

Report on the University of California, Berkeley Faculty Climate Survey: Appendix, Figures 1 - 19

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Appendix, Figure 1. Response Rates by Broad Disciplinary Field

Faculty Group	# Surveyed	# Responses	Response Rate
PTEM	454	171	38%
Bio Sciences/Natural Resources	233	104	45%
Professional	314	125	40%
Social Sciences	278	116	42%
Humanities	252	117	46%
Total	1531	633	41%

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

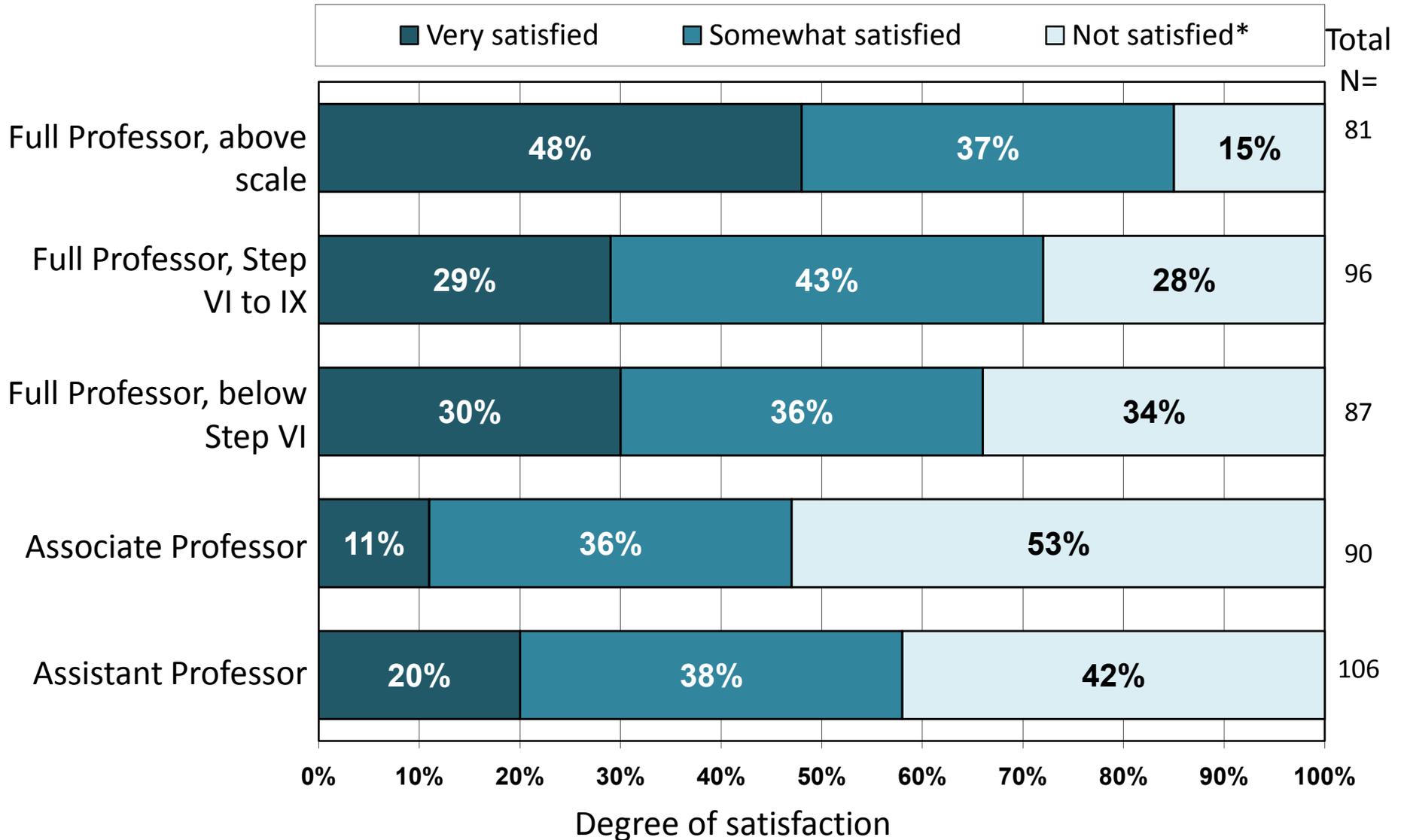
Appendix, Figure 2. Spouse Employment Status*

	Spouse employed full-time	Spouse employed part-time	Spouse unemployed	Spouse retired	Other status, e.g., student	N=
Men respondents	48%	23%	12%	9%	10%	342
Women respondents	75%	8%	5%	9%	8%	175

*Respondents were asked to “check all that apply” so percentages add to more than 100.

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 3. Degree of Satisfaction with Additional Compensation (Such as Summer Salary) by Rank/Step

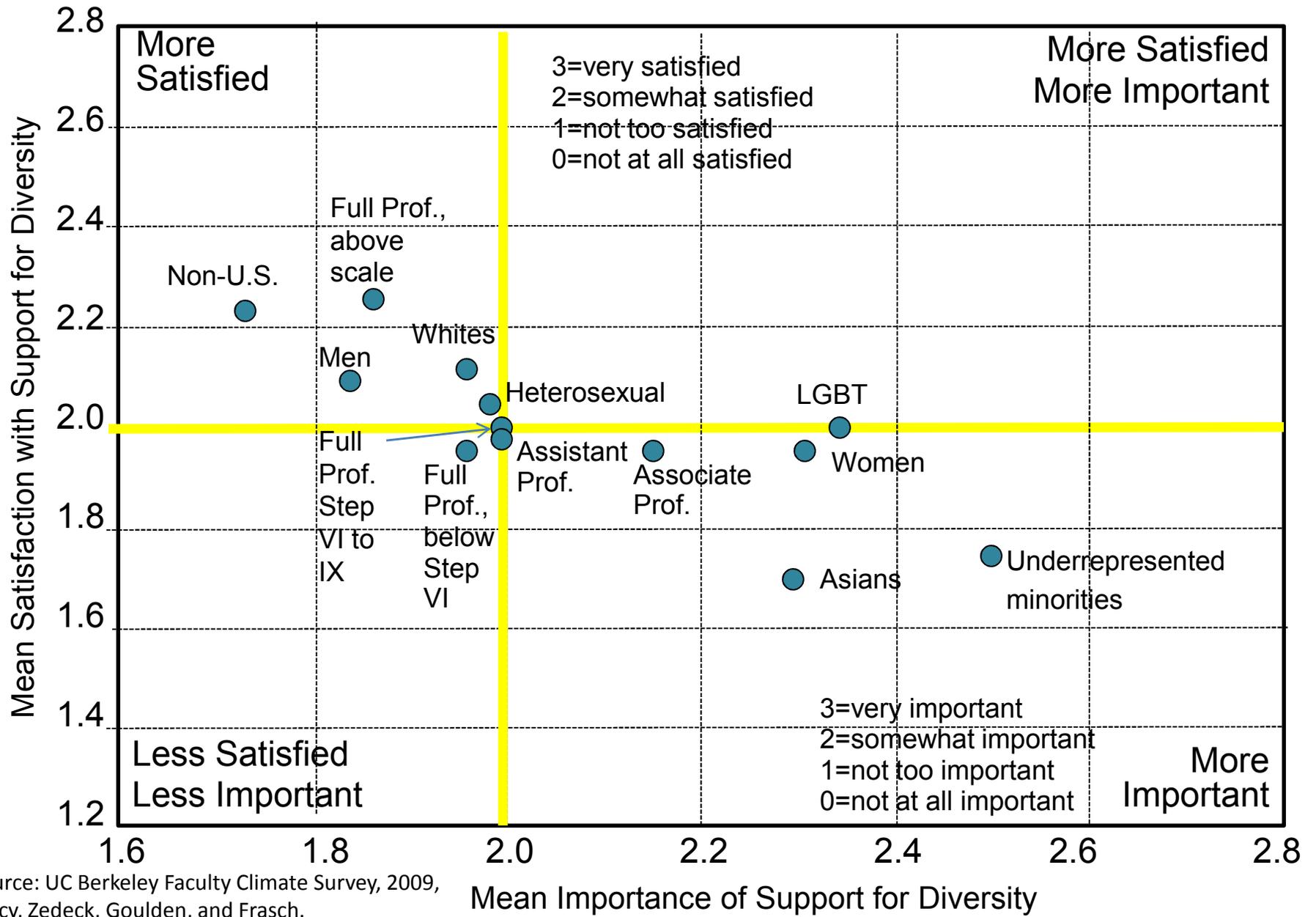


*Includes "Not too satisfied" and "Not at all satisfied."

†Physical sciences, technology, engineering, and math

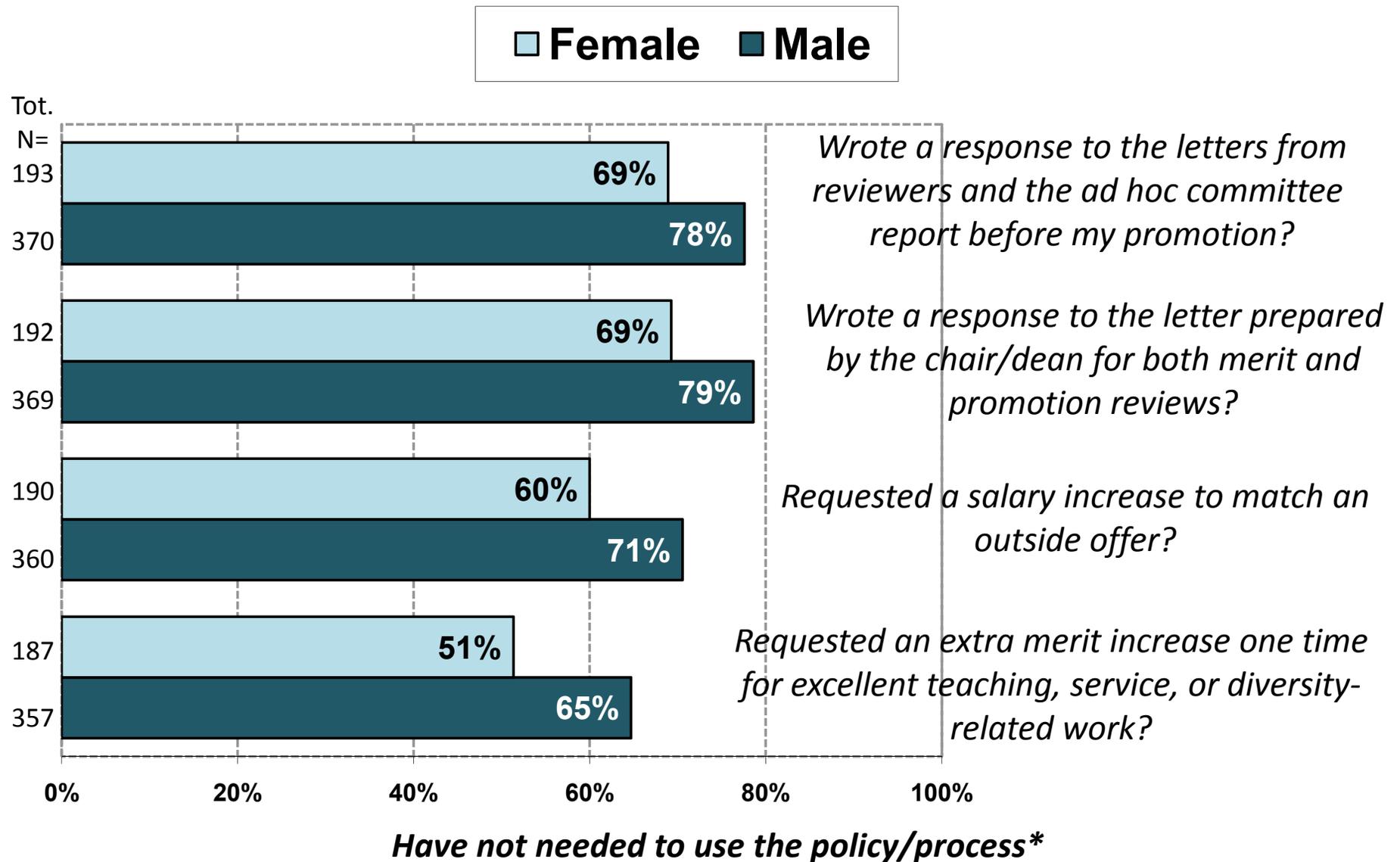
Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 4. Support for Diversity: Mean Satisfaction versus Mean Importance



Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

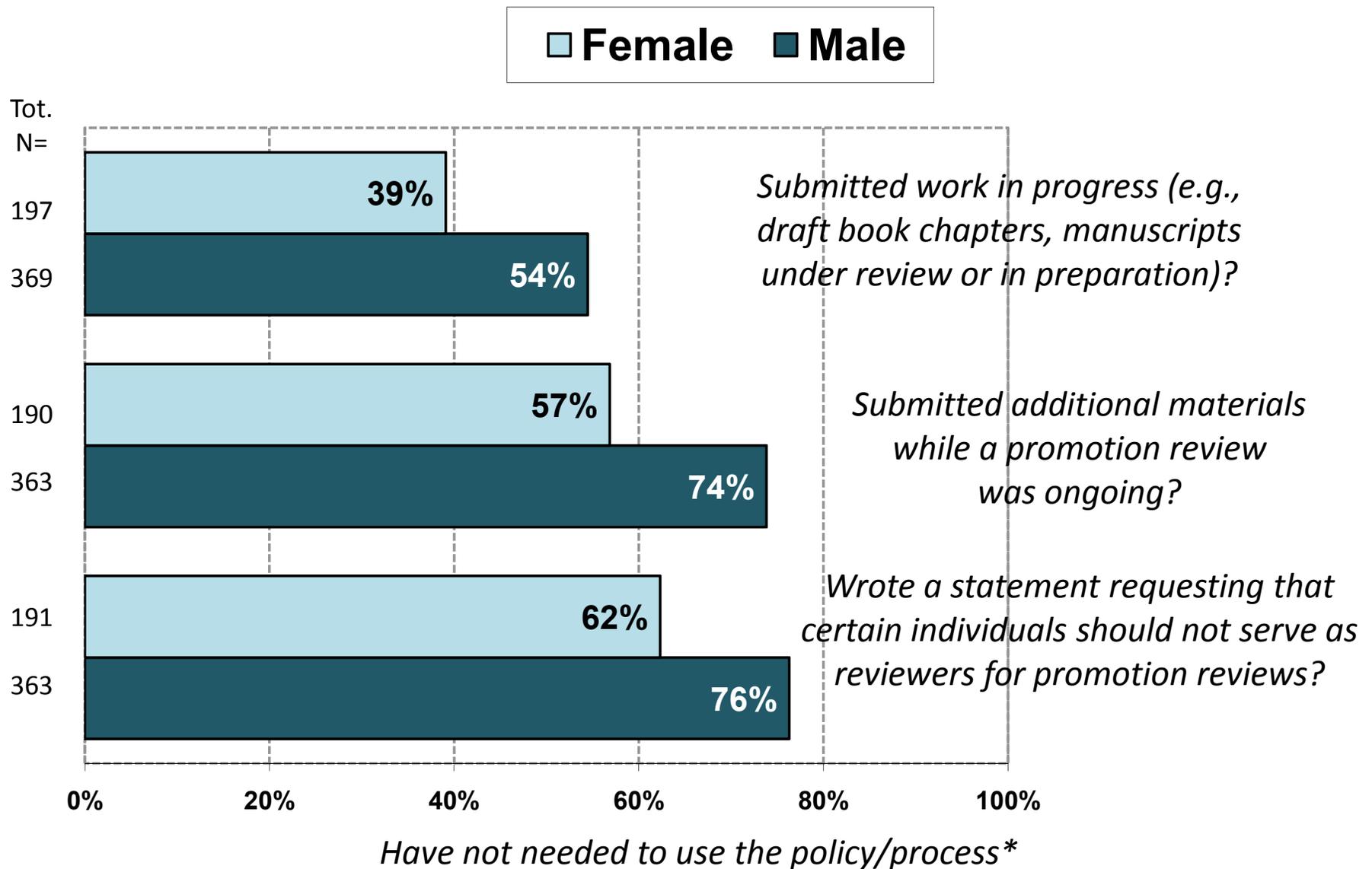
Appendix, Figure 5a: UC Berkeley Faculty: Percent Who Have *Not Needed** to Use the Merit and/or Promotion Review Policy/Process by Gender, Selected Items



*Have not needed the policy/process vs. did not know about the policy, used the policy, & discouraged from using the policy.

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

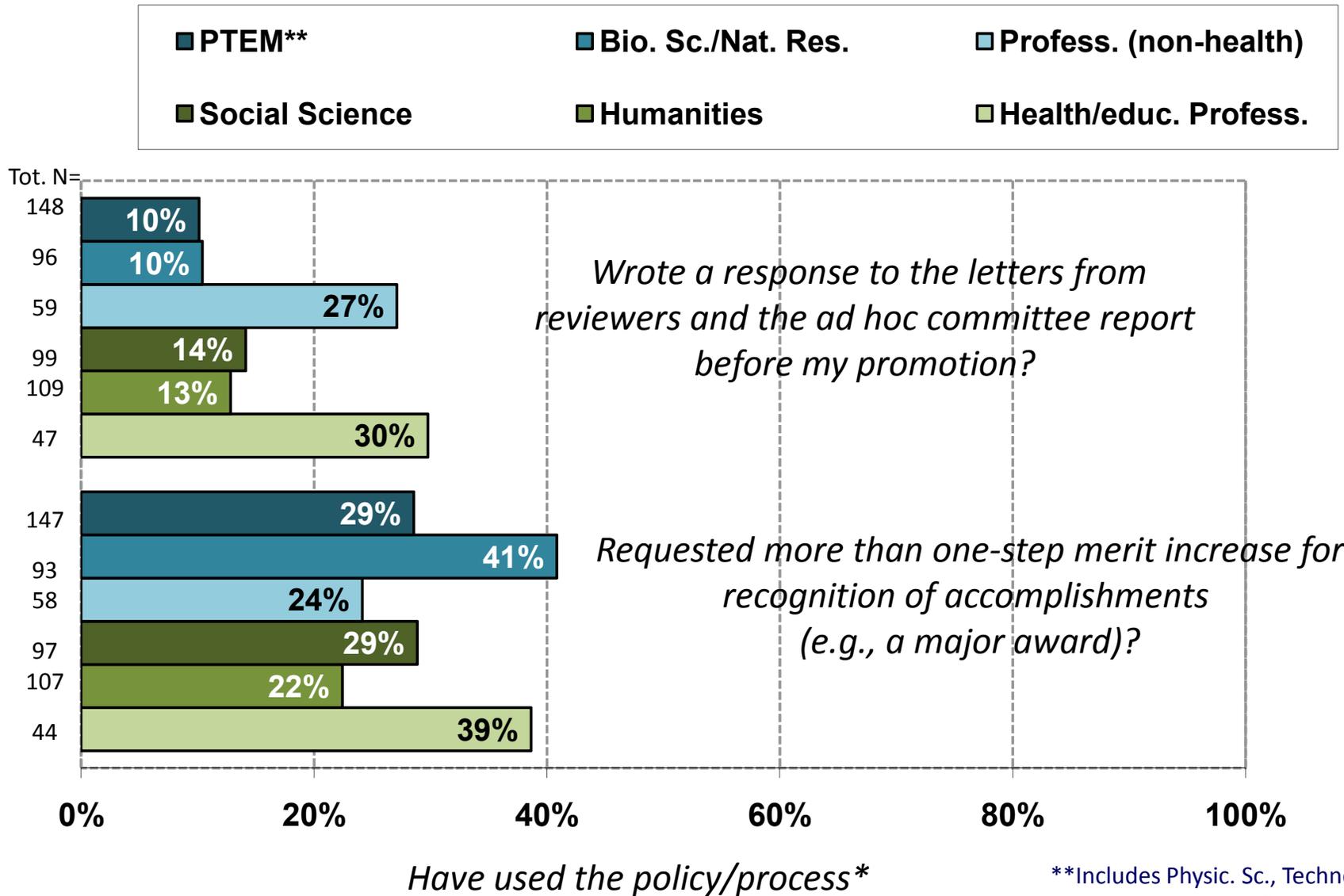
Appendix, Figure 5b: UC Berkeley Faculty: Percent Who Have *Not Needed** to Use the Merit and/or Promotion Review Policy/Process by Gender, Selected Items



*Have not needed the policy/process vs. did not know about the policy, used the policy, & discouraged from using the policy.

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 6: UC Berkeley Faculty: Percent Who Have *Used** the Merit and/or Promotion Review Policy/Process by Broad Disciplinary Field, Selected Items

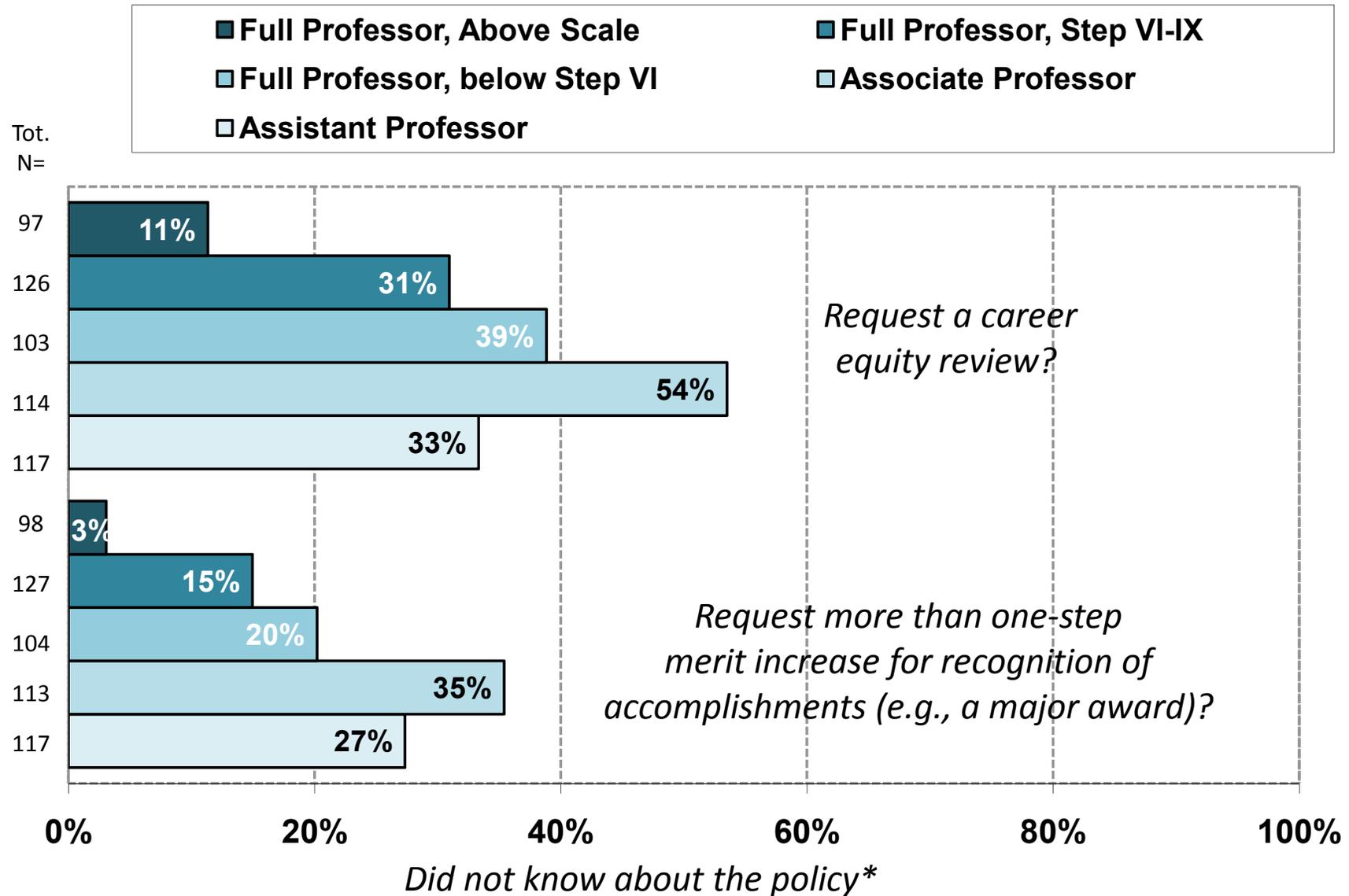


*Have used the policy/process vs. did not know about the policy, did not need the policy, & discouraged from using the policy.

**Includes Physic. Sc., Technol., Engineer., & Math.

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

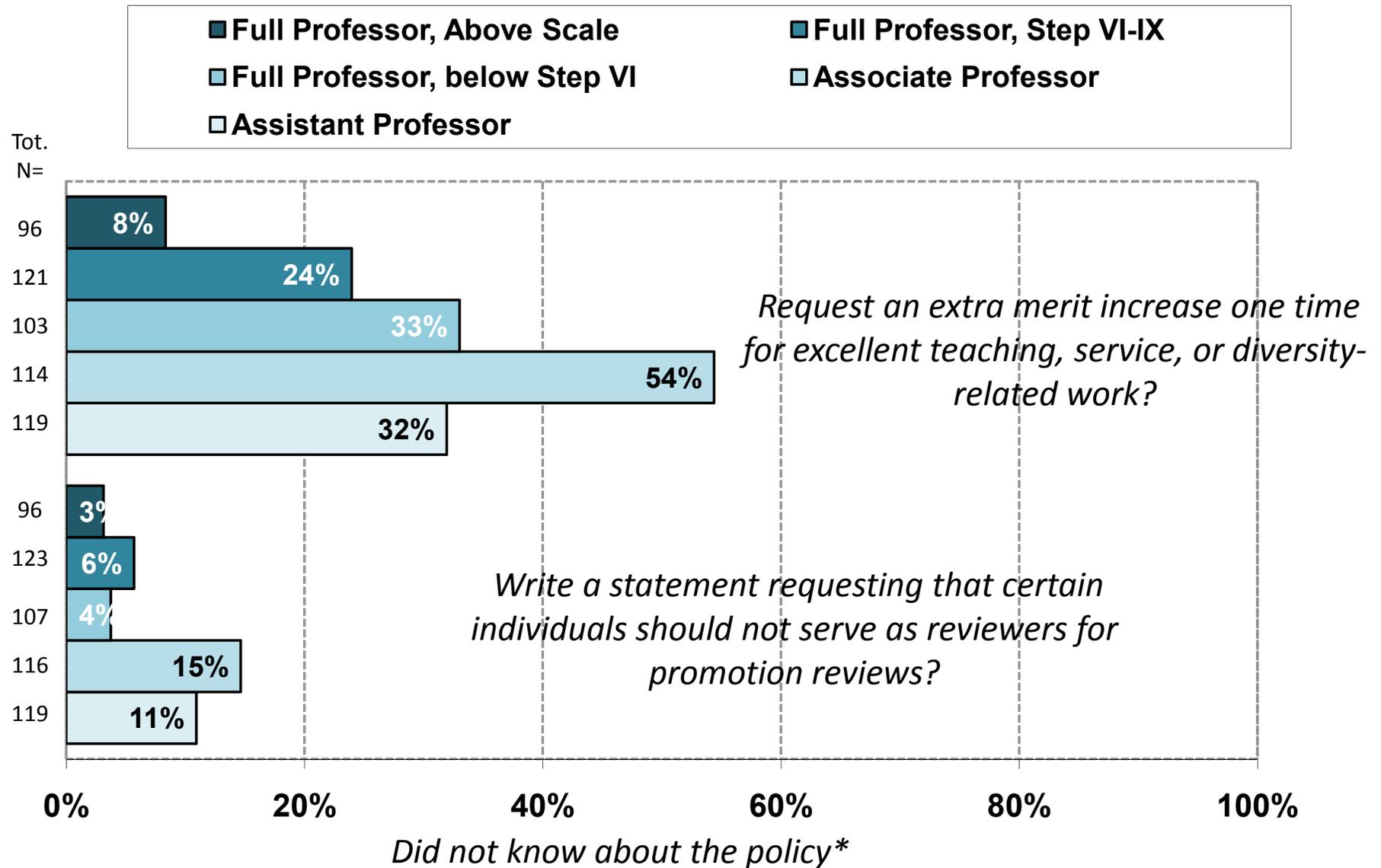
Appendix, Figure 7a: UC Berkeley Faculty: Percent Who Did Not Know about the Merit and/or Promotion Review Policy/Process by Rank/Step, Selected Items



*Did not know about the policy vs. used the policy, did not need the policy, & discouraged from using the policy.

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

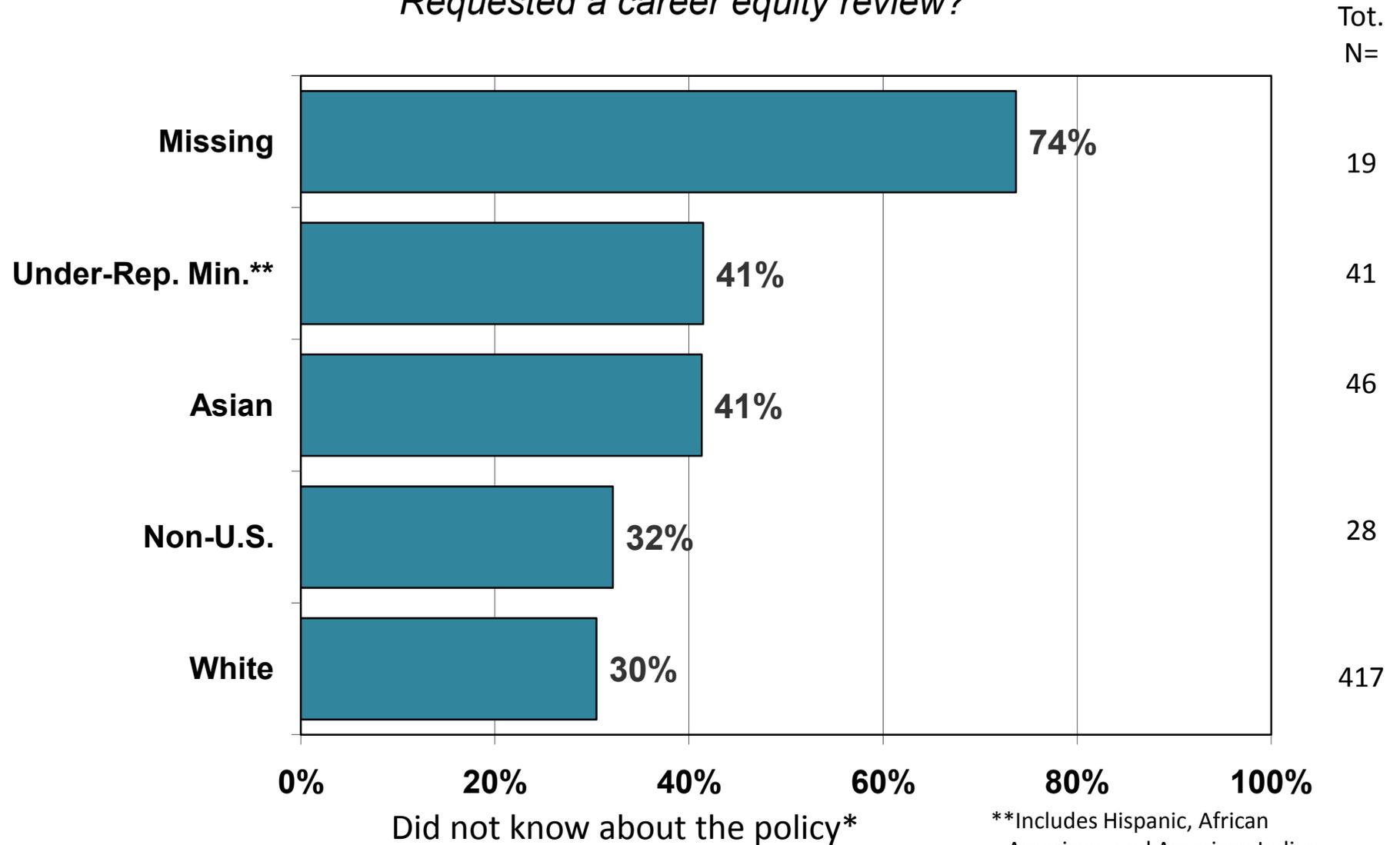
Appendix, Figure 7b: UC Berkeley Faculty: Percent Who Did Not Know about the Merit and/or Promotion Review Policy/Process by Rank/Step, Selected Items



*Did not know about the policy vs. used the policy, did not need the policy, & discouraged from using the policy.

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 8: UC Berkeley Faculty by Ethnicity/Citizenship, Percent Who Did Not Know about the Following Merit and/or Promotion Review Policy/Process:
Requested a career equity review?



*Did not know about the policy vs. used the policy, did not need the policy, & discouraged from using the policy.

**Includes Hispanic, African American, and American Indian.

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 9a: Percent of UCB Faculty Citing Review Criteria As Very Important In Their Actual Reviews

	PTM: Physc. Sc., Tech., Eng., & Math		Biological Sc./Nat. Resources		Professions (non-health)		Social Science		Humanities		Health/educ. professions		Other missing	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Books	9%	103	15%	612	41%	44	70%	94	95%	105	32%	34	--	6
Journal articles (peer reviewed)	94%	140	97%	92	89%	56	83%	1025	77%	106	98%	43	--	6
Chapters in edited volumes	11%	131	8%	92	27%	51	17%	103	33%	99	2%	41	--	5
Co-authored collaborative work	61%	136	57%	93	50%	56	33%	92	20%	87	26%	43	--	5
Professional work (e.g., archit. work, clinical, etc.)	10%	73	10%	40	19%	37	9%	44	11%	44	0%	26	--	5
Artistic performance (e.g., concerts, shows)	14%	37	8%	24	5%	21	15%	34	8%	38	9%	11	--	3
Grants	28%	137	54%	92	17%	53	11%	93	5%	84	47%	43	--	5
Research awards	44%	131	41%	86	24%	51	15%	84	13%	82	45%	38	--	5
Patents	7%	91	6%	62	0%	21	7%	30	0%	28	0%	11	--	4
Presentations	14%	133	7%	88	4%	56	4%	103	3%	94	0%	43	--	6
Number of citations	21%	137	18%	89	20%	54	11%	98	8%	74	24%	41	--	6
Teaching lecture courses	55%	135	46%	92	33%	52	25%	102	34%	98	28%	36	--	5
Teaching seminar courses	10%	128	15%	88	25%	53	13%	101	36%	103	17%	42	--	5
Teaching large undergraduate service courses	31%	126	31%	80	15%	41	16%	95	18%	89	10%	21	--	5

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009.

Appendix, Figure 9b: Percent of UCB Faculty Citing Review Criteria As Very Important In Their Actual Reviews (*continued*)

	PTeM: Physc. Sc., Tech., Eng., & Math		Biological Sc./Nat. Resources		Professions (non-health)		Social Science		Humanities		Health/educ. professions		Other missing	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Efforts to improve or create new courses	22%	129	20%	89	16%	55	6%	101	15%	102	7%	42	--	5
Mentoring undergraduate students	9%	128	17%	92	0%	41	5%	99	9%	101	3%	34	--	5
Directing graduate student research	65%	133	47%	92	10%	51	27%	100	40%	103	33%	42	--	5
Sponsoring postdoctoral scholars	20%	128	28%	89	8%	40	3%	87	4%	77	5%	37	--	4
Supervising undergraduate independent study	6%	130	18%	91	3%	40	2%	97	5%	99	6%	34	--	5
Teaching awards	24%	112	17%	72	13%	45	16%	77	25%	65	18%	28	--	5
Writing textbooks	3%	103	3%	61	5%	37	1%	68	4%	55	8%	26	--	5
Serving as dean, chair, or administrator	35%	93	28%	54	32%	34	24%	63	35%	60	17%	29	--	5
Departmental service	21%	131	24%	88	12%	52	10%	100	16%	100	12%	41	--	5
University service	18%	127	15%	87	8%	49	5%	93	17%	94	20%	41	--	5
Professional service	16%	131	16%	87	6%	51	6%	97	11%	93	2%	41	--	5
Promoting diversity	8%	123	5%	82	4%	48	3%	90	9%	85	13%	39	--	5
Mentoring colleagues	5%	110	12%	78	4%	48	4%	82	5%	83	11%	38	--	5
Community-based service	4%	111	3%	78	0%	46	1%	82	3%	67	3%	39	--	5

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 10a: Percent of UCB Faculty Indicating the Review Criteria Should Be More Important Than It Currently Is In Their Review

	Male		Female		Other/missing data	
	%	N	%	N	%	N
Books	24%	266	18%	151	--	6
Journal articles (peer reviewed)	3%	331	7%	183	--	7
Chapters in edited volumes	19%	315	37%	175	--	6
Co-authored collaborative work	19%	310	41%	170	--	5
Professional work (e.g., archit. work, clinical, etc.)	32%	167	46%	70	--	3
Artistic performance (e.g., concerts, shows)	19%	98	37%	43	--	2
Grants	16%	311	28%	165	--	6
Research awards	14%	296	23%	149	--	7
Patents	20%	163	22%	63	--	4
Presentations	17%	309	32%	174	--	7
Number of citations	17%	308	22%	160	--	5
Teaching lecture courses	24%	320	31%	169	--	7
Teaching seminar courses	27%	315	38%	173	--	7
Teaching large undergraduate service courses	28%	286	36%	140	--	6

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 10b: Percent of UCB Faculty Indicating the Review Criteria Should Be More Important Than It Currently Is In Their Review (*continued*)

	Male		Female		Other/missing data	
	%	N	%	N	%	N
Efforts to improve or create new courses	33%	316	51%	177	--	7
Mentoring undergraduate students	44%	302	64%	168	--	7
Directing graduate student research	27%	319	50%	174	--	7
Sponsoring postdoctoral scholars	32%	280	43%	148	--	3
Supervising undergraduate independent study	37%	299	59%	162	--	7
Teaching awards	27%	247	30%	125	--	4
Writing textbooks	30%	222	36%	107	--	4
Serving as dean, chair, or administrator	29%	220	47%	94	--	4
Departmental service	27%	312	45%	173	--	6
University service	28%	304	41%	162	--	6
Professional service	32%	307	45%	165	--	5
Promoting diversity	33%	290	54%	159	--	4
Mentoring colleagues	44%	271	64%	146	--	5
Community-based service	42%	264	64%	143	--	3

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 11a: Percent of UCB Faculty Indicating the Review Criteria Should Be More Important Than It Currently Is In Their Review

	White		Asian		Under-Rep. Minority		Other		Non-U.S.		Missing	
	%	N	%	N	%	N	%	N	%	N	%	N
Books	21%	316	39%	36	20%	30	--	7	13%	24	10%	10
Journal articles (peer reviewed)	4%	392	7%	45	3%	33	--	7	4%	28	6%	16
Chapters in edited volumes	26%	367	25%	44	14%	35	--	7	25%	28	20%	15
Co-authored collaborative work	25%	367	26%	43	38%	29	--	6	38%	26	29%	14
Professional work (e.g., archit. work, clinical, etc.)	34%	185	37%	19	38%	13	--	4	42%	12	--	7
Artistic performance (e.g., concerts, shows)	20%	107	11%	9	38%	8	--	3	58%	12	--	4
Grants	19%	362	26%	46	23%	30	--	7	35%	23	14%	14
Research awards	16%	339	20%	44	11%	27	--	7	38%	21	14%	14
Patents	22%	172	15%	26	0%	10	--	5	33%	9	38%	8
Presentations	20%	360	26%	46	29%	35	--	7	33%	27	40%	15
Number of citations	17%	351	27%	45	21%	33	--	6	32%	25	15%	13
Teaching lecture courses	25%	367	27%	44	37%	35	--	7	26%	27	25%	16
Teaching seminar courses	29%	368	35%	43	42%	36	--	7	22%	27	36%	14
Teaching large undergraduate service courses	29%	316	34%	41	45%	31	--	6	32%	25	38%	13

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 11b: Percent of UCB Faculty Indicating the Review Criteria Should Be More Important Than It Currently Is In Their Review (*continued*)

	White		Asian		Under-Rep. Minority		Other		Non-U.S.		Missing	
	%	N	%	N	%	N	%	N	%	N	%	N
Efforts to improve or create new courses	37%	372	38%	45	60%	35	--	7	44%	27	50%	14
Mentoring undergraduate students	48%	355	50%	42	68%	31	--	7	56%	27	80%	15
Directing graduate student research	32%	369	38%	45	57%	35	--	7	43%	28	50%	16
Sponsoring postdoctoral scholars	33%	320	31%	39	66%	32	--	7	43%	21	42%	12
Supervising undergraduate independent study	42%	346	44%	41	66%	32	--	7	41%	27	60%	15
Teaching awards	28%	273	24%	41	43%	28	--	4	15%	20	20%	10
Writing textbooks	33%	243	19%	36	43%	23	--	5	41%	17	11%	9
Serving as dean, chair, or administrator	33%	237	37%	27	50%	24	--	6	19%	16	25%	8
Departmental service	31%	361	31%	45	63%	35	--	7	30%	27	25%	16
University service	31%	346	33%	45	61%	36	--	7	21%	24	21%	14
Professional service	34%	352	37%	46	51%	35	--	7	41%	22	40%	15
Promoting diversity	37%	334	41%	44	74%	35	--	7	43%	21	42%	12
Mentoring colleagues	50%	307	42%	43	74%	34	--	7	50%	18	46%	13
Community-based service	49%	296	41%	41	71%	35	--	6	58%	19	23%	13

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 12: Percent of UCB Faculty Who Cited Factor as IMPORTANT in Explaining Their Slow Advancement

	PTEM: Physc. Sc., Tech., Eng., & Math		Biological Sc./Nat. Resources		Professions (non-health)		Social Science		Humanities		Health/educ. professions		Other missing	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Research did not pan out	32%	19	23%	13	36%	14	31%	26	24%	17	--	6	--	5
Significantly changed research area	32%	19	8%	13	21%	14	31%	26	39%	18	--	6	--	5
Could no longer get funding to pursue specific research interests	21%	19	36%	14	7%	14	12%	26	6%	18	--	6	--	5
Lost interest in specific research area	16%	19	0%	13	0%	14	8%	26	11%	18	--	6	--	5
Work not valued by colleagues	47%	19	38%	13	43%	14	36%	25	35%	17	--	6	--	4
Could not attract graduate students	32%	19	15%	13	7%	14	8%	25	18%	17	--	6	--	5
Could not improve teaching (sought help but to no avail)	11%	19	8%	13	15%	13	0%	25	0%	17	--	5	--	4
Large service load	32%	19	46%	13	43%	14	60%	25	78%	18	--	6	--	5
Large mentoring load	11%	18	15%	13	43%	14	50%	26	53%	17	--	6	--	5
Large teaching load	26%	19	36%	14	29%	14	44%	25	65%	17	--	6	--	5
Unbalanced record of research, teaching, and service	58%	19	38%	13	36%	14	46%	26	53%	17	--	6	--	4
Family/personal reasons	37%	19	46%	13	58%	12	39%	23	76%	17	--	6	--	5

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 13: Percent of UCB Faculty Who Cited Factor as IMPORTANT in Explaining Their Slow Advancement

	Assistant Professor		Associate Professor		Full Professor, below Step VI		Full Professor, Step VI-IX		Full Professor, Above Scale	
	%	N	%	N	%	N	%	N	%	N
Research did not pan out	38%	13	27%	37	32%	25	16%	19	--	5
Significantly changed research area	46%	13	37%	38	24%	25	21%	19	--	5
Could no longer get funding to pursue specific research interests	0%	13	18%	39	24%	25	11%	19	--	5
Lost interest in specific research area	0%	13	13%	38	12%	25	0%	19	--	5
Work not valued by colleagues	15%	13	47%	38	48%	23	50%	18	--	5
Could not attract graduate students	17%	12	21%	38	21%	24	5%	19	--	5
Could not improve teaching (sought help but to no avail)	8%	12	3%	37	0%	22	11%	19	--	5
Large service load	33%	12	71%	38	63%	24	40%	20	--	5
Large mentoring load	33%	12	45%	38	40%	25	22%	18	--	5
Large teaching load	27%	11	62%	39	36%	25	21%	19	--	5
Unbalanced record of research, teaching, and service	42%	12	53%	36	52%	25	43%	21	--	5
Family/personal reasons	60%	10	63%	38	54%	24	24%	17	--	5

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 14: Percent of UCB Faculty Who Cited Factor as IMPORTANT in Explaining Their Slow Advancement

	Male		Female		Other/missing data	
	%	N	%	N	%	N
Research did not pan out	28%	50	27%	45	--	4
Significantly changed research area	22%	50	37%	46	--	4
Could no longer get funding to pursue specific research interests	18%	50	13%	47	--	4
Lost interest in specific research area	8%	50	9%	46	--	4
Work not valued by colleagues	49%	49	33%	45	--	3
Could not attract graduate students	18%	49	16%	45	--	4
Could not improve teaching (sought help but to no avail)	4%	49	7%	42	--	4
Large service load	56%	50	60%	45	--	4
Large mentoring load	35%	48	41%	46	--	4
Large teaching load	47%	49	37%	46	--	4
Unbalanced record of research, teaching, and service	45%	51	52%	44	--	4
Family/personal reasons	39%	46	64%	44	--	4

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 15a: Percent of UCB Faculty Who Indicated the Statement was TRUE

	PTEM: Physc. Sc., Tech., Eng., & Math		Biological Sc./Nat. Resources		Professions (non-health)		Social Science		Humanities		Health/educ. professions		Other missing	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
At UC Berkeley, multidisciplinary research efforts are encouraged.	93%	148	88%	93	74%	57	85%	100	89%	104	72%	43	--	7
At UC Berkeley, multidisciplinary research efforts are supported with necessary resources.	57%	146	53%	90	55%	56	47%	96	62%	103	45%	42	--	6
At UC Berkeley, multidisciplinary research efforts are appropriately rewarded.	72%	142	62%	89	52%	54	48%	97	54%	98	41%	39	--	6
At UC Berkeley, multidisciplinary research efforts are understood.	75%	147	69%	89	57%	56	57%	97	60%	102	44%	41	--	6
At UC Berkeley, multidisciplinary research efforts are valued.	83%	148	77%	90	61%	54	67%	99	76%	101	54%	41	--	5
At UC Berkeley, there is transparency in merit and promotion reviews of my work.	80%	100	84%	56	64%	39	68%	69	85%	65	67%	30	--	7
At UC Berkeley, my obligations to two or more units are clearly spelled out.	45%	29	47%	15	23%	13	50%	28	50%	24	18%	11	--	4
At UC Berkeley, my obligations are comparable to those of colleagues who do work in a single discipline.	68%	88	82%	50	61%	31	47%	59	42%	52	38%	24	--	4

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 15b: Percent of UCB Faculty Who Indicated the Statement was TRUE

	Assistant Professor		Associate Professor		Full Professor, below Step VI		Full Professor, Step VI-IX		Full Professor, Above Scale	
	%	N	%	N	%	N	%	N	%	N
At UC Berkeley, multidisciplinary research efforts are encouraged.	89%	119	86%	113	82%	105	84%	123	89%	92
At UC Berkeley, multidisciplinary research efforts are supported with necessary resources.	63%	115	57%	112	44%	101	51%	120	54%	91
At UC Berkeley, multidisciplinary research efforts are appropriately rewarded.	58%	106	50%	109	54%	101	58%	119	70%	90
At UC Berkeley, multidisciplinary research efforts are understood.	69%	113	59%	112	58%	103	57%	120	74%	90
At UC Berkeley, multidisciplinary research efforts are valued.	79%	112	68%	112	65%	103	71%	121	81%	90
At UC Berkeley, there is transparency in merit and promotion reviews of my work.	79%	67	65%	77	70%	74	81%	90	84%	58
At UC Berkeley, my obligations to two or more units are clearly spelled out.	26%	23	29%	28	58%	19	50%	28	54%	26
At UC Berkeley, my obligations are comparable to those of colleagues who do work in a single discipline.	55%	60	48%	61	62%	58	53%	78	80%	51

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '---' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley, Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

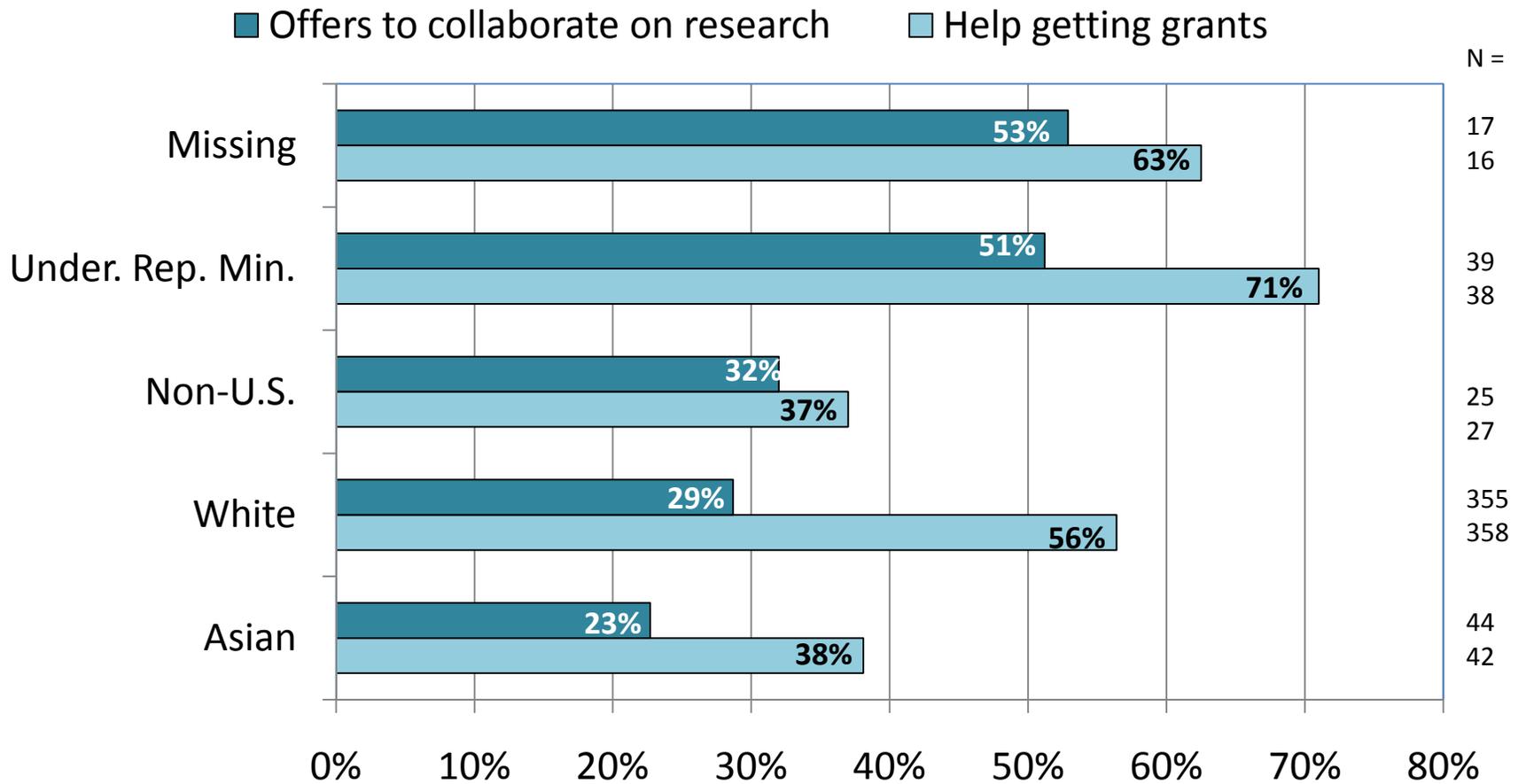
Appendix, Figure 15c: Percent of UCB Faculty Who Indicated the Statement was TRUE

	Male		Female		Other/missing data	
	%	N	%	N	%	N
At UC Berkeley, multidisciplinary research efforts are encouraged.	85%	351	86%	192	100%	9
At UC Berkeley, multidisciplinary research efforts are supported with necessary resources.	53%	348	56%	183	38%	8
At UC Berkeley, multidisciplinary research efforts are appropriately rewarded.	61%	342	53%	175	25%	8
At UC Berkeley, multidisciplinary research efforts are understood.	65%	345	59%	184	56%	9
At UC Berkeley, multidisciplinary research efforts are valued.	73%	344	72%	185	56%	9
At UC Berkeley, there is transparency in merit and promotion reviews of my work.	77%	230	76%	129	--	7
At UC Berkeley, my obligations to two or more units are clearly spelled out.	45%	80	38%	42	--	2
At UC Berkeley, my obligations are comparable to those of colleagues who do work in a single discipline.	63%	198	50%	107	--	3

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 16: UC Berkeley Faculty: Percent Receiving NO Mentoring in These Areas, by Ethnicity/Citizenship



Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 17: Information and Views on Retention, by
 Those who have Received No Outside Written Job Offers since Coming to Berkeley and
 Those who have Received One or More Outside Written Job Offers since coming to Berkeley

Job offers: 58% none 19% one 23% more than one

Views on Retention Offers	Percentage Who Agree*: No Offer	Percentage Who Agree: One or more offers
It is necessary to match outside offers of higher salary to retain excellent faculty.	84%	85%
Only the most outstanding faculty should receive retention offers to match offers of higher salary from other institutions.	66%	71%
I think it is unfair to have two different salary scales: one based on merit and a second based on the market.	64%**	55%
I have <i>considered</i> outside offers simply to raise my salary comparable to what others have received due to retention actions.	40%***	27%

*Includes “strongly agree” and “agree” vs. “disagree” and “strongly disagree.”

N = 115 - 270

N = 62 - 195

** p<.05; *** p<.01

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 18: Percent of UCB Faculty Who AGREE with the Particular Statement

	Assistant Professor		Associate Professor		Full Professor, below Step VI		Full Professor, Step VI-IX		Full Professor, Above Scale	
	%	N	%	N	%	N	%	N	%	N
In general, my faculty colleagues in my unit maintain high research standards.	93%	123	92%	115	93%	108	92%	127	96%	99
In general, my faculty colleagues in my unit maintain high teaching standards.	88%	122	81%	115	86%	108	87%	127	90%	99
In general, my colleagues treat staff with respect (e.g., administrative, clerical, technical, etc.).	92%	122	82%	114	81%	107	77%	122	81%	99
In general, my faculty colleagues in my unit maintain a supportive working environment.	84%	123	68%	114	76%	108	74%	125	77%	98
In general, my faculty colleagues in my unit work collaboratively.	61%	122	52%	113	66%	105	59%	123	74%	98
In general, my faculty colleagues in my unit value diversity.	81%	121	69%	112	75%	104	71%	117	87%	95
Colleagues contribute fairly to the service needs of our unit (e.g., mentoring, committee service, etc.).	72%	121	60%	115	58%	108	52%	126	73%	97

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 19a: Percent of UCB Faculty Who AGREE with the Particular Statement

	Male		Female		Other/missing data	
	%	N	%	N	%	N
In general, my faculty colleagues in my unit maintain high research standards.	94%	363	93%	199	60%	10
In general, my faculty colleagues in my unit maintain high teaching standards.	87%	363	86%	199	67%	9
In general, my colleagues treat staff with respect (e.g., administrative, clerical, technical, etc.).	83%	359	82%	197	63%	8
In general, my faculty colleagues in my unit maintain a supportive working environment.	78%	359	74%	199	30%	10
In general, my faculty colleagues in my unit work collaboratively.	65%	355	59%	196	30%	10
In general, my faculty colleagues in my unit value diversity.	81%	344	70%	197	50%	8
Colleagues contribute fairly to the service needs of our unit (e.g., mentoring, committee service, etc.).	67%	359	57%	198	30%	10

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.

Appendix, Figure 19b: Percent of UCB Faculty Who AGREE with the Particular Statement

	White		Asian		Under-Rep. Minority		Other		Non-U.S.		Missing	
	%	N	%	N	%	N	%	N	%	N	%	N
In general, my faculty colleagues in my unit maintain high research standards.	94%	424	96%	47	91%	44	63%	8	89%	28	81%	21
In general, my faculty colleagues in my unit maintain high teaching standards.	87%	424	91%	47	82%	44	63%	8	85%	27	81%	21
In general, my colleagues treat staff with respect (e.g., administrative, clerical, technical, etc.).	83%	419	91%	45	75%	44	50%	8	89%	28	80%	20
In general, my faculty colleagues in my unit maintain a supportive working environment.	77%	422	78%	45	77%	44	25%	8	71%	28	67%	21
In general, my faculty colleagues in my unit work collaboratively.	64%	416	72%	46	45%	44	13%	8	59%	27	60%	20
In general, my faculty colleagues in my unit value diversity.	78%	410	74%	47	57%	42	--	6	81%	26	72%	18
Colleagues contribute fairly to the service needs of our unit (e.g., mentoring, committee service, etc.).	63%	422	74%	46	60%	42	13%	8	61%	28	62%	21

Note: Shaded cells of green and blue indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and blues a lower than expected percentage. Dark green/blue = Chi-square less than .001; Medium green/blue=less than .01; Light green/blue=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009, Stacy, Zedeck, Goulden, and Frasch.