

Committee on Faculty Welfare, Diversity & Academic Freedom (FWDAF)

Thursday, November 20, 2014

3:00 pm – 4:30 pm, KL 362

Documents found at [UCMCROPS/FWDAF1415/Resources](https://ucmcrops.org/fwda/1415/resources)**AGENDA**

- I. Chair's Report – *Rudy Ortiz*** **3:00 – 3:30**
- A. Updates from Division Council in September and October
 - B. Updates from meetings with Provost/EVC Peterson
 - C. Debrief of mentoring conference at University of New Mexico, October 21-24
 - D. Academic Stress and Morale (see appended article) **Pg. 1-3**
- II. Vice Chair's Report – *Tanya Golash-Boza*** **3:30 – 3:40**
- A. Update from Meeting of the Division on November 14
- III. Vice Provost for Faculty's Report – *Gregg Camfield*** **3:40 – 3:50**
- A. Professor Jeanne Ferrante. Ferrante is professor of computer science at UC San Diego, and former AVC Faculty Equity. She will be spending part of her fall 2014 sabbatical at UCOP. Professor Ferrante has offered to consult with other UC campuses who are interested in moving forward on the use of contributions to diversity in faculty hiring, and/or the development of evaluation criteria of contributions to diversity in recruiting and academic review.
Discussion: Should the committee invite Professor Ferrante to UCM?
 - B. Campus Climate
 - C. Equity Advisors in the faculty search process.
 - D. FWDAF request for Senate award for mentoring. **Pg. 4**
- Action requested:** VPF has agreed to provide ongoing funding for a new Senate award for mentoring. FWDAF to determine the criteria for the award.
- IV. FWDAF Proposed Split – *Wei-Chun Chin*** **3:50 – 4:00**
- A. Update on Division Council response November 5 **Pg. 5-11**
- V. Systemwide Meetings** **4:00 – 4:05**
- A. UCFW, October 10. Member Shawn Newsam attended.
 - B. UCAAD, October 16
 - C. UCAF, November 25

VI. Systemwide Review Items – Rudy Ortiz **4:05 – 4:15**

A. Proposed Revisions to APM 133, 210, 220, and 760.

Action requested: FWDAF to finalize its response and send to Senate Chair by November 21.

B. Proposed Revisions to APM 80 and 330.

Action requested: FWDAF to finalize its response and send to Senate Chair by November 21.

C. Proposed Amendment to Senate Regulation 682

Action requested: FWDAF to review and send a response to Senate Chair by January 6, 2015.

D. Open Access Policy for Non-Senate Members

Action requested: FWDAF to review and send a response to Senate Chair by January 6, 2015.

*All proposed systemwide revisions can be viewed at
UCMCROPS/FWDAF1415/Resources/Review Items – Systemwide*

VII. Parking Memo Request from Senate Chair – Rudy Ortiz **4:15 – 4:20**

After the November 5 Division Council meeting, Senate Chair Sun requested that FWDAF draft a proposed policy to VPF Camfield on parking pass renewals. The goal is to implement an efficient renewal process for next year.

Action requested: FWDAF to review the attached draft memo and provide **Pg. 12** comments.

VIII. Mentoring – Rudy Ortiz **4:20 – 4:25**

Discussion: Is more data needed to prove that UCM faculty want mentoring?

IX. Faculty Professional Development Workshop Series – Rudy Ortiz **4:25 – 4:30**

A. Faculty World Café, September 17 **Pg. 13-18**

B. Discussion of future topics **Pg. 19**

X. Other Business

Stress and Morale of Academic Biomedical Scientists

Warren L. Holleman, PhD, Ludmila M. Cofta-Woerpel, PhD, and Ellen R. Gritz, PhD

Abstract

Extensive research has shown high rates of burnout among physicians, including those who work in academic health centers. Little is known, however, about stress, burnout, and morale of academic biomedical scientists. The authors interviewed department chairs at one U.S. institution and were told that morale has plummeted in the past five years. Chairs identified three major

sources of stress: fear of not maintaining sufficient funding to keep their positions and sustain a career; frustration over the amount of time spent doing paperwork and administrative duties; and distrust due to an increasingly adversarial relationship with the executive leadership.

In this Commentary, the authors explore whether declining morale and

concerns about funding, bureaucracy, and faculty–administration conflict are part of a larger national pattern. The authors also suggest ways that the federal government, research sponsors, and academic institutions can address these concerns and thereby reduce stress and burnout, increase productivity, and improve overall morale of academic biomedical scientists.

In 2010, through our involvement with the University of Texas MD Anderson Cancer Center’s Faculty Health and Well-Being committee, we sensed a decline in the morale of our faculty physicians and began visiting clinical departments to discuss the problem of physician burnout. They told us that internal factors such as increased productivity targets, decreased job autonomy, and cumbersome paperwork contributed to this problem. We shared with them that their experience was apparently part of an unfortunate nationwide trend. Scores of studies have reported an epidemic of burnout among U.S. physicians, with rates approaching 50%.^{1,2} It was no fun to be the bearer of such bad news, but at least these studies acknowledged and validated the problems our faculty physicians were experiencing. These

studies also identified behaviors and beliefs that correlated with lower rates of burnout and higher quality of life, and in some cases motivated specialty groups and health organizations to consider reforms.

Before long, the scientists on our committee and throughout our institution began asking, “What about us?” They sensed a declining morale among faculty scientists analogous in many ways to the problems of their physician colleagues. Again, we searched the literature, but this time we found nothing—there were no serious attempts to assess the health and well-being of academic biomedical scientists. This, of course, smacked of irony—the scientists who studied human health had never researched the health of their own profession.

We called a meeting of interested faculty scientists and asked them how we might go about investigating this problem. They suggested we begin by interviewing the chairs of basic science, population science, and quantitative science departments at our large, urban comprehensive cancer center. If the results are interesting, they said, then we should consider a more extensive quantitative study.

We recently published a report of our findings in the journal *Nature*.³ Most chairs told us that the morale of academic biomedical scientists has worsened significantly in the past five years. They

cited funding challenges, bureaucratic inefficiencies, and faculty–administration conflict as the main sources of stress. Many faculty, they predicted, will lose their positions because of lack of funding, and even those who secure funding may not continue to enjoy their careers given the changing research environment. **Underlying much of this stress is a shift from academic culture to a more corporate culture, with explicit productivity targets, commercialization, and top-down decision making.** Chairs expressed a wide range of opinions regarding the future: whether science for the sake of science will continue to be supported, or whether an increased focus on commercialization and applied sciences will supplant the role of RO1 grants and pure investigative research.

A National Perspective on the Problem

Several indicators suggest that our faculty’s problems—declining morale, funding difficulties, frustration with paperwork and bureaucracy, and faculty–administration conflict—are not limited to our institution but are part and parcel of a national trend. The *Chronicle of Higher Education* recently surveyed National Institutes of Health (NIH)– and National Science Foundation–funded scientists, asking about economic pressures, and found “an unequivocal downsizing of their capability to perform basic investigative research.”⁴ Half the respondents said they had abandoned areas of research central to their lab’s

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Dr. Gritz is professor and chair, Department of Behavioral Science, and Olla S. Stribling Distinguished Chair for Cancer Research, University of Texas MD Anderson Cancer Center, Houston, Texas.

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mission, and three-quarters said they had cut back on graduate students and research fellows. Eighty-eight percent reported “greater discouragement among graduate students and postdocs about future career opportunities.”⁴

A recent report from the National Research Council (NRC) on preserving the health of academic medical centers and research universities also acknowledged the funding crisis, as well as the concerns about excessive paperwork and regulatory burden, calling for bold new initiatives to address these issues.⁵ Although the NRC proposals were too general to be of much benefit or consolation to faculty scientists and their chairs, they did underscore that the funding crisis and the bureaucratic burdens are a serious threat to the future of academic institutions and a major stressor for academic scientists throughout the United States. The NRC report suggested that some of these problems are in large part the collateral damage of our litigious culture.

Benjamin Ginsberg’s⁶ much-discussed book, *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters*, demonstrates that the other concern expressed by the chairs—the deteriorating relationship between faculty and administration—may be a nationwide problem as well. Ginsberg describes a role reversal similar to the one our chairs discussed, in which faculty in American universities have taken a backseat to administrators and staffers who make the rules and set the agenda. He documents a sharp rise in salaries, prestige, and sheer numbers of administrative officials, and in budget shifts from faculty to administrative priorities. **In 1975, American universities employed twice as many professors as administrators and staffers combined. By 2005, the number of professors had grown by 51% from 446,830 to 675,624, but the number of administrators and staffers had exploded by 181% from 268,952 to 756,483.⁶ Professors are now in the minority.** Ginsberg concludes: “When push came to shove, colleges obviously chose to invest in management rather than teaching and research.”⁶ Ginsberg’s concerns about the corporatization of U.S. colleges and universities are similar to those our chairs expressed regarding a cultural shift from academic to corporate values and a power shift from faculty to administration at academic health centers. A possible

criticism of Ginsberg is that he attributes this shift to an administration power grab and does not consider the extent to which this change may have been necessitated by increased regulatory burdens. As one executive leader told us, “Blaming the university administration is easy, and changing the law is much harder.”⁷

Further evidence of this trend, and its impact on faculty morale, was noted in a recent study by Souba et al⁸ of clinical chairs at U.S. medical schools. Chairs of surgery and medicine departments described a pattern in which executive leaders intentionally or unintentionally discouraged the flow of negative information from their faculty. This creates a culture of organizational silence in which the most important issues go unrecognized, undiscussed, and unaddressed. It also creates a culture in which the decision making becomes centralized. Faculty needs are ignored, and faculty are disenfranchised from the decision-making process.

Recommendations for National Stakeholders and Academic Institutions

The best way to improve academic scientists’ morale is to address their very real concerns regarding funding, bureaucracy, and faculty–administration conflict. This should also improve their productivity. Instead of spending inordinate amounts of time fighting for and worrying about funding, being sidetracked and frustrated by bureaucratic paperwork, and being demoralized by faculty–administration conflict, they could focus on being scientists and doing science.

The NRC report⁵ recommends that the federal government, along with other research sponsors, should:

- **“Adopt stable and effective policies, practices and funding for university-performed R&D [research and development] and graduate education so that the nation will have a stream of new knowledge and educated people.”**
- **“Create a ‘Strategic Investment Program’ that funds initiatives at research universities.”**
- **“Strive to cover the full costs of research ... in a consistent and transparent manner.”**

- **“Reduce or eliminate regulations that increase administrative costs, impede research productivity, and deflect creative energy without substantially improving the research environment.”**

Although faculty distress about funding cannot be addressed directly at a local level, academic institutions can implement harm-reduction measures to limit the impact of low funding rates on individual careers and faculty morale. One such measure would be to increase bridge funding for promising faculty who are struggling to fund their research. Another would be to lower the percentage of salary that faculty must cover through grants. A third measure would be to improve administrative support for the grant submission process. Fourth, institutions could increase the level of formal acknowledgment of research collaboration expressed in the coauthor and coinvestigator status, both in the annual faculty appraisals and in the criteria for promotion and tenure. Finally, institutions can increase assistance for faculty in finding nontraditional sources of research funding, such as philanthropic donations or federal funding designated to support research indirectly through funding infrastructure. Proposals in response to the latter opportunities can sometimes be designed to have a pilot study-funding mechanism embedded in the overall research support umbrella. Because some of the nontraditional funding would lack the academic credibility provided by peer review, promotion and tenure of faculty using these resources could be based on the peer-reviewed publications derived from such funding, and perhaps also on the potential for future NIH RO1 grants resulting from this seed money.

The issues of bureaucracy and faculty–administration conflict can and should be addressed internally through the work of the representative faculty organizations in collaboration with the executive leadership of the institution. In our institution, the Faculty Senate has helped create task forces which bring faculty and administrative leaders together to troubleshoot particular aspects of these issues. There are no easy solutions, but faculty now have representation on key institutional committees.

Institutions can also mitigate the negative impact of funding challenges, bureaucracy, and faculty–administration conflict through improved mentorship, career counseling programs, and better access to mental health professionals. At our institution, we formed a Faculty Health & Well-Being program which offers training around issues of burnout, resilience, and work–life balance (grand rounds lectures, panel discussions, workshops)⁹; provides mind–body fitness training (meditation, yoga, Tai Chi, Pilates, and mini-retreats)¹⁰; organizes peer support activities (support groups, “faculty café” social gatherings)¹¹; encourages creativity and emotional expression (stress-buster music programs, faculty art exhibitions, karaoke); supports career development and mentoring (a “focus on junior faculty” initiative); and offers informal coaching and counseling. Our Faculty Assistance Program provides up to three free, confidential sessions with a licensed psychologist for faculty members and their immediate family. This service is completely separate from the institution, and from the existing Employee Assistance Program, which is also available through Human Resources. Finally, we cohosted a national conference and published a volume on “Faculty Health in Academic Medicine.”¹²

Many academic health centers are beginning to acknowledge that academic science is no longer a reliable career path and are offering assistance in transitioning to alternative careers. At

our institution, for example, the newly established Center for Professional Development and Entrepreneurship offers educational programs and advising services to raise awareness among trainees and faculty and to facilitate connections with external career opportunities.

These measures will help faculty scientists to be more responsive to changes in the funding and regulatory environment and to the rapid developments in scientific knowledge. They will also enable faculty scientists to be more competitive with industry and international peers, less distracted by extrinsic factors, and better able to focus their creative energies on research itself. Under these improved conditions, scientists will not only be more productive but also should experience lower levels of job stress, lower levels of job burnout, and higher levels of job satisfaction.

Funding/Support: None reported.

Other disclosures: None reported.

Ethical approval: The study described in this Commentary was approved by the institutional review board of the University of Texas MD Anderson Cancer Center.

References

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May 14, 2014

To: Ignacio López-Calvo, Chair, Division Council

From: Rudy Ortiz, Chair, Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF)

A handwritten signature in black ink, appearing to read "Rudy Ortiz", is placed below the "From:" line.

Re: Request for Senate Faculty Mentoring Award

On behalf of the Committee on Faculty Welfare, Diversity, and Academic Freedom, we would like to propose a new faculty Senate award in recognition of excellence in faculty mentorship of post-docs, visiting faculty, and junior faculty and/or other faculty or staff. We propose: (1) the award be called the "Senate Award for Faculty Mentoring Excellence", (2) the Provost provide a \$2,500 monetary award to the awardee's Senate account, (3) the awardee be allowed to invite and introduce an external guest/colleague to provide the workshop on *Mentoring* that is a topic of the faculty development workshop series, and (4) be honored by providing a written narrative on *mentoring experiences/advice* to be released to the campus via one of its many media outlets.

We propose a larger award amount than the others because the faculty, through surveys, have consistently commented on the lack of sufficient and robust mentoring available, and it is our hope and intent that this larger award amount may provide incentive to get more senior or experienced faculty more engaged with their junior colleagues and other trainees. Furthermore, a number of faculty have been providing superb mentorship to a large number of undergraduates, especially, and other trainees without recognition, but this may call attention to their wonderful service and motivate others to follow suit. Nonetheless, we feel that the lack of available mentoring to trainees and faculty needs to be addressed and hopefully an attractive monetary incentive may facilitate this need.

We welcome feedback from the Senate to help our committee present the best proposal to the Provost/EVC.

cc: FWDAF members
DivCo members
Senate office

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September 12, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Rudy Ortiz, Chair, Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF)

A handwritten signature in black ink, appearing to read "Rudy Ortiz".

Re: Proposed Split of FWDAF

FWDAF would like to recommend that starting in AY 2015-2016, FWDAF split into two separate standing Senate committees: the Committee on Faculty Welfare and Academic Freedom and the Committee on Diversity and Equity. We feel a number of factors have precipitated that justify the development of this independent committee: **1)** the faculty welfare issues being discussed at the system-wide and campus-wide level are of sufficient magnitude and importance that a separate committee is warranted to provide the dedicated attention these issues deserve, **2)** the increased workload to adequately cover diversity (e.g., hiring practices) and academic freedom (e.g., online courses) combined detracts from the attention needed for faculty welfare and together the needed attention to all issues is being diluted, and **3)** the appropriate and necessary dedication of a UC Merced representative to the UCFW is becoming increasingly difficult to identify from FWDAF, which negatively impacts the Merced Division's voice at the system-wide level. Also, it should be noted that Faculty Welfare, Diversity, and Academic Freedom are three independent committees on 7 of the 9 other UC campuses. ¹

Given these factors, we propose a new Faculty Welfare and Academic Freedom committee that starts with 4 members (at least 1 member from each School) in AY 2015-2016 and increases as necessary to adequately address faculty welfare and academic freedom issues. Members of this committee would then be responsible for representing the Merced Division at the system-wide level (representative and the alternate). Because of the significant meeting schedule of this UC committee and the significance of the issues being discussed at the system-wide level, we recommend that the committee be comprised of

¹ UCI has a Council of FWDAF with three corresponding subcommittees. UCSB has a Committee on Faculty Welfare and Academic Freedom and a Committee on Diversity & Equity.

more senior faculty with significant UC experience. We also recommend that the initial committee members serve at least 2 academic years to provide some stability at the onset.

The existing FWDAF committee will become the Committee on Diversity and Equity, will be reduced to 3 members (1 member from each School), and will continue to represent UCM at the system-wide level (UCAAD).

Thank you for your consideration of our proposal and we look forward to working with you to produce the most impactful format to ensure that UCM's interests with respect to faculty welfare are being properly represented.

cc: FWDAF members
DivCo members
Senate office

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October 22, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Patricia LiWang, Chair, Committee on Committees (CoC)

Re: Proposed Split of FWDAF

The Committee on Committees (CoC) discussed the proposal to split the Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF) into the Committee on Faculty Welfare and Academic Freedom and the Committee on Diversity and Equity. CoC supports the split to ensure all issues receive the proper attention.

Thank you for the opportunity to opine.

Cc: CoC Members
Division Council



ACADEMIC SENATE, MERCED DIVISION
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PETER VANDERSCHRAAF, CHAIR

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September 30, 2014

To: Jian Qiao-Sun, Academic Senate Chair

From: Peter Vanderschraaf, Chair, Committee on Rules and Elections (CRE)

Re: CRE comments on the proposed split of FWDAF

The Committee on Rules and Elections corresponded over email regarding the memo from the Committee on Faculty Welfare, Diversity and Academic Freedom proposing to split into two standing committees. The committee is supportive of breaking up FWDAF into two committees as welfare (as an important faculty issue) and diversity and academic freedom will allow the Senate to maintain robust faculty input to the whole university community over these important issues.

Should the Division Council advice CRE to proceed with the proposal to split FWDAF, the separation of duties will need to be codified in the Division Bylaws and presented in at the spring Meeting of the Division. CRE will also need to receive clarification if the expectation will be for the proposed two standing committee chairs (e.g., Committee on Faculty Welfare and Committee on Diversity and Academic Freedom) to sit on DivCo.

Thank you for the opportunity to opine.

CC: Committee on Rules and Elections
Division Council
Academic Senate Office

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October 3, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: David C. Noelle, Chair, Committee on Research (COR)

A handwritten signature in cursive script that reads "David C. Noelle".

Re: Proposed Split of FWDAF

COR has reviewed the attached proposal to divide the Committee on Faculty Welfare, Diversity, and Academic Freedom into the Committee on Faculty Welfare and Academic Freedom and the Committee on Diversity and Equity. COR is in favor of the proposed split as it will increase the efficiency of the good work currently being conducted by FWDAF.

cc: COR Members
DivCo Members
Senate Office

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October 10, 2014

**JIAN-QIAO SUN
CHAIR, DIVISION COUNCIL**

Re: UGC Comments on the Proposed Split of FWDAF for AY 15-16

At its October 8 meeting, UGC discussed the proposed split of FWDAF (Faculty Welfare, Diversity and Academic Freedom) into two separate committees: the Committee on Faculty Welfare and Academic Freedom and the Committee on Diversity and Equity.

From a staff support perspective, the addition of a new Senate committee will augment the workload of the Senate Office, whose staff is already stretched thin. Therefore, instead of splitting the FWDAF committee, UGC recommends increasing the committee's membership so that some of the committee workload can be accomplished by subcommittees, which is the model currently used by the Undergraduate Council.

We thank you for the opportunity to opine.

A handwritten signature in blue ink that reads "Jack Vevea".

Jack Vevea
Chair, Undergraduate Council

Cc: UGC Members
DivCo Members
Fatima Paul, Senate Assistant Director

Enclosures (1): FWDAF Memo

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October 1, 2014

To: Jian-Qiao Sun, Senate Chair

From: Kathleen Hull, Chair, Graduate Council (GC)

Re: GC comments on the proposed split of the Committee on Faculty Welfare, Diversity and Academic Freedom

In response to DivCo's request, the Graduate Council reviewed the proposed split of the Committee on Faculty Welfare, Diversity and Academic Freedom (FWDAF). The following comments are offered from the perspective of the current status of Graduate Council's workload.

1. The benefit of a split would be to create a committee that could exclusively focus on the diversity and equity matters. Since Faculty welfare issues have been a major part of the FWDAF's work to date, GC believes that diversity matters would receive the attention needed if the proposed split occurred.
2. One way to address the workload issues of FWDAF would be to staff the committee differently and create a committee structure (e.g., subcommittees) that allows members to focus on the different components of FWDAF duties.
3. Given the current resource constraints at UC Merced, GC encourages the Academic Senate to consider such requests in the context of the full range of Senate priorities and the potential consequences on such actions on the Senate Office staff. To this end, we hope the Division Council will continue the important discussion with the administration on the need for more resources to support current staff and the priorities of the Academic Senate-Merced Division.
4. A large percentage of faculty participate in Senate service mainly due to the size of the campus and the Division needs to be cognizant of the pressure placed on faculty to serve along with the potential repercussions on their research.

We appreciate the opportunity extended to opine.

Cc: Graduate Council
Division Council
Academic Senate Office



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November 20, 2014

To: Gregg Camfield, Vice Provost for Faculty

From: Rudy Ortiz, Chair, Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF)

A handwritten signature in black ink, appearing to read "Rudy Ortiz".

Re: Request to Draft Parking Permit Renewal Policy

At the November 5 Division Council meeting, Senate Chair Sun requested that FWDAF draft a proposed procedure for your review pertaining to the renewal of parking permits.

1. All permanent employees including postdoctoral fellows with multiple-year contracts shall have automatic renewal of their current permit in August, unless the employee opts out by informing the parking service after being notified of the automatic renewal by email.
2. Everyone can opt out the parking permit any time.
3. Establish a waiting list of permanent employees for the parking lots with high demand.
4. The employees with annual or temporary appointment such as GSIs, GSRs, undergraduate interns and other temps will not have automatic renewal of the parking permit. Upon confirmation of the appointment in August, they will have higher priority for parking permit than the students without employment.
5. The students without campus employment will be given the parking permit on the first-come first-served basis.

cc: FWDAF members
Division Council members
Senate office

Faculty World Café

September 17, 2014

FWDAF chair Ortiz welcomed participants to the first APO/FWDAF workshop of the year. He pointed out that faculty professional development workshops are offered throughout the year and encouraged faculty to attend.

Advance Coordinator Morales then reviewed the logistics of the event and pointed out the hosts of each table.

Question 1: What can be done to support faculty applying for grants?

Table 1:

- potential institutional incentives for leveraging proposals and awards. One of the things we can do as a campus to help successful grant writers is provide partial support for post docs and grad students.
- assist faculty with grant writing and provide support on how to write the narrative portion of their proposals. Faculty also need clarification on the role of Research Development Services (RDS) and the Sponsored Projects Office (SPO).
- we need more one-on-one support for individual PIs on writing proposals. While grant writing workshops and seminars are helpful, more individualized support is requested. Previous successful awardees could be asked to serve as grant writing mentors.

Table 2:

- develop on-campus committees to help organize junior faculty writing groups. Junior faculty need assistance in the early stages of drafting and brainstorming.
- support is needed to assist faculty with developing budgets and other, non-core intellectual components of grants. Budget assistance seems to vary across Schools but it needs to be universal.

Table 3:

- weekly, targeted email communication with specific information on grant writing. The emails should specify whether the content is geared toward assistant faculty or another faculty group. For ease of use, emails should not contain attachments.
- we need clarification on the different functions of RDS and SPO. Faculty also need a list of contact names for each office.
- we need more internal grant funding opportunities so faculty can practice writing proposals.
- faculty need a boilerplate template of a grant proposal to assist them with the writing of the proposal.

Table 4:

- faculty need help with transitioning from a research idea to submitting a concrete proposal or project. To achieve this, faculty would like more information on grant workshop opportunities.
- invite private parties to campus who can coach faculty on grant writing.
- more internal seed money is needed for faculty to apply for grants and make them more competitive when the time comes for them to apply to larger, higher-stakes grants, e.g. NSF and NIH.
- faculty need help in making collaborations across campus so they can meet colleagues who are working on similar research.
- more indirect cost return for PIs to support grant activities.
- faculty need more information on Hispanic-Serving Institution (HSI) grant opportunities as UCM is an HSI-designated campus.

Table 5:

- faculty request more transparency related to the limited submission proposals process which currently take place at the school level. Perhaps the campus can develop an internal review panel and expand the review process to maximize the best grants that get submitted from UCM.
- junior faculty need more assistance with grant writing and connecting with grant writing mentors.

Question 2: How can mentoring support professional development for faculty?

Table 5:

- SNS currently assigns mentors to its faculty. The other Schools should adopt this practice.
- faculty need external mentoring but it is difficult to get external mentors to serve because they are burdened with their own work.
- In SSHA, when a faculty member is going up for tenure, the School invites speakers who could be potential letter writers for the faculty member's personnel case.
- mentoring should be available for faculty at all ranks, not just untenured faculty.

Table 4:

- it would be helpful to have an internal mentor who understands UCM and the tenure process but it is also valuable to engage an external mentor who is an expert in a faculty member's field.
- first-year faculty members need to be made aware of mentorship opportunities. An example of potential mentors could be female faculty members in the STEM field.

- senior faculty should understand that if junior faculty need to focus on research, then senior faculty have to take on more of the service workload.

Table 3:

- external mentors are needed.
- junior faculty need to understand the expectations for tenure. One of the Bylaw unit chairs in SNS provided a Year 1 – 8 tenure clock timeline with expectations that faculty in her unit found useful.
- UCM should invite academic career coaches who are trained in HR to offer mentoring.

Table 2:

- (comment from VPF Camfield) mentoring program is nascent but does exist and has funding.
- the campus needs to institute an awards system to incentivize mentoring. Incentives could include a parking pass, summer salary, or research funds.
- the campus needs workshops for mentors so they can be more efficient mentors to junior faculty.
- external mentors need incentives to come to UCM such as the opportunity to speak at a seminar. This would provide the external mentor with useful networking time so their time at UCM is maximized. External mentors should also be provided funds for transportation.
- faculty chairs need mentoring.

Table 1:

- (comment from Provost/EVC Peterson) funding does exist for the faculty mentoring program.
- “bandwidth” for mentors must be taken into consideration. Senior faculty have a lot of workload burdens. While many of them have the desire to be a mentor, they do not have the time to spare.
- LSOEs and LPSOEs should also be taken into consideration. The campus needs to determine what mentoring structure works best for us since we have bylaw units instead of traditional departments.

Follow up question from VPF Camfield: should we help incoming faculty find mentors before they arrive on campus? The attendees voiced their support.

Question 3: What does a workplace that supports work/life balance look like?

Table 3:

- more information on child care options and local school districts should be in one central place. And, there should be one contact person to provide faculty this information.
- the work/life balance question is tied to the previous two questions: if faculty are given support for grant writing and are provided with mentoring, their time is freed up to devote more energy to their personal lives.
- faculty should coordinate and seek ways to improve the quality of local schools.
- the campus should have more dining options such as Trader Joe's and Peet's Coffee.
- more employment opportunities are needed for faculty spouses. Local businesses should be provided with incentives to hire faculty spouses.

Table 1:

- faculty need a social place to gather, such as a faculty club which exist on other campuses.
- faculty need to be provided with information on benefits and family policies so they understand their rights.
- more attention should be placed on faculty successes.
- make the campus a center of culture. Faculty families are scattered and it would improve moral to make the campus the focal point.
- more summer programs are needed for faculty's children.
- the Early Childhood Education Center (ECEC) should expand its hours beyond the traditional 8:00 am – 5:00 pm in recognition of faculty work hours.

Table 2:

- the ECEC needs more funding to add additional staff.
- more summer programs are needed for faculty's children.
- faculty would like a reliable network of child care givers in the Merced area.
- faculty should work together to improve the quality of Merced area schools.
- due to the space challenge, some faculty being teaching at 7:00 am and end as late as 11:00 pm. This is not sustainable.
- faculty find it difficult to take sabbatical when faculty are so few in number. Classes have to be covered and faculty are stretched too thin.
- faculty need guidance on how to deal with graduate students and other pressing issues while on Active Service/Modified Duty. Appropriate mentoring can assist with this problem.

Table 4:

- the administration and academic leadership should schedule meetings and teaching assignments with faculty child care in mind.
- additional ECEC funding for additional staff is crucial for faculty recruitment and retention.
- the campus climate should change to recognize that faculty working nearly 24 hours a day does not make them more productive.
- faculty need to focus on research and teaching and not on extra tasks. The service burden needs to be assuaged.
- more staff assistance is needed, particularly in the classroom.
- more local activities are needed for faculty children such as better play areas and a good library.
- the campus should collaborate with the downtown area to help create more family activities and cultural events.

Table 5:

- we need to change the campus culture and make everyone aware of the importance of the work/life balance.
- faculty should socialize together and this is better facilitated if faculty lived in the area.
- faculty should have realistic expectations as to how much work they can do. Mentoring can assist in this area.
- faculty need flexibility with their work hours.
- the campus should institute more team teaching opportunities. If multiple faculty members teach a course, other faculty are free to attend conferences and fulfill personal commitments.
- faculty should respect colleagues' personal time. This includes faculty with and without children.

FWDAF Chair Ortiz provided a summation of the main points from today's harvests:

Grants: we need to provide more support for faculty to draft the budget components of their grant proposals. We need to provide faculty with a boilerplate template for proposals. We also need to inform faculty about the functions of RDS and SPO. Finally, we need to nurture collaboration between disciplines.

Mentoring: the campus does have a program for internal and external mentors and there is funding available. Faculty are encouraged to create ways to facilitate both internal and external mentoring, such as inviting the external mentor to a UCM seminar or inviting an academic coach

to speak to faculty research groups. Mentoring is needed at all levels, including Associates and Chairs, not just junior faculty. The University of New Mexico holds a mentoring workshop every year. This year, FWDAF members Ortiz and Tanya Golash-Boza are attending and will bring back information to APO and VPF Camfield. The goal is for more UCM faculty to attend in the future, so faculty are encouraged to speak to VPF Camfield if interested.

Work/life balance: There is a need to address child care issues and resources and programs to nurture faculty's personal lives. We also need to stimulate morale among faculty. The campus should be a center of culture so we should create ways to bring more cultural events to campus. Lastly, faculty would benefit from a faculty club so they can interact informally.

Chair Ortiz ended his remarks by inviting all faculty to submit any comments or questions about faculty welfare, diversity, and academic freedom to the FWDAF committee members. All faculty are encouraged to attend the future APO/FWDAF faculty professional development workshops. Next month's workshop will feature new Graduate Dean Marjorie Zatz and the topic will be graduate education.

VPF Camfield thanked the FWDAF committee for addressing faculty welfare issues and Advance Coordinator Morales for her effort in arranging and facilitating today's event. He mentioned that APO is expanding its functions to include faculty welfare issues and Morales is the point person for this effort. Faculty are encouraged to speak to the VPF as he is the conduit to Provost/EVC Peterson. We want all faculty to thrive. VPF Camfield thanked today's attendees for their input.

Advance Coordinator Morales requested that faculty read her future emails from the Faculty Life account as they contain important information on future events. Attendees were also encouraged to visit the Faculty Life Facebook page.

Notes taken by:

Simrin Takhar, Academic Senate

Upcoming Faculty Mentoring & Professional Development Events

Fall 2014

Publish and Flourish

Thur. Nov 13 - 12:00 pm – 1:30 pm in KL232

This workshop will focus on strategies for publication in the humanities and sciences and will provide advice on how to write book proposals and journal articles, manage your time, and improve your networking. Light lunch provided.

Spring 2015

Coffee & Chat: Thurs, Jan 29, in TBD / Topic: TBD

Mentoring: Leveraging your Network for Success

Thur. Feb 4 – 11:45 am – 1:30 pm in KL232

Dr. Phillip Clifford from the University of Illinois, Chicago will be discussing mentoring success strategies. Dr. Clifford is nationally recognized for championing career and Professional Development for faculty. Lunch will be provided.

Coffee & Chat: Thurs, Feb 26, in TBD / Topic: TBD

Work Life Balance

Wed. Mar. 4 – 11:45 am – 1:30 pm in KL232

Tanya Golash-Boza will discuss how to balance work and life in academia. Light lunch will be provided.

How to write a successful Self Statement

March 17 – (date is tentative) Location TBD

Vice Provost Camfield will discuss strategies for success when writing a self-statement. Lunch will be provided.

Coffee & Chat: Thurs, Mar 26, in TBD / Topic: TBD

Lunch with the Provost

April – Date & Location TBD

It's almost been a year and we want to know how your experience has been so far! Join Provost Peterson and colleagues for lunch.

Coffee & Chat: Thurs, Apr 30, in TBD / Topic: TBD

The Road to Tenure

May 2015 – Dates & Location TBD

Depending on date of Spring CAP Meeting
Lunch may be provided.

