Physics
@BERKELEY

2020 Climate Survey Report

Table of Contents

Overview **1**

Demographics **3**

By Gender and Sexual Orientation 5

By Race/Ethnicity 5

By Socioeconomic Status 6

Key Findings **7**

Bias or Exclusion **8**

By Gender or Sexual Orientation 8

By Race & Ethnicity 8

By Professional Goals & Aspirations 9

By National or Regional Origin 9

By Religious or Spiritual Identity 9

Sources of Bias & Exclusion **9**

General Climate **11**

Stress 11

Self Censoring 12

Welcoming or Accepting Environment 13

Other Climate Factors **14**

The Student Experience **16**

Allocation of Space and Resources **18**

Administration Responsiveness and Communications **19**

Summary issues of concern by affiliation **20**

Overview

Our survey was made up of 63 questions which touched on the factors that contribute to a positive and productive climate or can cause exclusion or bias. Care was taken to collect details on respondent identities to allow for an intersectional analysis.

Anonymity and Privacy:
No identifying information was made public at any stage. Demographic groups with 5 or fewer members were aggregated with other groups as appropriate in order to maintain privacy and minimize exposure. The survey was sent out with a personalized, anonymous link that did not track back to personal identifiers such as CalNet IDs or email addresses. Raw data was seen only by the Director of Administration, an analyst in the financial services unit and one member of the faculty who assisted with the data analysis. The only question that was required on the survey was that which identified department constituency (staff, faculty, grad student, undergrad student, lecturer, and postdoc). Text-boxes were included throughout the survey, including during the ``Wrap-up'' portion, where respondents had the option to write freely.

Logic branching was utilized asking student-specific questions related to their advancement to degree and career prospects:

- How many years of your degree program have you completed (All students and postdocs)
- What is your residency status? (All students and postdocs)
- Is English your first language? (All students and postdocs)
- Have you and your research advisor discussed an expected timeline for taking your Qualifying Exam? (Grads only)
- Have you and your research advisor discussed expectations for publishing while in your PhD program? (Grads only)
- Have you and your research advisor discussed expectations for presenting at professional conferences while in your PhD program? (Grads only)
- Have you and your research advisor developed an expected timeline for finishing your PhD thesis? (Grads only)

- Have you and your research advisor discussed career opportunities after you have finished your PhD thesis? (Grads only)
- I am optimistic about my post-degree career prospects (Grads only)
- My advisor is an asset to my professional development (Grads only)
- My advisor is an asset to my academic work (Grads only)
- My advisor has been proactive in creating a welcoming and inclusive environment.(Grads only)

All other questions were addressed to all members of the department community: Faculty, Emeriti, Staff, Postdocs, Graduate Students and Undergraduate Students.
Question topics included:

- Factors that contribute to a positive and productive climate
- Frequency and sources of instances of exclusion or bias
- Knowledge of, and access to department and campus resources and services
- Limitations on access to resources that could affect work/research/learning
- Sources of stress
- In addition to many text boxes that welcomed input on the above topics and anything else a participant wished to share.

The survey was sent to a total of 735 people. Email lists were compiled using payroll records for staff, faculty and postdocs, and student services records for graduate and undergraduate students. Of those 735 individuals, 388 of them started (or simply viewed) the survey and it was completed by 259 individuals for a 67% completion rate.

The survey was launched on April 27, 2020 with the following invitation:

> Your input is needed for the 2020 Physics Department Climate Survey. The survey will take approximately 10 minutes to complete. **Participation in our survey will be collected anonymously,** please use your unique link above to take the survey.
>
> This is your opportunity to let us know what you believe is working well, and what needs improvement within the department as we continue our pursuit to provide a healthy, nondiscriminatory, and welcoming environment. We hope you will take the time to complete this survey and encourage your peers to participate as well. We appreciate your help with this important initiative.
>
> Follow the link to opt out of future emails:
>
> (personalized link followed)

The survey remained open for 61 days and a total of 11 reminders were sent out to respondents that had yet to complete their survey. It closed on June 22nd.

Demographics

The survey included thirteen questions in which our community members were asked to identify themselves. The questions covered:

- Race/ethnicity self-identification
- Regional origin
- Socioeconomic status currently and growing up
- Affiliation with the Physics Department
- Years of degree program completed (students only)
- Residency Status (students and postdocs only)
- First language as English
- Gender self-identification
- Sexual orientation
- Religious or spiritual affiliation
- Marriage/partnership status
- Parent/caregiver status

The purpose of including these demographic questions was so that they could be cross-referenced with climate questions to identify if there were instances of bias or exclusion higher in any particular group.

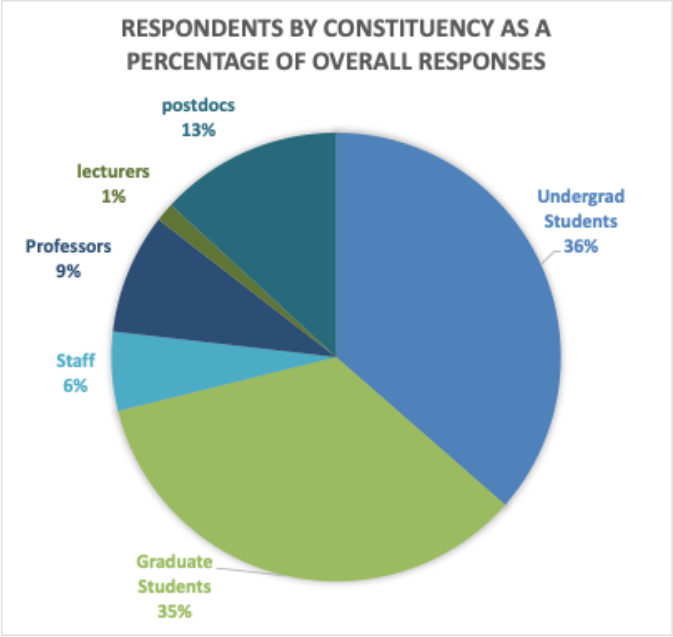
Survey response rate by affiliation is as follows:

Affiliation		**Census**	**Survey**	**Rate**
Undergraduate Students		269	63	23%
Graduate Students		256	92	36%
Staff		42	34	81%
Professors		64	28	44%
lecturers		10	3	30%
postdocs		97	18	19%

*Note: Census data is pulled from Calanswers so may differ slightly from the actual number of individuals receiving the survey.

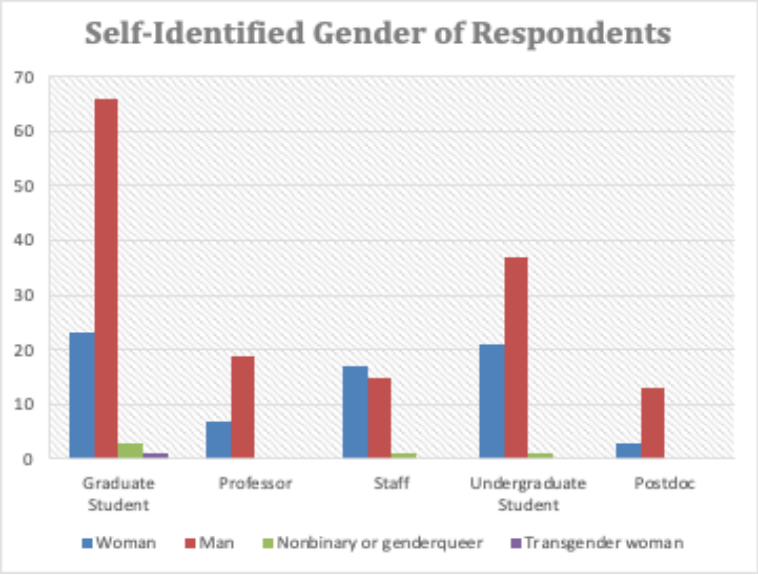
The highest response rate was from staff at 81%, although as a percentage of the whole, they made up only 6% of overall responses. The lowest response rate was from postdocs at 19%.

Responses from lecturers were few enough that they fell below our minimum of five, so findings from this group are kept out of this report to maintain confidentiality.



1. By Gender and Sexual Orientation

Overall, 63.4% of respondents identified as men, 30.7% as women or transgender women, and 2.5% as gender queer.



Note: No respondents identified as transgender man or “other”

2. By Race/Ethnicity

Of the 238 respondents who chose to answer demographic questions , the racial/ethnic demographic breakdown looked like this:

RACIAL/ETHNIC DEMOGRAPHIC BREAKDOWN OF RESPONDENTS

	Total	Grad Student	Lecturer	Professor	Staff	Undergrad Student	Postdoc
East Asian or Pacific Islander	17.6%	14.1%	33.3%	3.6%	11.8%	31.7%	16.7%
Underrepresented Minority (URM)	12.6%	12.0%	-	3.6%	20.6%	17.5%	16.7%
Hispanic, Latinx, or Chicanx	4.6%	1.1%	-	-	14.7%	7.9%	-
South/West Asian or North African	7.6%	9.8%	-	-	2.9%	7.9%	16.7%
Black, African American, or African	0.4%	1.1%	-	-	-	-	-
White or European	50.8%	54.3%	33.3%	78.6%	50.0%	36.5%	44.4%
Multiple racial or ethnic identification, not URM	2.5%	4.3%	-	-	-	3.2%	-
Multiple racial or ethnic identification, incl. URM*	5.5%	8.7%	33.3%	-	-	3.2%	11.1%
Other	1.3%	-	-	3.6%	2.9%	1.6%	-
Decline to State	9.7%	6.5%	-	14.3%	17.6%	7.9%	11.1%

* All respondents who selected the category *Native American or Indigenous* also selected other categories, and are therefore included in *Multiple racial or ethnic identification, incl. URM*.

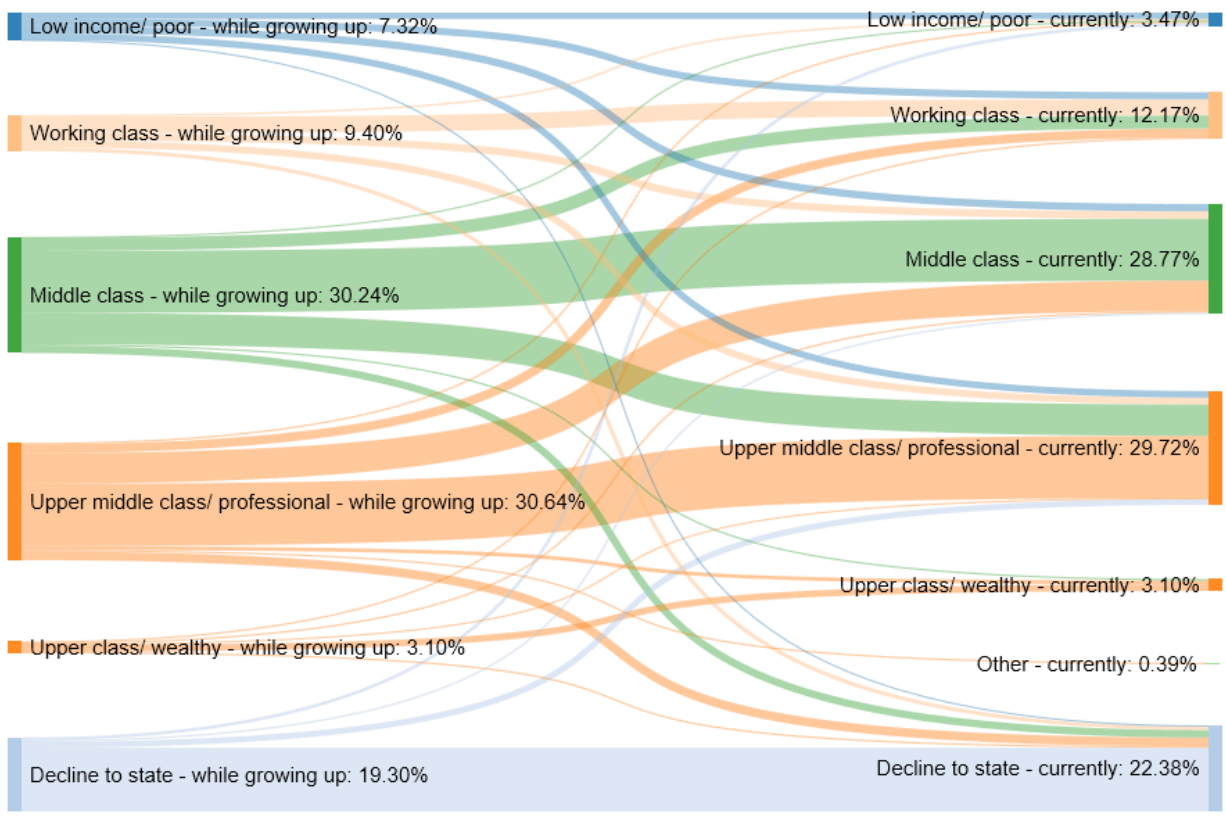
3. By Socioeconomic Status

Below is a visualization of movement across populations by self-declared socioeconomic status resulting from the following survey question:

Which of the following best describes your socioeconomic background?

	While growing up	Currently
Low income/ poor	☐	☐
Working class	☐	☐
Middle class	☐	☐
Upper middle class/ professional	☐	☐
Upper class/ wealthy	☐	☐
Other	☐	☐

SOCIOECONOMIC MOVEMENT



We find low rates of socioeconomic movement other than between middle and upper middle class.

Key Findings

Professors have the highest variance from average for satisfaction, and score above average in all categories. Of the populations that stated affiliation, undergraduate students scored lowest.

UG Students - Areas of Potential Growth:

Part I: Climate Factors - Acknowledgement of accomplishments	-9%
Part I: Climate Factors - Feeling of respect and inclusion by Physics administration	-11%
Part I: Climate Factors - Open opportunities for expressing concerns	-12%

Across the whole population, the 3 areas with the greatest potential for growth are:

	Avg Value	Var
Part I: Climate Factors - Clarity of requirements and expectations for success	2.95	-6%
Part I: Climate Factors - Availability of resources for success	2.94	-7%
Part I: Climate Factors - Support for professional development	2.96	-6%

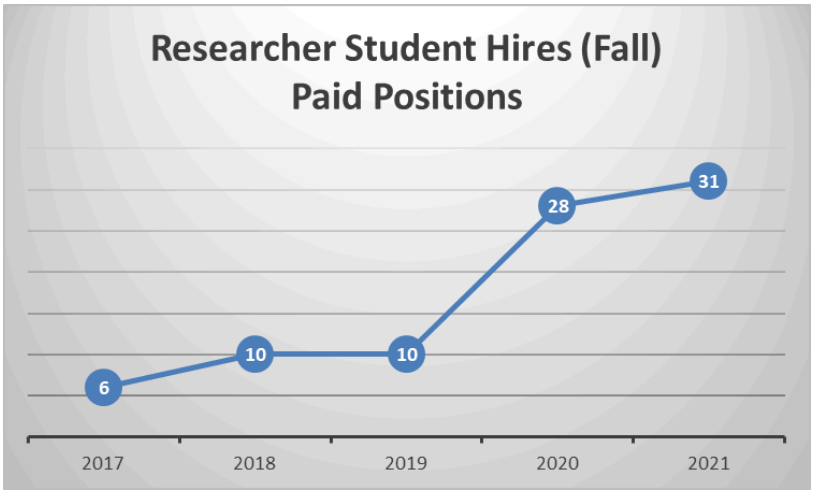
UPDATES-7/2022

- **Clarity of requirements and expectations for success:** This became a focus of a Physics Department First Friday Anti-Racism workshop in November 2020. Connections have been made between Ambiguous institutional environments and low completion rates of students that are the first in their family to go to college as well as higher instances of microaggressions.[1] When the actual rules are unclear and the expectations are unstated, the people who know what the actual rules are jump in and benefit. Those that don't know, they lose materially. In this way, ambiguity advantages some, and disadvantages others. Clear markers and guideposts for success in an academic program leave no room for mixed messages and unspoken shortcuts and levels out the field for all students to have a fair chance to succeed. For graduate students, providing clarity on expectations and program requirements became a major focus after Chair Analytis came on board in Fall 2020. A Graduate Handbook was written and will be rolled out in Fall 2022, which seeks to address this goal. Community principles were developed in the 20/21 academic year and are now being utilized to provide clarity on expectations and standards for behavior in our community. Both initiatives were well received. Likewise, a new Faculty Mentoring Committee was formed for the 2022-23 academic year, to provide more comprehensive mentoring and guidance to junior faculty and new faculty recruits.)
- **Availability of resources for success:** The American Institute of Physics Report "Systemic Changes to Increase African Americans with Bachelor's Degrees in Physics and Astronomy confirmed the finding that paid research positions for undergraduates made a significant impact on their success in STEM programs. This finding in their TEAM-UP (Task Force to Elevate African American Representation in Undergraduate Physics & Astronomy) report[2] led us to make changes on paid research positions. A remote undergraduate research fair was initiated in Fall 2020 and support was provided to faculty in the student hiring process, with hopes that more undergraduate students would benefit from paid research positions. As a result, we saw a threefold increase in paid undergraduate researchers in our labs between 2019 and 2021. Our hope is that a

[1] https://www.nature.com/articles/d41586-018-05144-7?proof=t Go Beyond Bias Training

[2] *(Page 70 - Finding 4b. Working on or off campus in a paid internship or job related to their major, such as paid research, enables students to earn needed income while supporting academic progress.)*

follow up to this survey in 2022 will show that this shows impacts in overall sense of belonging amongst our undergraduate population.



- **Support for professional development:** Budget and safety challenges introduced by the global pandemic of 2020-2022 made it difficult for anyone to partake in training and travel. Now that we're seeing our revenue numbers approach pre-pandemic levels, a new initiative has been to identify training and development opportunities for staff and to create a transparent process to apply for funding from the department. We're expecting this to roll out in the 22/23 fiscal year.
  For postdoctoral scholars and graduate students, funding for professional development is often tied to availability of grant funding in labs and groups. Beginning in early 2021 PIs were encouraged to make available funding known and to make whatever process for students to apply for it to be transparent.
  For undergraduate students, funds are being made available for attendance at the National Society of Black Physicists (NSBP) conference on November 6-9, in Charlottesville, VA.

Bias or Exclusion

1. By Gender or Sexual Orientation

When examining the entire population, the greatest incidence rate of bias and exclusion was identified as due to gender disparities. 48% of those not identifying only as men experienced bias due to their gender. This was a rate 9 times greater than those who identified only as men.

Those who identified neither only as men nor only as women experienced a rate of bias that did not differ in a statistically significant manner from the population of women-only respondents.

Graduate students, undergraduate students, and professors all experienced similar rates of gender bias. Staff rates were lower at 18%. Postdoc and Lecturer populations were too small to draw conclusions.

Of those who chose to identify their primary affiliation with the physics department, only students identified encounters of exclusion or bias due to their sexual orientation. Rates in this population were approximately 1 in 7 respondents. No members of the physics community identifying in the majority group (heterosexual without any other identification) identified experiences of bias due to their sexual orientation.

2. By Race & Ethnicity

Too few individuals identifying as Black, African American, or African responded to allow us to draw quantitative conclusions about bias rates of those inside the physics community.

Of those who chose to state their race or ethnicity, only those identified as underrepresented minorities chose "Often or Always" in response to whether they had experienced bias in part due to their race or ethnicity.

3. By Professional Goals & Aspirations

One question asked only of students was to describe their professional goals or aspirations. They were provided three possible answers: Education, Research or Other with a text option. When cross referenced with questions related to bias or exclusion, there were a few notable findings.

- Graduate students who chose neither education nor research as their professional aspiration experienced bias 5 times more often than those of the majority group, at a rate of 40%. This group represents 11% of all graduate respondents.
- The population of those choosing research only is smaller than those choosing both research and education together, but this group experienced the lowest rate of bias (3%). The group choosing education & research together, had a bias incidence rate of 8%

4. By National or Regional Origin

Of the groups that did not identify as being from North America, we had 6% incidence of exclusion or bias. Of that group (including those that declined to state), approximately 30% of those identifying bias as due to national or regional origin selected that as the only source of bias and 40% identified bias due to race & ethnicity.

5. By Religious or Spiritual Identity

No one identifying as Atheist or Agnostic, regardless of overlapping religious identities, experienced bias, but 10% of those who identified an organized religious affiliation, without selecting Atheist or Agnostic, experienced bias.

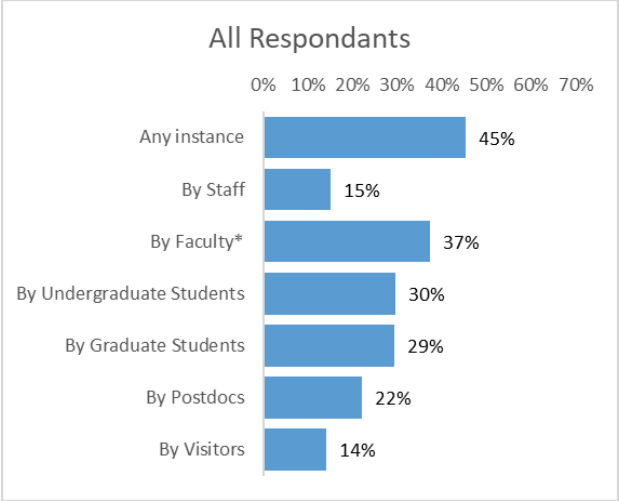
Sources of Bias & Exclusion

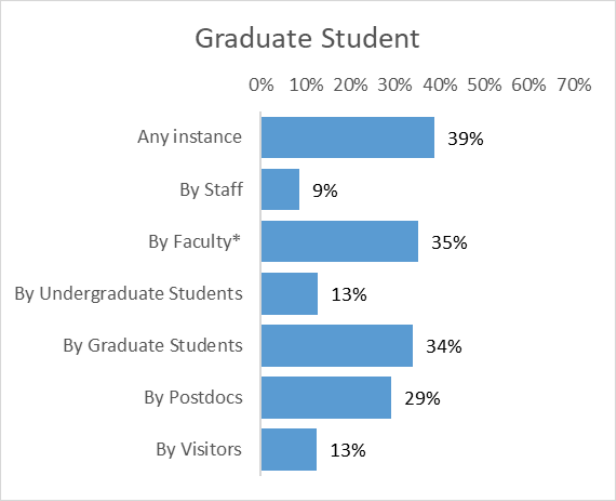
One question asked respondents to rate the frequency of their encounters of exclusion or bias by members of their own group, and members of other groups, on a scale ranging from Never to Always. In order to gauge the incidence of any occurrences of exclusion and bias, we sorted responses into a binary yes/no response pattern. The following table show the prevalence of any Agree response (Always, Often Occasionally or Rarely).

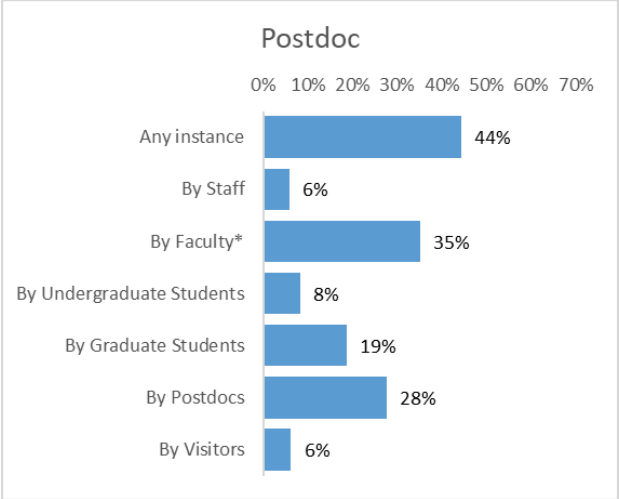
SOURCES OF BIAS OR EXCLUSION

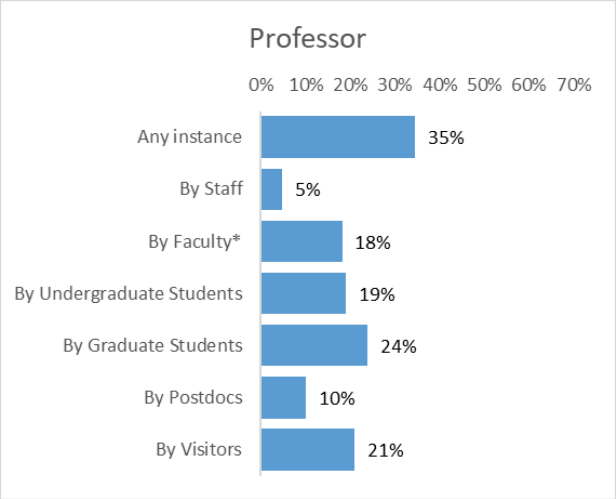
"In the past year, I have encountered instances of exclusion or bias in the Physics Department."

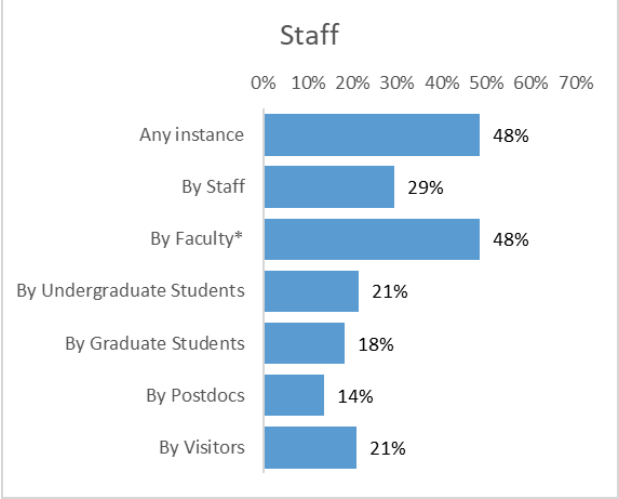
% Responding Occasionally, Rarely, Often or Always

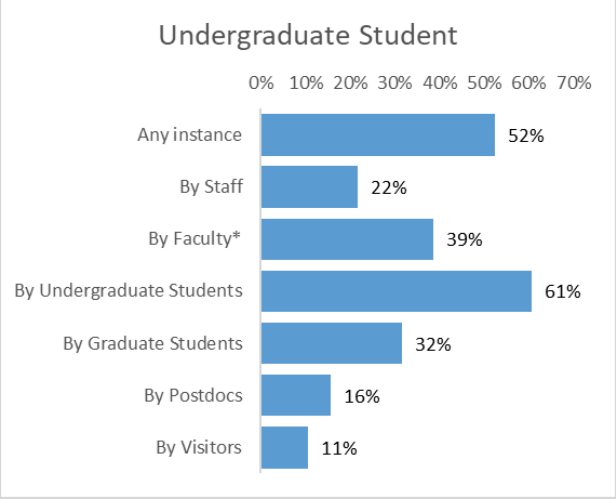












*Faculty includes Professors and Lecturers

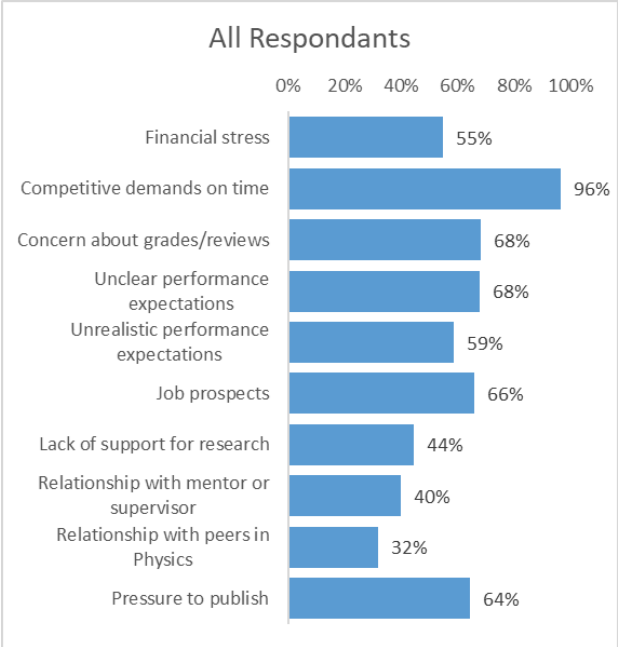
When comparing respondents' affiliation with the affiliation of those who perpetuate bias & exclusion, we see two notable patterns:

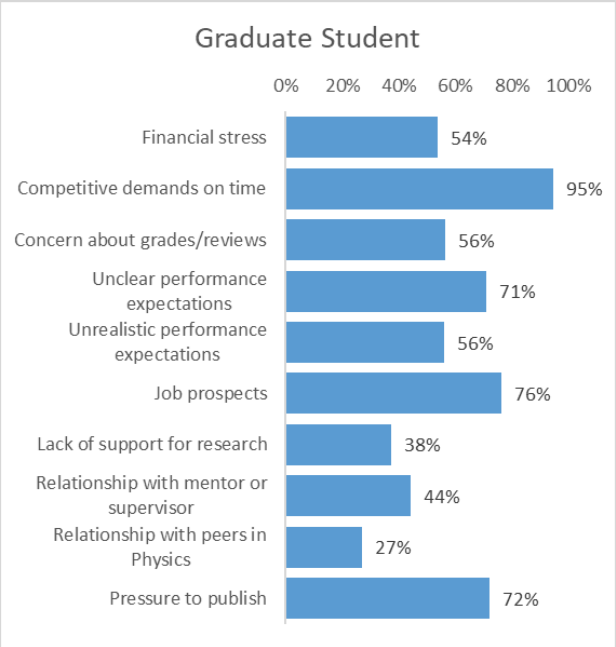
- In-group bias & exclusion is a consistent factor among respondents, with Undergraduate Students rating their own group as the most common source of bias and exclusion, and Grad Students, Postdocs, and Staff rating their own groups as the second most common source.
- Professors report bias or exclusion most commonly from Graduate Students at the rate of 24%.
- Of those who identified gender as a source of bias or exclusion, faculty and graduate students were the greatest sources.

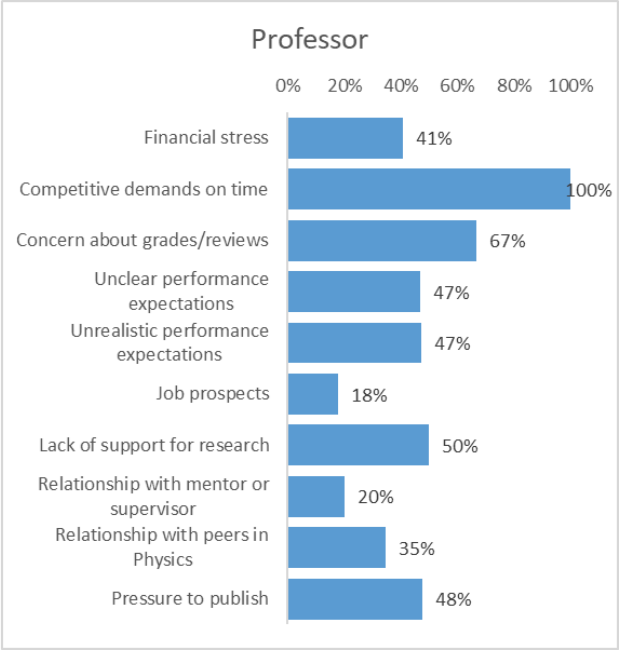
General Climate

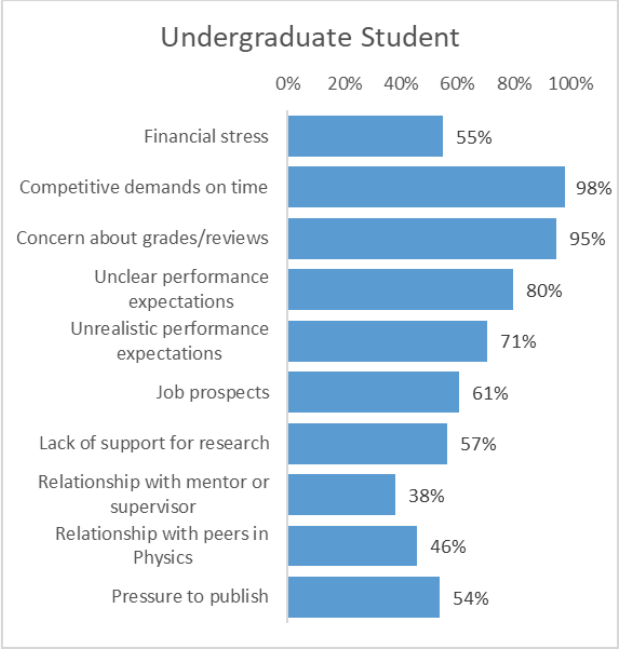
1. Stress

To gauge stress factors, respondents were asked to rate the degree to which particular factors contributed to their overall stress level. We sorted responses into a binary agree/disagree response pattern combining "Most significant cause of stress" and "Contributes to stress but is not a major source" as an Agree response. The following table shows the variance from the average rate of the Agree response. The cells in red illustrate responses less favorable than the average. The cells in green are showing responses more favorable than the average.









Graduate Students and Undergraduate Students show the highest level of stress. Professors and Staff show the least.

- People average slightly higher levels of stress than they identify in their cohorts (0.2 difference in average stress on a 0 to 10 scale)
- We don't see a statistically significant correlation between stress levels and socioeconomic status while growing up
- There's a small correlation between current stress and current socio-economic status, which is explainable by other factors (affiliation)

2. Self Censoring

Respondents were asked to rate satisfaction on a four-point scale from Extremely Satisfied to Extremely Dissatisfied on the following two climate factors related to self-expression and self-censoring. In order to gauge the satisfaction for these statements, we sorted responses into a binary agree/disagree response pattern: Extremely Satisfied and Somewhat Satisfied were coupled as the Agree response. The following table shows the variance from the average rate of positive satisfaction with the presented statements. The cells in red illustrate responses less favorable than the average. The cells in green are showing responses more favorable than the average.

% Satisfied - Variance from Population Average response of Extremely or Somewhat Satisfied.

Statement	% Satisfied response from all affiliations	% Variance from Average Response Rate				
		Graduate Student	Postdoc	Professor	Staff	Undergraduate Student
Part I: Climate Factors - Open opportunities for expressing concerns	76%	+5%	+12%	+13%	0%	-10%
Part I: Climate Factors - Free expression and exchange of diverse ideas and viewpoints	79%	-1%	-4%	+13%	+6%	-3%

This related question measured the frequency with which participants chose to censor their own opinions

Statement: In the past year, I have held back expressing my true opinions in conversations with <u>my peers</u>.

Graduate Student	Professor	Staff	Undergrad Student	Postdoc

Always	2.2%	0.0%	0.0%	6.3%	5.9%
Often	14.3%	11.5%	15.2%	9.5%	11.8%
Occasionally	28.6%	19.2%	33.3%	47.6%	29.4%
Rarely	44.0%	57.7%	39.4%	28.6%	41.2%
Never	11.0%	11.5%	12.1%	7.9%	11.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

- 87% of respondents have held back on expressing their true opinions with peers (Always, Often, Occasionally or Rarely)
- For those selecting Often or Always, the rate was 11% for Men (only) and 23% for all other gender selections.
- There are similar rates of self censoring across affiliation types, both for any amount, and for Often or Always. Undergraduate Students show the highest rates of self censoring at 92%, which is 5% above the average. (Always, Often, Occasionally or Rarely)

3. Welcoming or Accepting Environment

Statement: The Physics Department has been responsive in creating a welcoming environment

	Graduate Student	Professor	Staff	Undergrad Student	Postdoc
Strongly agree	39.6%	65.4%	48.5%	28.6%	44.4%
Somewhat agree	46.2%	30.8%	42.4%	41.3%	22.2%
Somewhat disagree	12.1%	3.8%	9.1%	20.6%	27.8%
Strongly disagree	1.1%	0.0%	0.0%	4.8%	0.0%
No opinion	1.1%	0.0%	0.0%	4.8%	5.6%

Total	100.0%	100.0%	100.0%	100.0%	100.0%

Statement: I feel free to be my authentic self

	Graduate Student	Professor	Staff	Undergrad Student	Postdoc
Strongly agree	45.1%	69.2%	44.1%	34.9%	52.9%
Somewhat agree	39.6%	15.4%	35.3%	50.8%	29.4%
Somewhat disagree	8.8%	11.5%	17.6%	11.1%	11.8%
Strongly disagree	4.4%	3.8%	0.0%	1.6%	5.9%
No opinion	2.2%	0.0%	2.9%	1.6%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Other Climate Factors

Respondents were asked to rate satisfaction on a four-point scale from Extremely Satisfied to Extremely Dissatisfied on the following climate factors. In order to gauge the satisfaction for these statements, we sorted responses into a binary agree/disagree response pattern: Extremely Satisfied and Somewhat Satisfied were coupled as the Satisfied response. The following table shows the variance from the average rate of positive satisfaction with the presented statements.

% Satisfied Variance from Population Average

Statement	Grad Student	Postdoc	Professor	Staff	Undergrad Student
Part I: Climate Factors - Spirit of cooperation among peers	3%	-8%	2%	7%	-3%
Part I: Climate Factors - Clarity of requirements and expectations for success	-11%	-15%	22%	14%	8%

Part I: Climate Factors - Acknowledgement of accomplishments	0%	-3%	18%	14%	-7%
Part I: Climate Factors - Support for professional development	2%	-13%	3%	13%	-3%
Part I: Climate Factors - Feeling of respect and inclusion by peers	3%	-5%	8%	9%	-9%
Part I: Climate Factors - Feeling of respect and inclusion by mentors/supervisors	0%	7%	15%	-5%	1%
Part I: Climate Factors - Feeling of respect and inclusion by Physics administration	5%	10%	6%	4%	-10%
Part I: Climate Factors - Opportunities to demonstrate talents and contribute	5%	2%	18%	1%	-10%
Part I: Climate Factors - Differences are valued	0%	6%	12%	0%	-5%

*All were on a scale of 1-4

Clarity of expectations for Postdocs and Graduate Students is clearly an area that needs improvement...

Survey results show that undergraduate students are in need of more opportunities to demonstrate their talents and draw respect for their scientific and professional accomplishments.

The Student Experience

Graduate students were asked to rate their agreement on a four-point scale from Strongly Agree to Strongly Disagree with statements related to support for their academic work. In order to gauge the satisfaction for these statements, we sorted responses into a binary agree/disagree response pattern: Strongly Agree and Somewhat Agree were coupled as the Agree response.

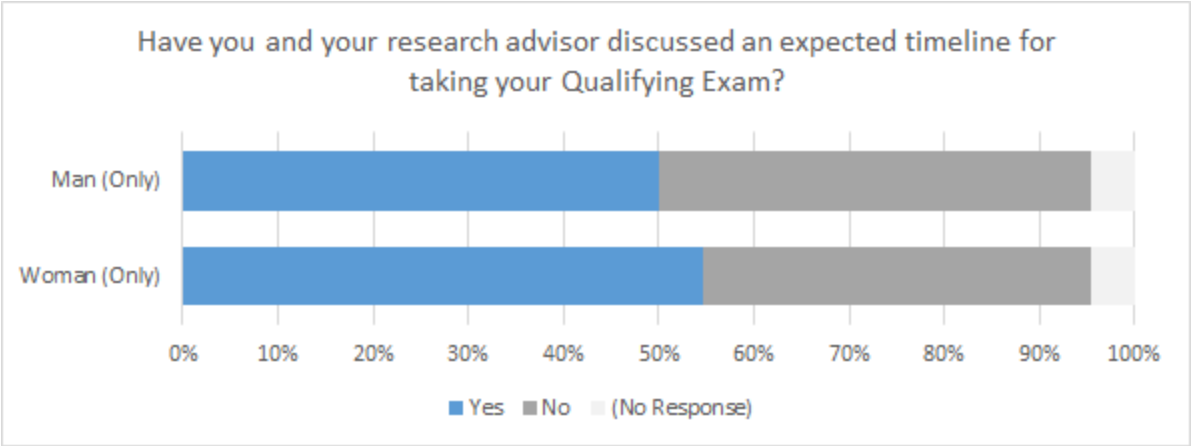
SUPPORT FOR ACADEMIC SUCCESS-
GRADUATE STUDENT AGREE RESPONSES BY RACE BREAKDOWN

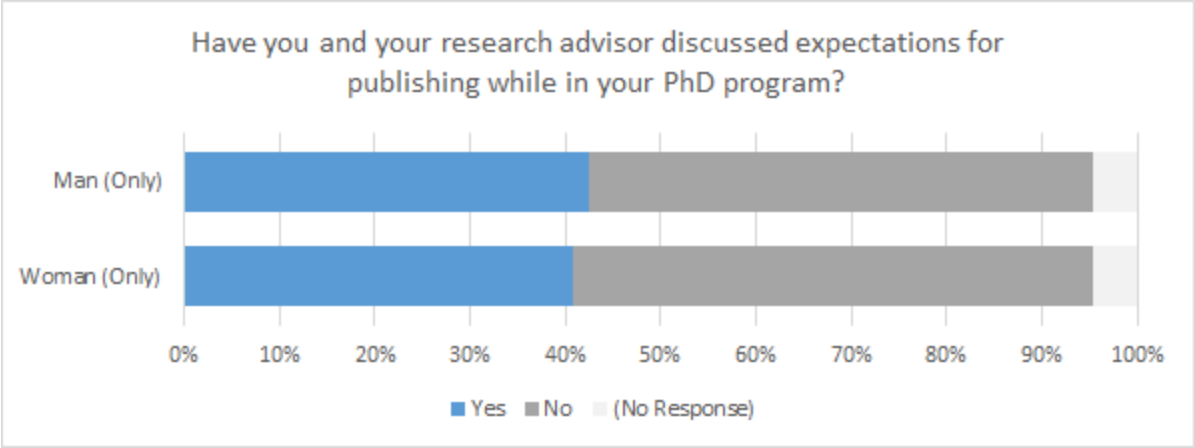
	I am optimistic about my post-degree career prospects.	My advisor is an asset to my professional development.	My advisor is an asset to my academic work.	My advisor has been proactive in creating a welcoming and inclusive environment.
East Asian or Pacific Islander	72%	89%	100%	89%
URM + XXX (without East Asian or Pacific Islander)	79%	89%	89%	84%
White	71%	83%	89%	85%

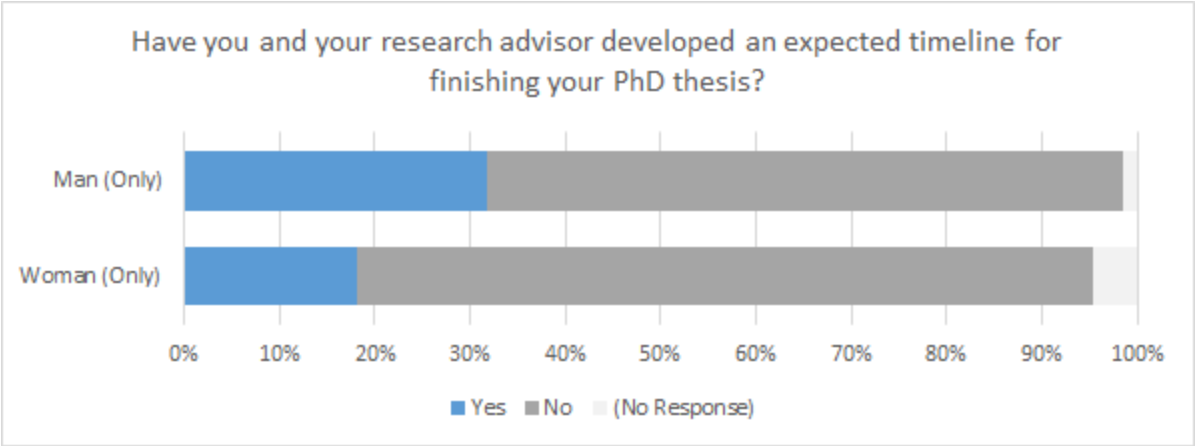
The bar charts below highlight the gender breakdown of graduate student respondent experiences of advising by research advisors.

The bar charts exclude Nonbinary or Genderqueer graduate students because there were too few to respondents to either be statistically significant or shareable.

Analysis: Career attainment and job acquisition are clearly areas of concern for our students. Additional programs that focus on increasing their confidence in a wider array of career options could help alleviate that concern.







Allocation of Space and Resources

Allocating space within our building for groups to socialize, study and make peer connections is an important way to show the value we place in their contributions...

During the COVID-19 Pandemic, the housing and living arrangements of our community members suddenly became very relevant, as work, study, and research went remote...

The questions below relate to the attitudes about availability and allocation of space and resources in the department.

This first below table shows the level of satisfaction for the availability of resources for success, generally. Extremely Satisfied and Somewhat Satisfied were coupled as the Satisfied response This table shows the variance from the average rate of positive satisfaction with the presented statement.

SATISFACTION OF THE AVAILABILITY OF RESOURCES FOR SUCCESS BY AFFILIATION
% Satisfied Variance from Population Average

Question	Grad Student	Postdoc	Professor	Staff	Undergrad Student
Part I: Climate Factors - Availability of resources for success	4%	-7%	3%	-6%	1%

The below questions ask about more specific types of spaces and resources. The questions asked for a level of agreement on a five point scale, ranging from Strongly Agree to Strongly Disagree, with Not Applicable as the fifth option. In order to gauge the satisfaction for these statements, we sorted responses into a binary agree/disagree response pattern: Strongly Agree and Somewhat Agree were coupled as the Agree response.

AGREEMENT ON ACCESSIBILITY OF SPECIFIC RESOURCES BY AFFILIATION
% Agree Variance from Population Average

Question	Grad Student	Postdoc	Professor	Staff	Undergrad Student
My housing and living arrangements makes it possible for me to study/practice my research/work.	6%	-24%	5%	-4%	-1%
My work space on campus makes it possible for me to study/practice my research/work.	-3%	-7%	11%	5%	1%
Sufficient space for congregating/socializing: -	-8%	-32%	18%	1%	9%

Reading room					
Sufficient space for congregating/socializing: - Libraries	-6%	-8%	13%	11%	2%
Sufficient space for congregating/socializing: - Study halls	-8%	-5%	11%	2%	5%
Sufficient space for congregating/socializing: - Break rooms	1%	-21%	-5%	4%	0%
Sufficient space for congregating/socializing: - Making private calls	-5%	-29%	43%	5%	3%
Sufficient space for congregating/socializing: - Nursing	-14%	N/A	4%	-2%	10%

Administration Responsiveness and Communications

% Yes Variance from Population Average

Question	Graduate Student	Postdoc	Professor	Staff	Undergraduate Student
Cases of harassment, discrimination, and exclusion within the Physics Department are addressed promptly.	1%	-5%	17%	4%	-6%
I know where to go for help with instances of harassment, discrimination, and exclusion.	2%	-3%	8%	3%	-5%
I am familiar with counseling and other mental health services on campus.	1%	-21%	-4%	12%	-3%
Department communications are sufficient to keep me informed and engaged.	5%	-28%	5%	5%	-1%

Summary issues of concern by affiliation

Faculty

- Competitive demands on time (+4%)
- Concerns that visitors encountered exclusion or bias (+7%)

Undergraduate Students

- Acknowledgement of accomplishments (-9%)
- Respect and inclusion by Physics administration (-11%)
- Opportunities for expressing
- (-12%) correct?
- Undergraduate by undergraduate bias or exclusion (+31%)
- Concerns about grades and reviews (+27%)
- Unclear performance expectations (+12%)
- Unrealistic performance expectations (+12%)
- Responsiveness in creating a welcoming environment (20.6% of postdocs somewhat disagree)
- Opportunities to demonstrate talent and contribute (Satisfaction -10%)
- Cases of harassment, discrimination, and exclusion within the Physics Department are addressed promptly. (Agree -6%)

Graduate Students

- Job prospects (+10%)
- Clarity of requirements and expectations for success (-11%)
- Graduate women have had fewer opportunities to discuss with their research advisor their timeline for finishing their PhD thesis than their male counterparts (women -18%, men - 32%)
- Sufficient space for nursing (Agree -14%)
- Sufficient space for study halls (Agree -8%)

Staff

- Staff by staff bias or exclusion (+14%),
- Staff by faculty bias or exclusion (+11%)

- Availability of resources for success (Satisfaction -6%)

Postdocs

- Job prospects (+28%)
- Pressure to publish (+24%)
- Financial stress (+8%)
- Responsiveness in creating a welcoming environment (27.8% of postdocs somewhat disagree)
- Freedom to be authentic self (17.7% of postdocs disagree - highest)
- Clarity of requirements and expectations for success (Satisfaction -15%)
- Support for professional development (Satisfaction -13%)
- Availability of resources for success (Satisfaction -7%)
- My housing and living arrangements makes it possible for me to study/practice my research/work. (Agree -24%)
- Sufficient reading rooms (Agree -32%)
- Sufficient space for private calls (Agree -29%)
- Sufficient space for breaks (Agree -21%)
- Department communications are sufficient to keep me informed and engaged (Agree -28%)
- Familiarity with counseling and mental health services on campus (Agree -21%)

Graduate Students and Undergraduate Students show the highest level of stress. Professors and Staff show the least.

All groups show they have held back on expressing true opinions with peers.

- 87% of respondents have held back on expressing their true opinions with peers (Always, Often, Occasionally or Rarely)
- There are similar rates of self censoring across affiliation types, both for any amount, and for Often or Always. Undergraduate Students show the highest rates of self censoring at 92%, which is 5% above the average. (Always, Often, Occasionally or Rarely)