Health Sciences
Faculty Climate Survey
Health Sciences Faculty Climate Survey

Introduction

• Faculty climate surveys were conducted in 2005, 2011, and 2015 that assessed faculty perceptions about their professional life
  • Morale, environment, resources, and behavior

• As result of each survey, action plans were created in response to key concerns identified by the faculty

• Analysis of change over time assesses the effectiveness of the action plans
Health Sciences Faculty Climate Survey

Background for the climate survey at UC San Diego

- 2000 Campus Gender Equity Study
- 2004 UCSD HS Gender Equity Study
- 2005 HS Faculty Climate Survey #1
- 2011 HS Faculty Climate Survey #2
- 2012 HS Faculty Behavior Survey
- 2015 HS Faculty Climate Survey #3
- 2020 HS Faculty Climate Survey #4
Health Sciences Faculty Climate Survey

Survey instrument

- Designed in 2001 by the UCLA Gender Equity Committee on Academic Climate based on empirical research on climate in academic settings
- Key themes for inclusion in study:
Health Sciences Faculty Climate Survey

Methodology

• Approximately 120 questions for faculty only
  • No mandatory questions
  • To enable subgroup analysis, faculty were asked to identify rank, series, age, gender, sexual orientation, ethnicity, work location

• 6 weeks to complete – reminders every other week

• Data only to be presented in aggregate
  • Departmental summaries for large departments
Over 85% of survey respondents feel that

• UC San Diego is an intellectually stimulating and collegial work environment
• Colleagues take opinions seriously
• Criteria by which work is evaluated are appropriate
• Research, clinical and teaching activities are both rewarding and important for career advancement
Health Sciences Faculty Climate Survey

*Understanding faculty concerns to improve climate*

**Identifying concerns**
- Fairness in resource allocation
- Understanding the academic review process
- Knowledge about the compensation structure
- Campus safety
- Gender disparities
- Inappropriate behavior

**Addressing concerns**
- Create an action plan
- Monitor progress
- Reassess
Health Sciences Faculty Climate Survey


Raise awareness by disseminating data
• 4 university wide presentations
• 31 department chair and department meetings

New Initiatives
• Leadership training
  ❖ Associate Professor Leadership Development Program - UC San Diego Rady School of Management
  ❖ California Physician Leadership Program – University of Southern California (USC)
  ❖ Effective Management of Disruptive Faculty - UC San Diego Physician Assessment & Clinical Education Program
  ❖ New Department Chair Orientation
• Annual Faculty Development Workshops
  ❖ New Faculty Orientation, UC Benefits, Compensation, Getting Promoted, Space Allocation, UC Retirement
• Women in Health Sciences Committee
• Annual Reception for New Women Faculty
• Funding faculty to attend AAMC Career Development Seminars
• New departmental committees on diversity and women in medicine
• Department sponsored faculty retreats to address climate issues
Health Sciences Faculty Climate Survey

Improvements 2011-2015

• Teaching load and evaluation
  • Appropriate evaluation increased by 9%
  • Fair distribution of teaching load increased by 11%
  • Resources to teach effectively increased by 12%

• Understanding allocation of research space
  • Adequate allocation of space increased by 21%
  • Equitable allocation of space increased by 11%

• Mentoring
  • Adequate mentoring increased by 13%

• Understanding negotiating for salary, space and other resources
  • Increased by 18% but still only 43%
Inappropriate Behavior

A Culture of Respect

Leape et al

Academic Medicine 2012
Faculty Climate Survey Follow-up Actions

Inappropriate behavior

• The climate survey in 2011 identified an unacceptably high occurrence of inappropriate behaviors, prompting a follow up survey in 2012

• Strategies used to manage faculty behavior
  • Early identification of problematic behaviors
  • Dissemination of appropriate policies
  • Department specific discussions of appropriate and professional behavior
  • Training of faculty, leadership, and faculty development workshops to give faculty a better understanding of how policies impact career

• The incidences of inappropriate behavior declined health sciences wide but there still remains gender specific behavioral problems
# Health Sciences Faculty Climate Survey

## Reduction in inappropriate behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>2012</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or more instances of inappropriate behavior or comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intimidating or bullying behavior</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Anger outburst</td>
<td>25%</td>
<td><strong>18%</strong></td>
</tr>
<tr>
<td>Derogatory comments or inappropriate jokes</td>
<td>29%</td>
<td><strong>15%</strong>*</td>
</tr>
<tr>
<td>Hostile e-mail or verbal communication</td>
<td>25%</td>
<td><strong>16%</strong>*</td>
</tr>
<tr>
<td>Diminished work productivity for people in the unit</td>
<td>27%</td>
<td><strong>19%</strong></td>
</tr>
</tbody>
</table>

***p<0.001      **p<0.01      *p<0.05
### Health Sciences Faculty Climate Survey

**Inappropriate behavior – subgroup analysis**

<table>
<thead>
<tr>
<th>3 or more instances of inappropriate behavior or comments</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intimidating or bullying behavior</td>
<td>13%</td>
<td><strong>26%</strong>*</td>
</tr>
<tr>
<td>Anger outburst</td>
<td>14%</td>
<td><strong>22%</strong>*</td>
</tr>
<tr>
<td>Derogatory comments or inappropriate jokes</td>
<td>12%</td>
<td><strong>19%</strong>*</td>
</tr>
<tr>
<td>Hostile e-mail or verbal communication</td>
<td>13%</td>
<td><strong>19%</strong>*</td>
</tr>
</tbody>
</table>

***p<0.001   **p<0.01   *p<0.05

Women report more than men but reported less than they did in prior survey
Health Sciences Faculty Climate Survey

Action Plan – 2015 & beyond

For issues that improved, institutional response should continue
- Institutional policy related workshops
- Leadership training
- Professionalism

There remains both gender and URM perceptions of inequity
- Research space distribution
- Salary allocation
- Supportive environment

Inappropriate behavior still substantial

Campus safety has not been adequately addressed

Issues around individual department climate remain
Health Sciences Faculty Climate Survey

What do you value most about working at UC San Diego?
Data Driven Decision Making

Techniques to assess & address academic climate issues

• Several techniques to find out how your faculty feel

• Regardless of methodology, important factors:
  • Respond to their concerns
  • Focus on the issues that matter to them
  • Create a strategy that engages faculty and leadership
  • Design programs, workshops and interventions to address specific concerns raised in the surveys
  • Faculty need to feel that their opinions are valued and will lead to institutional change
Questions?