
MAKING VISIBLE THE ACADEMIC STAFF POPULATION AT UC BERKELEY: WHO ARE THEY AND WHAT DO THEY DO?

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There are hundreds of job titles and job types at UC Berkeley. The total workforce of about 28,000 individuals, as categorized by the Human Resources website, includes employees in the broad categories of regular faculty, other faculty, other academics, staff, graduate students, and undergraduate students.¹ Two of these categories, "other faculty" and "other academics," are populations that are typically not included in assessments of either faculty or staff, and together they make up the total population of academic staff at UC Berkeley.² Many employees, including some of those actually working in the jobs, have no idea how many of them are employed at the university or what it is they do. Academic staff are widely dispersed across the university and have very different kinds of job responsibilities; they are invisible as a collective group. And yet they perform essential functions, often serve the needs of students, sometimes bring in large sums of money in the form of research grants, and support the reputation of the university. Unlike all other staff, but the same as with tenure-track faculty, they are employed through the Academic Personnel Office and their job responsibilities are governed by the policies and procedures of the University of California Academic Personnel Manual.

The purpose of this report is to make visible and bring to light the academic staff population at UC Berkeley in terms of who they are, what they do, and how they experience their jobs.³ Findings from surveys of Berkeley academic staff and ladder-rank faculty, conducted in 2009, as well as an existing survey of the U.S. workforce, are used to highlight job experiences in some areas, to provide comparisons between academic staff and other employee groups, and to share the voices of individuals. To

¹ Taken from the Human Resources website: http://hrweb.berkeley.edu/files/attachments/WorkForceCensus_2011-04-30.pdf

² A report on ladder-rank faculty at UC Berkeley was released in the spring of 2011 (http://facultyequity.chance.berkeley.edu/research/Faculty_Climate_Survey_Report_2011.pdf) and a report on non-academic staff at UC Berkeley was also released in the spring of 2011 (<http://diversity.berkeley.edu/StaffClimateSurvey>).

³ Although postdoctoral scholars are also considered academic staff, they are not included in this report (a survey of postdoctoral scholars was conducted in 2009 and findings are available at: <http://ucfamilyedge.berkeley.edu>).

date, there has never been a report to consider these employees as a population at Berkeley.

OVERVIEW OF ACADEMIC STAFF: WHO THEY ARE

"Other faculty" generally includes all faculty who are not ladder-rank, either pre- or post-tenure. This includes adjunct and clinical professors, visiting professors, lecturers, and lecturers with security of employment. Compared to the approximately 1,400 ladder-rank faculty at Berkeley, there are 1,200 other faculty. "Other academics" include academic staff with a variety of diverse job types, including librarians, professional researchers, research specialists, postdoctoral scholars, academic coordinators, and University Extension teachers, coordinators, and specialists. They include about 3,500 individuals, compared to about 8,000 non-academic staff (see Figure 1).

The population of academic staff employees represents such an array of job types that it is more readily apparent what distinguishes them than what unites them. The most obvious distinction relates to whether academic staff primarily teach, primarily conduct research, or perform some other function for the university.

Among faculty who teach (the "other faculty"), about half are women, a much higher percentage than in the ladder-rank population, though there is variability, with for example, women representing only 32% of adjunct professors but 49% of lecturers and 47% of Cooperative Extension employees. The majority are contingent employees, meaning that they do not have job security or tenure. Their position is contingent on the needs of individual departments or units. Most are employed on a part-time basis and have appointment lengths of two years or less at a time. However, the average number of years since they were first hired at Berkeley is high – 11.5 years for lecturers, 13.9 years for clinical professors, 12.2 years for adjunct professors, and 9.5 years for Cooperative Extension employees. Years since hire does not imply continuous employment; many of these faculty are employed at multiple institutions and work on and off at Berkeley over the years. Others remain at Berkeley consistently, being renewed every time their appointment is over.

"I just want to say thank you for having given me this opportunity to put in print some of the unfortunate experiences I have had, and also some of the best. This is the first time I am allowed to give this feedback to the institution. Thanks for listening."

-Academic Coordinator in the Humanities

**UC Berkeley Academic Employees: April 15, 2012:
Headcount, Contingency, Part-time Status, Percent Women, Mean Age, Years since First
Hired and Current Appointment Length**

Academic Job Groups	N	% Contingent	% Part- Time	% Women	Mean Age	Years Since First Hired	Current Appt. Length
Lecturers	800	75%	85%	49%	48 years	11.5	.6 years
Lecturers with Security of Employment	40	0%	53%	43%	67 years	28.1	-
Adjunct Professors	179	96%	79%	32%	54 years	12.2	2.6 years
Clinical Professors	162	98%	81%	49%	49 years	13.9	2.3 years
Visiting Professors	88	100%	60%	22%	48 years	9.5	1 year
University Extension	974	100%	100%	47%	53 years	9.5	3.0 years
Professional Researchers	242	98%	33%	29%	47 years	12.2	1.6 years
Professional Researchers – Visiting	58	100%	41%	24%	47 years	10.4	1 year
Project Series	73	99%	19%	25%	40 years	9.3	1.3 years
Specialists	567	100%	34%	51%	40 years	9.6	1.2 years
Postdoctoral Scholars	1043	100%	6%	35%	32 years	6.2	1.3 years
Librarians	96	11%	13%	59%	53 years	16	1.9 years
Academic Coordinators	79	96%	32%	59%	51 years	12.8	1.5 years
Miscellaneous Titles – Single	469	79%	94%	49%	47 years	15.1	.8 years
Professorial – Non-Tenure	201	100%	24%	42%	37 years	5.7	6.8 years
Professorial – Tenure	1230	1%	29%	27%	55 years	19.5	2.7 years

Source: BAIRS Affirmative Action Detail Report. As of April 15, 2012.

An exception to the contingent faculty ranks are lecturers or senior lecturers with security of employment, or potential for security of employment. While many of them work less than full-time, the lecturers with security of employment who are full-time are members of the Academic Senate, and therefore participate in the shared governance of the University. They have a permanent teaching position within their department or unit, are on average much older than other lecturers (67 years compared to 48 years on average for the others), and have been with the university for an average of 28.1 years.

Academic staff who primarily conduct research at Berkeley generally fall into three groups or job series - professional researchers, specialists, and project scientists, with specialists the most numerous. Nearly all of these employees are contingent, with short appointment lengths (around 1.5 years at a time), and compared to academic staff who primarily teach, the average number of years since first hire is somewhat fewer (9.6 - 12.2 years), and most researchers work full-time. Some were originally employed at Berkeley as postdoctoral scholars. They are younger on average than teaching academic staff, averaging 40 – 47 years of age. There are also somewhat fewer women employed as research academic staff than teaching academic staff. About half of specialists are

women, but only 29% of professional researchers are women, as are about 25% of project scientists. Researchers tend to be employed in the sciences, where there are fewer women in general, compared to lecturers who serve departments across the range of units.

The last group of academic staff are those who primarily perform some other function for the university than teach or conduct research. After the large number of postdoctoral scholars, librarians and academic coordinators are the titles with the most employees on campus. There are also an additional nearly 469 employees, many of whom work part-time, with single academic staff job titles. Some examples of these titles include museum curator, academic administrator, nursery school teacher, and coordinator of public programs. While most academic coordinators and the large group of others with single titles are contingent employees, very few librarians are (only 11%). Most academic coordinators and librarians work full-time and both are more feminized positions, with over half of employees in these groups women. Length of time at Berkeley on average is significant - around 14 years - and average age is similar to teaching academic staff - about 52 years of age.

WHAT THEY DO.

TEACH.

Lecturers are the most common type of non-ladder-rank teaching faculty at UC Berkeley. Individuals are contracted to teach specific courses within departments or units, such as language program classes, courses specific to a lecturer's professional expertise, courses that need to be taught while a tenured faculty member is on sabbatical or other leave, specialized courses, or sometimes core department courses. Some lecturers teach several set courses each semester while others teach only a single course each year. Lecturers do not typically engage in research or university service and are not under consideration for employment in the ladder ranks. A limited number of lecturers receive the title of Senior Lecturer. Because lecturers are not meant to be full-time, permanent employees, reappointment beyond six years of service requires special permission. Appointments are typically for one year at a time.

Lecturers with Security of Employment (SOE), or those in the lecturer with security of employment series, are individuals who engage in teaching as well as professional activities and university service. Lecturers with SOE fill long-term needs of particular departments or units and have a budgeted FTE allocated to their position. At UC Berkeley there are only about 40 lecturers with SOE, compared to 800 "regular" lecturers. Unlike other lecturers, those with security of employment are typically

appointed full-time and undergo formal review for advancement. Because these individuals do not have the responsibility of research, a full-time teaching load is usually higher than for ladder-rank faculty.

Adjunct faculty at Berkeley function in many ways the same as ladder-rank faculty do – they teach, conduct research, engage in professional activity, and participate in university service. They are, however, contingent, temporary employees. Permanent, state funds cannot be used as the primary support for adjunct faculty, so departments must fund them on a case-by-case basis. Similar to lecturers with SOE, adjunct faculty have the potential to progress through a series of ranks and steps, and they undergo formal review for advancement. Some adjunct faculty are primarily researchers who regularly teach a course or more per year, while others are primarily teachers who also conduct research. Many of Berkeley’s adjunct faculty are employed by the university for a long time, with an average of 12.2 years, though the maximum appointment period is three years at a time.

Clinical professors are individuals who work primarily in community clinical settings, for example, psychotherapy practices, community law programs, medical settings, or community mental health programs, and teach part-time at Berkeley. They share their clinical expertise through supervision or teaching, and can progress through a series of ranks from Instructor through Professor. Appointments are for a maximum of three years but can be renewed following review. Clinical professors at Berkeley on average have been with the university for many years.

Visiting professors are temporary professors appointed for one year at a time, and up to two continuous years, who are on leave or retired from other academic institutions. They are not members of the academic senate. Visiting professors generally come to Berkeley either because they are sought out by departments for their expertise or reputation, want to experience a different academic environment for a year, or are considering applying for a job at Berkeley. They generally receive pay and title in alignment with their home institution.

Cooperative Extension Specialists are headquartered at UC Berkeley, UC Davis, and UC Riverside. They conduct research and coordinate public outreach activities to transfer scientific discoveries from the laboratory to the public. The College of Natural Resources at Berkeley has roughly 20 Cooperative Extension specialists. Their work is tied to the welfare, development, and protection of California agriculture, natural resources, and people.

CONDUCT RESEARCH.

Professional Researchers are individuals who conduct independent research at an equivalent level to that of tenure-track faculty. They pursue external grant funding, can serve as Principal Investigators and lead major projects, and supervise graduate students and postdoctoral scholars. The employment series has several ranks, with Research (e.g., *Physicist*) the highest. These researchers undergo formal review for advancement and they are expected to perform university service but not to teach. Appointments are not permanent as they are for tenured faculty, and are instead contingent on funding and performance, with appointment length typically two years at a time. Many professional researchers are employed in the sciences and engineering, and often work in organized research units (ORUs). In the 2009 survey of academic staff, 40% of professional researcher respondents initially worked as a postdoctoral scholar at Berkeley, for an average of 18 months to three years.

Project (e.g., *Scientists*) make significant contributions on research projects or teams in any discipline, but are not required to conduct independent research or perform university service. For the most part they do not serve as Principal Investigators, and are typically supervised by a Professional Researcher or tenure-track professor. They work at a higher level than Specialists however (described below), with a broader range of knowledge and competence, and there are several ranks within the series. Appointments are contingent on funding and performance, with appointment length typically two years at a time. On this campus there are very few Project Scientists, particularly compared to Specialists (about 73 compared to almost 600).

Specialists are researchers who work in specialized areas or projects. They demonstrate competence through their contributions to existing research projects or programs, under the supervision of a tenure-track faculty member or a Professional Researcher. Specialists engage in a range of activities, including project management, grant writing support, program evaluation, bench science, report and publication writing, and sometimes supervise graduate students. Most specialists work full-time, with their position contingent on funding and performance.

PERFORM OTHER FUNCTIONS.

Librarians perform professional services at the Doe Library, the Bancroft Library, Moffitt Library and over 20 subject specialty libraries across campus, for example, the C.V. Starr East Asian Library, the Anthropology Library, and the Environmental Design Library. Most librarians work full-time, and although they can technically be temporary employees, over 90% are career employees who undergo regular, formal review. Those working more than 50% time are members of the Librarian Association of the University

of California (LAUC). Career librarians progress through a defined series of academic ranks.

Academic coordinators conduct administrative work in departments throughout the university. They perform such functions as academic program planning, development and evaluation, development of funding proposals, or acting as a liaison with an outside program or organization. Some of them also conduct research or teach at Berkeley as part of their job. They generally work independently and report to the department chair or dean. Most work full-time and have been employed at Berkeley for many years in that capacity or another. The series has steps and ranks for advancement, but does not undergo formal review.

HOW THEY FEEL ABOUT THEIR WORK EXPERIENCE AT UC BERKELEY

The Office for Faculty Equity & Welfare, together with the Office of the Vice Provost for the Faculty conducted a survey of the academic staff population in 2009, with a response rate of 38% and 611 total respondents. Although conducted several years ago, a number of the items in the survey are not time sensitive and provide useful comparisons about the nature of work between the academic groups as well as with non-academic staff and ladder rank faculty. Some survey items were drawn from a survey of the general U.S. workforce, allowing for another point of comparison.⁴ For the purposes of the survey, the job categories included were lecturers, lecturers with security of employment, adjunct/clinical professors (together as a single group), professional researchers, specialists, librarians, and academic coordinators.

ACADEMIC STAFF GROUPS COMPARED TO EACH OTHER.

Despite their typically contingent, nonpermanent employment with Berkeley, academic staff placed high value and meaning on their work. In the survey of the general U.S. workforce, just under 30% agreed or strongly agreed with the statement that their *“main satisfaction in life comes from my work,”* placing the importance of work over other interests, including marriage and family life if applicable. A very similar percentage of Berkeley non-academic staff (32%) agreed or strongly agreed with the statement, reflecting the finding from the U.S. workforce. In contrast, nearly two-thirds (65%) of Berkeley ladder-rank faculty felt that their main satisfaction in life comes from their

⁴ NIOSH Quality of Worklife Questionnaire [a nationally representative, stratified, weighted survey conducted as part of NORC’s General Social Survey (GSS) in 2002 and 2006.]

work. When looking at academic staff as a population, fully half agreed, placing their response rate squarely in between the other groups.

A closer examination of responses to this statement reveals significant differences between job types (see Figure 2). Adjunct/clinical professors, lecturers, lecturers with SOE, and professional researchers have high rates of agreement: almost 70% of lecturers with SOE, about 60% of adjunct/clinical professors, and about 55% of lecturers and professional researchers felt that their main satisfaction in life comes from their work. In contrast, librarians and academic coordinators look much more like non-academic staff, with about 35% who expressed the sentiment. The juncture between individuals who perform work more closely aligned with ladder-rank faculty and those who perform work more resembling non-academic staff is apparent in this regard.

Academic Staff Comment on the meaning and value of their work at UC Berkeley:

“The students we serve give the work meaning. Their growth and success provide tangible proof that we are making a difference and adding value to the University.” -Academic Coordinator in the Sciences

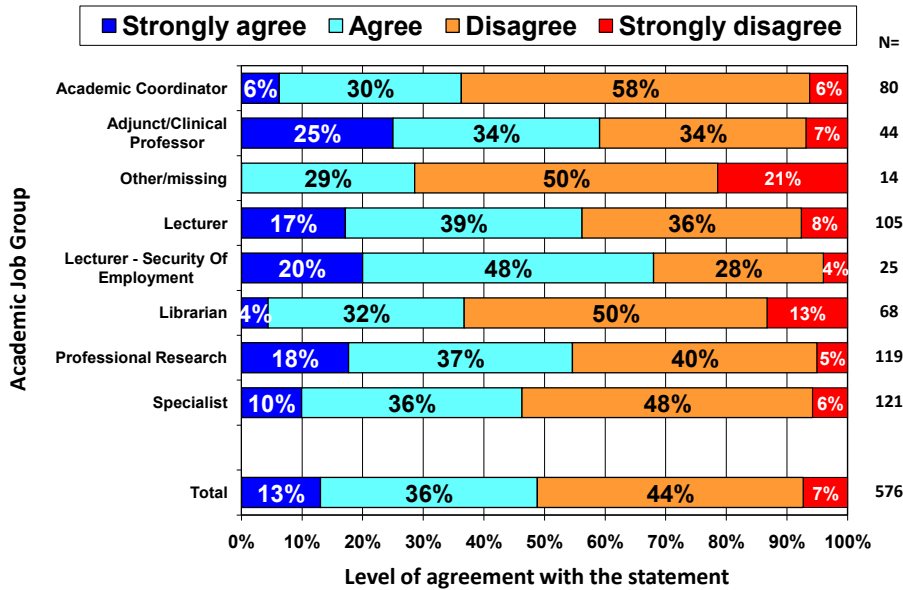
“I feel an incredible sense of pride working for UCB and thoroughly enjoy teaching and working with students.” -Adjunct/Clinical Professor in the Health/Education Professions

“Hearing from my students that my class has made a difference in the way they see the world and what they plan to do with their lives gives me the most satisfaction.” -Lecturer in the Humanities

“My coworkers and our primary library patrons (students and many of our faculty) are all wonderful to work with – intelligent, creative, and funny. They are the main reason I enjoy my job so much.” - Librarian

“I can do what I want, when I want if I can secure funding to do it. I love being a scientist, and I get to spend nearly all of my time 1)

My main satisfaction in life comes from my work

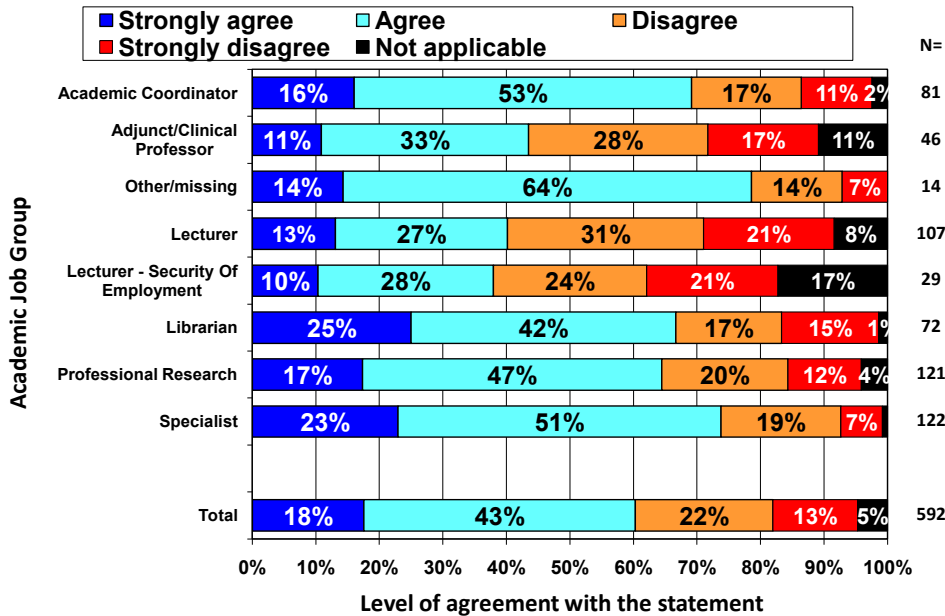


Source: UC Berkeley, Academic Staff Climate Survey, 2009. Prepared by Marc Goulden, May 2011.

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In other ways, these groups align along types of job duties. For example, Figure 3 shows responses to the statement, *“My supervisor provides ongoing feedback to help me improve my performance.”* Teaching academic staff – adjunct/clinical professors, lecturers, and lecturers SOE – have much lower rates of agreement with the statement than those who primarily conduct research or perform other types of work (only about 40% strongly agreed or agreed, compared to two-thirds or more of the others). Additionally, a much higher percentage of academic staff who primarily teach indicated that the question was not applicable (including 17% of lecturers with SOE compared to just 2% of academic coordinators), meaning that the idea of having a supervisor who provided them feedback was not relevant to their job situation. One lecturer in the non-health professions (for example, law and business) stated, *“I don’t actually know who my supervisor is.”*

My supervisor provides ongoing feedback to help me improve my performance



Source: UC Berkeley, Academic Staff Climate Survey, 2009. Prepared by Marc Goulden, May 2011.

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Academic Staff Comment on their Relationship with their Supervisor or Manager:

“Excellent – I’m unlikely to ever have a better boss.” –Professional Researcher in the Sciences

“The relationship is very good and very strong. It is one of the primary reasons I enjoy my work at UC Berkeley.” –Librarian

“My current director is the best mentor and supervisor I have ever worked for. I feel very fortunate.” – Academic Coordinator in the Social Sciences

“I feel like they appreciate my work, but I don’t feel like I can take questions, suggestions, or issues to them because I am frankly worried that if I express any discontent at all they will not hire me for the next year.” –Lecturer in the Social Sciences

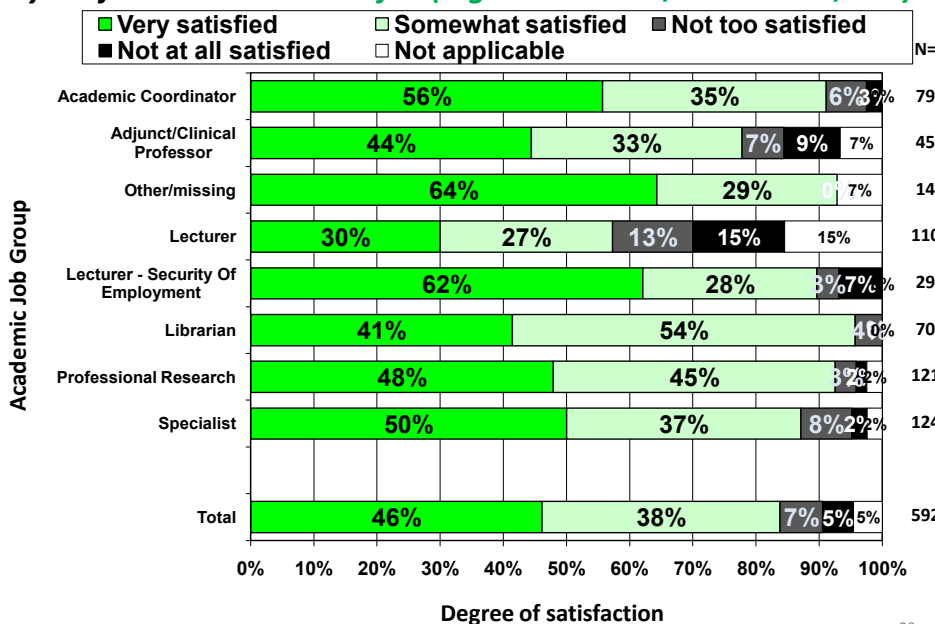
“I have no relationship with my department chair. I rarely see her and when we do cross paths, there is no acknowledgement on her part because there is no recognition of who I am.” – Lecturer in the Humanities

“I have been surprised and disappointed by the utter lack of interest my supervisor has shown in mentoring me or supporting my potential success in this position.” –Professional Researcher in “Other”

In another question respondents were asked how often they took part with others in making decisions that affect them. A higher proportion of academic coordinators and librarians (67% and 62% respectively), than teachers or researchers often took part. Teachers took part the least often (20% of lecturers often take part and 38% of lecturers with SOE take part often). A lecturer said, “We should be asked to participate when decisions affecting us are being made (e.g., appointments of deans, directors, etc.).” Researcher responses to the questions are in the middle, with about half saying that they often took part with others in making decisions that affect them. The general type of job performed and the level of contingency in employment is a likely influence.

Lecturers in particular seem to have lower levels of satisfaction compared to the others in many areas, including with promotion or opportunities for advancement, feedback received, salary and benefits, office/work space, and recognition for their work effort. For example, Figure 4 shows responses to the item about satisfaction with benefits (e.g., health care, retirement, etc.). Because of the temporary, contingent nature of their employment with the university (even if they remain for a number of years), far fewer lecturers indicated that they were very or somewhat satisfied. It is likely the case that most lecturers are ineligible for the standard employee benefits that most academic staff receive. Compared to the other groups, adjunct/clinical professors also have more individuals who were not satisfied.

With regard to each of the following, how satisfied are you with your job situation: *Benefits (e.g. health care, retirement, etc.)*



Source: UC Berkeley, Academic Staff Climate Survey, 2009. Prepared by Marc Goulden, May 2011.

In contrast to apparent distinctions between groups of academic staff, the population expressed very similar sentiments in a number of areas regarding their work at Berkeley. For example, for the most part, in 2009, academic staff felt that the people they worked with could be relied on when they needed help (75% - 95%); nearly all of them were satisfied, either very or somewhat, with the flexibility of their job (around 90%); the majority (60% - 75%) felt that conditions on the job allowed them to be about as productive as they could be; and most had the necessary equipment or physical resources they needed. Given numerous changes at the University since 2009 it is likely that agreement with some of these items would be lower today; but seemingly unlikely that the different groups would have a disparate experience of the changes.

Academic Staff Comment on the benefits of Flexibility in their Job:

“The strongest family advantage for working at the University is the flexibility of the hours.” – Adjunct/Clinical Professor in the Health/Education Professions

“The flexibility of my schedule allows me to be present at 99% of my children’s school and social events.” – Professional Researcher in the Sciences

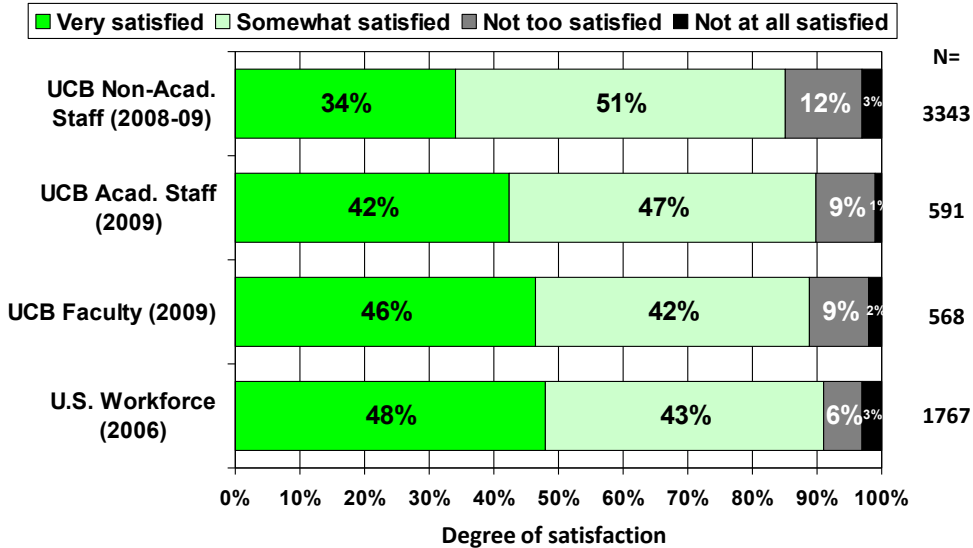
“The University is a vibrant community and it gives me a great deal of flexibility in terms of my overall life.” – Professional Researcher in the Health/Education Professions

“A positive thing for me is the flexibility about hours (almost all my scheduled time is MWF so I can spend TuTh volunteering at a local school.” – Lecturer with SOE in the Sciences

ACADEMIC STAFF COMPARED TO OTHER UC BERKELEY EMPLOYEES.

In aggregate, when comparing the population of academic staff to non-academic staff there are many similarities in experience and perspective, including how many felt that they had enough information to get the job done (95% very or somewhat true); they had enough time to get the job done (70% very or somewhat true); the people they work with could be relied on when they needed help (90% very or somewhat true); they took part in making decisions that affected them (85% often or sometimes); their manager/supervisor was concerned about the welfare of those who report to him or her (85% agree or strongly agree); conditions on the job allowed them to be about as productive as they could be (about 70% agree or strongly agree); they were treated with respect (about 85% agree or strongly agree); and they were proud to be working for UC Berkeley (about 90% agree or strongly agree). When asked the question, “All in all, how satisfied would you say you are with your job?” in 2009, 90% of academic staff were very or somewhat satisfied, a percentage very similar to non-academic staff, Berkeley ladder-rank faculty, and the U.S. workforce (see Figure 5). Given the current economic climate at Berkeley it is quite possible that the percentages would be lower for many of these topics.

All in all, how satisfied would you say you are with your job?



Sources: UC Berkeley, Non-Acad. Staff Climate Survey, 2008-2009;
 UC Berkeley, Academic Staff Climate Survey, Spring 2009;
 UC Berkeley, Faculty Climate Survey, Spring 2009;
 NORC, General Social Survey (GSS), NIOSH Module, 2006.

Job satisfaction for academic staff is high despite the main challenge that most of them face: lack of job security. Unlike tenured faculty who have a job for life, or most career staff who are likely to have their job as long as they continue to meet the goals set out for them by their department or unit, most academic staff have little or no job security. Appointment length averages about 2 years, even though most have been with the University for much longer than that. This issue was spoken to by countless numbers of academic staff in their open-ended responses to survey questions. Lecturers and adjuncts discussed not knowing whether their contract would be renewed year to year, and researchers discussed having to raise money for their own salary, with their job on the line at the end of every grant. Librarians typically have more job security.

Academic Staff Comment on Lack of Job Security:

“After teaching thousands of undergraduates for almost 30 years, and mentoring many other lecturers, GSIs, readers, and research assistants, I do not have security of employment, and can be laid off at any time.” - Lecturer in the Humanities

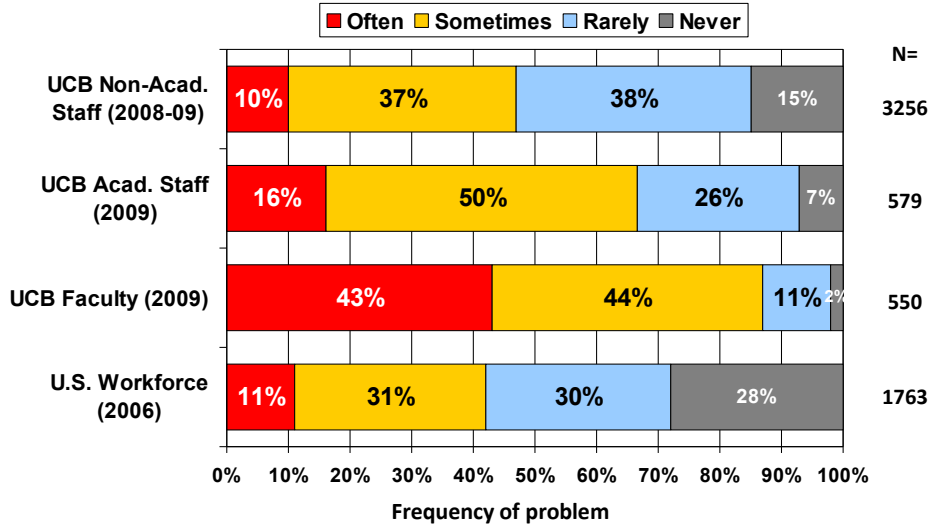
“I am very dissatisfied with the lack of job security in my position. To support my soft-money position, I am perpetually required (for over 11 years now) to be involved in four or more projects, requiring that I spend literally months of my time each year writing proposals. I am also under the constant fear of having a ‘dry spell’ in obtaining grants, resulting in the possible non-renewal of my ‘limited-term’ position.” - Professional Researcher in the Sciences

“As with all Academic Coordinators, I am on a year-to-year contract and feel vulnerable to budget cuts as well as to the whims of faculty directors.” - Academic Coordinator in the Health/Education Professions

“The work of bringing in money to fund my position is all consuming.” - Professional Researcher in “Other”

A few distinctions also exist between academic staff and non-academic staff. Academic staff positions typically require a high level of skill and training, with many requiring an advanced degree. Not surprisingly, when asked whether “My job lets me use my skills and abilities,” and “My job requires that I keep learning new things,” more academic staff agreed or strongly agreed with the statements (52% of academic staff strongly agreed with the first statement, compared to 33% of non-academic staff; and 59% of academic staff strongly agreed with the second statement, compared to 36% of the non-academic staff). Additionally, because of the nature of academic work – for example, irregular hours for course preparation or grading, or research projects that require evening or weekend hours – academic staff as a population experienced higher levels of work-life stress. One question asked, “How often do the demands of your job interfere with your family (personal) life?” and conversely, a second question asked, “How often do the demands of your family (personal) life interfere with your work on the job?” As seen in Figures 6 and 7, when comparing responses of academic staff with non-academic staff, ladder-rank faculty, and the U.S. workforce, academic staff are more closely like ladder-rank faculty, who experience high levels of work-life stress. Two-thirds of academic staff sometimes or often have their job interfere with their family or personal life, compared to about 42% of the U.S. workforce, 45% of non-academic staff and about 85% of ladder-rank faculty.

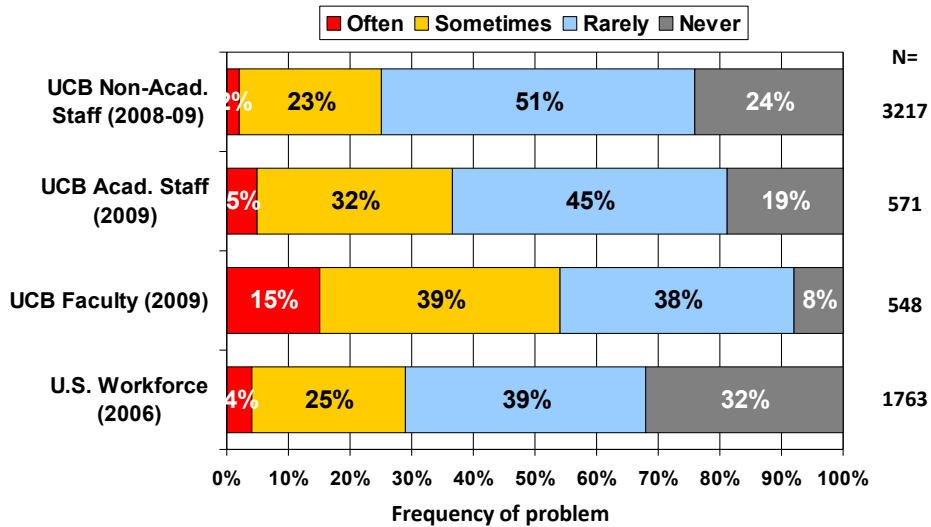
How often do each of the following occur? The demands of your job interfere with your family (personal) life?



Sources: UC Berkeley, Non-Acad. Staff Climate Survey, 2008-2009;
 UC Berkeley, Academic Staff Climate Survey, Spring 2009;
 UC Berkeley, Faculty Climate Survey, Spring 2009;
 NORC, General Social Survey (GSS), NIOSH Module, 2006.

*GSS 2006 Question Version: *How often do the demands of your job interfere with your family life?*

How often do each of the following occur? The demands of your family (personal life) interfere with your work on the job?*



Sources: UC Berkeley, Non-Acad. Staff Climate Survey, 2008-2009;
 UC Berkeley, Academic Staff Climate Survey, Spring 2009;
 UC Berkeley, Faculty Climate Survey, Spring 2009;
 NORC, General Social Survey (GSS), NIOSH Module, 2006.

*GSS 2006 Question Version: *How often do the demands of your family interfere with your work on the job?*

Finally, while not asked specifically on the survey of academic staff, many respondents wrote about their perception of their status on campus compared to other groups, most expressing the sentiment that they felt less valued than career non-academic staff and ladder-rank faculty, or that they didn't fit in as either faculty or staff. This was less the

case with librarians, who were more likely to feel that their salary level was inequitable with others doing similarly skilled work on campus, and in particular compared to other institutions.

CONCLUSION AND NEXT STEPS

Although academic staff jobs at UC Berkeley can clearly be rewarding in many ways, and can serve individuals well for an entire career, it is also the case that being a member of the academic staff can have significant drawbacks for some. The relative isolation of academic staff as a population relative to other groups on campus makes for difficult circumstances. And the system is set up most ideally for individuals wishing to work in those positions either part-time or for relatively short periods of time, with some exceptions. Unfortunately, many individuals do stay in academic staff positions at Berkeley for a decade or more, resulting in frequent re-appointments in order to continue, and the necessity of raising

Academic Staff Comment on their Status at Berkeley:

“I feel like a second class citizen and an afterthought even though I am very dedicated to excellent teaching.” – Lecturer in the non-health professions

“Although I’m overall very satisfied with my situation at UC Berkeley, I sometimes find that the Specialist series is a bit overlooked. We are not quite academics and not quite staff, but somewhere in between.” – Specialist in the Sciences

“The structural and cultural divide (almost like a caste system) between senate faculty and the rest of us is also frustrating.” – Academic Coordinator in the Humanities

“Although I enjoy teaching and research, I had not realized how isolating it is to be a lecturer here. The hierarchical nature of the institution combined with demands on everyone’s time seems to mean that tenured and tenure-track faculty have nothing to do with lecturers.” – Lecturer in the non-health professions

“Researchers like us should be more recognized for their contribution to the research and academic life of the university. I really have the feeling that I am doing a lot for this University and in nine years here I have never gotten a ‘thank you’ or ‘what you do is great’ from the department or staff.” – Professional Researcher in the Sciences

“Recognition for the great work that we do is rare, in spite of our efforts to bring our successes to the attention of the administration. We are implementing the mission statement of UC Berkeley on a daily basis. In addition, our projects provide students

research funds for some. This is the nature of work for contingent employees, a fact that some individuals are satisfied with while others are not.

The purpose of this report was to describe the academic staff population at Berkeley, bringing them from relative invisibility and obscurity on campus to sharing their voices and experiences. They are an eclectic group, and not easily categorized due to the variety of positions they hold and the range of contingent to non-contingent, and part-time to full-time. Given this information, what next steps make sense? The following list may serve as a beginning point for issues to consider going forward:

1. Consider the contributions of academic staff to the success and mission of UC Berkeley and whether there are ways that they are being overlooked or could be better appreciated.
2. For academic staff researchers who have demonstrated success in bringing in grant monies and carrying out research, consider the possibilities of providing insurance for temporary, short-term gaps in funding.
3. Consider advancement rates and issues with advancement for those individuals in academic staff positions with career ladders.
4. Ask departments and units on campus to consider the role of academic staff in their area, and whether there are ways to support feelings of integration and belonging for all individuals.
5. Consider potential mentoring or support for academic staff who have been employed with the university for many years and could make a significant contribution in their role.