

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

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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 likely 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, LGBTQ+ 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.

## OVERVIEW

In the spring of 2019, the Office for Faculty Equity & Welfare, in collaboration with both the Office of the Vice Provost for the Faculty and the Division of Equity and Inclusion, administered a web-based survey on workplace climate and career/life issues to all tenured, tenure-track, and Lecturers with Security of Employment (LSOE) faculty at UC Berkeley.<sup>1</sup> Related surveys were administered at the same time to UC Berkeley academic and nonacademic staff, postdoctoral fellows, graduate students, and undergraduates. This is the third time that a faculty workplace climate survey of this type has been conducted by these offices. As such, it provides a valuable opportunity to understand the experiences of our senate faculty.

A healthy climate is one in which faculty feel welcomed, respected, supported, and valued, and are consequently able to be their most productive and successful, professionally and personally. Berkeley's success as an institution goes beyond traditional measures, such as outputs of books, articles, patents, research grants, and graduate student success. Asking faculty directly about their working lives in a wide variety of areas—including *aspects of career satisfaction, career promotion and support, department and campus climate, and career/life issues*—provides a different approach to understanding institutional success. It also affords a chance to examine the varying experiences of faculty by academic rank, field, age, gender, ethnicity, citizenship status, sexual orientation, family status, and disability.

The first two faculty climate surveys, conducted in 2003 and 2009, provide baseline results for this survey and a descriptive sense of change over time for some workplace and career/life dimensions assessed.<sup>2</sup> Comparison data are also drawn from the National Opinion Research Center's General Social Survey (GSS) from multiple years.<sup>3</sup>

There were 842 respondents to the 2019 Faculty Climate Survey, out of 1519 faculty invited to participate, representing an overall response rate of 55%. This response rate is high. It is considerably higher than the other subpopulations surveyed at the same time last spring (29%, non-academic staff; 20%, students; 13% academic staff and postdocs); and markedly higher than the faculty response rate in 2009 (41%), which was considered acceptable given the bleak fiscal climate and ongoing employee furloughs during that time. The faculty response rate in

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<sup>1</sup> A copy of the survey is available [here](#).

<sup>2</sup> A *Berkeleyan* article summarizing the findings from the 2003 Faculty Climate Survey is available here: [http://www.berkeley.edu/news/berkeleyan/2004/10/08\\_climate.shtml](http://www.berkeley.edu/news/berkeleyan/2004/10/08_climate.shtml). The full 2009 faculty climate survey report is available here: <https://ofew.berkeley.edu/equity/uc-berkeley-data>

<sup>3</sup> Information on this survey is available here: <http://www.cdc.gov/niosh/topics/stress/qwlquest.html>

2003 was a little higher (61%), likely because the timing of the survey preceded a rapid proliferation in online climate surveys that seems to have led to survey fatigue, and thus lower response rates over time.

The 2019 faculty survey elicited a higher response rate among women compared to men (59% vs. 53%), and among white faculty compared to underrepresented minority (URM) faculty and Asian faculty (58%, 55%, and 45%, respectively). The response rates by age and disciplinary field are fairly congruent with the population, though faculty in the physical sciences, technology, engineering, and math (PTeM) were somewhat less likely to respond to the survey (52%) and faculty in the biological sciences and natural resources were more likely to respond (65%).

The findings from this survey allow us to reflect on the areas in which things are going well for the majority of faculty respondents as well as the areas in which we can improve or invest additional resources. In some cases, the experience of the majority is positive, but a particular subgroup of the whole, such as faculty in a particular academic field or rank or those sharing particular demographic characteristics, is less satisfied or in need of additional support.

This report describes faculty demographics, selected findings from each of the main topical areas, and major conclusions. It also includes discussion of themes that cut across survey topics when relevant, and incorporates faculty comments from open-ended questions to illustrate particular findings. The report ends with recommendations to guide efforts toward having a climate that promotes productivity and excellence for all UC Berkeley ladder-rank faculty.

## **Report Sections**

### Demographics

This section provides information on the Berkeley faculty as a population and the faculty respondents to the survey. Characteristics of faculty respondents are discussed, including rank, gender, citizenship status, marital status, disability, sexual orientation, child dependents, and adult dependents. Where relevant, differences among subpopulations are noted.

### Career 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); elements 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). Differences between ranks, fields, gender, ethnicity, and other characteristics are highlighted and discussed.

### Career Progression and Support

This section focuses on four main topics within the broad area of career progression and support. The first topic, “slow or delayed career progression,” covers factors that respondents who rate themselves as slow or delayed feel contribute to their lack of progression. The second topic, “mentoring and support,” addresses how much formal and informal support faculty currently receive in a variety of areas (research, career advancement, departmental issues, and teaching) and how much they would like to receive. The third topic, “leadership opportunities,” explores faculty members’ relative interest in becoming leaders (or continuing to lead) in campus administration, research endeavors, teaching, and equity and inclusion. The fourth topic, “other policies and resources,” examines faculty members’ awareness of and support for selected policies and resources designed to aid faculty careers.

### Department and Campus Climate

This section focuses on a wide-range of workplace climate issues, including four main topics. The first, “department climate issues,” explores faculty perceptions of the climate of their unit in terms of leadership/administration, feedback/evaluation, unit planning, relationships, and work/life issues. The second topic, “equity and inclusion (E&I) global climate,” examines faculty perceptions of E&I issues across the entire campus. The third topic, “personal respect climate issues,” examines whether respondents believe individuals similar to themselves are treated respectfully at UC Berkeley. The fourth topic, “general climate issues,” explores broader issues related to the overall climate of UC Berkeley.

### Career/Life Issues

This section examines five main topics. The first topic, “family climate issues,” examines workplace climate issues related to work-family balance. The second topic, “health and stress Issues,” explores individuals’ overall assessment of their personal health and level of stress at work. The third topic, “exclusion and harassment,” examines how often faculty report being harassed, bullied, or excluded by others. The fourth topic, “sexual harassment,” details faculty responses to a campus-wide survey module on Berkeley campus sexual harassment issues and general understanding of sexual harassment policy and practice. The fifth topic, “Food and Housing,” investigates the extent to which respondents experience food or housing difficulties.

Additionally, the topic of child care is discussed, including who has sought it, the availability in the community, and the need for it.

### Conclusions and Recommendations

The report ends by summarizing some of the ways in which many faculty are satisfied, supported, encouraged, and happy, and then focusing on opportunities for change in two broad areas: taking advantage of existing opportunities with resources and money we already have, and resources to enhance excellence and innovation.

## DEMOGRAPHICS

In the sixteen years since the first faculty climate survey was conducted at UC Berkeley (Spring 2003), the demographics of the ladder-rank faculty changed in several ways, including a small increase and then decrease in the overall total faculty headcount, from 1,541 in 2003, 1,580 in 2009, to 1,496 in spring 2019. The percentage of the faculty who were Asian or from an underrepresented minority group increased slightly (see Figure 1A). For example, the percent of URM ladder-rank faculty increased from 6% in 2003, to 8% in 2009, to 10% in 2019, for a net increase of 94 to 149 faculty members since 2003. The proportion of women increased from 24% in 2003, to 29% in 2009, to 32% in 2019, a net increase of 114 female faculty in total over this period. We also had a lower proportion of assistant and associate professors in 2003 relative to 2009 and 2019. As a population, however, our faculty became older, with the average age of a UC Berkeley faculty member at 51 in 2003 and 2009, and ticking up to 52 by spring 2019 (in contrast, in 1979, the furthest year back we track age, the average faculty member was 46 years old).<sup>4</sup>

Figure 1A. Characteristics of the UC Berkeley Faculty

Characteristic	Spring 2003	Spring 2009	Spring 2019	Survey Respondents
Asian	10%	12%	15%	12%
Underrepresented minority*	6%	8%	10%	10%
Female	24%	29%	32%	35%
Assistant professor	14%	18%	16%	16%
Associate professor	18%	19%	21%	21%
Age 65 or older	9%	13%	16%	15%
Under age 40	19%	21%	18%	17%
Arts and humanities	16%	16%	16%	16%
Social sciences	18%	18%	18%	18%
Life sciences	15%	15%	14%	17%
Physical sciences, math, engineering	30%	30%	30%	28%
Professional schools	21%	21%	21%	22%
Total number of faculty	1541	1580	1496	842 respondents

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

Source: UC Berkeley Faculty Climate Survey, 2003, 2009, & 2019 UC Berkeley faculty personnel records.

<sup>4</sup> Source: UC Berkeley faculty personnel records, 1979–2019. LSOE are not included in this table.

Other demographic characteristics the survey directly measured (see Figure 1B) include current citizenship status, marital status, disabilities, sexual orientation, and proportion of faculty with substantial caregiving responsibilities for children and/or adults.

- *Current citizenship:* 85% of respondents are U.S. citizens, 13% are permanent residents, and 1% are nonresidents (missing responses excluded). A much higher percentage of faculty began their career as nonresidents or permanent residents and have since become permanent residents or citizens.
- *Marital status:* Most of the respondents are married or partnered (86%), with just 5% indicating that they have never been married or partnered. A higher percentage of men (88%) than women (82%) are married or partnered. Conversely, twice as many women respondents are currently divorced or separated than men (10% compared to 5%). Seven percent of the faculty overall are currently divorced or separated (this undercounts the number of faculty who have *ever* been divorced or separated).
- *Disability:* A notable percentage of faculty respondents indicate they have a disability (22% marked one or more disability). Of the listed disabilities, the most common types are mental health/psychological condition (6%), followed by medical condition (5%), hard of hearing (3%), and physical/mobility condition that does not affect walking (2%).
- *Sexual orientation:* Among respondents to the question, 90% self-identify as heterosexual, whereas 10% self-identify as LGBTQ. A relatively large number of faculty respondents did not answer this particular question (17% of total survey respondents), suggesting the results may not be fully representative of those who identify in one of these categories.
- *Children:* Most faculty respondents report having one or more children for whom they *currently* provide substantial caregiving (68% overall, including 71% of women faculty, and 65% of men). This proportion is lower than questions on earlier climate surveys that asked for present *or past* caregiving to children.
- *Adult dependents:* 18% percent of faculty respondents report providing a substantial amount of care to a senior or other adult family member (14% of men and 23% of women). The difference between the proportion of men and women providing this type of care is notable, and likely has implications for the experience of women as a group overall. Three percent of faculty report providing substantial care specifically to a sick or disabled partner.

Figure 1B. Additional Characteristics of the Survey Respondents

Characteristic	Survey Respondents
U.S. citizen	85%
Married/partnered	86%
Divorced/separated/widowed	8%
Disabled	22%
Heterosexual	90%
LGTBQ	10%
Decline to state/no response	17%
Children, providing substantial care	68%
Adult(s), providing substantial care	18%

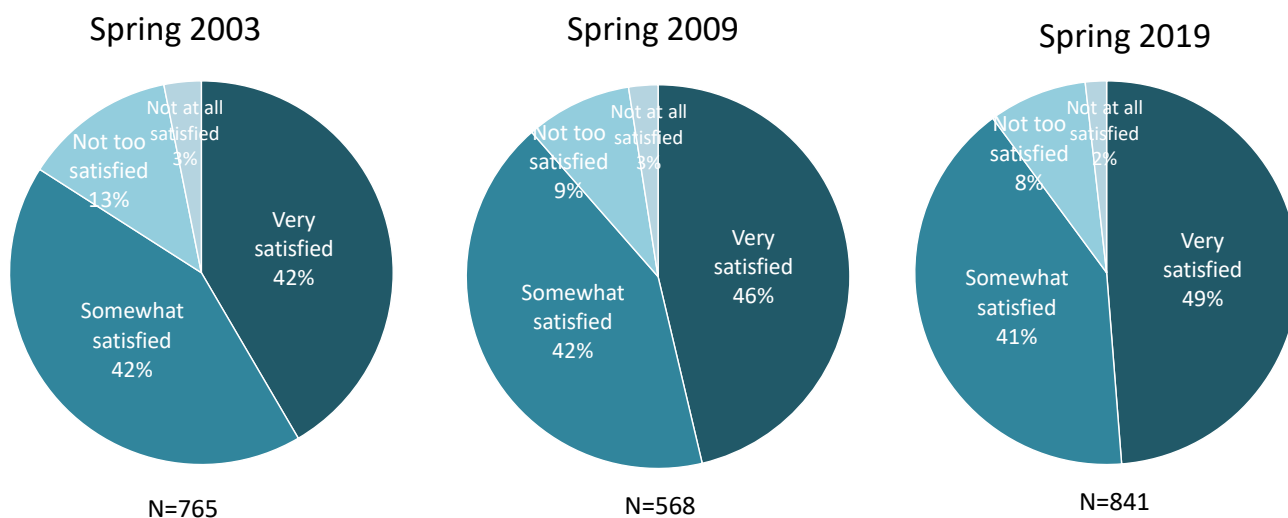
Source: UC Berkeley Faculty Climate Survey, 2019.



## CAREER SATISFACTION

Career satisfaction is related to a number of different factors; many of these are explored below. As a useful barometer, however, faculty were first asked to rate their satisfaction “all-in-all” with their job. Figure 2 shows that most UC Berkeley faculty are either very satisfied or somewhat satisfied, and that there is basically congruence between the ratings from 2003, 2009, and 2019, with a slight upward trend in overall satisfaction rates.<sup>5</sup> Ninety percent of faculty report being very or somewhat satisfied in 2019, compared to 89% in 2009 and 84% in 2003. The percent that report being very satisfied increased from 42% (2003) to 46% (2009) to 49% (2019). Only 2% report being not at all satisfied in 2019.

Figure 2: *All in all, how satisfied would you say you are with your job?*



Source: UCB Faculty Climate Survey, 2003, 2009, 2019.

Figure 3A ranks the particular elements that account for various levels of satisfaction among ladder-rank faculty at Berkeley in terms of the percent of faculty who indicated they were very to somewhat satisfied. The items fall into three broad levels of satisfaction:

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<sup>5</sup> Appendix Tables [2A14a](#) and [2A14d](#) display chi-square values/shading associated with this upward trend in overall satisfaction. Logistic regression analysis controlling for faculty rank, broad field, age, years-since-hire, administrator status, gender, ethnicity, sexuality, and family characteristics (married/partnered, children) also confirms this uptick in overall satisfaction rates over time, with survey year (run as a linear variable) positively associated with higher rates of satisfaction.

- *Highest-rated:* benefits, quality of graduate students, faculty rank, advising responsibilities, course assignments;
- *Mid-level:* teaching load, support for diversity, equity and inclusion, collaboration with faculty in home unit (and other units), merit/promotion, work-family balance in unit, course size, committee responsibilities;
- *Lowest-rated:* salary, housing situation, additional compensation, how the respondent was welcomed to the Berkeley campus, quality of research space, staff support.

Not shown in Figure 3A are items related to personal life, work, and career status, for which there is a mix of satisfaction levels over time.

When comparing 2019 data to pooled 2009 & 2003 data, or to 2009 data only for questions not asked in 2003, the degree of satisfaction among faculty significantly increased for three items (faculty rank, salary, housing) and decreased significantly for two items (benefits, committee responsibilities). The increase in housing satisfaction actually occurred after 2003. The decrease in satisfaction with benefits may in part be due to changes in retirement benefits available to more recently hired faculty, although the item remains one of the highest rated job aspects in 2019.<sup>6</sup> The relatively low satisfaction with research space and staff support through all

## Faculty Speak to Positive Factors That Contribute to Overall Satisfaction

*"Incredible colleagues, world class research, supportive division leadership, creativity, the feeling that my work matters and will get read because Berkeley has such a high profile. Amazing students."*

—Female Assistant Professor

*"My experience of shared governance has generally been very positive and it gives me a sense of co-management of the institution. My interactions with students, and in particular the intellectual curiosity of undergrads, is a great reward."*

—Male Full Professor, below Step VI

*"I get to be deeply creative, I have morning hours to think and write, the students are of very high quality."*

— Male Full Professor, below Step VI

*"Freedom and encouragement to pursue risky academic ideas. Infectious curiosity of colleagues and students. Sense of community across faculty and staff. Engagement with the university's public mission. Progressive spirit that transcends politics and background. Berkeley's combined values of academic excellence, social justice, and shared community."*

— Male Full Professor, below Step VI

*"I feel that I am doing important work for the university, the community, the State, the nation, and the world. I believe strongly in the public mission of this University and that makes working here very fulfilling."*

— Female Full Professor, Step VI to IX

*"I have wonderful colleagues and students, and I believe deeply in Berkeley's (and UC's) mission; I left a tenured position at an Ivy and have never for a second regretted doing so."*

—Male Associate Professor

<sup>6</sup> Furthermore, logistic regression does not confirm this decrease from 2009 to 2019 to be significant after controlling for respondent characteristics.

survey years is notable. Staff support is the only item where more faculty are dissatisfied than satisfied (53% dissatisfied).

Figure 3A: UCB Faculty Degree of Satisfaction		Percent Very or Somewhat Satisfied		
		2003	2009	2019
1	Benefits (e.g., health care, retirement)	--	95%	91%
2	Quality of graduate students	87%	90%	91%
3	Current faculty rank	84%	83%	90%
4	Advising responsibilities	91%	90%	89%
5	Course assignments	--	--	89%
6	Teaching load (e.g., number of courses)	--	--	82%
7	Support for diversity, equity, and inclusion in department	--	79%	80%
8	Opportunities to collaborate with faculty in home unit	78%	72%	79%
9	Merit and promotion process	--	77%	78%
10	Opportunities to collaborate with faculty in other UCB units	79%	77%	78%
11	Support for work-family balance in my unit/department	--	79%	77%
12	Course size (i.e., number of students)	--	--	77%
13	Committee responsibilities	82%	80%	75%
14	Salary	62%	63%	73%
15	Current housing situation	59%	72%	72%
16	Additional compensation (e.g., summer salary, etc.)	--	65%	70%
17	The way you were welcomed to the UC Berkeley campus	71%	72%	70%
18	Quality of space for research	59%	67%	63%
19	Staff support	42%	54%	47%

Note: Shaded cells of green and red indicate significant differences based on chi-square ( $p < .05$ ), comparing the responses of 2019 faculty to pooled 2009 and 2003 respondents; greens indicate a higher degree of satisfaction and reds a lower degree of satisfaction. Source: UCB Faculty Climate Survey, Spring 2003, 2009, 2019.

When the satisfaction data is parsed to “very satisfied” versus other levels of satisfaction, the recent uptick in rates is more pronounced (see Table 3B), with 12 of the 16 job aspects with multiple years of data showing a statistically significant increase when comparing 2019 survey data to earlier data.<sup>7</sup> Three items—course assignments, teaching load, and course size—were added to the 2019 survey and have no earlier comparative data. Four items—benefits, welcome to Berkeley, research space, and additional compensation—show no upward shift. Satisfaction with staff support appears to have increased slightly, one of the 12 items referenced above, but this is due to the very low rating it received in 2003, with 2009 and 2019 ratings the same and remaining at the lowest rating of all items.

<sup>7</sup> Logistic regression confirms all of these changes as significant ( $p < .05$ ) except for committee responsibilities.

Figure 3B: UCB Faculty Degree of Satisfaction		Percent Very Satisfied		
		2003	2009	2019
1	Current faculty rank	52%	46%	60%
2	Quality of graduate students	48%	54%	58%
3	Course assignments	--	--	53%
4	Benefits (e.g., health care, retirement)	--	53%	52%
5	Teaching load (e.g., number of courses)	--	--	49%
6	Opportunities to collaborate with faculty in home unit	38%	30%	46%
7	Advising responsibilities	38%	38%	45%
8	Support for diversity, equity, and inclusion in my department	--	30%	43%
9	Current housing situation	18%	37%	43%
10	Merit and promotion process	--	36%	42%
11	The way you were welcomed to the UC Berkeley campus	36%	36%	38%
12	Course size (i.e., number of students)	--	--	38%
13	Opportunities to collaborate with faculty in other UCB units	33%	29%	37%
14	Support for work-family balance in my unit/department	--	27%	35%
15	Salary	20%	20%	31%
16	Committee responsibilities	25%	24%	29%
17	Quality of space for research	23%	31%	29%
18	Additional compensation (e.g., summer salary, etc.)	--	27%	28%
19	Staff support	13%	19%	19%

Note: Shaded cells of green and red indicate significant differences based on chi-square ( $p < .05$ ), comparing the responses of 2019 faculty to pooled 2009 and 2003 respondents; greens indicate a higher degree of satisfaction and reds a lower degree of satisfaction. Source: UCB Faculty Climate Survey, Spring 2003, 2009, 2019.

Several items with significant increases in the percent of faculty respondents who are very satisfied are worth highlighting, and connect well with campus efforts in a number of related areas over the past ten years:

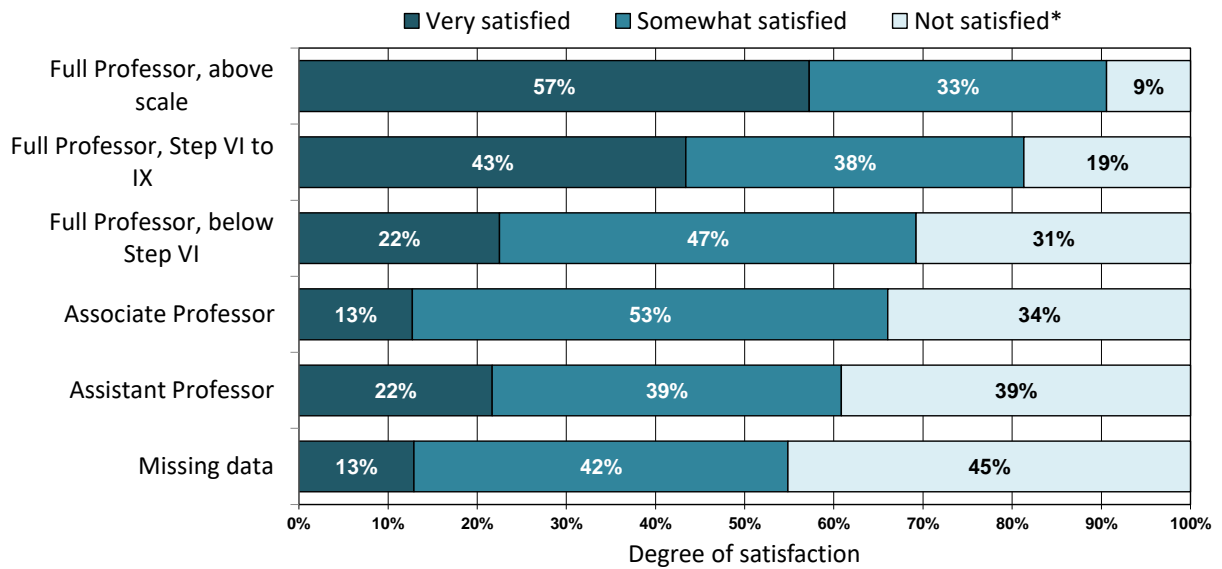
- Faculty rank: Compared to ten years ago, the majority of faculty are now very satisfied with their current rank.
- Opportunities to collaborate with faculty in home unit: Nearly half of faculty are now very satisfied, compared to less than one-third in 2009.
- Support for Diversity, Equity, and Inclusion (DEI) in my department: The percent of faculty very satisfied in this area rose from less than one-third to over 40%.

### Satisfaction with Job Aspects by Faculty Rank/Step

Faculty rank and step is directly related to a number of components of satisfaction. In 2019, the most senior faculty (full professors, above scale [FPAS]) have higher rates than faculty in other ranks and steps of being *very satisfied* all-in-all (62%, see Table [2A1a](#)). They also have the highest percentage of being very or somewhat satisfied ([2A1b](#)), though this latter rating is not significantly higher than the rating of other faculty. Similarly, they are the most likely to be satisfied with their salary (see Figure 4). This pattern is fairly consistent across the various job aspects rated by faculty ([2A1a](#) & [2A1b](#)), with the most senior faculty significantly more likely than other faculty ranks/steps to be very satisfied on 13 of the 19 job aspects rated in 2019. The

six items where they are not statistically higher are teaching load, course size, research space, staff support, collaboration outside unit, and work-family balance.

Figure 4: Degree of Satisfaction with Salary by Rank/Step



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

Source: UC Berkeley Faculty Climate Survey, 2019.

Faculty who did not report their faculty rank/step ("missing data") and associate professors are the least likely to be very satisfied all-in-all; and both groups are toward the lower end of being very or somewhat satisfied. Both assistant and associate professors are less satisfied than other faculty in regard to salary, current faculty rank, and housing situation than more senior faculty. Associate professors also rated additional compensation, merit and promotion, and opportunities to collaborate in home unit lower than other faculty; and assistant professors are less satisfied than others with benefits and course assignments.

The association between faculty rank and job satisfaction has been fairly consistent over the past three survey cycles. Higher ranked faculty, particularly FPAS, have been the most likely to be very satisfied or satisfied overall and with a large number of different job aspects, whereas associate professors and assistant professors have been less likely to be satisfied than other faculty, with associate professors the least likely on the largest number of job aspects ([2A15a](#) & [2A15b](#)).

## Satisfaction with Job Aspects by Broad Field

When examined by the broad disciplinary areas ([2A2a](#)), respondents in the health/educational professional schools (HEPROF)<sup>8</sup> are the most likely to be *very satisfied* all-in-all, while Humanities (HUM) faculty are more likely than other groups to be *satisfied* (very and somewhat, Table [2A2b](#)). Faculty in other professional schools (non-health/non-education, OTHPROF)<sup>9</sup> are the least satisfied all-in-all.

A larger proportion of faculty in the social sciences (SOCSCI) and HEPROF are very satisfied ([2A2a](#)) with specific aspects of their job, with SOCSCI faculty higher than other groups on 8 out of 19 items and HEPROF on 6 items.

Faculty in OTHPROF are lower than other faculty in satisfaction ([2A2b](#)) on many job aspects, including merit and promotion, course assignments, teaching load, committee responsibilities, welcoming to campus, and support for DEI in their department. Faculty in physical sciences, technology, engineering, and mathematics (PTEM) are less likely to be satisfied with teaching load and course size, but more likely to be satisfied with opportunities to collaborate in home unit and support for DEI. In biology and natural resources (BIONR), faculty are more likely to be satisfied with teaching load and opportunities to collaborate inside and outside their unit, but less satisfied with research space and much less satisfied with staff support. Faculty respondents who did not identify their department were less satisfied across multiple dimensions than other faculty.

These patterns have been fairly inconsistent over time ([2A16a](#) & [2A16b](#)), and are generally not as strong as the association between faculty rank and satisfaction. One consistent pattern has been that faculty in PTEM are more likely to be very satisfied with opportunities to collaborate in their home unit, whereas faculty in HUM are less likely to be so. In contrast, faculty in HUM have been more likely to be very satisfied with staff support than other faculty are, particularly PTEM faculty, though satisfaction rates with staff support remain one of the lowest rated items for all fields.

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<sup>8</sup> HEPROF includes faculty who reported their primary appointment in the following departments: Goldman School of Public Policy, Helen Wills Neuroscience Institute, School of Education, School of Optometry, School of Public Health, and School of Social Welfare.

<sup>9</sup> OTHPROF includes faculty who reported their primary appointment in the following departments: City and Regional Planning, Haas School of Business, Journalism, Landscape Architecture and Environmental Planning, Law, and School of Information.

### **Satisfaction with Job Aspects by Age, Years since Hire, and Administrative Status**

On balance, faculty who are older, particularly 65+, are more likely to be very satisfied ([2A3a](#)) and satisfied ([2A3b](#)) than other faculty both overall and on various job aspects. (Older age is, of course, correlated with higher rank.) Similarly, faculty who have the most service years are more likely to be very satisfied ([2A4a](#)) and satisfied ([2A4b](#)), overall and on a number of specific job aspects (also correlated with age and rank). Compared to non-administrators, faculty who are deans or associate deans are more likely to be very satisfied ([2A5a](#)) or satisfied ([2A5b](#)) all-in-all and regarding many specific items. Faculty who did not provide their age, faculty start date, or administrative status are less likely to be satisfied than other faculty. These patterns have been fairly consistent through the survey cycles ([2A17a](#) & [2A17b](#); [2A18a](#) & [2A18b](#); [2A19a](#) & [2A19b](#)).

### **Satisfaction with Job Aspects by Demographic Characteristics and Disability**

With regard to gender, men are more likely than women to be very satisfied overall ([2A6a](#)) and to be very satisfied with faculty rank, merit and promotion, committee responsibilities, opportunities to collaborate in department, support for E&I, and support for work/family balance in their unit. Quality of graduate students is the only area on which women are more likely than men to be very satisfied. When the categories of very and somewhat satisfied are combined ([2A6b](#)), a similar pattern emerges, except that men are more satisfied with benefits and welcoming to campus, while women are more satisfied with course size. Faculty who did not provide their gender (total n=77) or indicated another gender/gender identity (total n=5) are less likely overall and on multiple items to be very satisfied or satisfied overall. Some of these patterns have been consistent over survey cycles, with men more likely to be very satisfied all-in-all since 2003 and with opportunities to collaborate in unit since 2009 ([2A20a](#) & [2A20b](#)).

Considering race and ethnicity, white faculty are more likely to be very satisfied ([2A7a](#)) overall and on 10 out of 19 different job aspects than are faculty from other racial/ethnic groups. Asian faculty are less likely than other groups to be very satisfied on six items: salary, additional compensation, benefits, rank, collaboration in home unit, and housing. Under-represented minority faculty (URM) are more likely to be very satisfied on course size, but less on support for DEI in their unit. Non-US citizen faculty are more likely to be very satisfied overall, but less likely to be very satisfied regarding additional compensation, rank, and housing. Faculty who did not provide their race/ethnicity are less likely to be very satisfied overall and in regard to a number of items. The data on satisfaction ([2A7b](#)) rates are fairly similar, but with some observable differences. For example, URM faculty are less satisfied with advising

responsibilities and work/family balance. These patterns have been fairly consistent through the survey cycles ([2A21a](#) & [2A21b](#)).

Faculty who identify as heterosexual are more likely to be both very satisfied ([2A8a](#)) and satisfied ([2A8b](#)) on a number of items than other faculty, particularly faculty who did not choose to identify a sexual orientation. Likewise, faculty who are married/partnered are more likely to be both very satisfied ([2A9a](#)) and satisfied ([2A9b](#)) on a number of job aspects, relative to faculty who are not married/partnered or did not provide marital status information. Having or not having children is largely unrelated to rates of job satisfaction ([2A10a](#), [2A10b](#)). Faculty who identify as disabled or did not self-identify are less likely to be very ([2A11a](#)) or satisfied ([2A11b](#)) than those who indicated they are not disabled, both overall and on a number of job aspects. These patterns have been fairly consistent through the survey cycles ([2A22a](#) & [2A22b](#)).

Gender by race/ethnicity interactions ([2A12a](#), [2A12b](#)) and a constructed variable that counts the number of minoritized characteristics<sup>10</sup> of respondents ([2A13a](#), [2A13b](#)) provide additional nuance to the above findings. White men are particularly likely to be both very satisfied and satisfied overall and on a number specific job aspects. Similarly, faculty who report no minoritized characteristics are more likely than others to be very satisfied and satisfied overall and on some additional job aspects; whereas faculty with three or four or more minoritized characteristics are less likely to report a relatively high

### Faculty Speak to Negative Factors That Contribute to Dissatisfaction

*"The current support staff situation is so infuriating, I have come close to leaving multiple times in the past few years. These days, I am spending much of the time I would otherwise have for research (which is little anyway) filling in forms, trying to figure out how to do that, trying to get staff to move on something urgent, correcting layer upon layer upon layer of mistakes .... This keeps me up at night and sours my general attitude to my job—which I used to love."*

—Female Full Professor, Step VI to IX

*"1. [F]ar too many undergrad and grad students per faculty in my department. 2. [D]ismal grad student funding ... 3. [M]y building ... is terrible. Heating barely works, no ventilation in summer; elevators broken; unsafe for earthquakes 4. [G]rant administration is bad and getting worse 5. [M]assively inefficient/incompetent financial system. We have never recovered from the STUPID decision to centralize"*

— Male, Full Professor, above scale

*"Tyranny of numbers for enrollments and funding; stress on enrollment numbers at cost of meaningful teaching/learning opportunities and environments. Devaluing of humanities and humanistic departments."*

—Female Associate Professor

*"Workload is insane. I've been here nearly 25 years and I still work 7 days a week without stop. At this level, it is the service expectations ... which come on top of a more than full time teaching and departmental service load."*

—Female Full Professor, below Step VI

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<sup>10</sup> Minoritized characteristics include: female, non-white race/ethnicity and/or international, LGBTQ+, not married/partnered, disabled, first-generation college graduate, and low-income or working-class background. Gender by race/ethnicity and number of minoritized characteristics table break-outs are consistently included in the Appendix Tables (see [Contents](#)). Given the relatively small numbers in certain gender by race/ethnicity groups and possible interpretation issues with the number of minoritized characteristics, these findings are only periodically referenced throughout the report narrative.



level of satisfaction.

### Conclusion: Career Satisfaction

Career satisfaction is complex and depends on many different factors. Despite recent economic and budgetary constraints and an accordant increase in student-faculty ratios, Berkeley senate faculty as a whole maintain fairly high levels of overall satisfaction. Specific job aspects— benefits, quality of graduate students, faculty rank, advising responsibilities, and course assignments —are meeting the expectations of most. Other areas—salary, housing situation, additional compensation, welcome to Berkeley, quality of research space, and particularly staff support—show room for improvement. Faculty who are at the higher ranks, are older, have been at Berkeley longer, are white, and/or are male, are generally more likely to be satisfied overall and with many specific aspects of their positions. There is, however, a general sense that faculty feel they are being asked to do more with less and that this trend is not likely sustainable in the long run.

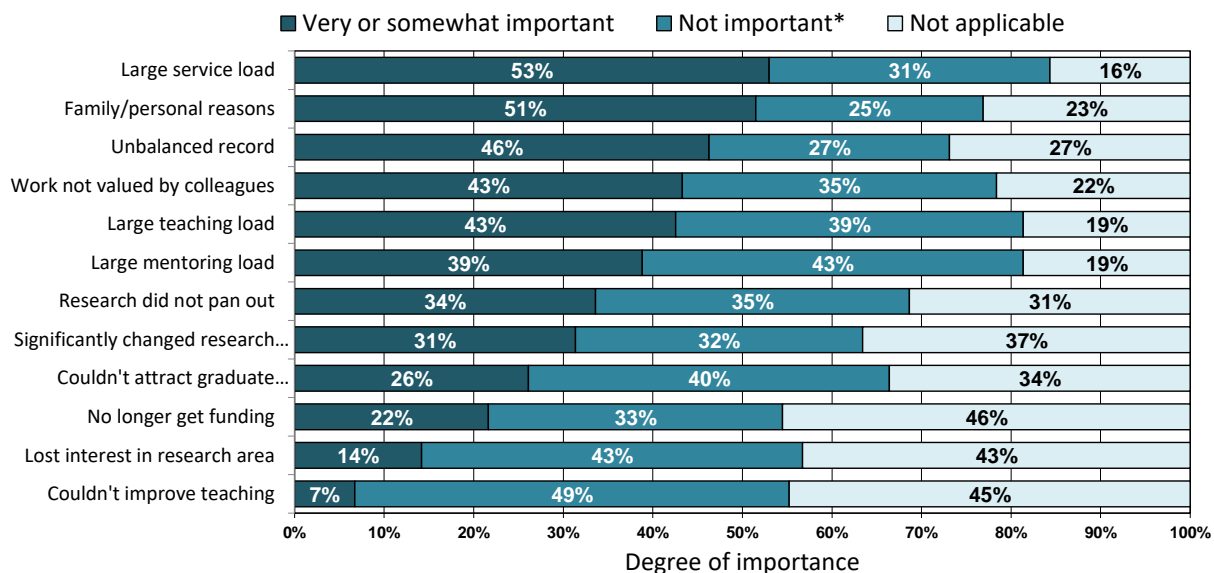
## CAREER PROGRESSION AND SUPPORT

All tenure-track faculty at UC Berkeley progress through a series of defined ranks and steps over the course of their career. Yet it is crucial to our academic excellence as well as the satisfaction and productivity of our faculty that we ask them to reflect on their own progress and the career support they desire and receive. This section, therefore, examines faculty reasons for slow progress, if relevant; whether faculty are receiving the amount of mentoring and support they desire; and faculty interest in leadership opportunities and their assessment of other resources designed to support their career progression and development. In short, these topics touch on a wide variety of issues that affect faculty well-being and allow them to be as productive and successful as possible.

### Slow or Delayed Career Progression

Of the ladder-rank faculty responding to the current survey, most feel that they are progressing at a similar pace, or faster, compared to their peers. A small proportion (16%) indicate that their progress is slow or delayed (this is a single-item self-assessment). This is a slightly smaller proportion of faculty than in previous surveys, with 18% in 2003 and 19% in 2009 considering their own progress slower than their peers ([3A14a](#)). When asked to rate how important a series of items is in accounting for their slow or delayed advancement, with the choices being very important, somewhat important, not too important, not at all important, or not applicable, respondents overall rate “large service load,” “family/personal reasons,” “unbalanced record of research, teaching, and service,” “work not valued by colleagues,” “large teaching load,” and “large mentoring load” most commonly as very or somewhat important contributors (see Figure 5). The order of importance of these factors is quite similar to what we found in 2009, and the rate of citing different factors has not appreciably changed.

Figure 5: How important are each of the following factors in accounting for your slow/delayed advancement?



An examination of the results for all faculty respondents by rank, field, age, gender, race/ethnicity, marital status, and disability status illuminates differences in the likelihood faculty indicate they are slow/delayed and subsequently cite these issues as important factors.

- Associate professors ([3A1b](#)) are considerably more likely to indicate they are slow/delayed, with 29% replying affirmatively, compared to 7% of full professors step 6-9 (FP6tog) and 4% of full professors above scale (FPAS). Associate professors are also statistically more likely than faculty at other ranks to cite 11 out of 12 possible reasons for being slow/delayed, with "could not improve teaching" the only item for which associate professors and other faculty are not significantly different.
- Faculty in the HUM ([3A2b](#)) are more likely to consider themselves slow/delayed (23%) and more likely to cite the following factors as important: "service load," "family/personal," "mentoring load," "unbalanced record," "significantly changed research area," and "lost interest in research area." Among OTHPROF faculty, they are more likely than others to cite "work not valued." Fewer PTEM faculty than those in other fields cite "family/personal," "service load," "mentoring load," and "changed research area."
- Faculty ages 50 to 54 ([3A3b](#)) are more likely to cite "service load," "unbalanced record," "mentoring load," and "changed research area" as important factors in being slow/delayed.

- Women faculty ([3A6b](#)) are more likely than others to indicate they are slow/delayed, whereas men are less likely to do so. Furthermore, women are more likely to cite the following factors as important: “service load,” “family/personal,” “mentoring load,” “unbalanced record,” “work not valued,” “research did not pan out,” “could no longer get funding to pursue specific research.”<sup>11</sup>
- URM faculty ([3A7b](#)) are more likely than majority faculty to note they are slow/delayed and more likely to cite “unbalanced record” and “mentoring load” as important factors. Non-U.S. citizens are less likely than others to indicate they are slow/delayed. URM women faculty ([3A12b](#)) are particularly likely to cite “mentoring load,” “service load,” “unbalanced record,” and “teaching load” as important factors.
- Not married/partnered faculty ([3A9b](#)) are more likely than others to report that they are slow/delayed. Not married/partnered faculty are also more likely to cite the following as important factors (in direct contrast to married/partnered): “service load,” “unbalanced record,” “mentoring load,” “teaching load,” and “research did not pan out.”
- Faculty with disabilities ([3A11b](#)) are more likely than others to consider themselves slow/delayed, with one quarter responding affirmatively, compared to 14% of those without disabilities. They cited a number of factors at higher rates than others: “family/personal reasons (including health),” “work not valued,” “service load,” “unbalanced record,” “mentoring load,” “teaching load,” “research did not pan out,” “changed research,” and “could not attract graduate students.”

### Faculty Describe “Other Reasons” for Slow or Delayed Progression

*“Lack of mentoring.”*

— Female Full Professor, Step VI to IX

*“[N]ot put up for promotions in timely manner.”*

—Missing rank and gender

*“I have not sought outside offers, like other colleagues (who were able to use outside offers to advance more quickly than me).”*

— Male Associate Professor

*“Book disciplines are penalized at Cal, relative to article disciplines. Colleagues in article fields are promoted to full nearly twice as fast as those of us in book fields. It is an indefensible inequity, and one that can only change with leadership from campus administration.”*

— Male Associate Professor

*“Dept [sic] put me up for promotion early yet savaged record when evaluated.”*

— Female Full Professor, below Step VI

*“Took >24m to get lab space and >40m to have it be functional.”*

—Male Assistant Professor

*“[T]errible psychological climate and bullying, exclusion.”*

—Female Associate Professor

*“Parental illness.”*

—Female Associate Professor

<sup>11</sup> Logistic regression analysis suggests that after controlling for additional independent variables (faculty rank, broad field, etc.), most of these trends are marginal or not significant.

- Faculty with four or more minoritized characteristics ([3A13b](#)) are more likely to report they are slow/delayed, and more commonly cite “service load,” “unbalanced record,” “family/personal,” “mentoring load,” “teaching load,” and other factors as important.

### Conclusion: Slow or Delayed Career Progression

Most faculty feel that they are progressing at least as quickly as their peers (58% cite average speed, and 26% report faster than average), but for the 16% who do not it is important to consider the implications for other areas, as well as potential recommendations. Associate professors, faculty in the humanities, women (who are disproportionately represented in the humanities), underrepresented minorities, and faculty who are disabled are more likely to rate themselves as moving more slowly. In some cases there are likely intersections between these groups, with some faculty (e.g., associate professors in the humanities) at particular risk of slow progression. Possible inequities for particular groups when it comes to service, mentoring, and teaching loads are notable.

### Mentoring and Support

Mentoring and support can be both formal and informal, but share the common theme of providing or receiving support or assistance in any number of career areas to enhance career success. At the time of the administration of this survey, Berkeley had no centralized mentoring activities. Many departments or units carry out specific mentoring activities, and many faculty seek out support on their own (see for example, <https://vpf.berkeley.edu/faculty-mentoring>).

Mentoring and support cover a range of topical areas, including:

- *Research* (Getting, submitting, and administering grants; and hiring GSRs, postdocs, and researchers)
- *Career advancement* (Establishing professional contacts; publishing; mentoring for leadership positions; coaching on the review process; and advice on late career and retirement)
- *Administrative and Departmental issues* (Navigating campus and departmental policies and politics; negotiating conflicts; and help with DEI)
- *Teaching* (help with issues that arise involving teaching)

Faculty respondents were asked how much mentoring or support they *currently receive* in each area and how much they *would like* to receive. For *every* type of mentoring or support, between

two-fifths and three-fourths of faculty respondents indicated that they receive *less* than they would like (see Figure 6). For example, 74% receive less help navigating the campus’s administrative complexities than they would like, 71% receive less help to get grants than they would like, 70% would like more support with grant submission/administration, and 59% are receiving less mentoring than they would like for leadership positions. Figure 6 highlights the often large differences between how much help or support respondents report they are currently receiving (some or more), compared to what they desire. These patterns are similar to those observed in 2009 (3B14m, 3B14d) with the exception that even more faculty now would like help with getting grants (71% now in comparison to 65% in 2009), though the percentage receiving some or more help has increased somewhat.

Figure 6. Mentoring and Support, 2019

Type of Mentoring/Support	Receiving Less Than Desired*	Receiving Some or More
Help navigating the campus’s administrative complexities	74%	25%
Help to get grants	71%	26%
Staff support for grant submission/administration	70%	45%
Mentoring for leadership positions	59%	15%
Help managing negotiations or conflicts	52%	25%
Advice about late career and retirement	51%	24%
Mentoring for teaching	50%	19%
Staff support for hiring GSRs, GSIs, postdocs, & proj. sc.	49%	61%
Help with publishing	44%	13%
Help navigating departmental politics	43%	31%
Support advancing diversity, equity, and inclusion	43%	55%
Help with establishing professional contacts	41%	18%
Coaching on the review process	40%	32%

N = 616–705

N = 662–755

\*Less than desired = "Desired amount" exceeds "Amount receiving." "Not applicable" and missing excluded.

Source: UC Berkeley Faculty Climate Survey, 2019.

### Differences in Mentoring and Support<sup>12</sup>

By rank, assistant and associate professors (3B1d) are the most likely to want mentoring or support, with about two-thirds or more of respondents expressing a desire for the various types. For example, 80% of assistant professors and 73% of associate professors would like some amount of help (either “a great deal,” “much,” or “some”) with coaching on the review

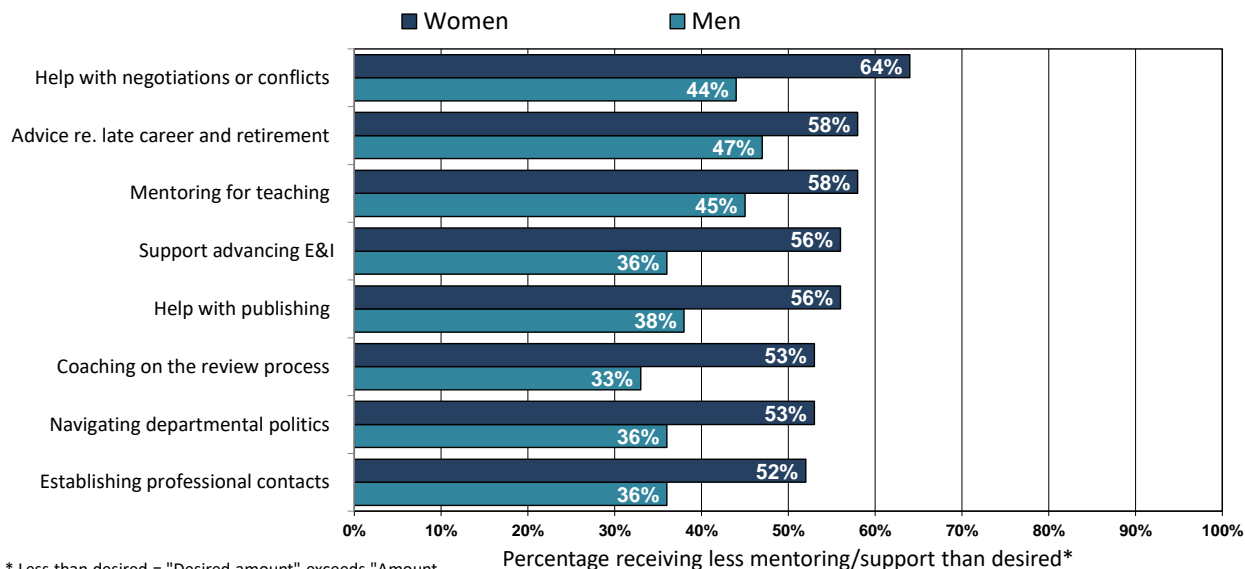
<sup>12</sup> From this section forward, differences by age, years-since-hire, and administrative positions are rarely discussed, given that faculty rank is correlated with all these factors and in the general interest of brevity. For those interested, the [Data Tables](#) contents page provides access to all of these detailed break-outs.

process. Assistant professors are also more likely than others to want some or more mentoring and support with navigating departmental politics, teaching, establishing professional contacts, and help publishing. Associate professors are more likely than faculty at other ranks to want some or more help with leadership mentoring. And although the proportion is smaller, many full professors (at all steps) would like mentoring or support, particularly with hiring researchers, grants, navigating administrative complexities and department politics, and integrating DEI in their work. Assistant and associate professors are the most likely to report receiving less mentoring or support than they want, however; whereas full professors above scale are the least likely to do so ([3B1e](#)).

By broad field, faculty in PTEM ([3B2e](#)) are less likely than faculty in other fields to indicate they are receiving less mentoring or support than they want, most notably in regard to help with grants, administrative complexities, hiring, publishing, and DEI; though a significant proportion of these faculty would still like more help with these issues, ranging from a low of 32% up to 69%. Faculty in BIONR are more likely than others to express that they are receiving less help than they want in regard to getting grants, hiring researchers, teaching, and DEI.

Women faculty ([3B6e](#)) are more likely than men to report a greater gap between the amount of mentoring or support they are receiving and how much they would like (though part of this difference is likely due to rank, with women faculty disproportionately in lower ranks, where faculty desire more mentoring). Figure 7 shows where there are clear differences on select items. In only one of all the surveyed items are women and men statistically similar in the proportion asking for more support: help hiring GSRs, GSI, postdocs, and researchers (not shown below).

Figure 7. Percentage Receiving Less\* Mentoring/Support Than Desired, Women Compared to Men



\* Less than desired = "Desired amount" exceeds "Amount receiving." Not applicable and missing excluded.

Source: UC Berkeley Faculty Climate Survey, 2019.

In several areas, faculty from URM groups (3B7e) report receiving less mentoring and support than they desire compared to faculty from other ethnic/citizenship groups. Specifically, URM faculty would like more help with mentoring for leadership, advice about late career and retirement, and support advancing DEI. Compared to other racial/ethnic groups, Asian faculty would like more help with managing negotiations or conflicts, and establishing professional contacts. White faculty are less likely than others to want additional advice about late career and retirement and help with establishing professional contacts.

Of note, white men (3B12e) are less likely than others to want additional mentoring across 10 of the 13 items included in this question series. Similarly, faculty without any minoritized characteristics (3B13e) are also less likely than others to want additional mentoring on 9 of the 13 items; whereas faculty with 4 or more minoritized characteristics express a greater desire for mentoring/support than others on 5 items, grant submissions, leadership, negotiating conflict, late career/retirement, and advancing DEI.

Conclusion: Mentoring and Support

Despite the variability between the amount of mentoring and support desired and received in the different areas, and differences between academic ranks, ethnicity, and gender, the overall findings from this section indicate that this is an area where a significant proportion of Berkeley faculty would benefit from and appreciate receiving more. Half or more of faculty respondents indicate receiving less than they desire in a number of areas important for

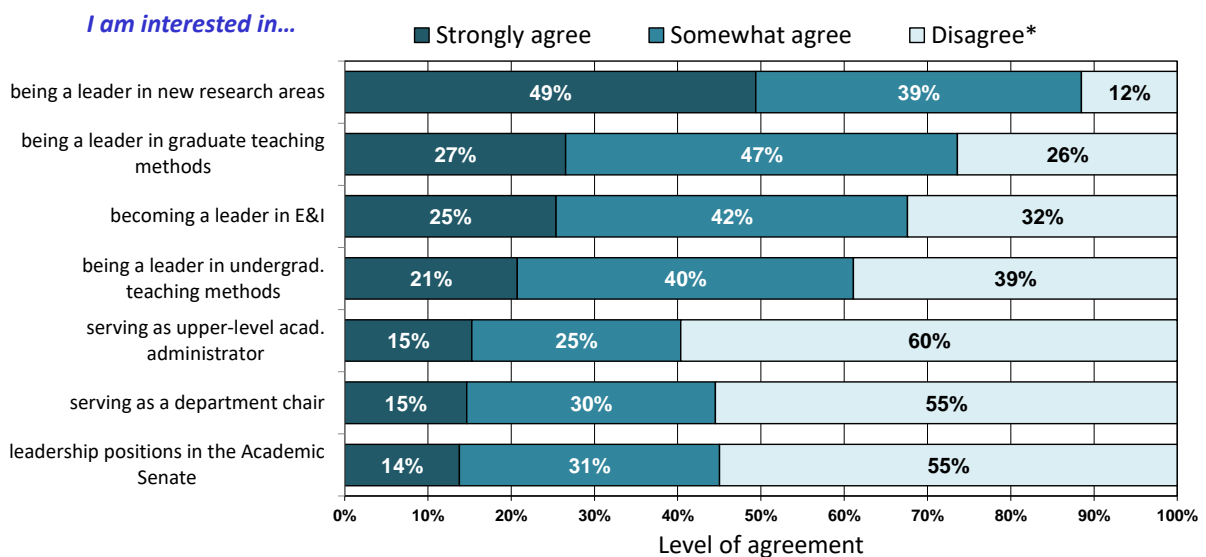


success. Although we combined mentoring and support into a single panel, it's important to note that they represent different kinds of needs, with different potential recommendations.

## Leadership Opportunities

For the first time, we asked faculty a detailed panel of questions about their desire to pursue various leadership opportunities and training, and about their attitudes toward how leaders are appointed on the campus. Figure 8 provides an overview of relative interest in various types of leadership. Being a leader in new research areas topped the list (88% of Berkeley faculty expressed interest in this). Being a leader in teaching, both graduate-level and undergraduate, and in E&I are also common areas of interest, ranging from 74% to 61%. In contrast, lower proportions of faculty indicate an interest in more formalized leadership roles, such as departmental chair, academic senate leadership, and upper-level academic administrative positions, although the interest is high relative to the small number of these types of positions available on campus.

Figure 8: Percent Agreeing with Leadership Questions



\*Includes "Somewhat disagree" and "Strongly disagree"

Source: UC Berkeley Faculty Climate Survey, 2019.

These results varied by faculty characteristics. Perhaps not surprisingly, assistant professors ([3C1b](#)) are more likely to express interest in being a leader in new research areas, advancing E&I, and undergraduate teaching. Assistant and associate professors, and full professors below step 6 (FP<6), are more likely than the most senior professors to want to serve as department chair. Assistant and associate faculty are more likely to want leadership training.

Women are more interested than men (3C6b) in a number of formalized leadership opportunities (departmental chair, upper-level administration, academic senate). They are also more interested in graduate teaching, advancing E&I, and receiving leadership training (73% compared to 49% for men, a large difference). URM faculty (3C7b) are more interested than faculty from other racial/ethnic groups in serving as leaders in E&I, in leadership training, and serving in the academic senate, as academic chairs, and/or upper-level administration. Similarly, Asian faculty expressed greater interest in serving as academic chairs or upper-level admin, and in pursuing leadership training. LGBTQ+ faculty (3C8b) are notably interested in serving as leaders in E&I and leadership training. URM women (3C12b) are particularly interested in formalized leadership opportunities. White men display less interest than others in 8 out of 11 listed leadership items.

### Conclusion: Leadership Opportunities

There is substantial interest in additional leadership opportunities and training among the broader faculty population. Junior faculty, women, URM faculty, Asian faculty, and LGBTQ+ faculty express particularly high rates of interest. The fact that two-thirds of all respondents agree that they are interested in becoming a leader in equity and inclusion is promising. In considering how leaders are selected at Berkeley, however, only about half of faculty feel that the appointment process for department chair positions is transparent and equitable, and even fewer feel this is the case for upper-level administrative positions.

### Other Resources

To support faculty, Berkeley offers a number of policies and resources designed to assist faculty as they progress through their careers. These include relocation services, home loans, tenure workshops, occasional salary targeted decoupling initiatives (TDI), the online Berkeley Manual of Academic Personnel (BMAP), part-time positions to accommodate family needs, back-up childcare, and the Pathway to Retirement program. We asked faculty to let us know whether they are aware of these resources and how supportive they are of their use.

Awareness of the policies varies somewhat (figure 9A), with nearly all faculty aware of home loans; around 75% aware of relocation services, tenure workshops, and TDIs; two-thirds aware of back-up care and BMAP; and around half aware of part-time accommodations and Pathways to Retirement. Overall, support for the all of the resources (figure 9B) is very high, with 5% or fewer faculty indicating they are not supportive of a particular resource. The proportion of the faculty who are very supportive varies some, ranging from 85% for faculty relocation services and home loans to 64% for BMAP.

Figure 9A: Percent Aware of Resources

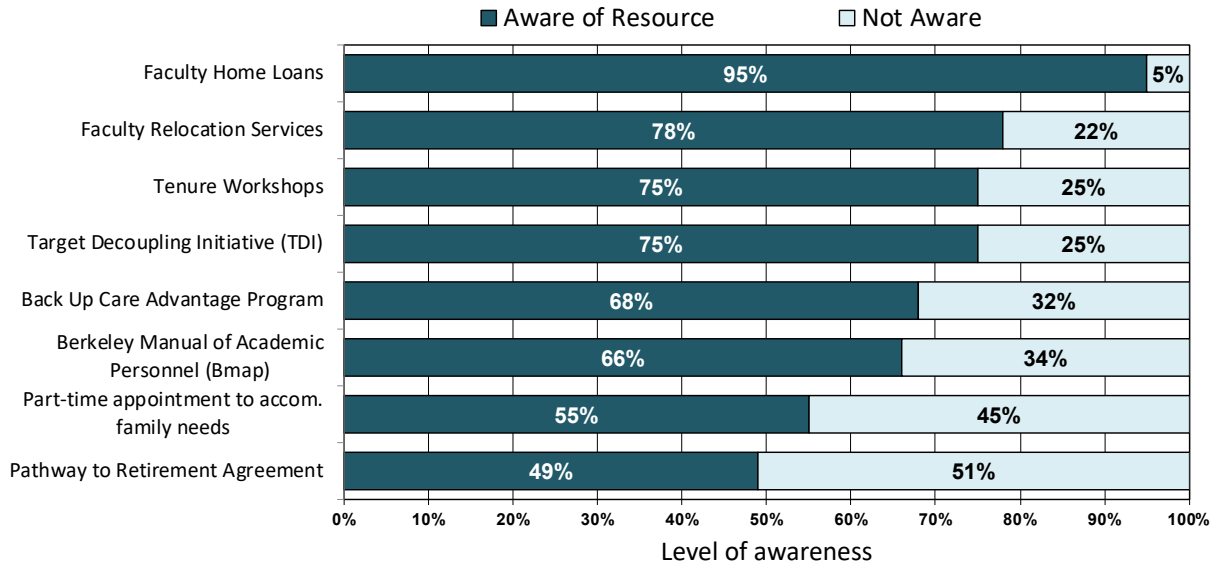
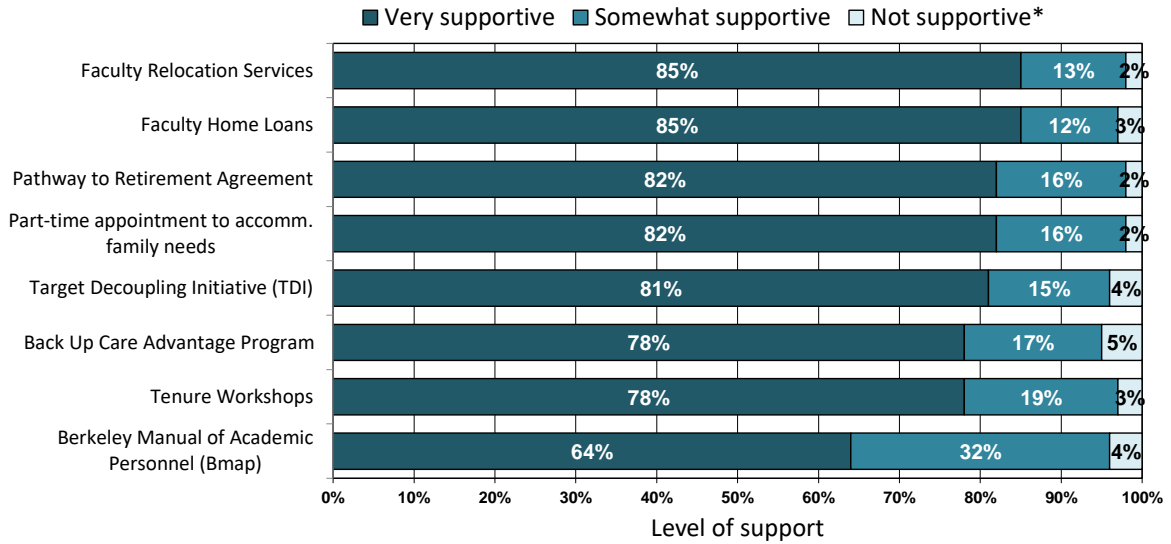


Figure 9B: Percent Supportive of Resource



\*Includes "Not too supportive" and "Not at all supportive"

Source: UC Berkeley Faculty Climate Survey, 2019.

## Differences in Awareness and Support of Resources

The patterns of awareness and support of resources by rank show expected results for the most part, with faculty at the lower ranks more aware of resources applicable to their career stage, and those at the upper ranks more aware of those relevant to them. Assistant professors, for example ([3D1a](#), [3D14a](#), [3D14b](#)), are the least likely to be aware of part-time appointments, targeted decoupling initiatives to address salary inequities (TDIs), and Pathways to Retirement. Both assistant and associate professors are the most likely to know about tenure workshops. Unfortunately, less than half of assistant professors are aware of BMAP, a resource of value to their career stage. Full professors below step 6 are more likely than others to be aware of TDIs and the Back Up Care Advantage program. The most senior faculty, FPAS, are the most likely to be aware of Pathways to Retirement and BMAP, but least likely to know about tenure workshops and backup care. Patterns of support show limited variability, but one notable difference is that full professors below step 6 are the most likely to be very supportive of TDIs, whereas full professors above scale are the least likely to be very supportive.

Not surprisingly, administrators ([3D5a](#), [3D18a](#), [3D18b](#)), particularly Deans, Associate Deans and Chairs are more likely than non-administrators to be aware of most of the resources. Women are more aware than men ([3D6a](#), [3D19a](#), [3D19b](#)) of TDIs, tenure workshops, relocation services, and backup care (with a rather large discrepancy for this latter resource—83% of women vs. only 59% of men). Women are also more likely than men to be very supportive of specific resources, including TDIs, BMAP, and tenure workshops. Women also favor relocation

services and part-time appointments more than male faculty do. URM faculty ([3D7a](#), [3D20a](#), [3D20b](#)) are less likely than white and Asian faculty to be aware of both relocation services and back-up care, though they are similarly likely to be very supportive of these and other listed resources. White faculty are more likely to be aware of Pathway Agreements (most relevant to senior faculty, who are also disproportionately white), whereas international faculty are less likely.

### Conclusion: Other Resources

Overall the support for these resources is quite high among faculty, whereas awareness of their existence is less uniform in part due to the niched nature of the initiatives. Women are particularly aware and appreciative of many of these support systems, potentially signaling a greater need for them among this group. Ideally, it would be better if all faculty were aware of these carefully designed resources, as universal awareness would increase and normalize their use.

### Faculty Comment on Resources

*"I very much appreciated the tenure workshop - would encourage new faculty to attend as early as possible though, rather than waiting until close to review."*

—Female Assistant Professor

*"Without the MOP we would not be at UC Berkeley. Backup care is great!"*

—Female Associate Professor

*"My children were young when the University first contracted with Bright Horizons. I tried to use their services on numerous occasions, but in no case were they actually able to provide back-up care."*

— Male Associate Professor

*"The family leave policy for faculty is amazing, and I am deeply grateful for the time it gave me with my newborn (years ago). Thank you."*

— Female Full Professor, below Step VI

*"Without the TDI I would be paid well below junior faculty since I arrived 24 years ago when decoupled increments were reduced with each raise to line ups with scale."*

— Female Full Professor, Step VI to IX

*"The TDI is totally opaque and based on whims of the upper levels. No clear criteria are specified based on the standard metrics of research, teaching, and service."*

—Male Full Professor, Above Scale

*"I wish there was less stigma about part-time appointments, reduction in percentage, and/or stopping the tenure clock with regard to personal situations, e.g., physical and/or mental health issues."*

—Male Assistant Professor

*"Dual-career faculty hiring on this campus is poor relative to our peers. It is slow to set up spousal hires, and the structure used here disincentivizes departments to hire partners and stigmatizes the partners themselves. "*

—Male Full Professor, below Step VI

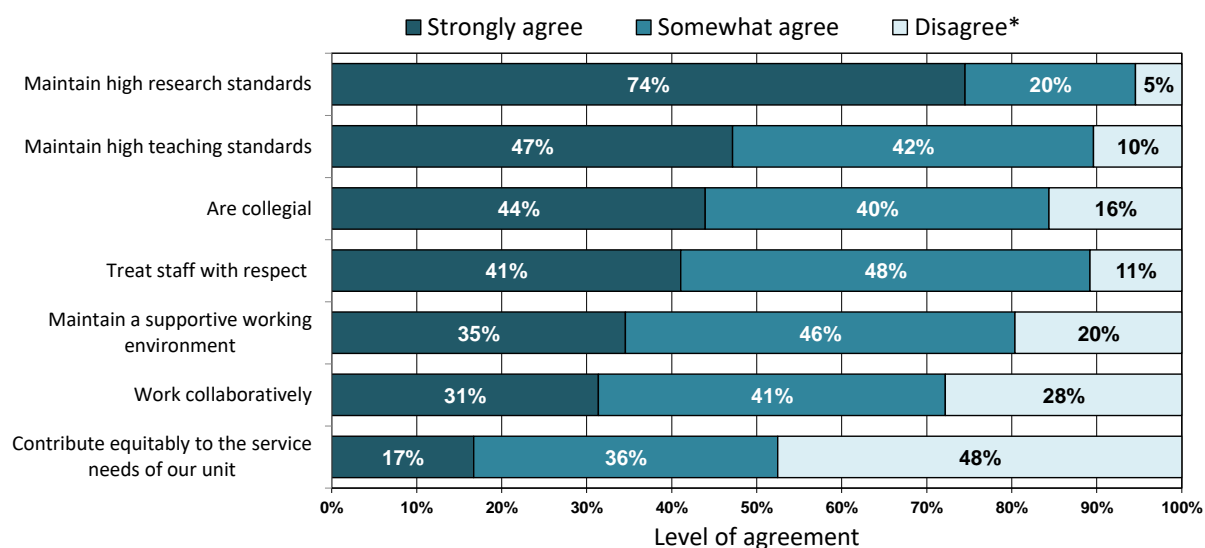
*"I am unhappy not to have heard of the Pathway to Retirement Agreement option until now, given that I am in my early 60s and would be a natural candidate for such consideration."*

—Male Full Professor, Step VI to IX

## DEPARTMENT AND CAMPUS CLIMATE

Although faculty work for the university as a whole and are affected by institutional policies, each individual department or unit in which faculty work is its own microcosm, with specific dynamics, issues, and concerns. The experience of daily life at Berkeley for academic senate faculty members is strongly influenced both by the quality and climate of their immediate environment and by the overall campus climate. For this reason, the survey asked a series of questions of faculty about their perceptions of faculty colleagues and about the climate in their academic unit. Questions were also asked about the broader campus climate, with particular attention to DEI issues and personal respect.

Figure 10: *In general, my faculty colleagues in my unit:*



\*Includes "Somewhat disagree" and "Strongly disagree"

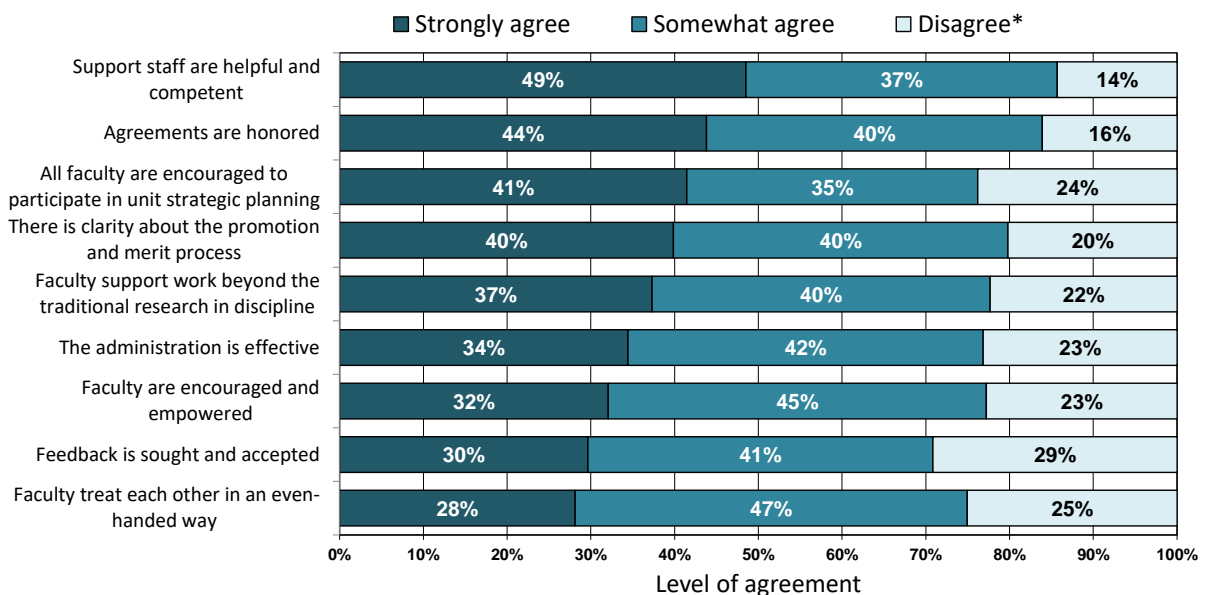
Source: UC Berkeley Faculty Climate Survey, 2019.

### Faculty Colleagues and Department Climate

Figure 10 shows responses to questions about faculty colleagues in the respondents' department/unit. By far the highest level of agreement is associated with the statement "Faculty in my unit maintain high research standards," with 74% strongly agreeing and 95% agreeing strongly or somewhat. Large proportions of faculty agree that teaching standards are high, faculty are collegial, staff (administrative, clerical, and technical) are treated with respect, and colleagues maintain a supportive working environment. There is an observable decline in agreement for "faculty work collaboratively," and the final item, "faculty colleagues contribute equitably to the service needs of the unit," is rated much lower than all the other items, with nearly half of respondents disagreeing.

Figures 11A and 11B profile a number of additional departmental climate issues, sorted by highest rate of strongly agree to lowest rate (across the two figures). Many of the items on 11A are rated fairly favorably, with “support staff are helpful and competent” and “agreements are honored” registering the highest level of agreement.<sup>13</sup> The remaining items on 11A hover around roughly three-quarters of faculty agreeing and one-quarter disagreeing. The eight items on Figure 11b are less likely to be agreed upon by faculty, with all but one of them falling around three-fifths of faculty agreeing and two-fifths disagreeing. The relatively low ratings of these items indicate areas of concern for large numbers of faculty. Ideally, faculty should feel that their department is equitable in regard to decision making and teaching loads, resources are readily available, there is a shared vision, and faculty communicate effectively with each other.

Figure 11A: *In my department:*



\*Includes “Somewhat disagree” and “Strongly disagree”

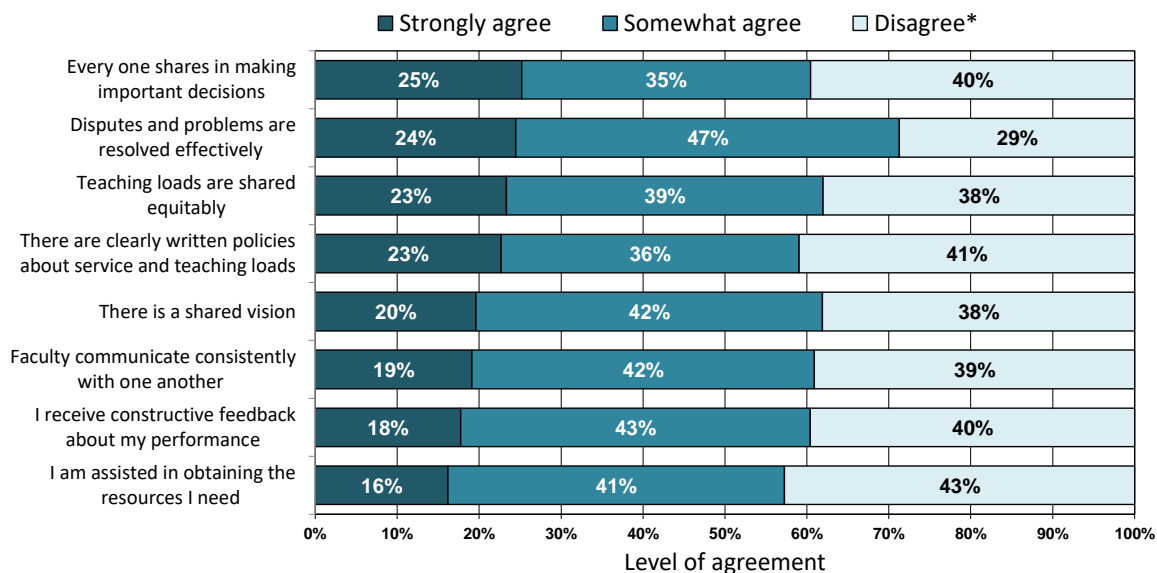
Source: UC Berkeley Faculty Climate Survey, 2019.

One encouraging trend is that for many of these questions, the overall percentage of faculty strongly agreeing or agreeing increased in 2019 relative to the pooled survey data from 2003 and 2009 (4A14a, 4A14d). In 2019, faculty are more likely than earlier surveys to *strongly agree* on 14 out of 20 questions and to *agree* on 12 out of 20 questions that reflect positively on their colleagues or departmental climate. Survey responses from 2003 were generally lowest, with those from 2009 in the middle. This upward shift in positive evaluation is similar to what was

<sup>13</sup> Although this seemingly positive evaluation of staff seems contradictory to the relatively low satisfaction with staff support previously noted, the results may in part reflect a general desire by faculty to have staff support located within their own unit, working closely with them in a more personalized setting.

observed in the preceding section on job satisfaction, with 2019 representing the most positive evaluations to date. Of course the comparability of these various iterations of the faculty survey is unclear due to the inconsistency of response rates and survey procedures.<sup>14</sup>

Figure 11B: *In my department:*



\*Includes "Somewhat disagree" and "Strongly disagree"

Source: UC Berkeley Faculty Climate Survey, 2019.

These departmental climate results vary across a number of different faculty characteristics. By rank ([4A1a](#), [4A1b](#)), assistant professors are more likely than faculty at higher ranks to strongly agree that faculty in their unit are collegial, treat staff with respect, and maintain a supportive working environment. In contrast, the most senior faculty are the least likely to strongly agree or agree that staff are treated with respect. Associate professors are the least likely to agree that their colleagues contribute equitably to the unit’s service needs, whereas assistant professors are the most likely to agree. Assistant professors are the least likely to agree that there are written policies about teaching loads and clarity about the promotion process. These patterns have been somewhat stable over the three survey cycles ([4A15a](#), [4A15b](#)).

By field ([4A2a](#), [4A2b](#)), PTEM faculty are more inclined than others to strongly agree or agree with many of the departmental questions (agreeing with 17 out of 24 questions, and strongly agreeing with 13 out of 24), indicating more positive feelings about their department climate. In contrast, OTHPROF are less positive in their assessment, with lower rates of strongly agreeing on 16 items and lower rates of agreeing on 18 items. BIONR and HEPROF are also less likely to strongly agree on many of these items (10 and 5 questions, respectively) and less likely

<sup>14</sup> Logistic regression findings support all of these general patterns.



to agree (4 and 8 items). HUM faculty are somewhat more likely to strongly agree (13 items) and agree (6). SOCSCI faculty are statistically fairly similar to other faculty, but they have higher rates of agreement on four questions. These patterns have been fairly stable over survey cycles ([4A16a](#), [4A16b](#)).

By gender ([4A6a](#), [4A6b](#)), men are more likely to strongly agree (12/24 items) and agree (15/24) with positive statements about colleagues and departmental climate; whereas women are less likely to strongly agree (14/24) and agree (15/24). Although these gender gaps seem more pronounced in the most recent survey cycle ([4A20a](#), [4A20b](#)), the overall percentage of faculty strongly agreeing and agreeing with these statements has increased this survey cycle ([4A14a](#), [4A14d](#)), with rates of strongly agreeing increasing in 2019 for 14 out of 20 questions that span multiple surveys and rates of agreeing (12/20) increasing in 2019. When just examining women respondents ([4A14b](#), [4A14e](#)), the 2019 survey cycle is fairly similar to the 2009 cycle, with a few items increasing and decreasing in terms of level of agreement. For men ([4A14c](#), [4A14f](#)), their rates of strongly agreeing have increased on 16 out of 20 items in 2019 and rates of agreement have increased on 13 out of 20 items in 2019. Thus the gender gap is more pronounced now in 2019 than it was in previous years.

By ethnicity ([4A7a](#), [4A7b](#)), there are no consistent patterns for strongly agreeing across questions, but URM faculty are less likely than others to agree (strongly and somewhat combined) with five items: (1) colleagues maintain high teaching standards, (2) colleagues maintain a supportive working environment, (3) colleagues work collaboratively, (4) faculty support work that extends beyond traditional boundaries, and (5) there is clarity about the promotion process. The stability of these patterns over survey cycles is difficult to ascertain, in part due to low numbers among various ethnic groups and changes to the coding of this demographic question ([4A21a](#), [4A21b](#)).

In general, faculty who identify as heterosexual ([4A8a](#), [4A8b](#)), are married/partnered ([4A9a](#), [4A9b](#)), and/or are non-disabled ([4A11a](#), [4A11b](#)) are more likely to strongly agree or agree with a number of the questions related to departmental climate. In contrast, LGBTQ+ faculty and those who did not respond to the sexual orientation question, faculty who are not married, and faculty with disabilities are less likely to strongly agree or agree with these positively normed statements about colleagues and their departmental unit. The stability of these patterns over survey cycles is difficult to determine, in part due to low numbers among various groups and changes to the coding of these demographic questions ([4A22a](#), [4A22b](#), [4A23a](#), [4A23b](#)), particularly in regard to the disability questions which were quite different this survey cycle.

### Conclusion: Department climate

The various markers of department climate show promising trends toward more positive feelings and experiences over the three survey cycles. Overall, however, faculty with minoritized identities ([4A13a](#), [4A13b](#)) experience their department/unit climate as chillier than those from majority groups. This indicates a need to highlight areas for improvement by building awareness and creating interventions as needed.

### Faculty Comment on Departmental Climate

*"I have many brilliant and generous-spirited colleagues with whom it is a pleasure to collaborate (on pedagogy, policy, administration)."*

—Female Full Professor, below Step VI

*"Age distribution of faculty in department, workload distribution in department (which is negatively correlated with age)"*

— Male Associate Professor

*"Isolation and tremendous faculty malaise in my unit. Massive inequities in salary. Wearying and sometimes heartbreaking imbalances of power--heartbreaking because so often the result hurts POC, younger faculty, women, disabled faculty)."*

—Female Full Professor, below Step VI

*"I very much enjoy my work -- I have excellent colleagues who warmly welcomed and respect me, great students (graduate and undergraduate), and wonderful opportunities to pursue my work. \*Excellent support from my department and chair \*Lovely staff."*

— Female Assistant Professor

*"The harmony of our department -- our general ability to get along in a collegial way -- might be the biggest factor in feeling happy at work."*

— Male Associate Professor

*"Repeated inequities in service loads--women faculty do so much more adhoc reports, advising and tending to grad students and staff. When service is done by male faculty it is often late, incomplete and careless or simply not done at all."*

—Unknown gender Full Professor, below Step VI

*"I have the greatest, warmest, kindest, and most thoughtful colleagues in the world!"*

—Male Assistant Professor

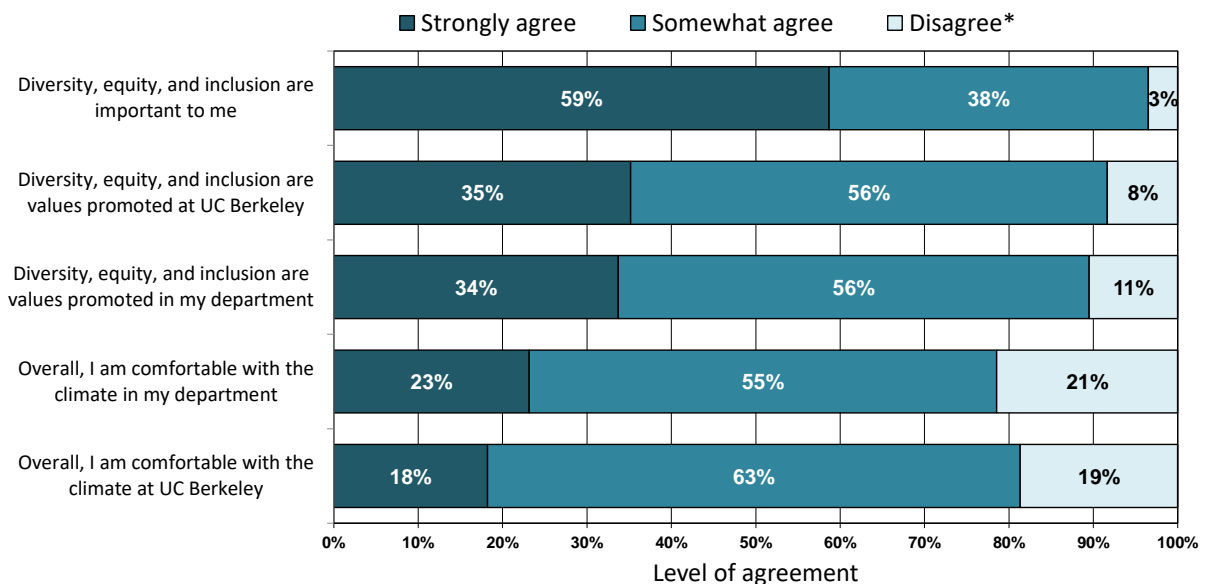
*"The poor climate in my department is not a general phenomena, but actually down to a few systematically and frequently misbehaving individuals. I feel like we, and my chair, have no mechanisms to effectively call out and make clear that certain behaviors are unacceptable when they do not verge on the strictly title 9 actionable etc... any solution to this conundrum would have a MASSIVE impact on morale and esprit de corps."*

— Male Full Professor, below Step VI

## Campus Climate

On this survey cycle, faculty were asked to respond to a small series of questions about issues related to DEI (diversity, equity & inclusion), and also to climate overall. Figure 12 shows responses sorted by percentage of faculty who strongly agree. The findings suggest that DEI is intrinsically important to faculty, with 59% strongly agreeing it is important to them individually, another 38% somewhat agreeing, and only 3% of faculty disagreeing. This aligns with the item described above on faculty desire to be a leader in DEI. In general, both the campus as a whole and faculty members' own departments receive relatively high marks for promoting DEI, with only about one in 10 faculty concluding that either the campus or their department does not promote DEI.

Figure 12: Percent Agreeing with Climate Questions



Source: UC Berkeley Faculty Climate Survey, 2019.

The last two items in the series assesses how comfortable faculty feel with the climate in their department and the climate at Berkeley overall. These ratings are somewhat lower, with approximately one in five suggesting they do not feel comfortable overall. Notably, the percent who strongly agree that they are comfortable with the climate in their department or the campus is fairly low.

These findings also vary somewhat by various faculty characteristics. Considering faculty rank, FPAS faculty are more likely to indicate that the campus values DEI (4B1a, 4B1b). Assistant professors are more likely to agree that they feel comfortable at both Berkeley and in their department, whereas full professors below step 6 and faculty not reporting their rank are less likely to do so. Faculty with missing rank data are also less likely to agree that the campus and

their department supports DEI. Faculty in PTEM ([4B2a](#), [4B2b](#)) have the lowest proportion of faculty who strongly agree that DEI are important to them (fewer than half). In contrast, faculty in the HUM, HEPROF, and SOCSCI are more likely than other faculty to strongly agree DEI is important to them (about two-thirds). Faculty in HUM and HEPROF are also more likely to strongly agree that their department promotes DEI, whereas faculty in BIONR are significantly less likely to strongly agree. OTHPROF faculty are also less likely to agree that their department promotes DEI, and they feel comfortable at Berkeley and in their department.

Although women are more likely than men ([4B6a](#), [4B6b](#)) to report that they strongly agree DEI is important to them, with almost three quarters of women expressing this compared to just half of men, they are less likely than men to strongly agree that DEI is valued at Berkeley and in their department. They are also significantly less likely than men to strongly agree they feel comfortable with the climate at Berkeley and in their department. Similarly, URM faculty ([4B7a](#), [4B7b](#)) are very likely to state that they strongly agree DEI is important to them personally (83%), while only 16% strongly agree that DEI is promoted at Berkeley (16%). They are also less likely than white and Asian faculty to agree they feel comfortable at

## Faculty Comment on Diversity Equity Issues

*"There are no resources for actually supporting diversity and inclusion in the way that actually matters (supporting students in their courses), while there seems to be plenty for talking about it."*

—Male Full Professor, below Step VI

*"[Factors contributing to satisfaction:] quality of students and colleagues [and] dedication to diversity."*

— Female Full Professor, Above Scale

*"I am worried that our campus is abandoning excellence in favor of "diversity" (which is not real diversity, since it is meant to exclude those perceived as privileged on the basis of race, gender, or socio-economic status). The demand to explain what we each did to advance diversity every time we go through review reminds me of the demand to take the Loyalty Oath back in 1949."*

—Female Full Professor, below Step VI

*"Honestly I am not sure how to fix the problem of discrimination as it is so intertwined with subjective evaluation factors. I feel pretty hopeless about things changing in my department."*

— Female Full Professor, Step VI to IX

*"Diversity, equity and inclusion are of great importance in universities, but in the administration's discourse, this seems to have become a sacred value taking precedence over quality of research and teaching, and I find this worrying. It should be an essential part of our service duties, but not an independent additional burden."*

— Male Assistant Professor

*"My dept as well as others are incredibly resistant to efforts to diversify the faculty."*

—Female Associate Professor

*"Nothing is perfect, but Berkeley tries hard to promote good professional values, diversity and inclusion, and fairness of teaching load and pay. Intellectually, the place is generous and imo without peer."*

—Unknown gender Associate Professor

*"...the diversity problem is really terrible. One of my departments has requested a new line to start to address this year after year, and are turned down each time. Peer schools are making a big effort in this direction by actively recruiting senior faculty who can change the profile of departments and attract, then, more diverse graduate students. Having a diverse faculty changes the whole culture, with a big impact on graduate recruitment and undergraduate morale. No department on this campus should be all-white."*

—Male Associate Professor

Berkeley and in their department. Similar to the earlier findings on departmental climate, heterosexuals ([4B8a](#), [4B8b](#)), married/partnered ([4B9a](#), [4B9b](#)), and non-disabled faculty ([4B11a](#), [4B11b](#)) are more likely to positively evaluate the campus climate than are LGBTQ+ faculty, single faculty, and faculty with disabilities, in terms of support for DEI and level of personal comfort. The disability status findings are particularly stark. LGBTQ+ faculty are also more likely to strongly agree that DEI is personally important to them.

#### Conclusion: Campus climate

Faculty experiences of the importance of DEI, and of department and campus climate, vary by demographic characteristics, with respondents from minoritized groups ([4B13a](#), [4B13b](#)) less likely to feel positive. Of particular concern are differences with regard to gender and race/ethnicity, with significant proportions of women and minority faculty indicating that they do not feel comfortable with the climate in their department or on campus. These findings highlight the need for the campus to be more aware of discrepancies in experience as well as potential interventions to create a more equitable experience for all.

#### Personal Respect Climate

Faculty respondents, along with other respondents to the campus climate survey, were asked a series of questions about whether they feel that individuals who share their own demographic characteristics and status (faculty, staff, students, etc.) are respected on the Berkeley campus. Figures 13A, 13B, and 13C show the findings broken down by level of respect and gender, race/ethnicity, sexual orientation, parental status, disability, and age categories.

Figure 13A: Level of Agreement with Respect Issues

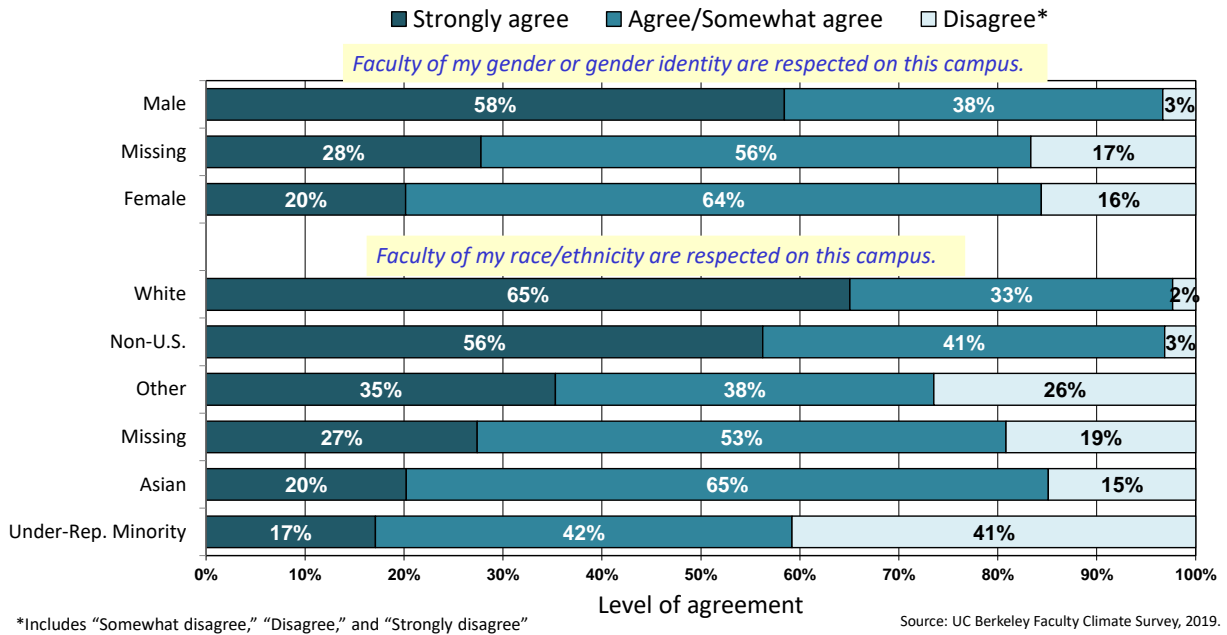
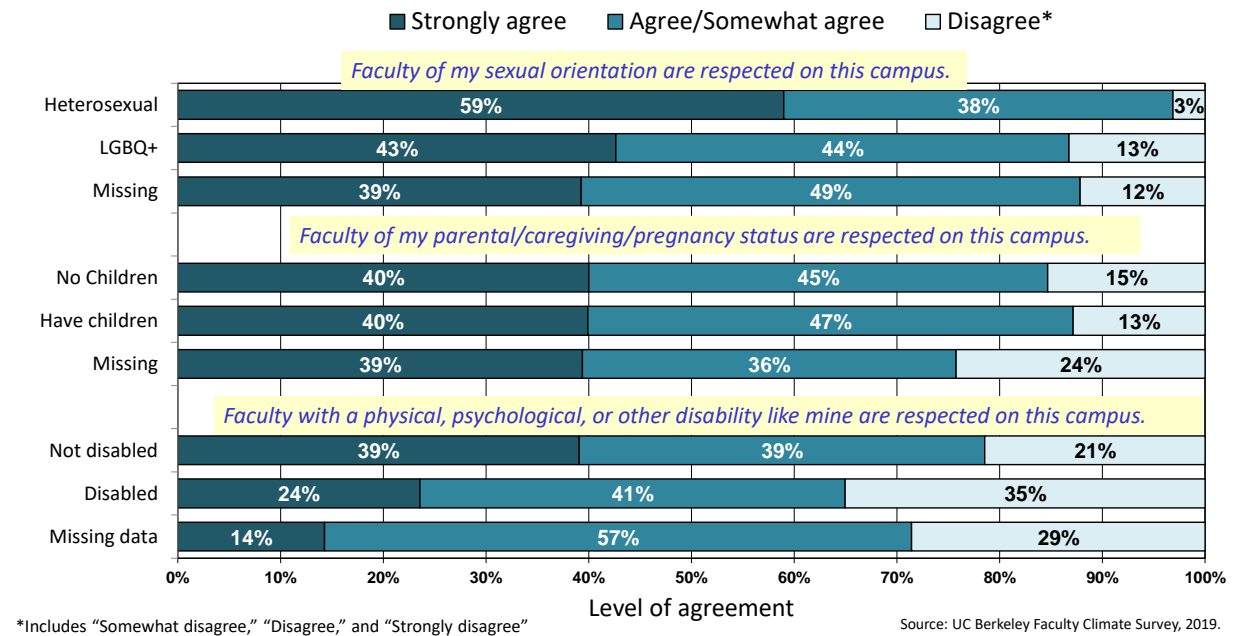


Figure 13B: Level of Agreement with Respect Issues



The results varied considerably by demographic characteristics. Although 58% of men strongly agreed and 97% agreed that male faculty are respected at Berkeley, only 20% of women

strongly agreed and 84% agreed that female faculty are respected at Berkeley. Faculty who did not respond to the gender question are between these two groups in regard to their evaluation of whether their gender is respected on the campus. Also of note, women faculty respondents ([4C6a](#), [4C6b](#)) are less likely to strongly agree that faculty of their age, religious beliefs, parental status, and disability status are respected. The dynamics of these patterns are unclear, but perhaps interaction effects are in place; for example, women with a particular parental status may be viewed differently than men with the same parental status.

Similarly, white faculty are more likely to feel their race-ethnicity is respected at Berkeley, whereas URM faculty are much less likely to indicate faculty of their race-ethnicity are respected. While 65% of white faculty strongly agree that faculty of their race are respected, only 17% of URM faculty do. Non-U.S., other race/ethnicity, missing data, and Asian fall between whites and URM when sorted by percent strongly agreeing. URM and Asian faculty ([4C7a](#), [4C7b](#)) are also less likely than others, particularly whites, to strongly agree that faculty of their socio-economic status are respected on the campus. Similar gaps among these three groups are observed in regard to respect issues associated with gender, age, religious beliefs, sexual orientation, immigration background, and parental status.

## Faculty Comment on Respect Issues

*"I have experienced systematic racism against my religious (Islam) background on campus. I have been turned down inclusion to Graduate Groups, Research Centers, and Training Grants Over the span of 8 years..."*

—Male Full Professor, below Step VI

*"The emergence of the Latinx Faculty Association and of the Latinx Research Center as campus-wide voices to support Latinx faculty makes a huge difference for me in bringing colleagues who experience similar climate issues together."*

— Female Full Professor, below Step VI

*"There is a very serious misogynistic culture in my department that I am very tired of. The glass ceiling is very low, and it hinders the progress our department could make and leads to a very stressful work environment."*

— Female Full Professor, below Step VI

*"I have been happy to see the status of women on the campus change during my long campus association. I still think this needs work in some areas, though not in my department. I've also been very happy to see huge growth in transparency of hiring and promotion procedures: I'm proud of that, for Berkeley."*

— Female Full Professor, Step VI to IX

*"There is a general lack of awareness of the support needed for People of Color throughout my department. Some people get it but many do not."*

—Male Assistant Professor

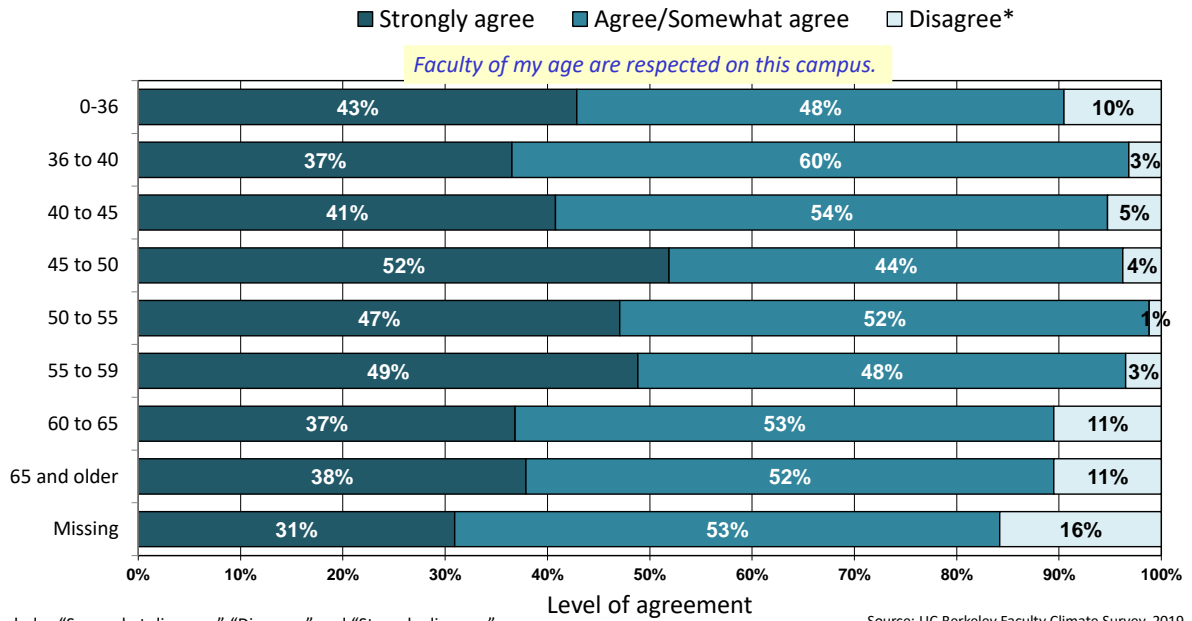
*"The continuous message from the Chancellor and the Senate and the Dean and the Chairs and my colleagues that as a white male I am the source of all problems."*

—Male Full Professor, Step VI to IX

*"Reduce discrimination against Asian-American faculty, and improve the general climate for these faculty. There are many hostilities encountered from senior faculty and administration against Asian-American faculty, arguably rising to the level of creating a hostile work environment."*

—Unknown gender and rank

Figure 13C: Level of Agreement with Respect Issues



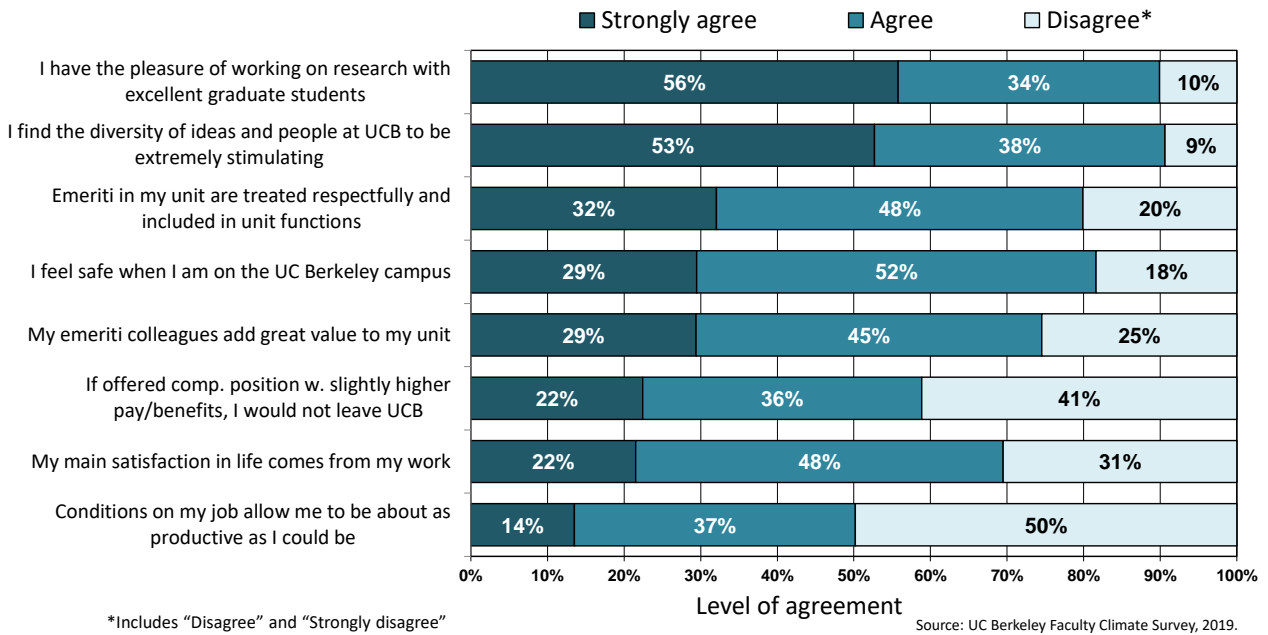
The results for different sexual orientation groups, parental status, disability, and age are varied. Heterosexuals are more likely than both LGBTQ+ respondents and those not providing sexual orientation information to strongly agree or agree that faculty with their sexual orientation are respected at Berkeley. Similarly, faculty without a disability are more likely than disabled faculty and those who did not supply disability status to strongly agree or agree their disability status is respected at Berkeley. In contrast, faculty with and without children had fairly similar responses in regard to whether faculty of their parental status are respected on the campus. By age, faculty who are younger and older are a little less likely than other faculty to strongly agree that faculty of their age are respected at Berkeley.

#### Conclusion: Personal respect

Faculty from minoritized groups (women, underrepresented minorities, LGBTQ+, those with disabilities; [4C13a](#), [4C13b](#)) are less likely to feel that individuals who share their identity are respected at Berkeley. For some identities these differences are quite large. These findings parallel those related to department and campus climate by groups.



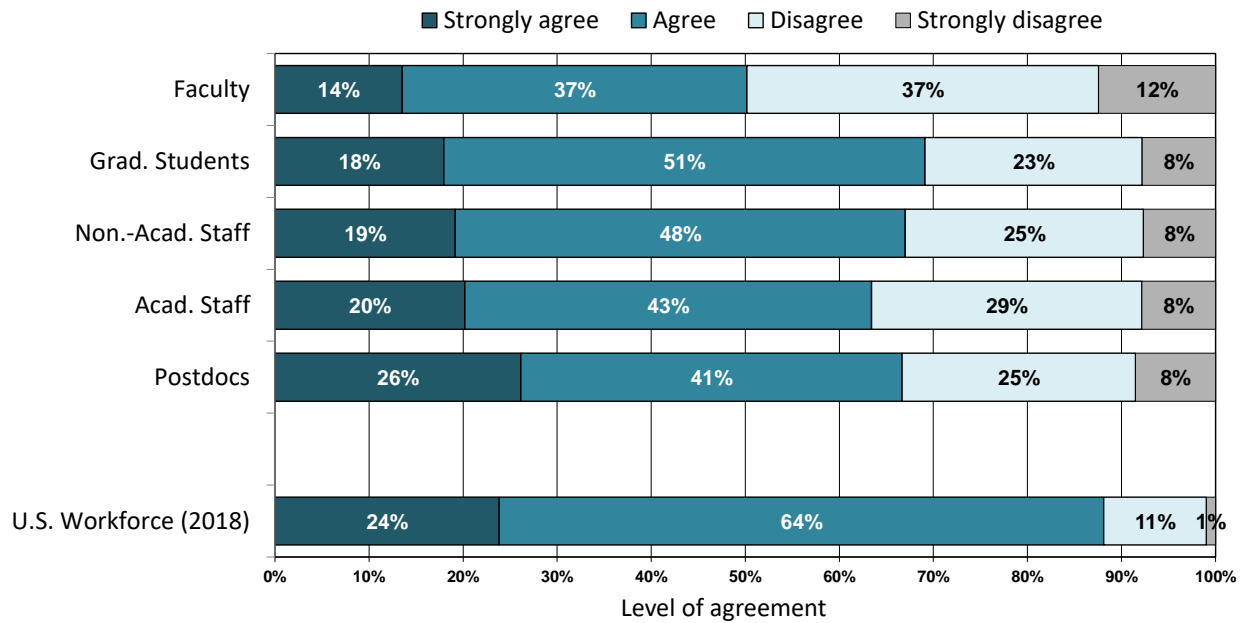
Figure 14: Percent Agreeing with Climate Questions



## General Climate

Faculty were asked a series of general climate questions that related to a wide range of issues. They are included on figure 14 and range from the value of graduate students and diversity of ideas to their enjoyment of work, the role of Emeriti in their unit, safety on the campus, their willingness to consider outside offers, productivity, and satisfaction derived from work. Faculty are most likely to strongly agree with two of the intrinsically rewarding aspects of their positions, taking pleasure in “working on research with excellent graduate students” (56% strongly agreed, and 90% agreed) and finding the “diversity of ideas and people at Berkeley to be extremely stimulating,” with 91% agreeing. Most faculty agree that emeriti faculty are respected and included in their unit, and three out of four faculty agree that emeriti add “great value” to their unit. Faculty feel safe on the campus, though the rate of strongly agree lags that of agree for this question. Only 58% of faculty strongly agree/agree that they would not leave Berkeley if offered a comparable position somewhere else with slightly higher pay and benefits.

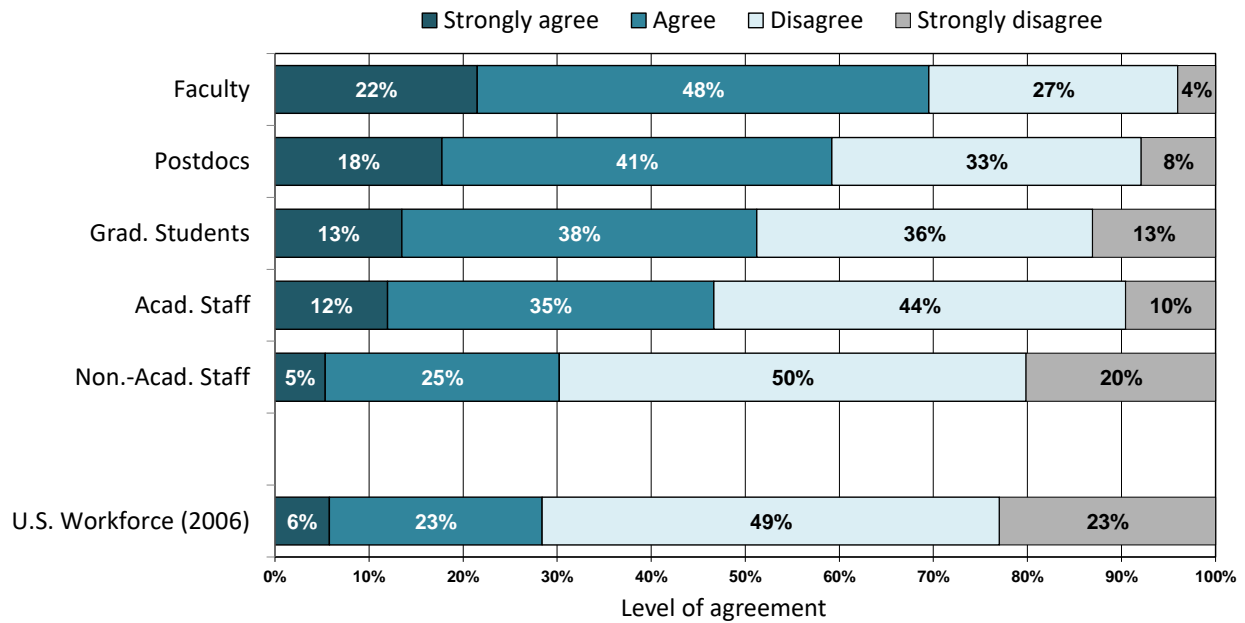
Figure 15: *Conditions on my job allow me to be about as productive as I could be*



Source: UC Berkeley Climate Survey, 2019; [General Social Survey, 2018](#).

The two remaining questions on this panel benefit from additional comparisons. Taking the lowest rated item first, “Conditions on my job allow me to be about as productive as I could be,” the fact that half the faculty disagree is concerning. Figure 15 compares Berkeley faculty responses in 2019 to those of Berkeley graduate students, non-academic and academic staff, postdocs, and the U.S. workforce. This question was initially drawn from the General Social Survey (GSS), designed to be nationally representative, the most recent comparable iteration of the GSS was conducted in 2018. There are obviously major demographic differences between the general U.S. workforce and UC Berkeley populations in terms of age, race and ethnicity, education level, socioeconomic status, and geographic location, but the comparisons are nonetheless illuminating. We rarely have the chance to step outside of academia and consider how aspects of the profession are similar to and different from those of the general workforce. Based on these comparisons, our faculty are the most likely of all these populations to disagree with the statement. For other Berkeley populations, the general rate of agreement is 2 out of 3, and among the U.S. workforce, the rate of agreement is markedly higher, with 88% agreeing.

Figure 16: *My main satisfaction in life comes from my work*

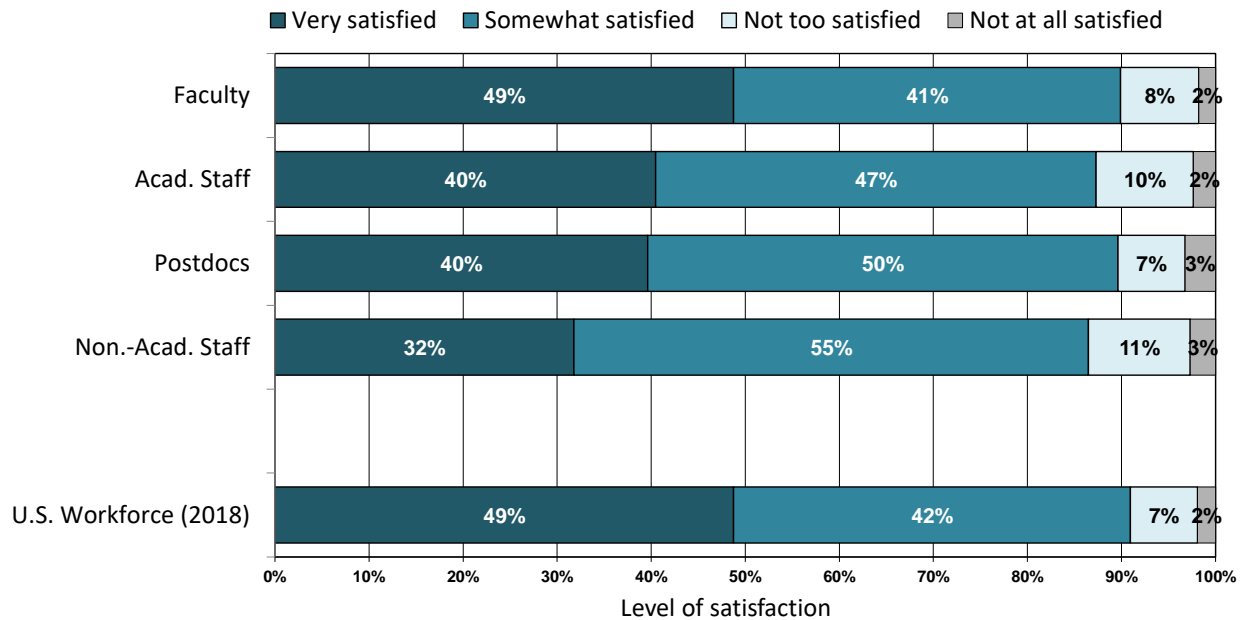


Source: UC Berkeley Climate Survey, 2019; [General Social Survey, 2006](#).

Another stark difference in findings comes from the item “My main satisfaction in life comes from my work” (see Figure 16). Only 5% of Berkeley nonacademic staff strongly agree with the statement; altogether about 30% either agree or strongly agree. This distribution is similar to what the GSS reported for the U.S. workforce in 2006, the most recent year in which this question was asked on the survey. Berkeley faculty, however, have much higher rates of agreement. A full 22% strongly agree, and an additional 48% agree, for a total of more than two-thirds of faculty who feel that their academic career is their main satisfaction in life. Postdocs are most like faculty in regard to this survey question, with graduate students and academic staff falling between all of the other groups. The various qualities and the commitment associated with an academic career clearly have a different attachment for many faculty compared to the general workforce and nonacademic staff at UC Berkeley.

One last data comparison can be drawn from the GSS survey, “All-in-all, how satisfied would you say you are with your job?” Figure 17 shows the comparisons between our faculty, other employee groups at Berkeley, and the U.S. work force in 2018. Among Berkeley employees, faculty are the most likely to be very satisfied, with non-academic staff the least likely (49% for faculty vs. 32% for non-acad. staff). Academic staff and postdocs fall between these two employee groups, with both recording 40% very satisfied. Our faculty in terms of job satisfaction are quite similar to the U.S. labor force in rates of satisfaction and dissatisfaction. As previously noted in section 2, the overall rate of satisfaction among our faculty seems to have increased with the latest survey responses.

Figure 17: *All in all, how satisfied would you say you are with your job?*



Source: UC Berkeley Climate Survey, 2019; [General Social Survey, 2018](#).

A good number of these questions were also asked of faculty respondents in 2009 ([4D14a](#), [4D14b](#)). The only notable changes between the survey cycles is that more faculty strongly agreed in 2019 that they find the diversity of ideas and people at Berkeley to be extremely stimulating (53% in 2019 vs. 47% in 2009), but less faculty strongly agreed they would stay if offered a slightly better position elsewhere in 2019.

Like other faculty climate responses at Berkeley, the findings to these general climate questions vary by faculty characteristics. The most senior faculty ([4D1a](#), [4D1b](#)) are more likely than other faculty ranks to strongly agree or agree that they take great pleasure in excellent graduate students, they would not leave Berkeley if faced with a slightly better outside offer, their main satisfaction comes from work (with fully 80% agreeing or strongly agreeing), and conditions on the job allow them to be as productive as they can be. More junior faculty are lower on all of these four items, particularly associate faculty. These patterns are fairly consistent when comparing 2009 to 2019 survey cycles ([4D15a](#), [4D15b](#)). The 2003 survey did not include this survey panel.

As was the case with earlier climate data by broad field ([4D2a](#), [4D2b](#)), faculty in PTEM are more likely to strongly agree or agree with positive statements about Berkeley and their departmental climate. Faculty in OTHPROF and SOCSCI are less likely to strongly agree or agree on this question series. Along with PTEM, BIONR are the most likely to assess the climate for faculty emeriti as positive in their department, whereas faculty in OTHPROF and SOCSCI rate these items lower than others. BIONR are the lower than other groups on the productivity question, with 6% strongly agreeing and 41% agreeing that their job conditions allow them to be as productive as they can be. These patterns have been somewhat consistent across common questions asked during the 2009 and 2019 survey cycles ([4D16a](#), [4D16b](#)).

Women ([4D6a](#), [4D6b](#)) are less likely than men to strongly agree or agree with the productivity question, feeling safe on campus, and the two emeriti questions. Faculty who did not provide their gender are the least likely to feel safe on the campus, with only 18% strongly agreeing and 58% agreeing. This group is also less likely to agree on 4 out of 8 items on this panel. Women are less likely than men to agree their main satisfaction in life comes from their work. These patterns are ([4D20a](#), [4D20b](#)) are inconsistent across survey cycles, with the productivity question

### Faculty Comment on General Climate Issues

*"Life is too hard. I have no administrative support, dealing with a class of 400 is incredibly demanding, and parking is impossible. I waste incredible amounts of time doing things that support staff should do."*

—Female Full Professor, Above Scale

*"Berkeley is a remarkable institution and my appreciation for my job has improved as I have gotten older. My happiness in teaching students and seeing the transformation that education allows in their lives is also very rewarding."*

—Male Full Professor, Step VI to IX

*"Unfunded mandate!!!! Please let the central campus know that this is ruining department's morale. We cannot go on working with unfunded staff/lecturer merit increases and benefit increases. It is a highly inefficient way to run a university."*

—Female Associate Professor

*"I see students really suffering from lack of health care and it impacts me (as a woman of color faculty member, many students see me as someone to confide in and seek advice from on all manner of issues -- there is a lot of emotional labor to do on top of my regular work)."*

—Female Associate Professor

*"Due to admin roles I've had, biggest negative is mediating conflict issues/problems other faculty have."*

— Male Full Professor, Above Scale

*"It was very frustrating this last round of admissions to recruit so many amazing graduate students of color and then to lose almost all of them when it came time to funding - they preferred Berkeley but couldn't afford to come here when they were getting better packages not only from the top private universities but also from UCLA. Many of those were Latinx students who could have contributed to our being a Hispanic serving institution"*

— Female Full Professor, below Step VI

*"Compared with other universities I have worked at, Berkeley has always seemed like paradise. Most of my gripes relate to Berkeley's declining financial power relative to other top American universities, and as such they aren't really about my personal satisfaction. If I were to point to one area where I think campus goes massively awry it would be faculty recruitment, retention, and promotion. Campus seems to act solely in accord with people's reputations among the small (and often solely American) cliques that dominate the relevant subfields."*

—Male Full Professor, Step VI to IX

the only one to show a consistent gender gap across surveys and only when rates of agreement are assessed.

White faculty ([4D7a](#), [4D7b](#)) are more likely to strongly agree or agree with three of these general climate questions, including staying at Berkeley even if offered a slightly better position elsewhere, safety on the campus, and finding the diversity of ideas and people extremely stimulating. URM faculty are less likely to agree that work is their main source of satisfaction; only 13% strongly agree they would stay if offered a slightly better position elsewhere. Asians are less likely to strongly agree they feel safe on campus, with just 16% marking this. Those with missing ethnicity rate many of the items less favorably than others. The patterns for white faculty since 2009 have been ([4D21a](#), [4D21b](#)) fairly consistent, but not for other groups.

As was the case with other climate questions, heterosexual faculty ([4D8a](#), [4D8b](#)) tend to rate these items more favorably, whereas those who did not provide sexual orientation tend to rate items lower in terms of level agreement. LGBTQ+ are less likely than heterosexuals to strongly agree they feel safe on campus and to agree they would stay if offered a slightly better position. The patterns for heterosexual faculty since 2009 have been ([4D22a](#), [4D22b](#)) fairly consistent, but for LGBTQ+ the consistency in responses is less clear.

Although married/partnered ([4D9a](#), [4D9b](#)) and not disabled ([4D11a](#), [4D11b](#)) are similar to others in strongly agreeing with these items, they are statistically different in rates of agreement on 5 out of 8 questions and 6 out of 8 questions, respectively. Those with missing marital status and missing disability status are lower in agreement than others in their assessment of general climate questions. Faculty with disabilities are also less likely than others to agree with the productivity question, the item “have the pleasure of working on research with excellent graduate students,” and that Emeriti are treated respectfully in their unit. The data on faculty with disabilities is too inconsistent to compare across survey cycles, and the marital status data is also somewhat inconsistent over time ([4D23a](#), [4D23b](#)).

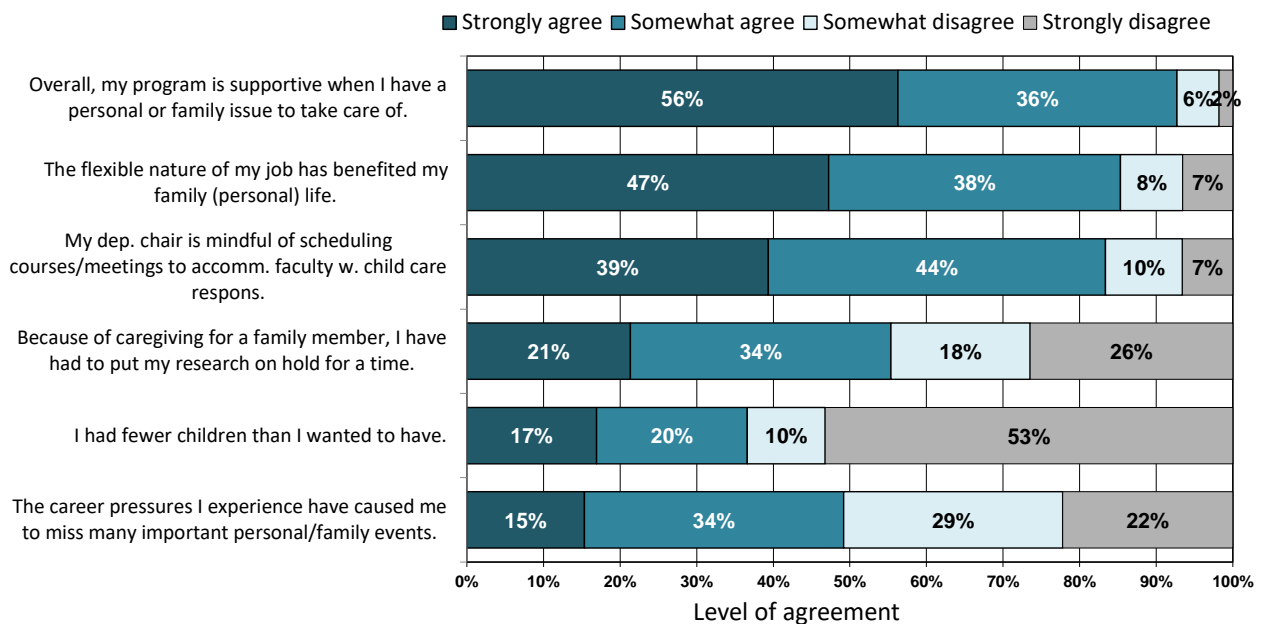
#### Conclusion: General Climate

With respect to unit climate, there appears to be room for improvement in many areas, with fairly large discrepancies between factors in the same general category (such as leadership and administration). Although most faculty agree with most of the items, very few agree strongly with factors that may affect their satisfaction and success. Some of the differences found by rank, field, gender, ethnicity/citizenship, marital status, and disability status provide particular insight into areas that could be the focus of future attention.

## CAREER/LIFE ISSUES

Despite the great value that faculty place on their careers, most faculty desire a workplace that strives to balance work and life issues, supporting families and personal lives. Since 2002, Berkeley has made a concerted effort to survey faculty about their work-life experiences and to support faculty with robust family friendly policies and work environments sensitive to these needs. In addition to work-life balance, the overall health and stress of faculty and other populations at Berkeley are of great importance. Additionally, faculty and others deserve an environment free of discrimination, bullying, and other forms of harassment, including sexual harassment. They also have a reasonable expectation that they will be able to enjoy both food security and quality housing. This section explores this range of important career/life issues and the role of our cultural climate and the institution in supporting these aspects of Berkeley life.

Figure 18: Percent Agreeing with Work-Life Questions



Source: UC Berkeley Faculty Climate Survey, 2019.

### Work-life climate

Figure 18 shows faculty responses to a series of work-life questions, sorted by highest percentage of strongly agree among the faculty overall. The first three items are encouraging, with more than 4 in 5 faculty agreeing that their program is supportive when they have a

personal or family issue they have to take care of, the flexible nature of their position benefits their family and/or personal life, and their department chair is mindful of scheduling courses/meetings to accommodate faculty with child care responsibilities. The other three items suggest that work-family conflict is still present among our faculty. About half of faculty indicated that they had to put their research on hold due to caregiving for a family member, almost 40% had fewer children than they wanted, and about half expressed that career pressures caused them to miss many important personal and family events.

Among the four work-life questions ([5A14a](#), [5A14d](#)) that were also asked in 2009 (“program is supportive,” “chair is mindful,” “fewer children than wanted,” “career pressures...caused me to miss...personal/family events”), two questions resulted in significantly more positive results in 2019: more faculty strongly agreed that their program is supportive when they have a personal or family issue to take care of (56% in 2019 vs. 50% in 2009) and more faculty agreed that their “chair is mindful of scheduling” (83% in 2019 vs. 77% in 2009). Unfortunately, though, the percentage of faculty agreeing that “career pressures...caused me to miss...personal/family events,” increased from 43% in 2009 to 49% in 2019.

Like other question series, faculty responses ([5A1a](#), [5A1b](#)) to the work-life panel vary by faculty rank. Assistant professors are more likely to strongly agree that caregiving required them to put their research on hold, they had fewer children than they wanted, and “career pressures...caused me to miss...personal/family events.” Faculty responses to “fewer children than wanted” are likely associated with age, and some proportion of assistant professors may have more children in the future; nonetheless, this item may signal the intention of some assistant faculty to delay childbearing longer than

## Faculty Comment on Work-Life Issues

*“I appreciate the ASMD policy for birth mothers, it has really helped me to feel that I need not choose between my job and motherhood as some female academics feel elsewhere.”*

—Female Assistant Professor

*“Being a professor at a major research university is a pretty charmed life: the autonomy, intrinsic interest of the work, pay, job security, schedule, etc. are hard to complain about.”*

—Male Full Professor, below Step VI

*“[Sources of satisfaction:] Good policies supporting having children, especially important to have parental leave for both mothers and fathers so that mothers are not burdened.”*

—Male unknown rank

*“Difficult to maintain boundaries between work and non-work time because there is a culture of responding to emails at all hours of day and night; I left another job where cost of living was much lower and now there is greater financial stress in my family's life; need help with childcare in particular....”*

—Female Assistant Professor

*“The [biggest negative is the] unhealthy work-life balance culture, with an emphasis on academia over other potential pursuits.”*

—Male Associate Professor

*“My department is extremely unfriendly to faculty with children or elderly parent care responsibilities.”*

—Female Associate Professor

*“Work/life balance is a struggle for professors at all levels.”*

—Male Full Professor, Above Scale



desired because of job pressures. Assistant professors are less likely to strongly agree that the flexible nature of their job benefits their family. Associate professors are more likely to agree that they had to put their research on hold to provide care to others. The most senior faculty (FPAS) are more positive in regard to work-life issues: they are more likely to strongly agree or agree that the flexible nature of their job benefits their family, and they are the least likely to agree that career pressures have caused them to miss personal family events, that they put their research on hold because of caregiving, and that they had fewer children than they wanted. The pattern of assistant professors seemingly experiencing more work-family conflict is more pronounced in 2019 than it was in 2009 ([5A15a](#), [5A15b](#)).

By field ([5A2a](#), [5A2b](#)), the most striking finding is that faculty in HUM are more likely to note they had to put their research on hold to provide caregiving (70% agree to some degree; 35% strongly agree). This could be due to the larger share of women in the humanities, and/or to the nature of the work itself. In contrast, faculty in PTEM and HEPROF are significantly less likely to strongly agree with this statement, with only 15% in PTEM and 11% in HEPROF strongly agreeing. Faculty in BIONR are more likely to strongly agree that the flexible nature of their job benefits their family/personal life (57%). These patterns have been somewhat inconsistent when comparing 2019 to 2009 survey responses ([5A16a](#), [5A16b](#)).

Women ([5A6a](#), [5A6b](#)) are much more likely to agree that they had to put their research on hold to provide care to others (67% answering affirmatively, compared to 47% of men), and to report having missed important personal/family events. Similarly, fully half of women, compared to less than one-third of men, reported having fewer children than they wanted, though this percentage is lower for women than it was in 2009. Women are less likely than men to strongly agree that the flexible nature of their job benefits their family/personal life. When comparing 2019 data to 2009 data, these patterns have been fairly consistent ([5A20a](#), [5A20b](#)). One notable change is that women in 2019 are more likely than women in 2009 ([5A14b](#), [5A14e](#)) to strongly agree or agree that their chair is mindful of scheduling issues. Overall, men are more likely to strongly agree ([5A14c](#), [5A14f](#)) that their program is supportive of their personal family needs in 2019 than they were in 2009.

There were fewer differences in this panel when examining race/ethnicity. URM faculty ([5A7a](#), [5A7b](#)) are significantly less likely than white faculty to strongly agree that the flexible nature of their job benefits their family/personal life. URM faculty are also less likely to agree that their chair is mindful of scheduling in regard to family/childcare issues. This finding was also in place in 2009 when the same question was asked ([5A21b](#)), though the overall rate of agreement was lower in 2009.

LGBQ+ faculty ([5A8a](#), [5A8b](#)) are less likely to strongly agree or agree that the flexible nature of the job benefits their family/personal life, with only one quarter of LGBQ+ faculty strongly

agreeing, compared to half of heterosexual faculty. Additionally, over 50% of LGBTQ+ faculty indicate that they had fewer children than they wanted, compared to about one-third of heterosexual faculty. This last pattern was not observed in 2009 ([5A22b](#)).

Faculty who are married/partnered ([5A9a](#), [5A9b](#)) are more likely than other faculty to strongly agree or agree that the flexible nature of the job benefits their family/personal life. They are also less likely to strongly agree they had fewer children than they wanted. Faculty with children ([5A10a](#), [5A10b](#)) are, not surprisingly, much more likely to strongly agree or agree that they had to put their research on hold for caregiving. They are less likely to strongly agree or agree that they had fewer children than desired, though nearly one third of faculty with children agree with that statement; they are also more likely to strongly agree or agree that the flexible nature of their job benefits their family/personal life. These family-based patterns have been somewhat consistent across the 2009 and 2019 surveys ([5A23a](#), [5A23b](#), [5A24a](#), [5A24b](#)).

A higher proportion of faculty with disabilities, compared to those without ([5A11a](#), [5A11b](#)), indicated that they had fewer children than they wanted. Faculty with disabilities are also less positive than other faculty about the impact of the Berkeley climate on multiple work family issues, including support for personal or family issues, flexibility of job helping family or personal life, and career pressures causing them to miss important events.

#### Conclusion: Work-Life Climate

The findings from this section of the survey make clear the stresses on faculty as they attempt to balance the success of their Berkeley career with their family and personal lives. Many earlier career faculty appear to face a high cost, as do women faculty and faculty from minoritized groups ([5A13a](#), [5A13b](#)). A telling signal of the ability to feel successful in both arenas is the high proportion of faculty who feel that they have had fewer children than they want. Individual departments and units, however, seem to be doing a positive job with recognizing the needs of their faculty by providing support and calibrating the scheduling of meetings to better align with faculty needs.

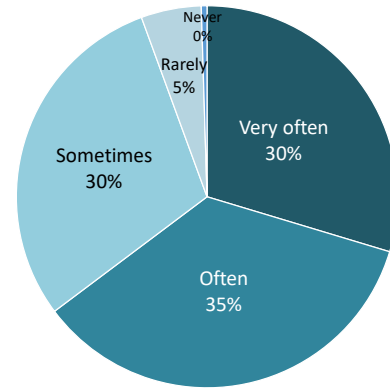
Figure 19: Faculty Ratings of Personal Health and Stress

*Would you say that in general your health is Excellent, Very good, Good, Fair, or Poor?*



N=821

*How often do you find your work stressful?*



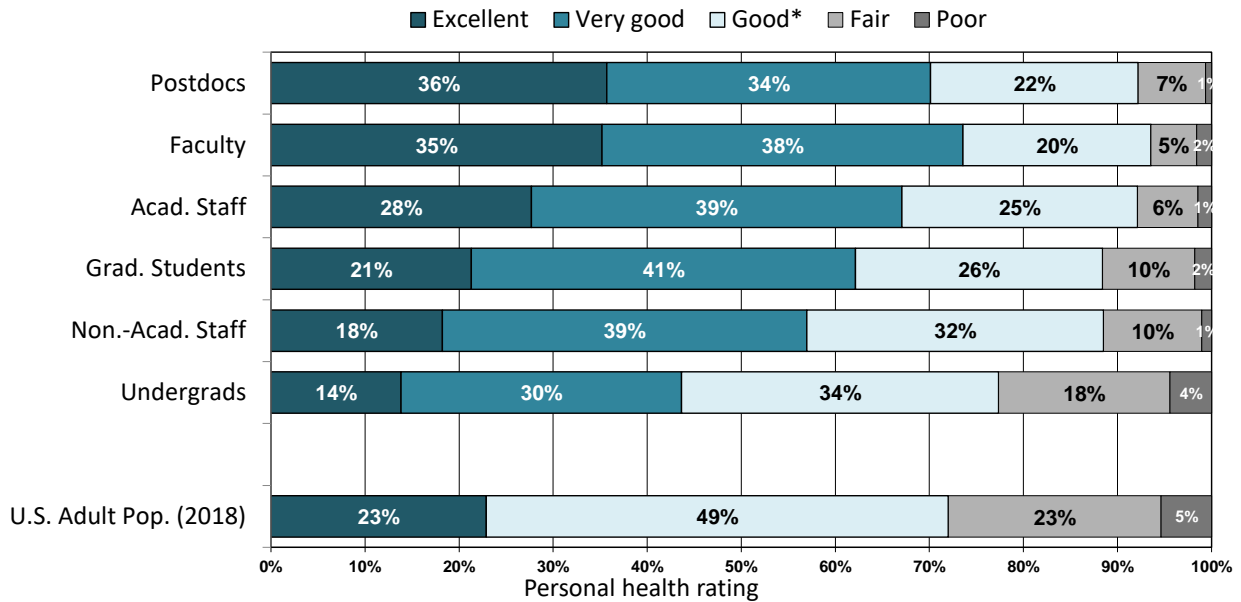
N=823

Source: UCB Faculty Climate Survey, 2019.

### Personal Health and Stress Issues

When asked about their general health status (Figure 19), the vast majority of faculty rate their personal health as either excellent (35%), very good (38%), or good (20%). Only 7% rate their health as fair or poor. In comparison to other Berkeley populations and the U.S. population in general per the General Social Survey, our faculty have a distinctly positive assessment of their health (Figure 20). 93% of our faculty rated their health as excellent, very good, or good, compared to 72% for the U.S. population overall (however, the GSS survey did not include a “very good” scaled option in 2018, limiting the ability to make direct comparisons). These positive health assessments may not be surprising given that faculty are relatively well off economically compared to the national population and many other populations at Berkeley, a factor that is correlated with positive health status. They are older on average than most of the other Berkeley populations, but this particular item is measuring personal perception of health. When comparing faculty responses from 2009 and 2019 ([5B14a](#)), the results are very similar, with no significant differences in personal health ratings.

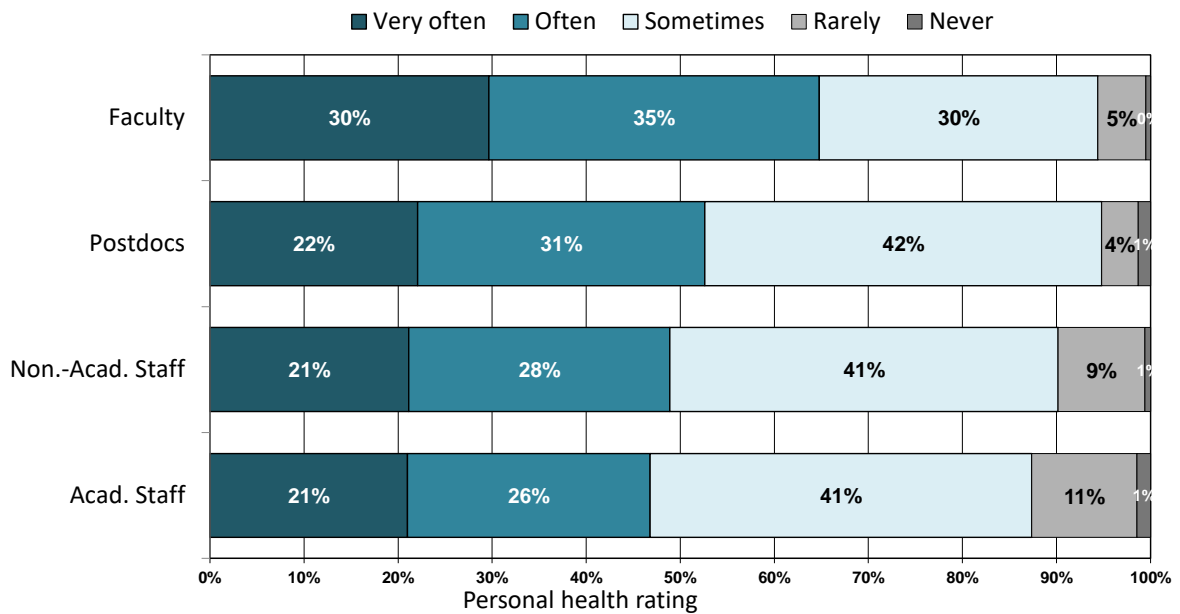
Figure 20: Would you say that in general your health is Excellent, Very good, Good, Fair, or Poor?



In the 2018 GSS, the health self-assessment did not contain "Very good" as a scaled option.

Source: UC Berkeley Climate Survey, 2019; [General Social Survey, 2018](#).

Figure 21: How often do you find your work stressful?



In the 2018 GSS, the health self-assessment did not contain "Very good" as a scaled option.

Source: UC Berkeley Climate Survey, 2019; [General Social Survey, 2018](#).

When asked about how often they find their work stressful, about two-thirds give an answer of very often or often (Figure 19). In comparison to other Berkeley employee populations (Figure 21), faculty are more likely to report frequent work stress. The GSS survey does not include a comparable survey item. Faculty responses to this question are similar from 2009 to 2019 ([5B14a](#)).

Although faculty respondents' personal health assessments are fairly similar across most faculty characteristics, their reported stress levels vary across rank, gender, and other demographic factors. Specifically, assistant and associate professors ([5B1a](#)) are more likely than senior faculty to very often or often experience work-related stress. Women faculty ([5B6a](#)) report higher levels of stress than men faculty, with 74% finding work very often or often stressful in comparison to 58% of men. LGBTQ+ faculty ([5B8a](#)) are more likely than heterosexuals to very often or often experience work-related stress. And faculty with disabilities ([5B11a](#)) report significantly lower levels of both general health (52% cite excellent or very good health compared to 80% of faculty who are not disabled) and higher levels of stress (77% find work very often or often stressful vs. 61% not disabled). The rank and gender patterns have been fairly consistent when comparing 2009 to 2019 data ([5B15a](#), [5B20a](#), [5B22a](#)), though the sexual orientation patterns are less stable. The disability data is too different to compare across survey cycles.

#### Conclusion: Personal Health and Stress

Although the general reported health of faculty appears to be fairly similar across demographic characteristics and faculty populations, levels of stress disproportionately impact junior and mid-career faculty, women, and faculty with other minoritized identities. Additionally, faculty with four or more minoritized characteristics rated their health less favorably than faculty with one or less minoritized characteristics ([5B13a](#)).

#### Exclusion and Bullying Behavior

Faculty were asked whether they have personally experienced exclusionary, bullying, or intimidating behaviors at Berkeley in the past year. As seen in Figures 22A and 22B, fully one quarter of faculty report they have been the recipient of such behavior. Drawing from both figures, the most common types of behaviors experienced by one tenth or more of the faculty are: hostile and offensive behavior (20%), frightening/humiliating/belittling (17%), interrupting (16%), mockery/sarcasm (12%), insults/put downs/personal attacks (12%), spreading gossip/lies (12%), criticism with yelling/screaming/threats (11%), inappropriate comments regarding appearance/speaking/culture/life style (11%), isolation/exclusion/ostracism (11%), and severe/nasty tone of voice (10%).

Figure 22A: Percentage Experiencing Exclusionary/Bullying Behavior in Past Year at UCB

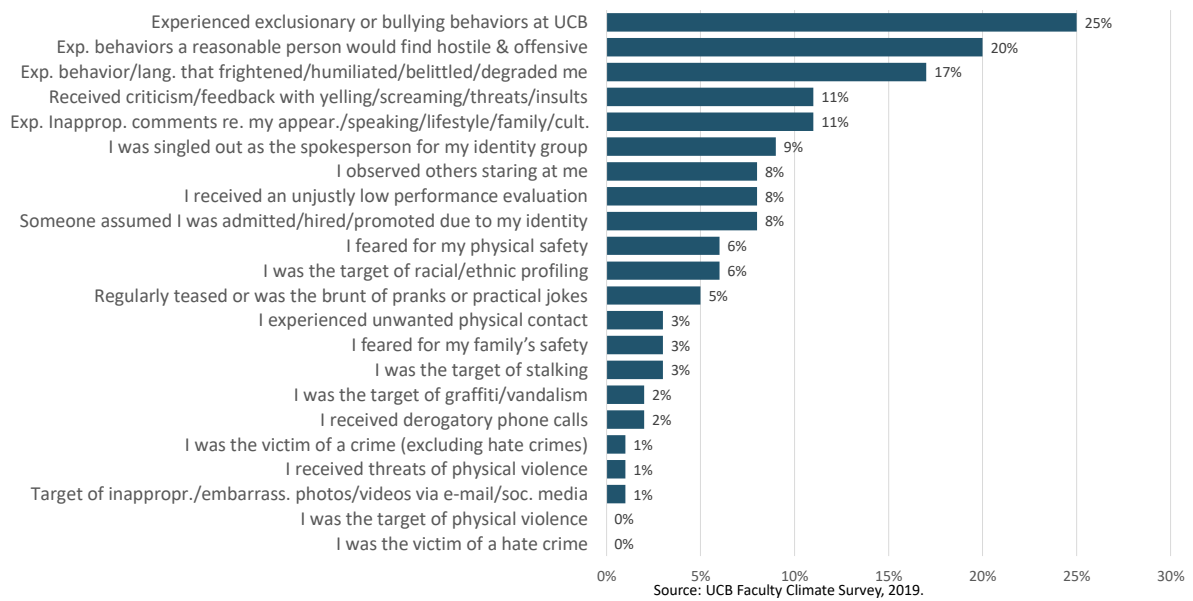
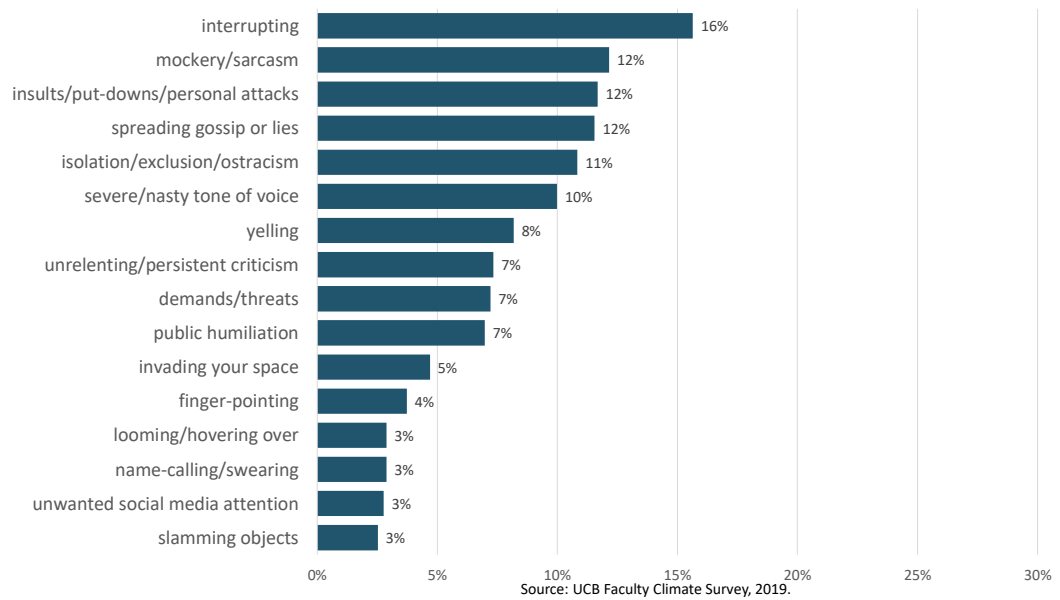


Figure 22B: Percentage Experiencing Exclusionary/Bullying Behavior in Past Year at UCB



Like with other climate questions, faculty responded to the exclusionary and bullying behavior questions in varied ways depending on various workplace and demographic characteristics. By

rank (5C1a, 5C1b), however, there are few significant differences in reported experiences. The most senior and most junior faculty (FPAS and assistant) are the least likely to report experiencing these types of behaviors. And those with missing rank data (along with other missing job status or demographic data) are much more likely to report experiencing exclusionary or bullying behaviors (43% of those with missing rank data compared to 25% for all faculty).

Differences by gender (5C6a, 5C6b) are noticeably pronounced, with women nearly twice as likely as men to experience exclusionary, bullying, or harassing behaviors directed at them. Over one-third of women reported these behaviors, compared to fewer than 20% of men. In regard to the full question panels, women cited experiencing 12 out of 22 exclusionary/harassing behaviors and 14 out of 17 bullying/harassing behaviors at a higher rate than others. Many of these gender differences were quite large, with significantly more women compared to men experiencing hostile or offensive behavior; being interrupted; frightening, humiliating, belittling language; mocked or sarcasm; isolation, exclusion, or ostracism; inappropriate comments about appearance, speaking, life style; others staring at them; severe/nasty tone of voice; and others assumed they were hired or promoted due to identity.

URM faculty (5C7a, 5C7b) are also more likely than other faculty to indicate that they have experienced exclusionary, bullying, and harassing behaviors in the last year. In total, 35% of URM faculty cited these types of experiences, in comparison to 25% of all faculty and 22% of white faculty. URM faculty were particularly like to report the following types of behavior, in order of most reported: hostile/offensive behavior; frightening, humiliating, belittling language; singled out as the spokesperson for identity group; interrupting; others assumed

### Faculty Comments on Bullying & Harassment Issues

*"I have still had to deal with harassment and online stalking, as well as 'less serious' things, like being interrupted and having my ideas used by others without acknowledgment. I have come very close to leaving academia, to be honest."*

—Female Assistant Professor

*"I haven't reported bullying on this survey because it only asked whether I've experienced any in the past year, but I experienced a hostile work environment for a number of years .... I nearly accepted a job offer at a top private school because of it."*

—Female Full Professor, Step VI to IX

*"Two different mentally ill former students have repeatedly sent me disturbing emails."*

— Male Full Professor, Above Scale

*"Something urgently needs to be done about bullying across departments on campus. From what I have heard, I believe it is happening daily in a large number of departments. Bullying and lack of collegiality more generally can make people lives impossible."*

— Female Full Professor, below Step VI

*"[C]olleagues whose behavior is dismissive or hostile."*

— Male Associate Professor

*"My department has been disrupted (and my life made miserable) by a colleague's terrible behavior-- threats, lies, fantasies, tantrums. I have tried to work with authorities up the line to get this addressed."*

—Male Full Professor, Above Scale

they were hired or promoted due to identity; isolation/exclusion/ostracism; mockery/sarcasm; others staring at them; target of racial/ethnic profiling; and unjustly low performance evaluation.

Heterosexual ([5C8a](#), [5C8b](#)) faculty are to the least likely to report being excluded or bullied on most items in the two question series. In contrast, faculty who did not identify their sexual orientation were the most likely to report experiencing these behaviors (38% overall), and on a majority of items they cited significantly higher rates of bullying or exclusionary behavior. LGBTQ+ fall in the middle, citing similar rates to all faculty, with no significant differences for any individual question.

Not married/partnered or single faculty ([5C9a](#), [5C9b](#)) are more likely than others to indicate they are the recipient of exclusion, harassment, or bullying (however, women belong disproportionately to this group). On eight items in the first panel and three items on the second panel, they report higher rates than other faculty do.

Similarly, faculty with disabilities ([5C11a](#), [5C11b](#)) are more likely than non-disabled faculty to report exclusion or bullying, 33% vs. 22%. On 11 items in the first panel and 7 items in the second, disabled faculty report higher rates than others. They are particularly likely to cite: hostile or offensive behavior; frightening, humiliating, belittling language; interrupting; isolation/exclusion/ostracism; mockery/sarcasm; insults/put-downs/personal attacks; spreading gossip or lies; and inappropriate comments about appearance, speaking, life style.

### Conclusion: Exclusion and Bullying Behavior

A concerning high proportion of the faculty, approximately one quarter, reported experiences of exclusion or bullying in the past year. And faculty from minoritized populations ([5C13A](#), [5C13B](#); [5C12A](#), [5C12B](#)) had even higher rates. The campus has recently instituted guidelines for addressing these types of behaviors. Clearly, additional interventions may need to be considered.

### Sexual Harassment Module

A couple of question series taken from the 2018 MyVoice survey were provided by the Special Faculty Advisor to the Chancellor on Sexual Violence/Sexual Harassment to examine the awareness of and understanding among Berkeley employees and students regard sexual harassment issues and policies. For consistency, we include the same detailed tables for faculty by various faculty status and demographic breakouts. The major differences among faculty groups are as follows:



- Men ([5D6a](#), [5D19a](#)) were more likely than women to agree you should *tell the person disclosing what to do* (20% vs. 10%). Women were more likely to strongly disagree with all the selected statements about sexual harassment referenced above and one additional one: *It shouldn't be considered sexual assault if the accused is drunk and didn't realize what they were doing*.
- Full professors above scale ([5D1a](#), [5D14a](#)) (who are predominantly male) are more likely than others to say that you should *tell the accused to stop the behavior* (25% vs. 13% for all faculty) and you should *tell the person disclosing what to do* (24% vs. 17%). They are also less likely to strongly disagree with selected statements: *If a person doesn't physically fight back, you can't really say it was sexual assault* (79% vs. 85% for all faculty); *Sexual harassment occurs only in person; it cannot occur online* (74% vs. 84%); *You can't be stalked by someone if you are dating them* (73% vs. 80%); and *Being stalked by someone is a creepy thing to have happen, but it's not really dangerous* (72% vs. 79%).

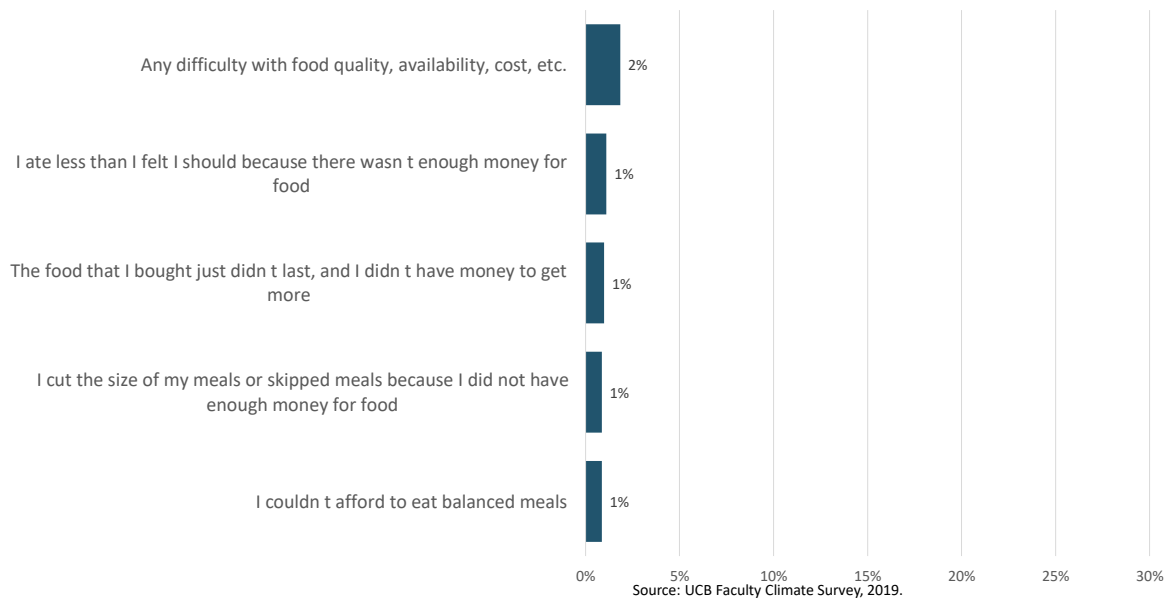
These gaps in attitudes and awareness support the need to continue ongoing efforts to educate faculty, particularly those in the most senior ranks, about risk factors for sexual violence and sexual harassment and best practices for supporting survivors.

## Food and Housing

Two additional question series were designed by E&I for all survey respondents to determine the extent to which they experience food and housing difficulties. As seen in Figure 23A, faculty report low rates of food insecurity, with the most common item registering at 2%, any difficulty with food quality, availability, or cost. In contrast, Figure 23B shows that 17% of faculty experience difficulty with housing quality, availability and/or cost. Although low in occurrence (less than 10%), the most common housing problems cited are increases in rent, moving farther from campus to afford housing, accruing credit card debt or personal loans to pay for housing, taking an additional job to pay for housing, and having to move two or more times.

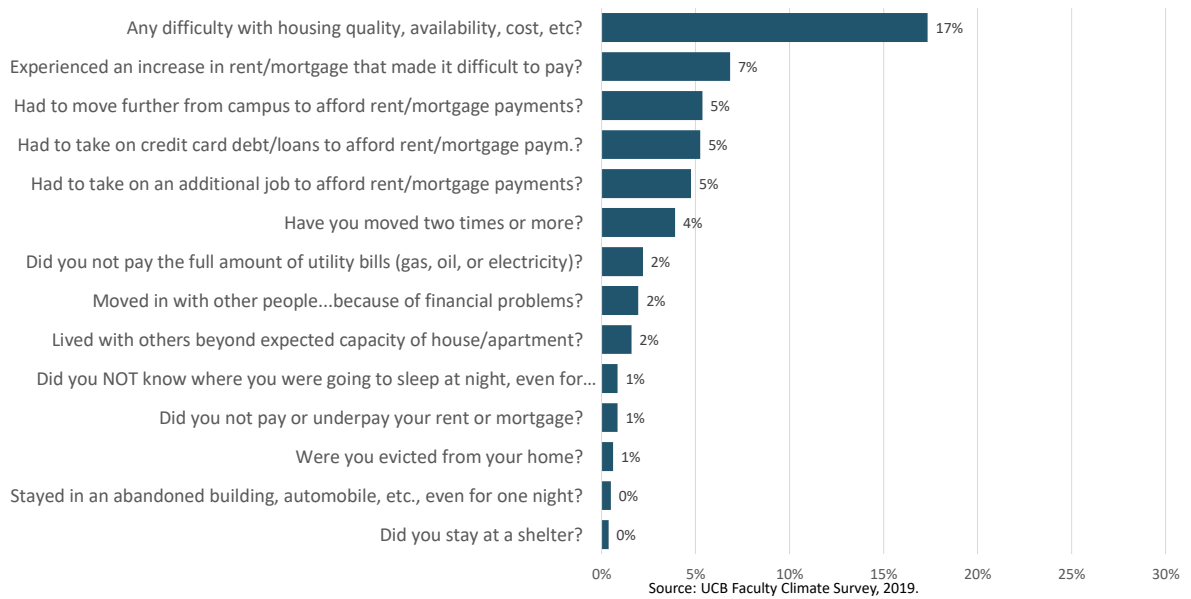
By rank, assistant professors ([5E1a](#), [5E1b](#)) are the most likely to experience both food insecurity (5%) and housing insecurity (42%), likely reflecting their generally lower salaries. Associate professors are also more likely than more senior faculty to report housing insecurity. Assistant (and in some cases Associate) professors are also more likely than faculty at other ranks to cite specific housing difficulties.

Figure 23A: Percentage Experiencing Food Difficulty



Humanities faculty ([5E2a](#), [5E2b](#)) are somewhat more likely than others to cite specific housing issues, likely reflecting their generally lower salaries than faculty in many other fields. So, too, women, who are also overrepresented among lower paying fields ([5E6a](#), [5E6b](#)), cite housing difficulties at a higher rate, with 21% of women reporting housing difficulties in comparison to 15% of men (also, fewer women are partnered than men). Considering race/ethnicity, Asian faculty ([5E7a](#), [5E7b](#)) and non-U.S. citizens experience higher rates of housing difficulties, including rent or mortgage increases more than others. Not surprisingly, faculty who are not married or who are single ([5E9a](#), [5E9b](#)) experience more housing difficulties (31% vs. 15% for married/partnered faculty).

Figure 23B: Percentage Experiencing Housing Difficulty



## Child Care

As our faculty continue to strive to enjoy both their careers and family lives, the need for high quality, affordable child care is pronounced. Childcare costs and housing costs both dramatically affect household budgets, particularly in high cost areas such as those surrounding Berkeley. Junior faculty are most likely to bear these high childcare costs and rising costs of housing; and therefore they are most in need of assistance in both of these substantial areas.

Other peer institutions around the country typically offer a fuller suite of child care supports than exist at Berkeley, which currently serves about 60 faculty in on-campus care and offers limited emergency backup care. Among faculty seeking childcare in the last five years, nearly all were able to secure high quality care (Figure 24), with 87% finding either excellent or good care. A small but notable fraction either had to use a less than desirable facility (8%) or had to make alternative arrangements (5%).

The childcare affordability issue is more pronounced, however. Just 41% of faculty agree that the current cost of childcare is affordable, with a mere 6% strongly agreeing. In contrast, 34% disagree that it is affordable and 25% strongly disagree.

## Faculty Comment on Childcare Issues

*"I find the lack of child support (~20k/child/year for <6 years) a great source of inequity. I think this is something that will start affecting us with recruitment of new young faculty."*

—Male Assistant Professor

*"I had to find private and expensive childcare."*

— Female Associate Professor

*"Campus must do something about childcare!!! The campus childcare is a sad joke. 50% of my net income is spend on childcare."*

—Unknown gender Full Professor, below Step VI

*"Lower the cost of child care at the UC Childcare center and make it easier for faculty to get in."*

— Male Assistant Professor

*"Please give faculty more administrative support, reduce class sizes, and provide useful childcare for young faculty and postdocs."*

— Female Full Professor, below Step VI

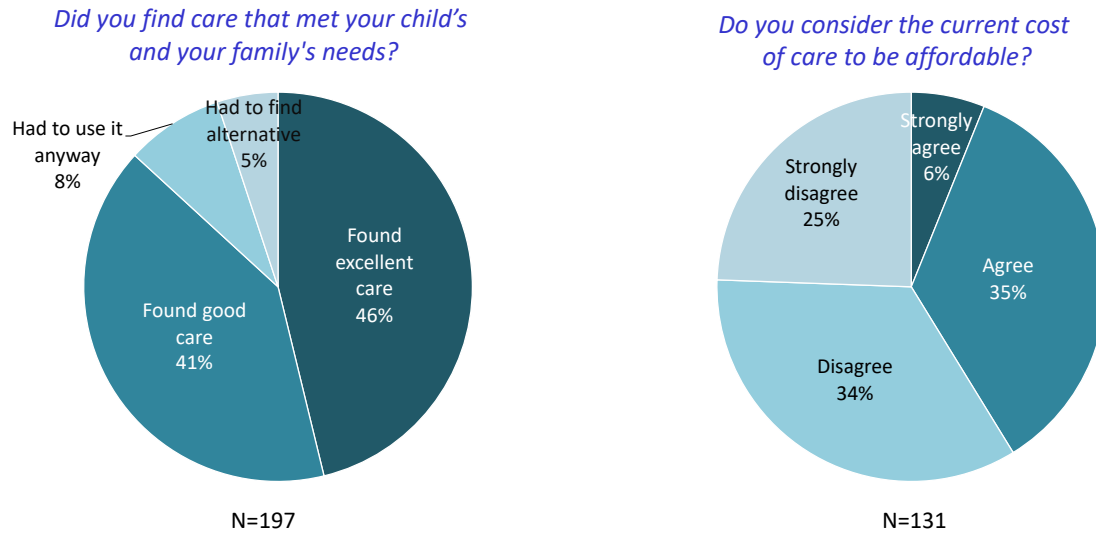
*"Could not afford care. Spouse had to stay home, had grandparents come stay with us to help."*

— Male Assistant Professor

*"My current salary is not reflective of the actual cost of housing and childcare in the Bay Area. It is also not reflective of the value of my work or my value to the university. The primary lever for substantial salary increases - securing external offers - is time consuming and detracts from the work. These efforts are especially taxing for parents who share responsibility for childcare equally and/or faculty who are happy at the university but require more salary/housing support. The lack of support in the area of housing is also especially burdensome for faculty from families with little wealth."*

— Female Associate Professor

Figure 24: Faculty Seeking Childcare in the Last Five Years



Source: UCB Faculty Climate Survey, 2019.

### Conclusion: Career/Life

Understandably, our faculty desire a work environment that supports career-life issues and is healthy and free of stress and harassment. They also deserve food and housing security, and high-quality affordable care facilities when needed. Increased investment in necessary resources is needed to maintain a faculty body that can devote their considerable talents to career endeavors while also enjoying highly satisfying lives. We should also be aware that many of these issues are differentially negatively affecting young faculty, women, and underrepresented populations. Addressing career/life issues is of paramount importance in ensuring the continued excellence of a diverse faculty.

## Faculty Answer a Final Question: *What specific action(s) would you like the campus to take to address some of the issues you raised?*

*"Explicitly address the problem of anti-Semitism on this campus, and treat it on a par with other expressions of racism, sexism, and xenophobia."*

—Female Associate Professor

*"Sweep and mop lab floors at least once a week (and ideally more frequently). Hire more post-award admins and HR staff to reduce their untenable and counterproductive work load."*

—Male Associate Professor

*"Break up CSS and restore these functions to departments."*

—Male Full Professor, below Step VI

*"Disability access! Even the odd way the possibility of disability accommodation is raised at the outset of this survey (call this number, it's confidential, etc., instead of creating obvious state-of-the-art models of & routes to access) creates a patronizing, silencing, chilly climate."*

— Female Full Professor, below Step VI

*"[T]here are appallingly few Black faculty and students (2%) at Berkeley. As a Black faculty member, it is depressing to walk across the entire campus and not see a single other Black person. And so, I sometimes wonder whether Prop 209 has handcuffed this university on issues of race, leaving it with little beyond the easily-hijacked rhetoric of "diversity and inclusion" and a plethora of committees and initiatives to foster such a "climate"--committees that, ironically, disproportionately tend to consume the energies of minority faculty."*

— Male Full Professor, below Step VI

*"It would be desirable if campus started paying attention to excellence again. This is the reason I came to UC Berkeley (and three times declined offers at the Ivies). It breaks my heart to see how hard it now tries to catch up with mediocrity. And something harder because it goes against California political trends: could you redefine diversity to include all those who are excluded from its current definition (whites, heterosexuals, those who grew up middle-class and had educated parents, etc)? And could you stop those on campus who feel free to beat up others simply because they disagree with them? I am ashamed that the campus who did so much for free speech decades ago allows some of its members to now police free speech in the name of free speech."*

— Female Full Professor, below Step VI

*"Respect the rights of the accused as well as those of the accuser."*

—Male Full Professor, Above Scale

*"Over the 15 years I have been here, faculty & staff are expected to do more and more things themselves: submit our own travel reimbursements, approve staff time cards, helps students with mental health, learn to engage in 'active learning' in our teaching, create an on-line course, or create a 'connector course' with data science modules, do fundraising (for our department, for our college, for the center we direct), write blog posts, provide mentorship for undergraduates wanting to do independent study, especially those historically under-represented... Each of these projects is laudable in its own right. But I feel like campus administration, my department, and my students expect me to do ALL of this."*

—Female Full Professor, below Step VI

*"Many challenges I see at Berkeley are related to limited resources, overworked staff, and low morale. Reversing the poor financial situation at the university by all means available seems absolutely critical if leadership want to retain faculty, staff, and competitive programs."*

—Male Assistant Professor

*"WOW! What a great question. I would like the campus to discuss issues that are largely missing from our undergrad curriculum. I think we need to prepare our undergrads for their future other than getting nifty employment. Like how to choose a mate, how to raise children, how to help the world get through the next 30 years, etc.."*

—Male Full Professor, Step VI to IX

*"Better inform faculty about available resources."*

—Male Full Professor, Above Scale

## CONCLUSIONS

This section briefly summarizes the main conclusions from the survey, organized by the major topical areas, including satisfaction; career progression; leadership opportunities; mentoring and support; awareness and support of resources for faculty; department and campus climate; importance of diversity, equity, and inclusion; career/life issues; exclusion and bullying; and housing and child care. It highlights “bright spots,” including positive change over time (with findings from the 2003 and 2009 surveys), as well as areas where there remains significant room for improvement.

### Satisfaction

- There was a continued increase in the proportion of faculty satisfied all in all, from 2003 to 2009 to 2019. However, faculty with minoritized 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.
- Most faculty (two-thirds or more) are satisfied (very or somewhat) with most aspects of their faculty position and work/life balance.
- Compared to ten years ago, the majority of faculty are now very satisfied with their current rank.
- Nearly half of faculty are now very satisfied with opportunities to collaborate with faculty in their home unit, compared to less than one-third in 2009.
- Faculty administrators are overall more satisfied across the board than faculty who are not in administrative roles.
- Satisfaction with staff support is very low, with only about 20% being very satisfied.
- For all but the most senior faculty there is room for improvement with satisfaction with salary, with a low of only 13% of associate faculty very satisfied.
- There is variability in satisfaction between broad disciplinary areas.

### Career progression

- Most faculty feel that their career progression is similar to or faster than their peers. Berkeley’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.

- Associate professors, faculty in the humanities, women (who are disproportionately represented in the humanities), underrepresented minorities, and faculty with disabilities are more likely to rate themselves as moving more slowly. In some cases there are likely intersections between these groups, with some faculty (e.g., associate professors in the humanities) at particular risk of slow progression. Inequities for particular groups when it comes to service, mentoring, and teaching loads are notable areas of concern.

### **Leadership opportunities**

- Most faculty want to be leaders in their research, teaching (both graduate and undergraduate), and for equity and inclusion. This is a positive, and likely not surprising finding.
- Almost half of faculty are interested in campus leadership roles, either in the academic senate, as a department chair, or other administrative leadership roles. Also, notably, women and minority faculty are disproportionately interested in such opportunities. This bodes well for the future of the University and should bolster the rationale for continuing to provide leadership development opportunities for faculty (especially given the finding, above, that faculty administrators report comparatively high levels of job satisfaction).
- Only about half of faculty feel that the appointment process for department chair positions is transparent and equitable, and even fewer feel this is the case for upper-level administrative positions. Many faculty will likely turn away from considering these types of opportunities if they feel that selection is based on personal networks.

### **Mentoring and support**

- Faculty express widespread desire for more mentoring and support than is currently available, in areas including research, career advancement, administrative and departmental issues, and teaching. Although the campus has created a number of workshops for different groups, there is clearly need for additional opportunities.

### **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 at the career stage where they can effectively make use of particular resources are aware and supportive of them.

### **Department/campus climate**

- *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 and on campus, about 80% report feeling comfortable. This, however, means that about one in five faculty continue to be uncomfortable in their department and on campus, an unacceptably high percentage.
- Faculty in minoritized groups (related to gender, race/ethnicity, sexual orientation, marital status, or disability) express a less positive assessment of their department climate overall and of the climate on campus.
- Faculty in minoritized groups are also much less likely than faculty in majority groups to feel that individuals who share their identity are respected at Berkeley. For some identities these differences are quite large. These findings parallel those related to department and campus climate by groups.
- 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 if offered a comparable position with slightly higher pay and/or benefits. And as with other findings, 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.

### **Importance of diversity, equity, and inclusion (DEI)**

- Most faculty indicate that the values of DEI are important to them personally, and are also valued by their department and by the campus. This positive indicator is offset by significant differences in how particular groups of faculty feel.
- Three-quarters of women strongly agree that the values of DEI are important to them, compared to only about half of men. Women are less likely than men to agree that DEI is valued by their department and the campus.

- Nearly all faculty in underrepresented race/ethnicity groups state that DEI values are important to them, *but fewer than one in five feel that DEI is promoted at Berkeley*. Faculty in other minoritized groups also show similar response patterns.

### Career/life issues

- While faculty experience significant stress in their job and in balancing their work and family obligations, there is general agreement by most faculty that the University recognizes the need to be flexible around 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.
- A significant proportion of the faculty experience a tremendous amount of work/life stress. This finding is particularly gendered. About two-thirds of women reporting having to put their research on hold to provide care to others. Similarly, a large proportion of women reporting 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. This is a slightly lower proportion than in 2009 but remains stubbornly high.
- Assistant Professors are a vulnerable group, balancing the intense demands of seeking tenure while, in many cases, also raising young children.

### Exclusion and bullying

- Too many faculty report experiencing exclusionary, bullying, or intimidating behaviors at Berkeley, with *one quarter* reporting having these types of experiences. The most common such report, made by one in five faculty, is of experiencing behaviors that a reasonable person would find hostile and offensive; the second most commonly reported are behaviors or language that is frightening, belittling, humiliating, or degrading.
- Women faculty, faculty from underrepresented minority groups, LGBTQ+ faculty, and faculty with disabilities are dramatically more likely to report experiencing exclusionary, harassing, or bullying behaviors than are faculty from majority groups. In some cases 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 highly impacted.

## Housing and child care

- When compared to other populations on campus, faculty as a group are not generally considered financially vulnerable. However, there are sizeable differences among faculty salaries across academic disciplines and academic ranks. Nearly half of Assistant Professors experience difficulty with housing quality, availability, and/or cost, as do about one-third of faculty who are not married/single. (Overall, fewer than one in five faculty report such difficulties.)
- Securing high quality, affordable child care continues to be a significant challenge for faculty with young children. Fewer than half of faculty who reported seeking and securing child care in the last five years feel that it is affordable.
- Having young children likely creates a tremendous amount of financial stress and instability for Assistant Professors and/or those who are not married/single.

## RECOMMENDATIONS

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.

## ACKNOWLEDGEMENTS

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