COMMITTEE ON FACULTY WELFARE

April 27, 2021

To: Jason Stajich
               Riverside Division Academic Senate

From: Patricia Morton, Chair
               Committee on Faculty Welfare

Re: Recommendations from the Committee on Faculty Welfare on the Climate Survey

Over the last two years, UCR's Academic Senate Committee on Faculty Welfare (CFW) has developed and conducted a survey to assess the overall climate of UCR. The survey asked questions on seven topics (Research, Teaching, Advising/Mentoring, Service, Equity, Campus Climate, Leadership and Governance). The survey results found structural problems regarding campus administrators' lack of consultation with faculty, insufficient support for graduate education, a hostile campus climate that harms women, faculty of color and junior faculty, and poor communication between campus leadership and faculty, among other issues.

CFW requested feedback and recommendations from all Senate faculty, departments, Academic Senate committees, the central administration, and other appropriate entities on campus on the survey's results. We received responses from the central administration – including Colleges, Schools and Divisions – and from Senate committees, departments, and individuals. CFW would like to thank all those who responded to the report.

Based on this feedback, CFW submits to the Senate the following recommendations for how key issues revealed by the survey might be addressed.

a) **Conduct a biannual survey on climate issues.** Future surveys need to address similar questions as contained in this survey, but must also be able to assess change, positive or negative. We encourage colleges, schools and departments to develop their own surveys to gauge the climate in their units and make appropriate changes as needed, while preserving the anonymity of respondents scrupulously.

b) **Practice real shared governance.** The continuing lack of true shared governance at both college and central campus administration levels should be countered by a commitment to increased consultation with faculty and strengthened faculty participation, <u>before</u> high-level decisions are made. Delineate how shared governance between administration and faculty takes place, how these delineations are enacted, and how such shared governance is regularly assessed and evaluated. Establish target metrics to measure performance of campus administrators. Prioritize faculty input in decisions relating to funding, hiring, campus growth, allocation of resources, etc.

c) **Communicate transparently and frequently**. The administration's response to the survey claims that the administration makes efforts to consult and communicate with the faculty, but responses from Senate committees and campus units present the opposite picture. Create transparent, consensus-based processes at all levels to guide personnel decisions, resource allocation, hiring and retention, campus growth, resolution of conflicts, instances of misconduct, etc. Use these processes to assess needs and consider how best to allocate resources equitably. Deans and Divisional Deans should have at minimum annual meetings with departments (not just the department Chairs). Require administrative leaders to take courses in effective leadership and dispute management on a regular basis.

d) **Make Diversity, Equity and Inclusion a guiding principle**. Initiate a hiring program to increase the number of women faculty and faculty of color. Actively support women and faculty of color in gaining tenure and advancing to the rank of Full Professor by awarding them course releases and seed research funding. Integrate training on campus climate and DEI into the onboarding process for new faculty and make training widely available to faculty and other members of the campus community. Require training on DEI for administrators at all levels. Diversify upper administrative positions.

e) **Better support the hiring and retention of a diverse faculty**. Allocate resources for spousal hires, housing support, child care and other methods of attracting and retaining faculty.

f) **Institute a proactive, comprehensive, and accountable plan for identifying and addressing faculty and administrator misconduct.** Post a clear description of the chain of command for reporting faculty, staff or student misconduct of any kind on the website of every college. Provide alternative contacts/protocols for cases in which the leader (Chair, Divisional Dean, Dean, etc.) is the alleged perpetrator. Provide this information to new faculty during orientation and review it in a faculty meeting every year.

g) **Change academic personnel guidelines and procedures to account for informal advising, mentoring, and other forms of service and teaching, as well as inequitable service burdens on women faculty and faculty of color.** Document and report on faculty service and teaching responsibilities across campus and by unit annually. On the basis of the reporting on teaching and service, redistribute service and teaching in an equitable manner. Include statements on mentoring and informal service, which are often an additional burden on women and faculty of color, in department letters. Consider including "life circumstances" statements by faculty in academic personnel files. Change Academic Personnel guidelines to value Senate and other service and reward this service. Transparency is key to being able to assess and inform faculty on their contributions at all levels.

h) **Increase funding and administrative support for graduate programs.** Strong graduate programs are part of UCR's research mission. Greater funding will enable UCR to be competitive with peer institutions in recruiting graduate students**.** Provide more support for faculty writing grants, which are critical for supporting graduate students. Increase incentives for faculty that reward graduate advising and mentoring.

i) **Create an Ad Hoc Committee of faculty, staff, administrators, and students to create an action plan to address the Survey's findings.** Establish clear metrics by which to measure progress on efforts to improve campus climate, and plan assessments and interventions to further improve the process. We strongly suggest that Academic Senate committees nominate a member to serve on the committee, and that the committee be formed by June 30, 2021.

The Committee requests that these recommendations be distributed to all Senate committees and all Senate faculty.