My Experience
Professional Development

Across campus populations, respondents reported high levels of need with mentoring and support compared to the current levels they are receiving. This was particularly true for marginalized and minoritized communities (PoC, women, LGBTQ+, disabled, low SES growing up, parents without college degrees). Respondents tended to rate their advisors/supervisors positively though marginalized/minoritized groups were less likely to rate their advisors/supervisors as highly. Most respondents were interested in leadership roles and training/support to become leaders with marginalized/minoritized groups expressing higher interest in leadership.

Mentoring/Support Needs

Almost seven in ten graduate students wanted more help getting grants (69%). Around two in three wanted more mentoring around leadership positions (67%); more advice about applying for jobs and early career (65%); and more mentoring for career development (64%). Around three in five wanted more help establishing professional contacts (63%); help with publishing (62%); and help navigating the campus's administrative complexities (60%).

Graduate students from minoritized and marginalized communities reported wanting more mentoring than overall students in all areas. This increased desire for mentoring was highest with help publishing (63% vs 46%); help getting grants (70% vs 54%); and help managing negotiations or conflicts (58% vs 43%).

Table 1. Graduate Student Mentoring Needs by Area

		# of Marginalizations	
Mentoring Area	**All**	**None**	**1+**
Help getting grants	69%	54%	70%
Mentoring for leadership positions	67%	60%	68%
Advice about applying for jobs and early career	65%	63%	65%
Mentoring for professional development	64%	59%	65%
Help with establishing professional contacts	63%	56%	63%
Help with publishing	62%	46%	63%
Help navigating the campus's administrative complexities	60%	57%	62%
Help navigating departmental politics	57%	48%	58%
Staff support for grant submission/administration	55%	47%	57%
Help managing negotiations or conflicts	55%	43%	58%
Advice about thesis or dissertation research	53%	44%	55%

Mentoring for teaching	52%	46%	53%
Support for advancing diversity, equity, and inclusion	50%	42%	54%
Advice about degree requirements and program planning	49%	41%	50%

Overall, postdocs wanted more mentoring across all areas. Seven in ten postdocs wanted more early career advice (72%) and mentorship for leadership positions (70%). Roughly three in five postdocs wanted more mentoring for teaching (63%); more mentoring for professional development (61%); and more help navigating administrative complexities (59%). In most areas, postdocs from minoritized and marginalized communities wanted more mentoring. Areas of particularly increased need were staff support for grants (59% vs 11%); mentoring for teaching (67% vs 20%); and help navigating departmental politics (58% vs 11%).

Table 2. Postdoc Mentoring Needs by Area

		# of Marginalizations	
Mentoring Area	**All**	**None**	**1+**
Advice about applying for jobs and early career	72%	50%	74%
Mentoring for leadership positions	70%	45%	75%
Mentoring for teaching	63%	20%	67%
Mentoring for professional development	61%	36%	67%
Help navigating the campus's administrative complexities	59%	50%	61%
Help with establishing professional contacts	56%	58%	57%
Help navigating departmental politics	53%	11%	58%
Help managing negotiations or conflicts	51%	44%	53%
Staff support for grant submission/administration	51%	11%	59%
Help getting grants	49%	38%	49%
Help with publishing	45%	45%	49%
Support for advancing diversity, equity, and inclusion	39%	13%	46%

Faculty reported wanting more mentoring/support across all areas. Almost three quarters (74%) of faculty reported wanting more help navigating administrative complexities, and roughly seven in ten want more help getting grants (71%) and staff support with grant submission/administration (70%).

Faculty from marginalized and minoritized groups reported wanting more mentoring/support than their peers in almost all areas -- particularly around help managing negotiations or conflicts (54% vs 33%); coaching on the review process (43% vs 25%); and support for advancing diversity, equity, and inclusion (47% vs 30%).

Table 3. Faculty Mentoring Needs by Area

		# of Marginalizations	
Mentoring Area	**All**	**None**	**1+**
Help navigating the campus's administrative complexities	74%	65%	76%

Help getting grants	71%	63%	73%
Staff support for grant submission/administration	70%	58%	72%
Mentoring for leadership positions	59%	45%	60%
Help managing negotiations or conflicts	52%	33%	54%
Advice about late career and retirement	51%	45%	51%
Mentoring for teaching	50%	46%	47%
Staff support for hiring GSRs, GSIs, postdocs, and/or project scientists	49%	49%	47%
Help with publishing	44%	35%	46%
Support for advancing diversity, equity, and inclusion	43%	30%	47%
Help navigating departmental politics	43%	32%	42%
Help with establishing professional contacts	41%	29%	41%
Coaching on the review process	40%	25%	43%

Academic employees reported wanting more mentoring/support across all areas. Seven in ten (71%) academic employees reported wanting more mentoring for leadership positions. Around two thirds of academic employees wanted help navigating administrative complexities (65%); advice about early career (65%); and mentoring for professional development (65%). Academic employees from marginalized and minoritized groups reported wanting more mentoring/support than their peers in all areas -- particularly around help establishing professional contacts (64% vs 46%).

Table 4. Academic Employee Mentoring Needs by Area

		# of Marginalizations	
Mentoring Area	**All**	**None**	**1+**
Mentoring for leadership positions	71%	70%	72%
Help navigating the campus's administrative complexities	65%	56%	66%
Advice about applying for jobs and early career	65%	53%	66%
Mentoring for professional development	65%	62%	67%
Help with establishing professional contacts	62%	46%	64%
Advice about late career and retirement	61%	57%	62%
Help navigating departmental politics	60%	48%	62%
Help managing negotiations or conflicts	52%	44%	52%

Staff reported wanting more mentoring/support across all areas. Seven in ten (72%) staff reported wanting more mentoring for leadership positions. Around two thirds of staff wanted advice about early career (63%); advice about late career (64%); and mentoring for professional development (66%).

Staff from marginalized and minoritized groups reported wanting more mentoring/support than their peers in all areas -- particularly around mentoring for leadership positions (72% vs 56%) and help managing negotiations and conflict (51% vs 37%).

Table 6. Staff Mentoring Needs by Area

Mentoring Area	# of Marginalizations		
	All	None	1+
Mentoring for leadership positions	72%	56%	72%
Mentoring for professional development	66%	56%	66%
Advice about late career and retirement	64%	57%	64%
Advice about applying for jobs and early career	63%	50%	63%
Help navigating the campus's administrative complexities	59%	53%	59%
Help with establishing professional contacts	58%	53%	56%
Help navigating departmental politics	53%	39%	52%
Help managing negotiations or conflicts	51%	37%	51%

Advisor/Supervisor Relationships

Overall, graduate students rated their advisors positively. Over four in five graduate students agreed that their advisors were concerned about the welfare of their graduate students (85%); praised them when they did their work well (84%); and supported their career development (83%). Around three quarters (76%) of graduate students agreed that their advisors provided ongoing feedback to help them improve their performance and helped them through organizational changes.

Graduate students from minoritized and marginalized communities reported their advisors less positively than students overall. Lower advisor ratings were exacerbated with each added marginalization.

Table 7. Evaluation of Graduate Advisor by Area

Mentoring Area		# of Marginalizations	
	All	None	1+
is concerned about the welfare of their advisees	85%	90%	85%
praises me when I do my work well	84%	89%	83%
supports my career development	83%	90%	83%
provides ongoing feedback to help me improve my performance	76%	81%	75%
has helped guide me through departmental, organizational, and administrative changes	76%	78%	75%

Overall, postdocs rated their advisors positively. Over four in five postdocs agreed that their advisors praise them (83%); supports their career development (82%); and provides ongoing feedback (79%). Around three quarters of postdocs is concerned with the welfare of their advisees (76%) and helped them through changes (74%).

Postdocs from minoritized and marginalized communities often reported their advisors less positively than postdocs overall. Lower advisor ratings were exacerbated with each added marginalization.

Table 8. Evaluation of Postdoc Advisor by Area

		# of Marginalizations	
Mentoring Area	**All**	**None**	**1+**
praises me when I do my work well	83%	83%	84%
supports my career development	82%	92%	83%
provides ongoing feedback to help me improve my performance	79%	75%	78%
is concerned about the welfare of their advisees	76%	83%	76%
has helped guide me through departmental, organizational, and administrative changes	74%	92%	74%

Generally, academic employees reported positive experiences with their managers and supervisors. Around four in five (81%) academic employees agreed that their managers/supervisors were concerned about the welfare of those they supervise. On the lower end, roughly three in five (58%) academic employees reported that their managers/supervisors provide ongoing feedback to help them improve their performance or help guide them through organizational change. Minoritized and marginalized communities tended to report slightly lower experiences with their managers/supervisors than their peers with the largest difference around providing feedback (56% vs 67%).

Table 9. Evaluation of Academic Employee Manager/Supervisor by Area

		# of Marginalizations	
Manager Area	**All**	**None**	**1+**
is concerned about the welfare of those they supervise	81%	78%	82%
supports my career development	75%	78%	76%
praises me when I do my work well	74%	75%	76%
has helped guide me through campus organizational and administrative changes	64%	68%	64%
provides ongoing feedback to help me improve my performance	58%	67%	56%

Generally, staff reported positive experiences with their managers and supervisors. Almost nine in ten (87%) of staff agreed that their managers/supervisors were concerned about the welfare of those they supervise. On the lower end, roughly seven in ten (73%) of staff reported that their managers/supervisors provide ongoing feedback to help them improve their performance or help guide them through organizational change.

Minoritized and marginalized communities tended to report slightly lower experiences with their managers/supervisors -- most notably around guidance through organizational change (72% vs 83%).

Table 10. Staff Evaluation of Manager/Supervisor by Area

		# of Marginalizations

Manager Area	All	None	1+
is concerned about the welfare of those they supervise	87%	93%	87%
praises me when I do my work well	84%	89%	85%
supports my career development	80%	78%	81%
provides ongoing feedback to help me improve my performance	73%	72%	74%
has helped guide me through campus organizational and administrative changes	73%	83%	72%

Leadership Development

In terms of leadership opportunities and development, postdocs varied greatly across areas. Almost all postdocs were interested in becoming or continuing to be a leader in new research areas (94%), while four in five were interested in leadership around undergraduate teaching (78%). Minoritized and marginalized communities tended to report higher interest in leadership areas.

Table 11. Postdoc Leadership Development by Area

		# of Marginalizations	
Area	All	None	1+
interested in becoming/continuing leader in new research areas	94%	92%	92%
interested in participating in leadership training programs in the future.	86%	55%	86%
interested in becoming/continuing a leader in exemplary graduate teaching methods/practices	84%	73%	82%
interested in becoming/continuing a leader in diversity, equity, and inclusion issues	81%	60%	80%
interested in becoming/continuing a leader in exemplary undergraduate teaching methods/practices	78%	82%	73%
participated in formal leadership training programs in the past/currently	50%	36%	51%

Faculty widely varied in their interest in leadership opportunities depending on the type of leadership. Almost nine in ten faculty were interested in leadership opportunities around new research areas (88%), while only two in five faculty were interested in opportunities around upper-level administration (40%).

Minoritized and marginalized communities tended to report higher interest in leadership positions; higher participation in past trainings; higher interest in future trainings; and less agreement that the process into leadership positions was transparent and equitable.

Table 12. Faculty Leadership Development by Area

		# of Marginalizations	
Area	All	None	1+
interested in becoming/continuing leader in new research areas	88%	86%	91%

	All	None	1+
interested in becoming/continuing a leader in exemplary graduate teaching methods/practices	74%	70%	75%
interested in becoming/continuing a leader in diversity, equity, and inclusion issues	68%	61%	70%
interested in becoming/continuing a leader in exemplary undergraduate teaching methods/practices	61%	62%	62%
interested in participating in leadership training programs in the future.	58%	43%	60%
believe the selection process for becoming a department chair is transparent and equitable	57%	66%	57%
interested in serving/continuing in leadership positions in the Academic Senate in the future	45%	30%	47%
interested in serving/continuing as a department chair in the future	45%	36%	46%
interested in serving/continuing as an upper-level academic administrator in the future	40%	29%	44%
believe the selection process for becoming an upper-level administrator is transparent and equitable	37%	41%	37%
participated in formal leadership training programs in the past/currently	32%	30%	30%

Academic employees widely varied in their interest in leadership opportunities depending on the type of leadership. Around two thirds of academic employees were interested in leadership opportunities around being a unit manager (68%), while only two in five academic employees were interested in opportunities around upper-level administration (43%). Minoritized and marginalized communities tended to report lower interest in leadership positions; higher participation in past trainings; and lower interest in future trainings.

Table 13. Academic Employee Leadership Development by Area

		# of Marginalizations	
Area	All	None	1+
interested in participating in leadership training programs in the future.	76%	90%	73%
interested in serving/continuing as a unit manager/supervisor/director in the future	68%	70%	66%
interested in becoming/continuing a leader in diversity, equity, and inclusion issues	55%	35%	54%
believe the selection process for becoming a unit manager/supervisor/director is transparent and equitable	46%	45%	47%
interested in serving/continuing as an upper-level staff administrator in the future	43%	50%	38%
participated in formal leadership training programs in the past/currently	42%	36%	44%
believe the selection process for becoming an upper-level administrator is transparent and equitable	38%	48%	38%

Staff widely varied in their interest in leadership opportunities depending on the type of leadership. Around four in five staff were interested in leadership opportunities around being a unit manager (78%), while only half of staff were interested in opportunities around upper-level administration (48%). Staff generally disagreed that the section processes for both unit managers (44%) and upper-level administrators (38%) were transparent and equitable.

Minoritized and marginalized communities tended to report lower interest in leadership positions with the exception of becoming leaders in diversity, equity, and inclusion issues (61% vs 40%).

Table 14. Staff Leadership Development by Area

		# of Marginalizations	
Area	All	None	1+
interested in participating in leadership training programs in the future.	83%	80%	83%
interested in serving/continuing as a unit manager/supervisor/director in the future	78%	82%	77%
interested in becoming/continuing a leader in diversity, equity, and inclusion issues	61%	40%	61%
participated in formal leadership training programs in the past/currently	56%	56%	55%
interested in serving/continuing as an upper-level staff administrator in the future	48%	52%	46%
believe the selection process for becoming a unit manager/supervisor/director is transparent and equitable	44%	49%	44%
believe the selection process for becoming an upper-level administrator is transparent and equitable	38%	40%	37%