

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

Thursday, December 12, 2013

2:00 – 4:00 pm, SE 300

Documents found at [UCMCROPS/FWDAF1314/Resources](https://ucmcrops.fwdaf1314.com/resources)**AGENDA**

- I. Guest Speakers
 - A. De Acker, Ombuds – Updates (2:00 – 2:10 pm)
 - B. Professor Nella Van Dyke – Campus Climate (2:10 – 2:30 pm) **Pp. 1-51**
 - C. Juan C. Meza, Dean, SNS – Faculty Retention (2:30 – 2:45 pm)

- II. Chair’s Report – *Rudy Ortiz*
 - A. Update on Senate-Administration Faculty Salary Equity Subcommittee
 - B. Summary of FWDAF’s memos to DivCo: diversity (and survey) and Moreno Report **Pp. 52-62**
 - C. Composite Benefit Rates update from systemwide

- III. Systemwide Updates
 - A. UCAAD – *FWDAF representative: Rudy Ortiz*
 - B. UCFW – *FWDAF representative: Linda Cameron*
 - C. UCAF – *FWDAF representative: Sean Malloy*

- IV. Educating Colleagues on Importance of Diversity – *Sean Malloy & Tanya Golash-Boza*
 - A. At the November 14 FWDAF meeting, members Malloy and Golash-Boza agreed to draft a memo relating to the education of faculty colleagues on the importance of diversity.
Action requested: Review and approve memo. Memo will be transmitted to the Senate Chair.

- V. Stopping the Tenure Clock/ASMD/Family-friendly policies for faculty – *Linda Cameron & Asmeret Asefaw Berhe*
A. At the November 14 meeting, FWDAF members Cameron and Berhe related that many faculty are unaware of family-friendly policies.
Discussion item.
- VI. Start Up Funds – *Rudy Ortiz*
At the November 19 Meeting of the Division, the Provost announced his intention to tighten the parameters around the use and extension of faculty start up funds
Discussion item.
- VII. Committee on Research Memo on Library’s 2020 Space Plan **Pp. 63-67**
COR submitted a memo to the Senate Chair regarding its concerns over the Library’s 2020 Space Plan. The Senate Chair has invited the other Senate standing committees to comment.
Action requested: Review the COR memo. FWDAF analyst will compile the committee’s comments into a memo and transmit to the Senate Chair by the deadline of December 13.
- VIII. Course Buyout Policy – *Rudy Ortiz* **Pp. 68-74**
Provost Peterson responded to the Senate’s concerns regarding the previous version of the course buyout policy.
Action requested: Review Provost’s memo and revised policy. FWDAF’s comments will be transmitted to the Senate Chair by the deadline of December 13.
- IX. Systemwide Review Items – *available at:*
UCMCROPS/FWDAF1314/Resources/Review Items - Systemwide
A. Proposed revisions to Senate Bylaw 55. FWDAF, CAP, and CRE are the lead reviewers. Deadline for comments is January 6, 2014.
Action requested: Review proposed changes. Committee analyst will transmit any comments to the Senate Chair.

B. Proposed revisions to APM 35 pertaining to sexual harassment. CAP is the lead reviewer. Deadline for comments is January 10, 2014.
Action requested: Review proposed changes. Committee analyst will transmit any comments to the Senate Chair.

C. Proposed revisions to Self-Supporting Graduate Degree Programs (SSGPDP). GC and CAPRA are the lead reviewers. Deadline for comments is January 13, 2014. **Action requested:** Review proposed changes. Committee analyst will transmit any comments to the Senate Chair.

D. Proposed revisions to APM 25, 670, and 671 pertaining to outside activities. CAP is the lead reviewer. Deadline for comments is January 31, 2014. **Action requested:** Review proposed changes. Committee analyst will transmit any comments to the Senate Chair.

X. Spring 2014 Meeting Schedule - *All*

Action requested: FWDAF members to decide on frequency of meetings for spring semester.

XI. Other Business

Acceptance Page

Consent to Participate in Research UC Merced Faculty Work Climate Survey

Investigators

David Ojcius, Principal Investigator, Arnold Kim, Valerie Leppert, Nella Van Dyke, Jan Wallander

Introduction and Purpose

We are conducting a survey regarding your work experiences at UC Merced and general work-life issues. These issues have never been explicitly examined on our campus, yet they have a significant impact on our quality of life. We understand that these days you are being asked to do more with less, but your participation in this survey can help us to develop initiatives to improve the quality of life of faculty on our campus. This research is being conducted with funding from NSF.

Please remember that the survey deadline is (Some Date?)

Procedures

If you agree to participate in this research, you will be asked to complete an online survey by logging in with your UCM login username and password and clicking on the "Accept" button at the bottom of the page. The survey includes questions about your current job characteristics, demography, career-life issues, and a broad-range of issues associated with your current work situation, including: hiring process, work load, job satisfaction, merit and promotion review process, career development support, discrimination/harassment issues, work-life issues, and overall work place climate issues. We anticipate that completing the survey will take about 30 minutes.

Benefits

There is no direct benefit to you from taking part in this. We hope that the research will help UC Merced to be the best place to work for faculty that it can be.

Risks/Discomforts

It is possible that some of the research questions, being of a personal nature, may make you uncomfortable or upset. You are free to decline to answer any questions you do not wish to, or to stop participating at any time. As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk.

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used. We will not link your responses to any other campus data and will not ask for nor store any direct identifier data (name, employee id, etc.) in the response data set. All data will be stored on secured servers with up-to-date security and firewalls in locked secured rooms. Your college/school/department/unit will not receive a copy of your individual survey responses.

When the research is completed, we may save the data for use in future research done by ourselves or others. The same measures described above will be taken to protect confidentiality of this study data.

Compensation

You are not paid directly for taking part in this study. You have received a gift card as a token of our appreciation for your consideration to participate in this survey.

Rights

Participation in this research is completely voluntary. You can decline to answer any questions and you are free to stop taking the survey at any time. Whether or not you choose to participate, to answer any particular question, or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact David Ojcius at dojcius@ucmerced.edu.

If you have any questions about your rights or treatment as a research participant in this study, please contact the University of California, Merced Office of Research Compliance and Integrity, at (209) 383-8655 or [dmotion@ucmerced.edu](mailto:dmothton@ucmerced.edu). This survey (research project) has been reviewed and approved by the UC Merced Institutional Review Board.

If you agree to take part in the research, please print a copy of this page for your future reference. Then click on the "Accept" button to begin. Your doing so indicates that you provide informed consent to participate in this research.

Funding provided by: NSF grant # HRD-1008044

Accept

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Faculty Work Climate Survey
University of California, Merced

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The Hiring Process

1. What were the three most important factors that positively influenced your decision to accept your (first) position at UC Merced?

- Prestige of University
- Spouse/partner employment
- Teaching opportunities
- Community resources - organizations
- Support for research
- Colleagues in department/unit/lab
- Climate for racial/ethnic minority groups
- Geographic Location
- Research opportunities
- Opportunity to help build new university
- Quality of the public schools
- Salary and benefits
- Climate for women
- Diversity of students

Other, please explain:

2. What factors, if any, made you hesitate about accepting a position at UC Merced?

- Prestige of University
- Spouse/Partner Employment
- Teaching opportunities
- Community resources - organizations
- Support for research
- Colleagues in department/unit/lab
- Climate for racial/ethnic minority group
- Availability of high quality private schools
- Geographic Location
- Research opportunities
- Opportunity to help build new university
- Quality of the public schools
- Salary and benefits
- Climate for women
- Diversity of students
- Community resources for family members with special needs

Other, please explain:

Note: Throughout this survey, we will use unit to refer to the Bylaw 55 unit where you have your primary appointment. For example, your unit might be the School of Natural Sciences, School of Engineering, Cognitive and Information Sciences, Humanities and World Cultures, Psychological Sciences or Social Science and Management.

3. Please indicate how much you agree or disagree with each of the following statements about the hiring process.

a. I was satisfied with hiring process overall.	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
b. The unit did its best to obtain resources for me.	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
c. Faculty in the unit made an effort to meet me.	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
d. My interactions with the search committee were positive.	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
e. I negotiated successfully for what I needed.	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
f. I was satisfied with my start-up package at the time.	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable

Click **Submit** to save and go to the next page.

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Experience of Employment at UC Merced

4. Please indicate whether you have served or been asked to serve in any of the following administrative positions since your arrival at UC Merced:

	<input type="radio"/> Served <input type="radio"/> Served in interim capacity <input type="radio"/> Asked to serve but said no <input type="radio"/> Never been asked but would like to serve <input type="radio"/> Never been asked and do not want to serve
a. Dean or Interim Dean	<p>5 Did you receive any compensation, either in terms of teaching relief or additional salary, for your most recent administrative service?</p> <p><input type="radio"/> yes <input type="radio"/> no</p> <p>6 What sort of compensation did you receive for your most recent administrative service?</p> <p><input type="checkbox"/> 1 Course release <input type="checkbox"/> 2 Course releases <input type="checkbox"/> Additional salary or a stipend</p> <p>Other, please specify: <input type="text"/></p>
	<input type="radio"/> Served <input type="radio"/> Served in <input type="radio"/> Asked to <input type="radio"/> Never been asked <input type="radio"/> Never been asked

	interim capacity	serve but said no	but would like to serve	and do not want to serve
b. Associate Dean or Vice Provost	<p>5 Did you receive any compensation, either in terms of teaching relief or additional salary, for your most recent administrative service? <input type="radio"/> yes <input type="radio"/> no</p> <p>6 What sort of compensation did your receive for your most recent administrative service? <input type="checkbox"/> 1 Course release <input type="checkbox"/> 2 Course releases <input type="checkbox"/> Additional salary or a stipend</p> <p>Other, please specify: <input type="text"/></p>			
c. Chair of a Bylaw 55 Unit	<p><input type="radio"/> Served <input type="radio"/> Served in interim capacity <input type="radio"/> Asked to serve but said no <input type="radio"/> Never been asked but would like to serve <input type="radio"/> Never been asked and do not want to serve</p> <p>5 Did you receive any compensation, either in terms of teaching relief or additional salary, for your most recent administrative service? <input type="radio"/> yes <input type="radio"/> no</p> <p>6 What sort of compensation did your receive for your most recent administrative service? <input type="checkbox"/> 1 Course release <input type="checkbox"/> 2 Course releases <input type="checkbox"/> Additional salary or a stipend</p> <p>Other, please specify: <input type="text"/></p>			
d. Administrator or director of a center or institute	<p><input type="radio"/> Served <input type="radio"/> Served in interim capacity <input type="radio"/> Asked to serve but said no <input type="radio"/> Never been asked but would like to serve <input type="radio"/> Never been asked and do not want to serve</p> <p>5 Did you receive any compensation, either in terms of teaching relief or additional salary, for your most recent administrative service? <input type="radio"/> yes <input type="radio"/> no</p> <p>6 What sort of compensation did your receive for your most recent administrative service? <input type="checkbox"/> 1 Course release <input type="checkbox"/> 2 Course releases <input type="checkbox"/> Additional salary or a stipend</p> <p>Other, please specify: <input type="text"/></p>			
e. Administrator/lead/chair of a disciplinary program	<p><input type="radio"/> Served <input type="radio"/> Served in interim capacity <input type="radio"/> Asked to serve but said no <input type="radio"/> Never been asked but would like to serve <input type="radio"/> Never been asked and do not want to serve</p> <p>5 Did you receive any compensation, either in terms of teaching relief or additional salary, for your most recent administrative service? <input type="radio"/> yes <input type="radio"/> no</p> <p>6 What sort of compensation did your receive for your most recent administrative service? <input type="checkbox"/> 1 Course release <input type="checkbox"/> 2 Course releases <input type="checkbox"/> Additional salary or a stipend</p> <p>Other, please specify: <input type="text"/></p>			
	<p><input type="radio"/> Served <input type="radio"/> Served in interim capacity <input type="radio"/> Asked to serve but said no <input type="radio"/> Never been asked but would like to serve <input type="radio"/> Never been asked and do not want to serve</p>			

f. Other significant administrative service	<p>5 Did you receive any compensation, either in terms of teaching relief or additional salary, for your most recent administrative service?</p> <p style="text-align: center;"><input type="radio"/> yes <input type="radio"/> no</p> <p>6 What sort of compensation did your receive for your most recent administrative service?</p> <p><input type="checkbox"/> 1 Course release <input type="checkbox"/> 2 Course releases <input type="checkbox"/> Additional salary or a stipend</p> <p>Other, please specify: <input style="width: 150px;" type="text"/></p>
Other, please specify	<input style="width: 250px;" type="text"/>

7. Specify the number of each of the following types of committees you are serving on in the 2010-2011 school-year and indicate how many you chair (e.g. executive, search, admissions, ad hoc review, awards, space, etc.). Do NOT include graduate student examination committees.

Committees	Number of Committees	Number of Committees Chaired
In your unit (not school -wide)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
School-wide committees	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
University-wide	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Academic or professional organizations off-campus	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

8. How many classes and students are you teaching during the 2011-2012 academic year?

Type of Course	Number of Sections	Average Number of Students Per Section	Number of Distinct Courses
Undergraduate	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Graduate	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Professional	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Individualized Teaching Sections	<input style="width: 50px;" type="text"/>	Number of Students? <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

9. How many new courses have you prepped in the past three years (including the 2010-11 school year)?

10. How many of each of the following types of advisees did you have in the 2010-2011 school year?

Type of advisee	Number of Advisees	Number of Organizations
Undergraduate students (whose research you supervised)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Undergraduate student (whom you advise about course schedules)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Master's students (terminal degree)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Doctoral students (whose research you supervised)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Doctoral students (whom you advised about academic matters)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Postdoctoral fellows	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Student organizations	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

11. In a typical week during the 2010-11 school year, approximately how many hours were you engaged in the following activities (write the number of hours per week on the line provided)?

<u>Activity</u>	<u>Hours per week</u>
Teaching courses	<input style="width: 100px;" type="text"/>
Research	<input style="width: 100px;" type="text"/>
Service	<input style="width: 100px;" type="text"/>
Advising students	<input style="width: 100px;" type="text"/>

Click *Submit* to save and go to the next page.

Job Satisfaction

12. All things considered, how satisfied would you say you are with your current position?

- Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied

13. Please indicate the degree to which you are satisfied with each of the following:

1) Current rank	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
2) Current salary	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
3) Benefits	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
4) The way you were welcomed to the UCM campus	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
5) Merit and promotion process	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
6) Administrative support for contracts and grants	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
7) Clerical and administrative support	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
8) Teaching responsibilities	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
9) Advising responsibilities	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
10) Service or Committee responsibilities	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
11) <i>Quantity</i> of space for research	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
12) <i>Quality</i> of space for research	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
13) Unit and campus-wide research and library facilities	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
14) Computer facilities and support	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
15) Resources for equipment and supplies	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
16) Number of graduate students	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
17) Quality of graduate students	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
18) Opportunities to collaborate with faculty in home unit	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
19) Opportunities to collaborate with faculty in other units on the UCM campus	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
20) Opportunities to receive professional mentoring	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
21) Support for diversity in my unit/department	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
22) Intellectual stimulation of your work overall	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
23) Parking	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
24) Time available for scholarly work	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
25) Balance between personal and professional life	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
26) Support for work-family balance in my unit	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
27) Availability of child care	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
28) Availability of quality K-12 schools	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable

29) Commute time	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
30) Diversity of students	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
31) Preparedness of undergraduate students	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
32) Performance of your undergraduate majors	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable
33) Employment opportunities for spouse/partner in geographic area	<input type="radio"/> Very satisfied	<input type="radio"/> Somewhat satisfied	<input type="radio"/> Somewhat dissatisfied	<input type="radio"/> Very Dissatisfied	<input type="radio"/> Not applicable

14. With regard to your current work situation, what factors, positive and negative, contribute most to your overall sense of job satisfaction? (Please explain)

Positive factors?

Negative factors?

Click *Submit* to save and go to the next page.

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Faculty Merit and Promotion Review Process

15. The table below lists major types of criteria considered in merit and promotion reviews. In the first table, indicate the degree of **importance the criterion has played** in merit and promotion reviews of your work. On the second table, indicate the importance you think the criterion **should have** in merit and promotion reviews of your work.

	a. Importance of the criterion in your merit/promotion reviews	b. Importance you believe the criterion should have
Scholarly Productivity (e.g., publications, concerts)	<input type="radio"/> Not applicable <input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important	<input type="radio"/> Not applicable <input type="radio"/> Very important <input type="radio"/> Somewhat important
Grants	<input type="radio"/> Not applicable <input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important	<input type="radio"/> Not applicable <input type="radio"/> Very important <input type="radio"/> Somewhat important
Teaching	<input type="radio"/> Not applicable <input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important	<input type="radio"/> Not applicable <input type="radio"/> Very important <input type="radio"/> Somewhat important
Service	<input type="radio"/> Not applicable <input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important	<input type="radio"/> Not applicable <input type="radio"/> Very important <input type="radio"/> Somewhat important

16. How do you regard your career progression relative to other faculty members in your unit?

Clicking on *Slow/delayed* will open question 17

- Fast Average Slow/delayed

17. How important do you believe each of the following factors has been in accounting for your slow/delayed advancement?

a. Unbalanced record of research, teaching and service	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important
b. Research did not pan out	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important
c. Significantly changed research/scholarship area	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important
d. Could no longer get funding to pursue specific research interests	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important
e. Work not valued by colleagues	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important
f. Could not attract graduate students	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important
g. Poor teaching	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not too important <input type="radio"/> Not at all important
h. Large service load	<input type="radio"/> Very <input type="radio"/> Somewhat <input type="radio"/> Not too <input type="radio"/> Not at all

	important	important	important	important
i. Large mentoring load	<input type="radio"/> Very important	<input type="radio"/> Somewhat important	<input type="radio"/> Not too important	<input type="radio"/> Not at all important
j. Large teaching load	<input type="radio"/> Very important	<input type="radio"/> Somewhat important	<input type="radio"/> Not too important	<input type="radio"/> Not at all important
k. Lack of administrative or clerical support	<input type="radio"/> Very important	<input type="radio"/> Somewhat important	<input type="radio"/> Not too important	<input type="radio"/> Not at all important
l. Problems with graduate students or lab staff; lab management issues	<input type="radio"/> Very important	<input type="radio"/> Somewhat important	<input type="radio"/> Not too important	<input type="radio"/> Not at all important
m. Lab equipment or space issues	<input type="radio"/> Very important	<input type="radio"/> Somewhat important	<input type="radio"/> Not too important	<input type="radio"/> Not at all important
n. Family/personal reasons	<input type="radio"/> Very important	<input type="radio"/> Somewhat important	<input type="radio"/> Not too important	<input type="radio"/> Not at all important
o. Other, please specify				

Career Support

18. To what extent do you agree or disagree with the following statements about your colleagues?

In general, my faculty colleagues in my unit...

a. Maintain high research standards	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
b. Maintain high teaching standards	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
c. Treat staff with respect	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
d. Maintain a supportive working environment	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
e. Work collaboratively	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
f. Are collegial	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
g. Value diversity	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
h. Contribute fairly to the service needs of our unit	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable

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University of California, Merced

Career Support, continued...

19. To what extent do you agree or disagree with the following statements about your unit?

a. There is a shared vision	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
b. Faculty communicate consistently with one another	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
c. Everyone shares in making important decisions	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
d. Feedback is sought and accepted	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
e. Faculty treat each other in an even-handed way	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
f. I receive constructive feedback about my performance	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
g. My work is valued by colleagues	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
h. Agreements are honored	<input type="radio"/> Strongly	<input type="radio"/> Somewhat	<input type="radio"/> Somewhat	<input type="radio"/> Strongly	<input type="radio"/> Not

	agree	agree	disagree	disagree	applicable
i. Disputes and problems are resolved effectively	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
j. There is acceptance that faculty have family responsibilities	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
k. A commitment to diversity is demonstrated	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
l. All faculty are encouraged to participate in strategic planning for the direction of the unit	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
m. There is clarity about the promotion and merit process	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
n. Inter-disciplinary research efforts are valued and rewarded	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
o. Community engaged scholarship is valued	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
p. I have colleagues or peers who give me career advice or guidance when I need it.	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
q. I have colleagues with whom I can collaborate	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
r. My colleagues solicit my opinions about their research	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
s. My colleagues offer assistance with my research when I request it	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
t. The administration in my school is effective	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
u. My school assists me in obtaining the resources I need	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable

20. Other than what you received as part of your negotiated start up, have you been provided with the following In the past three years:

a. Course release supplied by your unit/school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not applicable
b. Committee relief from your unit/school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not applicable
c. Support for research or travel from your unit/school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not applicable
d. Extra space beyond the norm for your unit	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not applicable
e. Summer salary (not from grants)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not applicable

21. Have you ever received a written external job offer while at UCM?

Yes No

22. Where were the outside offers from? (check all that apply)

Other postsecondary institutions Industry or government organizations Other, please specify

23. How many offers have you received from other universities?

24. Are you currently considering seeking employment elsewhere?

Yes No

25. Which factors might cause you to consider an outside offer? Select up to five.

- Annual salary Benefits
 Geographical reasons Collegial interaction
 Spouse/partner employment Expected service load
 Department/university reputation Facilities or space for research
 Resources for research Money for new ventures
 Housing availability/cost Opportunities to collaborate
 Teaching responsibilities Quality of graduate students
 Resources for children Security of employment
 Other, please specify

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Other Workplace Issues

26. Overall, do you think that female faculty at UCM have the same opportunities as male UCM faculty?

yes no

26b. Please describe in what way(s) you think men have greater opportunities than women.

27. The University of California offers several different family accommodation policies for faculty, such as paid childbearing leave, tenure clock extensions, and family leave. Over the past five years, have any of your colleagues expressed the concern that using a family accommodation policy might have a negative impact on their own professional reputation?

Yes No Don't know

28. Now think of all of your colleagues who have made use of family accommodation policies over the past several years. Do you think taking these accommodations has affected the career development or advancement of any of these faculty members?

Yes No Don't know

29. In the space below, please describe the impact taking family accommodations has had on the career development or advancement of faculty.

30. During processes involving hiring, reappointment, tenure, or promotion in your unit, have you noted any colleagues making inappropriate references to a candidate's personal life or appearance?

yes no

31. What were the inappropriate references related to? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Race or ethnicity |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Family status | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Socioeconomic status | <input type="checkbox"/> Disability status |
| <input type="checkbox"/> Political perspectives | <input type="checkbox"/> Nationality/national origin |
| <input type="checkbox"/> Language | <input type="checkbox"/> Immigrant status |
| <input type="checkbox"/> Other, please specify | |

32. Have you ever heard students, faculty or staff make inappropriate references to your appearance or personal life?

Student: Yes No

Faculty: Yes No

Staff: Yes No

33. Have you ever heard students, faculty or staff question or make disparaging remarks about your qualifications?

Student: Yes No

Faculty: Yes No

Staff: Yes No

34. Do you feel you have experienced any of the following forms of discrimination as a faculty member at UC Merced in the last three years? If yes, based on which of the following? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Race or ethnicity |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Family status | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Socioeconomic status | <input type="checkbox"/> Disability status |
| <input type="checkbox"/> Political perspectives | <input type="checkbox"/> Nationality/national origin |
| <input type="checkbox"/> Language | <input type="checkbox"/> Immigrant status |
| <input type="checkbox"/> Other, please specify | |

35. Have you been subjected to any unwanted sexual attention from students, staff or other faculty, as a faculty member at UC Merced? This can include unwanted sexual jokes, remarks, pressure for dates, letters, e-mails or phone calls, touching, cornering or pinching, pressure for sexual favors, stalking, rape or assault, etc.

Yes No

Click [here](#) to visit UC Merced online resources for dealing with issues of sexual harassment.

36. Use the space below to provide any comments you may have regarding sexual harassment or any form of discrimination you may have experienced. Please do not mention any names, as this might compromise the confidentiality of the survey.

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Work-Life Issues

37. Rate your health.

Excellent Very good Good Fair Poor

38. How often do you find your work stressful?

Very Often Often Sometimes Rarely Never

39. How often do each of the following cause you stress related to your work?

a. Taking work home in the evenings or on weekends to stay caught up	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
b. Working excessively long hours at the office or in the field	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
c. Spending too much time in unimportant meetings that take you away from your work	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
d. Having responsibility for an unmanageable number of projects or assignments at the same time	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
e. Having more work to do than can be done in an ordinary day	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
f. Having committed to too many activities/projects	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
g. Obtaining funding for research	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
h. Attracting high quality graduate students	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
i. Gender-related conflict with graduate students	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
j. Not having enough laboratory space	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
k. Quality and/or location of laboratory space	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
l. Having too many service duties	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
m. Other, please specify <input type="text"/>	<input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never

40. How often does each of the following occur?

a. The demands of your job interfere with your family (personal) life	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
b. The demands of your family (personal life) interfere with your work on the job	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
c. Your family helps to support your work efforts and overall career	<input type="radio"/> Very often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never

41. How much do you agree or disagree with the following statements?

a. Overall, my colleagues are supportive when I have a personal or family issue to take care of	<input type="radio"/> Strongly agree <input type="radio"/> Somewhat agree <input type="radio"/> Somewhat disagree <input type="radio"/> Strongly disagree <input type="radio"/> Not applicable
---	--

b. The career pressures I experience here have caused me to miss many important events in my personal and family life	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
c. Overall, my department or unit chair has been mindful of scheduling courses and meetings to accommodate faculty with child care responsibilities.	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable
d. I had fewer children than I wanted to have	<input type="radio"/> Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Not applicable

42. Please indicate, to the best of your knowledge, the availability of these family-friendly accommodations at UCM. (Check all that apply.)

Paid childbearing leave	<input type="radio"/> Available through the University	<input type="radio"/> Available through my College or School	<input type="radio"/> Available through my Department/Unit	<input type="radio"/> Not available at UCM at all	<input type="radio"/> Do not know if available
Active Service - Modified duties for faculty with substantial dependent care obligations	<input type="radio"/> Available through the University	<input type="radio"/> Available through my College or School	<input type="radio"/> Available through my Department/Unit	<input type="radio"/> Not available at UCM at all	<input type="radio"/> Do not know if available
Reduced Appointment (part time status)	<input type="radio"/> Available through the University	<input type="radio"/> Available through my College or School	<input type="radio"/> Available through my Department/Unit	<input type="radio"/> Not available at UCM at all	<input type="radio"/> Do not know if available
Tenure clock extension	<input type="radio"/> Available through the University	<input type="radio"/> Available through my College or School	<input type="radio"/> Available through my Department/Unit	<input type="radio"/> Not available at UCM at all	<input type="radio"/> Do not know if available
Unpaid Family Leave	<input type="radio"/> Available through the University	<input type="radio"/> Available through my College or School	<input type="radio"/> Available through my Department/Unit	<input type="radio"/> Not available at UCM at all	<input type="radio"/> Do not know if available
Other, please specify:					

43. Do you have any children between the ages of 5 and 18?

Yes No

44. Do you currently have/share substantial responsibility for parenting a child under five years of age?

Yes No

45. Of the accommodations that do exist, which of the following have you used or needed but not used for the care of a child?

a. Paid childbearing leave	<input type="radio"/> Used <input type="radio"/> Needed but not Used <input type="radio"/> Not Needed
	<input type="checkbox"/> It might have placed an undue burden on my colleagues <input type="checkbox"/> It might have lead to a heavier teaching/work load later <input type="checkbox"/> It might have made me look less committed to my career <input type="checkbox"/> It might have hurt my chances for tenure <input type="checkbox"/> It might have hurt my chances for promotions <input type="checkbox"/> I was working on grant-funded research and could not stop the work <input type="checkbox"/> I was involved in a project with colleagues and I had to continue <input type="checkbox"/> People at the university discouraged me from using the policy <input type="checkbox"/> I did not know about the policy
b. Active Service - Modified duties for faculty with substantial dependent care obligations	<input type="radio"/> Used <input type="radio"/> Needed but not Used <input type="radio"/> Not Needed
	<input type="checkbox"/> It might have placed an undue burden on my colleagues <input type="checkbox"/> It might have lead to a heavier teaching/work load later <input type="checkbox"/> It might have made me look less committed to my career <input type="checkbox"/> It might have hurt my chances for tenure <input type="checkbox"/> It might have hurt my chances for promotions <input type="checkbox"/> I was working on grant-funded research and could not stop the work <input type="checkbox"/> I was involved in a project with

	<p>colleagues and I had to continue</p> <p><input type="checkbox"/> People at the university discouraged me from using the policy</p> <p><input type="checkbox"/> I did not know about the policy</p>
<p>c. Reduced appointment (part time status)</p>	<p><input checked="" type="radio"/> Used <input type="radio"/> Needed but not Used <input type="radio"/> Not Needed</p> <p><input type="checkbox"/> It might have placed an undue burden on my colleagues</p> <p><input type="checkbox"/> It might have lead to a heavier teaching/work load later</p> <p><input type="checkbox"/> It might have made me look less committed to my career</p> <p><input type="checkbox"/> It might have hurt my chances for tenure</p> <p><input type="checkbox"/> It might have hurt my chances for promotions</p> <p><input type="checkbox"/> I was working on grant-funded research and could not stop the work</p> <p><input type="checkbox"/> I was involved in a project with colleagues and I had to continue</p> <p><input type="checkbox"/> People at the university discouraged me from using the policy</p> <p><input type="checkbox"/> I did not know about the policy</p>
<p>d. Tenure clock extension</p>	<p><input type="radio"/> Used <input type="radio"/> Needed but not Used <input type="radio"/> Not Needed</p> <p><input type="checkbox"/> It might have placed an undue burden on my colleagues</p> <p><input type="checkbox"/> It might have lead to a heavier teaching/work load later</p> <p><input type="checkbox"/> It might have made me look less committed to my career</p> <p><input type="checkbox"/> It might have hurt my chances for tenure</p> <p><input type="checkbox"/> It might have hurt my chances for promotions</p> <p><input type="checkbox"/> I was working on grant-funded research and could not stop the work</p> <p><input type="checkbox"/> I was involved in a project with colleagues and I had to continue</p> <p><input type="checkbox"/> People at the university discouraged me from using the policy</p> <p><input type="checkbox"/> I did not know about the policy</p>
<p>e. Unpaid family leave</p>	<p><input type="radio"/> Used <input type="radio"/> Needed but not Used <input type="radio"/> Not Needed</p> <p><input type="checkbox"/> It might have placed an undue burden on my colleagues</p> <p><input type="checkbox"/> It might have lead to a heavier teaching/work load later</p> <p><input type="checkbox"/> It might have made me look less committed to my career</p> <p><input type="checkbox"/> It might have hurt my chances for tenure</p> <p><input type="checkbox"/> It might have hurt my chances for promotions</p> <p><input type="checkbox"/> I was working on grant-funded research and could not stop the work</p> <p><input type="checkbox"/> I was involved in a project with colleagues and I had to continue</p> <p><input type="checkbox"/> People at the university discouraged me from using the policy</p> <p><input type="checkbox"/> I did not know about the policy</p>

46. Are there other accommodations that you have used or needed but didn't use for the care of a child?

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Work-Life Issues, continued...

47. Have you provided care for an aging parent or relative in the past 3 years?

Clicking on the Yes will open a section of additional questions

Yes No

50. In the last five years while working at UC Merced, have you sought infant or child care for a child under five years old?

Clicking on the Yes will open a section of additional questions

Yes No

52. Please rate the care facilities you investigated on the following characteristics:

a. Availability of care slots	<input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Fair <input type="radio"/> Poor
b. Number of choice of facilities (with available care slots)	<input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Fair <input type="radio"/> Poor
c. Quality of facilities (with available care slots)	<input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Fair <input type="radio"/> Poor
d. Cost of care	<input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Fair <input type="radio"/> Poor
e. Available service hours of facilities	<input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Fair <input type="radio"/> Poor
f. Other, please specify:	<input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Fair <input type="radio"/> Poor

53. Did you find a care program that met your family's needs?

- Yes, I found an excellent facility
 Yes, I found a good facility
 No, but I had to use the facility anyway
 No, I had to make alternative plans

54. In the last five years, have you sought a slot for your infant/child in UC Merced's childcare facilities?

- No
 Yes, I sought and received a slot for my infant/child and chose to enroll them in the program
 Yes, I sought and received a slot for my infant/child but chose not to enroll them in the program
 Yes, I sought a slot for my infant/child but did not receive one
 Yes, I am seeking a slot for my infant/child but do not yet know whether I have received one

Other, please specify:

55. How useful would you find each of the following?

a. Child care information and referral program	<input type="radio"/> Very useful	<input type="radio"/> Somewhat useful	<input type="radio"/> Not too useful	<input type="radio"/> Not at all useful
b. Emergency/back-up child care	<input type="radio"/> Very useful	<input type="radio"/> Somewhat useful	<input type="radio"/> Not too useful	<input type="radio"/> Not at all useful
c. Access to on-campus child care center	<input type="radio"/> Very useful	<input type="radio"/> Somewhat useful	<input type="radio"/> Not too useful	<input type="radio"/> Not at all useful
d. Childcare vouchers and/or subsidies	<input type="radio"/> Very useful	<input type="radio"/> Somewhat useful	<input type="radio"/> Not too useful	<input type="radio"/> Not at all useful
e. Parent organized child care co-op	<input type="radio"/> Very useful	<input type="radio"/> Somewhat useful	<input type="radio"/> Not too useful	<input type="radio"/> Not at all useful

f. Flexible on-call babysitter service (e.g., UCM students)	<input type="radio"/> Very useful	<input type="radio"/> Somewhat useful	<input type="radio"/> Not too useful	<input type="radio"/> Not at all useful
g. Care options with extended hours (beyond 8am - 5pm)	<input type="radio"/> Very useful	<input type="radio"/> Somewhat useful	<input type="radio"/> Not too useful	<input type="radio"/> Not at all useful
h. Adoption reimbursement program	<input type="radio"/> Very useful	<input type="radio"/> Somewhat useful	<input type="radio"/> Not too useful	<input type="radio"/> Not at all useful
Other, please specify:	<input type="text"/>			

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Demographics

Next we would like to ask you a series of demographic questions. Please be assured that your responses to all questions in this survey are completely confidential. Your name will never be attached to any results, and we will not discuss the results for any group of faculty with fewer than 5 members.

56. What is your current faculty rank?

- LPSOE SOE Assistant Professor Associate Professor Full Professor

Other, please specify:

57. In which academic school is your **primary** appointment? (For split appointments please check both that apply)

Note: If you cannot locate your academic division or school in the below menus, please specify it in the text box.

- Engineering Natural Sciences
 Social Sciences, Humanities and Arts

Other:

58. This survey is funded through the National Science Foundation (NSF) to inform us about the Science, Technology, Engineering and Math (STEM) fields. As defined by NSF, STEM fields include all disciplines at UC Merced in Schools of Engineering and Natural Sciences plus the following disciplines in SSHA: Anthropology, Cognitive Sciences, Economics, Political Science, Psychology, and Sociology. Using this definition, please indicate if your primary discipline is a STEM field.

- Yes, my discipline is a STEM field
 No, my discipline is not a STEM field

59. Please specify the year that each of the following events occurred, if applicable:

a. Began appointment at UC Merced:

b. Year received tenure (year tenure took effect):

Note: if you came in with tenure, write the year you began your appointment

c. Year your current rank at UCM took effect:

60. What is your gender?

- Male Female
 Transgender

Other, please specify:

61. What is your sexual orientation?

- Heterosexual Lesbian/Gay/Bisexual

Other, please specify:

62. What is your ethnic category? Check **all** that apply.

- White (not of Hispanic origin) Black/African American (non Hispanic)
 Chinese/Chinese American Japanese/Japanese American
 Filipino/Pilipino Pakistani/East Indian
 Other Asian American Indian or Alaska Native
 Mexican/Mexican American/Chicano/a Latin American/Latino/a
 Other Spanish/Spanish American

Other, please specify:

63. Of the below ethnic categories, which do you self-identify with most? Pick one.

- White (not of Hispanic origin) Black/African American (non Hispanic)
 Chinese/Chinese American Japanese/Japanese American
 Filipino/Pilipino Pakistani/East Indian
 Other Asian American Indian or Alaska Native
 Mexican/Mexican American/Chicano/a Latin American/Latino/a
 Other Spanish/Spanish American

Other, please specify:

64. Are you a person with a disability?

- Yes No

65. Which of the following categories describe your disability(ies)? Check all that apply

- Blind/Visually Impaired Deaf/Hard of Hearing
 Physical/Orthopedic Disability Learning/Cognitive Disability
 Vocal/Speech Disability

Other, please specify:

66. What is your current marital or relationship status?

- Married Partnered
 Widowed Divorced/Separated
 Never Married/Partnered Single
 Domestic Partner

Other, please specify:

67. What is your spouse/partner's current employment/educational status? Check all that apply

- Employed full time Employed part time
 Employed as postdoctoral fellow Homemaker
 Unemployed Retired
 Enrolled as a doctoral student (e.g., Ph.D.) Enrolled as a professional student (e.g., MD, DDS, DVM, LLB, JD)
 Enrolled as a master's degree student (e.g., MA, MS, MEng, MEd, MSW, MBA) Enrolled as an undergraduate

Other, please specify:

68. Is there anything else you would like us to know about your job at UC Merced?

Click *Submit* to save and finish.

Thank you so much for your participation!

Faculty Work Climate Survey University of California, Merced Results from 2011¹

INTRODUCTION

This report summarizes results derived from a survey that gathered data on various dimensions of faculty work at The University of California, Merced (UC Merced). In general, this survey is one of several methods through which faculty and administrators at UC Merced assessed the extent to which UC Merced is developing itself and advancing gender equity in accordance with goals and objectives linked to an Advance Catalyst grant awarded by the National Science Foundation in the summer of 2010. The specific research project is titled: GROW-STEM: Gaining Representation Of Women (GROW) – Systemically Transforming Excellence in Merced (STEM) (NSF Award No. HRD-1008044).

Data Collection and Analyses

A survey regarding faculty work experiences at UC Merced and general work-life issues was conducted in September of 2011.² Initial contact of faculty was made by e-mail, with a Principle Investigator from each of the three schools (Engineering; Natural Sciences; and Social Sciences, Humanities and Arts [SSHA]) contacting faculty in their own school. The e-mail included a link to the survey, along with a description of the project and an assurance of confidentiality. Respondents were also told that they would be receiving a letter in their mailbox along with a \$5 Starbucks gift card as incentive (paid for by private money). The letter was placed in their mailbox that same day. Those who did not complete

¹ Report prepared by Nella Van Dyke, Associate Professor of Sociology, and Amy Moffat, PhD candidate in Social Sciences.

² All Senate faculty were contacted, including Lecturers with Security of Employment (LSOEs) and those with Potential for Security of Employment (LPSOEs). The sample includes 5 faculty of this status.

the survey after two weeks were contacted again, and a third reminder was sent after three weeks.

In total, 136 faculty members were contacted and 121 participated for an overall response rate of 89%. We believe that the high response rate is due to our small size and the personal contact from a known faculty member, as well as the incentive we provided. A response rate this high makes all of the results of the survey reliable. We provide information on statistical significance in this report, but our high response rate makes statistical significance less important. With an 89% response rate, we can be virtually certain that the results of the survey accurately reflect the opinions of the population of UC Merced faculty. Thus, any differences revealed in the survey very likely reflect real differences within the population.

The 68 question instrument was developed through consultation with PIs and work climate surveys conducted at a number of research universities, including the University of Texas³, University of Wisconsin⁴, University of California (UC), Irvine, and UC, Berkeley. The survey focused on the quality of work-life in relation to several indicators of career satisfaction, including the hiring process, work experience and workload, job satisfaction, faculty merit and promotion review process, career support, workplace issues, and work-life issues. The survey also asked about perceptions of fair treatment of women at UC Merced, as well as whether other individuals have experienced discrimination or other inappropriate behavior. It also asked about knowledge of family support policies of the University of California, including paid family leave and childbearing support.

³ The University of Texas survey was carried out by the Gender Equity Task Force, J Strother Moore and Gretchen Ritter, Co-Chairs

⁴ Conducted by the University of Wisconsin Survey Center, 630 W. Mifflin, Room 174, Madison, WI 53703-2636

Once the survey was complete, we set up the dataset, and began an initial analysis. We presented the results from the survey to two different audiences: administrators and faculty. We made a presentation to high-level administrators in February of 2012. Attendees at the presentation included the Chancellor, Provost, the three Deans, most of the University's Vice Chancellors, as well as faculty Senate leadership and members of the project's Internal Advisory Board. The results were very well received, and follow up conversations with Deans and other administrators suggest that the survey had an impact on university planning. We presented the results to the faculty in April of 2012, and made the PowerPoint presentation available to all via the Senate website.

As they consider the results from the statistical analyses and the tabulations contained in this report, readers need to be mindful that the intent of this report is to explore the challenges faced by the UC Merced campus, related to the NSF grant-funded and the University-supported GROW-STEM project. Thus, the focus of the report is on gender differences in job satisfaction and workload, experiences of discrimination, as well as knowledge of family friendly policies of the campus.

Sample Characteristics

Based on voluntary gender designations provided by 110 respondents, our sample is comprised of 38 female respondents and 72 male respondents. Considering gender without reference to rank, the evidence informs us that the sample is representative of the population; the results show that the gender composition in our sample (35% female and 65% male respondents) does not differ significantly from the population values (31.5% female and 61.5% faculty population during that same timeframe) (chi-square with one degree of freedom = 0.47, $p = 0.4917$).

The largest segment of the respondent sample (who reported their gender) is

comprised of 51 assistant professors, of which 23 are women and 28 are men. Considering rank without reference to gender, the evidence informs us that the sample is representative of population in terms of Full, Associate, and Assistant Professors; for instance, 26 of the 105 respondents as noted in Table 1 are full professors (23.4 percent of the sample [non-gendered] versus 23.8 percent of the population).

It is important to note that there is a statistically significant correlation at the .05 level between gender and rank of the respondents ($p = .041$), where women are more likely to be assistant professors and less likely to be full professors. This is consistent with national trends. For instance, among full professors at all institutions nationwide in 2005-06, women held 24 percent of the positions and men held 76 percent, and more specifically at doctoral universities the percentage of women among full professors was less than one fourth of men's: 19 percent compared with 81 percent – which is the same percentage of full professors in our sample (West, M. and J. Curtis, 2006, American Association of University Professors (AAUP) Report on Faculty Gender Equity Indicators, <http://www.cpec.ca.gov/CompleteReports/ExternalDocuments/AAUPGenderEquityIndicators2006.pdf>).

Table 1: Tenured Rank of UCM Survey Respondents

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	No.	Row %	No.	Row %	No.	Row %
Full Professor	21	81%	5	19%	26	100%
Associate Professor	21	75%	7	25%	28	100%
Assistant Professor	28	55%	23	45%	51	100%
Total	70	67%	35	33%	105	100%

Note: There were a minimal number (N=3) of LPSOE/SOE faculty that answered, which were dropped from Table 1 so that they are not identifiable.

While there is a relationship between gender and rank, we find that there is no statistically significant relationship between gender and school affiliation (see Table 2).

Table 2: Primary School Affiliation of UCM Survey Respondents

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	No.	Row %	No.	Row %	No.	Row %
Engineering	11	69%	5	31%	16	100%
Natural Sciences	24	60%	16	40%	40	100%
Social Sciences, Humanities, and Arts	33	66%	17	34%	50	100%
Total	68	64%	38	36%	106	100%

Note: There were a minimal number (3) of faculty with Joint Appointments, which were dropped from Table 2 so that they are not identifiable.

Table 3a: Racial/Ethnic Categories of UCM Survey Respondents, Not Mutually Exclusive

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	No.	Row %	No.	Row %	No.	Col %
White	56	65%	30	35%	86	73%
Mexican American, Latin American & Other Spanish	11	85%	2	15%	13	11%
Asian (Chinese, Japanese, Filipino, Pakistani, Other Asian)	8	62%	5	38%	13	11%
American Indian	1	25%	3	75%	4	3%
African American	1	50%	1	50%	2	2%
Total	77	65%	41	35%	118	100%

Note: Each racial category was asked separately, and therefore was not mutually exclusive.

Table 3b: Racial/Ethnic Categories of UCM Survey Respondents, Only One Chosen

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	No.	Row %	No.	Row %	No.	Col %
White	48	62%	25	34%	73	75%
Mexican American, Latin American & Other Spanish	9	82%	2	18%	11	11%
Asian (Chinese, Japanese, Filipino, Other Asian)	5	50%	5	50%	10	10%
American Indian	0	0%	2	100%	2	2%
African American	1	50%	1	50%	2	2%
Total	63	64%	35	36%	98	100%

Note: Q63 - Of the below ethnic categories, which do you self-identify with most? Pick one. A “white only” dummy variable was created from Q63 to be used in the statistical tests.

Table 4: Marital Status of UCM Survey Respondents

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	No.	Row %	No.	Row %	No.	Col %
Married	57	72%	22	28%	79	75%
Single	6	55%	5	45%	11	10%
Partnered	5	42%	7	58%	12	11%
Widowed or Divorced	1	25%	3	75%	4	4%
Total	69	65%	37	35%	106	100%

The survey used the NSF definition of STEM fields to include Science, Technology, Engineering and Math, which include all disciplines at UC Merced in Schools of Engineering and Natural Sciences plus the following disciplines in SSHA: Anthropology, Cognitive Sciences, Economics, Political Science, Psychology, and Sociology. Using this definition, the respondents indicated if their primary discipline is a STEM field. All Engineering faculty responded yes; all faculty from Natural Sciences responded yes except one; and 55 percent of SSHA faculty responded yes.

Table 5: Primary Discipline is a STEM (Science, Technology, Engineering, Math) Field

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	No.	Row %	No.	Row %	No.	Col %
Yes	56	64%	31	36%	87	79%
No	16	70%	7	30%	23	21%
Total	72	65%	38	35%	110	100%

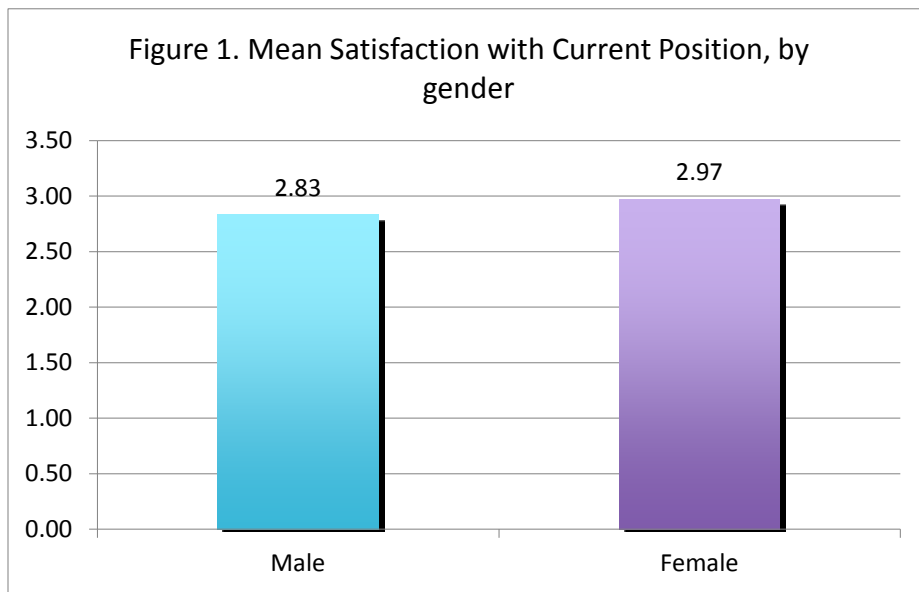
RESULTS & DISCUSSION

The following sections reported here include items that aim to record faculty member levels of satisfaction with departmental support, workload, and work-family issues; the volume of and trend in the composition of their workloads in terms of teaching, research, and service activities; the incidence among their various forms of support; and, the extent of work climate related incidents with regard to their interactions with other faculty and with students and staff.

Job Satisfaction Overall

Survey respondents were asked, (Q12) “All things considered, how satisfied would you say you are with your current position?” The majority of faculty at UC Merced are

satisfied with their job, with 71% of faculty indicating they are somewhat or very satisfied (mean of 2.87 on a 4 point scale, N = 111). This result is just slightly lower than results from faculty surveys elsewhere. For example, at the University of Texas, 75% of faculty were satisfied⁵, while UC Irvine faculty reported a mean satisfaction level of 3.25⁶. There was very little difference in the satisfaction reported by male and female faculty at UC Merced (means of 2.83 and 2.97 respectively) (see Figure 1).



However, there is a significant difference of level of overall satisfaction across the three UC Merced schools, where SSHA faculty are the most satisfied, Natural Sciences faculty in the middle, and Engineering faculty the least satisfied (means of 3.04, 2.83, and 2.40 respectively, $p = 0.0230$). Additionally, there is a significant difference of level of satisfaction with their current position between those faculty who identified as delayed in their tenure process compared to fast/average career progression, with less overall satisfaction among those who are delayed (means of 2.4 vs. 3.0, $p = 0.0011$).

Data from this section of the survey, as represented by the next 5 tables, captures

⁵ University of Texas Gender Equity Task Force, 2008, "Final Report of the Gender Equity Task Force."
⁶ University of California, Irvine, ADVANCE Program for Faculty Equity and Diversity, "Report on 2009 Faculty Climate Survey," accessed at <http://advance.uci.edu/media/Climate%20Survey%202009.pdf>.

respondent satisfaction levels regarding departmental support, academic environment, workload issues, work-family issues, and overall job satisfaction. For each of these 33 individual items, survey respondents were asked, (Q13) “Please indicate the degree to which you are satisfied with each of the following.”

Overall, faculty are most satisfied with the diversity of the students, their rank, the university's benefits, and their teaching and advising responsibilities (See Figure 2, below). In response to an open-ended follow up question asking what they were most satisfied with, respondents said things like:

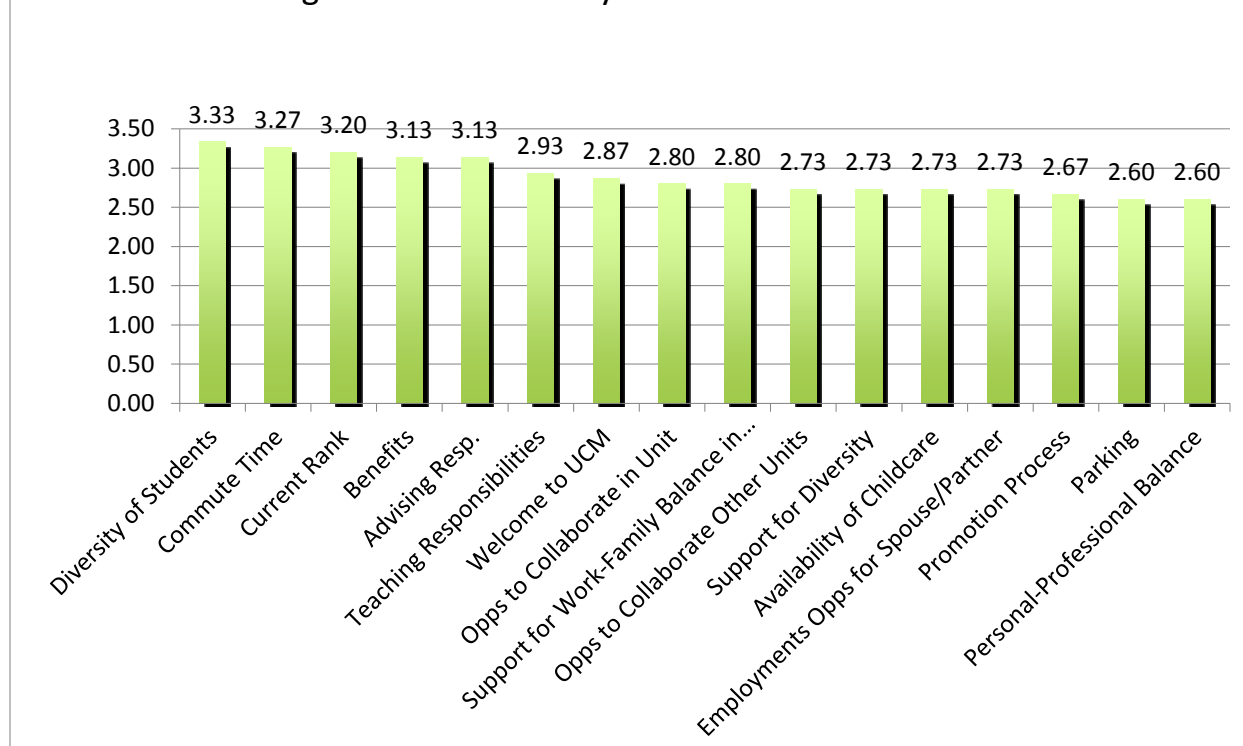
“Living in California, the diversity of our undergraduates, helping build a new university, my colleagues;”

“Students, time and support for research, being part of University of California;”

“Terrific colleagues, reasonable teaching load, good start-up resources;”

“Opportunity to shape programs, broad range of tasks (always new things to learn), interactions with colleagues in discipline.”

Figure 2. Items Faculty are MOST Satisfied With



Faculty are least satisfied with the quality of the local schools, the mentoring they receive, the university's computer facilities and support, and the preparedness of UC Merced's undergraduate students. Although there are a couple of exceptions, we found few differences between men and women in terms of job satisfaction on a range of items, including satisfaction with start up and resources. One exception is that men are less satisfied with employment opportunities in the Merced area for their spouse or partner.

Table 6: General Job Satisfaction Averages, Responses Overall and by Gender

Q13 Items:	<u>All Respondents</u>			<u>Men</u>	<u>Women</u>
	<i>N</i>	Mean	<i>SD</i>	Mean	Mean
Current rank	116	3.09	0.86	3.11	3.16
Current salary	115	2.63	0.95	2.70	2.55
Benefits	116	3.15	0.78	3.14	3.26

The way you were welcomed to the UCM campus	116	3.22	0.93	3.35	3.05
Merit and promotion process	110	2.63	0.98	2.61	2.76
Employment opportunities for spouse/partner in geographic area	85	2.36	1.25	2.22	2.77*

Notes: *N* is sample size and *SD* is sample standard deviation. Response scale is *Very Satisfied* = 4; *Somewhat Satisfied* = 3; *Somewhat Dissatisfied* = 2; and, *Very Dissatisfied* = 1. Asterisk (*) indicates response difference between men and women is statistically significant at the .05 level.

In response to an open-ended question asking them to describe what they are least satisfied with, respondents said things like:

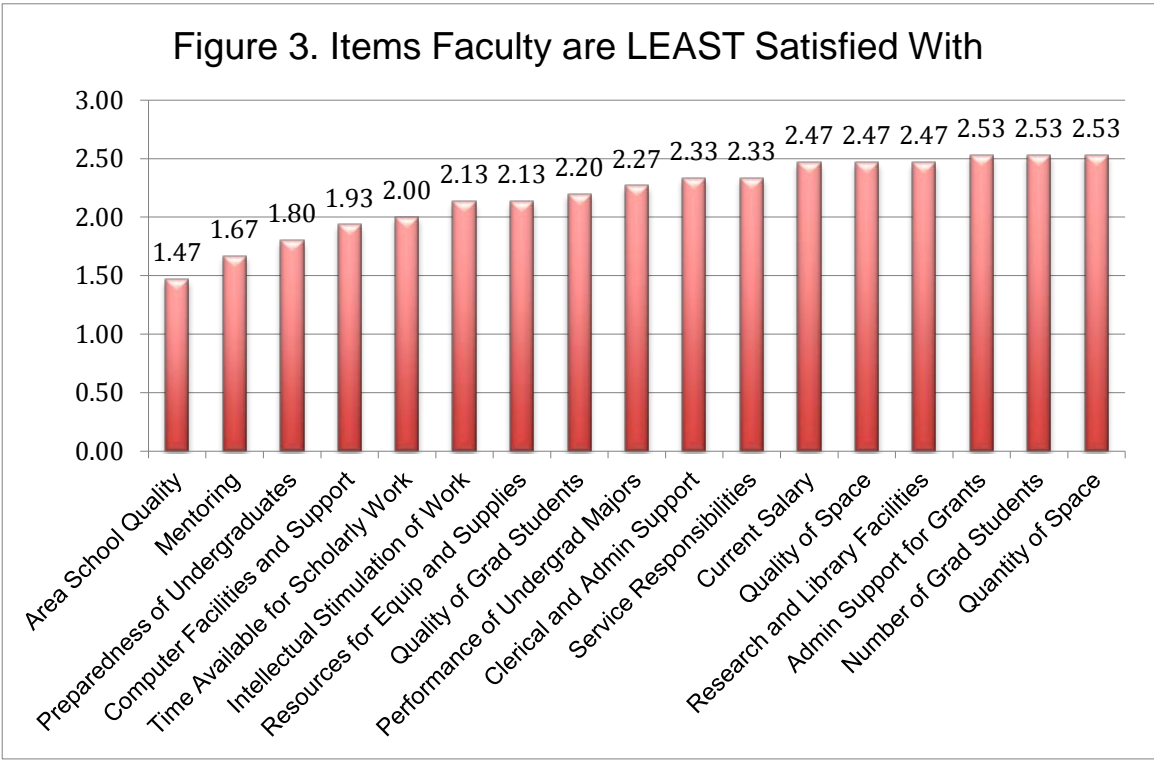
“Salary is inadequate; service is unrewarded or not compensated appropriately.”

“Poor quality of students, lack of space, too much service work.”

“Lack of research space, lack of staff support for faculty, poor quality of undergrads..., lack of support for spousal hire in a geographical region with very few jobs.”

“Ridiculous bureaucracy - staff is more highly valued/powerful than faculty.”

“Horrible infrastructure to conduct research (incl. computing), limited staff support, ... teaching at a time when I have no child care available has made my home life excessively hectic... There is no communication between the dean and the faculty on a variety of matters.”



Unit Support

Unit support seems to vary widely across the three schools. Administrative support for contracts and grants was significantly different between schools: the School of Engineering received the least satisfied score (82 percent dissatisfied), while faculty in the School of Natural Sciences are the most satisfied (64 percent satisfied) ($F(3,3) = 4.75, p = .004$).

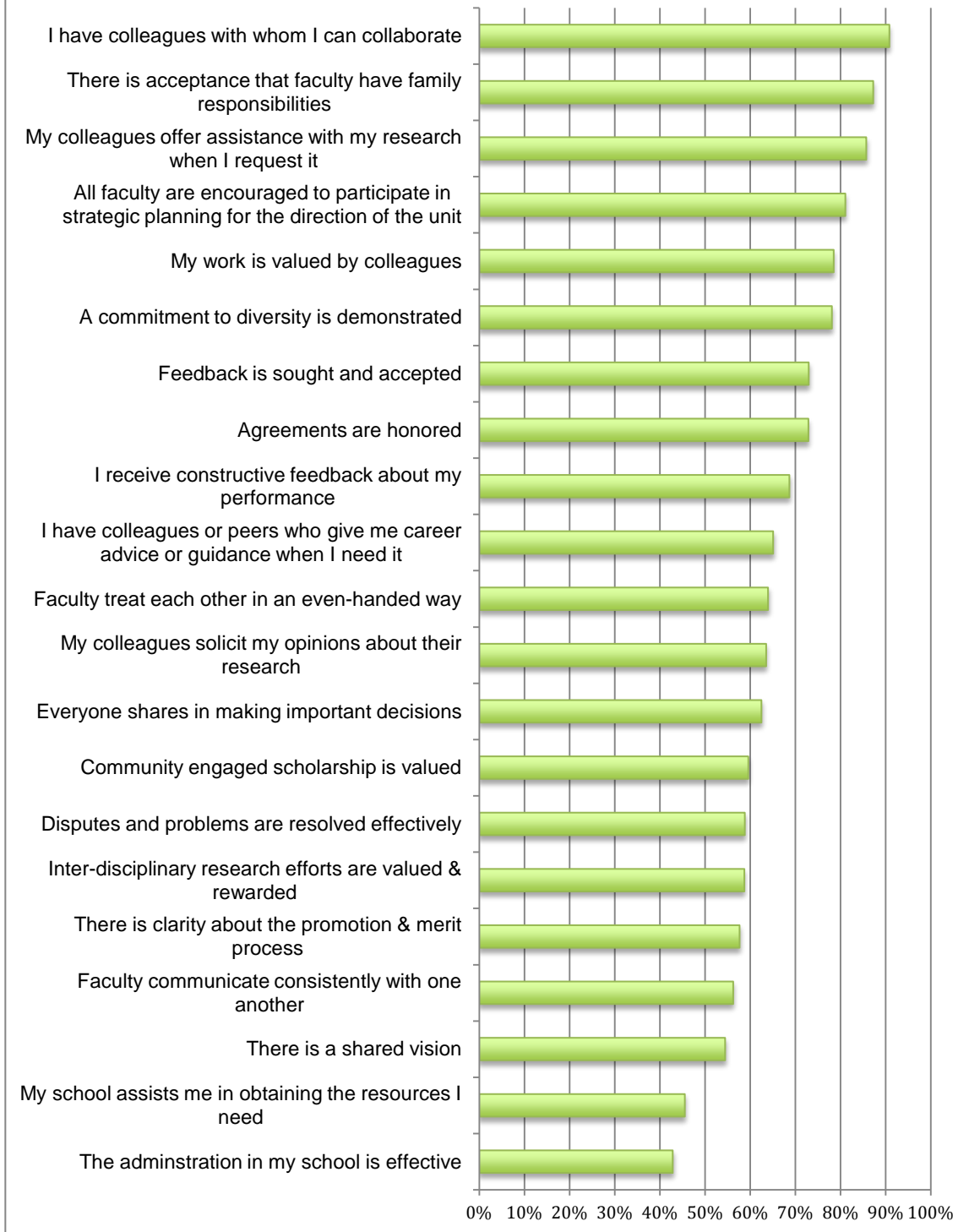
Table 7: Unit Support Averages From Overall Satisfaction Question, Responses Overall and by Gender

Q13 Items:	<u>All Respondents</u>			<u>Men</u>	<u>Women</u>
	<i>N</i>	Mean	<i>SD</i>	Mean	Mean
Administrative support for contracts & grants	105	2.41	1.06	2.44	2.36
Clerical and administrative support	116	2.15	1.00	2.21	2.16
Quantity of space for research	104	2.64	1.05	2.74	2.48
Quality of space for research	105	2.64	1.02	2.72	2.47
Unit & campus-wide research & library facilities	112	2.56	0.95	2.64	2.38
Computer facilities and support	114	2.18	0.88	2.24	2.11
Resources for equipment and supplies	106	2.45	0.89	2.54	2.32
Parking	108	2.54	1.06	2.48	2.69

Notes: *N* is sample size and *SD* is sample standard deviation. Response scale is *Very Satisfied = 4; Somewhat Satisfied = 3; Somewhat Dissatisfied = 2; and, Very Dissatisfied = 1.*

The survey asked a second question focusing on faculty satisfaction with their academic unit. Respondents were asked about 21 different aspects of their academic unit. Of these, faculty agreed most strongly that they "Collaborate with Colleagues," colleagues "Accept that Faculty have Family Responsibilities," and, "Colleagues Offer Research Assistance" (see Figure 4). Over 85% of faculty agreed somewhat or strongly with each of these aspects of their work unit. Faculty agreement was lowest on items stating that the "Administration is Effective," and the "Unit Obtains Resources I Need," with less than half of faculty agreeing with these statements (44% and 46% agreement respectively).

Figure 4. Faculty Agreement about their Academic Unit



There were very few differences between male and female faculty on this series of questions; responses were virtually identical for men and women on nearly all items. Two exceptions, where men and women disagreed somewhat, are as follows. Men were slightly

more likely to strongly agree that their "Colleagues Value My Work," with 37% of men strongly agreeing and 24% of women strongly agreeing. In addition, while 90% of both men and women agreed somewhat or strongly that they "Collaborate with Colleagues," men were more likely to strongly agree with this statement. Forth-three percent of men strongly agreed, while only 28% of women strongly agreed. These are areas where the gender climate on campus could be improved.

Academic Environment

Again, we found few differences between men and women in terms of satisfaction on a range of academic environment items, including mentoring, opportunities for collaboration, and number and characteristics of students. Those in the STEM fields report statistically significant higher satisfaction than those in non-STEM disciplines when it comes to opportunities to collaborate with faculty in their home unit and other units on the UCM campus. However, STEM faculty are significantly less satisfied with the preparedness and performance of their undergraduates, and the diversity of the students. Non-white and non-tenured faculty are also significantly less satisfied with the diversity of students.

Table 8: Academic Environment Satisfaction Averages from Overall Satisfaction Question, Total Responses and by Gender

Q13 Items:	<u>All Respondents</u>			<u>Men</u>	<u>Women</u>
	<i>N</i>	Mean	<i>SD</i>	Mean	Mean
Intellectual Stimulation of your work overall	115	2.87	1.08	2.90	2.84
Opportunities to collaborate with faculty in home unit	110	2.96	0.85	3.03	2.92
Opportunities to collaborate with faculty in other units on the UCM campus	105	2.90	0.85	2.92	2.91
Opportunities to receive professional mentoring	86	2.12	0.99	2.02	2.23

Support for diversity in my unit/department	101	3.11	0.90	3.13	3.12
Diversity of students	105	3.61	0.61	3.61	3.61
Preparedness of undergraduate students	110	1.97	0.76	1.96	2.00
Performance of your undergraduate majors	111	2.33	0.72	2.30	2.40
Number of graduate students	101	2.42	0.99	2.34	2.56
Quality of graduate students	99	2.20	0.90	2.23	2.12

Notes: *N* is sample size and *SD* is sample standard deviation. Response scale is *Very Satisfied* = 4; *Somewhat Satisfied* = 3; *Somewhat Dissatisfied* = 2; and, *Very Dissatisfied* = 1.

The survey also asked specific questions about faculty satisfaction with the colleagues in their unit. These questions included things like, "My colleagues work collaboratively," and, "My colleagues value diversity." Out of 8 specific questions asked, faculty most agreed that their "colleagues have high standards for research," with 88% of faculty in agreement (agreeing somewhat or strongly). The item they were least positive about was "colleagues contribute fairly to the service needs of the unit," with 32% of faculty disagreeing, either somewhat or strongly, with that statement. Interestingly, men and women faculty were equally likely to be dissatisfied with the service contributions of their colleagues.

Workload Satisfaction

Female faculty are more displeased with their teaching responsibilities than are male faculty (24% dissatisfied vs. 11%), possibly reflecting the fact that women report teaching more undergraduate courses than do the men (Q8). On average, female faculty reported teaching 2.32 undergraduate courses per year compared to 1.84 on the part of male faculty. Furthermore, men report teaching more graduate courses - an average of 1.53 graduate courses per year compared to 1.18 by women. We investigated whether this difference was due to female faculty being over-represented among Assistant Professors,

who might teach more undergraduate than graduate courses because of their rank; however, the sex difference occurs at all ranks. Men report teaching more graduate courses and female faculty more undergraduate courses at all ranks. Even tenured women report teaching more undergraduate courses than non-tenured and tenured men.

The other difference we found between male and female faculty is that men report spending significantly more time on service than do women. Men report completing 10.6 hours of service per week, while female faculty report doing 7.6 hours of service each week.

Across the board, both male and female faculty are least satisfied with time available for scholarly work, which affects their prospects for gaining tenure (if Assistant Professors). For example, those who report delayed career progression are less satisfied with time available for scholarly work than those with average or fast career progression (mean satisfaction 1.91 vs. 2.39, $p = 0.04$). Conversely, the tenured faculty are less satisfied with time available for scholarly work than the non-tenured faculty (2.09 vs. 2.35, $p = .08$).

Table 9: Workload Satisfaction Averages, Responses Overall and by Gender

Q13 Items:	<u>All Respondents</u>			<u>Men</u>	<u>Women</u>
	<i>N</i>	Mean	<i>SD</i>	Mean	Mean
Time available for scholarly work	113	2.20	0.97	2.27	2.11
Teaching responsibilities	113	3.20	0.81	3.31	2.97*
Advising responsibilities	106	3.25	0.64	3.25	3.24
Service or committee responsibilities	113	2.36	1.04	2.21	2.68*

Notes: *N* is sample size and *SD* is sample standard deviation. Response scale is *Very Satisfied* = 4; *Somewhat Satisfied* = 3; *Somewhat Dissatisfied* = 2; and, *Very Dissatisfied* = 1. Asterisk (*) indicates response difference between men and women is statistically significant at the .05 level.

When asked (Q11) to approximate the number of hours they engaged in teaching, research, service and advising during the 2010-2011 academic year, those who self-

identify their ethnicity as white report more hours of **service** than non-whites ($p = .02$). The number of hours per week spent on **teaching** is statistically significant ($p = .05$) between those with delayed career progression, where those who are delayed on average teach almost 3 more hours per week than those who are not delayed. The number of hours per week spent on **advising** is statistically significant between the three schools ($p = .000$) and between those who are STEM faculty ($p = .001$), where STEM faculty advise an average of 7.6 hours per week compared to non-STEM faculty who advise an average of 3.3 hours per week.

Table 10: Weekly Activities (Hours per Week), Responses Overall and by Gender

Q11 Items:	<u>All Respondents</u>			<u>Men</u>	<u>Women</u>
	<i>N</i>	Mean	<i>SD</i>	Mean	Mean
Teaching	98	14.0	7.6	13.5	15.1
Research	100	24.8	12.2	25.0	24.5
Service	100	9.29	8.9	10.6	7.6*
Advising	89	6.7	5.4	6.3	7.5

Notes: *N* is sample size and *SD* is sample standard deviation. Asterisk (*) indicates response difference between men and women is statistically significant at the .05 level.

When asked (Q7) to specify the number of various types of committees that they are serving on and chairing in the 2010-2011 academic year (not including graduate student examination committees), as we would expect, tenured faculty are members of a significantly larger number of departmental (unit) committees than non-tenured faculty ($p = .0197$), members of a larger number of school-wide committees ($p = .0064$), and members of a larger number of university-wide committees ($p = .0020$). More surprisingly, white faculty are members of a significantly larger number of university-wide committees than non-

white faculty ($p = .05$). And a significantly larger percent (56%) of Engineering faculty sit on 5 or more academic or professional off-campus committees than do faculty in the Natural Sciences (14%) or SSHA (0%) faculty ($p = .000$).

Table 11: Number of Committee Responsibilities, Responses Overall and by Gender

Q7 Items:	<u>All Respondents</u>			<u>Men</u>	<u>Wome</u> <u>n</u>
	<i>N</i>	Mean	<i>SD</i>	Mean	Mean
Committees in Unit as a Member	80	2.3	1.60	2.34	2.32
Committees in Unit as Chair	32	1.5	0.95	1.44	1.75
Committees School-wide as a Member	59	1.6	1.10	1.62	1.75
Committees School-wide as Chair	13	1.5	0.66	1.55	--
Committees University-wide – Member	72	2.2	1.88	2.40	1.92
Committees University-wide – Chair	14	1.7	1.20	1.90	--
Academic or Professional Off-campus Committees – Member	56	3.0	2.56	3.20	2.6
Academic or Professional Off-campus Committees – Chair	12	1.9	1.44	2.12	--

Notes: *N* is sample size and *SD* is sample standard deviation. Unreported cells are due to having a respondent/sample size smaller than 5.

Career Progression

Twenty percent of faculty at UC Merced report being delayed in their career progression compared to their peers, while 19% report having advanced more quickly than their peers. Male and tenured faculty were much more likely than others to say that their career progression was faster than their peers (see Figure 5). A “delayed” dummy variable was created from Q16 in which a “slow/delayed” response was coded in opposition to a “fast” or “average” response. The relationship between career progression and faculty rank

is not statistically significant, but 62 percent of those reporting slow/delayed are Assistant Professors, while 38 percent are Associate and Full Professors. We believe this issue of career progression to be relevant, not only in the general sense of obtaining tenure and the intersections between faculty compensation, recruitment and retention of minority faculty, and gender, care-giving, and family matters, but especially for our new campus where dimensions of faculty responsibilities may be different than other research universities.

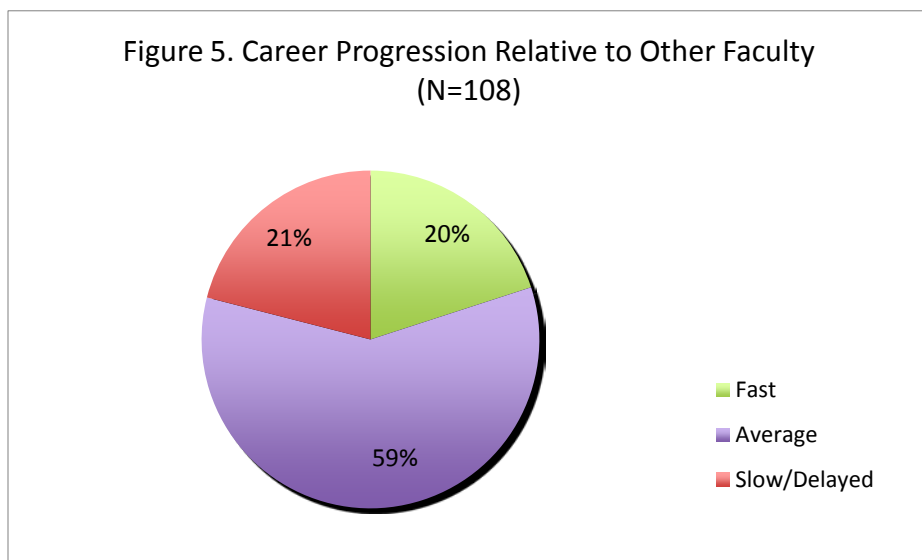


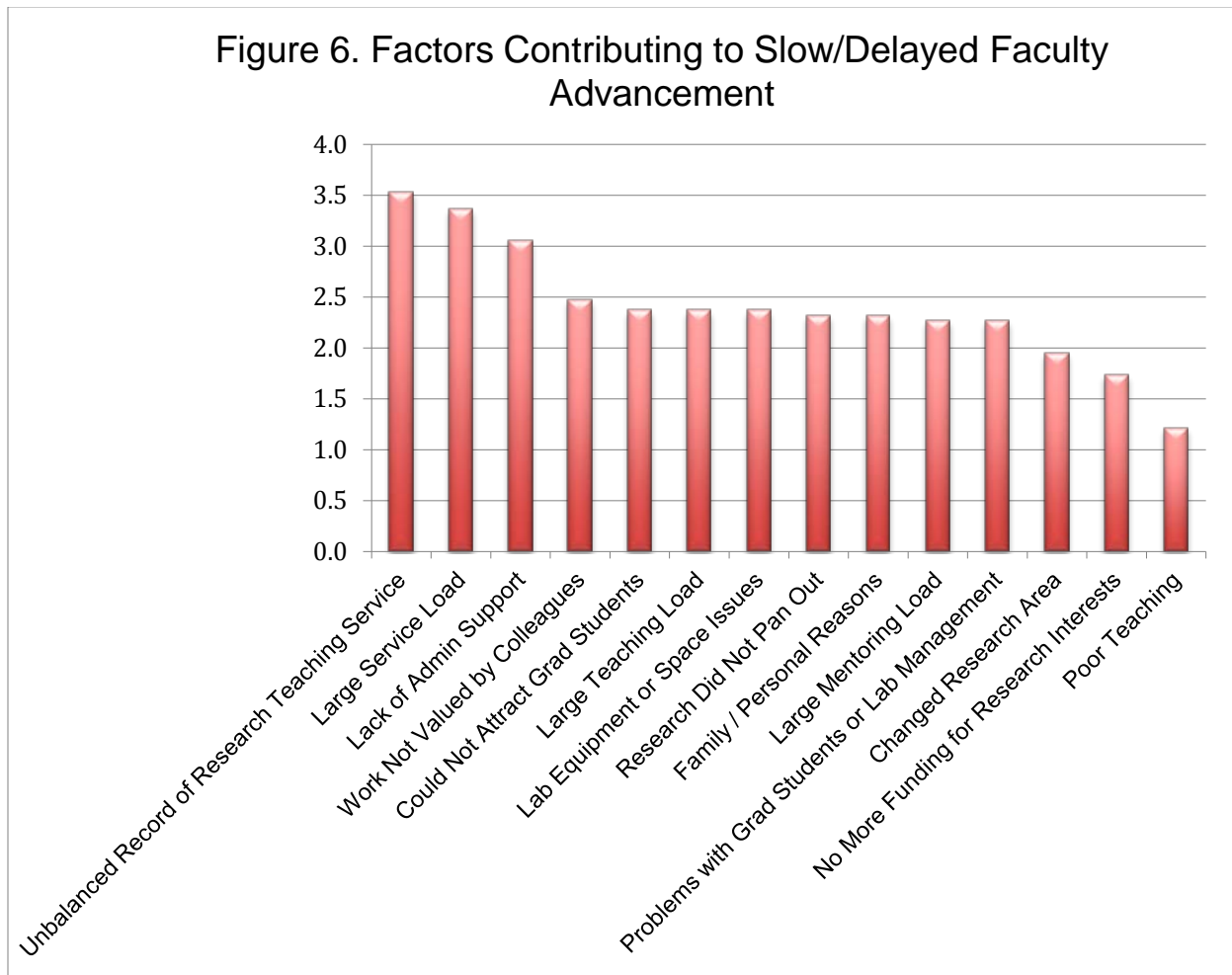
Table 12: Career Progression of UCM Survey Respondents

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	No.	Col %	No.	Col %	No.	Col %
Fast	17	25%	4	11%	21	20%
Average	40	56%	24	67%	64	61%
Slow/Delayed	12	17%	8	22%	20	19%
Total	69	100%	36	100%	105	100%

Note: Q16 – How do you regard your career progression relative to other faculty members in your unit?

In response to a question asking to what they attributed their delayed career progression, those who were delayed strongly suggest that their heavy service burden at

UC Merced has had a negative impact on their career (see Figure 6). The most frequent responses to this question were: unbalanced record of service, teaching and research; large service load; and, lack of administrative support. Assistant Professors who were hired in the first few years at UC Merced faced an extraordinary service load. One Assistant Professor in SSHA, hired in the University's first year open, served on 14 search committees during her first year on campus. We suspect that this service load has gone down as the number of faculty on campus has grown, however, this is a serious issue that warrants attention. In addition, as noted above, faculty are not satisfied with the staff support they receive, and the fact that this is influencing delayed career progression for some faculty suggests it is a problem worthy of attention.



Work-Life Balance

Although faculty are satisfied on average with the support for work and family balance in their departmental unit, 24 percent of faculty reported that the demands of their job interfered with their personal or family life (Q40). There was little sex difference on this measure. However, those who are delayed in their career progression reported significantly lower levels of satisfaction regarding support for work-family balance in their unit and the availability of childcare. And Engineering faculty are significantly less satisfied with support for work-family balance in their unit than the other two schools ($p = .0026$), as well as Engineering faculty less satisfied with the availability of quality schools for their children ($p = .0217$).

Table 13: Work-Life Satisfaction Averages, Responses Overall and by Gender

Q13 Items:	<u>All Respondents</u>			<u>Men</u>	<u>Women</u>
	<i>N</i>	Mean	<i>SD</i>	Mean	Mean
Balance between personal and professional life	112	2.49	0.93	2.49	2.47
Support for work-family balance in my unit	94	2.91	0.88	2.93	2.89
Availability of child care	36	2.86	1.02	2.91	2.75
Availability of quality K-12 schools	59	1.56	0.75	1.55	1.47
Commute time	111	3.16	1.01	3.13	3.11

Notes: *N* is sample size and *SD* is sample standard deviation. Response scale is *Very Satisfied = 4; Somewhat Satisfied = 3; Somewhat Dissatisfied = 2; and, Very Dissatisfied = 1.*

All faculty agree that their colleagues are supportive when they have a personal or family issue to take care of (Q41). However, 73 percent of Engineering faculty report that the career pressures they experience at UCM have caused them to miss many important events in their personal and family life, which is significantly different from the other schools (38% SSHA;

26% Natural Sciences; $p = .001$). Those who are delayed in their career progression also felt that they missed events in their personal life, more so than those not delayed (55% vs. 34%, $p = .015$). Additionally, those who identify as delayed in their career progression also report that their department or unit chair have not been mindful of scheduling courses and meetings to accommodate faculty with child care responsibilities (33% delayed vs. 11% not delayed, $p = .002$).

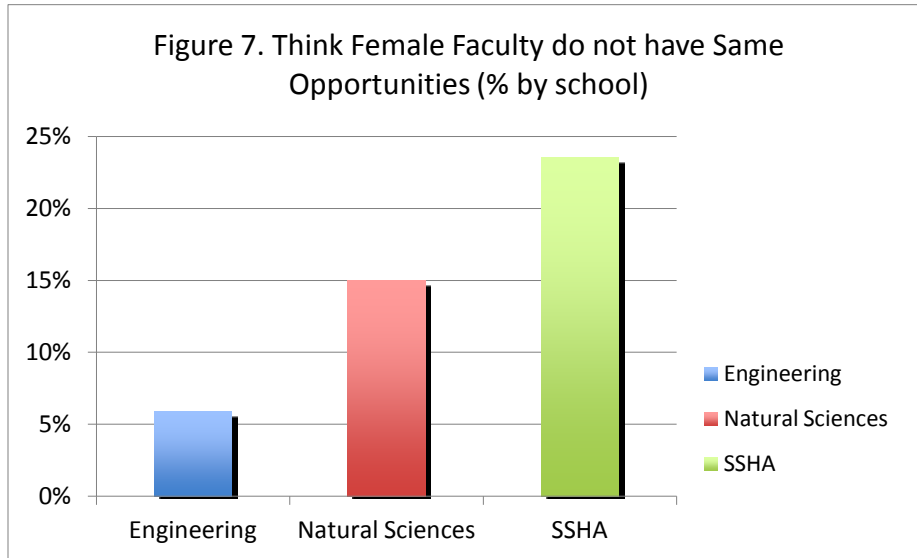
Gender and Discrimination on Campus

While we did not find many sex differences in satisfaction at UC Merced, we did find that 19 percent of faculty think that female faculty do not have the same opportunities as male faculty on campus (Q26). Not surprisingly, men at UC Merced were slightly more likely than women to say that women have the same opportunities – 85% of men vs. 74% of women reported so. In this regard, UC Merced is doing better than other UC campuses: at UC Irvine, only 55% of faculty think that women have the same opportunities⁷. However, there is clearly room for improvement here. A follow up question asked in what ways men have greater opportunities than women, and a couple of issues were raised by multiple individuals (see Appendix for responses). Several faculty stated that women bear more of a service burden than men, with one stating that while men and women both do service, men serve on the more influential committees while women "do housekeeping," work. In addition, a couple mentioned that men seemed to have been promoted more easily on campus than women. Interestingly, two faculty stated that women have more opportunities on campus than do men.

Faculty in SSHA were most likely to state that women faculty do not have the same opportunities, with 24% of SSHA faculty agreeing with this statement. Fifteen percent of

⁷ University of California, Irvine, ADVANCE Program for Faculty Equity and Diversity, "Report on 2009 Faculty Climate Survey," accessed at <http://advance.uci.edu/media/Climate%20Survey%202009.pdf>.

faculty in Natural Sciences report that women do not have the same opportunities as men, while 6% of Engineering faculty say so.



Nearly one third (29%) of the female faculty report having been discriminated against on the basis of their gender at UC Merced (none of the men reported having been discriminated against on the basis of their gender). Although we look better compared to other college campuses in terms of gender discrimination, for example, 39 percent of women at U of Texas reported discrimination based on their sex⁸, that a third of our women faculty report discrimination on the basis of gender should be of concern. It is worth noting, however, that in a follow up question asking for details on discrimination or harassment, several women said that they had been treated unequally by students on campus rather than by faculty or staff.

No one reported discrimination based on sexual orientation or disability status.

⁸ University of Texas Gender Equity Task Force, 2008, "Final Report of the Gender Equity Task Force."

Table 14: Experienced Discrimination as a Faculty Member in Last 3 Years

Q34 Items:	<u>All</u>			
	<u>Respondents</u>	<u>Men</u>	<u>Women</u>	
	<i>N</i>	% Yes	% Yes	% Yes
Age	110	9%	7%	13%
Race/Ethnicity	110	5%	7%	3%
Gender	110	10%	0%	29% ***
Sexual Orientation	110	0%	0%	0%
Family Status	110	5%	4%	5%
Religion	110	2%	1%	3%
Socioeconomic Status	110	1%	0%	3%
Disability Status	110	0%	0%	0%
Political Perspectives	110	2%	1%	3%
Nationality/National Origin	110	2%	3%	0%
Language	110	2%	3%	0%
Immigrant Status	110	1%	1%	0%
Other	110	2%	0%	5% *

Notes: *N* is sample size. Asterisk (*) indicates response difference between men and women is statistically significant at the .05 level, whereas (***) indicates at the .001 level.

When asked (Q35) if the respondent had been subjected to any unwanted sexual attention from students, staff or other faculty, as a faculty member at UC Merced, three percent of the male faculty and eight percent of the female faculty responded yes.

The survey also asked whether respondents had heard other faculty colleagues "making making inappropriate references to a candidate's personal life or appearance" in cases involving hiring, tenure or promotion. Eleven percent of faculty indicated that they had heard other faculty make inappropriate comments during discussions on personnel

issues. Equal numbers of men and women agreed that they had heard faculty make inappropriate comments about a candidate's age, with 6% of faculty agreeing. Five percent of both men and women faculty stated that they had heard others make inappropriate comments about a candidate's gender. Eight percent of women (and no men) reported hearing inappropriate comments about a candidate's family status.

Institutional Policies

Many faculty were unaware of the family friendly policies offered by the University of California (Q42):

- 68% were unaware that a reduced appointment (part time work) is available,
- 54% were unaware that they could take unpaid family leave if necessary,
- 49% were unaware that they could petition for active service modified duties if they had substantial dependent care duties,
- 38% were unaware that the university offers paid childbearing leave to faculty, with a significant difference between schools (Engineering the least aware), and
- 29% unaware that faculty could get a tenure clock extension following the birth of a child.

More male faculty than female faculty were unaware of each of these policies, probably because they are less likely to use them for the birth of a child. However, the high levels of ignorance of these policies is a problem for the university given that any faculty member may be asked for advice from a colleague or questioned about it by a job candidate.

Health and Work-Related Stress

When asked to rate their health, from poor to excellent on a 5 point scale (Q37), 80% of faculty described their health as very good or excellent. There were significant differences between respondents. Eighty-four percent of women faculty described their

health as very good or excellent, compared to 79 percent of male faculty ($p = .0477$).

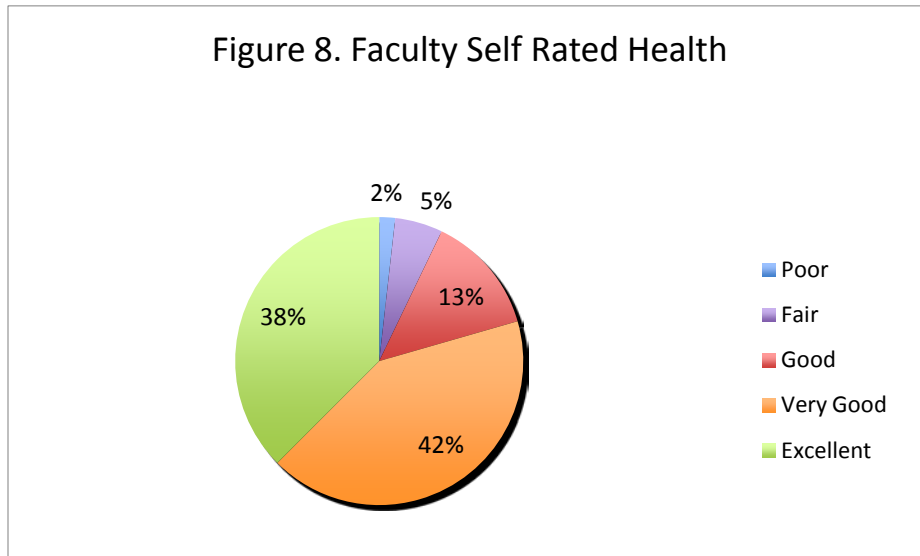
Faculty in the school of Natural Sciences have the highest rated health (85%), compared to SSHA (82%) and Engineering (65%) faculty ($p = .018$). And non-Hispanic whites have a

higher “excellent and very good” health rating than non-whites (84% vs. 72%, $p = 0.0432$).

Most remarkable is the difference between those who identify as delayed in their career progression (55% excellent and very good health) and those not delayed (85%) ($p =$

.0001). However, we cannot conclude whether it is delayed faculty’s poor health that has

contributed to their delays, or if being slow or delayed in their expected career progression has led to poor health, or both.



FINDINGS & RECOMMENDATIONS

Recommendations

With regards to institutional policies that support faculty, we need to begin to consider new policies or practices to address some of the issues identified in the survey, in addition to making current policies better known. It would be prudent to apply for additional funding to implement such new policies, practices and programs.

1. Continue the mentoring program. Partially in response to the results from this survey, UC Merced is already implementing a junior faculty mentoring program. The survey results clearly demonstrate that such a program is needed: mentoring support came in second as the factor faculty are least satisfied with at UC Merced. The problem appears to be most pronounced in the School of Engineering, with 93% of faculty stating they are dissatisfied with the mentoring they received, 66% of Natural Scientists, and 44% of SSHA faculty.
2. Provide more support to faculty. Nearly one quarter (21%) of faculty state that they are delayed in their career progression. Among the factors they name as most responsible for their delay are unbalanced teaching and service load, large service load, and lack of administrative support. This could be remedied through course releases for high service loads, the hiring of additional faculty, support staff, and so on. Other results provide further evidence that UC Merced faculty need more support. Among the factors faculty are least satisfied with involve the support they receive, including computer facilities and support, service responsibilities, time for scholarly work, and staff and administrative support. Faculty are especially dissatisfied with the computer facilities and support; it is the item faculty are 4th least satisfied with. Nearly three quarters (71%) of untenured faculty state that they are very or somewhat dissatisfied with the computer support they receive, and over half of tenured faculty are dissatisfied (56%).
3. Implement formalized structures to ensure that male and female faculty are treated equitably. Twenty-nine percent of female faculty report that they have been discriminated against based on their sex. Nineteen percent of faculty report that female faculty have fewer opportunities than their male peers. The university might consider a means of auditing programs or bylaw groups for gender equity on a number of dimensions, including hiring, salary, teaching assignments, lab space, service assignments, and so on. While the survey provides few specifics on where sex discrimination occurs, it does show that teaching assignments at UC Merced are not equitable: female faculty at all ranks report teaching more undergraduate classes and fewer graduate classes

than their male peers. And this matters: 24% of female faculty are dissatisfied with their teaching responsibilities (compared to 11% of men).

4. Partner with the local public schools. The item UC Merced faculty are most dissatisfied with is the quality of the public schools for their children, and one third of faculty state that the quality of the public schools made them hesitate to take a position at UCM. On the face of it this seems like something the university has little control over; however, many Universities around the country partner with their local public schools in magnet schools, teacher training, undergraduate service learning programs, and so on. UC Merced could help improve the quality of the local schools.

5. Provide all faculty with information regarding family leave and other policies. A remarkably high number of faculty are unaware of family and medical leave policies of the UC. More than half of the faculty are unaware that a reduced appointment or unpaid family leave are available. Nearly half are unaware of the UC's Active Service Modified Duties policy in place for those with substantial dependent care responsibilities. It is very important that all faculty be informed about these programs, not only so that they could make decisions regarding their own lives, but also answer questions from faculty job candidates.

6. Implement a diversity training program. Faculty from under-represented racial and ethnic groups were less satisfied with their welcome at UC Merced, and are less likely to be happy with their salary. They are also less likely to agree that faculty treat each other in an even-handed way. These results, coupled with faculty diversity numbers that are less than ideal, suggest that the campus would benefit from a diversity training program for faculty search chairs, at a minimum, and perhaps all faculty.

7. Encourage faculty and CAP to value faculty service contributions. As noted above, 21% of faculty report being delayed in their career progression, and many name a high service load and unbalanced service/teaching/research work load as reasons for their delay. Faculty who have had

to take on a heavy service load developing new programs on campus should receive credit for their contributions.

8. Provide more support for spousal hiring. One quarter (25%) of faculty report "difficulty of finding employment for their spouse" as something that made them hesitate to accept their position at UC Merced. The university might consider providing resources for spousal hires, spousal hiring partnerships with corporations and educational institutions within the broader geographic area, or other means of facilitating spousal employment.

APPENDIX A: Respondent Comments & Answers to Open-ended Questions

In an effort to gain insights relevant to future survey constructions and to give voice to various respondent perspectives, this section provides a listing of comments from open-ended-items in survey; they are copied intact and pasted below. Sub-headings in ALL CAPS are added for ease of grouping the comments into similar topics. Some relatively lengthy comments that included multiple topics have been divided and placed into multiple sub-headings.

Interpretations of the comments in this compilation reside entirely with the reader.

Q14. What positive factors contribute most to your sense of job satisfaction?

N = 88 (77% of total respondents)

COLLEAGUES

- Colleagues
- Colleagues
- Colleagues
- Good colleagues in my unit
- Colleagues.
- Excellent colleagues
- Great colleagues.
- Terrific colleagues
- Colleagues
- Good colleagues and atmosphere on a local level
- Good colleagues.
- Colleagues
- Support of colleagues
- We hire great colleagues
- Generally nice colleagues.
- My colleagues in my discipline and unit as a whole
- Research support and terrific colleagues
- Colleagues
- Colleagues in my unit. Commitment to hiring top scholars.
- Colleagues
- My colleagues
- Colleagues in my unit. Support from the Dean and Dean's staff.
- Cog-sci and other colleagues
- Friendly environment in my unit
- Those colleagues who are actually collegial; benefits
- My colleagues are wonderful.
- There are a fairly small number of faculty with whom I can interact and who are quite interesting and productive.
- Strong support from colleagues and staff
- Enjoyment with and quality of colleagues

COLLABORATION

- I enjoy working with my colleagues
- Opportunities for collaboration
- Collaboration with faculty in discipline
- Collaborations

- Collaborative research opportunities at UCM
- Highly collaborative and energetic colleagues.
- UC is still marketable brand when looking for collaborations.

OPPORTUNITIES

- Opportunity to hire colleagues and build a program
- Opportunity to shape programs
- The novelty of the startup status of the campus and opportunities to contribute to its development
- UC Merced is still an exciting place to be with many opportunities in research and education.
- Opportunity to build a new program with very few boundaries to progress.
- Sense of accomplishment in creating new campus.
- New facilities
- The opportunities to make a difference in a new institution. Overall
- Sense that progress is being made in building university
- Good new lab space and equipment.
- Newness of campus facilities
- Helping build a new university

RESEARCH

- Successful research program
- Ability to do research
- Adequate opportunity for research
- Research and development
- Research and my students
- Research time
- Research/intellectual environment
- My research program.
- Research support
- Relatively low teaching load; resources available for research
- Relatively low teaching load
- Climate of excellence in academic research.
- Perform research
- Internal grant support.

TEACHING

- I am satisfied with my freedom to choose the classes I want to teach
- Teaching opportunities
- Working with graduate students
- Performance of graduate students
- Teaching
- UC Merced has given me the time
- Time available for scholarly work
- On sabbatical...
- Ability to teach and write
- The teaching load is manageable and I have been protected from being overloaded.
- Relatively low teaching load, Generally pleasant work environment

SALARY / BENEFITS

- Salary
- The salary and benefits are good
- On-campus daycare
- Benefits
- Benefits

STUDENTS

- Diverse student body
- Diversity of students
- The diversity of our undergraduates
- Student interactions
- Students

- Undergraduate and graduate student
- Undergraduate students
- Students
- Impact in students
- Enthusiastic students
- Satisfaction in seeing students/majors respond/grow intellectually

MISCELLANEOUS

- It's great being here because I am making a much bigger impact to the undergrads and local community than if I were at a large university.
- The worst person at UCM is gone.
- My personal living situation outside of Merced
- Living in California
- Ease of access to campus
- UC
- UC reputation.
- Sense that I make valuable contribution
- I really love the work I'm doing

Q14. What negative factors contribute most to your sense of job satisfaction?

N = 95 (83% of total respondents)

COLLEAGUES

- Colleagues
- Colleagues
- No colleagues in my field. No departments. No leadership.
- Intellectual stimulation by colleagues
- Collaboration within UC Merced
- Divisions within the biological sciences faculty
- Some unreasonable faculty members highjack the whole unit
- Little common interest with the colleagues in my unit and little intellectual sharing and very competitive.
- Uncollegial (and sometimes downright unprofessional) colleagues
- Lack of faculty of color and diversity of life experience
- The sense of faculty entitlement is astonishing to me

COMPENSATION & WORKLOAD

- I felt I was brought in a step too low.
- I am also disappointed that my total compensation has remained relatively flat.
- Too much service work with no compensation; the way things don't work here as they should for a research u; lack of resources for our program
- Impression that every year we are asked to do more with less
- Unfair and unethical practices in promotion process have not been addressed
- Non-competitive salary
- Awarding tenure to people without enough publications. Some senior faculty think UCM is a teaching institution
- Salary is inadequate; service is unrewarded or compensated inappropriately
- Salary
- Faculty merits are not properly evaluated. Some people are treated with favor
- Promotion exercises that don't provide formal feedback and that don't require accountability for their lack of defined process;
- Too much committee work. Need to streamline administrative processes
- Service workload.
- Lack of senior mentoring for junior faculty. Too much service and new course creation for junior faculty.
- Service demands are incredible

UNIVERSITY-SPECIFIC

- Lack of technical/computer lab space
- Fiscal and leadership crises in the UC and California. Lack of capital for development
- Quality of space for research (lab)
- People keep stealing supplies from my lab
- Lack of vision for the campus. We claim to be a research institution
- Horrible infrastructure to conduct research
- Administrative issues and master plan of UCM
- The university has made almost zero investment in research infrastructure and also requires a higher teaching and service load than other universities. This adds up to poor research performance
- Lack of infrastructure (IT)
- Lack of infrastructure
- Lack of transparency
- Bad academic politics outside of my unit
- Lack of technical/computer lab space

RESEARCH

- Not enough time for research.
- My own research
- Time and support for research
- Research opportunities and time
- Lack of research infrastructure
- The ability to perform research on topics of my interest
- The university has made almost zero investment in research infrastructure and also requires a higher teaching and service load than other universities. This adds up to poor research performance
- Lack of core research support requires groups to shoulder a greater burden to accomplish critical research functions.
- Campus support for research is abysmal.

TEACHING

- Teaching load
- Unreasonable teaching load
- Can't teach some courses I would like to teach.
- Possibility of being required to teach night or late afternoon classes.

STUDENTS

- Students
- Quality of graduate applicants and graduate students
- Overall quality of the graduate students.
- Diversity of the student body
- Interactions with undergraduate and graduate students
- Poor quality of grad students. Lack of preparation of undergraduates.
- Quality of students

STAFF

- Knowing and being able to educate support staff to my particular needs
- Some staff very irresponsive and slow.
- Support from SPO
- Staff communication (or lack thereof)
- Incompetence of key administrative staff in SSHA
- Lack of administrative support at all levels (both in quantity and quality of staff) for all aspects
- Problems with UC organization: quality of staff
- Lack of staff support
- Administrative and clerical support for accounting (at the campus level) is absolutely horrific; AP is a nightmare; policy is not well recorded and implemented across admin units
- Business support and academic personnel are both very poor
- High level of administrative work carried by some of the faculty
- Support services are lousy

TRAILING SPOUSES

- I am very disappointed in the lack of quality employment opportunities for my spouse.
- Lack of job opportunities in the area for my spouse.
- Employment factors for my wife
- Inequities in spousal accommodations and dual career couples.
- Employment opportunities for my spouse

MISCELLANEOUS

- Not enough personal time
- The challenge of building the university and area
- I sometimes am overwhelmed
- This is not really the job that i would like to have.
- Support for family
- I feel very isolated

Q. 26b. Please describe in what way(s) you think men have greater opportunities than women.

Loaded question! I think women have greater opportunities than men, here and at probably all other U.S. universities. There is still considerable discrimination in favor of women.

none

I think women do more service.

They have more male colleagues.

tenure cases for men were decided at higher levels and with more speed than those for women

All endowed chairs have gone to men (despite large number of distinguished female faculty). Men are more likely to have teaching relief when doing service. Men are promoted more readily than woman at UCM.

Obviously, its the other way around.

I think men tend to be picked more for leadership positions. Women constantly have to prove themselves to colleagues.

I'm clicking no mainly because I don't feel confident clicking yes. But I have no direct evidence of any disparity of opportunities.

There are cliques of male faculty that dominate internal politics.

lack of key mentoring and support from senior faculty of either gender.

women bear greater service demands

I think the work climate is more favorable for men; I think there's a subtle sexism, the expectation, for example, that women should do more service, that their service is not really valuable, that they should defer to men. This attitude comes

Less expected in terms of family responsibility

It has been proven and UCM is not some exception to general sexism that pervades in academia.

higher salaries

The upper echelon committees are mostly run by men, whereas the housekeeping committees seem more run by women.

29. In the space below, please describe the impact taking family accommodations has had on the career development or advancement of faculty.

They have allowed for the promotion timeline to be adjusted for family.

gaps in publishing are noted in reviews as a problem but often coincide with timing of child birth/child care. I also have observed others trying to take their family leave, but HR seems to require excess justification for these leaves. There

I think some faculty have benefited from it professionally, and some have not. It depends on the extent of their child care responsibilities compared to their usual service and teaching load. The service, teaching and program supervision load

It made administrators angry and caused disputes.

Don't know

I think some actually benefited (male parental leave), i.e. they stopped the tenure clock but continued working and made up for past lack of performance.

Just being so busy with parenting reduces the time one can spend on research and other university duties

gives them more time to publish

36. Use the space below to provide any comments you may have regarding sexual harassment or any form of discrimination you may have experienced. Please do not mention any names, as this might compromise the confidentiality of the survey.

I think my initial rank and salary were lower than they should be. It's possible that was about gender, though there were other issues.

Discrimination against men by previous administrators.

I have dealt with an issue among students in my lab. I had support from the administration.

I have observed some faculty being explicitly biased for candidates or guests from a particular nationality or national origin (e.g. in presentations).

Students are much more likely to try to negotiate grades, exceptions to course policy, etc. with female faculty than male faculty. It is not unusual for students to write sexually suggestive remarks on course evaluations; there can be a couple

While I indicated suffering discrimination above, I should be clear it consisted of inappropriate comments from students. However, I have seen instances of actions/remarks by faculty members that could be construed as institutional racism



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November 21, 2013

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 "R. Ortiz", is placed below the "From:" line.

Re: FWDAF's Response to Division Council's Memo on Diversity

The Committee on Faculty Welfare, Diversity and Academic Freedom (FWDAF) would like to express its gratitude for being tasked with leading this very timely and important issue that impacts the University of California system, and not just UC Merced. The data attached within this letter provides the evidence to justify our committee's deep concerns on issues of faculty diversity. Among the evidence provided is data provided by: **(1)** the campus climate survey of 2011, **(2)** an abbreviated survey our committee performed in early November 2013, **(3)** the Moreno Report, and **(4)** the report (October 19, 2011) of the President's Advisory Council on Campus Climate, Culture, and Inclusion - Faculty Diversity Working Group. We conclude with a list of recommendations, which are principally based on those already provided in 2011.

Campus Climate Survey Findings

Some of the key findings our committee identified in the UCM campus climate survey are that: **(1)** females only constitute 35% of the Senate faculty (Table 3a), which we feel should be closer to 50%, **(2)** Hispanic/Chicano, Native Americans, and African Americans collectively only comprise 16% of the faculty (Table 3a) (recognizing there are some issues with the appropriate categorization/definition of individuals from underrepresented groups), **(3)** support for diversity scores only 2.73 out of 4 (Figure 2), which is only slightly above average, and **(4)** support for diversity within a Unit/Department was slightly better at 3.11-3.13 out of 4, but is difficult to properly assess because, while there is no gender effect on the rating, this rating did not account for the race or ethnicity of the respondent, and given the large number of non-URM faculty, the value can be misleadingly biased by the response of these non-URM faculty.

Committee's Abbreviated Survey Findings

In response to the DivCo's request to Senate committees to opine on the campus's issues on diversity (October 30, 2013), our committee implemented a very brief campus survey to assess the faculty's perception of diversity issues on campus (**Appendix A**). Our survey also provided an opportunity for the faculty to provide free-form comments on diversity, which we also analyzed. Our survey revealed a number of interesting and important findings: **(1)** while female faculty constitute a minority of ladder-rank faculty, they represented over 50% (51.2%) of the respondents suggesting that female faculty may be more passionate about these issues than males, **(2)** less than 50% of the ladder-rank faculty responded suggesting that a large percentage of our faculty fail to recognize the importance of this issue or are agnostic, **(3)** a larger percentage (55% vs 45%) of faculty perceive an issue with diversity, but an overwhelming majority (76% vs 24%) were satisfied with their search committee's actions in ensuring the diversity of the candidate pool suggesting that issues around diversity go well beyond just the recruiting and hiring process, and **(4)** the free-form comments suggest that some faculty confuse excellence and diversity such that URM candidates are not equally qualified solely on the basis of being from one of those groups.

Moreno Report

While wholly unfortunate, the Moreno Report is very timely for these discussions, and provides further evidence for UC as an institution to re-evaluate and/or implement more robust measures to ensure a secure and collegial workplace environment for all employees. Of note, the Report mentions "widespread concern among faculty members that the racial climate at UCLA had deteriorated over time, and that the university's policies and procedures are inadequate to respond to reports of incidents of bias and discrimination." Furthermore, the Report mentions that "[t]here was clear consensus among faculty members who reported to the Review Team that the administration has demonstrated a lack of leadership on these issues." These comments of the Report help to justify our recommendations (to follow).

President's Advisory Council on CCCI - Faculty Diversity Working Group Report

In December 2010, then-UC President Mark Yudof assembled a Faculty Diversity Working Group (FDWG). The purpose of the Group was to report to the Council and "recommend measures of progress, mechanisms for accountability, and advice regarding best practices" on issues related to faculty hiring, contributions to equity and diversity, and administrative structures and accountability. These practices were defined as *Systemwide-Level Best Practices and Recommendations* (#1-#7) and *Campus-Level Practices* (#8-#11). As a result, the Working Group developed eleven practices and recommendations (in October 19, 2011) for review and discussion by the President's Advisory Council on Campus Climate, Culture and Inclusion as well as for the local campus climate councils. Subsequently, in June 2012, **almost 9 months after the original report was released**, UC Merced's then-Committee on Faculty Welfare was given 1 week to opine on the report. UCM's Faculty Welfare committee devoted a substantial portion of its September 2012 meeting to discussing this report and submitted a letter of comment to then-Senate Chair Peggy O'Day on November 26, 2012 that supported the Working Group's recommendation, providing endorsement of the four *Campus-Level Practices* (**Appendix B**) in the Report. The FWDAF affirms its continued support and endorsement of these practices.

While in essence this committee in part has already discussed and addressed these issues, an examination of the timing of these events provides a clear indication of the lack of urgency and attention paid to these issues on the part of the administration. As such, this lack of urgency only corroborates the Moreno Report's finding that there is a clear "lack of leadership on these issues." On the UCM campus, the upper administration has had our committee's 2012 letter of comment for over 1 year and has had

the Working Group's Report for over 2 years. What is disturbing and frustrating to this committee, as discussed at our November 14, 2013 meeting, is that UC Merced's upper administration has had recommendations and opportunities to implement many of the Working Group's recommendations and practices over the past year, and it would appear to no avail. The consensus among the members of this year's FWDAF is that the administration should now have plenty of information on the critical issues and on recommendations and best practices to formulate a bona-fide strategic plan to implement them. It should be noted here that UC Merced did not establish a formal Senate committee that addressed issues of diversity until AY13-14, and this committee was included along with Faculty Welfare and Academic Freedom.

Specific Recommendations of the Committee on Faculty Welfare, Diversity and Academic Freedom

In addition to the many recommendations/best practices already provided by the FDWG's Report, we also have additional recommendations.

Recommendation #1: Implement the recommendations already provided by FDWG with the following inclusions: **(1)** in Practice #8, require applicants for faculty positions to include a Statement of Contributions to Diversity as part of the application materials and the search committees to consider these as part of the hiring process, **(2)** in Practice #10, create a VC for Diversity & Faculty Welfare who would oversee the Office of Diversity, and **(3)** in Practice #11, provide at least 1 "Target of Opportunity" hire to each School every other year until faculty diversity is representative of the student body.

Recommendation #2: As President Napolitano has already committed an additional \$5M to diversity programs across the system, the President's Postdoctoral Fellowship Program has already been recognized as one of the programs to benefit with increased funding. We urge the Provost to put pressure on the Deans to be more pro-active and aggressive in using this program and its benefits to hire URM faculty.

Recommendation #3: It is imperative to engage colleagues and educate them on the importance of diversity. While it is important to hire excellence during recruitment, we must also focus on nurturing excellence among faculty already on campus. In addition, we must ensure that the University as a whole is providing an adequate infrastructure for the care of faculty. The Deans and the Provost play a role here in conjunction with the faculty: the responsibility for diversity is shared across all interested parties and all interested parties also share in the accountability.

In closing, we feel that our campus administration has been provided, now and previously, more than sufficient evidence to warrant the implementation of more robust measures to address the glaring racial/ethnic/gender inequities that exist on our campus. We stand firmly committed to helping the administration implement the Working Group's recommendations and best practices as important, immediate measures to address our campus's issues with diversity. We are hopeful that we can work collegially and effectively with all of our colleagues, both administrative and academic and regardless of race/ethnicity/gender, to enhance our campus's diversity and improve our campus climate.

cc: FWDAF members
DivCo members
Senate office



OFFICE OF THE ACADEMIC SENATE
IGNACIO LÓPEZ-CALVO, CHAIR
senatechair@ucmerced.edu

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October 30, 2013

**Standing Committee Chairs
School Executive Committee Chairs**

Re: Campus Issues of Diversity

The Faculty Welfare, Diversity, & Academic Freedom committee (FWDAF) believes that the diversity of our campus's faculty could be a great strength, and that our campus would be better situated to achieve its goals by enhancing its diversity among faculty and graduate students. Growing and preserving that diversity is an essential component in serving UC Merced's student population, which is the most ethnically diverse in the UC system. Diversity is a specific mission of the UC system. To address this issue, Provost/EVC Peterson has requested Senate and School Executive committees to consider opportunities to advance campus diversity. Senate and School Executive committees are requested to answer the following questions in their consideration of diversity:

1. How can we enhance ethnic and gender diversity among the faculty and graduate students on our campus?
2. What kind of leadership efforts should be made to ensure a commitment to diversity?
3. How do we attract and retain diverse faculty and graduate students?
4. What are the committee's concerns, if any, about diversity practices and what are your recommendations for improvement?

Sincerely,

A handwritten signature in black ink, reading "Ignacio López-Calvo".

Ignacio López-Calvo, Chair
Division Council

cc: Senate Office

Appendix A - FWDAF Committee Survey Results

1. What is your rank?	Percentage	Number
Full Professor	21.69%	18
Associate Professor	38.55%	32
Assistant Professor	33.73%	28
LSOE	2.41%	2
LPSOE	3.61%	3
<i>Total</i>		83

2. What is your gender?	Percentage	Number
Female	51.19%	43
Male	48.81%	41
<i>Total</i>		84

3. Do you perceive any issues with the diversity of the UC Merced faculty? (Diversity includes race, ethnicity, and gender.)	Percentage	Number
Yes	55.42%	46
No	44.58%	37
<i>Total</i>		83

4. If you have served on a search committee in your School, were you satisfied with the approach taken to ensure diversity of candidates? (Diversity includes race, ethnicity, and gender.)	Percentage	Number
Yes	75.71%	53
No	24.29%	17
<i>Total</i>		70

The FWDAF committee sent out a survey to 177 faculty and received 85 responses.

In this report, I will focus on the 35 qualitative open-ended responses where faculty had the opportunity to opine on diversity.

The 35 responses can be categorized into three categories:

- 1) Supportive of diversity (21 responses)
- 2) Excellence should take precedence over diversity (10 responses)
- 3) The university is doing just fine and no further action should be taken (4 responses)

Supportive of diversity

The majority of these respondents were supportive of diversity and suggested that the university put more resources into hiring more diverse faculty. These respondents pointed to the lack of Black faculty, and the lack of U.S.-born under-represented minorities. They also pointed out that the university should put its money where its mouth is and provide resources such as cluster hires and targeted opportunity hires. Finally, they expressed concern that UC Merced should put more resources into retaining those diverse faculty we already have. These responses show that there is a preponderance of faculty who offer unqualified verbal support for putting more resources into diversity.

Excellence does not equal Diversity

The second category of responses had concerns about conflating diversity with excellence. These respondents pointed out that diverse candidates often have substandard credentials.

In one response under this category, the respondent used a typical rhetorical move: "I support diversity, but..." and then proceeded to explain that diversity does not equal excellence.

In a more direct response, a respondent stated:

"We should always hire the most qualified candidate regardless of sex or race, anything else is discrimination. The application process is not fair unless it is blind to sex or race and diversity should not be an issue or even considered in academic hires."

In many of these responses, the respondents made the false assumption that highly qualified diverse candidates do not exist or are extraordinarily hard to find. It will thus be important for UC Merced to make it clear that it is possible to have both diversity and excellence.

In some cases, respondents who wrote about diversity and excellence also pointed out that we need to be clear in terms of how we define diversity. These respondents

pointed out that there is a difference between a person born into a middle class family in Mexico and the child of a Mexican American agricultural worker.

UCM is already doing enough

The final category includes those who responded that UC Merced is diverse enough or that the efforts we are making are sufficient. These respondents indicated either that the university is already doing too much, or that we are doing enough because everyone cares about diversity at UC Merced. These responses indicate that faculty need to be better educated about diversity at Merced and how we compare both to our student body and to other universities.

Appendix B – Systemwide and Campus-Level Best Practices and Recommendations from the Faculty Diversity Working Group

Practice Number	Name
Systemwide-Level Best Practices	
1.	Fully Implement Academic Personnel Policy Section 210 (APM –210), Review and Appraisal Committees
2.	Provide Training for Members of Committee on Academic Personnel/Budget Committees
3.	Accountability Reports on Diversity of Key Senate Committee Compositions
4.	Selection and Review of Provosts, Deans and Chairs and Annual Reports
5.	Funding for a Reward Pool of FTE
6.	President’s Postdoctoral Fellowship Program
7.	Update the UCOP 2002 Affirmative Action Guidelines for the Recruitment and Retention of Faculty Brochure
Campus-Level Best Practices	
8.	Crediting Contributions to Diversity
9.	One-time half or whole step increase for extraordinary contributions to diversity
10.	Central Diversity Office
11.	Cluster Hiring

Report is available [here](#).

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON FACULTY WELFARE, DIVERSITY & ACADEMIC FREEDOM
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November 27, 2013

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 "R. Ortiz", is placed below the "From:" line.

Re: FWDAF's Response to Moreno Report

On behalf of the University of California Merced's Committee on Faculty Welfare, Diversity and Academic Freedom (FWDAF), we would like to express our gratitude for being tasked with being the lead review committee of the *Moreno Report*. The FWDAF discussed the Report at its November 14, 2013 meeting and have developed these observations.

While wholly unfortunate, the *Moreno Report* provides further evidence for UC as an institution to re-evaluate and/or implement more robust measures to insure a secure and collegial workplace environment for all employees. Of note, the Report mentions "widespread concern among faculty members that the racial climate at UCLA had deteriorated over time, and that the university's policies and procedures are inadequate to respond to reports of incidents of bias and discrimination." Furthermore, the Report mentions that "[t]here was clear consensus among faculty members who reported to the Review Team that the administration has demonstrated a lack of leadership on these issues." The committee felt these comments in the Report were especially disturbing. Nonetheless, FWDAF supports the six recommendations (**Appendix A**) provided in the Report, and requests that these recommendations be implemented at UC Merced as well. The committee was especially supportive of Recommendations D, E, and F, and urges the Chancellor and Provost to implement these as soon as reasonably possible. Furthermore, we would recommend that the Chancellor and Provost in consultation with DivCo establish a special, short-term committee to: **(1)** more robustly assess and review the findings, paying particular attention to the findings in Section II.D.2 to determine if UC Merced is adequately prepared to prevent the noted failures, **(2)** develop the appropriate policies and procedures to circumvent these potential failures from befalling our campus in the event similar complaints are

made here, and (3) ensure these policies and procedures are appropriately vetted among the faculty and implemented in a timely manner. This could be done by having this special committee review the grievance process (*Moreno Report Appendix A.*) and discrimination officer’s roles (*Moreno Report Appendix B.*) and ensuring these can be maintained at UC Merced.

Appendix A. The six recommendations provided in the <i>Moreno Report</i>	
Recommendation	
A.	Chancellor’s Policy Statement [issue]
B.	Discrimination Officer [establish]
C.	UCLA procedure for responding to reports of incidents of bias or discrimination
D.	Creation of gateway [of information on a website]
E.	Further review of diversity efforts in admissions and hiring
F.	Implementation of recommendations [via an internal oversight committee]

cc: FWDAF members
 DivCo members
 Senate office



William Jacob
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Email: William.Jacob@ucop.edu

Chair of the Assembly and the Academic Council
Faculty Representative to the Board of Regents
University of California
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Oakland, California 94607-5200

November 6, 2013

SENATE DIVISION CHAIRS
UNIVERSITY OF CALIFORNIA

Dear Colleagues:

As we discussed at the October Academic Council meeting, President Napolitano has asked the Senate to participate in a joint Senate-Administrative Work Group to address the recommendations of the Moreno report regarding UC response to reports of bias and discrimination affecting faculty are handled. As you know, she has requested a report by the end of the calendar year.

She has also asked the Chancellors to report on campus policies and procedures for responding to such reports. It would be helpful if you could work with your Affirmative Action and Diversity and Privilege and Tenure committees to provide information that can inform the Senate-Administration Work Group. In particular, we are interested in an examination of Senate procedures, assessment of their timeliness, and any context or examples you could provide to illustrate whether the current processes are effective.

Since the joint report is due at the end of the calendar year, please transmit your input to me as soon as possible. We will discuss our progress at the November Council meeting. Please do not hesitate to contact me with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Bill Jacob".

Bill Jacob, Chair
Academic Council

Cc: Academic Council
Senate Executive Directors

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November 15, 2013

To: Ignacio López-Calvo, Chair, Division Council

From: Ruth Mostern, Chair, Committee on Research (COR)

A handwritten signature in black ink, appearing to read "Ruth Mostern", is written over the "From:" line.

Re: COR's Comments on the Library's 2020 Space Plan

At its November 6 meeting, COR reviewed the Library's 2020 Space Plan which is appended to this memo. COR strongly believes that an excellent and adequately funded Library is critical to the research mission of UC Merced. We hope to see the Senate develop a collaborative, positive relationship with the Library, and we trust that Senate support can assist the Library in obtaining resources adequate to a research university as it continues to serve the campus's research mission.

However, COR has serious concerns with the Library's 2020 Space Plan and wants to convey these concerns to Provost Peterson and Vice Provost for Budget and Planning Feitelberg.

First, the Kolligian Library was purpose-built for library use and COR is surprised that that Library is proposing to develop new spaces instead of restoring the KL building to its original purpose. Furthermore, we believe that it would serve the Library and campus purposes most efficiently if library services were consolidated in one building.

Second, COR notes that the primary focus of the Space Plan concerns the development of study hall spaces. COR suggests that another unit should manage the planning of study halls, as COR feels that is not a core Library function.

Third, the Library's 2020 plan is based on an assumption that print resources will grow incrementally at a rate of 5-7,000 newly published volumes per year. However, this is not a consensus position of the Library's stakeholders. There are significant deficiencies in the Library's core legacy print collection.

The Library Working Group is discussing how best to develop a print collection appropriate to a research library. The Library's Space Plan needs to account for this.

Finally, the Library's 2020 Space Plan does not make any reference to an expansion in Library staff and equipment (e.g. scanning and recording facilities that are needed for digital project development), nor to the needed core IT infrastructure that is required for expanded bandwidth and data curation.

We hope to see the Library Space Plan revised to take into account the concerns of the Library's stakeholders and to better align with the mission of a research university.

cc: COR Members
Senate-Administration Library Working Group
Senate Office

Library Space for UC Merced: A Vision for 2020

The UC Merced Library currently provides spaces for the campus community to study, do research, and collaborate; in addition, it provides a portion of the space needed for campus events. As of 2013 the Kolligian Library Building seats approximately 900-1000 and contains physical collection storage space for up to 200,000 volumes. Given the current collection size of 110,000 print books, a historical print-collection growth rate of 5,000 to 7,000 volumes per year, and the expected emergence of the e-book as the preferred format for scholarly publishing, it is unlikely that UC Merced will need additional stack space by 2020. Similarly, the compactness of the proposed 2020 campus footprint coupled with the availability of remote access to the library's digital information resources means there will never be a need for freestanding branch libraries or subject/departmental libraries occupying one or more floors of campus buildings.

However, by 2020 the UC Merced campus will need additional library commonspace to support individual study and group collaboration, both of which are crucial to student success. With the 2012-2013 campus population of 5,700 students, existing library space is already proving inadequate—during regular academic terms the library's seats were frequently occupied at rates of 50%-70%. These extraordinarily high occupancy rates are due to the fact that 1) the library provides attractive spaces for study and collaboration and 2) there are few other places on campus where students can go. While it is good that library space is well used, such high rates of occupancy contribute to a noisy/busy environment, overload the wireless network infrastructure, and put extra strain on library services, furniture, and fixtures. Obviously, without additional spaces similar to those now available in the library, the campus cannot support a 2020 student population projected to be 43% larger than the 2012-2013 population.

Creating Library Commonsplace at UC Merced

A solution to the campus's 2020 library space problem is to plan for and build two or three 5,000-square-foot library commonsplaces to be incorporated in future buildings. We coined the term "library commonspace" to describe a space roughly similar in size, ambiance, and functionality to the current KL355 space, but with two-to-three collaborative workrooms included in, or adjacent to, the main commonspace.

The current square-footage of library space available for study and collaboration is approximately 70,000 square feet, so an addition of 10,000 to 15,000 square feet represents a 10% to 20% gain for the campus. While this increase falls short of corresponding to a 43% increase in the student body, such factors as increased reliance on online courses and additional un-programmed and public spaces in new campus buildings will take some pressure off of library spaces.

The purpose of each library commonspace is to directly support the learning outcomes of UC Merced students. Each commonspace will achieve this by providing an appropriate combination of individual and collaborative spaces as well access to appropriate information resources and technology.

Physical Configuration

Each library commonspace will occupy approximately 5,000 assignable square feet, with the configuration of furniture and rooms within each space influenced by how it is intended to be used and to what extent it balances support for individual study with support for collaborative learning. Flexibility will be key in the design of all library commonspaces; even so, it is inevitable that library commonspaces will need to be re-configured every seven-to-ten years to address changing needs.

Technology

Each library commonspace will be outfitted with appropriate technology to support student learning outcomes. This includes digital technology, of course, but it could also include print or other technologies. As with furnishings, the technology in library commonspaces must be flexible and provided with regular upgrades as needs and technologies change. That said, library commonspaces are not computer labs and should never be treated as such.

The design and technology of library commonspaces could be influenced by the academic focus of the campus buildings in which they are housed. One can imagine that a library commonspace located in a largely humanities-focused building might include technology specifically designed to support work in the digital humanities, while a similar space in a heavily engineering-focused building might incorporate advanced computer-aided design technologies.

Library commonspaces should also serve as locations for readings, guest lectures, receptions, and other special events so long as such use does not excessively interfere with the overall purpose of supporting student success. This reflects the current use pattern of KL355.

To prevent library commonspaces from being converted into cube farms or computer labs the first time the host building experiences a space crunch, library commonspaces must be managed as campus-wide resources rather than falling under the direct control of any single administrator or faculty group.

Connection to the Library

In consultation with other stakeholders, UC Merced librarians should play a lead role in the design and equipping of library commonspaces and have responsibility for their day-to-day management. While it is possible that a librarian could be permanently officed in a library commonspace, it is more likely that librarians will support these spaces via real-time

audio/video technology. It is also possible that librarians will keep regular office hours in library commonspace and/or accept appointments to consult with students, faculty, or staff in a library commonspace.

DRAFT



OFFICE OF THE PROVOST AND EXECUTIVE VICE CHANCELLOR

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(209) 228-4439

November 8, 2013

TO: Ignacio Lopez-Calvo, Chair, Academic Senate

FROM: Thomas W. Peterson, Provost and Executive Vice Chancellor

A handwritten signature in black ink, appearing to read "Thomas W. Peterson".

RE: Course Buyout Policy

The attached course buyout policy has been revised and vetted by the deans. We would like to thank DivCo for their comments on the earlier version of the proposed course buyout policy. In response to your comments, we have revised the policy to address several of your concerns. Specifically, we have addressed the following points:

1. The price of the buyout is consistent with the policy that 6 equivalent courses per year is a 100% teaching load for a lecturer.
2. As UC Merced does not currently have departments, it was felt that the money would be returned to the schools through the Deans. At their discretion, some portion of that money may be negotiated to either the individual faculty member or the relevant unit
3. The exception for special awards is handled under the Exceptions section, where it states that they may be approved by the Chair, Dean, and EVC.
4. This point is also addressed as in (2) above in the section, "Use of salary savings from external course buyouts", at the discretion of the Dean, some fraction of the released salary funds may be returned to the PI.

To address the last 3 points raised by DivCo under the Program perspective, additional language was inserted to ensure that the Chairs and Deans consult with the graduate group chairs to assure that the graduate curriculum is not adversely affected. In addition, the section "Policy: Minimum Teaching requirements" now explicitly states that Schools or academic units may have more restrictive policies.

As we stated in our September 6 memo, we will put this policy in place for five years, with a re-evaluation of the policy at that time.

Course Buyout Policy: External Buyouts from Extramural Funding	
Who is eligible?	Senate faculty with extramural grant-funding
Purpose	Allows faculty members to expand time (via course buyout) and funds available for research and scholarship. It also sanctions sponsors covering legitimate costs of faculty effort in research during the academic year thereby freeing up university research funds to invest in other forms of scholarly activity.
Course Buyout: Maximum # courses	1 annually. Also restricted to no more than 3 courses over a 5 year period. Particular Schools or academic units may have more restrictive policies.
Course Buyout: Cost	1/6th of 9-month salary + benefits per course (3-4-unit courses only). This is consistent with 6 equivalent courses per year being a 100% teaching load.
Policy: In Residence & Service requirements	Course buyout participants expected to remain in residence for the duration of the course buyout and must continue to be fully engaged in a normal portfolio of service commitments to department, campus, and profession.
Policy: Funding	Faculty member must have extramural funding to pay for external buyouts. Course reduction normally occurs in actual semester of buyout, but regardless the research effort must be contributed and certified during the semester that the sponsor funds are used.
Policy: Sabbatical leave	Program may not be used in conjunction with sabbatical leave. Sabbatical leave credit continues to accrue.
Policy: Minimum Teaching requirements	After consultation with the unit chair and graduate group chair, the Dean should ensure that the faculty member teach at least one course that significantly contributes to the program (e.g., required or undergraduate course), or general education and/or represents significant service (e.g., large survey courses). Schools or academic units may have more restrictive policies.
Approval	Requires Chair's, Dean's, and EVC's approval
Exceptions	By request and must be justified and then approved by Chair, Dean, and EVC
Use of salary savings from external course buyouts	In the case that the faculty member chooses to reduce teaching load, 100% of state-funded salary dollars released by the course buyout will be retained by the School. The first call on the released funds will be replacement of unmet teaching needs. Conversely if teaching release is not taken, then at the discretion of the Dean, some fraction of the released salary funds may be reinvested in appropriate research and scholarship expenses of the faculty.
Reporting	Deans must report annually to EVC on amount of dollars released and how the funds were used.

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September 20, 2013

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 "R. Ortiz", is placed below the "From:" line.

Re: FWDAF's Comments on the Draft Course Buyout Policy

Per Division Council's request on September 6, FWDAF reviewed the attached draft course buyout policy. The committee would like to express its deep concerns.

FWDAF is not in favor of the policy as is, and more importantly, this draft of the proposal failed to take into account the previous comments provided by then Senate Chair Susan Amussen in a memo dated June 8, 2012 to then EVC/Provost Keith Alley.

Specifically, the current proposal failed to justify the 17% (1/6th of 9-month salary + benefits) cost to buy-out. As highlighted by Chair Amussen, this is more than other campuses (i.e., UCR is only 10% for 1 course and 25% for two courses). Furthermore, the current policy holds fast to each rule without the inclusion of important exceptions, especially with regard to the number of courses. The current policy fails to provide exceptions which is important because many federal grants require more than 1 course per semester (i.e., 75% release time for research on NIH Career Development Awards (K-award)) with such release time for the life of the grant, which can be up to 5 years. The 3 course over 5 year period would not allow for this and thus impedes a potential K-award candidate from even applying. The current policy also fails to provide some proviso for these state-funds being released to the awardee as a potential incentive for having obtained an extramural grant that provides for the buy-out. While we recognize the benefit of releasing the funds to the School's Dean, some verbiage that allows the faculty member to negotiate for some of these funds should be included.

Overall, we fully support Chair Amussen's comment (memo comment #4) that the policy does not provide any incentive for faculty to pursue the potential for buy-out, especially during the academic year.

We had hoped that a revised buy-out policy would have taken seriously the comments provided by the previous Division Council. Thus, as a committee, FWDAF stands adamantly opposed to the current policy and wish you much luck in trying to negotiate a better policy that could undoubtedly have profound, positive impacts on faculty welfare, diversity, recruitment and retention, all of which continue to be issues of grave concern for our campus after 8 years of existence.

FWDAF thanks you for the opportunity to comment on this policy.

cc: FWDAF members
DivCo members
Senate office



Office of the Executive Vice Chancellor and Provost

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MERCED, CALIFORNIA 95344
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MEMORANDUM

To: Susan Amussen, Chair, Divisional Council

From: Keith Alley, EVC/Provost 

Subj.: UC Merced Course Buyout Policy

Date: May 25, 2012

Attached is a draft Course Buyout Policy that has recently been developed in conjunction with the Deans of all three Schools. We request that the Divisional Council review this policy and provide feedback to the EVC regarding the policy and any concerns regarding its implementation.

Thank you.

Cc: David Ojcius, VPAP
Nancy Ochsner, AVP
Mark Aldenderfer, SSHA
Juan Meza, SNS
Dan Hirleman, SOE
Susan Sims, Exec Director

Course Buyout Policy: External Buyouts from Extramural Funding	
	UC Merced Campuswide
Who is eligible?	Senate faculty with extramural grant-funding
Purpose	Allows faculty members to expand time available for research and other scholarly work
Maximum # courses	1 annually
Cost	1/6th of 9-month salary + benefits per course (3-4-unit courses only)
Policy: In Residence & Service requirements	Buyout participants expected to remain in residence for the duration of the course buyout and must continue to be fully engaged in normal range of service commitments to department, campus, and profession.
Policy: Funding	Faculty member must have extramural funding to pay for external buyouts; Buyout funding reduction must occur in actual semester of buyout.
Policy: Sabbatical leave	Program may not be used in conjunction with sabbatical leave. Sabbatical leave credit continues to accrue.
Policy: Teaching requirements	In the buyout year, faculty member must teach at least one undergraduate course that significantly contributes to the major (e.g., required course), or general education and/or represents significant service (e.g., large survey courses).
Approval	Requires Chair's, Dean's, and EVC's approval
Exceptions	By request and must be justified and then approved by Chair, Dean, and EVC
Use of salary savings from external course buyouts	100% of state-funded salary dollars released by the course buyout is retained by the School. The first call on the released funds will be replacement of unmet teaching needs.
Reporting	Deans must report annually to EVC on amount of dollars released and how the funds were used.

Course Buyout Policy: External Buyouts from Extramural Funding	
	UC Merced Campuswide
Who is eligible?	Senate faculty with extramural grant-funding
Purpose	Allows faculty members to expand time available for research and other scholarly work
Maximum # courses	1 annually. Also restricted to no more than 3 courses over a 5 year period. Particular Schools or academic units may have more restrictive policies.
Cost	1/6th of 9-month salary + benefits per course (3-4-unit courses only)
Policy: In Residence & Service requirements	Buyout participants expected to remain in residence for the duration of the course buyout and must continue to be fully engaged in normal range of service commitments to department, campus, and profession.
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Policy: Sabbatical leave	Program may not be used in conjunction with sabbatical leave. Sabbatical leave credit continues to accrue.
Policy: Teaching requirements	In the buyout year, faculty member must teach at least one undergraduate course that significantly contributes to the major (e.g., required course), or general education and/or represents significant service (e.g., large survey courses).
Approval	Requires Chair's, Dean's, and EVC's approval
Exceptions	By request and must be justified and then approved by Chair, Dean, and EVC. The Deans and Chairs will also consult with the Program leads.
Use of salary savings from external course buyouts	100% of state-funded salary dollars released by the course buyout is retained by the School. The first call on the released funds will be replacement of unmet teaching needs.
Reporting	Deans must report annually to EVC on amount of dollars released and how the funds were used.