REPORT ON THE 2019 UNIVERSITY OF CALIFORNIA, BERKELEY FACULTY CLIMATE SURVEY

Executive Summary

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EXECUTIVE SUMMARY

This report is based on the senate faculty version of the UC Berkeley campus "My Experience" survey, and builds on the findings of similar surveys conducted with the faculty in 2003 and 2009, providing data examining change over time in a variety of areas.

Importantly, this report requires a consideration of temporal context. The survey findings are based on a period before the advent of the coronavirus pandemic. Nearly a year into the experience of living through the pandemic, faculty work and personal lives have been upended to a significant degree. In many cases existing challenges or inequalities have been exacerbated by changes in routine ways of doing things, and have exposed additional underlying structural challenges at the university. The results also predate the national racial reckoning brought on by new highly prominent killings of Black people in this country by police, and further exposed racism against people of color more generally. These recent reminders of systemic racism in our society have altered priorities for many on campus, who recognize that business as usual or slow incremental change will no longer suffice to meet our goals for a truly inclusive institution in which everyone belongs and can thrive.

Why is a report based on survey findings from 2019 of value at this time?

The findings from this survey can serve as a roadmap for where and how to focus our attention now and going forward, as well as to highlight issues of urgent concern. We can learn what was going well for faculty and where we need to do better. As we envision a future return to campus for non-essential workers, and in-person classes and activities, we can keep front of mind many of the themes and recommendations identified in 2019.

Report themes and findings

This report covers a variety of topics, including general satisfaction with various components of work and the institution; career progression; feelings about department and campus climate; the importance of diversity, equity, and inclusion to faculty; issues of exclusion and bullying; and views and needs around housing and childcare.

Satisfaction

This section of the report addresses overall career satisfaction, as well as satisfaction with many different aspects of respondents' careers, including factors that benefit faculty members' personal lives or the intersection with work (for example, benefits, housing, support for

work/family balance, and support for diversity, equity and inclusion); aspects of their work (for example, quality of graduate students and teaching, advising, and committee responsibilities); and components related to status (for example, salary, additional compensation, current rank, and the merit and promotion process).

The proportion of faculty survey respondents who are satisfied "all in all" has steadily increased across the 2003, 2009 and 2019 surveys, with 90% of respondents either very or somewhat satisfied with their job. Most faculty (two-thirds or more) are satisfied (very or somewhat) with most aspects of their faculty position and work/life balance. The highest levels of satisfaction are with benefits, the quality of graduate students, rank, advising responsibilities, and course assignments. Compared to ten years ago, the majority of faculty are now very satisfied with their current rank. Satisfaction is lowest with respect to staff support, salary, housing situation, additional compensation, the way respondents were welcomed to Berkeley, and quality of research space.

Faculty with minoritized or intersectional identities, either through gender, race/ethnicity, sexual orientation, marital status, or disability status, have lower rates of satisfaction in many areas than do respondents from comparable majority groups. Given the variability in satisfaction between groups and across areas, "satisfaction" should be considered less as an overall notion of experience with the institution and more as an opportunity to identify bright spots and areas for improvement.

Career Progression

Career progression focuses on four main areas: slow or delayed career progression, mentoring and support, leadership opportunities, and awareness and support of various policies and resources to support faculty careers.

1. Slow or delayed career progression

    Most faculty feel that their career progression is similar to or faster than their peers. The University of California's step system, with its regular reviews and transparent processes, incentivizes faculty to maintain regular progress throughout their career. Fewer than one in five faculty feel that their progress is slow or delayed. Of this group, however, there is a disproportionate percentage of associate professors, faculty in the humanities, women, underrepresented minorities, and faculty with disabilities. In particular, faculty with four or more minoritized characteristics are significantly more like to report they are slow/delayed, and more commonly cite service, teaching and mentoring loads as contributing factors to their slower progress.

2. Mentoring and support

There is widespread desire for more mentoring and support than what is currently available for faculty, including in research, career advancement, administrative and departmental issues, and teaching. Although the campus has sought to make improvements in this area, there is clearly need for additional opportunities.

3. Leadership opportunities

Most Berkeley faculty seek to become leaders in their research, teaching, and with respect to equity and inclusion. And almost half of faculty are interested in serving in campus leadership roles. This bodes well for the future of the University. Notably, women and minority faculty are disproportionately interested in such opportunities. A concern is that only half of faculty feel the appointment process for department chair to be transparent and equitable, and even fewer feel this is the case for upper-level administrative positions.

4. Awareness and support of resources for faculty

Berkeley provides a number of resources to support faculty throughout their career, from relocation support when they arrive, to workshops for advancement, to pathways to retirement. Most faculty who are at the career stage where they can effectively make use of particular resources are aware of and supportive of them. Moreover, nearly all faculty are supportive of the range of supports available to faculty at different stages.

Department/Campus Climate

This section focuses on a range of workplace climate issues, including four main topics: department climate issues, equity and inclusion global climate, personal respect climate issues, and general climate issues.

Overall rates of satisfaction with various aspects of respondents' department/unit colleagues and climate are generally positive and have increased over the three survey periods. When asked how they feel overall about the climate in their department, for example, about 80% report feeling comfortable (and a similar percentage with the climate of the campus). This, however, means that about one in five faculty continue to be uncomfortable in their department and on campus, a concerning percentage. And faculty in minoritized groups express a less positive assessment of their department climate overall and of the climate on campus.

Faculty from minoritized groups are also much less likely than faculty from majority groups to feel that individuals who share their identity are respected at Berkeley. For some identities these differences are quite large, particularly for URM faculty and faculty with disabilities. These findings parallel those related to department and campus climate by groups.

When considering faculty opinions about the importance and value of diversity, equity, and inclusion, minoritized faculty are more likely to indicate that it is very important or important to them, and much less likely to feel that DEI is promoted in their department and at Berkeley.

As a general litmus test of connection and loyalty to working at Berkeley, it is notable that overall, only a little over half of faculty responded that they would *not* leave Berkeley even if offered a comparable position with slightly higher pay and/or benefits. Similar to other measures of satisfaction, faculty from minoritized groups had even lower rates of agreement.

About 90% of faculty agree somewhat or strongly that they have the pleasure of working on research with excellent graduate students, and that they find the diversity of people and ideas at Berkeley to be extremely stimulating.

Career/Life Issues

This section covers family climate issues related to work-family balance, and health and stress issues related to assessments of personal health and stress. There is general agreement among faculty respondents that the University recognizes the need to be flexible with regard to personal or family issues, and in scheduling courses and meetings. Most faculty feel that the flexible nature of their job has benefitted their family/personal life. Despite these positives, a significant proportion of the faculty experience considerable work/life stress, with women reporting much more stress. About two-thirds of women reported having to put their research on hold to provide care to others. And similarly, a large proportion report missing important personal or family events because of career pressures. Most notably, fully half of all women respondents report that they have had fewer children than they wanted, though this is a slightly lower proportion than in 2009.

Exclusion and Bullying

Faculty were asked about exclusion, bullying and harassment. Based on their responses, there appear to be concerning rates of faculty experiencing these behaviors at Berkeley, with *one quarter* reporting having such experiences in the last year. The most common report, among one in five faculty, is of experiencing behaviors that a reasonable person would find hostile and offensive; and second most common are behaviors or language that is frightening, belittling,

humiliating, or degrading. Women, faculty from underrepresented minority groups, LGBQ+ faculty, and faculty with disabilities are dramatically more likely to report experiencing exclusionary, harassing, or bullying behaviors than faculty from majority groups. For some groups the differences are stark, with twice as many individuals from the minoritized group reporting an experience than those from the majority group. For these individuals, the experience of department and campus climate is likely significantly impacted.

Housing and Childcare

Faculty were asked about their ability to secure affordable housing and childcare. Nearly half of Assistant Professors report experiencing difficulty with housing quality, availability, and/or cost, as do about one-third of faculty who are not married/single. Overall, however, fewer than one in five faculty report housing issues. Securing high quality, affordable child care continues to be a significant challenge for faculty with young children. Fewer than half of faculty who have sought and secured child care in the last five years feel that it is affordable.

Actions taken and recommendations for the future

Initial analyses of the survey findings prompted some immediate responsive actions. The onset of the COVID-19 pandemic also inspired further supportive actions which address some of the concerns emerging from the survey. However, there is still work to be done; recommendations for the future are detailed below.

Actions taken or in progress

- Survey findings indicated a need for more faculty mentoring and connection. In response, the [Berkeley Faculty Link pilot program](#) was created with funding from UC Office of the President to provide rich interdisciplinary mentoring and opportunities for connection, with the stated goal of increasing faculty success, satisfaction, and sense of belonging, particularly for junior and mid-career faculty. Based on positive preliminary data, our recommendation is that the campus make this program permanent, and that faculty who hold marginalized identities be connected early on with the program.
- Survey findings reinforce the importance of ensuring that contributions to diversity, equity, and inclusion (DEI) are rewarded, including through proper crediting in faculty hiring, and merit and promotion cases. We have taken steps to make this happen (and plan to do additional work in this area). One example is the creation of a webpage, ["Support for Inclusion,"](#) to show faculty how DEI can be successfully integrated into their teaching, research, and service.

- In 2019 the campus issued new guidelines for preventing and responding to faculty bullying. To assist in implementing these guidelines, and in response to survey findings that bullying behaviors are experienced by many faculty, OFEW added supportive guidance on its website for individuals who have been impacted by unwanted behaviors, those who have been the subject of a complaint, and for department chairs and deans who need to respond effectively to these issues and concerns. Publicizing these new resources will help raise awareness that bullying, exclusion and harassment are not acceptable and that resources are available.
- The COVID-19 pandemic made even more visible the importance, also revealed in the survey, of having accessible and affordable childcare. To address dependent care needs during the pandemic, the campus invested in the expansion of the backup care program from 40 hours to 120 (annually). If usage data and a future survey of faculty show that this expansion was beneficial, we will recommend continuing this program. The campus also invested in the creation of a new website and CareBubbles care matching tool, which we recommend continuing into the future.
- Given the significant percentage of faculty interested in professional development opportunities, we created a page on the OFEW website to make these opportunities easy to find.
- Issues of departmental climate, which emerge clearly from the survey, are often diagnosed in Academic Program Review (APR), which departments undergo every ten years. We recommend continuing this effort and augmenting it with a clear program, such as PATH to Care's Prevention toolkit or other similar programs, to address those climate issues. OFEW is in the process of putting together a network of campus partners who can support departments in this work.

Recommendations for additional actions

- Further promote and expand the Faculty Leadership Academy to increase leadership and administrative skills and create a diverse pipeline of faculty prepared to serve in administrative leadership positions.
- Continue incorporating faculty in the periodic Employee Morale 'pulse' surveys to measure satisfaction over time.
- Encourage departments to administer a standard, short, climate survey at shorter intervals (e.g., every two years) to track progress on longstanding issues and identify emerging issues early so they can be addressed before they become more serious. A tool created by the campus for adaptation and use by departments would be valuable.

- Develop and deploy standardized faculty workload metrics within departments/schools so the campus can better assess the degree and nature of workload inequity across units and propose appropriate mitigating measures at a campus level.
- Continue efforts to diversify the faculty and to hire faculty with the skills and commitment to promoting a diverse, equitable, and inclusive environment to support a positive and inclusive campus climate.
- Address the disparity in values around DEI across certain segments of the faculty through an educational social norms campaign to show how highly valued DEI is by many/most of the faculty.
- Continue promoting and modeling the importance of DEI at the highest levels of the campus administration, through appointments of faculty from minoritized groups to positions of leadership, campus communications and messaging, and commitment to programs and resources that elevate DEI values throughout the campus.
- To be able to support faculty with children in the future, particularly assistant professors, the campus will need to seriously consider providing child care grants.
- The campus child care program (ECEP) is highly valuable to faculty; we recommend continuing this program.
- Address the clear need for housing support for faculty at the lower ends of the pay scale. Clark Kerr rental units, at below-market rates, provide a soft landing for newly hired faculty, but there are not enough to accommodate all the faculty who request them. We recommend that the campus consider purchasing several University Terrace condominiums, as they come on the market, and rent them to newly hired faculty on the Clark Kerr model. We also recommend that the campus consider augmenting Faculty Recruitment Allowances to offer newly hired faculty more financial assistance with their entry into the local housing market.

Final words

Out of all the detail covered in this report, two themes clearly emerge: challenges experienced by many faculty are much more acute for those holding minoritized identities, and challenges experienced by many faculty are much more acute for those who are parents. As the campus continues its critical efforts to diversify the faculty, the knowledge that faculty do not all experience the campus, and life as a faculty member, in the same way must be kept in the forefront.