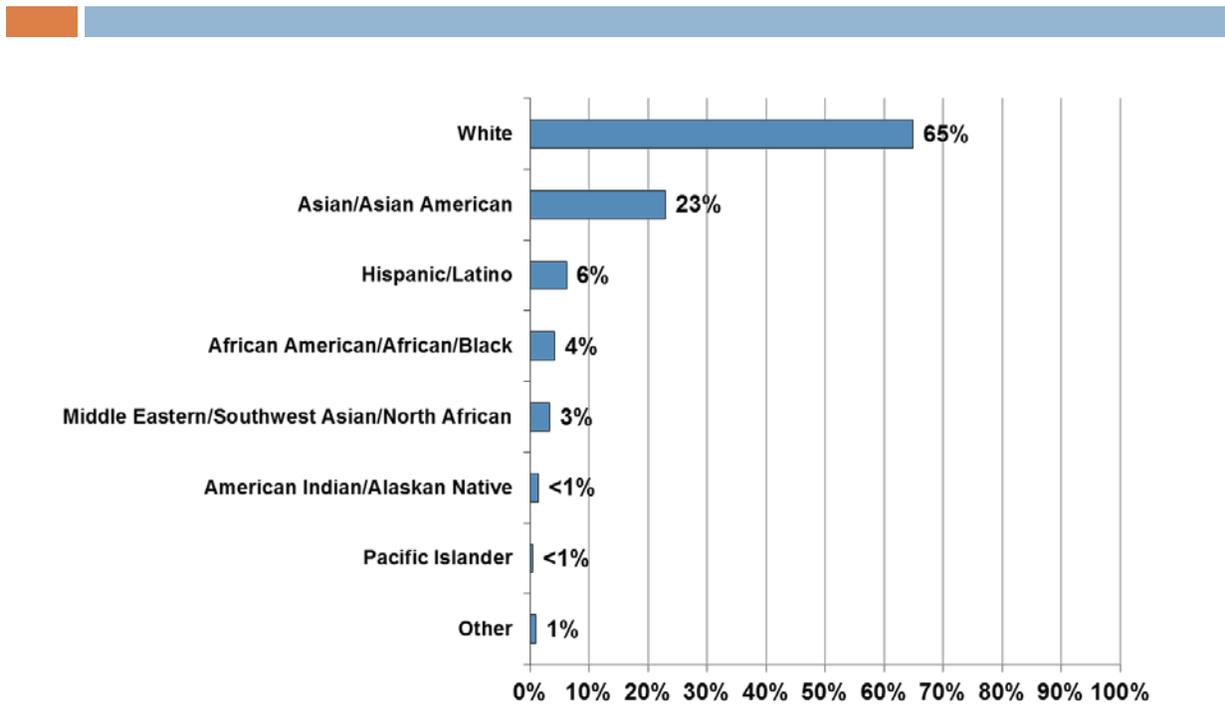


Figure 5. Respondents' Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic.

<sup>23</sup> The response "White" included the subcategories "European/European American," "North African," and "Other White/Caucasian." Readers are referred to Table B7 in Appendix B for a full listing of all racial/ethnic categories and subcategories included in the survey.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,<sup>24</sup> allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (59%,  $n = 1,178$ ) as part of their identity, and 736 respondents (37%) chose a category other than White as part of their identity (Figure 6). For the purposes of subsequent analyses, the categories Underrepresented Minority<sup>25</sup> (11%,  $n = 209$ ), Other People of Color<sup>26</sup> (26%,  $n = 515$ ), and Multi-Minority<sup>27</sup> (1%,  $n = 12$ ) were created.

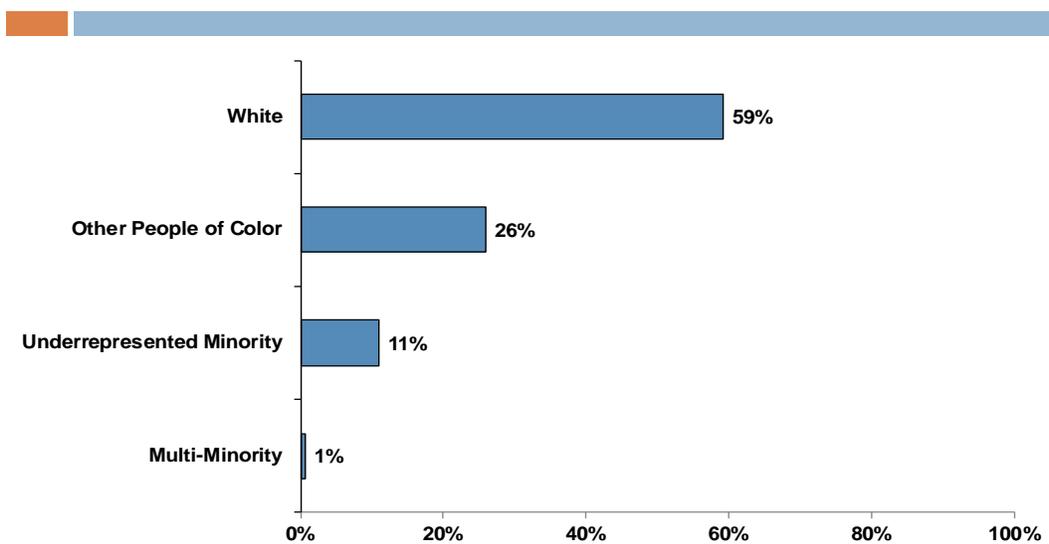


Figure 6. Respondents' Racial/Ethnic Identity (%)

<sup>24</sup> While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

<sup>25</sup> Congruent with UC Policy and approved by the SWT for this project, the "Underrepresented Minority" category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

<sup>26</sup> Congruent with UC Policy and approved by the SWT for this project the "Other People of Color" category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses

<sup>27</sup> Congruent with UC Policy and approved by the SWT for this project, the "Multi-Minority" category includes respondents who checked any of the responses included under in the aforementioned "Underrepresented Minority" and "Other People of Color" categories AND respondents who checked "Underrepresented Minority," "Other People of Color," and White.

The survey item<sup>28</sup> that queried respondents about their spiritual and religious affiliations offered 52 response choices and the option to “mark all that apply.” For the purposes of analyses in this report, respondents who chose any Christian religious/spiritual affiliation were recoded to “Christian” (27%,  $n = 543$ ) (Figure 7). Forty individuals (2%) chose a Jewish<sup>29</sup> affiliation, 20 respondents (<1%) chose a Muslim<sup>30</sup> affiliation, and 114 people (6%) chose “other” affiliations<sup>31</sup>. Nine hundred ninety-seven (50%) reported no affiliation<sup>32</sup>, and 128 people (6%) reported multiple affiliations<sup>33</sup>. People marked “other” and wrote in comments such as “Church of Religious Science,” “Decline to Answer,” “Followers of Jesus Christ,” “Jedi,” “Psychoanalytic,” “Seeded Meditation,” “Tao,” and “Utalitarian.”

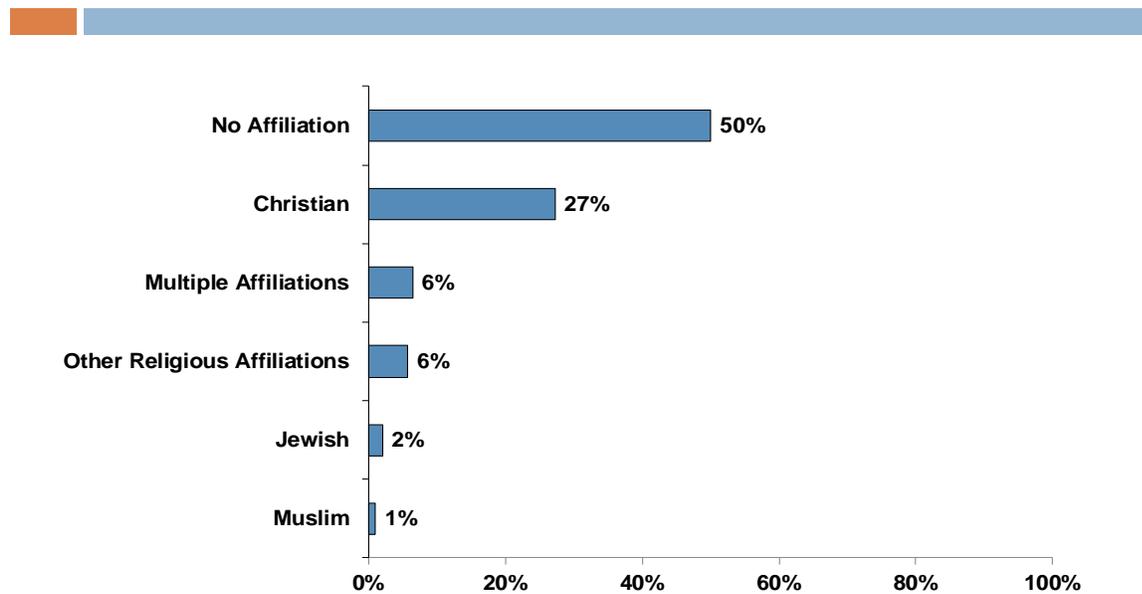


Figure 7. Respondents' Religious/Spiritual Affiliation (n)

<sup>28</sup> Readers are referred to Appendix B for a complete listing of respondents' religious/spiritual affiliations.

<sup>29</sup> Jewish affiliations include Jewish Conservative, Jewish Orthodox, and Jewish Reform.

<sup>30</sup> Muslim affiliations include Ahmadi Muslim, Muslim, Shi'ite, Sufi, and Sunni.

<sup>31</sup> Other affiliations include Buddhist, Confucianist, Druid, Hindu, Jain, Native American Traditional Practitioner, Pagan, Rastafarian, Scientologist, Secular Humanist, Shinto, Sikh, Taoist, Unitarian Universalist, and Wiccan.

<sup>32</sup> No affiliation includes agnostic, atheist, no affiliation, and spiritual, but no affiliation.

<sup>33</sup> Multiple affiliations include anyone who selected more than one spirituality/religious affiliation.

Subsequent analyses revealed that 62% of all respondents ( $n = 1,244$ ) were married or remarried, while 23% ( $n = 521$ ) were single (never married, divorced, or widowed). One hundred twenty-five people (6%) were partnered, and 28 people (1%) were partnered in a civil union or registered domestic partnership. Twenty-six people (1%) were separated.

While 34% of respondents ( $n = 680$ ) were caring for children under the age of 18 years, 46% ( $n = 915$ ) were not responsible for any dependent family members (Figure 8). Twelve percent of respondents ( $n = 243$ ) were responsible for senior or other family members. Two percent ( $n = 44$ ) of respondents were caring for a sick or disabled partner.

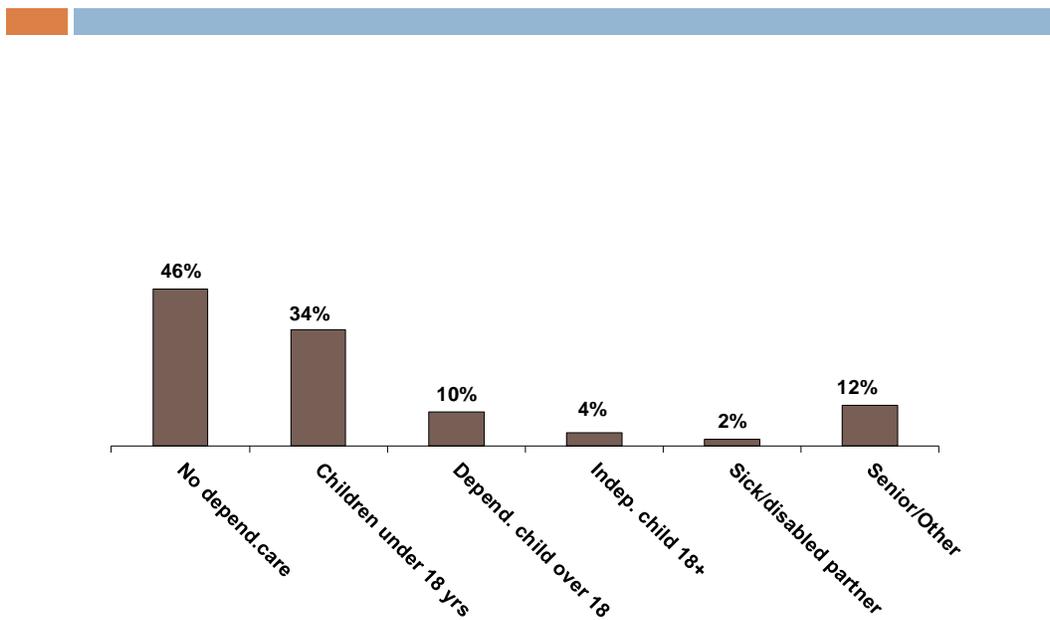


Figure 8. Respondents' Dependent Care Status (%)

Subsequent analyses revealed that 93% of all respondents ( $n = 1,853$ ) had never been in the military. Seventy-two respondents (4%) were veterans, seven respondents were ROTC, and five were active military.<sup>34</sup>

<sup>34</sup> Reservists were not included here due to their low response number.

Thirty-one percent of respondents ( $n = 585$ ) considered their political views “middle of the road.” Forty-five percent ( $n = 896$ ) were “liberal”/“far left,” while 7% ( $n = 141$ ) considered themselves “conservative”/“far right” (Table 6).

**Table 6. Respondents’ Political Views**

Political views	<i>n</i>	%
Far left	70	3.5
Liberal	826	41.5
Moderate or middle of the road	585	30.9
Conservative	138	6.9
Far right	<5	--
Undecided	194	9.7
Other	76	3.8

Fourteen percent of respondents ( $n = 259$ )<sup>35</sup> had disabilities that substantially affect major life activities. Four percent of respondents ( $n = 70$ ) said they had medical conditions, and 3% indicated they had mental health/psychological conditions ( $n = 52$ ) (Table 7).

**Table 7. Respondents' Disability Status**

Disability	<i>n</i>	%
Medical Condition	70	3.5
Mental health/psychological condition	52	2.6
Hard of Hearing	33	1.7
Attention Deficit/Hyperactivity Disorder	27	1.4
Physical/Mobility condition that affects walking	27	1.4
Physical/Mobility condition that does not affect walking	23	1.2
Speech/Communication	20	1.0
Low vision	19	1.0
Other	19	1.0
Learning disability	11	0.6
Asperger's/Autism Spectrum	9	0.5
Acquired/Traumatic Brain Injury	<5	--
Blind	<5	--
Deaf	<5	--
I have none of the listed conditions	1,625	81.6

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

<sup>35</sup> Some respondents indicated they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities = 259 (14%). The duplicated total ( $n = 316$ ; 16%) is reflected in Table 7 in this report and in Appendix B.

Eighty-six percent of participants ( $n = 1,711$ ) who completed this survey were U.S. citizens,<sup>36</sup> and 14% were Non-U.S. citizens ( $n = 272$ ) (Table 8).<sup>37</sup>

**Table 8. Respondents' Citizenship Status**

	<i>n</i>	%
US citizen	1,536	77.1
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	274	13.8
Permanent Resident	178	8.9
Other legally documented status	<5	--
Undocumented resident	<5	--

Subsequent analyses revealed that 66% of respondents ( $n = 1,316$ ) said English was spoken in their homes. Ten percent ( $n = 198$ ) indicated a language other than English was spoken in the home, while 23% ( $n = 449$ ) indicated that English and another language were spoken in their homes. Respondents shared examples of some of the languages they spoke at home including Bengali, Bulgarian, Burmese, Cantonese, Dansk, Farsi, German, Hebrew, Hindi, Korean, Llocano, Mandarin, Polish, Russian, Serbian, Spanish, Swiss German, Tagalog, Turkish, Urdu, Vietnamese, etc.

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

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

Subsequent analyses revealed that about 38% of staff respondents ( $n = 752$ ) indicated that the highest level of education they completed was doctoral degrees. Twenty-one percent ( $n = 410$ ) had finished bachelor's degrees, 17% ( $n = 328$ ) master's degrees, and 3% ( $n = 66$ ) professional degree (e.g., MD, JD, MBA).

## LBNL Climate Assessment Findings<sup>38</sup>

The following section<sup>39</sup> reviews the major findings of this study. The review explores the climate at LBNL through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

### Comfort with the Climate at LBNL

The survey posed questions regarding respondents’ level of comfort with a variety of aspects of LBNL. Table 9 illustrates that 78% of the survey respondents ( $n = 1,556$ ) were “comfortable” or “very comfortable” with the climate at LBNL. Seventy-three percent of respondents ( $n = 1,453$ ) were “comfortable” or “very comfortable” with the climate for diversity in their department, work unit, academic unit, college, school, or clinical setting (which is abbreviated in this report as department/work unit for this report).

**Table 9. Respondents’ Comfort With the Climate**

<b>Level of Comfort</b>	<b>Comfort with Climate at LBNL</b>		<b>Comfort with Climate in Work Unit at LBNL</b>	
	<i>n</i>	%	<i>n</i>	%
Very Comfortable	605	30.4	650	32.8
Comfortable	951	47.9	803	40.5
Neither Comfortable nor Uncomfortable	292	14.7	289	14.6
Uncomfortable	115	5.8	189	9.5
Very Uncomfortable	24	1.2	53	2.7

<sup>38</sup> Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>39</sup> The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figures 9 and 10 illustrate that Non-Scientist or Engineer respondents were slightly less comfortable with the overall climate and the climate in their departments and work units at LBNL than were Scientist or Engineer respondents, and Other respondents. Other respondents were most comfortable across position.

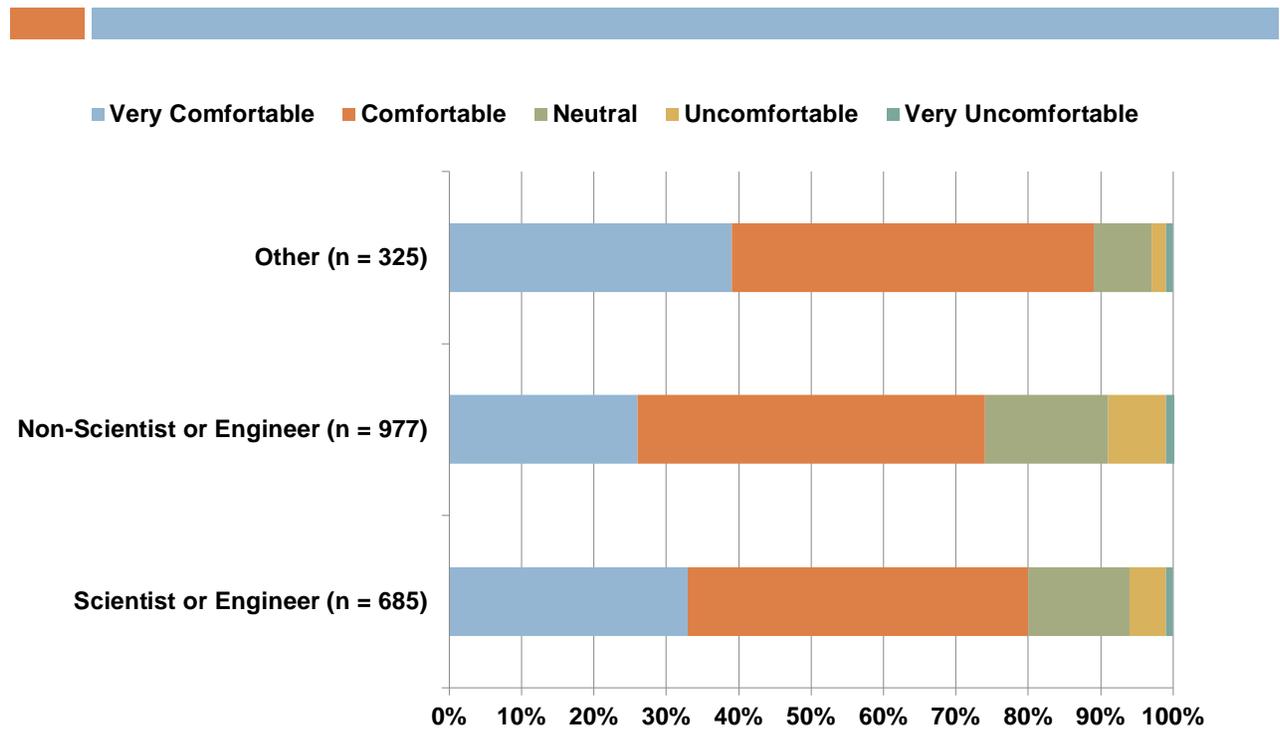


Figure 9. Comfort with Overall Climate by Position (%)

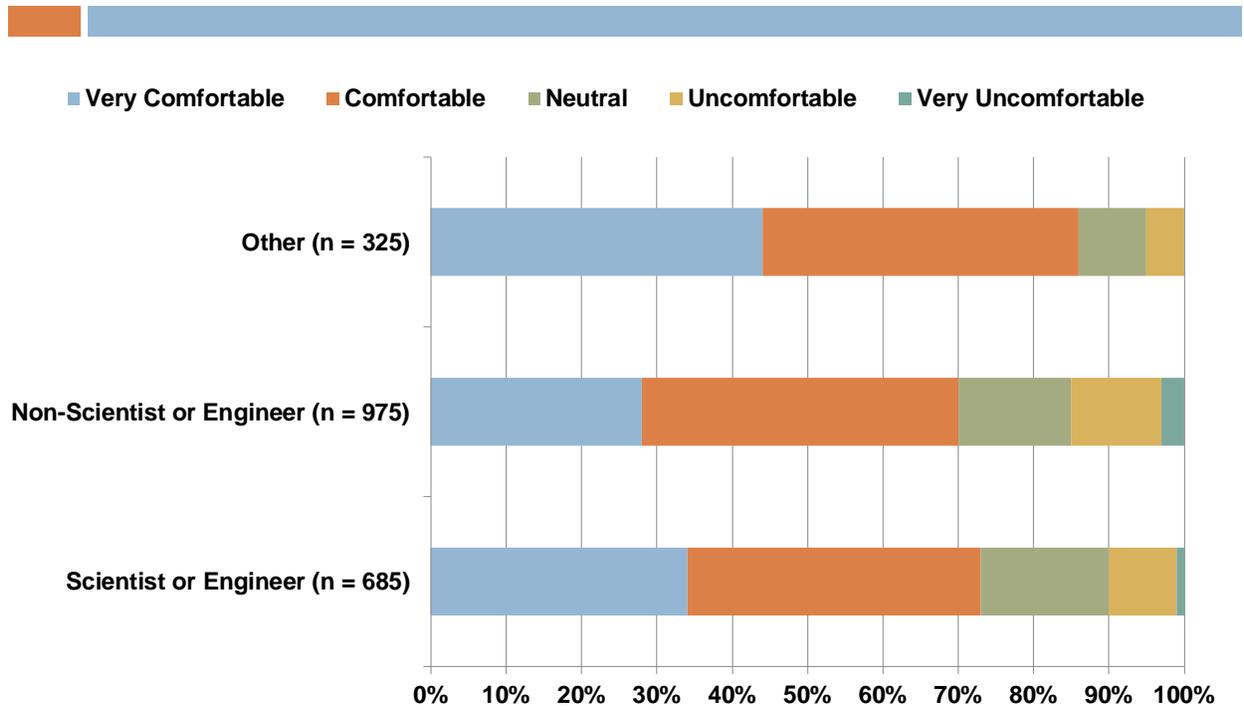
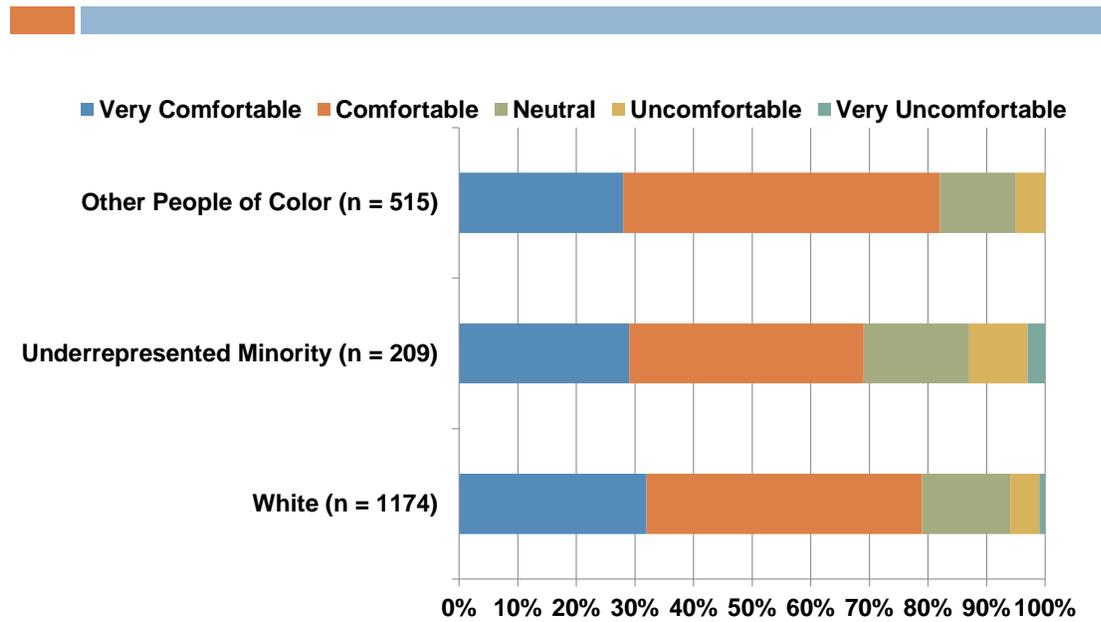


Figure 10. Comfort with Climate in Department/Work Unit by Position (%)

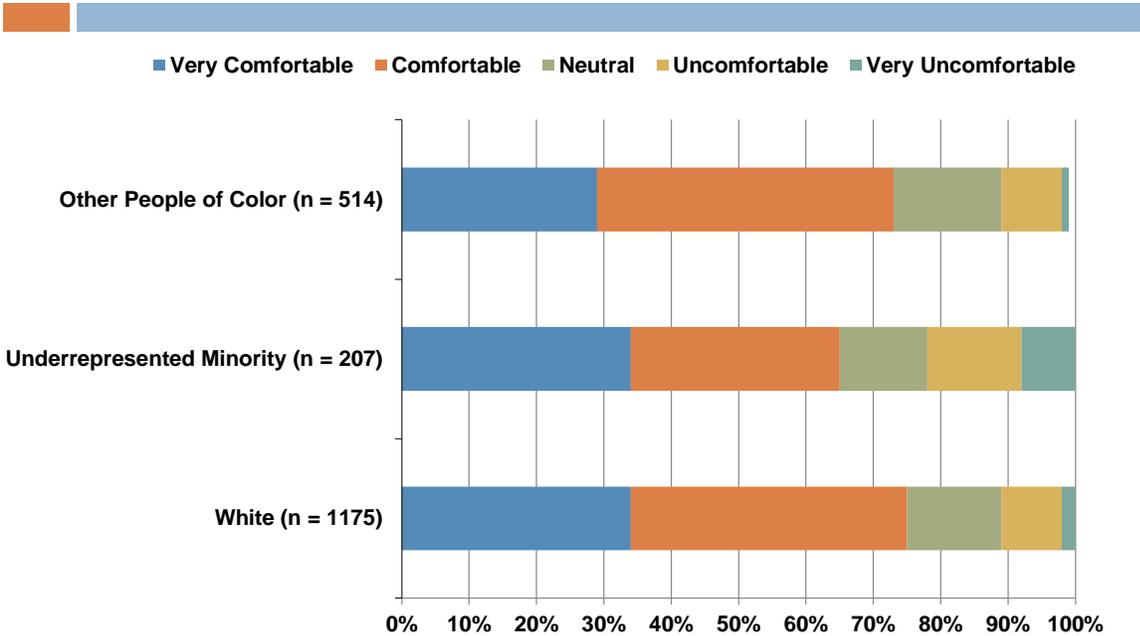
When comparing the data by racial identity<sup>40</sup>, Underrepresented Minority respondents were less comfortable than White respondents, Other People of Color respondents, and Multi-Minority respondents with the overall climate for diversity at LBNL, and the climate in their departments/work units (Figures 11 & 12).



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

Figure 11. Comfort with Overall Climate by Race (%)

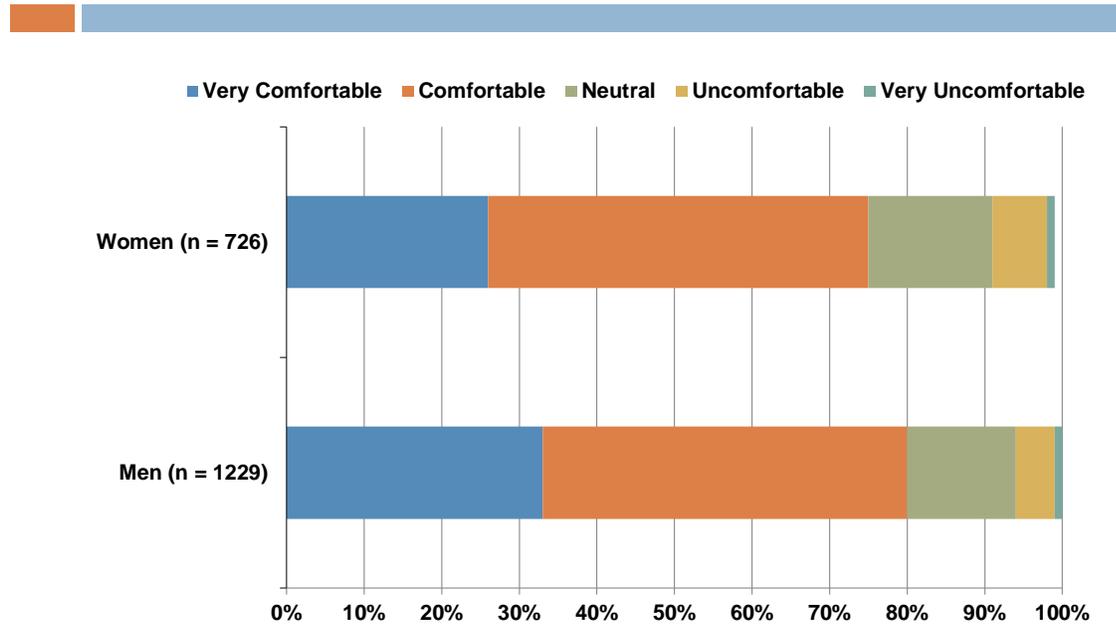
<sup>40</sup> To review, “White” included the subcategories “European/European American,” “North African,” and “Other White/Caucasian.” The “Underrepresented Minority” category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked the Underrepresented Minority and White responses. “Other People of Color” category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked the Other People of Color and White responses. The “Multi-Minority” category includes respondents who checked any of the responses included under in the aforementioned “Underrepresented Minority” and “Other People of Color” categories AND respondents who checked “Underrepresented Minority,” “Other People of Color,” and White.



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

Figure 12. Comfort with Climate in Department/Work Unit by Race (%)

In terms of gender,<sup>41</sup> women respondents (76%) were less comfortable than men (80%) and genderqueer respondents (73%) with the overall climate (Figure 13).

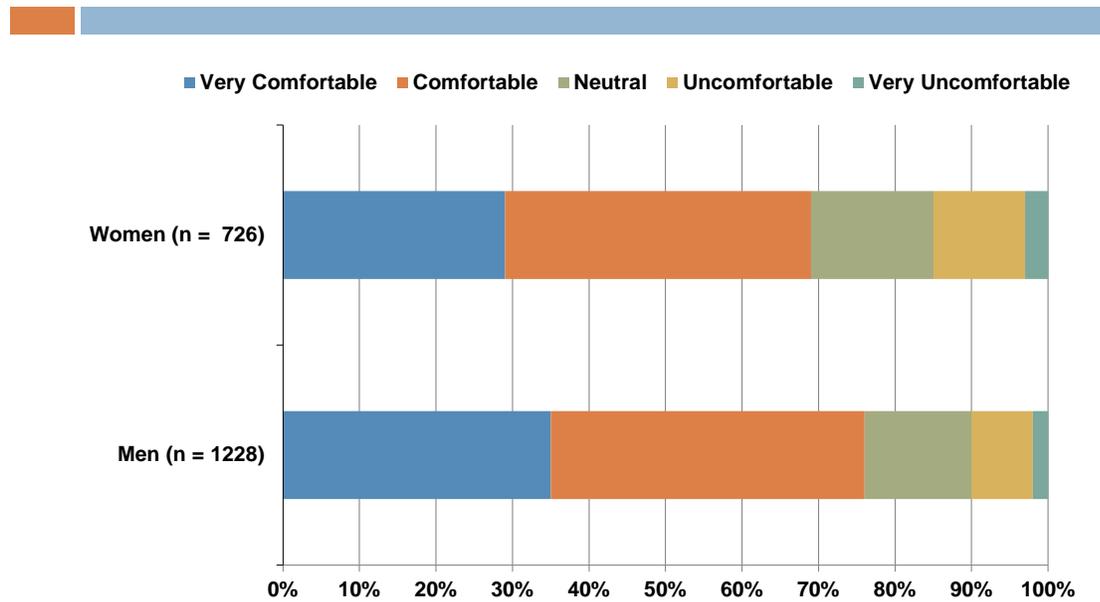


Responses with *n*'s less than 5 are not presented in the figure.

Figure 13. Comfort with Overall Climate by Gender (%)

<sup>41</sup> Transgender and Genderqueer respondents were not included in this specific analysis due to assure confidentiality due to small sample size.

With regard to perceptions of the climate in departments/work units (Figure 14), genderqueer respondents (54%) reported being less comfortable than women (69%) and men respondents (76%).



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

Figure 14. Comfort with Climate in Department/Work Unit by Gender (%)

With respect to sexual orientation, heterosexual respondents and LGBQ respondents were similarly comfortable with the overall climate and the climate in their department/work units (Figures 15 & 16).

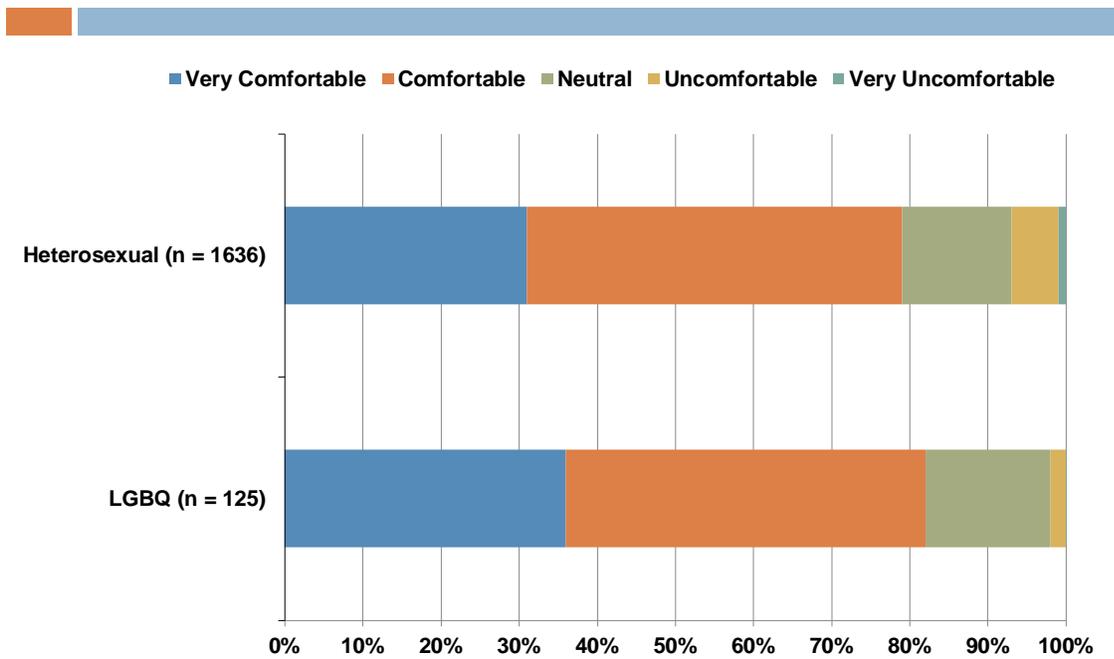


Figure 15. Comfort with Overall Climate by Sexual Orientation (%)

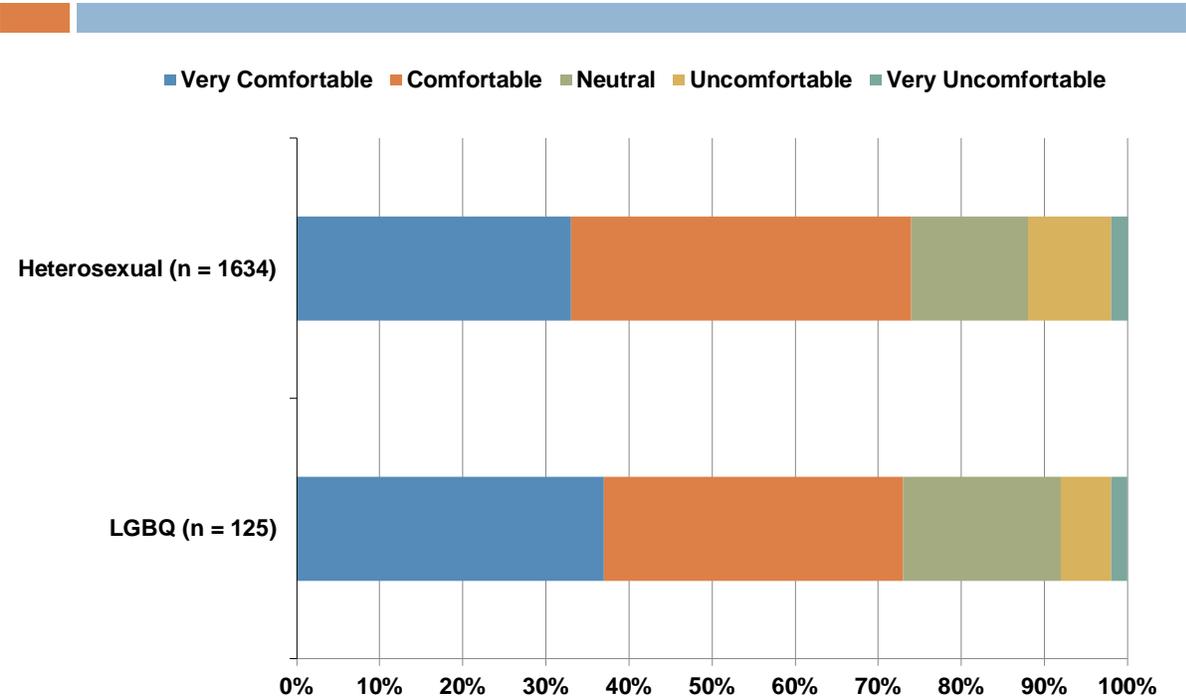


Figure 16. Comfort with Climate in Department/Work Unit by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as having disabilities generally were less comfortable with the climate overall at LBNL and in their departments/work units than were respondents without disabilities (Figures 17 & 18).

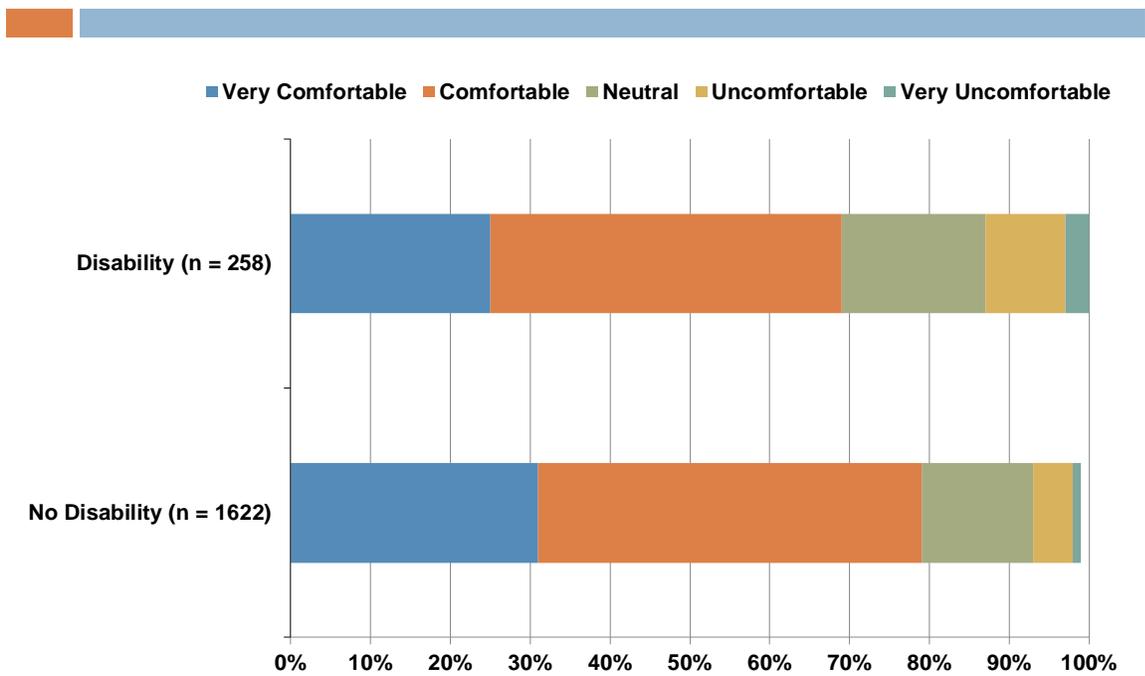


Figure 17. Comfort with Overall Climate by Disability Status (%)

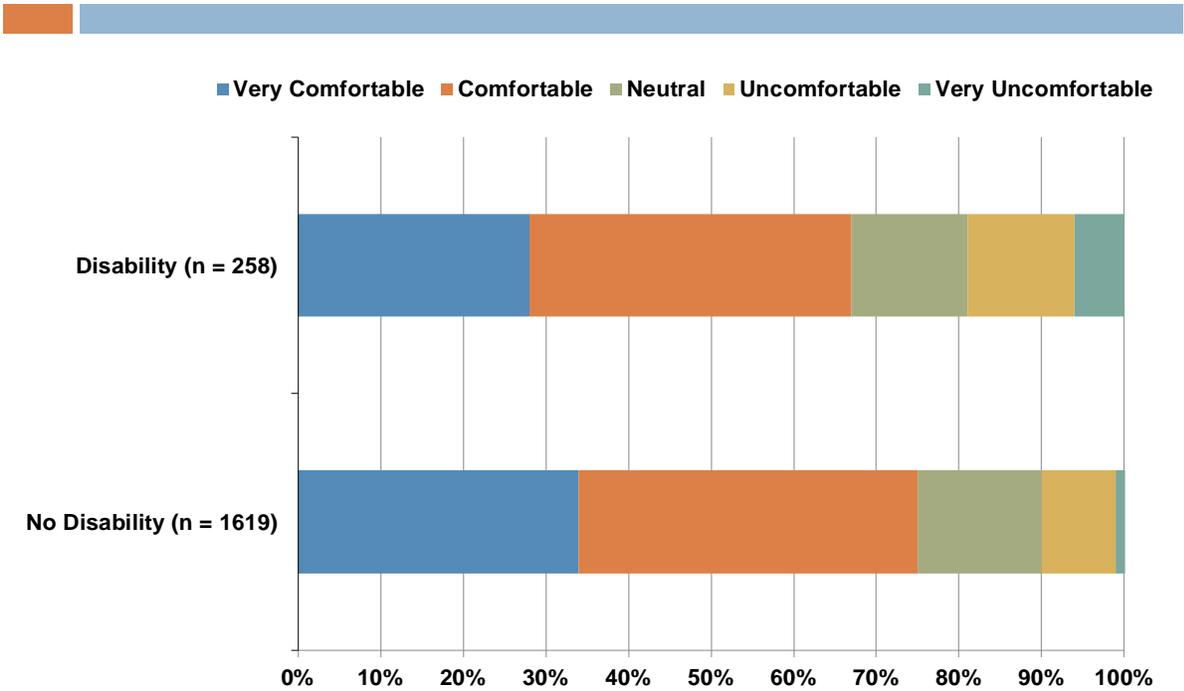


Figure 18. Comfort with Climate in Department/Work Unit by Disability Status (%)

People who identified as Muslim were more likely to feel very comfortable with the overall climate in LBNL and the climate in their department/work unit when compared with other religious/spiritual groups as well as those with no affiliation (Figures 19 & 20).

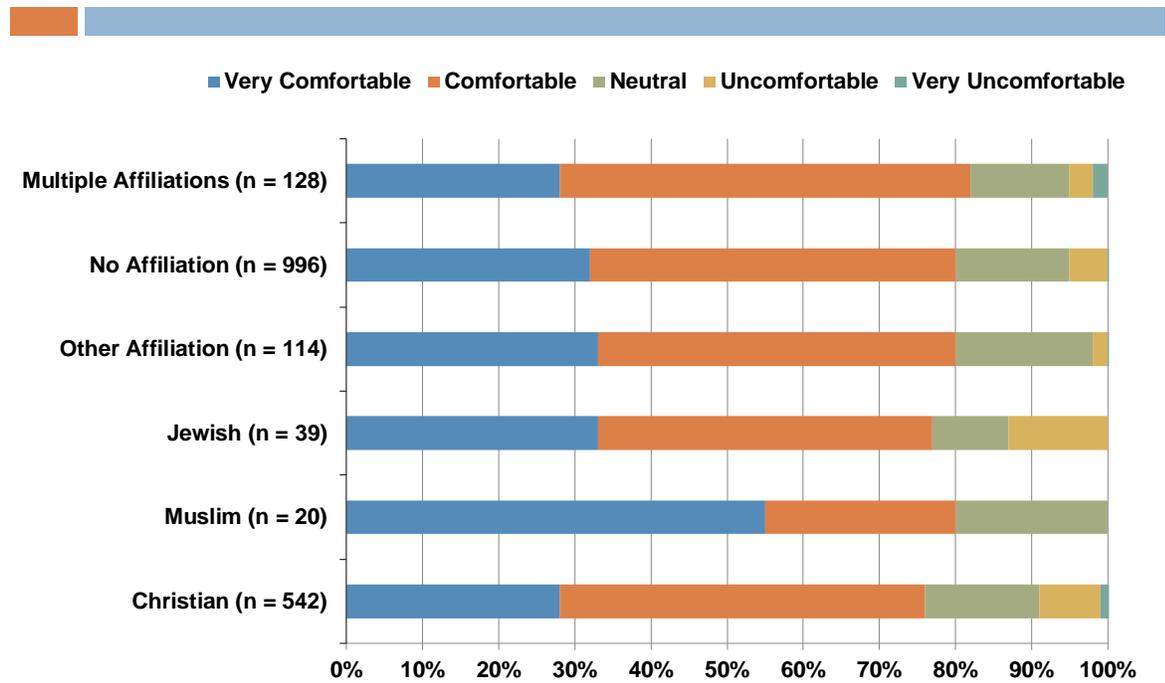


Figure 19. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

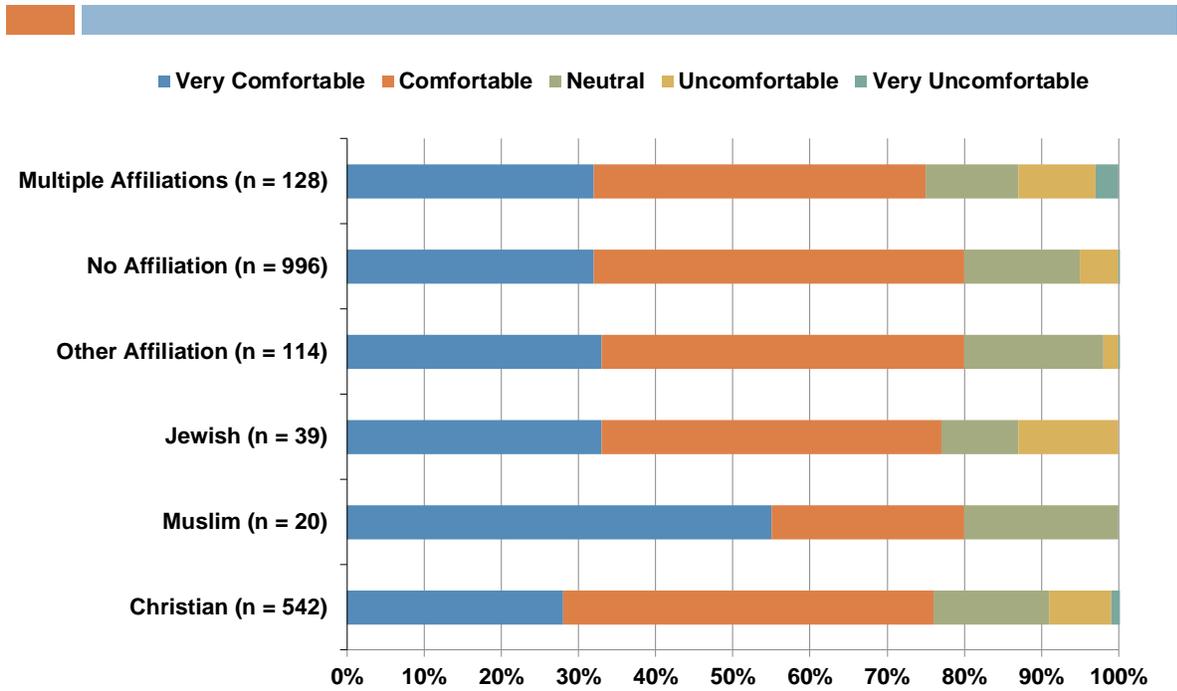


Figure 20. Comfort with Climate in Department/Work Unit by Religious/Spiritual Affiliation (%)

As the age of the respondents increases, comfort with the climate overall at LBNL and in their departments/work units decreases (Figures 21 & 22). Respondents over the age of 50 years were less comfortable than their younger counterparts.

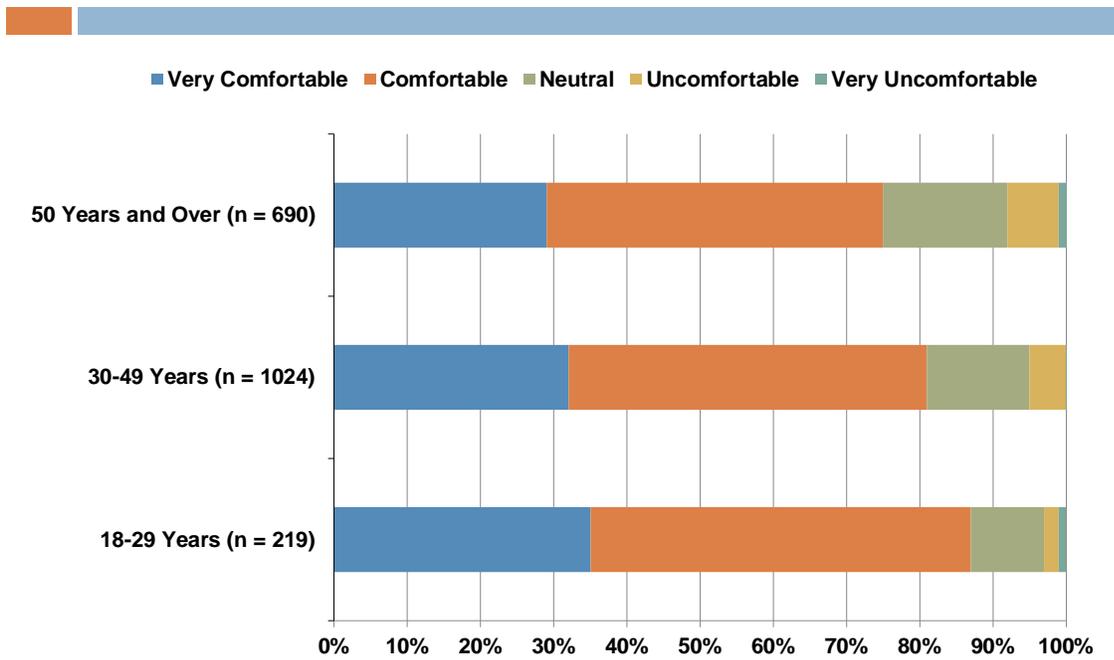


Figure 21. Comfort with Overall Climate by Age (%)

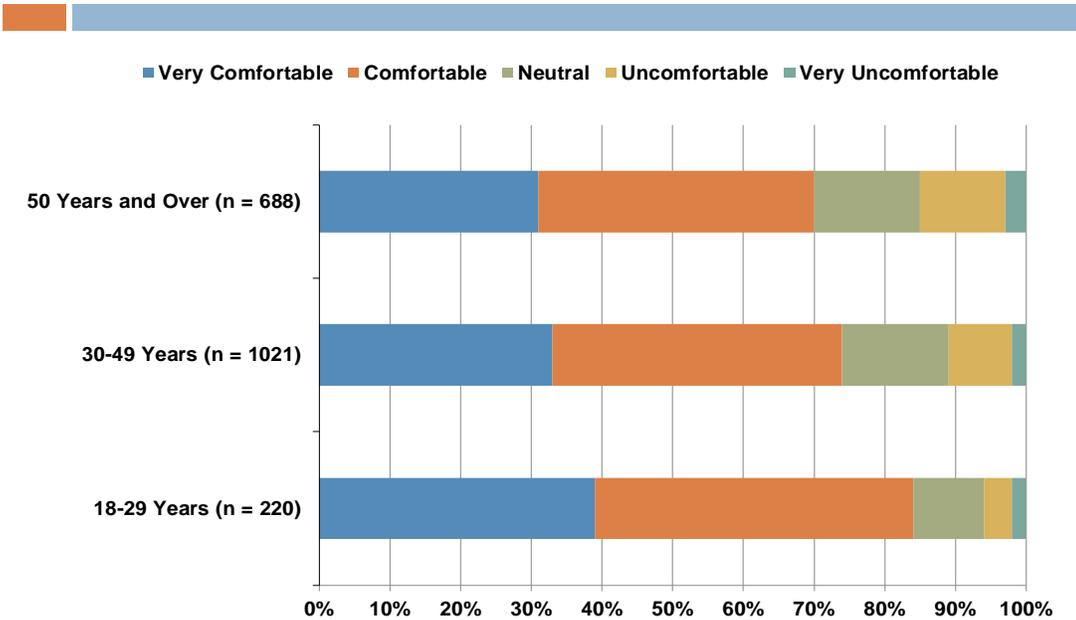


Figure 22. Comfort with Climate in Department/Work Unit by Age (%)

### Perceptions of Level of Respect

Thirty-eight percent of the respondents ( $n = 718$ ) indicated that the overall climate was “very respectful” of people from White racial/ethnic backgrounds (Table 10). Fewer respondents indicated the overall climate was “very respectful” of Asians/Asian Americans (32%,  $n = 601$ ), African Americans/Africans/Blacks (27%,  $n = 508$ ), Hispanics/Latinos (27%,  $n = 501$ ), Middle Easterners/South Asians/North Africans (27%,  $n = 500$ ), Pacific Islanders (25%,  $n = 465$ ), and American Indians/Alaskan Natives (23%,  $n = 438$ ).

**Table 10. Ratings of Perceptions of Campus Climate for Various Races/Ethnicities**

Race/Ethnicity	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American/African/Black	508	26.9	1,016	53.7	56	3.0	21	1.1	290	15.3
American Indian/Alaskan Native	438	23.3	898	47.7	11	0.6	6	0.3	528	28.1
Asian/ Asian American	601	31.8	1,041	55.1	22	1.2	10	0.5	217	11.5
Hispanic/Latino	501	26.6	1,049	55.6	44	2.3	10	0.5	282	15.0
Middle Eastern/South Asian/North African	500	26.6	1,027	54.6	30	1.6	8	0.4	316	16.8
Pacific Islander	465	24.7	951	50.6	16	0.9	7	0.4	441	23.5
White	718	38.2	1,018	54.2	7	0.4	<5	--	134	7.1

Table 11 indicates that more than half of all respondents thought that the overall climate was “very respectful”/“respectful” of all but one of the groups listed in the table. The respondents believed the climate was most respectful (“respectful”/“very respectful”) for females and males (86% and 88%, respectively); Immigrants (83%); People of Color (82%); and, international students, staff, or faculty (86%). Respondents suggested that the campus was least respectful (“disrespectful”/“very disrespectful”) of people who are socioeconomically disadvantaged (7%).

**Table 11. Ratings of Perceptions of Campus Climate for Various Campus Groups**

Group	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	245	13.1	706	37.8	73	3.9	12	0.6	830	44.5
Physical health issues	407	21.7	975	52.1	44	2.3	8	0.4	439	23.4
Female	507	27.0	1101	58.7	69	3.7	14	0.7	186	9.9
From religious affiliations other than Christian	403	21.7	953	51.3	33	1.8	<5	--	467	25.1
From Christian affiliations	379	20.4	932	50.2	61	3.3	8	0.4	475	25.6
Gay, lesbian, bisexual, transgender	428	23.0	986	53.0	26	1.4	5	0.3	415	22.3
Immigrants	495	26.7	1051	56.6	32	1.7	<5	--	275	14.8
International students, staff, or faculty	561	30.0	1043	55.8	30	1.6	<5	--	232	12.4
Learning disabled	259	14.1	627	34.1	60	3.3	6	0.3	889	48.3
Male	645	34.6	1002	53.7	25	1.3	7	0.4	187	10.0
Non-native English speakers	454	24.3	1107	59.4	65	3.5	9	0.5	230	12.3
Parents/guardians	429	23.0	1026	55.1	38	2.0	<5	--	366	19.6
People of Color	487	26.1	1051	56.3	60	3.2	11	0.6	257	13.8
Providing care for adults who are disabled and/or elderly	344	18.6	809	43.7	33	1.8	5	0.3	660	35.7
Physical disability	393	21.2	902	48.7	43	2.3	13	0.7	501	27.1
Socioeconomically disadvantaged	340	18.3	820	44.3	104	5.6	20	1.1	569	30.7
Socioeconomically advantaged	446	24.1	872	47.2	20	1.1	<5	--	509	27.5
Transgender	294	16.0	668	36.4	26	1.4	<5	--	843	45.9
Veterans/active military members	366	19.9	791	43.1	15	0.8	<5	--	662	36.0
Other	71	10.4	200	29.2	9	1.3	5	0.7	399	58.3

### Perceptions of Campus/Location Accessibility

With regard to accessibility, dining facilities, elevators, and restrooms were considered “fully accessible” (Table 12). Substantial percentages of respondents did not know the accessibility of LBNL. The library and other buildings were considered less accessible. Ten percent of respondents indicated the walkways and pedestrian paths were not accessible.

**Table 12. Ratings of Campus Accessibility**

Area	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Dining Facilities	783	40.4	633	32.7	105	5.4	416	21.5
Elevators	1,062	54.8	442	22.8	46	2.4	388	20.0
Library	546	28.5	356	18.6	116	6.0	901	47.0
On site Transportation/Parking	709	36.6	694	35.8	159	8.2	376	19.4
Other Buildings	557	29.0	631	32.8	113	5.9	622	32.3
Restrooms	1,019	52.5	537	27.7	60	3.1	324	16.7
Walkways and pedestrian paths	750	38.7	633	32.7	202	10.4	351	18.1
Braille signage	248	13.0	185	9.7	109	5.7	1,366	71.6
Hearing Loops	174	9.2	128	6.8	99	5.2	1,490	78.8

Table 13 depicts by Disability Status (respondents with self-identified disabilities and those without disabilities) whether respondents found certain areas of LBNL “not accessible.” The original question asked respondents the degree to which they found those areas “fully accessible,” “accessible with accommodations,” “not accessible,” or “don’t know.” For each response, those respondents with disabilities found LBNL less accessible than those respondents without disabilities.

**Table 13. “Not Accessible” Ratings of LBNL by Disability Status**

Area	Not Accessible Respondents with No Disabilities		Not Accessible Respondents with Disabilities	
	<i>n</i>	%	<i>n</i>	%
Dining Facilities	71	4.5	25	9.7
Elevators	32	2.0	11	4.3
Library	87	5.5	21	8.4
On site Transportation/Parking	117	7.4	36	14.2
Other Buildings	78	5.0	30	12.0
Restrooms	43	2.7	15	5.9
Walkways and pedestrian paths	153	9.7	41	16.3
Braille signage	79	5.1	24	9.6
Hearing Loops	74	4.8	20	8.1

### Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Twenty-two percent of respondents ( $n = 447$ ) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at LBNL within the past year. Eight percent of respondents ( $n = 164$ ) said that the conduct interfered with their ability to work or learn<sup>42</sup> at LBNL, and 14% of respondents ( $n = 283$ ) felt the conduct did not interfere with their ability to work or learn in LBN. Table 14 reflects the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry). Of the 447 respondents who experienced such conduct, 18% of respondents said the conduct was “very often”/“often” based on their position at LBNL ( $n = 82$ ). Others said they experienced such conduct “very often”/“often” based on age (9%,  $n = 41$ ), educational level (9%,  $n = 40$ ), and philosophical views (8%,  $n = 34$ ) (Table 14).

**Table 14. Bases and Frequency of Exclusionary, Intimidating, Offensive or Hostile Conduct**

Only answered by respondents who experienced exclusionary conduct ( $n = 447$ ).

Area	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Academic Performance	7	2.0	16	4.5	51	14.2	44	12.3
Age	12	3.3	29	8.0	75	20.8	55	15.2
Ancestry	10	2.8	16	4.6	30	8.5	52	14.8
Country of origin	5	1.4	14	4.1	32	9.3	43	12.5
Discipline of study	6	1.8	17	5.0	47	13.7	38	11.1
Educational level	15	4.2	25	7.1	63	17.8	44	12.5
Educational modality (on-line, classroom)	<5	--	<5	--	14	4.1	30	8.8
English language proficiency/accent	10	2.9	11	3.2	25	7.3	37	10.9
Ethnicity	12	3.4	18	5.2	35	10.1	47	13.5

<sup>42</sup> The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solorzano, 2009).

**Table 14 (cont.)**

Area	Very often		Often		Sometimes		Seldom	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	8	2.3	13	3.7	29	8.4	52	15.0
Gender expression	5	1.5	10	3.0	23	6.8	42	12.5
Immigrant/citizen status	<5	--	5	1.5	13	3.8	36	10.6
International Status	<5	--	6	1.8	12	3.6	28	8.3
Learning disability	<5	--	<5	--	7	2.1	29	8.6
Marital status	<5	--	<5	--	30	8.8	47	13.9
Medical condition	6	1.8	9	2.7	21	6.2	42	12.5
Military/veteran status	<5	--	<5	--	5	1.5	25	7.4
Parental status	<5	--	11	3.2	24	7.1	47	13.8
Participation in an organization/team	10	3.0	6	1.8	16	4.8	27	8.1
Physical characteristics	7	2.1	7	2.1	33	9.8	48	14.2
Physical disability	<5	--	<5	--	12	3.6	33	9.8
Philosophical views	16	4.7	18	5.2	36	10.5	59	17.2
Political views	10	2.9	7	2.0	36	10.5	49	14.2
Position status	35	9.4	47	12.7	100	27.0	49	13.2
Pregnancy	<5	--	<5	--	8	2.4	24	7.2
Psychological condition	<5	--	5	1.5	14	4.2	38	11.3
Race	15	4.3	17	4.9	27	7.7	46	13.2
Religious/spiritual views	7	2.1	8	2.4	16	4.7	45	13.3
Sexual orientation	<5	--	<5	--	9	2.7	45	13.4
Socioeconomic status	11	3.3	6	1.8	21	6.3	44	13.3
Don't Know	16	5.4	13	4.4	33	11.1	24	8.1
Other	24	9.3	24	9.3	36	14.0	21	8.2

Percentages do not sum to 100 due to multiple responses.

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

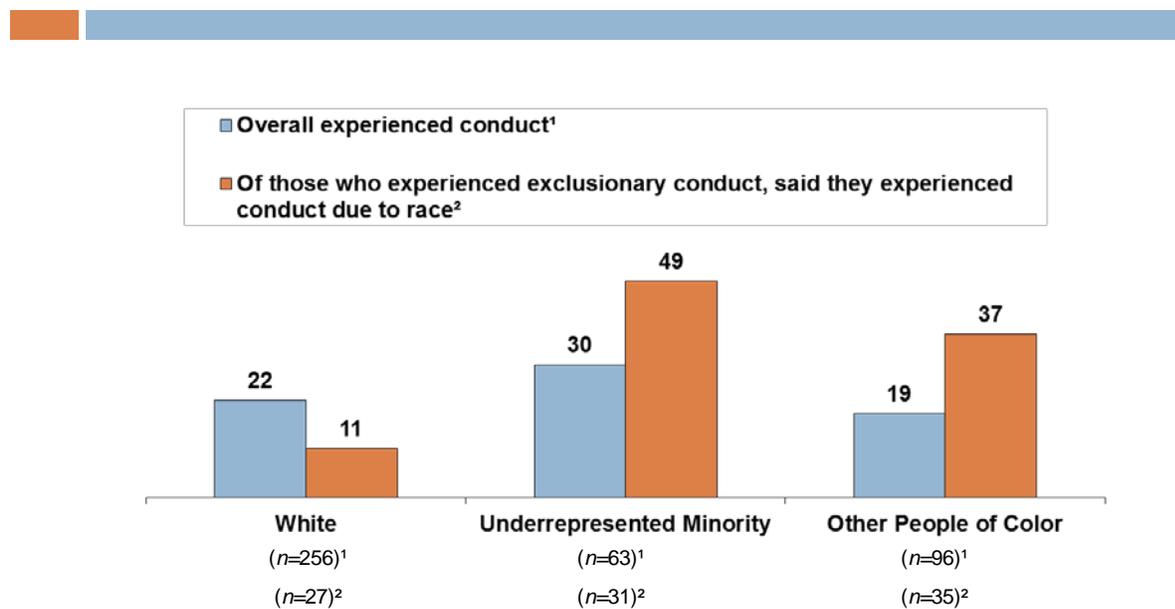
The percentages in Tables 20 and B42 are based on the total number of respondents who chose response choices very often, often, sometimes, seldom, and not applicable for a particular area (i.e., academic performance, age, ancestry).

The following figures<sup>43</sup> depict the responses by selected characteristics (e.g., race/ethnicity, gender, position, sexual orientation, religious/spiritual affiliation) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassing) behavior at LBNL?”

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<sup>43</sup> For Figures 23 through 30, the responses were recoded into a binary variable where 1 = experienced conduct “very often,” “often,” “sometimes,” and “seldom” based on characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation) and 2 = did not experience conduct based on those characteristics (e.g., political views, socioeconomic status, race, gender, position, sexual orientation).

When reviewing these results in terms of race (Figure 23),<sup>44</sup> 30% ( $n = 63$ ) of Underrepresented Minority Respondents, 22% ( $n = 256$ ) of White respondents, and 19% ( $n = 96$ ) of Other People of Color respondents believed they had experienced this conduct. Of those respondents who believed they had experienced the conduct, 49% ( $n = 31$ ) of Underrepresented Minority respondents and 37% ( $n = 35$ ) of Other People of Color respondents said it was based on their race, while 11% of White respondents ( $n = 27$ ) thought the conduct was based on race.

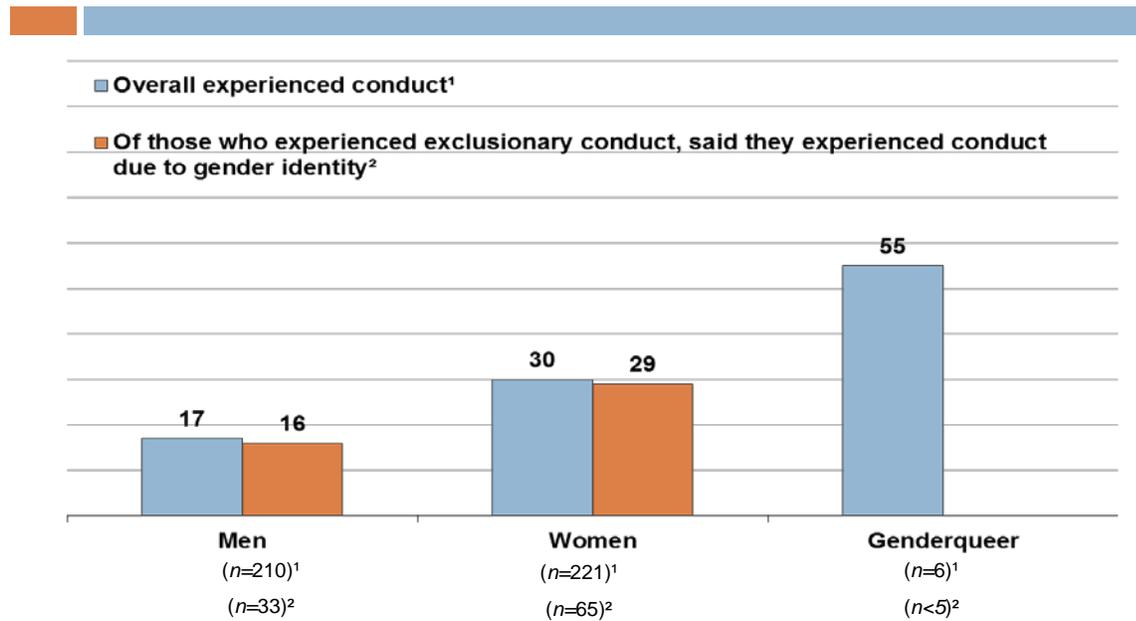


<sup>1</sup> Percentages are based on total n split by group.  
<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 23. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Race (%)

<sup>44</sup> Multi-Minority respondents were not included in these analyses due to the low response number.

When reviewing the data by gender (Figure 24), a higher percentage of women (30%,  $n = 221$ ) believed they had experienced exclusionary, offensive, intimidating or hostile conduct than did men (17%,  $n = 210$ ). More than half of genderqueer respondents<sup>45</sup> (55%,  $n = 6$ ) experienced such conduct. Twenty-nine percent of women ( $n = 65$ ) and 16% of men ( $n= 33$ ) who believed they had experienced this said it was based on gender identity.

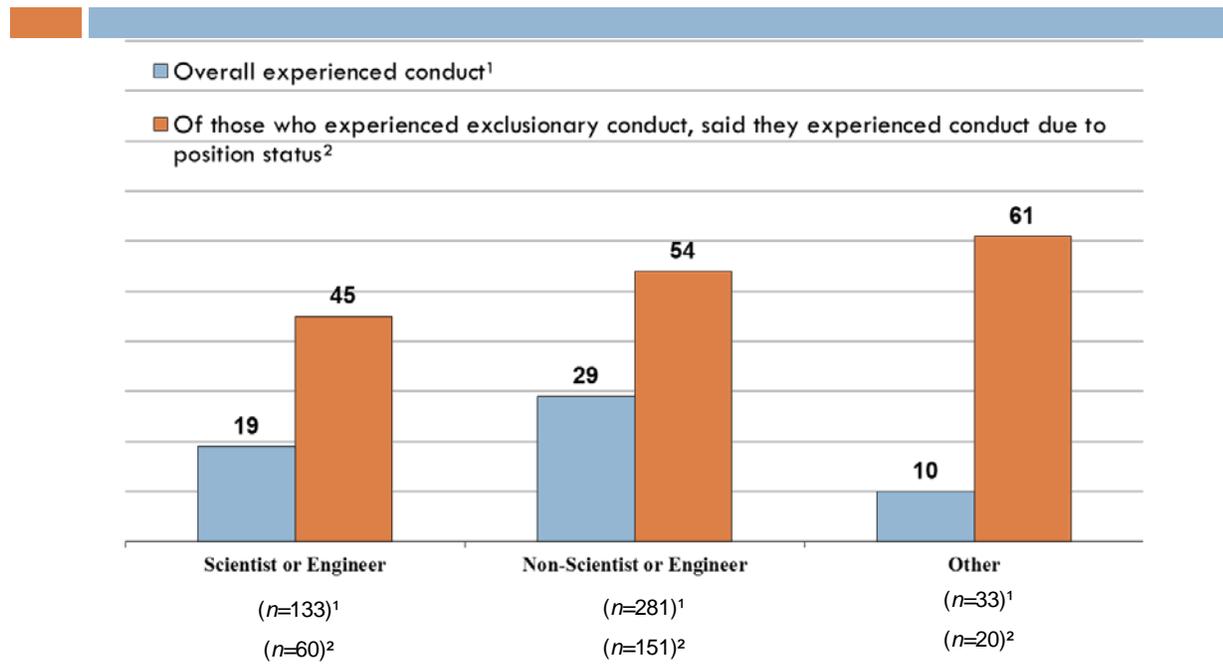


Responses with  $n$ 's less than 5 are not presented in the figure.  
<sup>1</sup> Percentages are based on total  $n$  split by group.  
<sup>2</sup> Percentages are based on  $n$  split by group for those who believed they had personally experienced this conduct.

Figure 24. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Gender (%)

<sup>45</sup> Given the small number of genderqueer respondents, caution is advised in the interpretation of these findings.

Non-Scientist or Engineer respondents (29%,  $n = 281$ ) were more likely to believe they had experienced exclusionary conduct than did Scientist or Engineer respondents (19%,  $n = 133$ ) and “Other” respondents (10%,  $n = 33$ ) (Figure 25). Sixty-one percent of “Other” respondents ( $n = 20$ ), 54% of Non-Scientist or Engineer respondents ( $n = 151$ ), and 45% ( $n = 60$ ) of Scientist or Engineer respondents felt the conduct was based on their positions at LBNL.

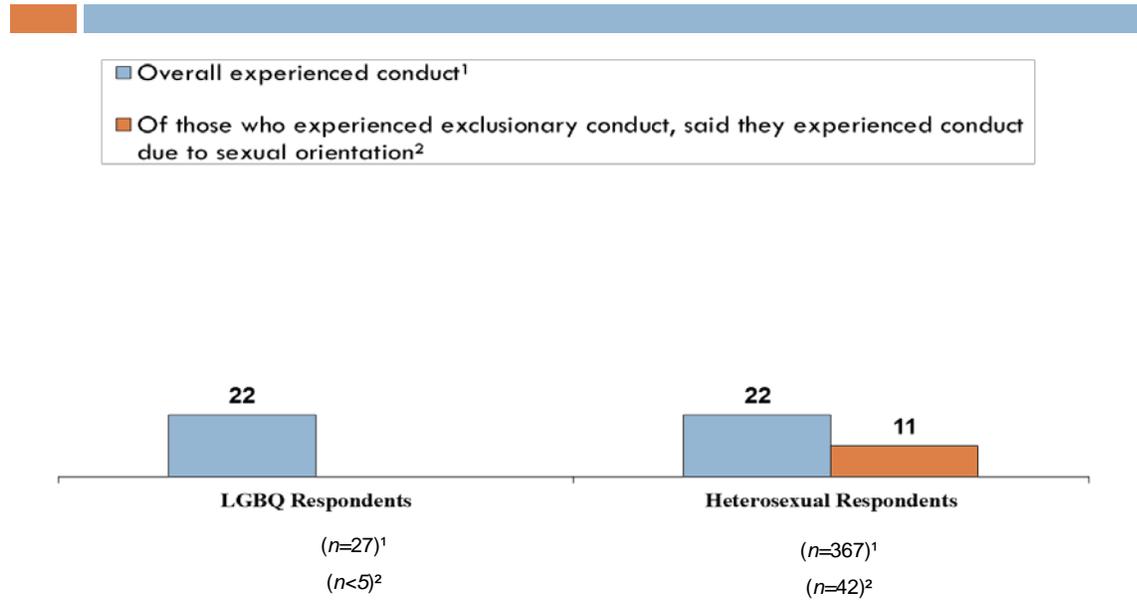


<sup>1</sup> Percentages are based on total n split by group.

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

*Figure 25. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Position Status (%)*

Figure 26 illustrates that LGBQ respondents and heterosexual respondents believed they had experienced exclusionary conduct at similar rates (22%).



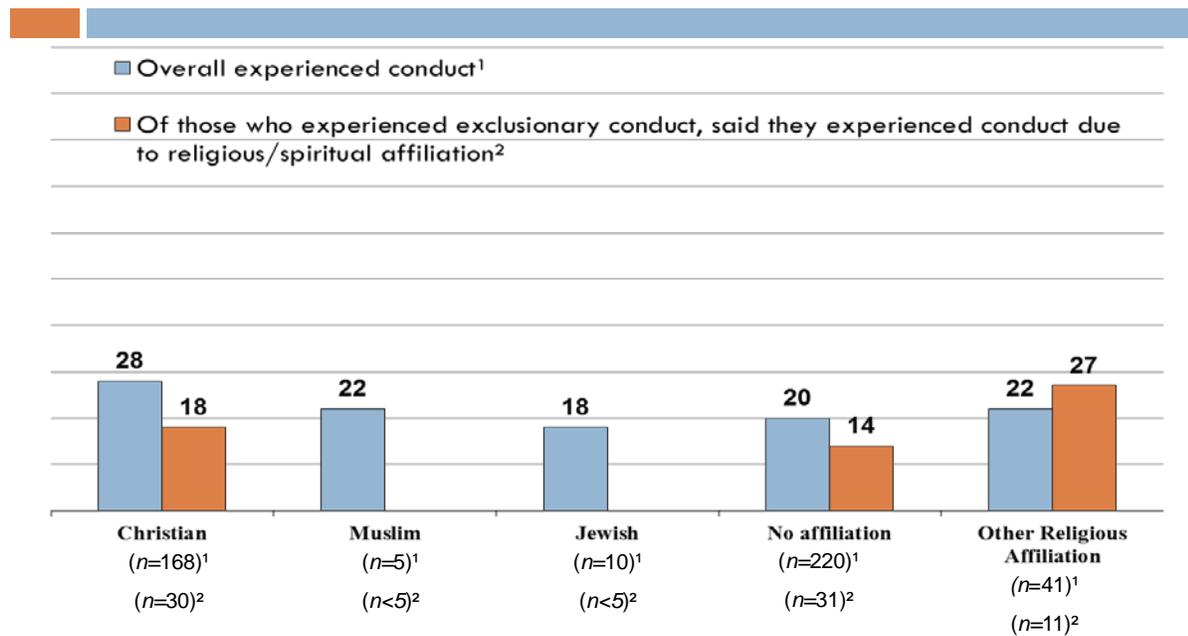
Responses with *n*'s less than 5 are not presented in the figure.

<sup>1</sup> Percentages are based on total *n* split by group.

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

Figure 26. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Sexual Orientation (%)

Christian respondents (28%,  $n = 168$ ) were more likely than Other Religious/Spiritual Affiliations to have experienced exclusionary conduct in the past year (Figure 27). Twenty-seven percent of Other Religious/Spiritual Affiliations respondents ( $n = 11$ ) indicated the conduct was based on religious/spiritual affiliation.



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

<sup>1</sup> Percentages are based on total  $n$  split by group.

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

Figure 27. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Religious/Spiritual Affiliation (%)

Respondents with disabilities (39%,  $n = 100$ ) were almost twice as likely as respondents without disabilities (20%,  $n = 324$ ) to have experienced exclusionary conduct in the past year (Figure 28). Respondents with disabilities were more likely to indicate the conduct was based on their medical condition, physical disability, or psychological condition than were those without disabilities.

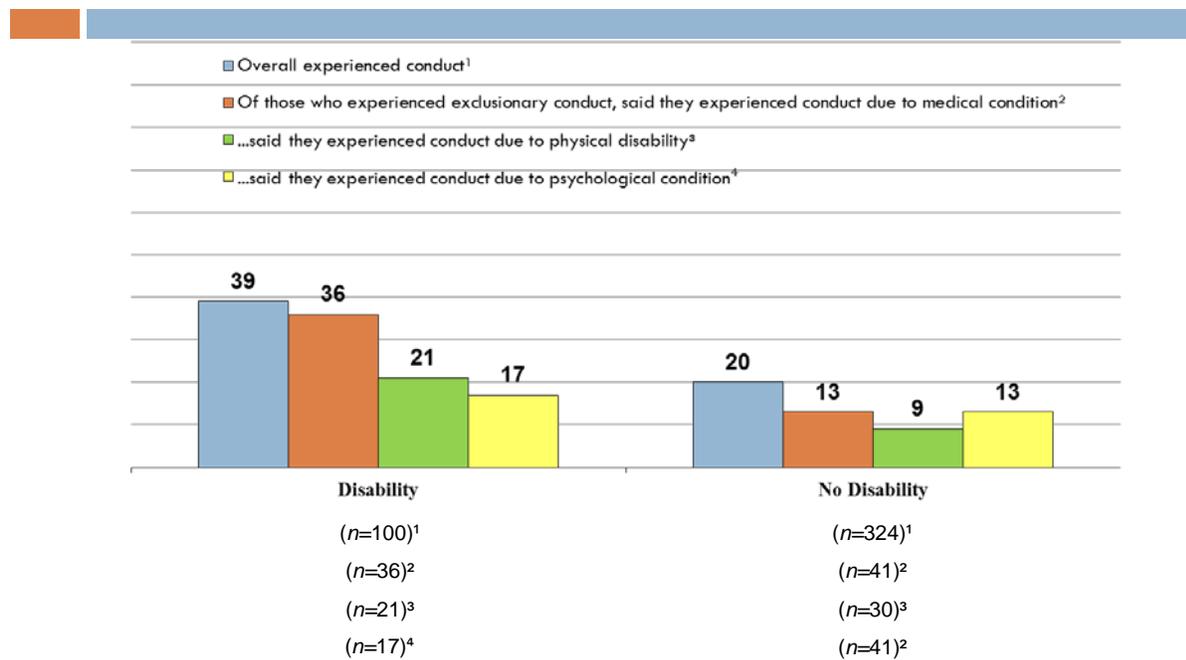
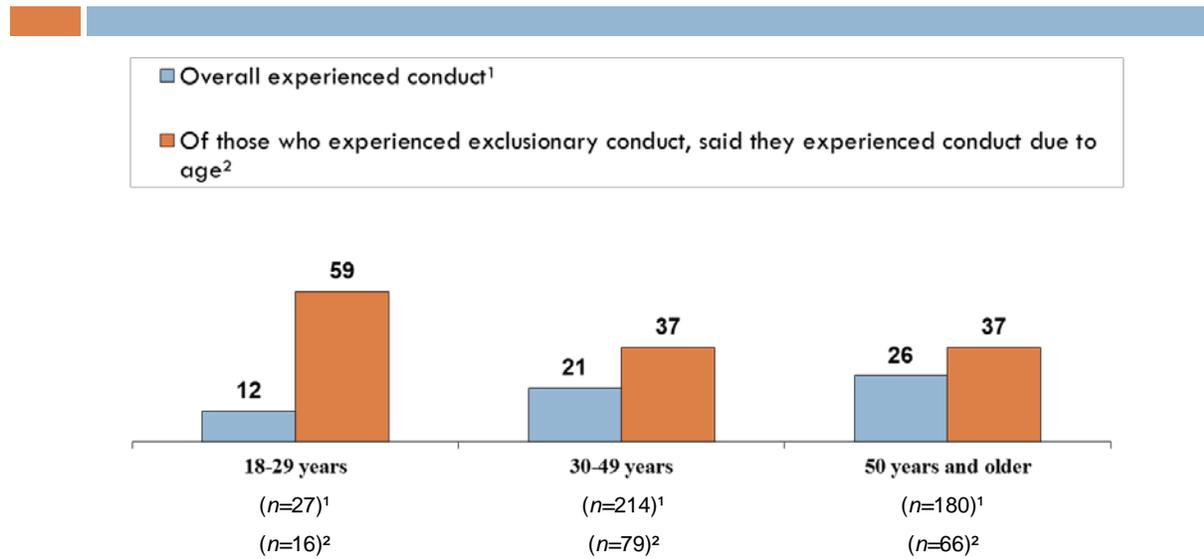


Figure 28. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Disability (%)

Respondents who were 50 years or older (26%,  $n = 180$ ) were more likely than their 30-49 year old (21%,  $n = 214$ ) and 18-29 year old (12%,  $n = 27$ ) counterparts to have experienced exclusionary conduct in the last year (Figure 29). More than half of the youngest group (59%,  $n = 16$ ), however, indicated this conduct was based on their age.



<sup>1</sup> Percentages are based on total  $n$  split by group.

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

*Figure 29. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Age (%)*

Twenty-five percent of U.S. Citizens ( $n = 424$ ), and 8% of Non-U.S. Citizens ( $n = 21$ ) experienced exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct at LBNL. Of the respondents who experienced such conduct, 25% of U.S. Citizens ( $n = 81$ ) and 75% of Non-U.S. Citizens ( $n = 12$ ) indicated it was based on country of origin. Sixteen percent of U.S. Citizens ( $n = 51$ ) and 50% of Non-U.S. Citizens ( $n = 7$ ) indicated it was based on immigrant/citizen status (Figure 30).

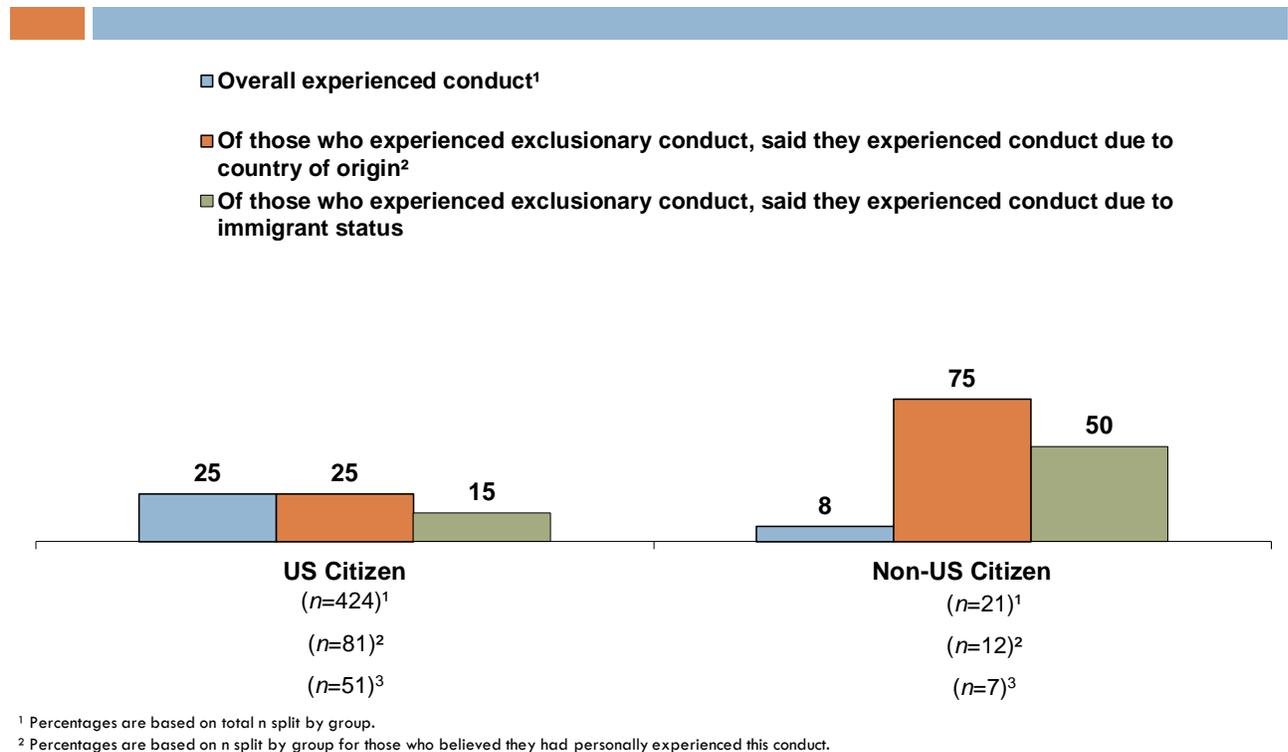


Figure 30. Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct Due to Country of Origin and Immigrant/Citizen Status (%)

Table 15 illustrates the manners in which the individuals experienced exclusionary conduct. Forty-eight percent felt deliberately ignored or excluded, 46% felt isolated or left out, and 44% felt intimidated or bullied.

**Table 15. Form of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct** Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 447).

<b>Conduct</b>	<b><i>n</i></b>	<b>% of those who experienced the conduct</b>
I felt I was deliberately ignored or excluded	216	48.3
I felt isolated or left out	207	46.3
I felt intimidated/bullied	196	43.8
I was the target of derogatory verbal remarks	78	17.4
I received a low performance evaluation	68	15.2
I received derogatory written comments	43	9.6
I observed others staring at me	30	6.7
I feared for my physical safety	18	4.0
I received derogatory phone calls	18	4.0
I was singled out as the spokesperson for my identity group	15	3.4
Someone assumed I was not admitted/hired/promoted due to my identity	13	2.9
I was the target of racial/ethnic profiling	10	2.2
Someone assumed I was admitted/hired/promoted due to my identity	10	2.2
I feared getting a poor grade because of a hostile classroom environment	8	1.8
I received threats of physical violence	6	1.3
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	<5	--
I feared for my family's safety	<5	--
I was the target of graffiti/vandalism	<5	--
I was the target of stalking	<5	--
I was the victim of a crime	<5	--
I was the target of physical violence	<5	--
<b>Other</b>	<b>64</b>	<b>14.3</b>

Percentages do not sum to 100 due to multiple responses.

Fifty-two percent of respondents who experienced exclusionary conduct said it occurred in a LBNL office, and 45% said the incidents occurred while working at a LBNL job. Thirty-four percent said the incident happened in a meeting with a group of people, and 26% said it happened while in a meeting with one other person (Table 16). Many respondents who marked “other” described the specific office, meeting, building, campus location or event where the incidents occurred (e.g., “division office,” found out others had been asked their opinion,” “in an LBNL lab,” “my emails sometimes don’t get answered,” “scientific meeting with LBNL employees,” “via conference,” and “when hired”).

**Table 16. Location of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**  
 Only answered by respondents who believed they had experienced exclusionary conduct ( $n = 447$ ).

<b>Location</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
In a LBNL office	234	52.3
While working at a LBNL job	202	45.2
In a meeting with a group of people	150	33.6
In a meeting with one other person	114	25.5
In a public space at LBNL	60	13.4
At a LBNL event	32	7.2
In a class/lab/clinical setting	21	4.7
Off campus	7	1.6
In a LBNL dining facility	6	1.3
In a faculty office	5	1.1
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	<5	--
While walking on campus	<5	--
On campus transportation	<5	--
In a health care setting	<5	--
Other	31	6.9

Percentages do not sum to 100 due to multiple responses.

Forty-four percent of the respondents identified co-workers as the source of the conduct. Thirty percent identified supervisors, and 24% identified staff members as the source (Table 17).

“Other” sources of exclusionary conduct included, “administrative assistant,” “deputy director,” “division director,” “internal client,” “LBNL researcher,” “post-doctoral fellow,” “someone higher than my lead,” “subcontractor personnel,” “team lead,” and veterinarian.”

**Table 17. Source of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**

Only answered by respondents who believed they had experienced exclusionary conduct ( $n = 447$ ).

Source	<i>n</i>	% of respondents who experienced conduct
Co-worker	195	43.6
Supervisor	133	29.8
Staff member	105	23.5
Department head	91	20.4
Administrator	61	13.6
Don't know source	13	2.9
Faculty member	13	2.9
Person that I supervise	12	2.7
Faculty advisor	7	1.6
LBNL visitor(s)	5	1.1
Student	<5	--
Union representative	<5	--
Campus organizations or groups	<5	--
Friend	<5	--
Stranger	<5	--
Campus media	<5	--
Campus police/building security	<5	--
Off-site community member	<5	--
Medical Staff	<5	--
Teaching assistant/Grad assistant/Lab assistant/Tutor	<5	--
Other	45	10.1

Percentages do not sum to 100 due to multiple responses.

Figure 31 reviews the source of perceived exclusionary conduct by status. Fifty-eight percent of “Other” respondents, 47% of Scientist or Engineer respondents, and 40% of Non-Scientist or Engineer respondents indicated a co-worker as the source.

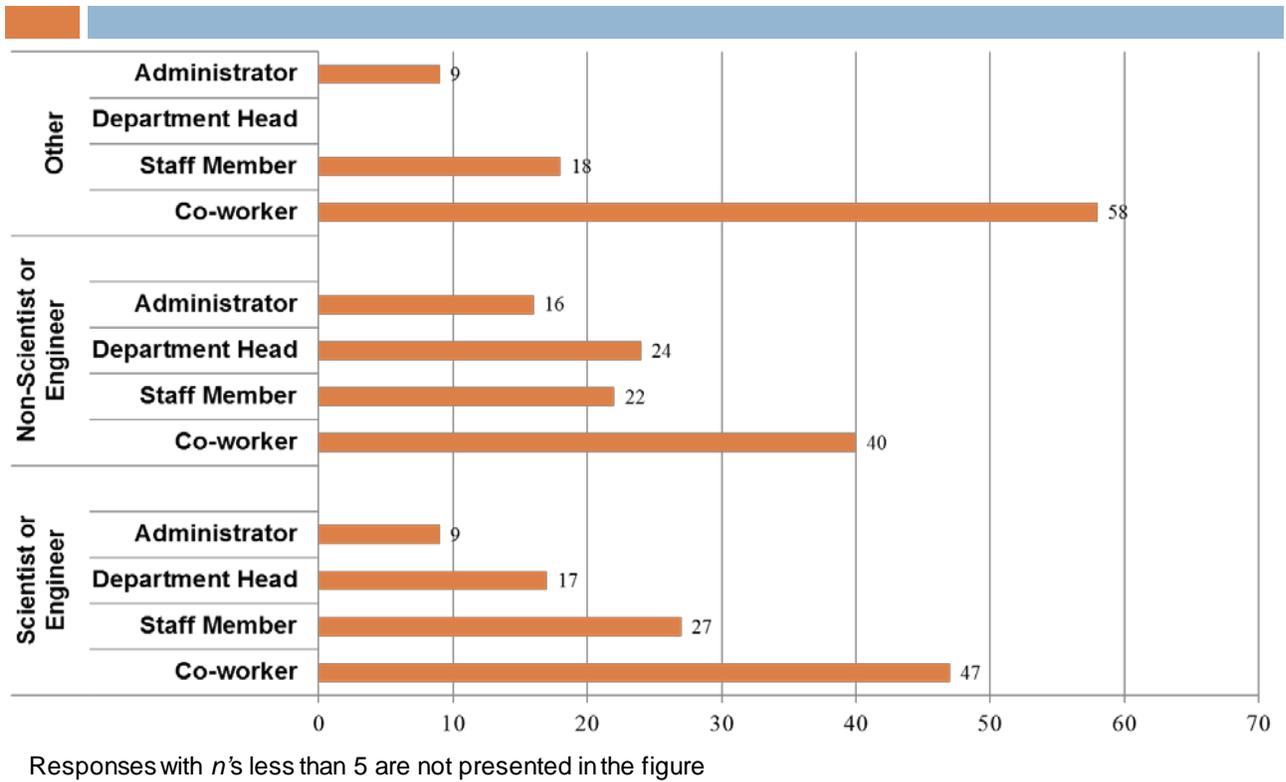


Figure 31. Source of Conduct by Position Status (%)

In response to this conduct, 51% of respondents were angry, 34% felt embarrassed, 30% told a family member, 28% told a friend, and 27% avoided the harasser (Table 18). While 7% of participants ( $n = 29$ ) reported it to a LBNL employee/official, 13% ( $n = 56$ ) didn't report it for fear their complaints would not be taken seriously, and 11% did not know who to go to ( $n = 47$ ) or did report it but they did not feel the complaint was taken seriously ( $n = 48$ ). "Other" responses included: "continued to follow up until I received a response;" "I defended myself;" "I felt depressed;" "I filed a complaint with DOE;" "I left the project;" "I try to ignore it and continue to do a good job;" "management handled the issue very well;" "other co-workers reported the conduct to the supervisor before I could;" "told my union president;" and "went to UC/LBNL Ombudsperson."

**Table 18. Reactions to Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct**  
 Only answered by respondents who believed they had experienced exclusionary conduct (*n* = 447).

<b>Reactions</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
I was angry	229	51.2
I felt embarrassed	153	34.2
I told a family member	133	29.8
I told a friend	124	27.7
I avoided the harasser	121	27.1
I ignored it	104	23.3
I sought support from a staff person	95	21.3
I reported it to a LBNL employee/official	67	15.0
I did nothing	66	14.8
I was afraid	61	13.6
I didn't report it for fear that my complaint would not be taken seriously	56	12.5
I felt somehow responsible	53	11.9
I did report it but I did not feel the complaint was taken seriously	48	10.7
I didn't know who to go to	47	10.5
I confronted the harasser later	40	8.9
I left the situation immediately	33	7.4
I sought support from campus resource (e.g. Counseling Center, Human Resources, Dean of Students)	33	7.4
I confronted the harasser at the time	33	7.4
I sought support from an administrator	32	7.2
I sought information on-line	17	3.8
It didn't affect me at the time	16	3.6
I sought support from off-campus hot-line/advocacy services	14	3.1
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	12	2.7
I told my union representative	11	2.5
I sought support from a faculty member	9	2.0
I sought support from student staff (e.g. peer counselor)	<5	--
I contacted a local law enforcement official	<5	--
I sought support from a TA/grad assistant	<5	--
Other	67	15.0

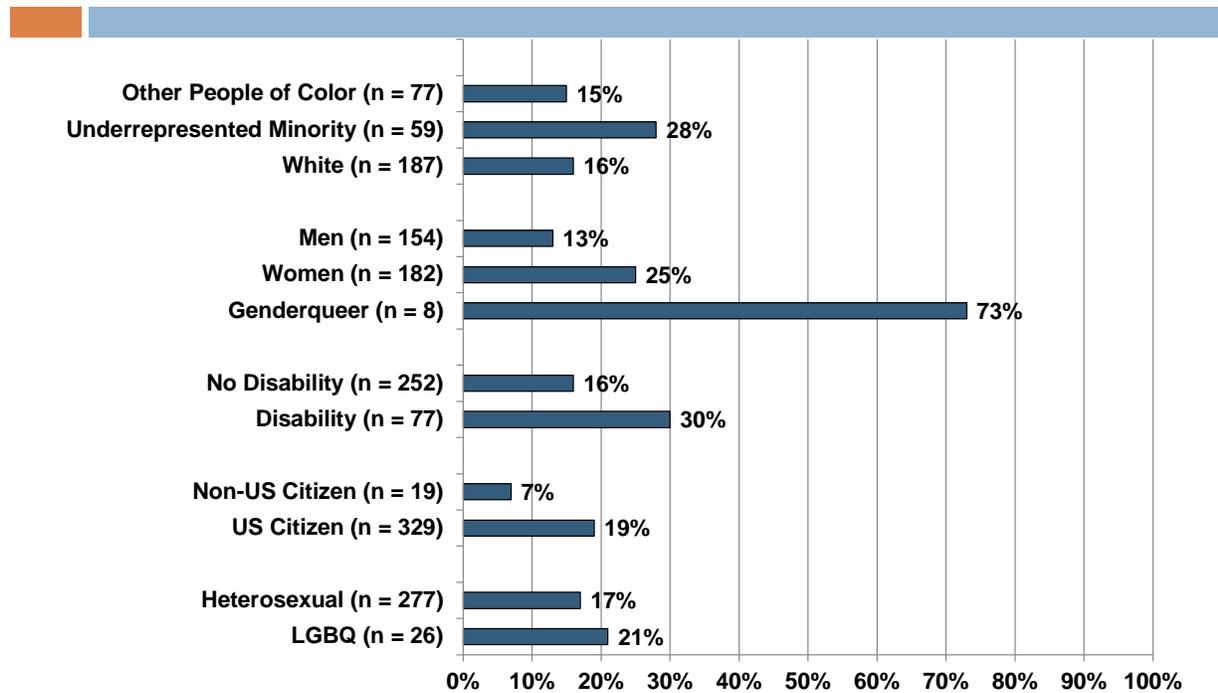
Percentages do not sum to 100 due to multiple responses.

### **Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct**

Respondents' observations of others experiencing exclusionary conduct may also contribute to their perceptions of campus climate. Eighteen percent of all survey respondents ( $n = 349$ ) observed conduct or communications directed towards a person or group of people at LBNL that they believe created an exclusionary, intimidating, offensive and/or hostile working or learning environment within the past year. Most of the observed exclusionary conduct was based on position (20%,  $n = 71$ ), race (10%,  $n = 34$ ), age (10%,  $n = 33$ ), educational level (9%,  $n = 30$ ), ethnicity (9%,  $n = 30$ ), academic performance (8%,  $n = 27$ ), philosophical views (8%,  $n = 27$ ), and country of origin (7%,  $n = 26$ ). Twenty percent ( $n = 68$ ) selected "don't know" as the basis.

Figures 32 through 37 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, disability status, position status, religious/spiritual status, and age) the responses of those individuals who observed exclusionary conduct within the past year.

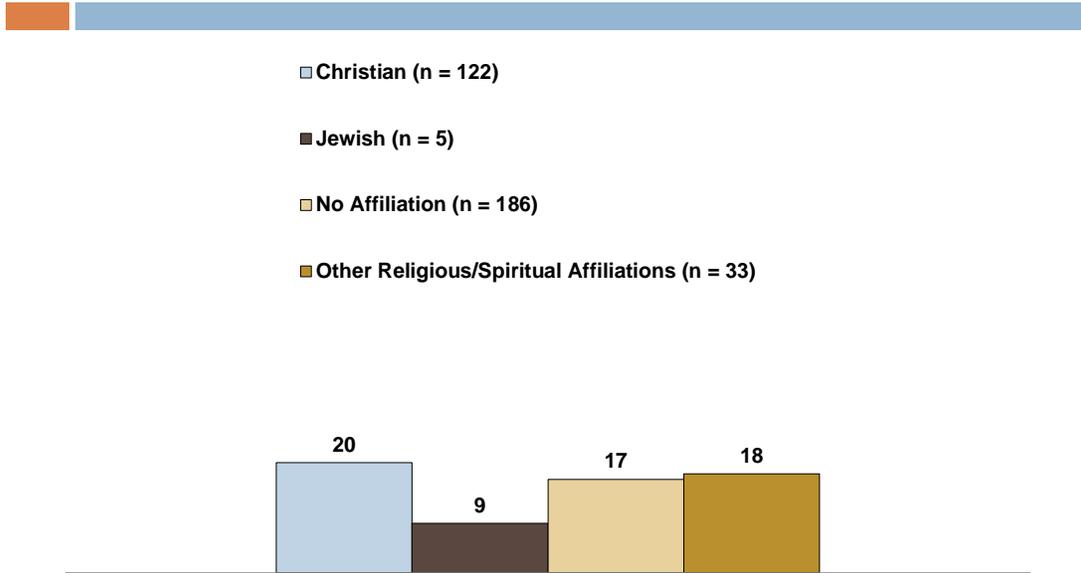
Nearly three-quarters of genderqueer respondents (73%,  $n = 8$ ) reported they observed conduct or communications directed towards a person or group of people at LBNL that created an exclusionary, intimidating, offensive and/or or hostile working or learning environment within the past year (Figure 32). Underrepresented Minority respondents (28%,  $n = 59$ ) were more likely than White respondents (16%,  $n = 187$ ) and Other People of Color (15%,  $n = 77$ ) to observe such conduct; and, women (25%,  $n = 182$ ) were more likely than men (13%,  $n = 154$ ). LGBQ respondents (21%,  $n = 26$ ) were slightly more likely than their heterosexual counterparts (17%,  $n = 277$ ) to observe such conduct. People with disabilities (30%,  $n = 77$ ) were more likely than those without (16%,  $n = 252$ ), and U.S. Citizen respondents (19%,  $n = 329$ ) were more likely than Non-U.S. Citizens (7%,  $n = 19$ ) to observe such conduct.



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

Figure 32. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Gender, Disability Status, Citizen Status, and Sexual Orientation (%)

Jewish respondents (9%,  $n = 5$ ) were less likely than other religious/spiritual groups to observe exclusionary conduct (Figure 33).



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

*Figure 33.* Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Religious/Spiritual Affiliation (%)

In terms of position at LBNL, results indicated that greater percentages of Non-Scientist or Engineer respondents (23%,  $n = 227$ ) believed they had observed exclusionary conduct than did Scientist or Engineer respondents (14%,  $n = 92$ ) or “Other” respondents (9%,  $n = 30$ ) (Figure 34).

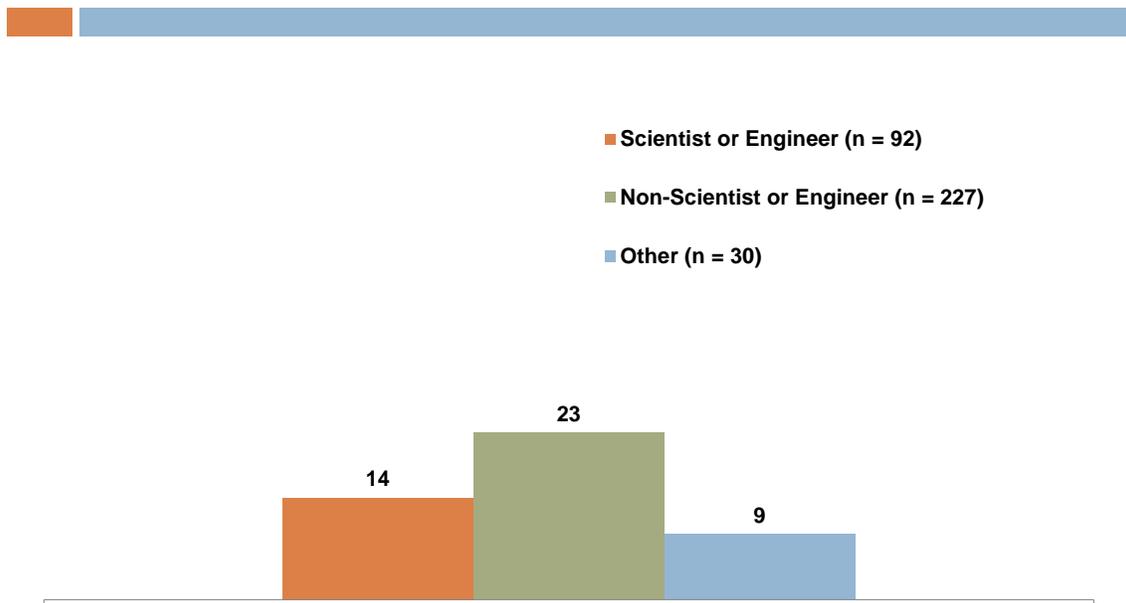


Figure 34. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Position Status (%)

In terms of age at LBNL, respondents who were 30-49 years of age (53%,  $n = 1,025$ ) at the time of the study were most likely to have observed exclusionary conduct (Figure 35). One-third of respondents 50 years and over (36%,  $n = 692$ ) also observed such conduct.

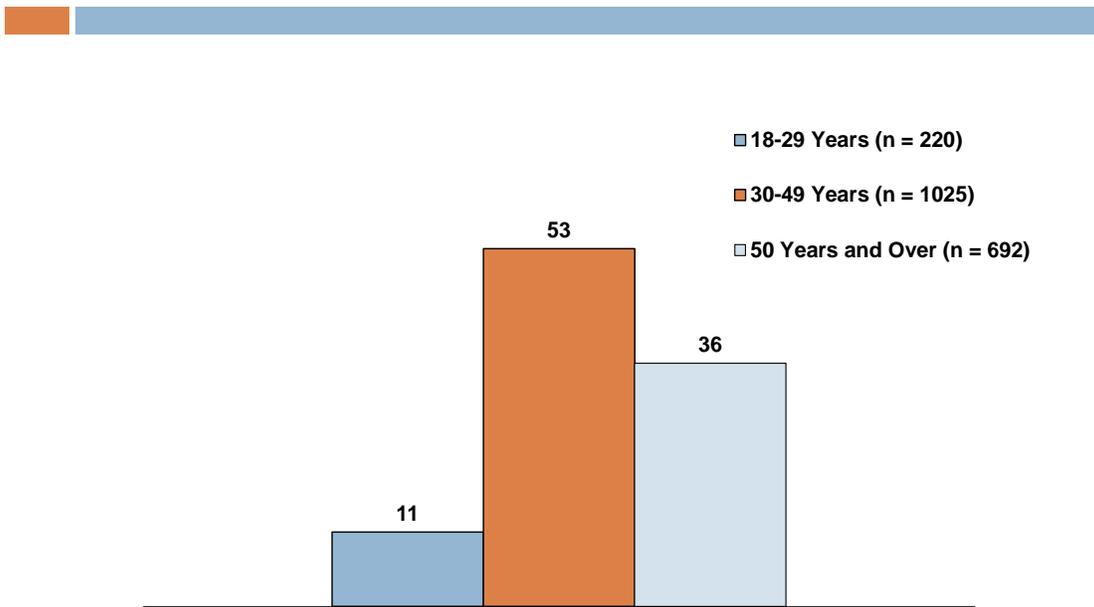


Figure 35. Observed Exclusionary, Intimidating, Offensive or Hostile Conduct by Age (%)

Table 19 illustrates that respondents’ most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (48%,  $n = 168$ ), someone being deliberately ignored or excluded (39%,  $n = 135$ ), someone being intimidated/bullied (38%,  $n = 131$ ), or someone being isolated or left out (27%,  $n = 95$ )

**Table 19. Form of Observed Exclusionary, Intimidating, Offensive or Hostile Conduct**  
Only answered by respondents who believed they had observed exclusionary conduct ( $n = 349$ ).

<b>Form</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Derogatory remarks	168	48.1
Deliberately ignored or excluded	135	38.7
Intimidated/bullied	131	37.5
Isolated or left out	95	27.2
Isolated or left out when work was required in groups	60	17.2
Receipt of a low performance evaluation	60	17.2
Assumption that someone was admitted/hired/promoted based on his/her identity	52	14.9
Derogatory written comments	37	10.6
Racial/ethnic profiling	27	7.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	26	7.4
Derogatory phone calls	21	6.0
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	16	4.6
Feared for their physical safety	16	4.6
Singled out as a spokesperson for his/her identity	11	3.2
Feared for their family’s safety	<5	--
Threats of physical violence	<5	--
Physical violence	<5	--
Victim of a crime	<5	--
Graffiti/vandalism	<5	--
Receipt of a poor grade because of a hostile classroom environment	<5	--
Other	31	8.9

Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of exclusionary, intimidating, offensive or hostile conduct, 32% had witnessed such conduct six or more times in the past year ( $n = 103$ ) (Table 20).

**Table 20. Number of Times Respondents Observed Exclusionary, Intimidating, Offensive or Hostile Conduct**  
 Only answered by respondents who believed they had observed exclusionary conduct ( $n = 349$ ).

<b>Number of Times Observed</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
1	49	15.3
2	64	19.9
3	57	17.8
4	32	10.0
5	16	5.0
6 or more	103	32.1

Percentages do not sum to 100 due to multiple responses.

Additionally, 50% of the respondents who observed exclusionary conduct said it happened in a LBNL office ( $n = 175$ ), 40% while working at a LBNL job ( $n = 141$ ), and 33% in a meeting with a group of people ( $n = 116$ ) (Table 21).

**Table 21. Location of Observed Exclusionary, Intimidating, Offensive or Hostile Conduct**  
 Only answered by respondents who believed they had observed exclusionary conduct ( $n = 349$ ).

<b>Location</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
In a LBNL office	175	50.1
While working at a LBNL job	141	40.4
In a meeting with a group of people	116	33.2
In a public space at LBNL	52	14.9
In a meeting with one other person	48	13.8
At a LBNL event	21	6.0
In a class/lab/clinical setting	20	5.7
Off campus	<5	--
In a LBNL dining facility	<5	--
In a faculty office	<5	--
While walking on campus	<5	--
In a health care setting	<5	--
In an on-line class	<5	--
In athletic facilities	<5	--
In off campus housing	<5	--
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	<5	--
On campus transportation	<5	--
Other	24	6.9

Percentages do not sum to 100 due to multiple responses.

Fifty-one percent ( $n = 179$ ) of respondents who observed exclusionary conduct said the targets of the conduct were co-workers. Other respondents identified staff members (31%,  $n = 108$ ), administrators (9%,  $n = 30$ ), and supervisors (7%,  $n = 26$ ).

The majority of respondents who observed exclusionary, intimidating, offensive or hostile conduct directed at others said supervisors were the source of the conduct (36%,  $n = 126$ ). Respondents identified additional sources as co-workers (31%,  $n = 109$ ), staff members (24%,  $n = 83$ ), department heads (13%,  $n = 44$ ), and administrators (12%,  $n = 41$ ).

Table 22 illustrates participants' reactions to this conduct. Respondents most often felt angry (42%,  $n = 148$ ) or embarrassed (36%,  $n = 125$ ). About one-quarter of respondents told a friend (24%,  $n = 84$ ) or a family member (22%,  $n = 77$ ). Twenty-one percent avoided the harasser ( $n = 74$ ). Seven percent reported it to an LBNL employee/official ( $n = 26$ ), while 9% didn't know who to go to ( $n = 32$ ). Some did not report it for fear their complaint would not be taken seriously (14%,  $n = 50$ ), and others did report it but felt their complaint was not taken seriously (9%,  $n = 31$ ).

**Table 22. Reactions to Observed Exclusionary, Intimidating, Offensive or Hostile Conduct**  
 Only answered by respondents who believed they had observed exclusionary conduct (*n* = 349).

<b>Reactions</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
I was angry	148	42.4
I felt embarrassed	125	35.8
I told a friend	84	24.1
I told a family member	77	22.1
I avoided the harasser	74	21.2
I sought support from a staff person	59	16.9
I didn't report it for fear that my complaint would not be taken seriously	50	14.3
I did nothing	48	13.8
I was afraid	46	13.2
I ignored it	36	10.3
I confronted the harasser later	34	9.7
I didn't know who to go to	32	9.2
I did report it but I did not feel the complaint was taken seriously	31	8.9
It didn't affect me at the time	28	8.0
I left the situation immediately	27	7.7
I felt somehow responsible	26	7.4
I reported it to an LBNL employee/official	26	7.4
I confronted the harasser at the time	21	6.0
I sought support from an administrator	21	6.0
I sought support from LBNL resource (e.g. Counseling Center, Human Resources, Dean of Students)	12	3.4
I told my union representative	9	2.6
I sought information on-line	9	2.6
I sought support from a faculty member	6	1.7
I sought support from off-campus hot-line/advocacy services	5	1.4
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	5	1.4
I contacted a local law enforcement official	<5	--
I sought support from a TA/grad assistant	<5	--
I sought support from student staff (e.g. peer counselor)	<5	--
<b>Other</b>	<b>61</b>	<b>17.5</b>

Percentages do not sum to 100 due to multiple responses.

## **Experiences of Unwanted Sexual Contact**

Within the last 5 years, 25 people (1%) believed they had experienced unwanted sexual contact<sup>46</sup> while at LBNL. Subsequent analyses of the data indicate that Other People of Color respondents (2%,  $n = 8$ ), respondents with disabilities (2%,  $n = 6$ ), Christian-affiliated respondents (2%,  $n = 10$ ), and Non-Scientist or Engineer respondents (2%,  $n = 18$ ) experienced unwanted sexual contact.

Eight respondents offered additional comments about their experiences of unwanted sexual contact. Five of these respondents provided further detail about the contact, which will not be shared here to protect anonymity. A few respondents shared that they did not wish to elaborate on the incident, because, as one respondent noted, they feared “retaliation.” One respondent stated a report of the incident was already made.

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<sup>46</sup> The survey defined unwanted sexual conduct as including “forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

## Summary

Three-quarters of all respondents were comfortable with the climate at LBNL and in their departments and work units. As noted earlier, 22% of respondents ( $n = 447$ ) across LBNL believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct in the past year. The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of exclusionary conduct and discrimination than those in the majority. In addition, 25 respondents believed they had experienced unwanted sexual contact in the past five years at LBNL.

The findings are consistent with those found in higher education institutions across the country based on the work of the consultant (Rankin & Associates, 2013). For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” Seventy-eight percent of all respondents in the LBNL survey reported that they were “comfortable” or “very comfortable” with the climate at UC. Similarly, 20% to 25% in similar reports believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. At LBNL, 22% of respondents believed that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct. The results also parallel the findings of other climate studies of specific constituent groups offered in the literature (Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2008; Yosso, Smith, Ceja, & Solórzano, 2009).

### Perceptions of Workplace Climate

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

At least half of all employee respondents “strongly agreed”/“agreed” that the workplace climate was welcoming for employees based on all of the characteristics listed in Table 23.

**Table 23. Workplace Climate is Welcoming for Employees Irrespective of Demographic Characteristics**

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	345	18.2	938	49.4	288	15.2	66	3.5	261	13.8
Ancestry	399	21.1	854	45.2	184	9.7	65	3.4	389	20.6
Country of origin	434	23.0	900	47.6	196	10.4	66	3.5	295	15.6
Educational level	382	20.2	949	50.3	284	15.0	65	3.4	208	11.0
English language proficiency/ accent	379	20.1	976	51.7	244	12.9	42	2.2	247	13.1
Ethnicity	425	22.7	889	47.4	211	11.3	80	4.3	270	14.4
Gender identity	355	19.0	768	41.2	228	12.2	58	3.1	455	24.4
Gender expression	334	18.0	737	39.7	227	12.2	52	2.8	506	27.3
Immigrant/citizen status	393	21.0	856	45.7	216	11.5	66	3.5	341	18.2
International Status	410	21.9	860	45.9	200	10.7	59	3.1	345	18.4
Learning disability	227	12.3	591	32.0	257	13.9	69	3.7	703	38.1
Marital status	415	22.2	855	45.7	210	11.2	68	3.6	322	17.2
Medical conditions	308	16.7	756	41.0	252	13.7	70	3.8	458	24.8
Military/veteran status	295	15.9	673	36.3	153	8.2	54	2.9	681	36.7
Parental status (e.g., having children)	367	19.7	872	46.7	235	12.6	58	3.1	335	17.9
Participation in a club/organization	336	18.1	772	41.6	185	10.0	50	2.7	511	27.6

*Table 23 (cont.)*

<b>Group</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Don't Know</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Participation on an athletic team	293	15.9	647	35.1	185	10.0	57	3.1	661	35.9
Philosophical Views	298	16.1	769	41.5	235	12.7	56	3.0	494	26.7
Psychological condition	247	13.5	652	35.6	216	11.8	49	2.7	669	36.5
Physical characteristics	318	17.2	817	44.2	214	11.6	58	3.1	440	23.8
Physical disability	297	16.1	731	39.7	231	12.6	58	3.2	523	28.4
Political views	282	15.3	767	41.5	276	15.0	77	4.2	444	24.1
Race	381	20.5	832	44.8	238	12.8	73	3.9	332	17.9
Religious/spiritual views	308	16.7	751	40.7	235	12.7	70	3.8	481	26.1
Sexual orientation	349	19.0	779	42.3	200	10.9	59	3.2	453	24.6
Socioeconomic status	321	17.5	816	44.4	247	13.5	67	3.6	385	21.0

When analyzed by demographic characteristics, the data reveal that 100% of genderqueer respondents ( $n = 7$ ) agreed that the climate was welcoming based on gender, while 78% ( $n = 391$ ) of women and 81% ( $n = 721$ ) of men felt the workplace climate was welcoming (Figure 36).<sup>47</sup>

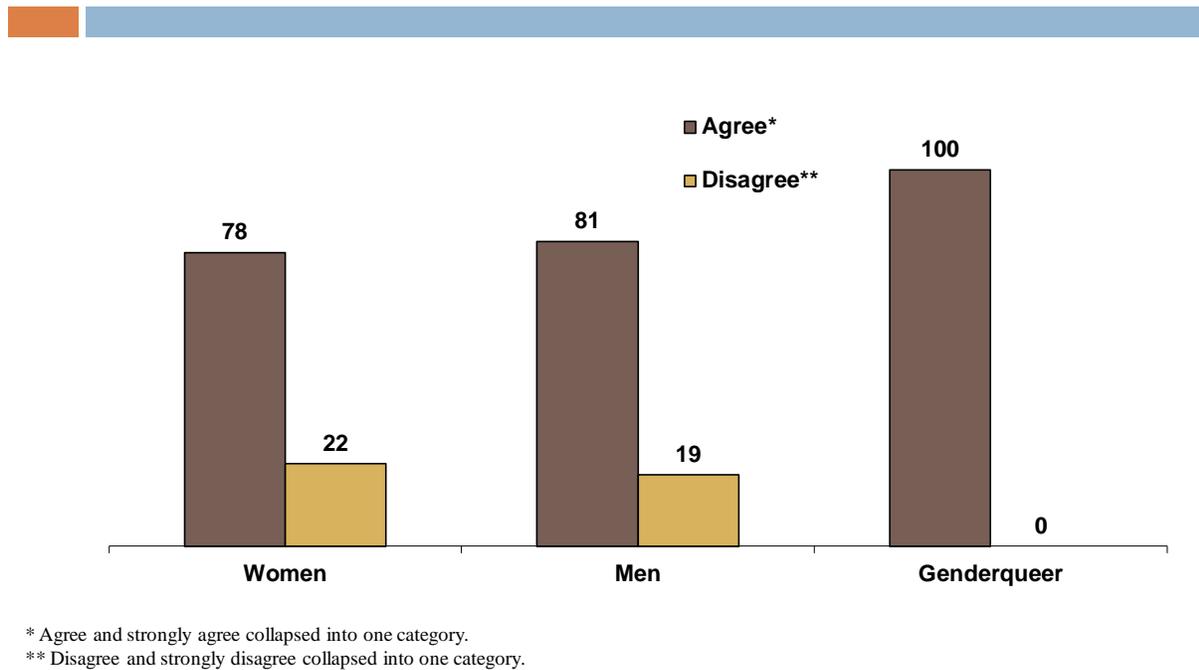


Figure 36. Perceptions of Welcoming Workplace Climate Based on Gender (%)

<sup>47</sup> The reader will note that for items which used the Likert scale “strongly agree” to “strongly disagree”, respondents were given the opportunity to choose “don’t know.” “Don’t know” responses are available in the frequency tables in Appendix B and are not depicted in the narrative analyses.

Other People of Color respondents (64%,  $n = 237$ ) were less likely than other groups to agree the workplace climate was welcoming based on race, followed by Underrepresented Minority respondents (71%,  $n = 170$ ) (Figure 37).

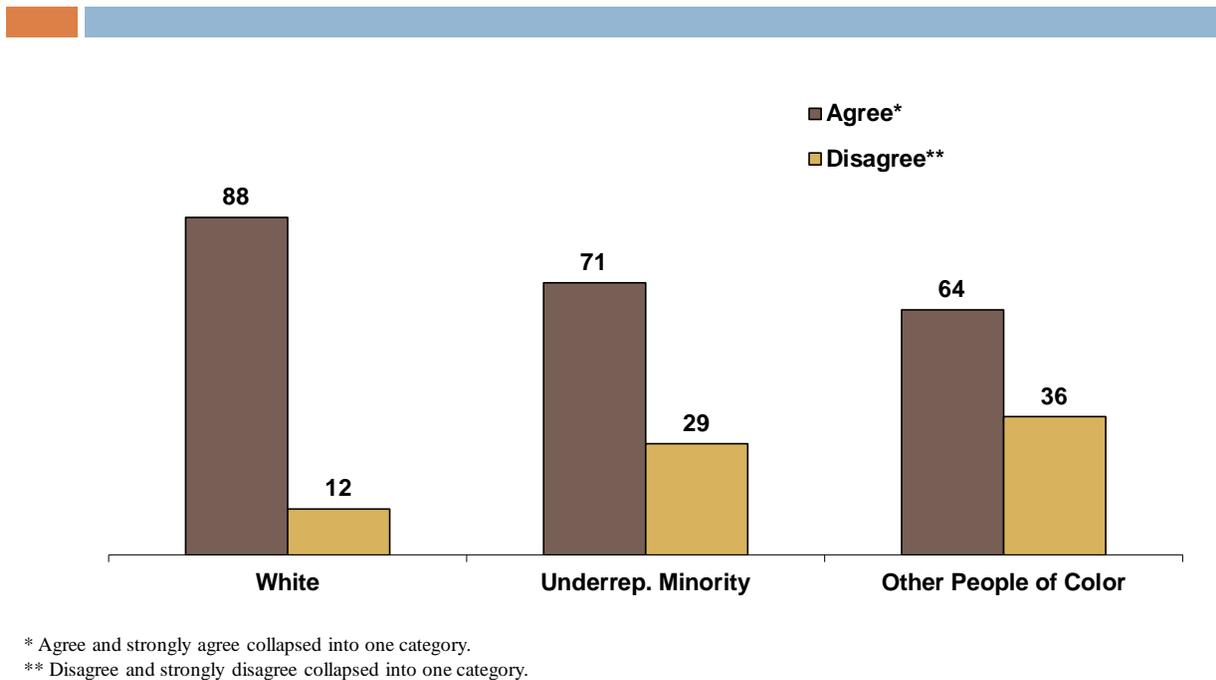


Figure 37. Perceptions of Welcoming Workplace Climate Based on Race (%)

LGBQ respondents (79%,  $n = 79$ ) were slightly less likely to agree that the climate was welcoming when compared with their heterosexual counterparts (83%,  $n = 963$ ) (Figure 38).

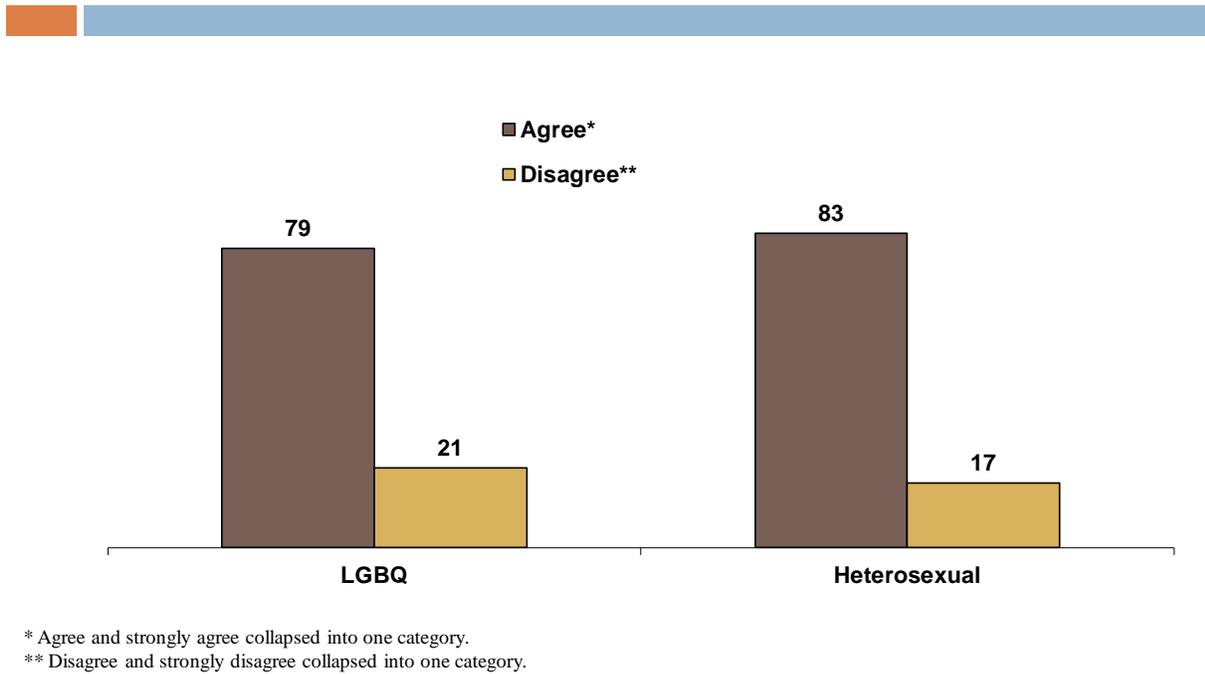
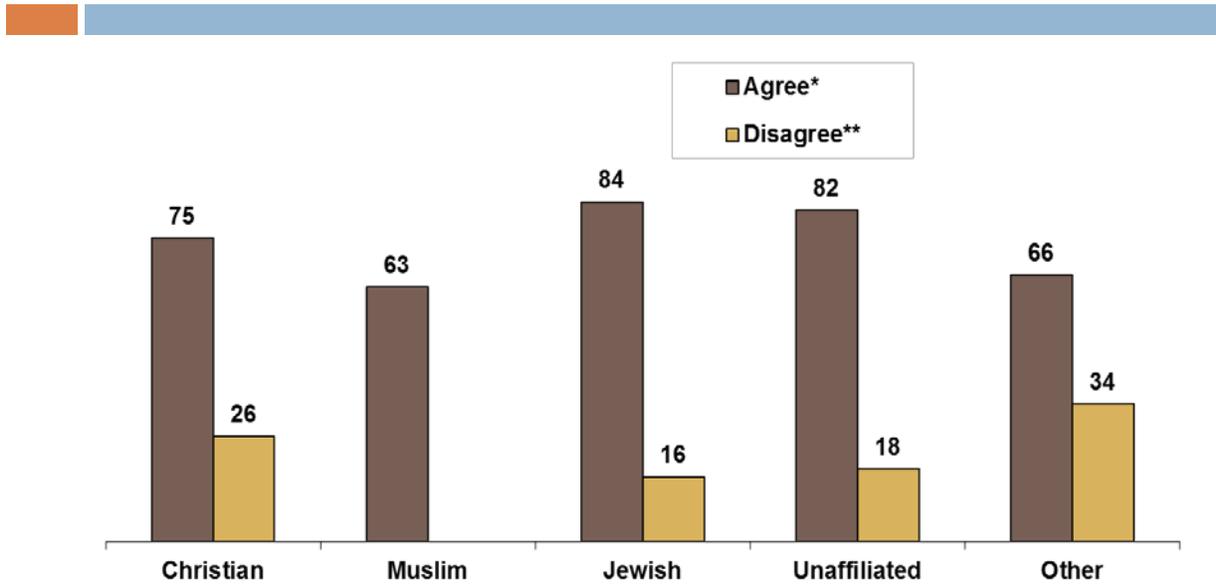


Figure 38. Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

Muslim respondents (63%,  $n = 10$ ) were less likely than other religious/spiritual groups to agree the workplace climate was welcoming irrespective of religious/spiritual views (Figure 39).



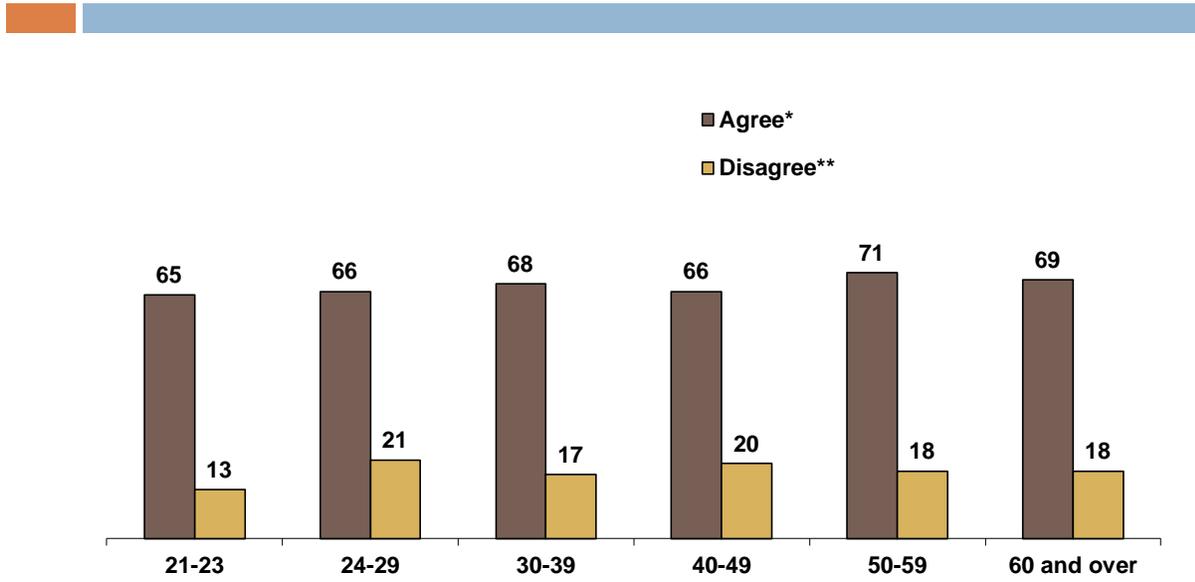
Responses with  $n$ 's less than 5 are not presented in the figure.

\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

Figure 39. Perceptions of Welcoming Workplace Climate Based on Religious/Spiritual Views (%)

Respondents 50 to 59 years of age (71%,  $n = 348$ ) were slightly more likely than other age groups to agree the workplace climate was welcoming irrespective of age (Figure 40).



\* Agree and strongly agree collapsed into one category.

\*\* Disagree and strongly disagree collapsed into one category.

Figure 40. Perceptions of Welcoming Workplace Climate Based on Age (%)

Seventy-one percent of U.S. Citizen respondents ( $n = 1,146$ ) and 48% of Non-U.S. Citizen respondents ( $n = 120$ ) felt the workplace climate was welcoming based on international status (Figure 41). Subsequent analyses indicated that 70% of U.S. Citizen respondents ( $n = 1,121$ ) and 49% of Non-U.S. Citizen respondents ( $n = 124$ ) felt the workplace climate was welcoming based on immigrant/citizen status.

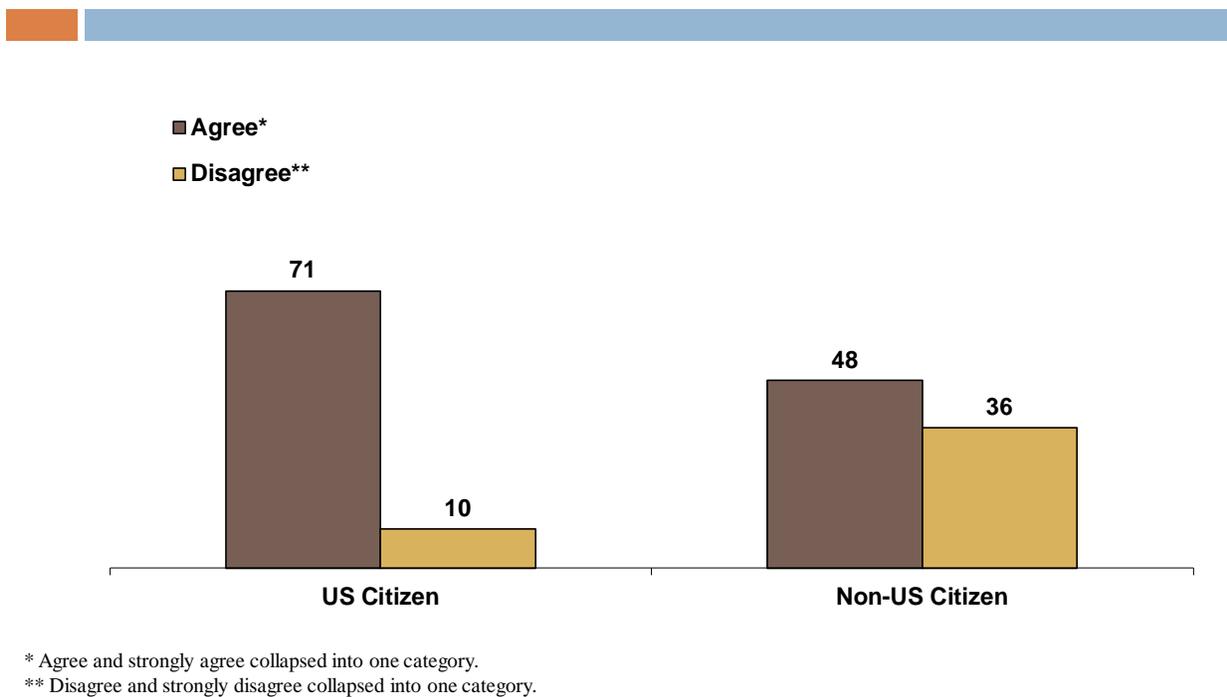


Figure 41. Perceptions of Welcoming Workplace Climate Based on International Status (%)

## **LBNL Climate and Work-Life Issues**

Several items addressed employees' experiences at LBNL; their perceptions of specific LBNL policies; their attitudes about the climate and work-life issues at LBNL; and faculty attitudes about tenure and advancement processes.

Twenty-four percent of all respondents ( $n = 467$ ) were reluctant to bring up issues that concern them for fear it would affect their performance evaluations or tenure/merit/promotion decisions (Table 24). Sixteen percent ( $n = 313$ ) believed their colleagues expected them to represent the "point of view" of their identities. Fifty percent of all respondents ( $n = 967$ ) felt that salary determinations were clear. Sixty-eight percent of respondents ( $n = 1,322$ ) thought LBNL demonstrated that it values a diverse faculty, while three-quarters of respondents thought it valued a diverse staff (78%,  $n = 1,510$ ).

Seventy-eight percent ( $n = 1,533$ ) were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers. About one-quarter of all respondents (27%,  $n = 528$ ) believed they had to work harder than their colleagues do in order to achieve the same recognition, and 32% ( $n = 625$ ) felt there were many unwritten rules concerning how one is expected to interact with colleagues in their work units.

Table 24 illustrates responses to these questions by gender, race/ethnicity, position, disability status, and religious/spiritual status where the responses for these groups differed from one another.

**Table 24. Attitudes about Work-Related Issues by Position, Race/Ethnicity, Gender, Disability Status, and Religious/Spiritual Status**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
<b>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision</b>	<b>135</b>	<b>6.8</b>	<b>332</b>	<b>16.8</b>	<b>714</b>	<b>36.2</b>	<b>671</b>	<b>34.0</b>	<b>122</b>	<b>6.2</b>
Scientist or Engineer	30	4.4	108	15.9	262	38.6	253	37.3	25	3.7
Non-Scientist or Engineer	94	9.7	174	17.9	335	34.5	313	32.3	54	5.6
Other Position	11	3.4	50	15.3	117	35.9	105	32.2	43	13.2
White	64	5.5	193	16.5	407	34.8	457	39.1	48	4.1
Underrepresented Minority	27	13.0	32	15.4	70	33.7	65	31.2	14	6.7
Other People of Color	31	6.1	87	17.1	208	40.9	130	25.5	53	10.4
Women	70	9.7	131	18.1	266	36.8	206	28.5	50	6.9
Men	56	4.6	195	16.0	440	36.1	459	37.6	70	5.7
No Disability	93	5.8	254	15.7	599	37.1	562	34.8	108	6.7
Disability	34	13.3	57	22.4	72	28.2	83	32.5	9	3.5
Christian	55	10.2	98	18.2	188	34.9	160	29.7	37	6.9
Other faith-based	69	5.3	204	15.8	465	36.0	480	37.2	72	5.6
<b>My colleagues/co-workers expect me to represent “the point of view” of my identity</b>	<b>66</b>	<b>3.4</b>	<b>247</b>	<b>12.7</b>	<b>657</b>	<b>33.9</b>	<b>548</b>	<b>28.2</b>	<b>422</b>	<b>21.8</b>
Scientist or Engineer	18	2.7	76	11.4	218	32.7	209	31.1	146	21.9
Non-Scientist or Engineer	40	4.2	114	12.0	330	34.7	253	26.6	214	22.5
Other Position	8	2.5	57	17.7	109	33.9	86	26.7	62	19.3
White	26	2.3	123	10.7	368	32.0	385	33.5	248	21.6
Underrepresented Minority	14	6.8	30	14.6	86	41.7	39	18.9	37	18.0
Other People of Color	21	4.2	85	17.1	178	35.7	105	21.1	109	21.9
Women	27	3.8	90	12.7	276	39.0	165	23.3	149	21.1
Men	36	3.0	155	12.9	372	30.9	379	31.5	260	21.6
No Disability	54	3.4	197	12.4	532	33.5	451	28.4	355	22.3
Disability	12	4.8	32	12.7	88	35.1	69	27.5	50	19.9
Christian	26	4.9	80	15.1	168	31.8	140	26.5	115	21.7
Other faith-based	37	2.9	150	11.8	447	35.3	376	29.7	258	20.3

<i>Table 24 (cont.)</i>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N/A</b>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<b>I believe salary determinations are clear</b>	<b>144</b>	<b>7.4</b>	<b>823</b>	<b>42.4</b>	<b>596</b>	<b>30.7</b>	<b>243</b>	<b>12.5</b>	<b>136</b>	<b>7.0</b>
Scientist or Engineer	43	6.4	274	40.8	240	35.8	81	12.1	33	4.9
Non-Scientist or Engineer	67	7.0	386	40.5	292	30.6	147	15.4	62	6.5
Other Position	34	10.7	163	51.4	64	20.2	15	4.7	41	12.9
White	88	7.7	490	42.7	360	31.4	135	11.8	75	6.5
Underrepresented Minority	11	5.4	81	39.5	67	32.7	29	14.1	17	8.3
Other People of Color	40	8.0	224	44.6	142	28.3	61	12.2	35	7.0
Women	33	4.7	292	41.3	220	31.1	109	15.4	53	7.5
Men	108	9.0	523	43.4	368	30.6	129	10.7	76	6.3
No Disability	122	7.7	694	43.7	474	29.8	185	11.6	114	7.2
Disability	14	5.5	95	37.4	90	35.4	41	16.1	14	5.5
Christian	43	8.1	226	42.8	152	28.8	67	12.7	40	7.6
Other faith-based	93	7.3	538	42.3	403	31.7	152	11.9	86	6.8
<b>I think that LBNL demonstrates that it values a diverse faculty</b>	<b>380</b>	<b>19.6</b>	<b>942</b>	<b>48.5</b>	<b>191</b>	<b>9.8</b>	<b>69</b>	<b>3.6</b>	<b>359</b>	<b>18.5</b>
Scientist or Engineer	134	20.1	325	48.7	62	9.3	17	2.5	130	19.5
Non-Scientist or Engineer	182	19.1	443	46.5	91	9.5	47	4.9	190	19.9
Other Position	64	20.0	174	54.4	38	11.9	5	1.6	39	12.2
White	239	20.9	570	49.8	101	8.8	25	2.2	210	18.3
Underrepresented Minority	31	15.0	80	38.6	31	15.0	21	10.1	44	21.3
Other People of Color	98	19.4	257	51.0	44	8.7	18	3.6	87	17.3
Women	115	16.2	347	48.9	85	12.0	33	4.7	129	18.2
Men	261	21.7	588	49.0	99	8.2	32	2.7	221	18.4
No Disability	302	19.0	788	49.5	145	9.1	52	3.3	305	19.2
Disability	52	21.0	111	44.8	35	14.1	11	4.4	39	15.7
Christian	95	17.8	251	47.1	51	9.6	28	5.3	108	20.3
Other faith-based	265	20.9	625	49.4	122	9.6	35	2.8	218	17.2
<b>I think LBNL demonstrates that it values a diverse staff</b>	<b>418</b>	<b>21.5</b>	<b>1092</b>	<b>56.3</b>	<b>192</b>	<b>9.9</b>	<b>83</b>	<b>4.3</b>	<b>156</b>	<b>8.0</b>
Scientist or Engineer	153	22.8	374	55.8	62	9.3	21	3.1	60	9.0
Non-Scientist or Engineer	195	20.4	532	55.8	98	10.3	59	6.2	70	7.3
Other Position	70	22.1	186	58.7	32	10.1	3	0.9	26	8.2
White	276	24.1	663	57.8	95	8.3	32	2.8	81	7.1
Underrepresented Minority	33	15.9	101	48.8	30	14.5	26	12.6	17	8.2
Other People of Color	96	19.2	285	57.0	53	10.6	18	3.6	48	9.6
Women	116	16.4	419	59.3	86	12.2	36	5.1	50	7.1
Men	298	24.8	664	55.1	101	8.4	42	3.5	99	8.2
No Disability	333	20.9	914	57.5	148	9.3	61	3.8	134	8.4
Disability	57	22.7	135	53.8	31	12.4	16	6.4	12	4.8
Christian	104	19.5	286	53.7	50	9.4	36	6.8	57	10.7
Other faith-based	286	22.6	732	57.9	123	9.7	41	3.2	83	6.6

*Table 24 (cont.)*

	<b>Strongly Agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N/A</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>I am comfortable taking leave that I am entitled to without fear that it may affect my job/career</b>	<b>524</b>	<b>26.6</b>	<b>1009</b>	<b>51.2</b>	<b>275</b>	<b>14.0</b>	<b>93</b>	<b>4.7</b>	<b>70</b>	<b>3.6</b>
Scientist or Engineer	205	30.1	340	50.0	86	12.6	29	4.3	20	2.9
Non-Scientist or Engineer	246	25.4	508	52.5	134	13.9	54	5.6	25	2.6
Other Position	73	22.5	161	49.7	55	17.0	10	3.1	25	7.7
White	340	29.1	589	50.3	155	13.2	53	4.5	33	2.8
Underrepresented Minority	47	22.7	108	52.2	28	13.5	16	7.7	8	3.9
Other People of Color	120	23.7	275	54.3	71	14.0	16	3.2	24	4.7
Women	159	22.0	362	50.1	128	17.7	45	6.2	28	3.9
Men	361	29.6	635	52.1	141	11.6	41	3.4	40	3.3
No Disability	451	28.0	830	51.6	210	13.1	63	3.9	55	3.4
Disability	50	19.5	125	48.6	49	19.1	24	9.3	9	3.5
Christian	135	25.1	279	52.0	70	13.0	34	6.3	19	3.5
Other faith-based	362	28.1	645	50.1	187	14.5	50	3.9	43	3.3
<b>I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition</b>	<b>156</b>	<b>7.9</b>	<b>372</b>	<b>18.8</b>	<b>977</b>	<b>49.5</b>	<b>367</b>	<b>18.6</b>	<b>103</b>	<b>5.2</b>
Scientist or Engineer	49	7.2	121	17.7	336	49.2	147	21.5	30	4.4
Non-Scientist or Engineer	90	9.3	197	20.4	465	48.1	165	17.1	50	5.2
Other Position	17	5.2	54	16.6	176	54.2	55	16.9	23	7.1
White	66	5.6	162	13.8	625	53.2	271	23.1	50	4.3
Underrepresented Minority	34	16.4	45	21.7	88	42.5	26	12.6	14	6.8
Other People of Color	41	8.1	146	28.7	229	45.1	60	11.8	32	6.3
Women	79	10.9	156	21.6	343	47.5	113	15.7	31	4.3
Men	69	5.6	211	17.3	623	50.9	252	20.6	68	5.6
No Disability	109	6.7	302	18.7	808	50.0	313	19.4	85	5.3
Disability	39	15.3	51	20.0	118	46.3	37	14.5	10	3.9
Christian	64	11.8	111	20.5	246	45.5	91	16.8	29	5.4
Other faith-based	78	6.1	234	18.2	661	51.3	258	20.0	58	4.5
<b>There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit</b>	<b>166</b>	<b>8.5</b>	<b>459</b>	<b>23.5</b>	<b>908</b>	<b>46.5</b>	<b>296</b>	<b>15.2</b>	<b>124</b>	<b>6.3</b>
Scientist or Engineer	43	6.4	159	23.7	304	45.3	118	17.6	47	7.0
Non-Scientist or Engineer	104	10.8	239	24.9	432	45.0	128	13.3	56	5.8
Other Position	19	5.9	61	18.9	172	53.3	50	15.5	21	6.5
White	84	7.3	265	22.9	546	47.2	208	18.0	55	4.7
Underrepresented Minority	27	13.1	55	26.7	89	43.2	23	11.2	12	5.8
Other People of Color	38	7.6	118	23.5	239	47.6	59	11.8	48	9.6
Women	78	11.0	171	24.0	326	45.8	96	13.5	41	5.8
Men	79	6.5	282	23.3	572	47.2	199	16.4	79	6.5
No Disability	127	7.9	365	22.8	749	46.9	252	15.8	105	6.6
Disability	35	13.9	62	24.6	112	44.4	30	11.9	13	5.2
Christian	48	9.0	135	25.3	244	45.7	72	13.5	35	6.6
Other faith-based	103	8.1	289	22.7	605	47.5	207	16.2	70	5.5

The majority of respondents found that LBNL was supportive of taking leave (79%,  $n = 1,539$ ), and of flexible work schedules (75%,  $n = 1,464$ ). Fourteen percent of respondents ( $n = 273$ ) felt that people who do not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children. Few respondents (9%,  $n = 226$ ) felt that people who had children were considered by LBNL to be less committed to their jobs/careers. Forty-six percent ( $n = 878$ ) felt that LBNL provides available resources to help employees balance work-life needs, such as childcare and elder care. Few respondents (11%,  $n = 226$ ) were disadvantaged by a need to balance dependent care responsibilities with professional responsibilities. Table 25 illustrates employees' responses to these items by gender.

**Table 25. Attitudes about Work-Life Issues by Gender**

Issues	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I find that LBNL is supportive of taking leave.</b>	<b>329</b>	<b>16.8</b>	<b>1210</b>	<b>61.7</b>	<b>213</b>	<b>10.9</b>	<b>39</b>	<b>2.0</b>	<b>171</b>	<b>8.7</b>
Women	104	14.5	426	59.4	94	13.1	23	3.2	70	9.8
Men	222	18.3	770	63.4	112	9.2	11	0.9	99	8.2
<b>I find that LBNL is supportive of flexible work schedules.</b>	<b>416</b>	<b>21.2</b>	<b>1048</b>	<b>53.4</b>	<b>284</b>	<b>14.5</b>	<b>140</b>	<b>7.1</b>	<b>73</b>	<b>3.7</b>
Women	134	18.7	339	47.4	141	19.7	77	10.8	24	3.4
Men	278	22.9	698	57.4	141	11.6	52	4.3	46	3.8
<b>I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.</b>	<b>64</b>	<b>3.3</b>	<b>209</b>	<b>10.7</b>	<b>1030</b>	<b>52.6</b>	<b>436</b>	<b>22.3</b>	<b>218</b>	<b>11.1</b>
Women	30	4.2	101	14.2	352	49.4	147	20.6	83	11.6
Men	27	2.2	105	8.6	665	54.8	287	23.6	130	10.7
<b>I feel that people who have children are considered by LBNL to be less committed to their jobs/careers.</b>	<b>41</b>	<b>2.1</b>	<b>135</b>	<b>6.9</b>	<b>1098</b>	<b>56.2</b>	<b>458</b>	<b>23.4</b>	<b>223</b>	<b>11.4</b>
Women	24	3.4	66	9.3	398	56.1	137	19.3	84	11.8
Men	14	1.2	67	5.5	685	56.3	319	26.2	131	10.8
<b>I feel that LBNL provides available resources to help employees balance work-life needs, such as childcare and elder care.</b>	<b>113</b>	<b>5.9</b>	<b>765</b>	<b>39.7</b>	<b>376</b>	<b>19.5</b>	<b>150</b>	<b>7.8</b>	<b>523</b>	<b>27.1</b>
Women	49	6.9	299	42.3	147	20.8	51	7.2	161	22.8
Men	63	5.3	460	38.6	227	19.0	90	7.6	352	29.5
<b>I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.</b>	<b>36</b>	<b>1.9</b>	<b>190</b>	<b>9.8</b>	<b>692</b>	<b>35.7</b>	<b>194</b>	<b>10.0</b>	<b>827</b>	<b>42.7</b>
Women	22	3.1	79	11.2	235	33.3	56	7.9	313	44.4
Men	13	1.1	106	8.8	449	37.3	138	11.5	498	41.4

The majority of respondents believed that they had colleagues or co-workers (75%,  $n = 1,480$ ) and supervisors (69%,  $n = 1,364$ ) at LBNL who gave them career advice or guidance when they need it (Table 26).

Sixty-seven percent ( $n = 1,312$ ) believed their supervisors provided them with resources to pursue professional development opportunities, and 70% ( $n = 1,364$ ) felt their supervisors provided ongoing feedback to help improve their performance. The majority of respondents had adequate access to administrative support (76%,  $n = 1,494$ ).

**Table 26. Perceptions of Support and Resources Available at LBNL**

Resources	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have supervisors who give me job/career advice or guidance when I need it.</b>	<b>356</b>	<b>18.1</b>	<b>1008</b>	<b>51.3</b>	<b>358</b>	<b>18.2</b>	<b>170</b>	<b>8.7</b>	<b>73</b>	<b>3.7</b>
Scientist or Engineer	106	15.7	351	51.8	137	20.2	55	8.1	28	4.1
Non-Scientist or Engineer	148	15.3	495	51.2	187	19.4	100	10.4	36	3.7
Other	102	31.7	162	50.3	34	10.6	15	4.7	9	2.8
<b>I have colleagues/co-workers who give me job/career/education advice or guidance when I need it.</b>	<b>334</b>	<b>17.0</b>	<b>1146</b>	<b>58.3</b>	<b>297</b>	<b>15.1</b>	<b>79</b>	<b>4.0</b>	<b>110</b>	<b>5.6</b>
Scientist or Engineer	100	14.7	399	58.8	120	17.7	28	4.1	32	4.7
Non-Scientist or Engineer	151	15.6	559	57.9	150	15.5	39	4.0	67	6.9
Other	83	25.9	188	58.6	27	8.4	12	3.7	11	3.4
<b>My supervisor provides me with resources to pursue professional development opportunities.</b>	<b>341</b>	<b>17.3</b>	<b>971</b>	<b>49.4</b>	<b>399</b>	<b>20.3</b>	<b>165</b>	<b>8.4</b>	<b>90</b>	<b>4.6</b>
Scientist or Engineer	98	14.4	344	50.6	151	22.2	53	7.8	34	5.0
Non-Scientist or Engineer	163	16.9	476	49.3	189	19.6	92	9.5	46	4.8
Other	80	25.0	151	47.2	59	18.4	20	6.2	10	3.1
<b>My supervisor provides ongoing feedback to help me improve my performance.</b>	<b>315</b>	<b>16.1</b>	<b>1049</b>	<b>53.6</b>	<b>403</b>	<b>20.6</b>	<b>150</b>	<b>7.7</b>	<b>39</b>	<b>2.0</b>
Scientist or Engineer	83	12.3	373	55.3	157	23.3	50	7.4	11	1.6
Non-Scientist or Engineer	149	15.5	514	53.5	193	20.1	84	8.7	21	2.2
Other	83	25.9	162	50.5	53	16.5	16	5.0	7	2.2
<b>I have adequate access to administrative support.</b>	<b>315</b>	<b>16.1</b>	<b>1179</b>	<b>60.1</b>	<b>282</b>	<b>14.4</b>	<b>106</b>	<b>5.4</b>	<b>79</b>	<b>4.0</b>
Scientist or Engineer	118	17.4	421	62.2	94	13.9	32	4.7	12	1.8
Non-Scientist or Engineer	130	13.5	551	57.0	161	16.7	67	6.9	57	5.9
Other	67	21.1	207	65.1	27	8.5	7	2.2	10	3.1

## Perceptions of Employment Practices

Regarding employees' observations of discriminatory employment practices, 13% ( $n = 254$ ) of all employees [9% of Scientists or Engineers ( $n = 61$ ), 18% of Non-Scientist or Engineers ( $n = 177$ ), and 5% of Other Position ( $n = 16$ )] believed they observed hiring practices at LBNL (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust or would inhibit diversifying the community within the past year/hiring cycle (Table 27).

**Table 27. Employee Respondents Who Believed They Had Observed Employment Practices that were Unfair, Unjust, or Would Inhibit Diversifying the Community**

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion/Tenure/Reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>1302</b>	<b>65.7</b>	<b>1447</b>	<b>73.0</b>	<b>1192</b>	<b>60.4</b>
Scientist or Engineer	498	72.7	537	78.4	436	64.1
Non-Scientist or Engineer	584	60.1	652	66.9	526	54.3
Other	220	67.7	258	79.6	230	71.2
<b>Yes</b>	<b>254</b>	<b>12.8</b>	<b>171</b>	<b>8.6</b>	<b>358</b>	<b>18.2</b>
Scientist or Engineer	61	8.9	40	5.8	116	17.1
Non-Scientist or Engineer	177	18.2	130	13.3	229	23.6
Other	16	4.9	<5	--	13	4.0
<b>Don't Know</b>	<b>426</b>	<b>21.5</b>	<b>365</b>	<b>18.4</b>	<b>422</b>	<b>21.4</b>
Scientist or Engineer	126	18.4	108	15.8	128	18.8
Non-Scientist or Engineer	211	21.7	192	19.7	214	22.1
Other	89	27.4	65	20.1	80	24.8

Of those who believed that they had observed discriminatory hiring, 34% ( $n = 87$ ) said it was based on personal relationships, 13% ( $n = 34$ ) on ethnicity, 13% ( $n = 32$ ) on race, and 11% on age ( $n = 28$ ) and preferential re-hiring ( $n = 27$ ).

- By gender identity: subsequent analyses indicated that 17% of women ( $n = 121$ ) and 10% of men ( $n = 125$ ) believed they had observed discriminatory hiring practices.<sup>48</sup>

<sup>48</sup> Transgender and genderqueer respondents were not included in these analyses because their numbers were too small to assure confidentiality.

- By racial identity: subsequent analyses indicated that 24% of Underrepresented Minority respondents ( $n = 49$ ), 11% ( $n = 58$ ) of Other People of Color respondents, and 11% ( $n = 124$ ) of White respondents observed unfair or unjust hiring at LBNL.
- By sexual orientation: subsequent analyses indicated that LGBQ respondents ( $n = 19$ ) and 12% of heterosexual respondents ( $n = 197$ ) believed they had observed discriminatory hiring practices.
- By disability status: subsequent analyses indicated that 19% of respondents with disabilities ( $n = 50$ ) versus 12% of respondents without disabilities ( $n = 186$ ) believed they had observed discriminatory hiring practices.

Nine percent of employee respondents ( $n = 171$ ) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicate that of those individuals, 22% ( $n = 37$ ) said they believed the discrimination was based on LBNL position, 21% ( $n = 36$ ) on age, 16% ( $n = 27$ ) on ethnicity, and 14% ( $n = 23$ ) on race.

- By position: subsequent analyses indicated that Non-Scientist or Engineers (13%,  $n = 130$ ) were more than twice as likely as Scientists or Engineers (6%,  $n = 40$ ) to have observed discriminatory disciplinary actions.
- By gender identity: subsequent analyses indicated that 12% of women ( $n = 84$ ) and 7% of men ( $n = 80$ ) believed they had observed discriminatory practices.
- By racial identity: subsequent analyses indicated that 18% of Underrepresented Minority respondents ( $n = 37$ ), 7% of White respondents ( $n = 87$ ), and 6% of Other People of Color respondents ( $n = 33$ ) witnessed such actions.
- By sexual orientation: subsequent analyses indicated that 11% of LGBQ respondents ( $n = 14$ ) and 8% of heterosexual respondents ( $n = 132$ ) witnessed discriminatory disciplinary actions.
- By disability status: subsequent analyses indicated that 16% of respondents with disabilities ( $n = 41$ ) witnessed this conduct compared with 8% of respondents without disabilities ( $n = 121$ ).

Eighteen percent of all respondents ( $n = 358$ ) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at LBNL. Several respondents believed it was based on personal relationships (31%,  $n = 110$ ), LBNL position (17%,  $n = 60$ ), and age (12%,  $n = 41$ ).

- By position: subsequent analyses indicated that 24% of Non-Scientists or Engineers ( $n = 229$ ) and 17% of Scientists and Engineers ( $n = 116$ ) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.
- By gender identity: subsequent analyses indicated that 23% of women ( $n = 167$ ) and 15% of men ( $n = 182$ ) witnessed such conduct.
- By racial identity: subsequent analyses indicated that 31% of Underrepresented Minority respondents ( $n = 63$ ), 16% of White respondents ( $n = 185$ ), and 16% of Other People of Color respondents ( $n = 84$ ) witnessed such conduct.
- By sexual orientation: subsequent analyses indicated that 20% of LGBTQ respondents ( $n = 25$ ) and 18% of heterosexual respondents ( $n = 287$ ) witnessed such conduct.
- By disability status: subsequent analyses indicated that 26% of respondents with disabilities ( $n = 65$ ) compared with 17% of respondents without disabilities ( $n = 278$ ) also witnessed such conduct.

## **Respondents Who Have Seriously Considered Leaving LBNL**

Thirty-six percent of all respondents ( $n = 719$ ) have seriously considered leaving LBNL in the past year. More than one-third of Scientist or Engineer respondents (39%,  $n = 268$ ) and Non-Scientist or Engineer respondents (36%,  $n = 349$ ) seriously considered leaving LBNL in the past year.

Subsequent analyses indicate that:

- By gender identity: 39% of women ( $n = 284$ ) and 34% of men ( $n = 424$ ) had seriously considered leaving the institution.
- By racial identity: 38% ( $n = 79$ ) of Underrepresented Minority respondents, 36% of White respondents ( $n = 419$ ), and 35% ( $n = 179$ ) of Other People of Color respondents had seriously considered leaving LBNL.
- By sexual orientation: 35% of LGBTQ respondents ( $n = 44$ ) and 36% of heterosexual respondents ( $n = 594$ ) had seriously considered leaving the institution.
- By disability status: 45% of respondents with disabilities ( $n = 411$ ) and 35% of respondents without disabilities ( $n = 52$ ) seriously considered leaving LBNL.
- By citizenship status: 37% of U.S. Citizens ( $n = 631$ ) and 32% of Non-U.S. Citizens<sup>49</sup> ( $n = 87$ ) had seriously considered leaving.

Five hundred ninety-five respondents further elaborated on why they considered leaving LBNL during the past year. A number of respondents described a “lack of funding” and “funding uncertainty” as reasons why they seriously considered leaving; others described “no opportunities for career advancement” and “0 bonuses, raises, promotions or any other incentives other than job security at LBNL.” Professional development opportunities and a “lack of continued education to improve skills” were also suggested as reasons for leaving. Personal relationships with supervisors or co-workers as well as a chilly work environment were also cited as contributing factors. A lack of encouragement or support from supervisors; challenging physical working environment; a change in leadership and an unsatisfactory “middle management”; “serious level of misuse/abuse of scientific ideas”; “lack in team spirit”; positions

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<sup>49</sup> Undocumented Resident employees were too few to include in these analyses.

only being temporary; “lack of diversity”; and, too many “politics and bureaucracy” were mentioned by respondents. Many respondents offered retirement as a reason as well as personal reasons such as family or relationship issues; work/life balance; commute; relocation; and a change in career path.

### **Summary**

The results from this section suggest that most respondents felt the workplace was welcoming for a variety of LBNL groups. Other People of Color respondents were least likely to agree that the workplace climate was welcoming based on gender, race, and sexual orientation when compared with other demographics groups.

Few LBNL employees had observed unfair or unjust hiring (13%,  $n = 254$ ), unfair or unjust promotion/tenure/reclassification (9%,  $n = 171$ ), or unfair or unjust disciplinary actions (18%,  $n = 358$ ). Additionally, the majority of respondents believed they had support from their co-workers and supervisors, and felt positively about a variety of LBNL policies and their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities. Finally, 36% of all respondents ( $n = 719$ ) have seriously considered leaving LBNL in the past year.

### **Institutional Actions**

The survey also asked employees to indicate how they thought the initiatives listed in Table 28 would affect the climate at LBNL. Respondents were asked to decide whether the institutional actions were available at LBNL and, if so, whether they positively or negatively affected the climate, or did not affect the climate. Readers will note that substantial proportions of respondents (19% - 46%) chose the “Don’t Know” response for the items in this survey question.

More than half of all employees thought providing diversity training for staff (52%,  $n = 963$ ), access to counseling for people who have experienced harassment (51%,  $n = 921$ ), mentorship for new staff (56%,  $n = 1,032$ ), a clear and fair process to resolve conflicts (56%,  $n = 1,024$ ), and career development opportunities for staff (69%,  $n = 1,250$ ) positively influenced LBNL. Increasing the diversity of the staff (54%,  $n = 981$ ) was also indicated as an initiative that positively influenced the climate at LBNL.

**Table 28. Employee Perceptions of How Initiatives Would Affect the Climate at LBNL**

Area	Not currently available at LBNL		Positively influenced LBNL climate		No influence on LBNL climate		Negatively influenced LBNL climate	
	n	%	n	%	n	%	n	%
Providing flexibility for promotion for staff	130	7.1	829	45.2	102	5.6	89	4.8
Providing diversity training for staff	63	3.4	963	52.3	251	13.6	26	1.4
Providing access to counseling for people who have experienced harassment	41	2.2	921	50.5	76	4.2	24	1.3
Providing mentorship for new staff	179	9.7	1,032	56.1	118	6.4	54	2.9
Providing a clear and fair process to resolve conflicts	91	5.0	1,024	56.1	99	5.4	53	2.9
Increasing funding to support efforts to change LBNL climate	117	6.4	624	34.2	204	11.2	45	2.5
Including diversity-related professional experiences as one of the criteria for hiring of staff	79	4.3	574	31.5	255	14.0	113	6.2
Increasing the diversity of the staff	44	2.4	981	54.0	233	12.8	45	2.5
Providing back-up family care	112	6.1	902	49.4	115	6.3	18	1.0
Providing lactation accommodations	65	3.6	798	44.0	113	6.2	11	0.6
Providing career development opportunities for staff	95	5.2	1250	68.8	84	4.6	38	2.1

Note: Survey item also included a “don’t know” response, which is available in Appendix B, Table B76. 19% - 46% of respondents choose the “don’t know” response.

One hundred-sixty respondents commented on institutional actions regarding diversity and inclusion at LBNL. Several of the respondents elaborated on promotion at LBNL. One respondent stated, “There are 0 promotions, pay raises, bonuses, or incentives at LBNL” and a second suggested “Promotion flexibility seems limited these days.” A third shared,

“The promotion process (at least from the SEA track to scientist track) seems to be anything but flexible - my understanding is that it is extremely cumbersome and the amount of time it takes is a deterrent to supervisors who would otherwise be happy to promote people. Making the process easier, and providing any kind of incentive for supervisors to actually get it done would help ease tensions among staff.”

A number of respondents indicated their lack of knowledge with regard to the availability of the programs/initiatives listed. Others stated although they are familiar with some of the initiatives, they have seen them “fail” or be unsuccessful. For example, one individual responded, “There have been many mentor programs and such since I've been here and they all fail. I believe because people just aren't interested.” A few respondents suggested the need for career development opportunities. The following comments are evidence to this, “There is no career development or quality training that leads towards career development at LBNL. The little that is here lacks quality and is only for ‘show’ and has no real substance or sincerity” and “Providing career development opportunities for staff...would have a significant improvement.”

Increased support, mentorship, career development opportunities, and promotion were mentioned as needs for post-docs at LBNL. A few respondents provided positive feedback to LBNL: “I am so very appreciative of the support for my career development through the tuition reimbursement program, learning opportunities, workshops, etc... I've never worked at another company that was so supportive.”; “The mentor program in EETD was great.”; “Back-up family care and lactation accommodations have really improved my experience at LBNL.” and, “All suggested improvements listed above are great! However, I hope LBNL does really implement them. From my past experience, each and every time a survey or campaign was done but never had any follow-ups, made people wonder the sincerity of the management. Pardon my honesty! I love LBNL and only want the best for it and its dedicated staff!!”

## **Summary**

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

## **Next Steps**

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

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## **Appendices**

Appendix A – Crosstabulations by Selected Demographics

Appendix B - Data Tables

Appendix C - Survey

**Crosstabs of Level 1 Demographic Categories by Primary Status**

		Scientist or Engineer		Non Scientist or Engineer		Other*		Total	
		N	%	N	%	N	%	N	%
Gender Identity	Unknown/Missing	6	0.87%	15	1.53%	2	0.61%	23	1.15%
	Man	522	75.87%	488	49.90%	215	65.95%	1225	61.50%
	Woman	154	22.38%	466	47.65%	105	32.21%	725	36.40%
	Transgender	0	0.00%	1	0.10%	0	0.00%	1	0.05%
	Genderqueer	2	0.29%	4	0.41%	4	1.23%	10	0.50%
	Multiple or Other	4	0.58%	4	0.41%	0	0.00%	8	0.40%
Racial Identity	Unknown/ Missing/Other	23	3.34%	43	4.40%	12	3.68%	78	3.92%
	White	448	65.12%	570	58.28%	160	49.08%	1178	59.14%
	Underrepresented Minority	37	5.38%	159	16.26%	13	3.99%	209	10.49%
	Other Person of Color	179	26.02%	198	20.25%	138	42.33%	515	25.85%
	Multi-Minority	1	0.15%	8	0.82%	3	0.92%	12	0.60%
Sexual Identity	Unknown/Missing	39	5.67%	53	5.42%	17	5.21%	109	5.47%
	LGBQ	39	5.67%	66	6.75%	20	6.13%	125	6.28%
	Heterosexual	577	83.87%	795	81.29%	269	82.52%	1641	82.38%
	Other	33	4.80%	64	6.54%	20	6.13%	117	5.87%

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

\* Other includes Postdoctoral Fellow, Graduate Student Research Assistant, and High School/Undergraduate Student Assistant

		Scientist or Engineer		Non Scientist or Engineer		Other*		Total	
		N	%	N	%	N	%	N	%
Citizenship Status	Unknown/Missing	5	0.73%	2	0.20%	2	0.61%	9	0.45%
	US Citizen	614	89.24%	960	98.16%	137	42.02%	1711	85.89%
	Non-US Citizen	69	10.03%	16	1.64%	187	57.36%	272	13.65%
	Undocumented	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Disability Status	Unknown/Missing	46	6.69%	39	3.99%	23	7.06%	108	5.42%
	No Disability	566	82.27%	792	80.98%	267	81.90%	1625	81.58%
	Disability	76	11.05%	147	15.03%	36	11.04%	259	13.00%
Religious/ Spiritual Affiliation	Unknown/Missing	51	7.41%	78	7.98%	21	6.44%	150	7.53%
	Christian	133	19.33%	342	34.97%	68	20.86%	543	27.26%
	Muslim	12	1.74%	4	0.41%	4	1.23%	20	1.00%
	Jewish	16	2.33%	19	1.94%	5	1.53%	40	2.01%
	Other	43	6.25%	38	3.89%	33	10.12%	114	5.72%
	None	378	54.94%	444	45.40%	175	53.68%	997	50.05%
	Multiple	55	7.99%	53	5.42%	20	6.13%	128	6.43%

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

\* Other includes Postdoctoral Fellow, Graduate Student Research Assistant, and High School/Undergraduate Student Assistant

## Appendix B PART I: Demographics

*The demographic information tables contain actual percentages except where noted.*

**Table B1**

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

Position	n	%
<b>Scientist or Engineer</b>	<b>688</b>	<b>34.5</b>
<b>Non Scientist or Engineer - Technical</b>	<b>398</b>	<b>20.0</b>
Staff- non-Union	222	55.8
Staff - Union	153	38.4
Missing	23	5.8
<b>Non Scientist or Engineer – Administrative/Operations</b>	<b>580</b>	<b>29.1</b>
Staff- non-Union	424	73.1
Staff - Union	110	19.0
Missing	46	7.9
<b>Postdoctoral Fellow</b>	<b>252</b>	<b>12.7</b>
<b>Graduate Student Research Assistant</b>	<b>67</b>	<b>3.4</b>
<b>High School/Undergraduate Student Assistant</b>	<b>7</b>	<b>0.4</b>

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

**NOTE: Unless otherwise indicated, LBNL respondents answered all questions for Faculty/Staff.**

**Table B2**

*Staff only:* What is your primary appointment status with LBNL? (Question 2)

Status	n	%
You do not have an appointment end date (e.g. career employee, faculty)?	1380	69.3
You do have an appointment end date (e.g. limited, term, postdoctoral fellow, student assistant, visiting faculty, IBEW interns)?	569	29.2
Missing	43	2.2

**Table B3**

*Staff only:* What is your level of position at LBNL? (Question 3)

Status	n	%
Supervisor or Manager	499	25.1
Non supervisor and not represented by union	1130	56.7
Non supervisor and represented by union	355	17.8
Missing	8	0.4

**Table B4**

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

Status	n	%
Full-time (100%, 40 hrs/week)	1874	94.1
Part time (anytime less than 100% time)	116	5.8
Missing	2	0.1

**Table B5**

What is your assigned birth sex? (Question 26)

Gender	n	%
Male	1233	61.9
Female	733	36.8
Intersex	4	0.2
Missing	22	1.1

**Table B6**

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

Gender	n	%
Man	1232	61.8
Woman	728	36.5
Transgender	3	0.2
Genderqueer	11	0.6
Other	8	0.4

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

**Table B7**

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

Position	n	%	Position	n	%
<b>African American/ African/Black</b>	<b>84</b>	<b>4.2</b>	Other Hispanic, Latin American, or of Spanish origin	25	<b>1.3</b>
African American	61	3.1	<b>Middle Easter/Southwest</b>		
African	5	0.3	<b>Asian/North African</b>	<b>66</b>	<b>3.3</b>
Black Caribbean	5	0.3	Afghan	0	0.0
Other African/African American/Black	7	0.4	Arab/Arab American	10	0.5
<b>American Indian/ Alaskan Native</b>	<b>28</b>	<b>1.4</b>	Armenian	1	0.1
Tribal Affiliation/corporation	15	0.8	Assyrian	0	0.0
<b>Asian/Asian American</b>	<b>457</b>	<b>22.9</b>	Azerbaijani	0	0.0
Asian Indian	68	3.4	Berber	0	0.0
Bangladeshi	3	0.2	Circassian	0	0.0
Cambodian	5	0.3	Chaldean	0	0.0
Chinese/Chinese American (except Taiwanese)	191	9.6	Coptic	0	0.0
Filipino/Filipino American	47	2.4	Druze	1	0.1
Hmong	0	0.0	Georgian	0	0.0
Indonesian	2	0.1	Iranian	7	0.4
Japanese/Japanese American	36	1.8	Jewish	28	1.4
Korean/Korean American	33	1.7	Kurdish	1	0.1
Laotian	1	0.1	Maronite	1	0.1
Malaysian	7	0.4	Turkish	7	0.4
Pakistani	1	0.1	Other Middle Eastern/ Southwest Asian/North African	6	0.3
Sri Lankan	1	0.1	<b>Pacific Islander</b>	<b>9</b>	<b>0.5</b>
Taiwanese/ Taiwanese American	23	1.2	Fijian	1	<b>0.1</b>
Thai	3	0.2	Guamanian/Chamorro	1	<b>0.1</b>
Vietnamese/Vietnamese American	10	0.7	Hawaiian	5	<b>0.3</b>
Other Asian	14	0.7	Samoan	1	<b>0.1</b>
<b>Hispanic/Latino</b>	<b>123</b>	<b>6.2</b>	Tongan	0	0.0
Cuban/Cuban American	5	0.3	Other Pacific Islander	0	0.0
Latin American/Latino	23	1.2	<b>White</b>	<b>1293</b>	<b>64.9</b>
Mexican/Mexican American/Chicano	63	3.2	European/European descent	1134	56.9
Puerto Rican	8	0.4	North African	10	0.5
			Other White/Caucasian	88	4.4
			<b>Other</b>	<b>21</b>	<b>1.1</b>

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

**Table B8**

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

Sexual Identity	n	%
Asexual	84	4.2
Bisexual	43	2.2
Gay	49	2.5
Heterosexual	1641	82.4
Lesbian	21	1.1
Queer	12	0.6
Questioning	11	0.6
Other	22	1.1
Missing	109	5.5

**Table B9**

What is your age? (Question 30)

Age	n	%
18-20	25	1.3
21-23	195	9.8
24-29	565	28.4
30-39	565	28.4
40-49	460	23.1
50-59	505	25.4
60 and over	187	9.4
Missing	55	2.8

**Table B10**

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

Group	n	%
No one	915	45.9
Children 18 years of age or under	680	34.1
Children over 18 years of age, but still legally dependant (in college, disabled, etc.)	190	9.5
Independent adult children over 18 years of age	77	3.9
Sick or disabled partner	44	2.2
Senior or other family member	243	12.2
Other	30	1.5

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

**Table B11**

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

Member Status	n	%
I have not been in the military	1853	93.0
Active military	5	0.3
Reservist	3	0.2
ROTC	7	0.4
Veteran	72	3.6
Missing	52	2.6

**Table B12**

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

**Note: This question was not asked for this location.**

**Table B13**

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

Level of Education	n	%
No high school	3	0.2
Some high school	3	0.2
Completed high school/GED	30	1.5
Some college	144	7.2
Business/Technical certificate/degree	46	2.3
Associate's degree	79	4.0
Bachelor's degree	410	20.6
Some graduate work	115	5.8
Master's degree	328	16.5
Doctoral degree	752	37.8
Professional degree (e.g. MD, JD, MBA)	66	3.3
Missing	16	0.8

Note: Table includes only those who answered that they were staff in Question 1 (n = 1992)

**Table B14**

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

**Note: This question was not asked for this location**

**Table B15**

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

**Note: This question was not asked for this location**

**Table B16**

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

**Note: This question was not asked for this location**

**Table B17**

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

**Note: This question was not asked for this location**

**Table B18**

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

Academic Unit	n	%
Accelerator and Fusion Research	62	3.1
Advanced Light Source	107	5.4
Chemical Sciences	62	3.1
Computational Research	62	3.1
Computing Sciences	36	1.8
Earth Sciences	136	6.8
Engineering	92	4.6
Environmental Energy Technologies	164	8.2
Environment, Health and Safety	96	4.8
Facilities	106	5.3
Genomics (JGI)	119	6.0
Human Resources	62	3.1
Information Technology	83	4.2
Joint BioEnergy Institute	17	0.9
Laboratory Directorate	39	2.0
Life Sciences	138	6.9
Materials Sciences	127	6.4
National Energy Research Computing Center	46	2.3
Nuclear Science	57	2.9
Office of the CFO	138	6.9
Physical Biosciences	81	4.1
Physics	61	3.1
Public Affairs	30	1.5
Scientific Networking	19	1.0
Technology Transfer	17	0.9
Missing	35	1.8

Note: Table includes only those who indicated they were staff in Question 1 (n = 1992).

**Table B19**

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

**Note: This question was not asked for this location**

**Table B20**

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

**Note: This question was not asked for this location**

**Table B21**

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

**Note: This question was not asked for this location**

**Table B22**

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

Disability	n	%
Acquired/Traumatic Brain Injury	4	0.2
Attention Deficit/Hyperactivity Disorder	27	1.4
Asperger's/Autism Spectrum	9	0.5
Blind	1	0.1
Low vision	19	1.0
Deaf	1	0.1
Hard of Hearing	33	1.7
Learning disability	11	0.6
Medical Condition	70	3.5
Mental health/psychological condition	52	2.6
Physical/Mobility condition that affects walking	27	1.4
Physical/Mobility condition that does not affect walking	23	1.2
Speech/Communication	20	1.0
Other	19	1.0
I have none of the listed conditions	1625	81.6

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

**Table B23**

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

Citizenship status	n	%
US citizen	1536	77.1
Permanent Resident	178	8.9
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	274	13.8
Other legally documented status	3	0.2
Undocumented resident	0	0.0

**Table B24**

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

Political views	n	%
Far left	70	3.5
Liberal	826	41.5
Moderate or middle of the road	585	30.9
Conservative	138	6.9
Far right	3	0.2
Undecided	194	9.7
Other	76	3.8
Missing	100	5.0

**Table B25**

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

Language spoken at home	n	%
English only	1316	66.1
Other than English	198	10.1
English and other language(s)	449	22.9
Missing	29	1.5

**Table B26**

What is your religious or spiritual identity? (mark all that apply)  
 (Question 47)

Spiritual Affiliation	n	%
Agnostic	277	13.9
Ahmadi Muslim	0	0.0
African Methodist Episcopal	0	0.0
Atheist	299	15.0
Assembly of God	0	0.0
Baha'i	0	0.0
Baptist	52	2.6
Buddhist	96	4.8
Christian Orthodox	41	2.1
Confucianist	7	0.4
Christian Methodist Episcopal	11	0.6
Druid	3	0.2
Episcopalian	33	1.7
Evangelical	19	1.0
Greek Orthodox	9	0.5
Hindu	47	2.4
Jain	0	0.0
Jehovah's Witness	8	0.4
Jewish Conservative	11	0.6
Jewish Orthodox	2	0.1
Jewish Reform	44	2.2
Lutheran	40	2.0
Mennonite	0	0.0
Moravian	0	0.0
Muslim	22	1.1
Native American Traditional Practitioner or Ceremonial	5	0.3
Nondenominational Christian	53	2.7
Pagan	10	0.5
Pentecostal	10	0.5
Presbyterian	37	1.9
Protestant	33	1.7
Quaker	7	0.4

<b>Table B26 (cont.)</b>	n	%
Rastafarian	2	0.1
Roman Catholic	259	13.0
Russian Orthodox	7	0.4
Scientologist	1	0.1
Secular Humanist	15	0.8
Seventh Day Adventist	10	0.5
Shi-ite	1	0.1
Sufi	0	0.0
Sunni	1	0.1
Shinto	3	0.2
Sikh	3	0.2
Taoist	17	0.9
The Church of Jesus Christ of Latter Day Saints	14	0.7
United Methodist	20	1.0
Unitarian Universalist	12	0.6
United Church of Christ	6	0.3
Wiccan	4	0.2
Spiritual, but no religious affiliation	196	9.8
No affiliation	455	22.8
Other	52	2.6

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

**Table B27**

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

**Note: This question was not asked for this location**

**Table B28**

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

**Note: This question was not asked for this location**

**Table B29**

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

**Note: This question was not asked for this location**

**Table B30**

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

**Note: This question was not asked for this location**

**Table B31**

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

**Note: This question was not asked for this location**

**Table B32**

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

**Note: This question was not asked for this location**

**Table B33**

What is your current relationship status? (Question 54)

Relationship status	n	%
Single, never married	364	18.3
Single, divorced	136	6.8
Single, widow (partner/spouse deceased)	21	1.1
Partnered	125	6.3
Partnered, in civil union/Registered Domestic Partnerships	28	1.4
Married or remarried	1244	62.4
Separated	26	1.3
Other	13	0.7
Missing	35	1.8

**Table B34**

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

**Note: This question was not asked for this location**

**Table B35**

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

**Note: This question was not asked for this location**

## PART II: Findings

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

**Table B36**

Overall, how comfortable are you with the work environment at LBNL?  
 (Question 5)

Comfort	n	%
Very comfortable	605	30.4
Comfortable	951	47.9
Neither comfortable nor uncomfortable	292	14.7
Uncomfortable	115	5.8
Very uncomfortable	24	1.2

**Table B37**

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

Comfort	n	%
Very comfortable	650	32.8
Comfortable	803	40.5
Neither comfortable nor uncomfortable	289	14.6
Uncomfortable	189	9.5
Very uncomfortable	53	2.7

**Table B38**

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

**Note: This question was not asked for this location**

**Table B39**

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

Considered Leaving	n	%
No	1265	63.8
Yes	719	36.2

**Table B40**

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

**Note: This question was not asked for this location**

**Table B41**

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

Experienced	n	%
No	1536	77.5
Yes, but it did not interfere with my ability to work or learn	283	14.3
Yes and it interfered with my ability to work or learn	164	8.3

**Table B42**

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

Based On:	Very often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Academic Performance	7	2.0	16	4.5	51	14.2	44	12.3	240	67.0
Age	12	3.3	29	8.0	75	20.8	55	15.2	190	52.6
Ancestry	10	2.8	16	4.6	30	8.5	52	14.8	243	69.2
Country of origin	5	1.4	14	4.1	32	9.3	43	12.5	251	72.8
Discipline of study	6	1.8	17	5.0	47	13.7	38	11.1	234	68.4
Educational level	15	4.2	25	7.1	63	17.8	44	12.5	206	58.4
Educational modality (on-line, classroom)	2	0.6	4	1.2	14	4.1	30	8.8	289	85.3
English language proficiency/accent	10	2.9	11	3.2	25	7.3	37	10.9	258	75.7
Ethnicity	12	3.4	18	5.2	35	10.1	47	13.5	236	67.8
Gender identity	8	2.3	13	3.7	29	8.4	52	15.0	245	70.6
Gender expression	5	1.5	10	3.0	23	6.8	42	12.5	257	76.3
Immigrant/citizen status	4	1.2	5	1.5	13	3.8	36	10.6	283	83.0
International Status	4	1.2	6	1.8	12	3.6	28	8.3	288	85.2
Learning disability	1	0.3	2	0.6	7	2.1	29	8.6	299	88.5
Marital status (e.g. single, married, partnered)	0	0.0	4	1.2	30	8.8	47	13.9	258	76.1
Medical condition	6	1.8	9	2.7	21	6.2	42	12.5	259	76.9
Military/veteran status	0	0.0	0	0.0	5	1.5	25	7.4	310	91.2
Parental status (e.g., having children)	2	0.6	11	3.2	24	7.1	47	13.8	256	75.3
Participation in an organization/team	10	3.0	6	1.8	16	4.8	27	8.1	273	82.2

Table B42 (cont.)	Very often		Often		Sometimes		Seldom		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Physical characteristics	7	2.1	7	2.1	33	9.8	48	14.2	243	71.9
Physical disability	4	1.2	4	1.2	12	3.6	33	9.8	284	84.3
Philosophical views	16	4.7	18	5.2	36	10.5	59	17.2	214	62.4
Political views	10	2.9	7	2.0	36	10.5	49	14.2	242	70.3
Position (staff, faculty, student)	35	9.4	47	12.7	100	27.0	49	13.2	140	37.7
Pregnancy	1	0.3	1	0.3	8	2.4	24	7.2	298	89.8
Psychological condition	3	0.9	5	1.5	14	4.2	38	11.3	277	82.2
Race	15	4.3	17	4.9	27	7.7	46	13.2	244	69.9
Religious/spiritual views	7	2.1	8	2.4	16	4.7	45	13.3	262	77.5
Sexual orientation	1	0.3	1	0.3	9	2.7	45	13.4	279	83.3
Socioeconomic status	11	3.3	6	1.8	21	6.3	44	13.3	250	75.3
Don't Know	16	5.4	13	4.4	33	11.1	24	8.1	212	71.1
Other	24	9.3	24	9.3	36	14.0	21	8.2	152	59.1

Note: Only answered by respondents who experienced harassment (n = 447).

**Table B43**

How did you experience this conduct? (Question 13)

Form	n	%
I felt I was deliberately ignored or excluded	216	48.3
I felt isolated or left out	207	46.3
I felt intimidated/bullied	196	43.8
I was the target of derogatory verbal remarks	78	17.4
I received a low performance evaluation	68	15.2
I received derogatory written comments	43	9.6
I observed others staring at me	30	6.7
I feared for my physical safety	18	4.0
I received derogatory phone calls	18	4.0
I was singled out as the spokesperson for my identity group	15	3.4
Someone assumed I was not admitted/hired/promoted due to my identity	13	2.9
I was the target of racial/ethnic profiling	10	2.2
Someone assumed I was admitted/hired/promoted due to my identity	10	2.2
I feared getting a poor grade because of a hostile classroom environment	8	1.8
I received threats of physical violence	6	1.3
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	4	0.9
I feared for my family's safety	3	0.7
I was the target of graffiti/vandalism	2	0.4
I was the target of stalking	1	0.2
I was the victim of a crime	1	0.2
I was the target of physical violence	0	0.0
Other	64	14.3

Note: Only answered by respondents who experienced harassment (n = 447). Percentages do not sum to 100 due to multiple responses.

**Table B44**

Where did this conduct occur? (Question 14)

Location	n	%
In a LBNL office	234	52.3
While working at a LBNL job	202	45.2
In a meeting with a group of people	150	33.6
In a meeting with one other person	114	25.5
In a public space at LBNL	60	13.4
At a LBNL event	32	7.2
In a class/lab/clinical setting	21	4.7
Off campus	7	1.6
In a LBNL dining facility	6	1.3
In a faculty office	5	1.1
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	4	0.9
While walking on campus	3	0.7
On campus transportation	2	0.4
In a health care setting	1	0.2
In an on-line class	0	0.0
In athletic facilities	0	0.0
In campus housing	0	0.0
In off-campus housing	0	0.0
Other	31	6.9

Note: Only answered by respondents who experienced harassment (n = 447).  
 Percentages do not sum to 100 due to multiple responses.

**Table B45**

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

Source	n	%
Co-worker	195	43.6
Supervisor	133	29.8
Staff member	105	23.5
Department head	91	20.4
Administrator	61	13.6
Don't know source	13	2.9
Faculty member	13	2.9
Person that I supervise	12	2.7
Faculty advisor	7	1.6
LBNL visitor(s)	5	1.1
Student	4	0.9
Union representative	4	0.9
Campus organizations or groups	3	0.7
Friend	3	0.7
Stranger	3	0.7
Campus media	1	0.2
Campus police/building security	1	0.2
Off-site community member	1	0.2
Medical Staff	1	0.2
Teaching assistant/Grad assistant/Lab assistant/Tutor	1	0.2
Alumni	0	0.0
Athletic coach/trainer	0	0.0
Donor	0	0.0
Partner/spouse	0	0.0
Patient	0	0.0
Registered Campus Organization	0	0.0
Social Networking site	0	0.0
Student staff	0	0.0
LBNL Physician	0	0.0
Other	45	10.1

Note: Only answered by respondents who experienced harassment (n = 447).  
 Percentages do not sum to 100 due to multiple responses.

**Table B46**

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

Reactions	n	%
I was angry	229	51.2
I felt embarrassed	153	34.2
I told a family member	133	29.8
I told a friend	124	27.7
I avoided the harasser	121	27.1
I ignored it	104	23.3
I sought support from a staff person	95	21.3
I reported it to a LBNL employee/official	67	15.0
I did nothing	66	14.8
I was afraid	61	13.6
I didn't report it for fear that my complaint would not be taken seriously	56	12.5
I felt somehow responsible	53	11.9
I did report it but I did not feel the complaint was taken seriously	48	10.7
I didn't know who to go to	47	10.5
I confronted the harasser later	40	8.9
I left the situation immediately	33	7.4
I sought support from campus resource (e.g. Counseling Center, Human Resources, Dean of Students)	33	7.4
I confronted the harasser at the time	33	7.4
I sought support from an administrator	32	7.2
I sought information on-line	17	3.8
It didn't affect me at the time	16	3.6
I sought support from off-campus hot-line/advocacy services	14	3.1
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	12	2.7
I told my union representative	11	2.5
I sought support from a faculty member	9	2.0
I sought support from student staff (e.g. peer counselor)	2	0.4
I contacted a local law enforcement official	1	0.2
I sought support from a TA/grad assistant	1	0.2
Other	67	15.0

Note: Only answered by respondents who experienced harassment (n = 447). Percentages do not sum to 100 due to multiple responses.

**Table B47**

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

Experienced unwanted sexual contact	n	%
No	1962	98.5
Yes	25	1.3
Missing	5	0.3

**Table B48**

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

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	135	6.8	332	16.8	714	36.2	671	34.0	122	6.2
My colleagues/co-workers expect me to represent “the point of view” of my identity	66	3.4	247	12.7	657	33.9	548	28.2	422	21.8
I believe salary determinations are clear	144	7.4	823	42.4	596	30.7	243	12.5	136	7.0
I think that LBNL demonstrates that it values a diverse faculty.	380	19.6	942	48.5	191	9.8	69	3.6	359	18.5
I think LBNL demonstrates that it values a diverse staff	418	21.5	1092	56.3	192	9.9	83	4.3	156	8.0
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	524	26.6	1009	51.2	275	14.0	93	4.7	70	3.6
I have to work harder than I believe my colleagues/co-workers do in order to achieve the same recognition	156	7.9	372	18.8	977	49.5	367	18.6	103	5.2
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	166	8.5	459	23.5	908	46.5	296	15.2	124	6.3

**Table B49**

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

**Note: This question was not asked for this location**

**Table B50**

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

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	n	%	n	%	n	%	n	%	n	%
I find that LBNL is supportive of taking leave.	329	16.8	1210	61.7	213	10.9	39	2.0	171	8.7
I find that LBNL is supportive of flexible work schedules.	416	21.2	1048	53.4	284	14.5	140	7.1	73	3.7
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	64	3.3	209	10.7	1030	52.6	436	22.3	218	11.1
I feel that people who have children are considered by LBNL to be less committed to their jobs/careers	41	2.1	135	6.9	1098	56.2	458	23.4	223	11.4
I feel that LBNL provides available resources to help employees balance work-life needs, such as childcare and elder care.	113	5.9	765	39.7	376	19.5	150	7.8	523	27.1
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	36	1.9	190	9.8	692	35.7	194	10.0	827	42.7
I have supervisors who give me job/career advice or guidance when I need it	356	18.1	1008	51.3	358	18.2	170	8.7	73	3.7
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	334	17.0	1146	58.3	297	15.1	79	4.0	110	5.6
My supervisor provides me with resources to pursue professional development opportunities.	341	17.3	971	49.4	399	20.3	165	8.4	90	4.6
My supervisor provides ongoing feedback to help me improve my performance.	315	16.1	1049	53.6	403	20.6	150	7.7	39	2.0
I have adequate access to administrative support.	315	16.1	1179	60.1	282	14.4	106	5.4	79	4.0

**Table B51**

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

Observed conduct or communications	n	%
No	1626	82.3
Yes	349	17.7

**Table B52**

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

Source	n	%
Co-worker	179	51.3
Staff member	108	30.9
Administrator	30	8.6
Supervisor	26	7.4
Student	17	4.9
Friend	13	3.7
Union representatives	12	3.4
Department head	11	3.2
LBNL visitor(s)	10	2.9
Person that I supervise	8	2.3
Don't know target	6	1.7
Faculty member	3	0.9
Faculty advisor	2	0.6
Student staff	2	0.6
Stranger	2	0.6
LBNL Physician	1	0.3
Alumni	0	0.0
Athletic coach/trainer	0	0.0
Campus organizations or groups	0	0.0
Campus police/building security	0	0.0
Off campus community member	0	0.0
Donor	0	0.0
Medical Staff	0	0.0
Partner/spouse	0	0.0
Patient	0	0.0
Registered Campus Organization	0	0.0
Teaching assistant/Writing associate/ Lab assistant/Tutor	0	0.0
Other	43	12.3

Note: Only answered by respondents who observed harassment (n = 349).  
 Percentages do not sum to 100 due to multiple responses.

**Table B53**

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

Source	n	%
Supervisor	126	36.1
Co-worker	109	31.2
Staff member	83	23.8
Department head	44	12.6
Administrator	41	11.7
Faculty member	15	4.3
Don't know source	9	2.6
LBNL visitor(s)	5	1.4
Person that I supervise	5	1.4
Faculty advisor	4	1.1
Student	4	1.1
Campus organizations or groups	3	0.9
Union representative	3	0.9
Friend	2	0.6
Stranger	2	0.6
Campus media	1	0.3
Campus police/building security	1	0.3
Off campus community member	1	0.3
Medical Staff	1	0.3
Partner/spouse	1	0.3
Student staff	1	0.3
Alumni	0	0.0
Athletic coach/trainer	0	0.0
Donor	0	0.0
Patient	0	0.0
Registered Campus Organization	0	0.0
Social networking site	0	0.0
Teaching assistant/Writing associate/ Lab assistant/Tutor	0	0.0
LBNL Physician	0	0.0
Other	35	10.0

Note: Only answered by respondents who observed harassment (n = 349).  
 Percentages do not sum to 100 due to multiple responses.

**Table B54**

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

Based On:	n	%
Academic Performance	27	7.7
Age	33	9.5
Ancestry	13	3.7
Country of origin	26	7.4
Discipline of study	10	2.9
Educational level	30	8.6
Educational modality (online, classroom)	0	0.0
English language proficiency/accent	20	5.7
Ethnicity	30	8.6
Gender expression	11	3.2
Gender identity	21	6.0
Immigrant/citizen status	3	0.9
International Status	2	0.6
Learning disability	0	0.0
Marital status	6	1.7
Medical condition	4	1.1
Military/veteran status	3	0.9
Parental status (e.g., having children)	7	2.0
Participation in an organization/team	10	2.9
Physical characteristics	13	3.7
Physical disability	0	0.0
Philosophical views	27	7.7
Political views	15	4.3
Position (staff, faculty, student)	71	20.3
Pregnancy	1	0.3
Psychological condition	3	0.9
Race	34	9.7
Religious/spiritual views	5	1.4
Sexual orientation	4	1.1
Socioeconomic status	10	2.9
Don't know	68	19.5
Other	95	27.2

Note: Only answered by respondents who observed harassment (n = 349).  
 Percentages do not sum to 100 due to multiple responses.

**Table B55**

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

Form	n	%
Derogatory remarks	168	48.1
Deliberately ignored or excluded	135	38.7
Intimidated/bullied	131	37.5
Isolated or left out	95	27.2
Isolated or left out when work was required in groups	60	17.2
Receipt of a low performance evaluation	60	17.2
Assumption that someone was admitted/hired/promoted based on his/her identity	52	14.9
Derogatory written comments	37	10.6
Racial/ethnic profiling	27	7.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	26	7.4
Derogatory phone calls	21	6.0
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	16	4.6
Feared for their physical safety	16	4.6
Singled out as a spokesperson for his/her identity	11	3.2
Feared for their family's safety	4	1.1
Threats of physical violence	4	1.1
Physical violence	2	3.2
Victim of a crime	2	0.6
Graffiti/vandalism	1	0.3
Receipt of a poor grade because of a hostile classroom environment	0	0.0
Other	31	8.9

Note: Only answered by respondents who observed harassment (n = 349). Percentages do not sum to 100 due to multiple responses.

**Table B56**

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

Number of times observed conduct	n	%
1	49	15.3
2	64	19.9
3	57	17.8
4	32	10.0
5	16	5.0
6 or more	103	32.1

Note: Only answered by respondents who believed they had observed harassment (n = 349).  
Percentages do not sum to 100 due to multiple responses.

**Table B57**

Where did this conduct occur? (Question 63)

Location	n	%
In a LBNL office	175	50.1
While working at a LBNL job	141	40.4
In a meeting with a group of people	116	33.2
In a public space at LBNL	52	14.9
In a meeting with one other person	48	13.8
At a LBNL event	21	6.0
In a class/lab/clinical setting	20	5.7
Off campus	4	1.1
In a LBNL dining facility	3	0.9
In a faculty office	2	0.6
While walking on campus	2	0.6
In a health care setting	1	0.3
In an on-line class	1	0.3
In athletic facilities	1	0.3
In off campus housing	1	0.3
On a social networking sites/Facebook/ Twitter/cell phone/other form of technological communication	1	0.3
On campus transportation	1	0.3
In campus housing	0	0.0
Other	24	6.9

Note: Only answered by respondents who observed harassment (n = 349).  
 Percentages do not sum to 100 due to multiple responses.

**Table B58**

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

Reactions	n	%
I was angry	148	42.4
I felt embarrassed	125	35.8
I told a friend	84	24.1
I told a family member	77	22.1
I avoided the harasser	74	21.2
I sought support from a staff person	59	16.9
I didn't report it for fear that my complaint would not be taken seriously	50	14.3
I did nothing	48	13.8
I was afraid	46	13.2
I ignored it	36	10.3
I confronted the harasser later	34	9.7
I didn't know who to go to	32	9.2
I did report it but I did not feel the complain was taken seriously	31	8.9
It didn't affect me at the time	28	8.0
I left the situation immediately	27	7.7
I felt somehow responsible	26	7.4
I reported it to a campus employee/official	26	7.4
I confronted the harasser at the time	21	6.0
I sought support from an administrator	21	6.0
I sought support from campus resource (e.g. Counseling Center, Human Resources, Dean of Students)	12	3.4
I told my union representative	9	2.6
I sought information on-line	9	2.6
I sought support from a faculty member	6	1.7
I sought support from off-campus hot-line/advocacy services	5	1.4
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	5	1.4
I contacted a local law enforcement official	1	0.3
I sought support from a TA/grad assistant	0	0.0
I sought support from student staff (e.g. peer counselor)	0	0.0
Other	61	17.5

Note: Only answered by respondents who observed harassment (n = 349). Percentages do not sum to 100 due to multiple responses.

**Table B59**

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

Perceived Unfair/Unjust Hiring	n	%
No	1302	65.7
Yes	254	12.8
Don't know	426	21.5

**Table B60**

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

Based On:	n	%
Age	28	11.0
Ancestry	10	3.9
Country of origin	23	9.1
Discipline of study	9	3.5
Educational level	24	9.4
Educational modality (on-line, classroom)	4	1.6
English language proficiency/accent	4	1.6
Ethnicity	34	13.4
Gender identity	21	8.3
Gender expression	5	2.0
Immigrant/citizen status	5	2.0
International status	8	3.1
Learning disability	1	0.4
Marital status	5	2.0
Medical condition	2	0.8
Military/veteran status	1	0.4
Parental status (e.g., having children)	4	1.6
Participation in an organization	3	1.2
Personal relationship (e.g., friend, family member)	87	34.3
Partner/spousal preferential hiring practice	12	4.7
Preferential re-hiring	27	10.6
Physical characteristics	6	2.4
Physical disability	1	0.4
Political views	6	2.4
Position (staff, faculty, student)	25	9.8
Pregnancy	2	0.8
Psychological condition	1	0.4
Race	32	12.6
Religious/spiritual views	2	0.8
Sexual orientation	3	1.2
Socioeconomic status	5	2.0
Other	54	21.3

Note: Only answered by employees who perceived discriminatory practices (n = 254).  
Percentages do not sum to 100 due to multiple responses.

**Table B61**

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

Perceived Unfair/Unjust Disciplinary Actions	n	%
No	1447	73.0
Yes	171	8.6
Don't know	365	18.4

**Table B62**

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

Based On:	n	%
Age	36	21.1
Ancestry	6	3.5
Country of origin	6	3.5
Discipline of study	5	2.9
Educational level	11	6.4
Educational modality (on-line, classroom)	1	0.6
English language proficiency/accent	6	3.5
Ethnicity	27	15.8
Gender identity	17	9.9
Gender expression	1	0.6
Immigrant/citizen status	3	1.8
International status	3	1.8
Learning disability	2	1.2
Marital status	0	0.0
Medical condition	13	7.6
Military/veteran status	0	0.0
Parental status (e.g., having children)	3	1.8
Participation in an organization	2	1.2
Personal relationship	11	6.4
Partner/spousal preferential hiring practice	2	1.2
Physical characteristics	0	0.0
Physical disability	2	1.2
Political views	4	2.3
Position (staff, faculty, student)	37	21.6
Pregnancy	1	0.6
Psychological condition	6	3.5
Race	23	13.5
Religious/spiritual views	3	1.8
Sexual orientation	1	0.6
Socioeconomic status	3	1.8
Other	54	31.6

Note: Only answered by employees who perceived discriminatory practices (n = 171).  
Percentages do not sum to 100 due to multiple responses.

**Table B63**

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

Perceived Unfair/ Unjust Promotion	n	%
No	1192	60.4
Yes	358	18.2
Don't know	422	21.4

**Table B64**

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

Based On:	n	%
Age	41	11.5
Ancestry	8	2.2
Country of origin	16	4.5
Discipline of study	18	5.0
Educational level	23	6.4
Educational modality (on-line, classroom)	1	0.3
English language proficiency/accent	15	4.2
Ethnicity	26	7.3
Gender identity	33	9.2
Gender expression	8	2.2
Immigrant/citizen status	5	1.4
International status	3	0.8
Learning disability	2	0.6
Marital status	6	1.7
Medical condition	0	0.0
Military/veteran status	1	0.3
Parental status (e.g., having children)	11	3.1
Participation in an organization	10	2.8
Personal relationship	110	30.7
Partner/spousal preferential hiring practice	13	3.6
Physical characteristics	4	1.1
Physical disability	0	0.0
Political views	5	1.4
Position (staff, faculty, student)	60	16.8
Pregnancy	4	1.1
Psychological condition	1	0.3
Race	32	8.9
Religious/spiritual views	1	0.3
Sexual orientation	2	0.6
Socioeconomic status	5	1.4
Other	122	34.1

Note: Only answered by employees who observed discriminatory practices (n = 358).  
 Percentages do not sum to 100 due to multiple responses.

**Table B65**

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	775	39.2	837	42.3	304	15.4	48	2.4	15	0.8	<b>1.8</b>	<b>0.8</b>
Cooperative/Uncooperative	573	29.0	916	46.4	368	18.6	100	5.1	17	0.9	<b>2.0</b>	<b>0.9</b>
Positive for persons with disabilities/Negative	514	27.1	710	37.4	589	31.1	66	3.5	17	0.9	<b>2.1</b>	<b>0.9</b>
Positive for people who identify as lesbian, gay, bisexual/Negative	601	31.9	699	37.1	555	29.5	24	1.3	4	0.2	<b>2.0</b>	<b>0.8</b>
Positive for people of Christian faith/Negative	426	22.8	527	28.3	826	44.3	65	3.5	21	1.1	<b>2.3</b>	<b>0.9</b>
Positive for people of other faith backgrounds faith/Negative	443	23.8	555	29.8	817	43.9	42	2.3	6	0.3	<b>2.3</b>	<b>0.9</b>
Positive for people who are agnostic or atheist/Negative	496	26.8	549	29.7	782	42.2	21	1.1	3	0.2	<b>2.2</b>	<b>0.8</b>
Positive for people of color/Negative	516	27.2	669	35.3	600	31.6	96	5.1	15	0.8	<b>2.2</b>	<b>0.9</b>
Positive for men/Negative	700	36.6	642	33.6	516	27.0	42	2.2	12	0.6	<b>2.0</b>	<b>0.9</b>
Positive for women/Negative	500	25.8	696	35.9	584	30.1	140	7.2	18	0.9	<b>2.2</b>	<b>0.9</b>
Positive for non-native English speakers/Negative	484	25.2	713	37.1	596	31.0	111	5.8	18	0.9	<b>2.2</b>	<b>0.9</b>
Positive for people who are immigrants/Negative	532	27.8	718	37.6	585	30.6	67	3.5	9	0.5	<b>2.1</b>	<b>0.9</b>
Positive for people who are not U.S. Citizens/Negative	530	27.7	726	38.0	578	30.2	64	3.3	13	0.7	<b>2.1</b>	<b>0.9</b>

<b>Table B65 (cont.)</b>	1		2		3		4		5		<b>Mean</b>	<b>Standard Deviation</b>
	n	%	n	%	n	n	%	%	n	%		
Welcoming/Not welcoming	659	33.6	871	44.4	329	16.8	88	4.5	15	0.8	<b>1.9</b>	<b>0.9</b>
Respectful/disrespectful	666	34.0	867	44.2	320	16.3	84	4.3	23	1.2	<b>1.9</b>	<b>0.9</b>
Positive for people of high socioeconomic status/Negative	588	31.3	678	36.0	598	31.8	15	0.8	2	0.1	<b>2.0</b>	<b>0.8</b>
Positive for people of low socioeconomic status/Negative	386	20.6	517	27.6	782	41.8	154	8.2	32	1.7	<b>2.4</b>	<b>1.0</b>
Positive for people who identify as transgender/Negative	378	21.1	422	23.6	945	52.9	33	1.8	10	0.6	<b>2.4</b>	<b>0.9</b>

**Table B66**

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

Dimension	1		2		3		4		5		Mean n	Standard Deviation n
	n	%	n	%	n	%	n	%	n	%		
Not racist/racist	841	42.9	764	39.0	273	13.9	63	3.2	20	1.0	<b>1.8</b>	<b>0.9</b>
Not sexist/sexist	701	35.9	740	37.9	360	18.4	123	6.3	30	1.5	<b>2.0</b>	<b>1.0</b>
Not homophobic/homophobic	826	43.4	707	37.2	344	18.1	17	0.9	8	0.4	<b>1.8</b>	<b>0.8</b>
Not transphobic/transphobic	759	41.3	654	35.6	390	21.2	24	1.3	9	0.5	<b>1.8</b>	<b>0.8</b>
Not age biased/age biased	639	33.0	692	35.7	408	21.1	167	8.6	32	1.7	<b>2.1</b>	<b>1.0</b>
Not classist (socioeconomic status)/classist	674	35.3	648	33.9	429	22.4	131	6.9	30	1.6	<b>2.1</b>	<b>1.0</b>
Not classist (position: faculty, staff, student)/ classist	447	23.1	575	29.7	461	23.8	304	15.7	151	7.8	<b>2.6</b>	<b>1.2</b>
Disability friendly/Not disability friendly	618	32.9	713	38.0	456	24.3	76	4.0	15	0.8	<b>2.0</b>	<b>0.9</b>

**Table B67**

*Students/Faculty Only:* The classroom/learning environment is welcoming for students regardless of their:

**Note: This question was not asked for this location.**

**Table B68**

*Post-docs/Students/Trainees Only:* Please indicate your level of agreement with the following statements: (Question 77)

**Note: This question was not asked for this location.**

**Table B69**

*Undergraduate Students Only:* I perceive tension in the residence halls with regard to a person's: (Question 79)

**Note: This question was not asked for this location.**

**Table B70**

*Post-docs/Trainees/Faculty/Staff Only*: My workplace climate is welcoming based on a person's: (Question 80)

Characteristic	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Age	345	18.2	938	49.4	288	15.2	66	3.5	261	13.8
Ancestry	399	21.1	854	45.2	184	9.7	65	3.4	389	20.6
Country of origin	434	23.0	900	47.6	196	10.4	66	3.5	295	15.6
Educational level	382	20.2	949	50.3	284	15.0	65	3.4	208	11.0
English language proficiency/ accent	379	20.1	976	51.7	244	12.9	42	2.2	247	13.1
Ethnicity	425	22.7	889	47.4	211	11.3	80	4.3	270	14.4
Gender identity	355	19.0	768	41.2	228	12.2	58	3.1	455	24.4
Gender expression	334	18.0	737	39.7	227	12.2	52	2.8	506	27.3
Immigrant/citizen status	393	21.0	856	45.7	216	11.5	66	3.5	341	18.2
International Status	410	21.9	860	45.9	200	10.7	59	3.1	345	18.4
Learning disability	227	12.3	591	32.0	257	13.9	69	3.7	703	38.1
Marital status	415	22.2	855	45.7	210	11.2	68	3.6	322	17.2
Medical conditions	308	16.7	756	41.0	252	13.7	70	3.8	458	24.8
Military/veteran status	295	15.9	673	36.3	153	8.2	54	2.9	681	36.7
Parental status (e.g., having children)	367	19.7	872	46.7	235	12.6	58	3.1	335	17.9
Participation in a club/organization	336	18.1	772	41.6	185	10.0	50	2.7	511	27.6
Participation on an athletic team	293	15.9	647	35.1	185	10.0	57	3.1	661	35.9
Philosophical Views	298	16.1	769	41.5	235	12.7	56	3.0	494	26.7

<b>Table B70 (cont.)</b>	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological condition	247	13.5	652	35.6	216	11.8	49	2.7	669	36.5
Physical characteristics	318	17.2	817	44.2	214	11.6	58	3.1	440	23.8
Physical disability	297	16.1	731	39.7	231	12.6	58	3.2	523	28.4
Political views	282	15.3	767	41.5	276	15.0	77	4.2	444	24.1
Race	381	20.5	832	44.8	238	12.8	73	3.9	332	17.9
Religious/spiritual views	308	16.7	751	40.7	235	12.7	70	3.8	481	26.1
Sexual orientation	349	19.0	779	42.3	200	10.9	59	3.2	453	24.6
Socioeconomic status	321	17.5	816	44.4	247	13.5	67	3.6	385	21.0

**Table B71**

How would you rate the accessibility of LBNL? (Question 81)

<b>Accessibility</b>	Fully accessible		Accessible with accommodations		Not accessible		Don't know	
	n	%	n	%	n	%	n	%
Dining Facilities	783	40.4	633	32.7	105	5.4	416	21.5
Elevators	1062	54.8	442	22.8	46	2.4	388	20.0
Library	546	28.5	356	18.6	116	6.0	901	47.0
On site Transportation/Parking	709	36.6	694	35.8	159	8.2	376	19.4
Other Buildings	557	29.0	631	32.8	113	5.9	622	32.3
Restrooms	1019	52.5	537	27.7	60	3.1	324	16.7
Walkways and pedestrian paths	750	38.7	633	32.7	202	10.4	351	18.1
Braille signage	248	13.0	185	9.7	109	5.7	1366	71.6
Hearing Loops	174	9.2	128	6.8	99	5.2	1490	78.8

**Table B72**

How would you rate the work environment at LBNL for people who are/have: (Question 83)

Group	Very respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
Psychological health issues	245	13.1	706	37.8	73	3.9	12	0.6	830	44.5
Physical health issues	407	21.7	975	52.1	44	2.3	8	0.4	439	23.4
Female	507	27.0	1101	58.7	69	3.7	14	0.7	186	9.9
From religious affiliations other than Christian	403	21.7	953	51.3	33	1.8	3	0.2	467	25.1
From Christian affiliations	379	20.4	932	50.2	61	3.3	8	0.4	475	25.6
Gay, lesbian, bisexual, transgender	428	23.0	986	53.0	26	1.4	5	0.3	415	22.3
Immigrants	495	26.7	1051	56.6	32	1.7	4	0.2	275	14.8
International students, staff, or faculty	561	30.0	1043	55.8	30	1.6	2	0.1	232	12.4
Learning disabled	259	14.1	627	34.1	60	3.3	6	0.3	889	48.3
Male	645	34.6	1002	53.7	25	1.3	7	0.4	187	10.0
Non-native English speakers	454	24.3	1107	59.4	65	3.5	9	0.5	230	12.3
Parents/guardians	429	23.0	1026	55.1	38	2.0	4	0.2	366	19.6
People of color	487	26.1	1051	56.3	60	3.2	11	0.6	257	13.8
Providing care for adults who are disabled and/or elderly	344	18.6	809	43.7	33	1.8	5	0.3	660	35.7
Physical disability	393	21.2	902	48.7	43	2.3	13	0.7	501	27.1
Socioeconomically disadvantaged	340	18.3	820	44.3	104	5.6	20	1.1	569	30.7
Socioeconomically advantaged	446	24.1	872	47.2	20	1.1	1	0.1	509	27.5
Transgender	294	16.0	668	36.4	26	1.4	4	0.2	843	45.9
Veterans/active military members	366	19.9	791	43.1	15	0.8	3	0.2	662	36.0
Other	71	10.4	200	29.2	9	1.3	5	0.7	399	58.3

**Table B73**

How would you rate the climate at LBNL for persons from the following racial/ethnic backgrounds? (Question 84)

Background	Very respectful		Respectful		Disrespectful		Very disrespectful		Don't know	
	n	%	n	%	n	%	n	%	n	%
African American/African/Black	508	26.9	1016	53.7	56	3.0	21	1.1	290	15.3
American Indian/Alaskan Native	438	23.3	898	47.7	11	0.6	6	0.3	528	28.1
Asian/ Asian American	601	31.8	1041	55.1	22	1.2	10	0.5	217	11.5
Hispanic/Latino	501	26.6	1049	55.6	44	2.3	10	0.5	282	15.0
Middle Eastern/South Asian/North African	500	26.6	1027	54.6	30	1.6	8	0.4	316	16.8
Pacific Islander	465	24.7	951	50.6	16	0.9	7	0.4	441	23.5
White	718	38.2	1018	54.2	7	0.4	2	0.1	134	7.1

**Table B74**

*Students Only:* Before I enrolled, I expected the campus climate would be \_\_\_\_\_ for people who are: (Question 85)

**Note: This question was not asked for this location.**

**Table B75**

*Students/Trainees Only:* To what extent do you agree that the courses you have taken at LBNL include sufficient materials, perspectives, and/or experiences of people based on their: (Question 86)

**Note: This question was not asked for this location.**

**Table B76**

**Post-docs/Trainees/Faculty/Staff Only:** How would each of the following affect the work environment for diversity at LBNL? If you mark “Not currently available at LBNL”, please indicate how you feel it would influence climate if it was available (Question 87)

	Not currently available at LBNL		Positively influence campus climate		No influence on campus climate		Negatively influence campus climate		Don't know	
	n	%	n	%	n	%	n	%	n	%
Providing flexibility for promotion for staff	130	7.1	829	45.2	102	5.6	89	4.8	686	37.4
Providing diversity training for staff	63	3.4	963	52.3	251	13.6	26	1.4	537	29.2
Providing access to counseling for people who have experienced harassment	41	2.2	921	50.5	76	4.2	24	1.3	763	41.8
Providing mentorship for new staff	179	9.7	1032	56.1	118	6.4	54	2.9	455	24.8
Providing a clear and fair process to resolve conflicts	91	5.0	1024	56.1	99	5.4	53	2.9	557	30.5
Increasing funding to support efforts to change campus climate	117	6.4	624	34.2	204	11.2	45	2.5	833	45.7
Including diversity-related professional experiences as one of the criteria for hiring of staff	79	4.3	574	31.5	255	14.0	113	6.2	800	43.9
Increasing the diversity of the staff	44	2.4	981	54.0	233	12.8	45	2.5	512	28.2
Providing back-up family care	112	6.1	902	49.4	115	6.3	18	1.0	680	37.2
Providing lactation accommodations	65	3.6	798	44.0	113	6.2	11	0.6	827	45.6
Providing career development opportunities for staff	95	5.2	1250	68.8	84	4.6	38	2.1	349	19.2

**Table B77**

**Students Only:** How would each of the following affect the climate for diversity at LBNL? (Question 89)

**Note: This question was not asked for this location.**

This survey is accessible in alternative formats.

For more information regarding accessibility assistance please contact:

Disability contact:

Christel Cantlin, Title VII and Title IX Officer  
Diversity & Inclusion Manager  
1 Cyclotron Road  
MS 90P-0101  
Berkeley, CA 94720  
510-486-7635  
dio@lbl.gov

## **Berkeley Lab Work Climate Survey** ***Climate Assessment for Learning, Living, and Working***

(Administered by Rankin & Associates, Consulting)

### **Purpose**

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

### **Procedures**

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

### **Discomforts and Risks**

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

Participants who experience discomfort are encouraged to contact:

#### **For Staff:**

CARE Service at  
University Health Services, Tang Center  
2222 Bancroft Way, Suite 3100 (3rd Floor)  
Berkeley, CA 94720-4300  
510-643-7754  
careserv@uhs.berkeley.edu

Christel Cantlin, Title VII and Title IX Officer  
Diversity & Inclusion Manager  
1 Cyclotron Road  
MS 90P-0101  
Berkeley, CA 94720  
510-486-7635  
dio@lbl.gov

## **Benefits**

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

### **Voluntary Participation**

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

### **Statement of Confidentiality for Participation**

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

### **Statement of Anonymity for Comments**

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

### **Privacy and Data Usage**

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

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

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

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

## **Right to Ask Questions**

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

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

**Questions regarding the survey process may also be directed to:**

Christel Cantlin, Title VII and Title IX Officer  
Diversity & Inclusion Manager  
1 Cyclotron Road  
MS 90P-0101  
Berkeley, CA 94720  
510-486-7635  
[cdio@lbl.gov](mailto:cdio@lbl.gov)

### **UC System Institutional Review Board Project Evaluation**

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

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

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

## **Survey Terms and Definitions**

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

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

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

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

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

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

**Classist:** A bias based on social or economic class.

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

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

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

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

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

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

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

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

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

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

**Genderqueer:** A person who redefines or plays with gender, or who refuses gender altogether. A label for people who bend/break the rules of gender and blur the boundaries.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Please do not complete this survey more than once.**

## Directions

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

1. What is your **primary** position at LBNL? (**Please mark only one**)
  - Scientist or Engineer
  - Non Scientist or Engineer – Technical
    - Staff – non-Union
    - Staff - Union
  - Non Scientist or Engineer – Administrative/Operations
    - Staff – non-Union
    - Staff - Union
  - Postdoctoral Fellow
  - Graduate Student Research Assistant
  - High School/Undergraduate Student Assistant
2. What is your **primary** appointment status with LBNL?
  - You do not have an appointment end date (e.g., career employee, faculty)
  - You do have an appointment end date (e.g. limited, term, postdoctoral fellow, student assistant, visiting faculty, IBEW interns)
3. What is your level of position at LBNL?
  - Supervisor or Manager
  - Non supervisor and not represented by union
  - Non supervisor and represented by union
4. Are you full-time or part-time in that **primary** status?
  - Full-time (100% time, 40 hours per week)
  - Part-time (Part time (anytime less than 100% time))

## Part 1: Personal Experiences

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

5. Overall, how comfortable are you with the climate at LBNL?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
6. Overall, how comfortable are you with the climate in your department/work unit/academic unit/college/school/clinical setting?
  - Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
7. In the past year, have you seriously considered leaving LBNL?
  - No
  - Yes
8. If you wish to elaborate on why you seriously considered leaving, please do so here.

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9. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) behavior at LBNL?

- No [Go to Question 16]
- Yes, but it did not interfere with my ability to work or learn
- Yes, and it interfered with my ability to work or learn

10. What do you believe the conduct was based upon and how often have you experienced it?

	Very Often	Often	Sometimes	Seldom	Not Applicable
Academic Performance	<input type="radio"/>				
Age	<input type="radio"/>				
Ancestry	<input type="radio"/>				
Country of origin	<input type="radio"/>				
Discipline of study	<input type="radio"/>				
Educational level	<input type="radio"/>				
Educational modality (on-line, classroom)	<input type="radio"/>				
English language proficiency/accent	<input type="radio"/>				
Ethnicity	<input type="radio"/>				
Gender identity	<input type="radio"/>				
Gender expression	<input type="radio"/>				
Immigrant/citizen status	<input type="radio"/>				
International status	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Marital status (e.g., single, married, partnered)	<input type="radio"/>				
Medical condition	<input type="radio"/>				
Military/veteran status	<input type="radio"/>				
Parental status (e.g., having children)	<input type="radio"/>				
Participation in an organization/team (please specify):	<input type="radio"/>				
Physical characteristics	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Philosophical views	<input type="radio"/>				
Political views	<input type="radio"/>				
Position (staff, faculty, student)	<input type="radio"/>				
Pregnancy	<input type="radio"/>				
Psychological condition	<input type="radio"/>				
Race	<input type="radio"/>				
Religious/spiritual views	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Socioeconomic status	<input type="radio"/>				
Don't know	<input type="radio"/>				
Other (please specify):	<input type="radio"/>				

11. How did you experience this conduct? **(Mark all that apply)**

- I feared for my physical safety
- I feared for my family's safety
- I feared getting a poor grade because of a hostile classroom environment
- I felt I was deliberately ignored or excluded
- I felt intimidated/bullied
- I felt isolated or left out
- I observed others staring at me
- I received derogatory written comments
- I received derogatory phone calls
- I received threats of physical violence
- I received a low performance evaluation
- I was singled out as the spokesperson for my identity group
- I was the target of derogatory verbal remarks

- I was the target of graffiti/vandalism
  - I was the target of physical violence
  - I was the target of racial/ethnic profiling
  - I was the target of stalking
  - I was the victim of a crime
  - I was the victim of derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
  - Someone assumed I was admitted/hired/promoted due to my identity
  - Someone assumed I was not admitted/hired/promoted due to my identity
  - Other (please specify) \_\_\_\_\_
- 

12. Where did this conduct occur? **(Mark all that apply)**

- At a LBNL event
  - In a class/lab/clinical setting
  - In a health care setting
  - In an on-line class
  - In a LBNL dining facility
  - In a LBNL office
  - In a faculty office
  - In a public space at LBNL
  - In a meeting with one other person
  - In a meeting with a group of people
  - In athletic facilities
  - In campus housing
  - In off-campus housing
  - Off campus
  - On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
  - On campus transportation
  - While working at a LBNL job
  - While walking on campus
  - Other (please specify) \_\_\_\_\_
- 

13. Who/what was the source of this conduct? **(Mark all that apply)**

- Administrator
  - Alumni
  - Athletic coach/trainer
  - Campus media (posters, brochures, flyers, handouts, web sites, etc.)
  - LBNL visitor(s)
  - Campus organizations or groups
  - Campus police/building security
  - Co-worker
  - Off-site community member
  - Department head
  - Donor
  - Don't know source
  - Faculty advisor
  - Faculty member
  - Friend
  - Medical Staff
  - Partner/spouse
  - Patient
  - Person that I supervise
  - Registered Campus Organization
  - Social networking site (e.g., Facebook, Twitter)
  - Staff member
  - Stranger
  - Student
  - Student staff (e.g., Residence hall assistant, peer counselor)
  - Supervisor
  - Teaching assistant/Graduate assistant/Lab assistant/Tutor
  - LBNL Physician
  - Union representative
  - Other (please specify) \_\_\_\_\_
-

14. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a campus resource (e.g., CARE Services - <http://www.lbl.gov/HR/html/Benefits/eap.html>)
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I told a friend
- I told a family member
- I told my union representative
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a TA/grad assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., residence hall assistant, peer counselor)
- I sought information on-line
- I didn't know who to go to
- I reported it to a LBNL employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- I did nothing
- Other (please specify) \_\_\_\_\_

15. If you would like to elaborate on your personal experiences, please do so here.

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***If you have not already reported this incident and wish to do so, please go to  
[www.universityofcalifornia.edu/reportcampusclimate](http://www.universityofcalifornia.edu/reportcampusclimate)***

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Diversity & Inclusion Manager  
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**The following questions are related to unwanted physical sexual contact:**

16. Within the last 5 years, have you experienced unwanted physical sexual contact at LBNL?  
 Yes  
 No [Go to Question 18]

17. If you wish to share more information regarding the incident, please do so here.

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**Part 2: Work-Life**

18. Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	<input type="radio"/>				
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation).	<input type="radio"/>				
I believe salary determinations are clear.	<input type="radio"/>				
I think that my campus demonstrates that it values a diverse faculty.	<input type="radio"/>				
I think that my campus demonstrates that it values a diverse staff.	<input type="radio"/>				
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	<input type="radio"/>				
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>				
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	<input type="radio"/>				

19. If you would like to elaborate on any of your responses to the previous statements, please do so here.

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20. Please respond to the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>
I find that LBNL is supportive of taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that LBNL is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who have children are considered by LBNL less committed to their jobs/careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that LBNL provides available resources to help employees balance work-life needs, such as childcare and elder care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides ongoing feedback to help me improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. If you would like to elaborate on any of your responses to the previous statements please do so here.

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### Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

22. What is your assigned birth sex?

- Male
- Female
- Intersex

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

- Man
- Woman
- Transgender
- Genderqueer
- Other (if you wish, please specify) \_\_\_\_\_

24. What is your racial/ethnic identity?

**(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**

- African American / African/ Black**
  - African American
  - African
  - Black Caribbean
  - Other African/African American / Black (if you wish please specify) \_\_\_\_\_
- American Indian / Alaskan Native**
  - Tribal affiliation/corporation (if you wish please specify) \_\_\_\_\_
- Asian / Asian American**
  - Asian Indian
  - Bangladeshi
  - Cambodian
  - Chinese / Chinese American (except Taiwanese)
  - Filipino / Filipino American
  - Hmong
  - Indonesian
  - Japanese / Japanese American
  - Korean / Korean American
  - Laotian
  - Malaysian
  - Pakistani
  - Sri Lankan
  - Taiwanese / Taiwanese American
  - Thai
  - Vietnamese / Vietnamese American
  - Other Asian (not including Middle Eastern) (if you wish please specify) \_\_\_\_\_
- Hispanic / Latino**
  - Cuban / Cuban American
  - Latin American / Latino
  - Mexican / Mexican American / Chicano
  - Puerto Rican
  - Other Hispanic, Latin American or of Spanish origin (if you wish please specify) \_\_\_\_\_
- Middle Eastern/Southwest Asian/North African**
  - Afghan
  - Arab/Arab American
  - Armenian
  - Assyrian
  - Azerbaijani
  - Berber
  - Circassian
  - Chaldean
  - Coptic
  - Druze
  - Georgian
  - Iranian
  - Jewish
  - Kurdish
  - Maronite
  - Turkish
  - Other Middle Eastern/Southwest Asian/North African (if you wish please specify) \_\_\_\_\_
- Pacific Islander**
  - Fijian
  - Guamanian/Chamorro
  - Hawaiian
  - Samoan
  - Tongan
  - Other Pacific Islander (if you wish please specify) \_\_\_\_\_
- White**
  - European / European descent
  - North African
  - Other White / Caucasian (if you wish please specify) \_\_\_\_\_
- Other (please specify)** \_\_\_\_\_

25. Which term best describes your sexual orientation?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Other (please specify) \_\_\_\_\_

26. What is your age?

- 18-20
- 21-23
- 24-29
- 30-39
- 40-49
- 50-59
- 60 and over

27. Do you have substantial parenting or caregiving responsibility for any of the following people?

**(Mark all that apply)?**

- No one
- Children 18 years of age or under
- Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
- Independent adult children over 18 years of age
- Sick or disabled partner
- Senior or other family member
- Other (please specify, e.g., pregnant, expectant partner, adoption pending) \_\_\_\_\_

28. Are/were you a member of the U.S. armed forces?

- I have not been in the military
- Active military
- Reservist
- ROTC
- Veteran

29. What is your highest completed level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree
- Doctoral degree (Ph.D., Ed.D.)
- Professional degree (e.g., MD, JD, MBA)

30. With which work unit are you **primarily affiliated** with at this time?

- Accelerator & Fusion Research
- Advanced Light Source
- Chemical Sciences
- Computational Research
- Computing Sciences
- Earth Sciences
- Engineering
- Environmental Energy Technologies
- Environment, Health & Safety
- Facilities
- Genomics (JGI)
- Human Resources
- Information Technology

- Joint BioEnergy Institute (JBEI)
- Laboratory Directorate
- Life Sciences
- Materials Sciences
- National Energy Research Computing Center (NERSC)
- Nuclear Science
- Office of the CFO
- Physical Biosciences
- Physics
- Public Affairs
- Scientific Networking
- Technology Transfer

31. Which, if any, of the conditions listed below impact your learning, working or living activities?

**(Mark all that apply)**

- Acquired/Traumatic Brain Injury
- Attention Deficit/Hyperactivity Disorder
- Asperger's/Autism Spectrum
- Blind
- Low vision
- Deaf
- Hard of Hearing
- Learning Disability
- Medical Condition
- Mental Health/Psychological Condition
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does *not* affect walking
- Speech/Communication Condition
- Other (please specify) \_\_\_\_\_
- I have none of the listed conditions

32. What is your citizenship status in the U.S.? **(Mark all that apply)**

- U.S. citizen
- Permanent Resident
- A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
- Other legally documented status (e.g., adjustment of status to Permanent Resident)
- Undocumented resident

33. How would you characterize your political views?

- Far left
- Liberal
- Moderate or middle of the road
- Conservative
- Far Right
- Undecided
- Other (please specify) \_\_\_\_\_

34. What is the language(s) spoken in your home?

- English only
- Other than English (please specify) \_\_\_\_\_
- English and other language(s) (please specify) \_\_\_\_\_

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

- Agnostic
- Ahmadi Muslim
- African Methodist Episcopal
- Atheist
- Assembly of God
- Baha'i
- Baptist
- Buddhist
- Christian Orthodox
- Confucianist
- Christian Methodist Episcopal
- Druid
- Episcopalian
- Evangelical
- Greek Orthodox
- Hindu
- Jain
- Jehovah's Witness
- Jewish Conservative
- Jewish Orthodox
- Jewish Reform
- Lutheran
- Mennonite
- Moravian
- Muslim
- Native American Traditional Practitioner or Ceremonial
- Nondenominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Protestant
- Quaker
- Rastafarian
- Roman Catholic
- Russian Orthodox
- Scientologist
- Secular Humanist
- Seventh Day Adventist
- Shi'ite
- Sufi
- Sunni
- Shinto
- Sikh
- Taoist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) \_\_\_\_\_

36. What is your current relationship status?

- Single, never married
- Single, divorced
- Single, widow (partner/spouse deceased)
- Partnered
- Partnered, in civil union/Registered Domestic Partnership
- Married or remarried
- Separated
- Other (please specify) \_\_\_\_\_

## Part 4: Perceptions of Campus Climate

In this section you will be asked to provide information about how you perceive the learning, living, and working environment at LBNL.

37. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at LBNL that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) working or learning environment?

- No [Go to Question 46]
- Yes

38. Who/what were the **targets** of this conduct? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach/trainer
- LBNL visitor(s)
- Campus organizations or groups
- Campus police/building security
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know target
- Faculty advisor
- Faculty member
- Friend
- Medical Staff
- Partner/spouse
- Patient
- Person that I supervise
- Registered Campus Organization
- Student staff (e.g., Residence hall assistant, peer counselor)
- Staff member
- Stranger
- Student
- Supervisor
- Teaching assistant/Writing associate/Lab assistant/Tutor
- LBNL Physician
- Union representatives
- Other (please specify) \_\_\_\_\_

39. Who/what was the **source** of this behavior? **(Mark all that apply)**

- Administrator
- Alumni
- Athletic coach/trainer
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- LBNL visitor(s)
- Campus organizations or groups
- Campus police/building security
- Co-worker
- Off campus community member
- Department head
- Donor
- Don't know source
- Faculty advisor
- Faculty member
- Friend
- Medical Staff
- Partner/spouse
- Patient
- Person that I supervise
- Registered Campus Organization
- Social networking site (e.g., Facebook, Twitter)

- Staff member
- Stranger
- Student
- Student staff (e.g., Residence hall assistant, peer counselor)
- Supervisor
- Teaching assistant/Graduate assistant/Lab assistant/Tutor
- LBNL Physician
- Union representative
- Other (please specify) \_\_\_\_\_

40. What do you believe were the bases for this conduct? **(Mark all that apply)**

- Academic performance
- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) \_\_\_\_\_
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Don't know
- Other (please specify) \_\_\_\_\_

41. What forms of behaviors have you observed or personally been made aware of? **(Mark all that apply)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Deliberately ignored or excluded
- Derogatory remarks
- Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- Derogatory written comments
- Derogatory phone calls
- Feared for their physical safety
- Feared for their family's safety
- Graffiti/vandalism (e.g., event advertisements removed or defaced)
- Intimidated/bullied
- Isolated or left out when work was required in groups
- Isolated or left out
- Racial/ethnic profiling
- Receipt of a low performance evaluation
- Receipt of a poor grade because of a hostile classroom environment
- Physical violence
- Singled out as the spokesperson for their identity

- Threats of physical violence
  - Victim of a crime
  - Other (please specify) \_\_\_\_\_
- 

42. How many times have you observed this type of conduct?

- 1
- 2
- 3
- 4
- 5
- 6 or more

43. Where did this conduct occur? **(Mark all that apply)**

- At a LBNL event
  - In a class/lab/clinical setting
  - In a health care setting
  - In an on-line class
  - In a LBNL dining facility
  - In a LBNL office
  - In a faculty office
  - In a public space at LBNL
  - In a meeting with one other person
  - In a meeting with a group of people
  - In athletic facilities
  - In campus housing
  - In off-campus housing
  - Off campus
  - On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
  - On campus transportation
  - While working at a LBNL job
  - While walking on campus
  - Other (please specify) \_\_\_\_\_
- 

44. Please describe your reactions to observing this conduct. **(Mark all that apply)**

- I felt embarrassed
  - I felt somehow responsible
  - I ignored it
  - I was afraid
  - I was angry
  - I confronted the harasser at the time
  - I confronted the harasser later
  - I avoided the harasser
  - It didn't affect me at the time
  - I left the situation immediately
  - I sought support from off-campus hot-line/advocacy services
  - I sought support from a campus resource (e.g., CARE Services - <http://www.lbl.gov/HR/html/Benefits/eap.html>)
  - I told a friend
  - I told a family member
  - I told my union representative
  - I contacted a local law enforcement official
  - I sought support from a staff person
  - I sought support from a teaching assistant/graduate assistant
  - I sought support from an administrator
  - I sought support from a faculty member
  - I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, etc.)
  - I sought support from student staff (e.g., resident assistant, peer counselor)
  - I sought information on-line
  - I didn't know who to go to
  - I reported it to a campus employee/official
  - I didn't report it for fear that my complaint would not be taken seriously
  - I did report it but I did not feel the complaint was taken seriously
  - I did nothing
  - Other (please specify) \_\_\_\_\_
-

45. If you would like to elaborate on your observations, please do so here.

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Please respond to the following questions based on the **last year or most recent hiring cycle**.

46. I have observed **hiring** practices at LBNL (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that I perceive to be unfair and unjust or would inhibit diversifying the community.

- No [Go to Question 49]
- Yes
- Don't know [Go to Question 49]

47. I believe that the unfair and unjust **hiring** practices were based upon **(Mark all that apply)**

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) \_\_\_\_\_
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Preferential re-hiring
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

48. If you would like to elaborate on your observations, please do so here.

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**Please respond to the following question based on the most RECENT ACTIONS with regard to unfair or unjust employment-related discipline up to and including dismissal.**

49. I have observed **employment-related discipline or action up to and including dismissal** at LBNL that I perceive to be unfair and unjust or would inhibit diversifying the community.

- No [Go to Question 52]
- Yes
- Don't know [Go to Question 52]

50. I believe that the **unfair or unjust employment-related discipline or action** were based upon **(Mark all that apply)**

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accnt
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) \_\_\_\_\_
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

51. If you would like to elaborate on your observations, please do so here.

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Please respond to the following question based on the most RECENT ACTIONS with regard to promotion/tenure/reappointment/reclassification.

52. I have observed promotion/tenure/reappointment/reclassification practices at LBNL that I perceive to be unfair or unjust.

- No [Go to Question 55]
- Yes
- Don't know [Go to Question 55]

53. I believe the unfair or unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply)

- Age
- Ancestry
- Country of origin
- Discipline of study
- Educational level
- Educational modality (on-line, classroom)
- English language proficiency/accent
- Ethnicity
- Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability
- Marital status (e.g., single, married, partnered)
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization (please specify) \_\_\_\_\_
- Personal relationship (e.g., friend, family member)
- Partner/spousal preferential hiring practice
- Physical characteristics
- Physical disability
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Psychological condition
- Race
- Religious/spiritual views
- Sexual orientation
- Socioeconomic status
- Other (please specify) \_\_\_\_\_

54. If you would like to elaborate on your observations, please do so here.

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55. Using a scale of 1-5, please rate the overall climate at LBNL on the following dimensions:

**(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)**

	1	2	3	4	5	
Friendly	<input type="radio"/>	Hostile				
Cooperative	<input type="radio"/>	Uncooperative				
Positive for persons with disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive for people who identify as lesbian, gay, or bisexual	<input type="radio"/>	Negative for people of identify as lesbian, gay, or bisexual				
Positive for people of Christian faith	<input type="radio"/>	Negative for people of Christian faith				
Positive for people of other faith backgrounds	<input type="radio"/>	Negative for people of other faith backgrounds				
Positive for people who are agnostic/atheist	<input type="radio"/>	Negative for people who are agnostic/atheist				
Positive for people of color	<input type="radio"/>	Negative for people of color				
Positive for men	<input type="radio"/>	Negative for men				
Positive for women	<input type="radio"/>	Negative for women				
Positive for non-native English speakers	<input type="radio"/>	Negative for non-native English speakers				
Positive for people who are immigrants	<input type="radio"/>	Negative for people who are immigrants				
Positive for people who are not U.S. citizens	<input type="radio"/>	Negative for people who are not U.S. citizens				
Welcoming	<input type="radio"/>	Not welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people of high socioeconomic status	<input type="radio"/>	Negative for people of high socioeconomic status				
Positive for people of low socioeconomic status	<input type="radio"/>	Negative for people of low socioeconomic status				
Positive for people who identify as transgender	<input type="radio"/>	Negative for people who identify as transgender				

56. Using a scale of 1-5, please rate the overall climate at LBNL on the following dimensions:

**(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)**

	1	2	3	4	5	
Not racist	<input type="radio"/>	Racist				
Not sexist	<input type="radio"/>	Sexist				
Not homophobic	<input type="radio"/>	Homophobic				
Not transphobic	<input type="radio"/>	Transphobic				
Not age biased	<input type="radio"/>	Age biased				
Not classist (socioeconomic status)	<input type="radio"/>	Classist (socioeconomic status)				
Not classist (position: faculty, staff, student)	<input type="radio"/>	Classist (position: faculty, staff, student)				
Disability friendly	<input type="radio"/>	Not disability friendly				

57. My workplace climate is welcoming based on a person's:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency/accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (e.g., single, married, partnered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status (e.g., having children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a Lab club/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation on an athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. If you would like to elaborate on your observations to the previous question, please do so here.

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59. How would you rate the accessibility at LBNL?

	Fully accessible	Accessible with accommodations	Not accessible	Don't know
<b>Accessibility</b>				
Dining Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-site Transportation/Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways and Pedestrian Pathways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Braille Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing Loops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. How would you rate the climate at LBNL for people who are/have...

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
Psychological health issues	<input type="radio"/>				
Physical health issues	<input type="radio"/>				
Female	<input type="radio"/>				
From religious affiliations other than Christian	<input type="radio"/>				
From Christian affiliations	<input type="radio"/>				
Gay, lesbian, and bisexual	<input type="radio"/>				
Immigrants	<input type="radio"/>				
International students, staff, or faculty	<input type="radio"/>				
Learning disability	<input type="radio"/>				
Male	<input type="radio"/>				
Non-native English speakers	<input type="radio"/>				
Parents/guardians of dependent children	<input type="radio"/>				
People of color	<input type="radio"/>				
Providing care for adults who are disabled and/or elderly	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Socioeconomically disadvantaged	<input type="radio"/>				
Socioeconomically advantaged	<input type="radio"/>				
Transgender	<input type="radio"/>				
Other, please specify	<input type="radio"/>				
_____	<input type="radio"/>				

61. How would you rate the climate at LBNL for persons from the following racial/ethnic backgrounds?

	Very respectful	Respectful	Disrespectful	Very disrespectful	Don't know
African American / African/ Black	<input type="radio"/>				
American Indian / Alaskan Native	<input type="radio"/>				
Asian / Asian American	<input type="radio"/>				
Hispanic / Latino	<input type="radio"/>				
Middle Eastern / South Asian / North African	<input type="radio"/>				
Pacific Islander	<input type="radio"/>				
White	<input type="radio"/>				

### Part 5: Institutional Actions Relative to Climate Issues

62. How does each of the following affect the climate for diversity at LBNL?

	Not currently available at LBNL	Positively influence climate	Has no influence on climate	Negatively influence climate	Don't know
Providing flexibility for promotion for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diversity training for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing access to counseling for people who have experienced harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing mentorship for new staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a clear and fair process to resolve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing funding to support efforts to change campus climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the diversity of the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing back-up family care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing lactation accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing career development opportunities for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

63. If you would like to elaborate on how any of the above influence campus climate, please do so here.

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64. Is there any aspect of LBNL or particular activity that helps you to feel a part of the LBNL community?

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65. If you think that there are ways in which the climate has improved at LBNL in recent years, please comment here.

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### Part 6: Your Additional Comments

66. This survey has asked you to reflect upon a large number of issues related to the climate at LBNL and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the university might improve the climate, we encourage you to do so in the space provided below.

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67. Please provide any additional comments you have about this survey.

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## Thank you for taking the Berkeley Lab Workplace Environment Survey

You have contributed to the welfare of the Berkeley Lab community, and your involvement will help Berkeley Lab make changes that will enhance the campus environment.

Participants who complete the survey will be entered into a drawing for the following items provided by the Office of the President:

- Five \$2,000 staff professional development grants (systemwide)
- Two iPads for LBNL participants

If you would like to be entered into the incentives drawing, please provide your full name, phone number, and/or e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the incentives drawing.

Name \_\_\_\_\_

Phone Number \_\_\_\_\_

E-mail address \_\_\_\_\_

Some of the questions on this survey may have caused discomfort or been difficult to answer due to their content. If it would be helpful to talk with someone, you are encouraged to contact:



### CARE Services

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Tel: 510-643-7754  
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or



Lawrence Berkeley  
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### Christel Cantlin

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Thank you again for your participation. Survey results will be available in Fall 2013.