2019 Faculty Climate Task Force Report

IN RESPONSE TO 2017 FACULTY CLIMATE SURVEY
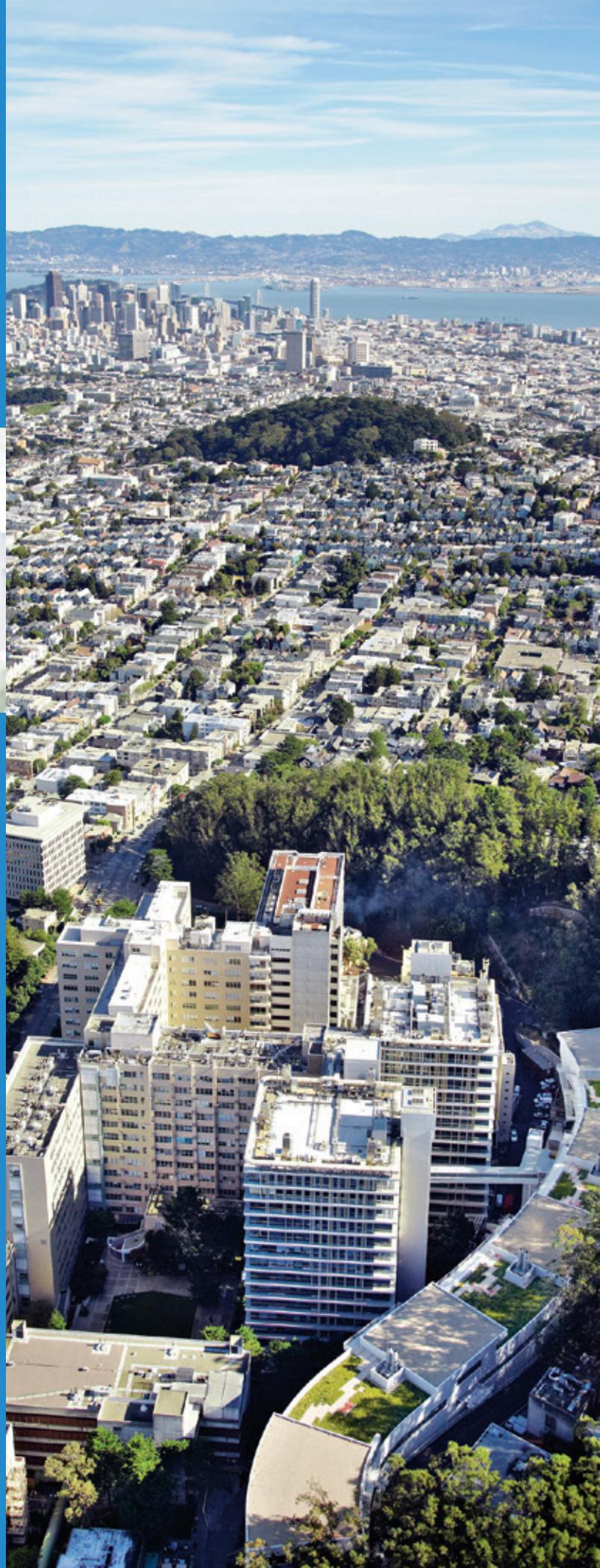
Executive Summary

UCSF conducted a survey of campus climate for faculty in the spring of 2017. Prior faculty climate surveys were administered in 2001 and 2011. Between 2011 and 2017, the overall size of the faculty increased by more than 20% and the percentage of women faculty increased from 44% to 50%. Results from the 2017 Faculty Climate Survey demonstrated persistence of many positive aspects of the climate for faculty overall. However, progress that had been found in 2011 towards improving the climate for women and underrepresented minorities either stalled, or in notable ways, worsened.

A Faculty Climate Task Force was convened to review the survey results, seek additional input from various stakeholders, identify problems that need to be addressed, and recommend specific actions. Eight major *themes* were identified from the survey results, and within each theme, *sub-themes* were identified as important drivers of climate. Three major *guiding principles* were identified to frame the recommendations.

In the report that follows, the Task Force recommends a broad range of actions to improve the climate for all faculty and to address particular areas of concern for women and underrepresented minorities (URM). Recommendations, by theme, were vetted by various stakeholder groups and are categorized as:

✱ PRIORITIZE – specific actions that require substantive commitment from the institution

▶ JUST DO IT – actions that require comparatively minimal effort and can be enacted quickly

✔ ENDORSE – expressed support for ongoing initiatives that address key survey findings

OTHER – actions that do not fall under any other category above and address issues related to climate

A summary of all Task Force recommendations included in the report is available here: http://tiny.ucsf.edu/FCsurvey.

The Task Force submits this report with the intent that campus leaders will engage collaboratively with faculty to consider and implement these recommendations. If left unaddressed, UCSF risks "turning back the clock" on faculty satisfaction with the climate, and increasing challenges to recruitment and retention. By increasing our commitment to faculty climate, we reaffirm our PRIDE (Professionalism, Respect, Integrity, Diversity, Excellence) values and position UCSF to be a leader among academic health campuses in terms of faculty equity, opportunity, and well-being.

Framework for Task Force Consideration of Climate Survey Results

2019 Faculty Climate Task Force Report

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Background

In 2001, former Chancellor J. Michael Bishop engaged an independent opinion research firm (Belden Russonello Associates) to evaluate the climate for female faculty members at UCSF in response to growing concerns about the status of women faculty in University settings.

The survey demonstrated that women and men at UCSF experienced the university very differently. While men and women both derived great satisfaction from their contributions to the missions of the university, women had more critical views and negative experiences in numerous ways – from satisfaction with income to opportunities for leadership, to support for their lives outside of work. Chancellor Bishop endorsed a number of recommend-ations from the Chancellor's Taskforce on the Climate for Faculty intended to address the findings of the 2001 Survey. This included the formation of the Campus Council on Faculty Life (CCFL), which was specifically charged with implementing these recommendations and improving faculty life at UCSF. CCFL, other UCSF committees and organizations, and the UCSF campus leadership began enacting new programs, policies, and initiatives to improve the quality of the faculty's academic and professional experience at UCSF and to support faculty in their career advancement and personal life.

As a follow up to the 2001 findings and actions, a second UCSF survey was conducted in 2011 with the objective of reassessing the climate for all faculty. The survey instrument was expanded to allow analysis by additional demographic factors, to assess the impact of programs that were initiated as the result of the 2001 survey, and to measure any changes to the climate over time. The 2011 UCSF Faculty Climate Survey revealed a great deal of

improvement over the prior decade. In particular, women's views of the climate for women had improved. UCSF also received positive marks among the faculty as a whole and among underrepresented minorities (URM) for promoting a climate free from discrimination. Nonetheless, two sources of dissatisfaction identified in 2001 continued to be raised in the 2011 survey: namely concern about financial compensation and support from the University, and disappointment with the time available to meet family and other personal needs.

A third UCSF faculty climate survey was conducted in 2017. In the interval between 2011 and 2017, the total faculty population grew by approximately 20% and the proportion of women faculty increased from 44% in 2011 to 50% in 2017. In addition, data from the UCSF Faculty Exit Survey and concerns raised via the UCSF Faculty Family Friendly Initiative (3FI) suggested that a reassessment of the climate was warranted. The 2017 survey results indicated that three-quarters of the faculty who responded continue to express general satisfaction with their careers at UCSF. This was attributed to opportunities for intellectual stimulation, collaboration, and interactions with students and colleagues. However, the 2017 survey also showed that progress that had been made towards improving the climate for women and underrepresented minorities had either stalled or, in some cases worsened, since the 2001 and 2011 faculty climate surveys. Additionally, as the cost of living continued to rise in the Bay Area, the faculty perception of inadequate compensation, along with concerns about difficult commutes, were recurring themes in the survey results. (A list of all recommendations from the 2001 and 2011 Climate Surveys can be found in Appendix A.)

In response to the 2017 Faculty Climate Survey, the Faculty Climate Task Force (Appendix B) was convened by the Vice Provost of Academic Affairs. The charge of the Task Force was to:

- Review the survey report and propose further analyses or data gathering;
- Seek input from campus units (committees, organizations, offices) and individuals;
- Identify efforts already underway to address issues of concern identified in the survey;
- Identify, by priority, problems that need to be addressed; and
- Recommend specific actions.

Figure 1: Changes in Satisfaction Across 12 Aspects Since 2001

Percent saying "very" or "fairly" satisfied

■ **2017** (N=1,158)   ■ **2011** (N=1,352)   ■ **2001** (N=1,057)

Aspect	2017	2011	2001
Intellectual stimulation	92%	90%	91%
Interaction with students	83%	83%	75%
Mix of work	70%	72%	70%
Academic series	67%	70%	73%
Prospects for advancement	65%	64%	52%
Mentoring	60%	58%	37%
Opportunity for leadership	57%	60%	55%
Commute	54%	66%	66%
Work space	51%	56%	51%
Income	43%	49%	50%
Grants	41%	45%	49%
Support for new ventures	23%	25%	23%
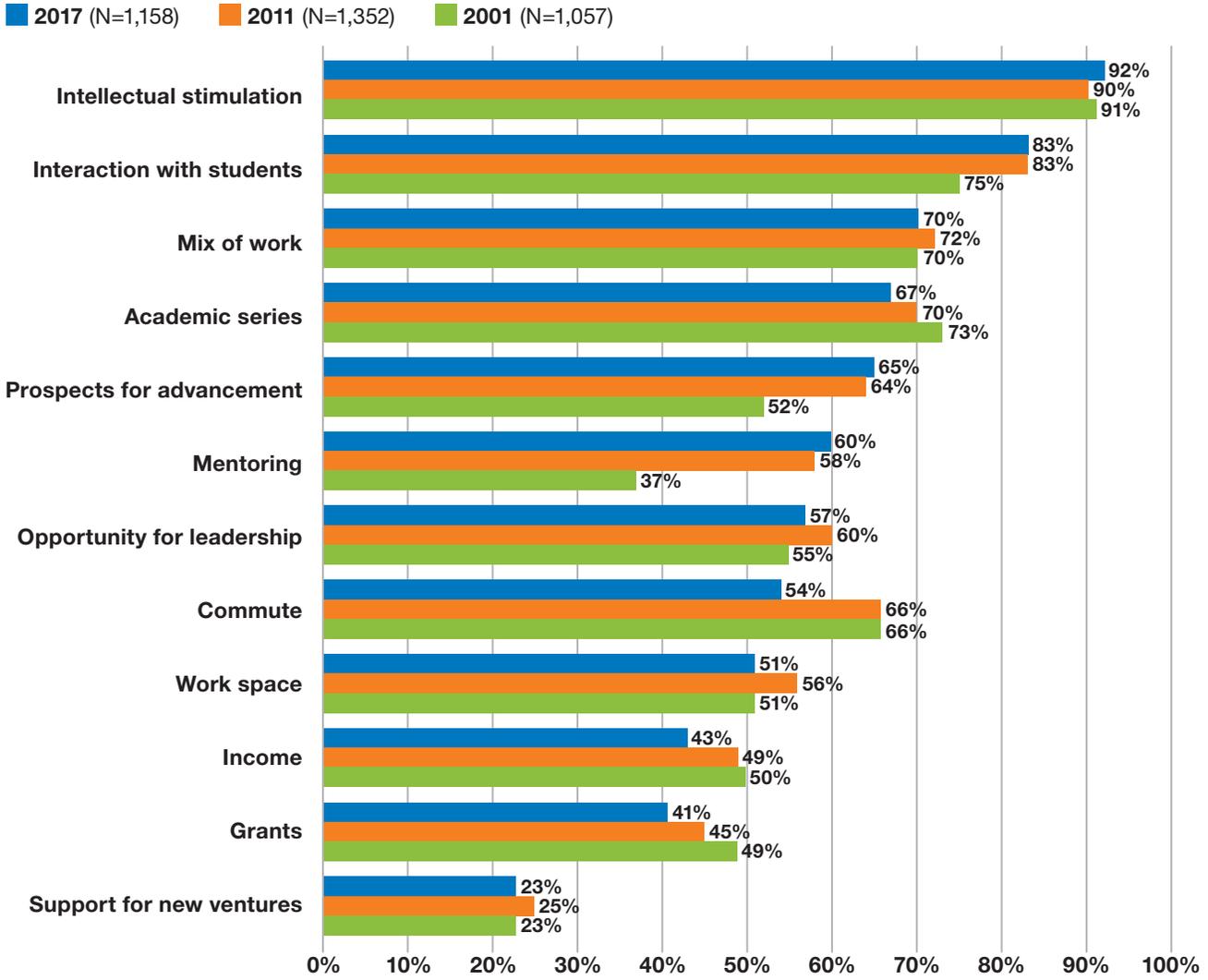
Figure 2: Views of the Climate for Women

Percent of women saying the climate is "good" or "very good" for women

■ 2017   ■ 2011

	2017	2011
UCSF	60%	68%
School	61%	70%
Department	67%	72%
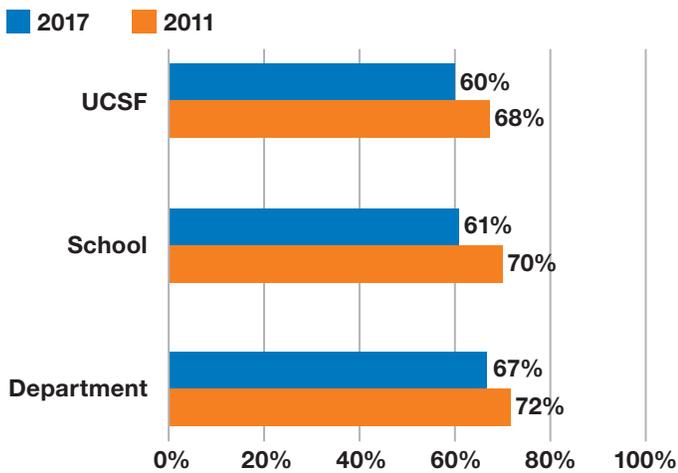
Percent of men saying the climate is "good" or "very good" for women

■ 2017   ■ 2011

	2017	2011
UCSF	69%	67%
School	70%	68%
Department	75%	71%
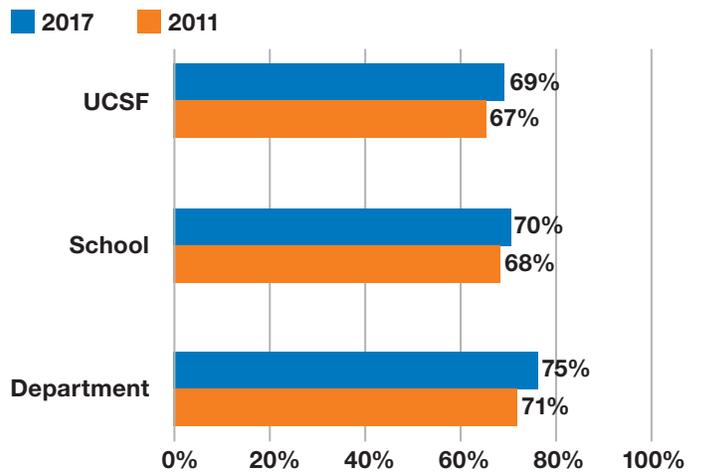
Methods Employed by the Task Force

The Faculty Climate Survey Task Force ("Task Force") met every two weeks from April 2018 to June 2019. In order to organize review of the issues identified in the Survey, the Task Force identified eight major *themes* in the survey report:

- Equity/Inclusion
- Financial Support
- Career Development
- Leadership
- Work/Life Integration
- External Factors
- Workplace Infrastructure
- Communication/Transparency

Within each theme, *sub-themes* were identified as important drivers of climate based on the survey results and verbatim comments from respondents. The Task Force identified three *guiding principles* to frame the recommendations: equity, opportunity, and well-being. The Task Force also recognized that effective communication strategies are required to highlight resources and programs.

In addition to the data and analysis provided in the 2017 Climate Survey Report, the Task Force took into consideration nearly 3,000 verbatim comments from the survey respondents. Many of these comments raised concerns that were not specifically queried in the survey instrument, e.g., relationship to UCSF Health, campus space concerns, or the cost of living in the Bay Area. These comments were important in terms of bringing attention to new areas, emphasizing or providing additional context around some of the findings, and providing insight to the root causes of some areas of concern.

The Task Force employed a structured analysis for each sub-theme:

- What does the climate survey tell us about the sub-theme?
- What additional data are required to understand perceptions of climate reflected in survey results?
- Whom do we invite to a Task Force meeting to discuss further?

Figure 3: Framework for Task Force Consideration of Climate Survey Results

- How do the principles of *equity, opportunity* and *well-being* affect this sub-theme?
- Are there existing programs or initiatives addressing any of the issues?
- What should be the focus of our recommendations?
- What are the communication needs?
- Is there a recommendation?

Many of the Task Force members had deep experience in several of the theme areas. Subject matter experts were also invited to present on specific topics (see Appendix C).

Upon completion of the sub-theme reviews, the Task Force generated a total of 90 possible recommended actions to address issues raised through the survey. A comprehensive list of all initial recommendations is available in Appendix D.

The Task Force sorted the recommendations into four categories:

✳ **Prioritize:** Specific actions that address issues identified in the climate survey and require substantive commitment from the institution. The Task Force

employed a Lean Six Sigma tool, PICK chart, to sort recommendations by the impact on the climate and difficulty of implementation. This was followed by a dot-voting exercise to further prioritize recommendations. These exercises resulted in a preliminary list of prioritized recommendations, which were refined by broad UCSF community feedback (see Appendix E).

▶ **Just Do It:** Recommendations that require comparatively minimal effort to implement and have the potential to improve the climate.

✅ **Endorse:** Ongoing initiatives that address key survey findings and have the potential to improve the climate. In some instances, the Task Force provided additional suggestions for the "endorse" recommendations.

Other: Recommendations that did not fall under any of the other categories.

The remainder of this report provides a detailed discussion of the Prioritize, Just Do It and Endorse recommendations organized by theme.

Figure 4: Categorization of Verbatim Comments by Topic

Total verbatim comments N=3,000
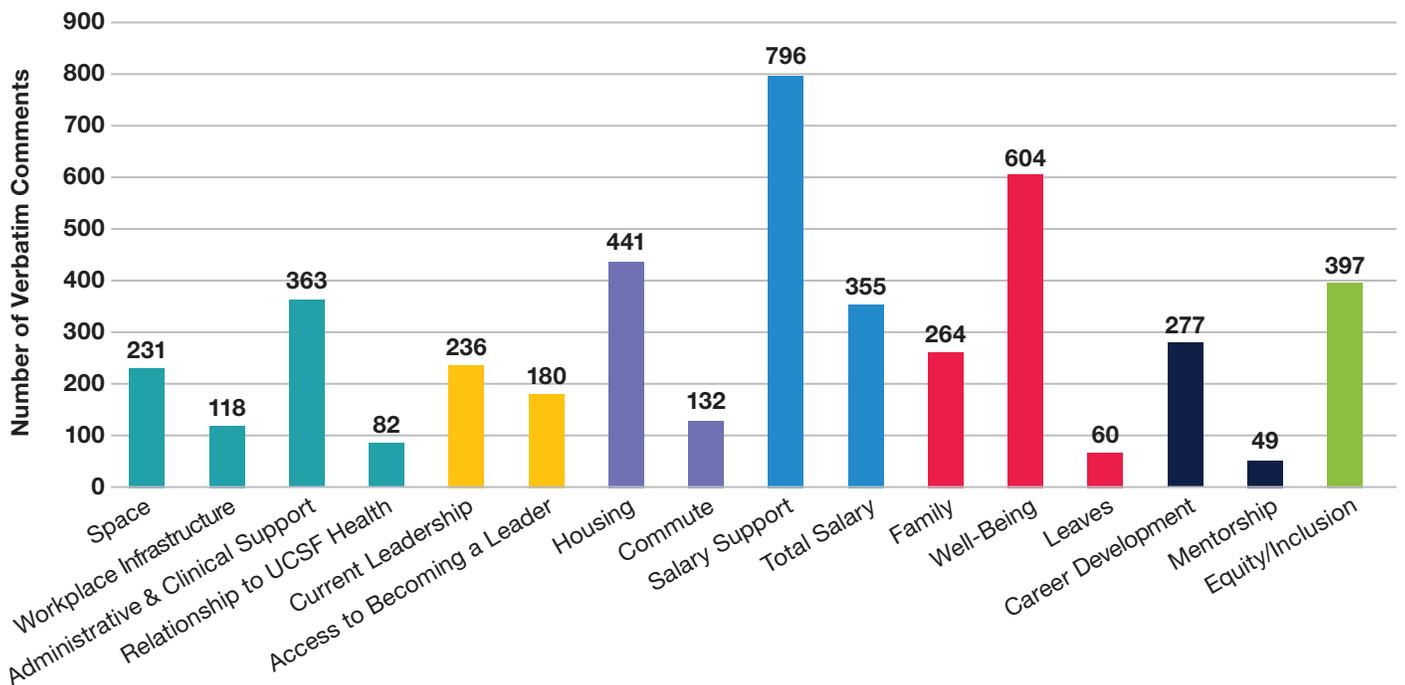
The impetus for the original (2001) survey was to evaluate the climate for female faculty members in response to growing concerns about the status of women faculty in university settings. The 2011 and 2017 survey instruments collected additional data on URM status, sexual orientation and gender expression (lesbian, gay, bisexual, transgender, queer [LBGTQ]).

Gender

The 2017 survey shows that 60% of female faculty felt that the climate was good or very good for women compared to 68% in 2011. This indicates a reversal of the growth in positive views that was found between 2001 and 2011, particularly among women themselves. The perception that men receive preferential treatment grew, as did the negative views that women have regarding their opportunities for advancement and for participation in formal meetings and committees. Further analyses evaluated if there were correlations between these climate perceptions and other factors such as raising children and the length of time faculty members have worked at UCSF. Findings indicate that the more negative perceptions of the overall climate for women and views on preferential treatment are not related to being a parent but to having been at UCSF for five to nine years. However, raising children does impact the perception that men receive preferential treatment in leadership positions.

> *"There are many women at UCSF. There are very few women in leadership positions. Women at equivalent positions earn less than their male counterparts. Women are given fewer opportunities to give prestigious presentations. Women are given fewer opportunities to engage potential donors and participate in development efforts. Science done by women is recognized less often with press releases."*

URM Status

While the 2017 survey indicates that 72% of all faculty members think that UCSF promotes a climate free of racial discrimination, a third of the URM faculty say they face unequal treatment at every level of the organization (campus, school, and department) – a sentiment shared by only about one in ten non-URM faculty members. These negative views among the URM faculty have grown since 2011.

> *"Because [the] faculty is greatly lacking in diversity, those who come from underrepresented groups are expected to do more than their majority peers (minority tax) and yet their perspectives may still be minimized. Micro-aggressions exist in both the clinical and academic settings."*

Sexual Orientation and Gender Expression

The faculty overall sees UCSF as successful in promoting a climate free of discrimination based on sexual orientation and gender expression. Positive assessments on discrimination based on sexual orientation have grown in the last six years, and today three quarters of respondents give UCSF favorable marks in this area. Among LGBTQ faculty, perceptions of the climate are positive, with 71% indicating that the climate at UCSF for LGBTQ faculty is good or very good.

> *"As a lesbian at UCSF I don't experience inequity or unequal treatment, but my appearance is as a white, tall, women who can appear 'straight.' I don't know what it is like for my colleagues who identify differently on the spectrum. I certainly don't know how my colleagues who are transgender feel about equality which I presume may be vastly different."*

Disability Status

The faculty at UCSF remains relatively unaware of inequity or unequal treatment for people with visible or invisible disabilities – at all levels. The 2011 survey, which asked about unequal treatment of disabled persons/those with chronic health conditions, revealed very similar findings. Half of the UCSF faculty reported that they do not know the state of the climate for people with disabilities (whether visible or invisible) at UCSF in general (49%), their schools (50%), and their departments (49%). Unfortunately, faculty were not asked to self-identify if they were an individual with a disability (whether visible or invisible), thus the climate and perceptions of unequal treatment for those with disabilities could not be assessed. This is an unfortunate oversight that will be corrected in future surveys.

> *"Disability inclusion is rare, poorly visible and generally lacking. In other areas, the efforts are clear, just sometimes misguided or dependent on people who are varied in their beliefs though most seems to agree with the non-discrimination policies."*

The Task Force recommendations in the Equity and Inclusion theme represent a multi-faceted approach to achieve a supportive and inclusive work environment for all faculty.

⚙ **Prioritize:** Provide funds to support a joint Office of Diversity and Outreach and the Office of Academic Affairs project for data collection and analysis to address perceptions of bias, e.g., in awarding of endowed chairs and distinguished professorships, philanthropic support, and appointment to important committees such as those with resource allocation functions. Disseminate the findings broadly and ensure accountability at the campus level for organizational intervention(s) that might be necessary to address findings of inequity.

"I think it varies, but the biggest problem is the lack of transparency in decision making that can be perceived as inequities – and perception is reality..."

"Men are more likely to be promoted more quickly and to receive endowed chairs than women. Men have more leadership titles, and women often do most of the work behind the scenes."

✅ **Endorse:** Continuation and expansion of the ongoing work of the Faculty Salary Equity Review (FSER) Committee, including recommendations on searches for leadership roles because inequities in assignment to leadership roles can lead to salary disparities.

The belief that men receive preferential treatment over women in terms of salary and overall compensation has grown to 42% of all respondents (from 32% in both 2001 and 2011). Among female respondents, 68% believe men receive preferential treatment.

"Leadership positions continue to go to men – white men in particular. When women are considered for positions they are expected to have much more experience than the men who are considered. There is an assumption that the men will be able to rise to the task whereas the women will not. These positions are accompanied by higher pay so there is a hidden pay differential as well."

In the 2018 Faculty Salary Equity Review process, residuals (defined as the ratio of the actual salary divided by a model-predicted predicted salary) were generated for individuals. Men were overrepresented compared to women among those earning more than 140% of the model-predicted salary ("high outliers," approximately the top 5%). When the high outliers were removed, the campus-level finding of salary imbalance by gender was no longer statistically significant. These data and results were distributed to each school for further analysis. The schools reported that many of the high outlier salaries were attributed to leadership positions. The FSER committee recommendations included the following:

"When a department/school attributes a high outlier salary to a 'leadership role' any subsequent appointments to those positions or similar positions should ensure transparency and equal opportunity for all interested faculty to be considered. This can be achieved by a national search, a broadly communicated internal UCSF search, or some other process that is well-documented. At a minimum this process should be adopted for positions at the Department Chair, Division Chief/Chair, Dean level, and faculty administrators and appointees in CxO positions in the Health System."

Endorse: The work of the Academic Senate Committee on Equal Opportunity (EQOP) and Committee on Academic Personnel (CAP) on formalizing how contributions to diversity are valued in the academic review and advancement process.

UCSF has established an expectation that applicants for all faculty searches must provide a description of their current and anticipated contributions to activities that promote diversity (Contributions to Diversity statements). The purpose of the statement is to identify candidates who have professional skills, experience, and/or willingness to engage in activities that would enhance campus diversity and equity efforts. EQOP and CAP are developing guidelines for requiring contribution to diversity statements in academic advancement dossiers. The intention of this requirement is to encourage and support ongoing contributions to activities promoting diversity, equity, and inclusion throughout the careers of all UCSF faculty members. Additional work towards how the contribution statements will be operationalized and considered in the academic review process is needed.

Endorse: School of Medicine *Differences Matter* initiatives including Diversity, Equity and Inclusion Champion training.

Differences Matter is a multi-year, multi-faceted School of Medicine initiative designed to make UCSF the most diverse, equitable, and inclusive academic medical system in the country. As part of this initiative Diversity, Equity, and Inclusion Champion training is available for School of Medicine faculty and staff. This free full-day training includes education on implicit biases and micro aggressions, coaching in skills related to addressing these issues, and training in how to apply thoughtful, active listening and empathy to support a more diverse, equitable, and inclusive environment.

"In terms of underrepresented minorities, there just aren't enough! [I]n terms of gender bias and race, there are often subtle micro-aggressions, like comments made in meetings that undermine women and minorities (like a man getting credited for an idea that a woman initially proposed) or mansplaining or whitesplaining that occurs."

"Unconscious bias – I think there is a belief that at UCSF, we are so progressive, so open-minded, that it's impossible that any kind of gender or other bias could be happening here. And because of that belief, there has been a failure to look seriously at why women and URM are not in leadership positions and why there is salary inequity for women."

Just Do It: Expand *Differences Matter* Diversity, Equity and Inclusion Champion training to all schools with the goal of 100% participation by all faculty.

The Task Force recommends that strategies be developed to encourage faculty participation, such as developing and sharing metrics on completion rate by department.

Just Do It: Require unconscious bias training for faculty committees that influence opportunity or resources: including, but not limited to the Academic Senate Committee on Academic Personnel (CAP), stewardship review committees, committees with resource allocation functions, award nomination committees, and search committees for leadership positions.

The Office of Diversity and Outreach provides free on-demand training courses to the UCSF community. Unconscious bias is a widely-researched concept that explores attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. The unconscious bias training reviews state-of-the-science on unconscious bias, explores the impact in the workplace and clinical setting, and presents strategies for addressing bias.

"I am one of 4 women out of 20 members on [a] hospital-wide committee. Women are mostly silent during meeting[s]. I have made presentations that have been largely ignored, wanting to speak to the male that served in my position prior to clarify a position that I had already articulated. Rarely do the women speak up in this meeting and the attitude seems at times dismissive."

Financial support and cost of living in the Bay Area are primary drivers of the climate for faculty at UCSF. When focusing specifically on financial support, the Task Force addressed two key inputs (sub-themes): salary support and total salary.

Of the verbatim comments to the survey, salary support received the highest number of comments (N=796; 27%) and there were an additional 355 comments (12%) about total salary. In an open-ended question, when asked what factors might cause them to leave the university, more than a third (37%) of respondents said they would leave because of financial reasons, such as low total salary or lack of salary support from the institution/grant funding. These findings are consistent with the recent Faculty Exit Survey results in which salary and cost-of-living issues were paramount reasons for leaving UCSF among non-retirees. In 2017-18, insufficient salary was the contributing factor most often cited as a reason for faculty departures (cited by 51% of respondents).

Salary Support

The Action Plan from the 2011 Climate Survey noted that stability of salary over time (particularly during times of limited grant funding), reduced clinical revenues, and constraints on state and university budgets were key concerns. In response, the 2011 CCFL Faculty Climate Survey Subcommittee recommended the following action:

> "Pursue plans for the development of a 'faculty endowment' that would provide all non-ladder rank faculty who do not hold an endowed chair with 20% base salary for unsupported faculty activities. This would serve to increase faculty salary stability, thereby improving morale and enhancing retention."

Progress on this recommendation has been insufficient and satisfaction with total salary has declined since 2001 (50% very or fairly satisfied with income in 2001 compared to 43% in 2017).

The 2017 Task Force initially prioritized a similar recommendation to provide a guaranteed percentage of salary support to all faculty. When reviewing this prioritized recommendation with their constituents, Task Force members received mixed feedback. While faculty felt that this would undoubtedly have a positive impact on the climate, there was recognition that the cost to adopt this recommendation would be significant and come at the

expense of many other important initiatives with the potential to improve faculty climate and well-being. Given this feedback and the importance of this topic on the climate for faculty, the Task Force felt it imperative to reiterate this concern in the report.

Feedback from multiple constituent groups also noted that targeted salary support for research faculty would be an impactful and less costly intervention than provision of guaranteed salary support to all faculty. Fewer than half (41%) of the survey respondents are satisfied with grants they have been able to obtain to support their work and/or their lab, and only 14% are very satisfied. As might be expected because of reliance on extramural sources to support salary, dissatisfaction was highest among faculty in the In Residence and Adjunct series (18% and 19%, respectively).

> *"UCSF does not provide any support for most research faculty (adjunct or in residence), although almost all the health science schools in the country provides at least 20% salary support for their research faculty."*

As the cost of research continues to escalate, enhancing institutional financial support to all research faculty would alleviate pressure on research funds and provide compensation for teaching, mentoring, and university service activities.

✳ **Prioritize:** Increase institutional support for all research faculty salaries. This could include fixed salary support for all research faculty, access to discretionary funds to cover the NIH salary cap gap, and support for other expenses that are not covered by extramural sources.

> *"If UCSF were to provide me with some 'hard money' support for my salary, I could spend more time on research and mentoring, and would not continuously be also in a grant proposal development/submission process. I would appreciate more breaks from chasing grants in order to sustain my expanding research portfolio."*

Congress has mandated salary limits ("caps") for recipients of grant funds from NIH and other nonprofit entities. These limits may be adopted by other funding agencies as well, e.g., foundations. Faculty with salaries above the cap must rely on other fund sources to cover

the amount represented by the resultant "gap". As noted in a March 2016 Academic Senate publication (Academic Senate's Answer of the Month: Impact of NIH Salary Cap):

> "Coverage of gaps in support from NIH and the faculty member's compensation based on rank and UCSF standard practice is reported to be determined by the individual's ability to negotiate, the resources specifically available to their unit and the philosophy of the leaders of their unit. This is not transparent, likely diminishes the sense of community, and may drive decisions that conflict with UCSF missions."

These concerns were mirrored in survey verbatim comments:

> *"Most faculty in my department are on a year-to-year contract without tenure, which requires us annually to cobble together salary sources to keep our jobs… On top of that we have to scrounge every year to find acceptable funding sources to cover our NIH over-the-cap salary."*

Total Salary

Dissatisfaction with total salary is a sub-theme throughout the survey as the cost of living in the Bay Area continues to rise. Further analyses indicate that 53% of faculty at the assistant rank and 43% of faculty in the Health Sciences Clinical series are dissatisfied with salary.

> *"Improve salary with improved cost of living COLA raises on a regular basis in order to become more competitive with [–] and other similar highest-caliber institutions."*

> *"Improve salary to meet cost of living demands in San Francisco. We are never going to be as competitive as we can if faculty can't afford to live in more than a tiny 1 bedroom apt in the city."*

> *"Increase salary. Also create a YEARLY raise. There is NO yearly raise, which I find absurd. How can we keep up with [sic] cost of living adjustments?!? Do this and it will significantly decrease stress and allow faculty to focus on succeeding in practice and research rather than focusing on trying to find ways to make more money to support their family."*

The Task Force recognizes that addressing salary concerns is critical to improving the climate for faculty. While there has been substantial progress in addressing salary equity by gender and URM status via the Faculty

Salary Equity Review process, issues related to total salary for all faculty have received less attention at a campus level. A significant challenge to developing institution-level solutions is that salary setting at UCSF largely occurs within divisions and departments. Nonetheless, campus leaders can advocate for greater transparency in salary determination and health system leaders can benchmark UCSF clinician salaries to other premier institutions in areas with high cost of living. Such efforts would address two key inputs into faculty salaries.

✅ **Endorse:** Faculty Salary Equity Review (FSER) Committee recommendation for the creation and communication of explicit departmental salary-setting rubrics. As an important starting point for addressing faculty compensation concerns, the Task Force believes there should be greater transparency in the salary setting process. This should include local communications explaining the factors used for salary setting at the department level. Of note, faculty want a better understanding of the funds flow process from UCSF Health to the departments for salary support, especially when Relative Value Unit (RVU) calculations have a direct impact on their income.

> *"Funds flow model is a major source of stress. Measuring productivity by RVU is a poor measure of revenue generation in my practice yet this measure is increasingly used to assess performance. This measurement should be explored in terms of impact on physician quality of life. For new recruits, understanding the impact of this measurement is a factor that might keep me away from UCSF if I were a new recruit."*

✅ **Endorse:** UCSF Health's model to target the 75th percentile MGMA benchmarks for clinical work performed by physicians.

As of June 30, 2018 UCSF Health paid departments just above the 50th percentile of Medical Group Management Association (MGMA) benchmarks for clinical work performed by physicians. Over the next five years, UCSF Health has committed to increase payments to the 75th percentile of MGMA benchmarks. Increases began in 2019 with an additional $15M in payments for clinical work. The primary rationale for this commitment is to allow departments to pay more competitive salaries to our physicians.

Career and Leadership Development

Survey respondents indicate that the qualities that are top attractors for high-caliber applicants are the same things that they believe the institution does well, namely providing opportunities for professional development, leadership and advancement, and the promotion of diversity.

The majorities are satisfied with their prospects for advancement (65%) and their opportunities for leadership positions (57%). Despite strengths in these areas, there has been no significant gain in respondents who are satisfied with their opportunities for leadership positions since 2001 (57% satisfied in 2017; 60% in 2011; 55% in 2001). The topics of leadership and career development combined represented 15% of all verbatim responses.

> *"Give adequate recognition and leadership roles to potential candidates and also to retain faculty of proven ability and enable them to progress in their careers."*

Although the themes of leadership development and career development were considered distinct for the purposes of reviewing survey data and verbatim comments, Task Force recommendations in these areas had significant overlap. As such, the Task Force elected to combine these prioritized recommendations under a joined theme heading. The intent of these recommendations is to enhance our strengths in leadership and career development, and to increase faculty satisfaction and opportunity in these areas. The Task Force prioritized recommendations for leadership and career development in four distinct areas:

- Career Development – Mentorship
- Career Development – General
- Leadership – Training and Opportunities
- Leadership – Stewardship Review of Current Leaders

Career Development – Mentorship

Mentoring at UCSF is widespread and having a mentor is associated positively with almost every need and issue evaluated throughout the survey findings, e.g., overall career satisfaction, support from supervisor, opportunity for leadership, and grants.

Fully two thirds (66%) of the UCSF faculty say they currently have a mentor, a person to whom they can turn for help with their professional lives. Forty-four percent say they are very satisfied and 40% fairly satisfied with the quality of the mentoring they are getting. Although mentoring rated positively overall in the results, verbatim comments reflect where there are potential gaps, specifically for women and under-represented minorities.

✳ **Prioritize:** Enhance mentoring program elements specific to the needs of women and underrepresented minority faculty.

Women and underrepresented minority faculty were more likely (than men and non-URM faculty, respectively) to indicate that mentoring is "very important" to making their experience at UCSF positive. Nonetheless, impactful and specific verbatim comments suggest that further improvement in mentoring for these faculty groups is needed.

> *"There is still a bit of an old boys' club – it's subtle, but it's there. Even if women are theoretically afforded the same opportunities, they are not treated the same once they get there, and they do not have the mentoring that they need."*

> *"Recruit, promote and hold on to underrepresented minority faculty that look like populations served in the community. Provide more support (social, emotional and financial) and mentoring (clinical, teaching, leadership, research)."*

✱ **Prioritize:** Introduce a robust and broad sponsorship element to the current mentoring program.

Although programs are available to improve professional development for women and URM faculty on campus, individuals from these groups are still significantly underrepresented in leadership positions. To address this gap UCSF should explore how to implement a concept that has taken hold in the corporate world – sponsorship. Sponsorship is the public support by a powerful, influential person for the advancement and promotion of an individual within whom he or she sees untapped or unappreciated leadership talent or potential. The sponsor has the position and the power to advocate for under-recognized talent and can promote nascent talent from unknown to rising-star status. Given that women and URM faculty are underrepresented in leadership positions, sponsorship is needed for this talent to be recognized. As one review notes, women may be over-mentored but are under-sponsored. Sponsors, often men and non-URM faculty, can fill this void. Sponsors do not appoint their protégés to positions; rather, they spotlight them and open doors for them, enhancing their credibility and recognition within UCSF [excerpt adapted from Mitch Feldman, Associate Vice Provost-Faculty Mentoring].

> *"In my department there is a bias (perhaps unconscious) toward identifying and mentoring men into positions of leadership. They are 'chosen' usually as residents as showing promise and although there is no clear discrimination of tangible resources, these 'chosen' men are mentored, supported, and given opportunities that will then place them in a position where they will be the 'highest caliber' when it comes to hiring."*

✱ **Prioritize:** Clarify and standardize the roles and expectations of mentors including benchmarking standards where appropriate. Develop a program to recognize and reward mentors for the positive role they play in career mentoring (and advancement) for mentees. This may include formal awards, salary support, and recognition in the advancement process.

Career Development – General

Opportunities for career and professional development were considered key factors in the recruitment and retention of the highest-caliber faculty at UCSF. Despite recognized strength in this area, survey respondents identified specific career transition points during which enhanced institutional support would mitigate notable challenges.

✱ **Prioritize:** Create a central suite of resources that faculty can access at critical junctures in their career.

Examples could include:

- Grant editing services or mock study sections for faculty applying for their first R01 grant
- Temporary modification of clinical duties/schedules for clinicians returning from a childbearing leave
- Guidance to grant-funded researchers regarding salary coverage while on leave

Leadership – Training and Opportunities

The Task Force recognized that increased diversity in campus leadership positions is needed. Access to information should not be a barrier to leadership training and leadership opportunities.

Two recommendations were prioritized in this area:

✱ **Prioritize:** Develop a resource to communicate all internal leadership opportunities and leadership training resources to all faculty.

The Task Force endorses the Faculty Salary Equity Review (FSER) Committee recommendations related to transparency and equal opportunity in access to leadership roles. Specifically endorsed is the FSER Committee recommendation for a national search, a broadly communicated internal UCSF search, or some other process that is well-documented, to be used in leadership appointments (see Financial Support section of this report). However, at present, there is not a single, comprehensive, easily accessible resource for faculty to obtain information on leadership opportunities and leadership training programs. This should be included in any development plans under the recommendations in the "communication/transparency" theme.

✱ **Prioritize:** Develop a better infrastructure for utilizing faculty who participated in leadership programs, e.g., UCSF–Coro Faculty Leadership Collaborative and the UC Women's Initiative for Professional Development (UC WI).

By virtue of their participation in leadership programs, faculty graduates of these programs have devoted time and indicated their commitment to hone their leadership skills. Likewise, they are often doing so with the intent of obtaining or expanding their leadership roles. These graduates tend to be a more diverse group (by gender and URM status) than those who currently hold prominent leadership positions, e.g., dean, department chair, Organized Research Unit (ORU) director. A list of graduates of these leadership development programs

should be widely-disseminated and used by campus leaders and search committees when considering faculty engagement in leadership opportunities, whether that be a specific role or participation in key strategic initiatives including those that have implications for substantial resource allocation. In addition to expanding the cadre of faculty who participate in these activities, it will also provide the faculty participants with opportunities to further develop skills acquired in their leadership training programs.

Leadership – Stewardship Review of Current Leaders

Policy requires that department chairs, ORU directors, deans, and faculty administrators undergo a stewardship review every five years. The purpose of the stewardship review is to evaluate the candidate's performance as an administrator and academic leader. This review is distinct from an academic review of the individual. It is also distinct from a review of the unit, e.g., department or school, as a whole, except as its accomplishments and program reflects the candidate's leadership. The Task Force prioritized recommendations specific to the stewardship review process:

✳ **Prioritize:** Expand the stewardship review process to cover other leaders.

While only appointees in specific roles are required by policy to undergo a stewardship review, the Task Force recommends that the list of roles be expanded to include other leadership roles that impact the climate for faculty. This would increase the transparency and expand the accountability of faculty in roles that would directly influence the climate for faculty.

"The University needs more review of leadership – ineffective leaders do not get reviewed or changed – faculty voices are not listened to – no clear way to have serious leadership concerns addressed."

✳ **Prioritize:** Emphasize faculty development as a stewardship review criterion.

Faculty development is a review criterion in the current stewardship review process and includes broad categories such as recruitment, retention, advancement and mentorship. The Task Force suggests that more specific metrics and reporting guidance be given to leaders undergoing stewardship review, so that review committees can more objectively assess faculty development efforts overall – and specifically assess efforts around the development of women and URM faculty. The Task Force also recommends that resources be made available to

leaders for whom the stewardship review process identifies faculty development as an area for improvement.

"Greater acknowledgement for my activities and achievements from the chair. Recently a colleague was recruited to [–] and their chair was really supportive of career advancement and making it a point for faculty success. I must admit, I wondered what it would be like to have that kind of support. I think having a place where leadership was really appreciative of my contributions would be nice."
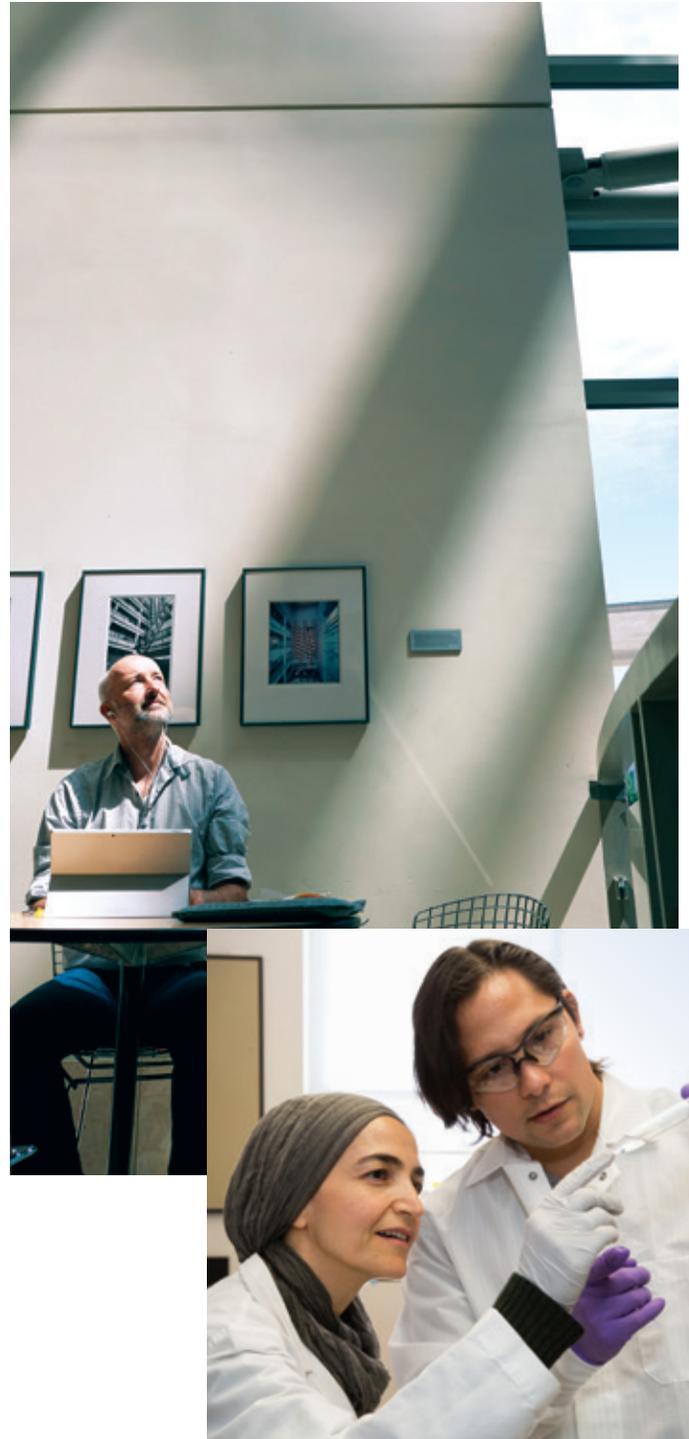
While the 2017 survey shows an upward trend in satisfaction with the amount of time available to spend on family and outside interests, only 4 in 10 respondents were satisfied.

"I feel like I am never done with work. It takes a serious toll on my family life. The culture here is too competitive. I do not make enough money to make it worthwhile."

"The work expectations are pretty overwhelming here, and given long commutes for people who can't afford to live near campus, it leads to a pretty poor work-life balance and a lot of stress. Greater support for the million things faculty do that aren't covered would make a difference."

Under the theme of Work/Life Integration, the Task Force prioritized recommendations in two sub-theme areas: Family and Well-Being.

Family

Of 1,158 survey respondents, 37% indicated that they have children under the age of 12 living with them; a majority (54%) of these were women. Issues of balance between work and personal life are more keenly felt by female faculty members, especially those women with children under 12 years old living at home with them.

"UCSF does not do enough to help families, either by providing childcare, access to good schools close to campus, or housing next to good school[s] and close to campus. A 1-2 year waiting list for expensive UCSF childcare is unacceptable and doesn't show a commitment to UCSF families."

The view that UCSF is effective in providing support for childbearing and childrearing leave has declined since the 2011 Climate Survey. Only two in ten respondents said the institution was effective in supporting transition back from childbearing and childrearing leaves. Mothers of young children were considerably more critical about the institution's efforts around childbearing and childrearing leave. Among faculty women with children under 12, 34% see UCSF's efforts to provide support for childbearing and childrearing leave as ineffective and 35% call it effective. Among the fathers of this age group, only 21% say ineffective and 34% effective. Thirty-six percent of the mothers of children under 12 say that UCSF is ineffective at supporting return from leave. Of the fathers of these young children, only 13% say UCSF is ineffective in supporting the transition back to work.

"Women are penalized for taking maternity leave in my department as we are expected to continue to pay overhead for our clinics while on leave. This limits the amount of leave people can actually take to remain financially afloat during a time when more support and funds are needed, not less. It is an archaic and unsupportive way of handling maternity leave, and it needs to change."

Information gleaned from the UCSF Faculty Exit Survey reinforces the need to supplement existing family-friendly policies, resources, and benefits. The Faculty Family Friendly (3FI) Committee was convened in 2016 to inform improvement efforts in these areas. The Task Force commends campus leaders for substantial progress that has been made recently on key 3FI recommendations related to standardizing (and in many cases, improving) childbearing and childrearing leave benefits. These actions address some of the significant areas of concern noted in the 2017 Faculty Climate Survey findings.

✅ Endorse: The Task Force endorses the recommendations and subsequent implementation of action items from the 3FI Committee report. Specifically:

3FI initiative "Act Now" recommendations:
- Develop a broad communication strategy of available benefits
- Facilitate a more family-friendly culture
- Streamline processes for faculty to avail themselves of benefits
- Increase paid childbearing leave to 12 weeks *(fully implemented as of July 1, 2019)*

3FI initiative "Act by 2020-21" recommendation:

- Increase paid childrearing leave to 12 weeks *(fully implemented as of July 1, 2019)*

The Task Force recommends ongoing monitoring by 3FI regarding the implementation of the above recommendations, particularly with regard to work-related expectations during and following childbearing and childrearing leave.

As noted in the 3FI Report, there are many opportunities to improve our support of faculty in all stages of caring for their families. The 3FI Committee concluded that the highest and most immediate positive impact in the near-term would be to focus on meeting the needs of junior faculty, many of whom are either in the process of forming their family or are caring for an infant or toddler.

⚹ **Prioritize:** Provide a financial subsidy for faculty using child care, whether that care be provided on campus or by outside provider(s).

✅ **Endorse:** 3FI recommendation: expand the availability and affordability of childcare facilities for UCSF faculty.

"Institute a childcare supplement comparable to similar caliber institutions. [–] and [–], for example, offer $20,000/year per child. Here at UCSF, the only childcare benefit is paying to sign-up for backup care, which is inadequate and costs more money. It's the number one reason that I question my decision to come here. UCSF can talk about diversity all they want, but until they actually put money toward childcare help, they are not assisting families, and particularly women, be successful here."

The Task Force noted that the 3FI Report recommended that the Chancellor reconvene a committee in 2020-21 to determine whether additional actions should be considered. The Task Force believes the following prioritized recommendation should be included under the purview of the 3FI Committee when it is reconvened:

⚹ **Prioritize:** Expand the focus of family needs to extend beyond the formation of family and to recognize that faculty who are parents, guardians, and caregivers have changing needs depending on where they are in the family lifecycle.

The reconvened 3FI Committee should assess and make recommendations in the following areas:

- Extend financial and programmatic support to faculty who have additional dependent care needs, e.g., eldercare, care for family members with disabilities.

- Consider extension of financial support to those impacted by other significant family-related expenses, e.g., college tuition, perhaps via a "flexible funds" model in which faculty select the specific areas in which family-related support is needed.

Well-Being

An issue that continues to be a concern is the perception that one has to work an unreasonable number of hours to succeed at UCSF. Agreement with this notion declined from two thirds in 2001 to a little over half in 2011 – but no additional improvement was noted between 2011 and 2017. Half of the respondents agree that their work at UCSF is too stressful and 58% report that they have to work too many hours to be successful. Approximately 20% (N=604) of all verbatim comments were specific to faculty well-being issues.

"Role modeling of healthy work life (hours spent at and/or on) work would be great. It is stressful to get emails super late or middle of the night – so role modeling and openly discussing vacations or relaxing is so important. We have a culture in our department of not talking about our lives outside of work as it suggests if you are aren't working on projects – you are lazy or not as committed."

The Task Force emphasizes that our campus must move toward a culture that is more conducive to fostering a sense of work-life balance. This can only be achieved with the strong endorsement, modeling, and communication from UCSF leaders. The Campus Council on Faculty Life (CCFL) can be charged with identifying best practices in workplace culture, which may include: email expectations, the timing of meetings, and flexibility in work schedules.

About half (46%) of the survey respondents say UCSF is effectively making health and wellness programs available and only 16% say it has been ineffective. Many take a neutral position (29%) on this or indicate they do not know (8%). The Task Force recommends the following:

▶ **Just Do It:** Charge CCFL with identifying the most impactful wellness programs for faculty.

Such programs should be available at multiple campus sites. Where there is a financial impact, CCFL should develop a budget proposal to be submitted to campus leadership for consideration. For example, feedback from multiple constituent groups suggested that free or subsidized gym membership would signal a strong institutional commitment to personal well-being.

Survey respondents frequently reported difficult commutes and inadequate financial assistance for housing. There was a decrease in satisfaction with commute from 66% in 2011 to 54% in 2017. Although 54% are very satisfied or satisfied with their commute, a quarter (27%) are dissatisfied with their commute.

"I think the housing challenge is a large one, as is the commute to overcome rising prices. If we were able to incorporate some of the solutions from tech companies, such as shuttle buses to/from the north, east and south bays, as well as shuttles to/from public transportation to our campuses (i.e. from BART to Parnassus), it would help a lot."

The issues that drive faculty members to consider leaving UCSF are expressed elsewhere in the survey, chiefly financial concerns related to living in one of the most expensive metropolitan areas in the country. Faculty Exit Survey responses between 2017 and 2018 echo many of the responses in the 2017 Climate Survey:

From the 2017–2018 Faculty Exit Survey Report:

"Among non-retirees, salary and cost-of-living issues were paramount reasons for leaving UCSF.

While high cost of living was the second most common factor cited in 2017-18, it was cited more frequently (49% of respondents) than in previous reporting periods: 47% in 2016-17, 40% in 2015-16, 26% in 2014-15, and 19% in 2012-14. Comments from the 2017-18 Exit Survey indicate that a high cost of living, difficult commute and challenges associated with raising a family in the San Francisco Bay Area were important factors in faculty members' decisions to depart UCSF."

Among the external factors that affect the climate for faculty, housing and commute were cited frequently in the verbatim comments. Housing was the third most frequently mentioned topic in the verbatim comments.

"Housing, housing, housing, housing and housing are the top 5 issues that need to be addressed by UCSF. It is impossible to live in this city and the University has

no plan to help….Moving to the suburbs would be an option in other big cities but here the suburbs are even more expensive."

"Parking is getting tighter and with the new buildings going up without a concomitant increase in parking, that will definitely negatively affect the work lives of me and quite a few other faculty. I've heard that the university's position is that they want everyone to take public transit, but my commute is 30 minutes each way by car and over 2 hours by public transit."

Although UCSF cannot directly influence the cost-of-living in the Bay Area, the Task Force nonetheless felt it important to speak with subject matter experts in two specific areas – housing/home loan programs and transportation – in order to better understand efforts underway to address these areas of concern. The Task Force endorses the ongoing work of the following units at UCSF that are striving to develop creative solutions in these areas and generated a "Just Do It" recommendation:

✅ **Endorse:** UCSF Housing Services efforts to improve housing access and affordability.

Examples include: EVCP Lowenstein and AVC Shinnerl have been leading UCSF's efforts to urgently develop solutions to address the housing dilemma, which include a mix of

new land acquisitions and innovative partnerships. One new plan involves a collaboration with UC Hastings College of the Law that could provide more than 1,000 new housing units for the two campuses on existing UC Hastings properties and a 71-unit property intended for UCSF faculty which was gifted to UCSF in the Spring of 2018.

✅ **Endorse:** Transportation Services' pursuit of alternative transportation options to make getting to, from, and around our various locations easier.

Examples include: increasing the number of electric car chargers in campus garages; expanding shuttle services; partnering with bike share and scooter share companies; and, providing vanpools and information for carpools.

▶️ **Just Do It:** The Task Force acknowledges the ongoing work of Housing Services and Transportation Services. Given the importance of these topics to faculty, the Task Force recommends:

- Faculty involvement in planning and decision making, e.g., including more comprehensive assessment tools;
- Communication of ongoing and new initiatives, e.g., via periodic town halls and interactive website to assist faculty with housing and transportation options; and
- Metrics of success should include faculty satisfaction, e.g., as measured in future faculty climate surveys.

The Task Force also generated "Just Do It" recommendations specific to the Faculty Recruitment

Allowance (FRAP) and Home Loan Programs (MOP/SHLP) with the goals of expanding eligibility, streamlining processes, and improving communication of these important resources:

Faculty Recruitment Allowance Program (FRAP): The primary purpose of the Faculty Recruitment Allowance is to provide support for housing costs; these funds may also be used to support childcare expenses, education or tuition assistance, or similar expenses. Funding for the FRAP is provided by individual campus departments.

▶️ **Just Do It:** FRAP: Expand eligibility to non-Senate faculty without the current requirement of case-by-case review and approval.

Currently eligibility for this program is limited to faculty with appointments in the Academic Senate series; however, the Chancellor is authorized to make exceptions in individual cases.

▶️ **Just Do It:** FRAP: Adopt a campus-level blanket exception for departments to offer FRAP payments up to $150,000.

The maximum faculty recruitment allowance is published annually by UCOP (2019-20 limit is $73,600) but Departments may submit a written request for exceptions up to $150,000, which can be approved on a case-by-case basis at the campus level.

Mortgage Origination Program (MOP) and Supplemental Home Loan Programs (SHLP): The MOP/SHLP programs are recruitment tools to assist qualifying new faculty in purchasing their first home in the Bay Area. The MOP is funded via allocations from UCOP. Each campus receives an allocation from which faculty home loans are funded. The SHLP is funded by individual campus departments. Per UC policy, eligibility for MOP/SHLP participation is restricted to faculty appointed in the Academic Senate series within the first two years of their eligible appointment.

▶️ **Just Do It:** MOP/SHLP: Develop a standard communication/process to faculty who become newly-eligible to participate in MOP/SHLP as a result of a change in series to an Academic Senate series title.

Offer letters for recruits who are initially appointed to a Senate series include information about MOP/SHLP. However, faculty who have been approved for change in series from a non-Senate series to a Senate series are often unaware that they have become eligible for these programs.
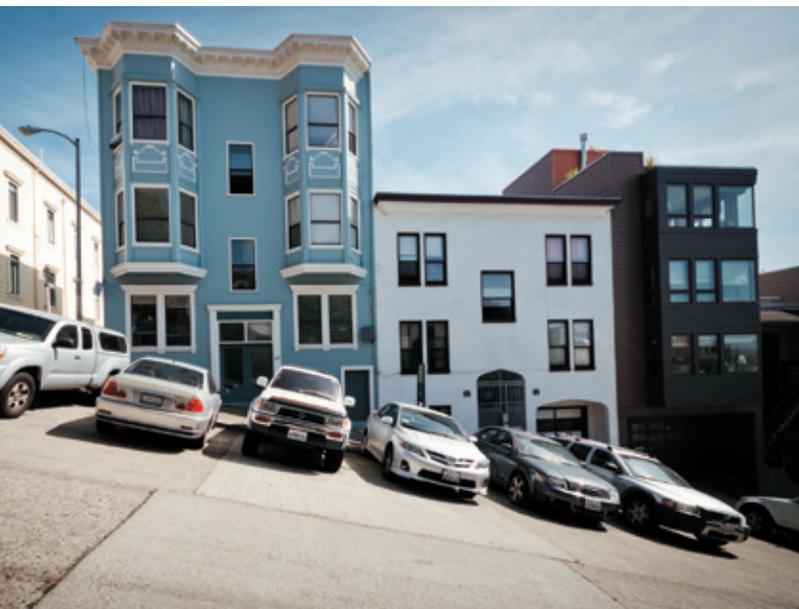
The Workplace Infrastructure theme was categorized into three sub-themes:

- Space
- Administrative and Clinical Support
- Relationship to UCSF Health

When verbatim comments on space, workplace infrastructure, and administrative support were combined they represented 24% of all comments (N=712), second only to those regarding salary support.

Space

Within the theme of Workplace Infrastructure, the area of greatest discontent is work space, with 30% saying they are dissatisfied. While half (51%) indicate they are satisfied with their work spaces, that number is down from the 2011 survey and has returned to the 2001 level (51% satisfied in 2017, 56% in 2011, 51% in 2001).

> *"Although the [climate] survey did address the importance of facilities, it should be re-emphasized that particularly at Mission Bay, the overall lack of faculty offices and adequate work spaces has been a very important source of discontent among faculty and another contributing factor in difficulty with recruitment."*

> *"There is no transparency on how space is assigned to the different labs."*

✅ **Endorse:** The work of currently-convened space committees.

The Task Force identified a number of campus and health system committees charged with addressing space issues, including Research and Administration Space Management (RASP), Comprehensive Parnassus Heights Plan (CPHP), and Mission Hall Renovation and Reconfiguration. The Task Force chose to endorse the work of these committees rather than make specific recommendations that might be duplicative of the efforts already in progress (see Appendix F).

However, because this is an area of high discontent for faculty, the Task Force emphasizes the importance of ensuring appropriate faculty representation on these committees and that faculty interests are given proper consideration. Likewise, given the proliferation of space committees at UCSF, feedback indicated that it was difficult to assess how recommendations or reports were being coordinated, considered, and adopted; and by which governing body.

Administrative and Clinical Support

There is high dissatisfaction (43%: with 26% fairly unsatisfied and 17% very unsatisfied) with the level of ongoing support from UCSF, including funding, staff, and equipment.

Survey respondents were asked in an open-ended question to identify what UCSF could do to recruit and retain the highest-caliber faculty. Most respondents reiterated concerns about financial needs covered elsewhere in the survey. Additionally, a review of the verbatim comments across all open-ended questions indicate 443 comments were specific to administrative support, the fifth most frequent topic.

> *"Better administrative support so I could spend less time dealing with budgets, reporting, and administering subcontracts. An HR system that supports faculty research instead of working against it. Investing in improving the climate for staff so they don't feel like impersonal cogs in a large institution that doesn't care about them..."*

This finding is consistent with results from the annual UCSF Faculty Exit Survey. As noted in the 2017-18 UCSF Faculty Exit Survey Report, lack of administrative support continues to be a significant factor contributing to the decision to leave UCSF (cited by 31% of respondents in 2017-18 and 2016-17, 21% in 2015-16, 22% in 2014-15 and 27% in 2012-14).

✳️ **Prioritize:** Conduct a needs assessment with the goal of defining a base level of administrative support that all faculty require to optimize their performance.

In discussions with various stakeholder groups, the Task Force received mixed feedback from faculty on this recommendation. There was skepticism that a base level of specific administrative support could be defined for all faculty because the needs of faculty are heterogeneous and likely influenced by their primary area of focus, e.g., research, clinical activity, education. As part of enhancing administrative support, there was feedback that many of the broad administrative processes should be improved.

In addition, the Task Force endorsed two UCSF Health infrastructure programs that have had a tangible, positive effect on the climate for clinical faculty:

✅ **Endorse:** Continued expansion of the UCSF Health "scribe" program.

> *"The UCSF Health System could provide better staffing so that clinical work does not take over so many hours of outside time beyond clinic."*

The ambulatory scribe program functions to reduce documentation burden by having a scribe draft the documentation of the health care provider's note while the provider focuses on direct interaction with the patient. As of May 2019, the program serves over 175 physicians in the ambulatory setting. Prior to implementation of the scribe program, one-quarter of physicians spent three or more hours documenting care after the conclusion of clinical sessions (not including in-basket or other follow-up work). With access to scribes, most physicians reported one hour or less spent documenting care after normal work hours and none reported spending over three hours on this additional work.

✅ **Endorse:** Continuation of UCSF Health's Practice Experience and APeX Knowledge (PEAK) program.

> *"Make Apex more efficient, optimize our interactions with EMR. This single factor increases the amount of time needed to do clinical work by 50+%."*

The goal of the PEAK program is to improve practice experience and increase APeX efficiency with team-centered workflows. Metrics include: (1) improve physician satisfaction where at least 60% of respondents agree or strongly agree that their satisfaction with APeX has improved; (2) decrease average turnaround time of MyChart In Basket messages; (3) partner with Lean to improve efficiencies in clinic and spread across other clinics.

Relationship to UCSF Health

Although there are no climate survey questions specific to clinical support, a number of verbatim comments (N= 82) indicate that the relationship between faculty and UCSF Health has a substantial impact on the climate for clinical faculty.

Many of the comments call for greater clarity and alignment of goals related to campus and UCSF Health activities:

> *"There is gross misalignment with promotion committee goals for advancement and UCSF Health institutional goals. We need to bring those into alignment if we want to excel."*

> *"The interaction between the medical center and the university is an issue. The medical center seems to be driving so many of the decisions made for the faculty, and this does not always (or often) result in decisions that are best for research and/or teaching. I feel like as a faculty member that I have no voice in these areas and that my opinion does not matter. In general, I think UCSF needs to do more to solicit faculty input and involvement in major decisions."*

While this is important feedback for campus and health leadership, the Task Force recognized that it does not specifically translate to prioritized recommendations.

Communication/Transparency

The Task Force identified communication as an issue that extends across all identified themes (see orange bar in Figure 3, page 4). Faculty reported that they are often unaware of available resources, have difficulty finding relevant resources, and yet are inundated with so much information (via email, etc.) that it can be difficult to identify what is most relevant to them. For example, a number of the verbatim comments from survey respondents included suggestions for programs that already exist.

✳ **Prioritize:** Develop a comprehensive communication plan to inform faculty of the various programs, benefits, and policies available to them.

This plan would include:

■ Effective communication channels to reach faculty
■ Easily accessible resources

Any communication plan should include significant input and involvement of the faculty and a dedicated staff resource to ensure that communication channels are regularly maintained and updated.

It should be noted that a similar recommendation was prioritized in the 3FI report, specific to a communication plan for family friendly policies. The ongoing work to implement the 3FI recommendations can serve as a framework that can be expanded beyond family friendly resources.

Proposed Action Plan

Given the number and breadth of the recommendations outlined in this Report, the Task Force developed the following action plan to facilitate the adoption and implementation of the Prioritize and Just Do It recommendations.

The proposed action plan categorizes the necessary steps into: (1) funding requested (act now); (2) proposals to be solicited; and (3) work to be requested. The intent of this proposed action plan is to efficiently and effectively implement the recommendations while ensuring appropriate oversight, monitoring, and accountability.

❶ Funding Requested – Act Now

Close oversight and coordination is necessary to ensure that recommendations are implemented effectively and efficiently. This requires an expeditious investment of resources from the campus in order to implement those recommendations that can be accomplished in a short time frame with immediate benefit and tangible positive effects on the climate.

a. Project Oversight/Coordination

Using the Faculty Family Friendly Initiative (3FI) as a model, the Task Force recommends the addition of 1.0 FTE to the Office of the Vice Provost of Academic Affairs budget for a new project manager dedicated to overseeing a coordinated effort to implement the recommendations.

Examples of duties would include:

- Develop detailed project plan and deadlines to ensure recommendations are implemented
- Monitor ongoing progress to ensure objectives are met
- Direct implementation of all prioritized and Just Do It recommendations that are not specifically identified in the sections below
- Serve as a liaison and resource to other office/units on campus, e.g., Campus Life Services, school dean's offices, Human Resources, Office of Diversity and Outreach, on campus in service of this initiative
- Monitor work requested of other units by soliciting periodic updates
- Collect proposals from other units for review by the Campus Council on Faculty Life (CCFL) prior to submission to campus leadership

- Develop broad communication channels and a coordinated strategy to reach faculty including a dedicated web presence
- Coordinate the development of comprehensive resource materials that are easily accessible to faculty
- Administer subsequent faculty climate surveys, e.g., logistics, follow-up
- Disseminate findings broadly to ensure accountability at the campus level for organizational intervention(s) that might be necessary to address findings of inequity

Budget/Cost: This position will have broad responsibility for coordinating the implementation of recommendations across many campus units. As such, a classification level of P4-P5 and a commensurate salary of $130,000/year (+ benefits and staff carrying costs such as data network, phones, and freight/postage charges) are anticipated.

Responsible Unit for Implementation: Upon approval and funding of this recommendation, the Office of the Vice Provost of Academic Affairs (VPAA) will be responsible for recruitment of this position and will train and oversee the work of the incumbent. VPAA will also ensure that the work of the incumbent is appropriately and effectively integrated with other offices/units specified above.

b. Data Analysis for Perceptions of Bias

The Task Force recommends the addition of 0.5 FTE to the VPAA budget for data collection and analysis to address perceptions of gender and URM bias across a wide variety of topics highlighted in survey responses, e.g., awarding of endowed chairs and distinguished professorships, philanthropic support, and appointment to important committees such as those with resource allocation functions.

Examples of duties would include:

- Support strategic planning and decision making through the analysis, presentation, and distribution of institutional data; includes planning and analytical studies, assessment, and reporting on data
- Select methods, techniques, and evaluation criteria for data analysis
- Leverage tracked metrics on utilization of programs and materials to facilitate informed decisions on current and future program design

Budget/Cost: A classification level of P4-P5 in the Institution Research Analyst series with a commensurate salary of $150,000/year pro-rated at 50% effort (+ benefits and staff carrying costs such as data network, phones, and freight/postage charges) are anticipated.

Responsible group for implementation: Upon approval and funding of this recommendation, the VPAA in partnership with the Vice Chancellor of Outreach and Diversity (VC-ODO) will be responsible for recruitment of this position and will train and oversee the work of the incumbent. VPAA and VC-ODO will also ensure that work of the incumbent is appropriately and effectively integrated with other offices/units as appropriate.

c. Communication Plan

The Task Force identified effective communication as an issue and need that extends across all identified themes. Faculty reported that they are often unaware of available resources, have difficulty finding relevant resources, and yet are inundated with information (via email, etc.) such that it can be difficult to identify what is most relevant to them. Critical to addressing this issue is the development of a comprehensive communication plan with two key elements: 1) effective communication channels to reach faculty and 2) easily accessible and up to date resources.

Presently, there is a funded proposal through the IT Governance Roadmap Funds Program, titled "Internal Communications Tool Discovery". This is a one-year proposal (FY20) that has been funded with a one-time budget allocation of $380,590. The proposal includes the following:

UCSF has always struggled with effective internal communications — ensuring that relevant messages reach their intended audience and providing a non-public forum for our community to collaborate and communicate. A recent UCSF-wide internal communications survey (Edelman, 2017) highlighted the pressing need for a more comprehensive solution that allows UCSF employees to access tools and messages targeted to their needs. This proposal seeks to build on the recent survey findings and engage a consultant to complete a comprehensive discovery of how technology — including intranets, wikis, apps, listservs, chat platforms — can better enable and integrate internal communications at UCSF. The discovery would yield recommendations on where and how UCSF should invest, proposed budget and resourcing, and a five-year roadmap vision for implementation. Any implementation of the roadmap would require a separate budget and approvals.

There is considerable overlap between the communication needs identified by the Task Force and the identified goals of the Internal Communications Tool Discovery proposal. As such, it is recommended that findings, outcomes, and recommendations from the IT Proposal be leveraged as appropriate to ensure the concerns of the Climate survey respondents are addressed.

Budget/Cost: At this time, there is not a specific budget request related to the prioritized communication recommendation. However, it is expected that any solutions recommended via the IT Proposal that specifically address the needs of the faculty will result in a subsequent budget request to implement the roadmap.

Responsible group for implementation: The VPAA will partner with the executive sponsors of the Internal Communications Tool Discovery proposal to ensure faculty engagement in the proposal process and faculty input regarding any resultant recommendations. Once solutions have been identified, the VPAA will solicit feedback from faculty to champion funding relevant solutions.

Summary of Funds Requested

ITEM	YEAR 1	YEAR 2[3]	YEAR 3	ONGOING (YEARLY)
1.0 FTE Project Oversight/Coordination[1]	$195,000	$200,850	$206,876	$206,876
0.5 FTE Institutional Research Analyst[1]	$112,500	$115,875	$119,351	$119,351
Communication Plan[2]		TBD		
TOTAL	$307,500	$316,725	$326,227	$326,227
	TOTAL 3-YEAR ASK	$950,452		
	TOTAL ONGOING (YEARLY) ASK			$326,227

Notes
[1] Includes salary, benefits and staff carrying costs such as data network, phones and freight/postage charges.
[2] Funding request expected upon completion of the "Internal Communications Tool Discovery" proposal.
[3] Year over year increases are based on projected 3% annual cost of living adjustment.

❷ Proposals to be Solicited

In addition to the direct requests for funding above, the Task Force also recognizes that a number of recommendations require further analysis and proposal development by units with requisite subject matter expertise. Accordingly, the budget request above is modest in the anticipation that subsequent proposals will be favorably considered for additional institutional support. Upon the approval of campus leaders, we suggest that the identified sponsors below be charged with developing these proposals and ensuring that the appropriate

stakeholders are engaged. Proposals and budgets that address specific recommendations would be submitted to CCFL for review prior to submission to campus leadership for consideration.

- Increase institutional support for all research faculty salaries. This could include fixed salary support for all research faculty, access to discretionary funds to cover the NIH salary cap gap, and support for other expenses that are not covered by extramural sources. [Financial Support]
Proposed Sponsor: Vice Chancellor – Research

- Conduct a needs assessment with goal of defining a base level of administrative support that all faculty require to optimize their performance. [Workplace Infrastructure]
Proposed Sponsor: VPAA – Campus Council on Faculty Life (CCFL)

- Introduce a robust and broad sponsorship element to the current mentoring program. [Career and Leadership Development]
Proposed Sponsor: Associate Vice Provost, Faculty Mentoring

- Provide a financial subsidy for faculty using child care, whether that care be provided on campus or by outside provider(s). [Work/Life Integration]
Proposed Sponsor: Senior Associate Vice Chancellor, Campus Life Services

- Expand the focus of faculty family initiatives to recognize that faculty have changing responsibilities depending on where they are in the family lifecycle; assess and make recommendations in the following areas:
  - Extend financial and programmatic support to faculty who have additional dependent care needs, e.g., eldercare; care for family members with disabilities.
  - Consider extension of financial support to those impacted by other significant family-related expenses, e.g., college tuition, for example, a "flexible funds" model in which faculty select the specific areas in which family-related support is needed. [Work/Life Integration]
  Proposed Sponsor: VPAA – Faculty Family Friendly Initiative (3FI)

- Identify and support broad-based, impactful wellness programs for faculty; for example, feedback from multiple constituent groups suggested that free or subsidized gym membership would signal a strong institutional commitment to personal well-being. [Work/Life Integration]
Proposed Sponsor: VPAA – Campus Council on Faculty Life (CCFL)

❸ Action Items to be Requested of Appropriate Units

There are a number of recommendations that fall under the direct purview of existing campus units. Upon the approval of campus leaders, the Task Force suggests that the units identified below be charged with implementing the following recommendations. It is anticipated that the FTE identified in section 1a above would gather information in order to communicate progress on the entire suite of Prioritize and Just Do It recommendations.

- Enhance mentoring program elements specific to the needs of women and underrepresented minority faculty. [Career and Leadership Development]
Proposed Unit: VPAA – Associate Vice Provost, Faculty Mentoring

- Clarify and standardize the roles and expectations of mentors, including benchmarking standards where appropriate; develop a program to recognize and reward mentors for the positive role they play in career mentoring (and advancement) for mentees. This may include formal awards, salary support, and recognition in the advancement process. [Career and Leadership Development]
Proposed Unit: VPAA – Associate Vice Provost, Faculty Mentoring

- Expand Differences Matter Diversity, Equity and Inclusion training to all schools. [Equity and Inclusion]
Proposed Unit: School of Medicine Dean's office in partnership with the Dean's offices in Dentistry, Nursing and Pharmacy

- Require unconscious bias training for "high impact" faculty committees, e.g., Academic Senate Committee on Academic Personnel (CAP), Stewardship Review Committees, search committees for leadership positions. [Equity and Inclusion]
Proposed Unit: Office of the Vice Chancellor for Outreach and Diversity

- UCSF Housing Services and Transportation Services should incorporate the following:
  - Faculty involvement in planning and decision making, e.g., including more comprehensive assessment tools.
  - Communication of ongoing and new initiatives e.g., via periodic town halls and interactive website to assist faculty with housing and transportation options.
  - Metrics of success should include faculty satisfaction e.g., as measured in future Faculty Climate Surveys. [External Factors]
  Proposed Unit: Campus Life Services

Concluding Comments

Over the past two decades, UCSF and its leaders have made significant investments in assessing and instituting actions to improve the climate for faculty.

Notable were the actions of Chancellor Bishop in October, 2003 to endorse the ten principal recommendations of the Task Force on Faculty Life in response to results of the 2001 Faculty Climate Survey. This included the creation and funding of the Campus Council on Faculty Life (CCFL) which was charged with coordinating the implementation of many of these recommendations to improve the climate for all faculty in general and women in particular. Since that time, many leaders, committees, and organizations have enacted new programs, policies, and initiatives to improve the quality of the academic and professional experience of faculty at UCSF and to support faculty in their career advancement and personal lives.

Between 2001 and 2011, the climate for all faculty and in particular the climate for women faculty and those from underrepresented groups, improved. In addition to a comprehensive review of existing CCFL programs, recommendations for further action were implemented to address salary equity, work-life balance, and the needs of mid-career faculty.

Between 2011 and 2017, the overall size of the faculty increased by more than 20% and the percentage of women faculty increased from 44% to 50%. Faculty exit survey data indicated that cost of living and salary concerns grew in importance as reasons for departures from UCSF. A reassessment of the climate for faculty in 2017 demonstrated persistence of many positive aspects of the climate for faculty overall. However, progress that had been made in 2011 towards improving the climate for women and underrepresented minorities either stalled or, in notable ways, worsened. These findings warranted a fresh and in-depth examination of both climate survey results and the large number of verbatim comments from faculty on their perceptions of climate.

In this report, the current Faculty Climate Task Force has put forth recommendations to improve the climate for all faculty and to address particular areas of concern for women and underrepresented minorities. In the way that Chancellor Bishop commissioned specific actions to address climate concerns in 2003, current Task Force members submit this report with the intent that campus leaders will engage collaboratively with faculty to consider and implement these recommendations. If left unaddressed, UCSF risks "turning back the clock" and lowering faculty satisfaction with the climate, and increasing challenges to recruitment and retention. By increasing our commitment to faculty climate, we reaffirm our PRIDE (Professionalism, Respect, Integrity, Diversity, Excellence) values and position UCSF to be a leader among academic health campuses in terms of faculty equity, opportunity, and well-being.

2001 Climate for Faculty: Report of the Chancellor's Task Force on the Climate for Faculty

Recommendation 1. Leadership and Investment

At UCSF, the most effective interventions would include:

- Appointing a council to finalize policy changes and to implement the new policies, review progress, and maintain visibility of the initiative;
- Having a top campus administrator lead the council, preferably someone who is widely recognized both as a scientific leader and as being fully committed to improvements in the climate for faculty;
- Inclusion of other top administrators and leaders of women and minority faculty on the council;
- Giving responsibility for implementing program policies to the Vice Chancellor for Academic Affairs, and including this in the job description for this position;
- Calling a campus-wide faculty meeting to announce the program;
- Having each Dean write a letter announcing the program to their faculties;
- Couple the announcements with press-releases and a press conference;
  - Obtain funding, via a fund raising priority, to support staffing of the council and related activities:
  - Hiring staff to support the council and Vice Chancellor's work, including an organizational professional experienced in the introduction of faculty development programs and cultural change within academic medical centers, or other complex organizations;
  - Development of orientation websites (see section on Welcoming, below);
  - Support for departmental mentoring programs (see section on Transparency, below);
  - Support for the Search Ambassadors Program (see section on Opportunities, below);
  - Support for expansion of campus childcare and elder care programs (see section on Stress, below).

Recommendations 2 & 9. Flexibility, Work/Life Balance

UCSF should make full use of the flexibility mechanisms that have been established by the University of California (Appendix 9) to permit faculty to adjust work demands to the needs of their personal lives including:

- As recommended in its recent report, the AAMC (Appendix 7) the unlimited availability to work should not be rewarded. Meetings should be held during regular working hours (8-5) on weekdays;
- Appropriate use of faculty appointment series and tenure clock timeline extension (which survey respondents reported not using due to concerns regarding penalization);
- Departmental leaders and mentors should support junior faculty in planning career path via choice of appointment series, clock extensions, and clarification of expectations to coincide with personal life needs;
- Departmental leaders and faculty mentors should be informed about the UC system flexibility options, and be required to provide accurate information about these options to faculty;
- Continued development and expansion of UCSF's pre-school childcare programs should occur;
- UCSF should encourage amendment of the UC's family friendly academic policies to include consideration of elder care and the care of other family members (including domestic partners);
- UC should be encouraged seek out methods for ameliorating the impact of family leave, periods of part-time employment, and active service modified duties for faculty in clinical departments.

Recommendation 3. Transparency of Process

To address the problem of dissemination of relevant and accurate information regarding the promotion process, we suggest that:

- Written materials describing the departmental merit appraisal process and application should be readily available (for example, on-line). An excellent example of such a resource is offered by the Department of Anesthesia that has posted descriptions of the faculty

series, departmental criteria for promotion in each of the series, sample materials, and promotion forms on a website (Appendix 6).

- Materials available to faculty regarding promotion should match the policies and procedures employed by the department. If a department has criteria beyond those in the Academic Personnel Manual, these should be available in written form to each faculty member. Any faculty member should be able to have the expectation that the merit assessment criteria they are provided with are the actual criteria that will be used by the department in making this assessment.

- The UC Career Review procedure should be available to faculty in all series and encouraged for those who are considering a change in series. Gender inequity in appointment series exists at UCSF, and appointment series has bearing on the institutional commitment made to faculty and to allocation of resources. At UCSF, appointment series is not consistently related to the responsibilities and activities of faculty members, and this practice likely contributes to gender differences in the perception of opportunity for advancement identified by the Climate Survey. Further, changes in appointment series occur often, and are initiated before any extra-departmental review can occur, thereby creating circumstances in which inconsistent application of series can occur.

Recommendation 4.
Departmental Mentoring

It should be recognized that in the collaborative research environment that exists today, some faculty may receive scientific mentoring from mentors outside of their department or division, and that this advice can extend to issues of appointment and promotion, and can be misinformed. Each department should insure that accurate and helpful advice is provided to its faculty, particularly those in the midst of crucial transitions such as early career, mid-career faculty who are preparing for promotion to full-professor, and full-professors approaching a review for professor step 6.

Detailed and ongoing departmental mentoring should be provided to all new faculty, all assistant professors, associate professors at step 2, and professors at step 4 to:

- Assist faculty in negotiating and understanding the terms of their appointment (hiring checklist developed by the Academic Senate) and documenting this in writing;

- Inform all faculty of flexibility options early in their work at UCSF;

- Identify and seek remedies for problems including use of mediation services offered by the Work Life Program;

- Assess progress on a semi- or annual basis regardless of series of appointment, for faculty;

- Whose work is based at UCSF (i.e., not part-time faculty whose clinical practice is based outside of UCSF);

- Write an annual assessment of progress and goals for the upcoming year for each faculty member receiving mentorship. The letter should be specific enough to provide clear guidelines for development during the upcoming year that will lead to a successful promotion review or will clarify the problems that may exist in the faculty member's progress as described by the American Council on Education (Appendix 5). These letters should be reviewed in person with the mentee, signed by the mentee, mentor and Department chair.

Recommendation 5.
Institutional Welcoming

UCSF should establish a mandatory on-line orientation program to provide:

- UCSF-wide information on key policies (harassment, mediation services, APM, Dean's Office functions, faculty senate, appointment series, flexibility options, leave policies);

- Orientation for faculty who will perform research (scientific integrity, basic fiscal management, basic personnel management, contracts and grants procedures, human and animal subjects protection and biohazard policies);

- Orientation for faculty who will perform clinical work (staff appointment processes, emergency procedures, clinical record procedures and policies, patient care ethics);

- Orientation for faculty who will teach (relevant policies, evaluation, helping troubled students, nuts and bolts of curriculum, teaching materials and getting rooms);

- Departmental modules can be created to provide information for specific fields or activities; certification, that the appropriate training modules have been completed at periodic intervals, e.g., within six months of appointment, should be required. This requirement should be enforced in a manner analogous to medical staff appointments and human subjects training certification requirements.

We recommend the creation of:

- Social welcoming programs for new faculty with the goals of making new faculty feel welcome and introducing new and existing faculty to each other. Departments should be responsible for social welcoming activities.

Recommendations 6 & 7. Searches and Advancement

In order to insure gender equity exists at UCSF with regard to opportunities for advancement and leadership, we recommend:

- Clear guidance regarding the conduct of searches and the provision of informational resources for them should be provided;

- The Search Ambassadors Program, proposed by the Faculty Senate Equal Opportunity Committee, should be implemented to assist search committees in using the best practices. In addition, Search Ambassadors could be responsible for assisting newly recruited faculty who must relocate to the Bay Area by providing information on housing, schools, and community resources;

- "Toolkits" should be developed to establish best practices and to make expertise and resources for searches more available. For example, the University of Washington School of Engineering has developed a highly regarded search toolkit that could be used as a model for the development of such a toolkit for UCSF;

- UCSF should identify positions that provide experience to serve as a qualification for leadership ("springboard positions") and insure that fair consideration is given to all faculty who wish to be considered for such positions;

- Specialized mentoring should be provided to faculty who are considering or assuming leadership positions to assist in decision-making, and to improve the efficacy of leaders. An intramural leadership training program could be developed to complement the extramural programs, such as ELAM, that UCSF already sends faculty to. An intramural program can effectively prepare existing faculty for leadership, which is an important resource for women who are more likely to be appointed to leadership positions at their home institution. An effort should be made to ensure that UCSF sponsors participants for ELAM, and the AAMC leadership training programs each year;

- All leaders should undergo leadership training via extra- or intra-mural programs to ensure that each has the skills to develop and retain women and minority faculty, and to foster the development of leadership capability among faculty members.

Recommendation 10. Issues for Faculty who Perform Clinical Work

UCSF should:

- Identify new ways to assess merit for investigators whose work is highly collaborative that assigns value to unique contributions made to group efforts;

- Take the period of investment required for the generation of clinical research data into consideration by adjusting expectations of the number of publications required for assessment of meritorious work;

- Make the merit appraisal process more open to valuing clinical and qualitative research;

- Define the requirements for faculty to be regarded as clinician-scientist at UCSF in the following ways:
  - Is a clinical degree or training required?
  - Is active work as a clinician required?
  - Is clinical leadership or a certain level of clinical activity required?

- Find ways to assess clinician scientists that takes into consideration both research and clinical productivity, and does not expect active clinicians to have equal research productivity to faculty with no clinical responsibilities.

For Chancellor Bishop's response to the recommendations, see http://tiny.ucsf.edu/response.

2011 UCSF Faculty Climate Survey Recommendations for Further Actions

Salary Stability and Equity

Recommendation 1. Pursue plans for the development of a "faculty endowment" that would provide all non-ladder rank faculty who do not hold an endowed chair with 20% base salary for unsupported faculty activities. This would serve to increase faculty salary stability, thereby improving morale and enhancing retention.

> **ACTION:** Secure endorsement from UCSF senior leadership for the development of a faculty endowment.

> **ACTION:** Meet with the Vice Chancellor for University Development and Alumni Relations and engage with other development personnel across departments and schools to encourage the development of strategies that will lead to salary stability.

Recommendation 2. Investigate faculty perception reported in the survey indicating preferential treatment by gender in salary and compensation at UCSF.

> **ACTION:** Pursuant to President Yudof's letter of September 11, 2012, UCSF will submit an action plan to UCOP by January 15, 2013 which includes:
>
> - The appointment of a Senate/Administration committee to oversee a salary study which will be conducted by each School; and
> - A statement on how any findings as a result of the salary analysis will be addressed and made transparent/accessible to the campus as appropriate.

Work-Life Balance

Recommendation 3. Work to identify better methods of publicizing existing campus-wide programs that support improved work-life balance.

> **ACTION:** Collaborate with other campus entities to be more proactive in publicizing programs that support improved work-life balance.
>
> - Consider alternate venues for publicizing information, e.g., at departmental annual meetings, on campus shuttles.
> - Consider alternate methods of disseminating information, e.g., websites, flyers, brochures, targeted mailings.

Other Areas of Focus

Recommendation 4. The Climate Survey indicates that the majority of faculty would like to remain at UCSF for the duration of their careers. While recognizing that salary stability and equity are key components for faculty retention, they are not necessarily the only components. Based on additional findings from the Survey, the Subcommittee recommends an increased focus on retention strategies since recruitment packages often include provisions for salary and research support. The Climate Survey also concluded that programs offered in the past for faculty at the Assistant Professor level, e.g., mentoring have been quite useful to faculty and therefore the Subcommittee recommends that new faculty development efforts should focus on Associate Professor level to enhance retention of this cohort.

> **ACTION:** Develop a comprehensive series of workshops aimed specifically at Associate Professors in all series.
>
> - Form a focus group of Associate Professors to identify their needs.
> - Schedule the first workshop for Spring 2013.

Recommendation 5. The results of the 2011 Climate Survey indicated that many of the programs implemented since the initial Climate Survey, e.g., Mentoring, Leadership, Faculty Development, Faculty Development Day, Wellness Series workshops, have had a positive impact on the quality of the faculty's academic, professional and personal experiences at UCSF. However, in light of reduced budget allocations for CCFL activities, a review of current programs is appropriate at this time. This will enable CCFL to retain the most effective programs and accommodate new and emerging programs.

> **ACTION:** Conduct a comprehensive review of CCFL programs offered in the last 3 years.
>
> - Identify metrics that are meaningful measures of effectiveness of these programs.
> - Identify and consider alternative programs and activities.
> - Estimate cost and impact of individual programs.
> - Identify partnering opportunities with other campus entities to gain efficiencies and avoid duplication of effort.
> - Ensure alignment with campus strategic goals.

APPENDIX B – Faculty Climate Task Force Committee Members

Brian Alldredge, PharmD
Vice Provost, Academic Affairs
Professor of Clinical Pharmacy and Neurology,
Schools of Pharmacy and Medicine

Sara Ackerman, PhD, MPH
Associate Adjunct Professor of Social and
Behavioral Sciences, School of Nursing

Arpi Bekmezian, MD
Health Sciences Clinical Professor, Department
of Pediatrics, School of Medicine

Thomas Chi, MD
Associate Professor of Urology in Residence,
School of Medicine

Lukejohn Day, MD
Representative: Senate Committee on Equal
Opportunity (EQOP)
Associate Professor of Clinical Medicine,
School of Medicine

Danica Galonic Fujimori, PhD
Professor of Cellular and Molecular Pharmacology,
School of Medicine

Hannah C. Glass, MDCM, MAS
Professor of Neurology, Pediatrics, Epidemiology
& Biostatistics, School of Medicine

Cynthia Lynch Leathers, MBA
Assistant Vice Provost for Academic Affairs

Stephen McLeod, MD
Professor and Chair, Ophthalmology, School of Medicine

Snehlata Oberoi, DDS
Representative: Academic Senate Committee on Faculty Welfare
Professor of Clinical Orofacial Sciences; School of Dentistry

Elizabeth Ozer, PhD
Representative: Office of Diversity and Outreach, (ODO),
Committee on the Status of Women (CSW)
Professor of Pediatrics in Residence, School of Medicine

George Pasvankas, MD
Representative: Campus Council on Faculty Life (CCFL)
Associate Health Sciences Clinical Professor of Anesthesia,
School of Medicine

Rupal Shah, MD
Representative: Committee on the Status of Women (CSW)
Assistant Professor of Clinical Medicine, School of Medicine

Katherine Yang, PharmD
Health Sciences Clinical Professor of Clinical Pharmacy,
School of Pharmacy

Irené Merry
CCFL Program Coordinator

APPENDIX C – Subject Matter Experts Consulted By The Task Force

UCSF Health

Joshua Adler, MD
Executive Vice President for Physician Services,
UCSF Health

Diane Sliwka, MD
Chief Physician Experience Officer and Executive Medical
Director for Patient Experience, UCSF Health

Housing

Clare Shinnerl
Associate Vice Chancellor, Campus Life Services

Leslie Santos
Executive Director for Housing Services

UC Home Loan Programs

Wilson Hardcastle
Home Loan Program Manager

Transportation/commute

Erik Villalobos
Director of Transportation Services

Office of Diversity and Outreach

Renee Navarro, MD, PharmD
Vice Chancellor, Diversity and Outreach

✳ Prioritize

Equity and Inclusion

- Provide funds to support a joint Office of Diversity and Outreach and the Office of Academic Affairs project for data collection and analysis to address perceptions of bias, e.g., in awarding of endowed chairs and distinguished professorships, philanthropic support and appointment to important committees such as those with resource allocation functions. Disseminate the findings broadly and ensure accountability at the campus level for organizational intervention(s) that might be necessary to address findings of inequity.

Financial Support

- Increase institutional support for all research faculty salaries. This could include fixed salary support for all research faculty, access to discretionary funds to cover the NIH salary cap gap, and support for other expenses that are not covered by extramural sources.

Career and Leadership Development

- Enhance mentoring program elements specific to the needs of women and underrepresented minority faculty.
- Introduce a robust and broad sponsorship element to the current mentoring program.
- Clarify and standardize the roles and expectations of mentors, including benchmarking standards where appropriate. Develop a program to recognize and reward mentors for the positive role they play in career mentoring (and advancement) for mentees. This may include formal awards, salary support, and recognition in the advancement process.
- Create a central suite of resources that faculty can access at critical junctures in their career.
- Develop a resource to communicate all internal leadership opportunities and leadership training resources to all faculty.
- Develop a better infrastructure for utilizing faculty who participated in leadership programs, e.g., UCSF-Coro Faculty Leadership Collaborative and the UC Women's Initiative for Professional Development (UC WI).
- Expand the stewardship review process to cover other leaders.
- Emphasize faculty development as a stewardship review criterion.

Work/Life Integration

- Provide a financial subsidy for faculty using child care, whether that care be provided on campus or by outside provider(s).
- Expand the focus of family needs to extend beyond the formation of family and to recognize that faculty who are parents, guardians and caregivers have changing needs depending on where they are in the family lifecycle. The reconvened 3FI Committee should assess and make recommendations in the following areas:
  - Extend financial and programmatic support to faculty who have additional dependent care needs, e.g., eldercare; care for family members with disabilities.
  - Consider extension of financial support to those with impacted by other significant family-related expenses, e.g., college tuition, perhaps via a "flexible funds" model in which faculty select the specific areas in which family-related support is needed.

Workplace Infrastructure

- Conduct a needs assessment with the goal of defining a base level of administrative support that all faculty require to optimize their performance.

Communication

- Develop a comprehensive communication plan to inform faculty of the various programs, benefits, and policies available to them. This plan would include:
  - Effective communication channels to reach faculty
  - Easily accessible resources

▶ Just Do It

Equity and Inclusion

- Expand *Differences Matter* Diversity, Equity and Inclusion Champion training to all schools with the goal of 100% participation by all faculty.
- Require unconscious bias training for faculty committees that influence opportunity or resources including, but not limited to Academic Senate Committee on Academic Personnel (CAP), stewardship review committees, committees with resource allocation functions, award nomination committees, and search committees for leadership positions.

Work/Life Integration

- Charge the Campus Council on Faculty Life (CCFL) with identifying the most impactful wellness programs for faculty. Such programs should be available at multiple campus sites. Where there is a financial impact, CCFL should develop a budget proposal to be submitted to campus leadership for consideration. For example, feedback from multiple constituent groups suggested that free or subsidized gym membership would signal a strong institutional commitment to personal well-being.

External Factors

- The Task Force acknowledges the ongoing work of UCSF Housing Services and Transportation Services. Given the importance of these topics to faculty, the Task Force recommends:
    - Faculty involvement in planning and decision making, e.g., including more comprehensive assessment tools;
    - Communication of ongoing and new initiatives, e.g., via periodic town halls and interactive website to assist faculty with housing and transportation options; and
    - Metrics of success should include faculty satisfaction, e.g., as measured in future faculty climate surveys.
- Faculty Recruitment Allowance Program (FRAP):
    - Expand eligibility to non-Senate faculty without the current requirement of case-by-case review and approval.
    - Adopt a campus-level blanket exception for departments to offer FRAP payments up to $150,000.
- Mortgage Origination Program (MOP) and Supplemental Home Loan Programs (SHLP)
    - Develop a standard communication/process to faculty who become newly-eligible to participate in MOP/SHLP as a result of a change in series to an Academic Senate series title.

✅ Endorse

Equity and Inclusion

- Continuation and expansion of the ongoing work of the Faculty Salary Equity Review (FSER) Committee, including recommendations on searches for leadership roles because inequities in assignment in leadership roles can lead to salary disparities.

- The work of the Academic Senate Committee on Equal Opportunity (EQOP) and Committee on Academic Personnel (CAP) efforts towards formalizing how contributions to diversity are valued in the academic review and advancement process.
- School of Medicine *Differences Matter* initiatives including Diversity, Equity and Inclusion Champion training.

Financial Support

- Faculty Salary Equity Review (FSER) Committee recommendation for the creation and communication of explicit departmental salary-setting rubrics.
- UCSF Health's model to target the 75th percentile MGMA benchmarks for clinical work performed by physicians.

Work/Life Integration

- 3FI initiative "Act Now" recommendation
    - Develop a broad communication strategy of available benefits
    - Facilitate a more family-friendly culture
    - Streamline processes for faculty to avail themselves of benefits
    - Increase paid childbearing leave to 12 weeks *(fully implemented as of July 1, 2019)*
- 3FI initiative "Act by 2020-21" recommendation
    - Increase paid childrearing leave to 12 weeks *(fully implemented as of July 1, 2019)*
- 3FI recommendation: expand the availability and affordability of childcare facilities for UCSF faculty.

External Factors

- UCSF Housing Services efforts to improve housing access and affordability.
- Transportation Services pursuit of alternative transportation options to make getting to, from and around our various locations easier.

Workplace Infrastructure

- The work of currently-convened space committees.
- Continued expansion of the UCSF Health "scribe" program.
- Continuation of UCSF Health's Practice Experience and APeX Knowledge (PEAK) program.

Other Recommendations Considered by the Task Force

Note: These recommendations were considered by the Task Force; however, because they were not prioritized, details for some of these recommendations were not fully developed.

Equity and Inclusion

- Require all campus committees / initiatives be viewed through a lens of equity and inclusion.
- Develop more prevention programs around harassment.
- Hold faculty accountable for completing Sexual Violence and Sexual Harassment Prevention training.
- Explore an ally-ship training program.

Financial Support

- Provide a guaranteed percent salary support to all faculty including Ladder rank faculty (unlike in 2011 recommendation).
- Expand Department of Medicine's In Residence Associate Professor Support (iRAPS) program campus wide.
- Develop parameters around start-up packages to prevent inequities by gender or URM-status.
- Develop guiding principles on taxes on salary savings that are consistent for all faculty across all schools.
- Increase transparency on how departmental funds, e.g., state funds and professional fees, are used to support faculty salaries and positions.
- Provide clarity around parameters for bridge funding when there is a gap in salary support.

Career and Leadership Development

Mentoring

- Refine stewardship review process to obtain specific data about mentoring support segregated by women and URM faculty.
- Provide more networking opportunities for new/junior faculty to help identify mentors – e.g., "speed mentoring" event.
- Establish a "mentoring academy" – provide mentors with better tools in support of their mentoring efforts.

Advancement

- Duplicate Faculty Development Day (FDD) type events at other campus locations throughout the year.
- Include FDD information in faculty onboarding process.
- Increase/improve communication around advancement resources that are available.
- Clarify/standardize and hold mentors accountable for the role they play in career mentoring (advancement) for mentees.

- Hold chairs accountable for 1:1 meetings with faculty including clarity around frequency of meetings.
- Establish a "CV" coach resource.
- Charge CCFL with developing a workshop series to address faculty needs around professional skills development, e.g., communications skills, how to be a good mentee/mentor, giving effective feedback.
- Develop "best practices" model for faculty advancement that is targeted for Division Chiefs and Chairs.

Leadership

- Conduct more frequent leadership reviews e.g., annual 360 degree reviews.
- Convene a faculty work group to make recommendations to leadership on how to improve their accessibility to the campus-at-large.
- Ensure campus leaders support/encourage faculty participation in leadership development programs by facilitating dedicated time for them to participate.

Work/Life Integration

- Create a "toolkit" of resources for expectant parents (leaves, child care, pre-school).

External Factors

Commute

- Re-evaluate current UCSF transportation funding model which is perceived as "parking permits drive budgets."

Housing

- Creation of central pool of funds at the Campus level to mitigate variation in resources by department.
- Partner with commercial banks, e.g., Golden Gate Credit Union, on loan products for clinicians.
  - Broadly communicate these options to faculty, e.g., non-senate faculty eligibility
  - Identify a dedicated resource at these partner institutions
- Engage UCSF Health in discussions to fund FRAPs for HS Clinical faculty.

Workplace Infrastructure

Space

- Develop and communicate guidelines, protocols and best practices specific to multiple-site logistics, such as:
  - OK to join meetings by Zoom
  - Rotate meeting sites by committee membership

APPENDIX E – Faculty Constituent Groups With Whom Task Force Recommendations Were Vetted

In order to fulfill their charge to seek input from appropriate campus units (committees, organizations, offices) and individuals, the Task Force members then sought feedback on the prioritized recommendations through presentations to a wide variety of faculty constituent groups

While the overall feedback on the preliminary recommendations was generally positive, the committee did take into consideration feedback in order to further refine and prioritize the recommendations.

These groups were asked:

1. Do you agree or disagree with any of the 4 broad categories for proposed recommendations? Or specific recommendations?

2. Are there any areas of concern not addressed? What's missing?

3. Which recommendations are you most excited about in terms of potential to address a key issue of concern from the Climate Survey?

Academic Senate Committee on Equal Opportunities (EQOP)

Academic Senate Committee on Faculty Welfare

Campus Council on Faculty Life (CCFL)

Committee on the Status of Women (CSW)

Women in Science (WIS) at Mission Bay

Women's Advancement and Recognition in Medicine (WARM) Hearts at ZSFG

Faculty attending International Women's Day

School of Dentistry Faculty Council

School of Pharmacy Faculty Council

School of Pharmacy–Deans

School of Medicine Faculty Council

School of Medicine Strategic Plan implementation leaders

Faculty, Department of Pediatrics

Faculty, Department of Urology

School of Nursing Faculty Council

Faculty, School of Nursing

School of Nursing–Deans

Faculty, Department of Social and Behavioral Sciences

Faculty, Department of Community Health Systems

Faculty, Department of Family Health Care Nursing

APPENDIX F –
UCSF Space Committees

Campus

UCSF Space Committee
Co-chairs: Dan Lowenstein/Bruce Jenny

This group oversees:

UCSF Space Management Sub Committee
Co-chairs: Dan Lowenstein/Bruce Wintroub
- School Space Committee
- Individual Building Governance Committees

Building Programing/Project Committees
(ad hoc chairs vary by building)
- Building Working Groups
  Managed by UCSF Real Estate

Research and Administrative Space Policy (RASP)
Temporary working group chair: Vineeta Singh

Comprehensive Parnassus Heights Plan (CPHP)

Mission Hall Renovation and Reconfiguration

Senate

Senate Committee on Space
Chair: Sri Nagarajan

Task Forces

Academic Space for Clinicians
Chair: Louise Walter

Education Space
Chair: Arianne Teherani

Schools

School of Medicine Space Committee

School of Pharmacy Space Committee