Supporting UC San Diego's Academic Employees: Findings and Checklists for Change from the Academics@UCSD™ Survey and Roundtables

By

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Executive Summary

UC San Diego is committed to the well-being and success of its academic employees, and in line with this commitment, has invested in a participatory action research project to better understand academic employees' perceptions and experiences in the workplace. Drawing on responses from 818 academic employees to the inaugural Academics@UCSD™ survey and 7 roundtables with 59 participants, this report aims to provide insight into what is working for academic employees, and in particular, identify opportunities for institutional improvement.

Measures of overall levels of job and employer satisfaction are extremely promising, with over three-quarters (76%) of academic employees agreeing with the statement: "Overall, I am a satisfied academic appointee at UC San Diego." However, opportunities for institutional improvement exist in the following areas:

- **Addressing workload and the distribution of academic work responsibilities.**
  About a quarter of academic appointees do not feel that their workload is reasonable. Women, racial/ethnic minorities, and persons who identify as LGBQ+ are more likely to report overwork, and marginalized populations at the intersections feel the most impacted. This may be due to a coinciding perception that service, mentorship, and teaching are not distributed equally among academic employees. Overall, perceptions of workload appear to have been heightened as a result of the additional responsibilities placed on academic employees due to the COVID-19 pandemic and the social, political, and personal events that unfolded in Summer 2020 following the murder of George Floyd and continued into the 2020-21 academic year.
- **Addressing perceptions of differential valuation of work responsibilities and job roles on campus.**
  Research is perceived to be more valued than other forms of academic work responsibilities that contribute to institutional success. This includes teaching, service, support for students, and contributions to diversity—the same types of "invisible work" that are also perceived to be less valued. A STEM focus is perceived to cast a shadow over research contributions in other disciplines. In addition, some academic employees share a feeling of invisibility in their job roles on campus, particularly those outside of the Academic Senate.
- **Addressing perceptions regarding lack of transparency and consideration for academic employees' interests in decision-making at the institutional and local level.**
  At the institutional level, academic employees share a desire for greater awareness and inclusion in decision-making that impacts their own work and domains of expertise (e.g., teaching, research). At the local level, there are opportunities to increase the voice of non-Senate faculty in their units and for academic employees outside traditional academic roles, such as academic coordinators and academic researchers, to be more broadly recognized for their integrality to the university.
- **Improving institutional climate for academic employees from groups that have been historically underrepresented and marginalized in higher education.**
  Direct acts of differential or derogatory treatment based on group membership are perceived to happen infrequently. However, there is evidence that exclusionary behaviors still take place. Social positionality matters. Women, American Indian/Native American, Black, and Latinx academic employees, and individuals who identify as LGBQ+, on average, were more likely to report these behaviors and agree less with positive indicators of diversity, equity, and inclusion at UC San Diego.

Addressing these experiences and perceptions through (1) better communication regarding existing structures, policies, and programs to support academic employees, (2) modification of institutional policies and practices, and (3) structural change will be key to maintaining UC San Diego's status as a world-class research and teaching institution which benefits from the service and diversity, equity, and inclusion efforts of its academic employees. Moreover, addressing these experiences and perceptions is essential to producing a culture of *Inclusive Excellence*,

where all academics, including women, American Indian/Alaskan Native, Black, Latinx academic employees of all gender identities, and individuals who identify as LGBQ+ feel they are truly able to thrive in their workplace.

Importantly, our findings are not unique to UC San Diego. In fact, many of the findings in this report are in alignment with academic research conducted on colleges and universities more generally, as well as published commentary in trade publications such as the *Chronicle of Higher Education* and *Inside Higher Ed*. For example, our findings align with academic research documenting that women, racially and ethnically minoritized, and LGBQ+ academic employees—and those who sit at the intersections of these identities—are more likely to be engaged in a disproportionate share of service, mentorship, and diversity work that is less likely than research to be institutionally valued and rewarded (Joseph & Hirshfield 2011; O'Meara et al. 2017a, 2017b; Matthew 2016; Padilla 1994). While our institution was one of the first to measure and publicize the impacts of COVID-19 on our academic employees, the deleterious impacts of the pandemic on academic employees (and future academic employees) and their work have started to be well documented, often with careful attention to how the differences among academic employees, such as gender and caregiving status, shape their experiences and perceptions (Kitchener 2020; Higginbotham & Dahlberg 2021; Levine et al. 2021). Even recent findings have documented a decreased sense of voice among academic employees in colleges and universities as a result of COVID-19 (AAUP 2021).

The fact that these patterns are not unique to UC San Diego is both a detriment and a boon: It is a detriment because it reveals the entrenched nature of the issues UC San Diego aims to address through its commitment to *Inclusive Excellence* and the *Principles of Community*. It is a boon because it means that we are not working alone to solve these issues, and we can learn from the efforts of our peers and the best practices developed through their (and our) work. "Since its start in 1960, UC San Diego has made waves by actively redefining what it means to be a world-class public research university" (https://ucsd.edu/). Here, we invite UC San Diego to think about how our community can continue to "challenge expectations and drive positive change that creates an impact locally and around the world" through institutional improvement efforts that target the core of academic employees' concerns.

To support this work, we provide a series of checklists tied to the key themes identified in the survey. They were informed by 7 focus groups held with academic employees, a literature review, and consultation with academic-serving units across campus, including Academic Personnel Services (APS), Academic Affairs, Faculty and Staff Assistant Program (FSAP), Teaching and Learning Commons, and Senate Committee on Diversity and Equity (CDE) and Committee on Faculty Welfare. They are suggestive, rather than prescriptive, and designed to support those who read this report and ask, "What next?" We recognize that many of these efforts may already be underway in your School, department, program, or academic-employee serving unit but invite you to look at the lists for potential opportunities for making further improvement.

Who holds accountability for improvement?

University leaders are accountable for improvement through outlining clear institutional goals that support academic employment, and ensuring policies, practices, and resources are aligned toward these goals.

UC San Diego is committed to *Inclusive Excellence.* As described in the *Strategic Plan for Inclusive Excellence*, spearheaded by the Office of the Vice Chancellor for Equity, Diversity, and Inclusion, with sponsorship from the Executive Vice Chancellor and Chancellor, UC San Diego seeks to increase access and success, improve climate, and build structures of accountability to ensure it remains steadfast in its commitments.

UC San Diego regularly demonstrates its commitment, for example, through Strategic Accountability Assessment cycles in which institutional leaders are asked to evaluate their unit's data to identify successes and opportunities for improvement related to the three core tenets of *Inclusive Excellence*, and demonstrate their progress toward institutional goals. Other major initiatives include the Black Academic Excellence Initiative, the Latinx/Chicanx Academic Excellence Initiative, the 21 Day Anti-Racism Challenge, the White Allyship, Action & Accountability Initiative, and two major cluster hire initiatives to advance faculty diversity.

The university also supports a number of initiatives and centers focused solely on support for academic employees, including the Center for Faculty Diversity and Inclusion (a unit of the Office of the Vice Chancellor for Equity,

Diversity, and Inclusion), Academic Personnel Services, and the UC San Diego Health Sciences Office of Faculty Affairs.

However, our research also demonstrates the need for better communication about institutional investments that UC San Diego has made to support academic employees. In particular, letting academic employees know what resources are available to help ameliorate their workload is crucial. For example, while the university invests heavily in student support services, staffed with trained professionals with subject matter area expertise—such as the Teaching and Learning Commons and Counseling and Psychological Services (CAPS)—better communication about the availability of these resources and how to connect students to them would go a long way in supporting academic employees who report increased workload and strain.

Of course, this strategy will not resolve all tensions. Continued investments in strategies to recruit a more diverse academic workforce and hire additional career staff is key to a successful resolution of the pain points identified in this report. The Office of Operational Strategic Initiatives' (OSI) annual Staff@Work survey has consistently found that UC San Diego staff members also feel overwhelmed and perceive that their departments are not adequately staffed, which also burdens academic employees with additional administrative work. But hiring more women, American Indian/Alaskan Native, Black, and Latinx, and LGBQ+ faculty members (and people whose identities lie at these intersections) will not be enough—changing conditions to improve the workplace climate and experiences of scholars from groups with a history of marginalization in academia is crucial. We hope this report is helpful in highlighting where key gaps need to be closed.

Importantly, academic employees express wanting a voice in the changes made to the university. Our roundtable on "institutional transparency" drew the greatest participation. During this event, academic employees underlined that they care deeply about UC San Diego and want to be invited and listened to in critical conversations about its future.

Academic employees, themselves, particularly those with greater levels of institutional power, also hold accountability for improving workplace climate and environment.

Ladder rank faculty, specifically those with tenure, are particularly situated as a group with a great deal of power to shape the workplace experience for their peers and other academic employees. They can help create and sustain workplace climates that are warm, welcoming, accepting of difference, and celebratory of the contributions of all— or not. The internal structures of governance they develop in their units help determine the visibility and inclusion of non-Senate academic employees in the workplace.

Ladder rank faculty also contribute to decisions about what work is institutionally recognized, valued, and rewarded. For example, in both the survey and focus groups, academic employees described situations in which peers with strong publication records who received poor teaching feedback had their teaching and/or mentorship responsibilities reduced without impact on their rank and promotion. This led to those considered more skilled in these areas to face increased workload, typically without acknowledgement or increased compensation. Such actions further the devaluation of teaching and mentorship by positing it as a non-essential skill for continued employment and job success.

Importantly, academic employees understand the work that they do best. For this reason, they must lead in establishing more equitable ways to evaluate and reward the contributions of their peers. Thankfully, many of these efforts are already underway. For example, based on the recommendation of the Senate Administration Workgroup on Holistic Teaching Evaluation, the university is proactively implementing a holistic teaching portfolio as a measure of academic employees' teaching contributions, largely in recognition of the biases that are often contained in student evaluations (Heffernan 2021, Krietzer & Sweet-Cushman forthcoming).

In sum, by embracing our institutional values of people, justice, strategic and systematic change, and accountability, we can improve the work climate and experiences of academic employees at UC San Diego.

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Overview

UC San Diego is committed to the well-being and success of its academic employees, and in line with this commitment, has invested in a participatory action research project to better understand academic employees' perceptions and experiences in the workplace. Drawing on a novel survey and a series of roundtables with academic employees, this report aims to provide insight into what's working for academic employees, and in particular, identify opportunities for institutional improvement. Academic employees are not a monolith and vary in their experiences and perspectives based on social identities, institutional positionality, cultural schemas, and individual traits. This report pays special attention to institutional positionality and race/ethnicity, gender, and sexual orientation.

About this research

About the survey

The goal of the Academics@UCSD™ survey is to better understand and improve the experiences of academic employees—ladder rank professors, teaching professors, lecturers, adjuncts, research and project scientists, academic coordinators, and librarians—at UC San Diego. Covering several dimensions of academic work life, the survey asked questions related to academic welfare; department values, culture, and effectiveness; equity, diversity, and inclusion; interpersonal behaviors; reward structures; and satisfaction with UC San Diego.

In addition to this campus-wide report, the Office for Operational Strategic Initiatives produced and disseminated reports with statistical findings for every unit with 5 or more respondents. We encourage units to use their report to identify and take action on opportunities for unit improvement.

Given the overlapping timeline of the survey launch and the COVID-19 crisis, a series of 6 questions—5 quantitative and one open-ended—related to the impact of the pandemic on academic employees was included at the end of the survey. Due to the rapidly shifting nature of the pandemic, we do not presume that academic employees' perspectives on the impact of COVID-19 have remained stable since data were originally collected. However, these data were crucial for providing information and informing action in the early stages of the pandemic. Notably, we hypothesize that many of the concerns identified in this report, such as increased workload, have only intensified as a result of the ongoing challenges posed by COVID-19, combined with other political and social events.

The survey was deployed on May 5, 2020 to a list of active academic employees in 307 subunits across three vice chancellor areas: the Executive Vice Chancellor for Academic Affairs, the Scripps Institution of Oceanography, and the Vice Chancellor of Research Affairs. The survey received 818 responses, for an overall response rate of 44%. Response rates varied considerably by title. Teaching professors and librarians were the most likely to respond (63% and 61%, respectively). Members of the project scientist series were the least likely to respond (24%).

Chart 1 shows response rates by unit. Academic employees in the Rady School of Management and Library were the most likely to respond (64% and 63%, respectively). Less than a quarter of academic employees reporting to the Vice Chancellor for Research Affairs responded to the survey.

Chart 1. Response rate and number of survey respondents by division/unit
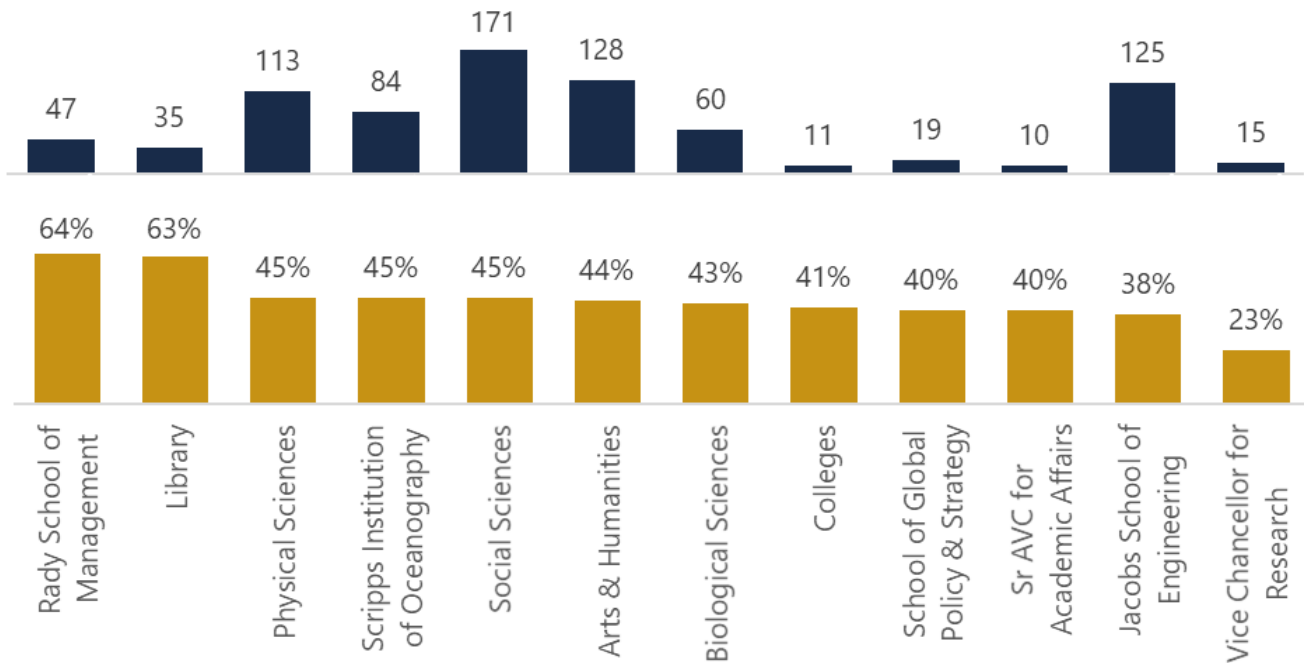
We compared the self-reported gender and race/ethnicity of survey respondents to the demographic make-up of *all* survey recipients, with the latter data generated from the UC San Diego Payroll/Personnel System (PPS).[1] As shown in *Chart 2,* the percentage of survey respondents who self-identified as women matched closely to their representation among those surveyed (34% vs. 36%). 49% of survey respondents self-identified as men vs. 64% of the survey recipients. 1% of respondents identified as gender nonbinary. No academic employees self-identified as trans women or trans men. 17% of respondents did not provide information about their gender identity.

Chart 2. Gender of respondents vs. survey recipients
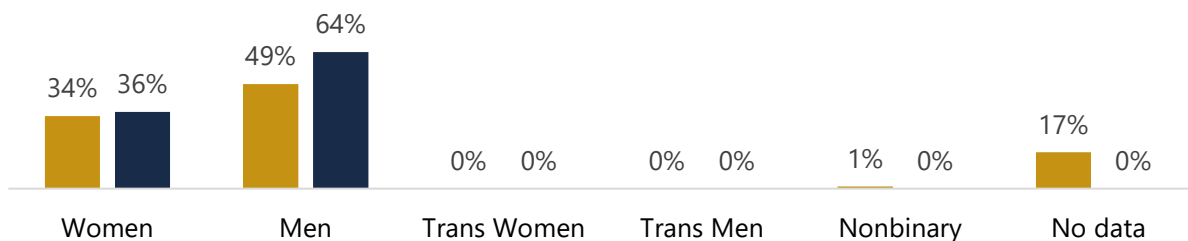
As shown in *Chart 3*, the percentage of Underrepresented Minorities (URM), defined as American Indians/Alaskan Natives, Black, and Latino/x academic employees, closely matched their representation among survey recipients (9% vs. 10%). Asian and White academic employees were underrepresented among survey respondents compared to their representation among survey recipients. About a quarter of respondents did not provide race/ethnicity data (21%).

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[1] The following options were available for providing gender identity on the 2020 Academics@UCSD Survey: Man, Trans Man, Nonbinary, Woman, Trans Woman, Do not wish to state, or provide gender identity in an open text box. Academic employees had the option to choose from 20 race/ethnicity options or to select other and provide their race/ethnicities in an open text box.

Chart 3. Race of respondents vs. survey recipients

	URM (AI/AN, Black, Latinx)	Asian	Multiracial	White	No data
Respondents	9%	12%	2%	56%	21%
Survey recipients	10%	19%	0%	68%	3%
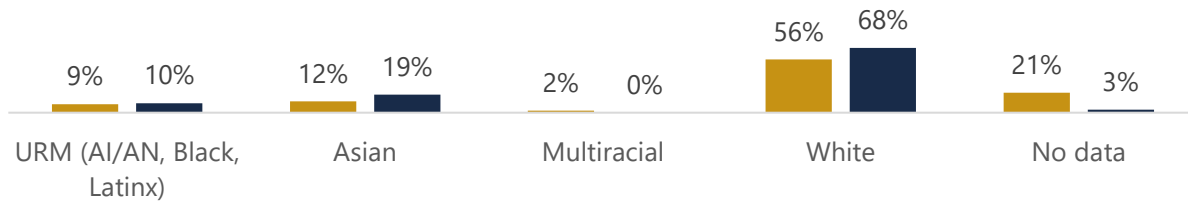
Academic employees were also asked about their sexual orientation: 72% identified as heterosexual (n=567), 8% (n= 62) identified as LGBQ+, and 21% (n=169) offered no response. When this survey was conducted, information on sexual orientation was not being systematically collected from UC San Diego employees, so it is unclear how the respondents compare to the survey population.[2]

Survey respondents who identified as women were less likely to be Senate faculty than respondents who identified as men (61% vs. 76%, respectively). Senate faculty respondents who were women, URM, and/or LGBQ+ were less likely to be full rank than members of their respective reference groups.

T-tests, chi-squares, and ANOVAs were used to test whether there was a significant difference between subgroups.[3] We calculated the Hedge's G to determine effect size. Qualitative data collected as text comments in the survey were analyzed two ways: first, the Office for Strategic Initiatives (OSI) utilized its proprietary machine learning technology to identify clusters of themes by topic area and apply sentiment analysis. In addition, the Equity, Diversity, and Inclusion Institutional Research (EDI IR) Analyst read through all comments and conducted qualitative coding of data using "flexible coding" (Deterding & Waters 2018) to further understand academic employees' experiences and perceptions, and suggestions for institutional improvement.

Throughout the report, care is given to avoid identifying individual survey respondents or focus group participants through deductive disclosure. Thus, we provide minimal information about the respondents—and only when deemed relevant to the interpretation of the quote. In some cases, demographic information is provided and in others academic position is provided.

About the roundtables

Throughout the 2020-2021 academic year, Institutional Research and the Center for Faculty Diversity and Inclusion collaborated to host a series of 7 roundtables on 5 topic areas which emerged as especially salient from the initial analysis of campus-wide Academics@UCSD™ survey results. These included 1) the impact of COVID-19 on academic employees, 2) academic workload, 3) academic performance review, 4) institutional transparency and decision-making, and 5) perceptions of underrepresented academics. 44 academic employees joined the 7 roundtables, with 9 participating in two or more roundtables, resulting in 59 participant spots. Tenured professors comprised the plurality of participants (39%, n=17), followed by teaching professors (18%, n=8), and lecturers (11%, n=5). Other academic titles with one or more representatives participating included adjunct professors, tenure-track professors, academic coordinators, professors in residence, librarians, project scientists, and professor emeriti. The greatest number of participants came from the Division of Social Sciences (30%, n = 13), followed by

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[2] In summer 2020, UC San Diego implemented UCPath, a new employee information and payroll system adopted across the UC system. UCPath provides an opportunity for employees to share their gender identity, race/ethnicity, sexual orientation, disability status, and veteran status through an online portal accessible with an Active Directory account and log-in.

[3] de Winter and Dodou (2010) found that t-tests and Mann-Whitney-Wilcoxon (MWW) tests perform similarly in assessing significant differences between groups on 5-point scale Likert-like items. Meek and colleagues (2007) even find support for using t-tests for 5-point Likert-like items with extremely small n's, with only a slight edge given to MWW in detecting a type-1 error (though only with specific distributions). The 2020 Academics@UCSD™ survey was considered a pilot. The project team will be using the insights learned through this participatory action research to inform building stronger survey constructs, which will improve the validity and reliability of the tool going forward.

the Division of Physical Sciences (16%, n=7).[4] A small incentive gift card was offered to participants to thank them for their time and expertise.[5]

Each roundtable opened with a presentation of relevant campus-wide results from the Academics@UCSD™ survey. This was followed by approximately an hour of guided discussion. During the guided discussion, academic employees were invited to relate to the material in the following ways:

- **Initial Impressions**: Share personal reactions to the survey results
- **Personalize**: Share related personal experiences and feedback via a shared Google doc (anonymously) and in the large-group format
- **Strategize**: Brainstorm strategies and share promising departmental practices to improve the climate and experiences of academic employees

For an example of the questions asked during the Academics@UCSD roundtables, see Appendix A.

Academic employees were promised confidentiality by the researchers, and asked to protect the privacy of others by not sharing details of the discussion outside of the group, screenshotting, or otherwise compromising participants' identities. A copy of session ground rules can be found in Appendix B.

Two note takers attended all roundtables and contemporaneously documented spoken dialogue as well as feedback shared in the chat function. The EDI IR Analyst read through field notes and the shared Google documents to identify common themes, opportunities for institutional improvement, and suggestions/best practices to improve the workplace experience for academic employees.

Consultations with academic employee serving units and faculty workgroups

In summer 2021, the report authors met with representatives of academic employee serving units and relevant faculty workgroups. The purpose of these meetings was threefold: (1) to seek external validation of the findings and interpretation of results, (2) learn more about available supports for and ongoing efforts to improve the experience of academic employees, and (3) increase awareness of academic employee perceptions and needs among those best positioned to respond. We thank these individual participants for their time and contributions to this effort, and commend them on their commitment to academic employees.

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[4] Health Sciences conducts its own survey of academic appointees, and thus, academic employees whose only appointments were in the Health Sciences were excluded from the 2020 Academics@UCSD™ survey. However, 7 Health Sciences academic employees participated in the roundtables, sharing a desire to learn more about their colleagues' experiences and inform institutional improvement for academic employees.

[5] Gift cards were not offered to participants in the initial COVID-19 roundtables.

Key Findings

The majority of academic employees at UC San Diego are satisfied with their jobs and would recommend UC San Diego as an employer to a friend or colleague.

Over three-quarters (76%) of academic employees agreed with the statement: "Overall, I am a satisfied academic appointee at UC San Diego," with 29% strongly agreeing. About 1 in 10 academic employees, or 11% expressed their disagreement, with the rest neutral. Out of a scale of 1-5, job satisfaction averaged 3.91 campus-wide. Based on its ongoing research with academic institutions through its longstanding Staff@Work survey, the Office for Operational Strategic Initiatives (OSI) has identified a job satisfaction mean of 3.91 as "good"—as opposed to "low," "marginal," or "excellent."

Campus-wide likelihood to recommend UC San Diego as an employer to a friend or colleague was an average of 7.7—with 0 being the least likely to recommend and 10 being the most likely to recommend. *Chart 4* shows that the distribution of responses was left-skewed, with 77% of academic employees reporting high likelihood (7 and above) to recommend UC San Diego as an employer to a friend or colleague.[6]

Chart 4. Likelihood to recommend UC San Diego as an employer to friend or colleague
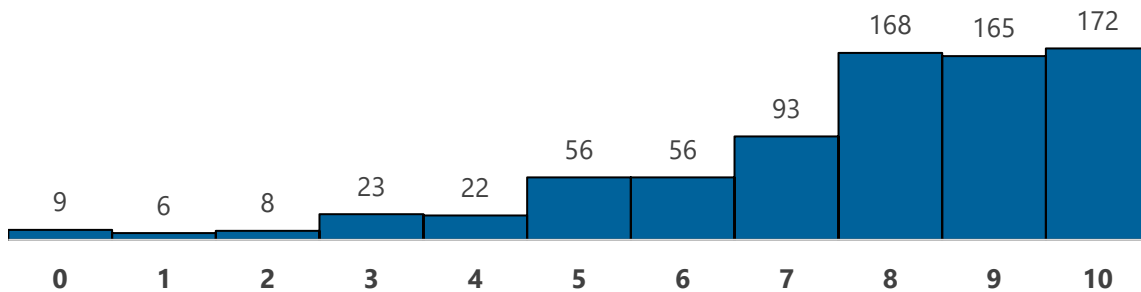

Chart 5 examines whether there are differences in overall job satisfaction and likelihood to recommend UC San Diego based on gender, URM status, sexual orientation, primary employment in a STEM-focused unit, academic title, and academic rank.[7] We find that academic employees who are members of underrepresented racial/ethnic minority groups (American Indian/Alaskan Native, Black, and Latinx) and/or who identify as LGBQ+ are less likely to report satisfaction in their jobs and recommend UC San Diego as an employer to a friend or colleague. In addition, of the employees that responded to both sets of questions, 536 employees, or 69% expressed both high job satisfaction and likelihood to recommend UCSD as an employer while 6% (n=46) were identified as less satisfied and institutionally engaged employees. According to preliminary research from the Office of Operational Strategic Initiatives, employees meeting these criteria may be at higher risk of institutional exit.

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[6] When broken down to the unit-level, the percent of academic employees reporting job satisfaction ranged from a low of 64% to a high of 89%. The percent of academic employees with a high likelihood to recommend UC San Diego as an employer ranged from a low of 36% to a high of 94%. While this report focuses on campus-wide trends and patterns that may not be visible (or resolvable at the unit-level without institution-wide intervention), we encourage all units to examine the statistical reports produced by FDI and OSI to identify and target areas of the academic employee experience that would benefit from local intervention.

[7] The latter analysis is limited to academic appointees with rank (e.g., Academic Senate).

Chart 5. Job and employer satisfaction by social identity and institutional positionality

	Likelihood to Recommend UCSD (Scale: 0-10) Mean (SD)	Overall Job Satisfaction (Scale: 1-5)		
		% Strongly Agree/ Agree	% Strongly Disagree/ Disagree	Mean (SD)
Overall	7.71 (2.18)	76%	11%	3.91 (1.00)
Women	7.69 (2.04)	76%	10%	3.90 (0.97)
Men	7.99 (1.99)	78%	8%	4.02 (0.95)
URM	*7.29 (2.31)	68%	19%	*3.72 (1.14)
Non-URM	7.92 (1.98)	79%	8%	4.00 (0.94)
LGBQ+	***7.00 (2.52)	63%	28%	***3.42 (1.20)
Heterosexual	7.97 (1.93)	78%	7%	4.03 (0.92)
STEM	7.76 (2.18)	77%	9%	3.96 (0.96)
Non-STEM	7.66 (2.18)	74%	12%	3.86 (1.03)
Senate	7.73 (2.17)	77%	10%	3.94 (0.97)
Non-Senate	7.48 (2.49)	73%	17%	3.80 (1.11)
Researcher/Admin	7.83 (1.86)	71%	9%	3.84 (0.98)
Senate Only				
Assistant	7.99 (1.82)	84%	4%	*4.09 (0.76)
Associate	7.59 (2.27)	74%	15%	3.75 (1.07)
Full	7.67 (2.27)	75%	11%	3.95 (1.01)

*   Statistically significant at the .05 level
**   Statistically significant at the .01 level
*** Statistically significant at the .001 level

We hypothesized that being a member of a group with a history of underrepresentation and/or marginalization within academia would be associated with a higher likelihood of representation among the 46 employees demonstrating signs of both job and employer disengagement.[8] *Chart 6* provides a visualization of the composition of the 46 least satisfied employees by gender, sexual orientation, and race, respectively. Indeed, American Indian/Alaskan Native, Black, and Latinx academic employees comprised 17% of less engaged employees vs. 9% of survey respondents with highest representation among Black and LGBQ+-identified academic employees.

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[8] Note that there was a moderate rate of non-response on all demographic items on this survey. If there were differences in which groups were more or less likely to provide their demographic information (known as "missing not at random data") this may skew any comparisons based on social identity. However, when examining the data from both the survey and focus groups in context, the evidence provides moderate support for the contention that people from groups that are historically underrepresented and/or marginalized within academic institutions are likely to be experiencing UC San Diego differently, and less positively, on average, than their peers.

Chart 6. Composition of 46 individuals identified as least satisfied and institutionally engaged by gender, sexual orientation, and race
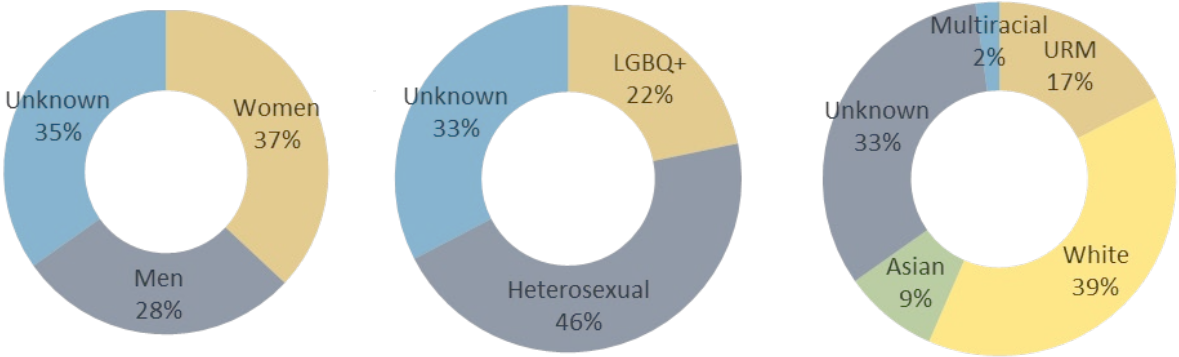
Our findings and recommendations are presented against the backdrop that the majority of academic employees at UC San Diego are satisfied with their jobs and the university.

Fewer than 6% of academic appointees express both low job and employer satisfaction. However, the disproportionate representation of American Indian/Alaskan Native, Black, and Latinx, and LGBQ+ employees among them indicates that specific practices, policies, and/or elements of climate may be interfering with the full realization of *Inclusive Excellence.*

Below we highlight four key opportunities for institutional improvement and offer recommendations and best practices for closing existing gaps in employee experiences and perceptions, and for improving academic employment for all. Notably, both our internal roundtables and a wave of academic research and higher education trade publications about the impact of COVID-19 on academic employees make it clear that the challenges have only intensified since we originally collected data through the Academics@UCSD™ survey.

Opportunities for Institutional Improvement

Workload and the uneven distribution of academic work responsibilities

While 58% of academic employees agreed or strongly agreed that their "workload is reasonable," almost a quarter (22%) disagreed or strongly disagreed. Roundtables held with academic employees throughout the 2020-21 academic year suggest that perceptions of overwork among academic employees are likely to have amplified due to COVID-19 and other major social, cultural, and political events intensifying pre-existing workload issues and perceptions of inequitable distribution of work.[9]

COVID-19 increased workload and shifted work priorities for many academic employees.

Overall, academic employees favorably reviewed how the university responded to the COVID-19 crisis in its early months, especially the university's level of communication regarding the institutional response to COVID-19. Nonetheless, academic employees shared that the pandemic increased their workload and shifted their priorities at work. For example, academic employees with teaching responsibilities reported diverting time from research and other scholarly job duties in order to successfully transition their courses online—a task that tended to be time-consuming and often required learning and adopting new technologies, skills, tools, and methods. The callout-box below includes representative comments from the Academics@UCSD™ survey regarding the impact of transitioning to remote learning on academic employees with teaching responsibilities.

> *My workload is high and teaching remotely has translated into an increase of hours that I dedicate to re-designing my classes, mentor students, prepare lectures, grading, and mentoring my TAs."*
>
> *The time spent for 'remote instruction' is far more work than for in-person instruction. The workload is truly out-of-line. I am spending 40+ hours per week for a single course. Other projects, including most research, have all fallen by the wayside."*
>
> *Preparing and teaching a course remotely is EXTRAORDINARILY labor-intensive; it's not the transition, it's the requirement to prepare each lesson twice (to accommodate asynchronous delivery, but also provide required contact hours)... Responding on short-notice to poorly conceived central initiatives has been a major time sink as well. My grant-funded research can be done remotely but is basically not advancing at all right now because of the other demands that the job has made on my time."*

Focus groups suggested that the impact of COVID-19 on work priorities may have been most jarring for those faced with transitioning their courses in Spring 2020, who had little time to revise their plans. By contrast, those teaching in fall and winter reported that they benefited from the lessons learned in the previous academic year. However, they reported experiencing increased expectations from students and university leadership regarding their teaching and other forms of work-based performance, while the structural conditions affecting their work (e.g., working while caring for small children) had not necessarily changed and may have worsened (e.g., a spouse at home due to job loss).

In addition to the work of transitioning courses online, academic employees reported experiencing an increase in work-related meetings, communications, and service as their units and the university at-large sought to develop new policies and practices to ensure the safety and well-being of community members. Finally, academic employees

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[9] Findings regarding overwork and the uneven distribution of work responsibilities resonate with survey results from the HERI Faculty Experience Survey, distributed in 2018. In contrast to the Academics@UCSD survey, this survey was distributed to instructional faculty only.

reported spending increased time addressing student concerns and needs, reporting a perceived uptick in student anxiety and stress levels in response to the pandemic.[10] Pointing to the potential gendered nature of these increased demands, one academic employee shared in a roundtable: "I have a large research group and it feels like I'm expected to be their mom in addition to being my own kid's mom… It's exhausting."

In addition to experiencing increased demands at work, academic employees reported experiencing increased demands at home as 72% perceived that COVID-19 had interfered with their ability to perform their scholarly job duties. Caregivers were more likely than non-caregivers to report an impact on their scholarly job duties: 76% vs. 67%, a difference that is statistically significant, though with a small effect size. 87% of those with a child under 5 reported experiencing an adverse impact.

Qualitative comments in the survey also pointed to the impacts of caregiving responsibilities on scholarly duties. Below, two academic employees share their perception of the impact that being a caregiver had on their level of work productivity:

> " *My spouse and I have had to provide full-time care for a [child under 5] and become the homeschool teacher of our [elementary school aged child] …I feel that my productivity has been reduced by at least 33%."*

> " *I have two kids - it's impossible to do my regular, full-time job with two kids at home (one of whom needs constant care). Until it is safe for children to be at school and daycare again, I'm concerned about my ability to do my job well, and to make progress professionally."*

Another academic employee shared their fear that their caregiving responsibilities would place them at a disadvantage to their peers in the long-term:

> " *I simply cannot accomplish the work I once did while I have colleagues without kids who are overjoyed at the reduction in service work right now and are plowing ahead on research. I will not be able to compete come advancement, and when money is looking to be scarce going forward, that frankly scares me."*

This anxiety may be amplified by comments like one academic employee shared during a roundtable: "A colleague once talked about the 'COVID fellowship.' He is senior, white, and male." On the Academics@UCSD survey, women caregivers were less likely to report having the tools they needed to continue working from home remotely, which may be indicative of a gendered disparity.

While we did not measure the impact of COVID-19 on actual time worked, other studies have begun filling in this gap—including many studies specific to academic employees (Kitchener 2020; De Gruyter 2020). They suggest potential long-term impacts of the pandemic in producing unequal levels of productivity that academic employees could carry throughout their careers. This concern is also expressed by UC San Diego's academic employees— including tenured faculty:

> " *I am happy that junior faculty are being given an extra year to gain tenure because so much of our research has been disrupted. BUT I think this is something that is affecting everyone. I hope that we will all be able to have our files looked on with some relaxed standards going forward."*

Part of this worry develops from the perception that a larger emphasis is placed on academic employees' research than their other contributions to the university, as discussed in a later section. Notably, other research suggests that women's research and publishing has been more impacted than men's, which has seen relative gains— pointing to the importance of a gender lens in policy responses at the university-level (Amano-Patiño et al. 2020;

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[10] This assessment of increased student mental health needs corresponded with students' self-reporting on the University of California Undergraduate Experience Survey.

De Gruyter 2020; Deryugina et al. 2021; Flaherty 2020a, 2020b; King & Frederikson 2020; Squazzoni et al. 2020).

Political, social, cultural, and personal events created additional stressors

When we asked academic employees participating in roundtables to reflect on how circumstances have changed since the survey was initially distributed, they cited "concerns around civil unrest" and "the murders of George Floyd, Breonna Taylor, and others and the resulting Black Lives Matter protests" as additional stressors on students, staff, and academic employees themselves. One academic employee referred to the convergence of the COVID-19 crisis and anti-black racism as a "double pandemic"—a description that has grown in popularity but does elide the deep rooted, historical maintenance of systems of oppression.

At the same time that they were coping with this significant challenge, academic employees reported rising expectations at work from institutional leadership, peers, and students to resume work as usual after the immediate crisis of moving to remote learning had passed. This process could be seen as disconcerting to those who were struggling with grief, concern, and/or anxiety. Below, several academic employees share their struggles:

> " *I worry about the future of my profession. I have more physical ailments than before. I have constant anxiety about vulnerable family. I am grateful all the time for the job and the teaching itself. But it seems like we can never relax."*

> " *I am tired all the time, I worry about my students all the time, I worry about my out of work spouse."*

In our roundtables, academic employees shared a number of efforts that leaders took to help mitigate the impact of COVID-19. For example, one individual shared that their division sought to provide teaching relief and/or research support to faculty with caregiving responsibilities. Another individual shared that their department chair asked tenured faculty to take on a greater share of service and teaching to provide relief for their non-tenured peers. Academic employees who benefitted from these efforts were appreciative. However, as these responses were implemented at the division and/or department level, supports were not systematically available to all academic employees.

Overall, there is room to improve support for academic employees' work-life balance.

Chart 7 shows that about half of academic employees agreed that UC San Diego and/or their department is supportive of work-life balance. 70% reported their department is supportive of family needs, with 8% disagreeing.

Women with caregiving responsibilities were more likely to disagree that UC San Diego provides work-life balance than other groups (28%). A third (34%) of all individuals with children under 5 disagreed that UC San Diego provides work-life balance. The gap between those who affirmatively report that their departments are supportive of family needs and those that report that their department supports them in managing a healthy balance between personal and professional life is worthy of further exploration and consideration.

Chart 7. Perceptions of support for work-life balance and family needs

	UC San Diego provides resources to help academic personnel balance work-life needs, such as childcare and elder care.		My department supports me in managing a healthy balance between my personal and professional life.		My department creates a climate that is supportive of family needs, including the use of work-life benefits.	
	% Strongly Agree/ Agree	% Strongly Disagree/ Disagree	% Strongly Agree/ Agree	% Strongly Disagree/ Disagree	% Strongly Agree/ Agree	% Strongly Disagree/ Disagree
Overall	49%	21%	53%	18%	70%	8%
Men without caregiving responsibilities	54%	12%	58%	15%	76%	4%
Men with caregiving responsibilities	53%	16%	57%	13%	71%	9%
Women without caregiving responsibilities	46%	17%	47%	16%	69%	7%
Women with caregiving responsibilities	44%	28%	48%	19%	69%	10%
Parents with children under 5	44%	34%	51%	22%	72%	13%

Staffing decisions impact academic employee workload and departmental climate.

About half of academic employees reported that there was adequate staffing in their department to handle workload, while a third disagreed or strongly disagreed. In their comments on the Academics@UCSD™ survey, several academic employees expressed concerns about delays in replacing vacated staff positions due to the hiring freeze and/or rumored plans to introduce greater centralization of staff roles. For example, the academic employee quoted below shared how the loss of two staff members increased strain on remaining staff members as well as academic leaders in their unit.

> " *My home department is great, but we've lost two staff… and my understanding is they won't be replaced while the current COVID crisis is happening, nor will staff from other departments be distributed to us. If that is correct, I would like to advocate for more help for our staff who are stretched very thin. This is affecting our chair—who is buried in administrative work and meetings while teaching—and other senior faculty who have taken leadership roles currently."*

Another academic employee shared that staff support had been one of the draws when they accepted a position at UC San Diego and losing it would be a consideration for leaving:

> " *I have also heard rumors that we will lose our administrative support, meaning the staff who works in our department. This would mean for me to try to get a job elsewhere. I chose UCSD among 4 offers I had at that time because I saw that we have amazing support. I worked in [redacted] as well, and that was horrible, I wasted so much time doing paperwork for my own grants or travel."*

A third academic appointee shared the importance of receiving administrative support from staff members who understand the context of their work and with whom they have the ability to develop personal relationships:

> **"** *It is crucial that our department retain its current staffing in the midst of restructuring. A centralized staffing structure will not be effective for our department's needs, as our discipline requires a specific knowledge base that is not shared with other departments in our division."*

A perceived lack of staffing across campus aligns with findings from the 2021 Staff@Work survey, in which 46% of respondents reported lack of adequate staffing as a concern.

URM women are the least likely to agree that their workload is reasonable.

In general, women, Alaskan Indian/Native American, Black, and Latinx academic employees of all gender identities, and those who identified as LGBQ+ were less likely to perceive that their workload is reasonable, though effect sizes were small. Notably, applying an intersectional lens to the data reveal what is likely to be the result of the compounded impact of being multiply marginalized in academia. For example, *Chart 8* compares perception of workload at the intersection of gender and underrepresented minority status. This visualization shows that only 35% of URM women strongly agreed/agreed that their workload is reasonable, compared to 67% of non-URM men, 59% of URM men, and 54% of Non-URM women (with similar distribution of responses between white and Asian women).

Chart 8. "My workload is reasonable."
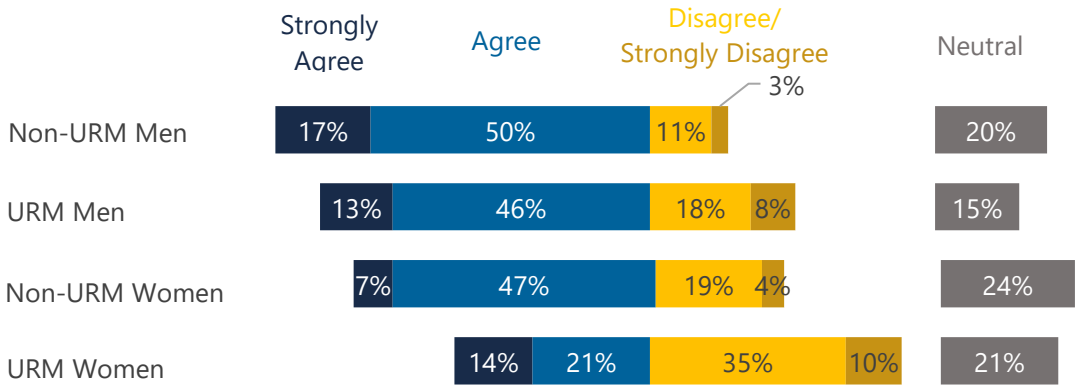
There is a moderate perception among academic employees that service and mentorship is not distributed equitably.

58% of academic employees agreed that teaching loads were equitably distributed, but fewer than half agreed that service work and mentorship was equitably distributed. There were differences in perceptions of equitable distribution of workload by gender and sexual orientation, though effect sizes were small.

Chart 9. Agreement/Disagreement whether workload is distributed equitably

Strongly Agree/ Agree | Stongly Disagree/ Disagree

	Strongly Agree/ Agree	Stongly Disagree/ Disagree
Teaching Loads	58%	22%
Service work	47%	31%
Mentorship	45%	29%
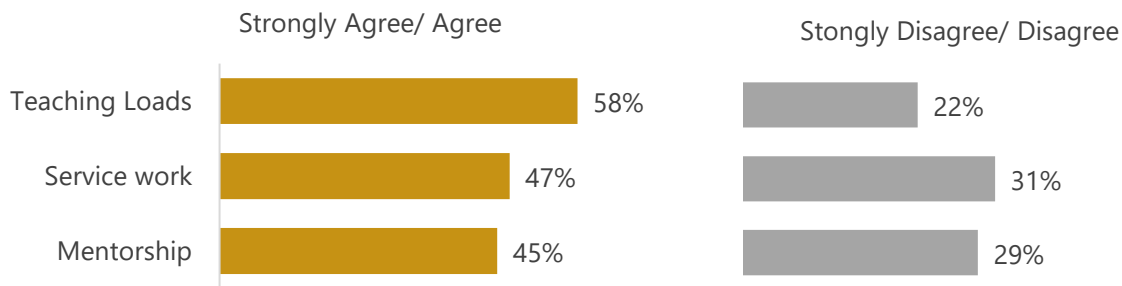
These quantitative findings were further supported in the qualitative responses to the Academics@UCSD ™ survey in which themes related to equitable service work appeared 20 times (4.4% of all themes) and to equitable teaching load appeared 14 times (3.1% of all themes). Some examples of these comments are below:

> *A handful of faculty do [the] majority of department work to improve the department and to serve the undergraduate teaching mission."*

> *There is a lack of support for junior faculty in my department and major problems with overwork for some faculty and then other faculty who do little to nothing. Compared to professors at comparable institutions I do significantly more teaching and service, which impedes my research."*

The following academic employee pointed directly to a perceived gender division of work in their department, in which women do more of the service and mentorship than men:

> *There are several practices that go against gender and diversity in the department. Workload and distribution of service and mentoring are usually performed by female faculty."*

As we explore in the next section of this report, this is work that is less likely to be perceived as credited and valued.
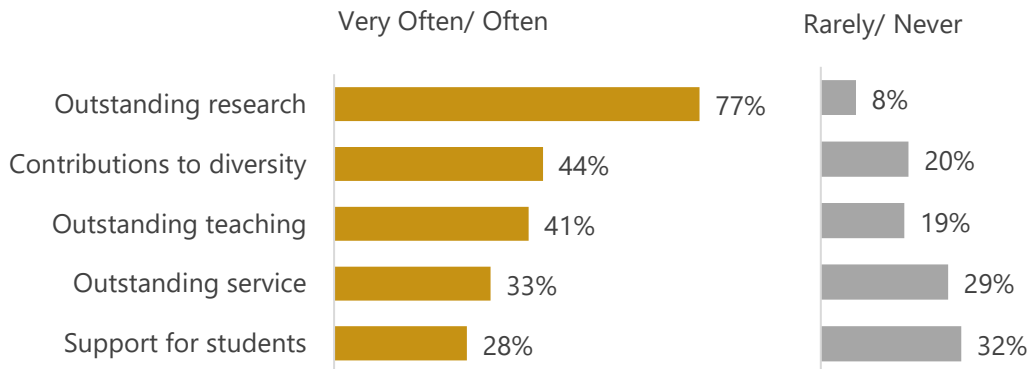
A quarter of academic employees do not feel that their workload is reasonable. Women, racial/ethnic minorities, and persons who identify as LGBQ+ are more likely to report overwork and that multiply marginalized populations feel the most impact. Academic employees also point to a lack of equitable distribution of work responsibilities.

Perceptions of differential valuation of work and job roles on campus

Research is perceived to be the most highly rewarded contribution.

Chart 10 shows the frequency with which different types of work responsibilities are perceived to be rewarded. More than three-quarters (77%) of academic employees perceived that "outstanding research" is rewarded very often or often, with fewer than half of academic employees reporting the same for contributions to diversity, outstanding teaching, outstanding service, and support for students.
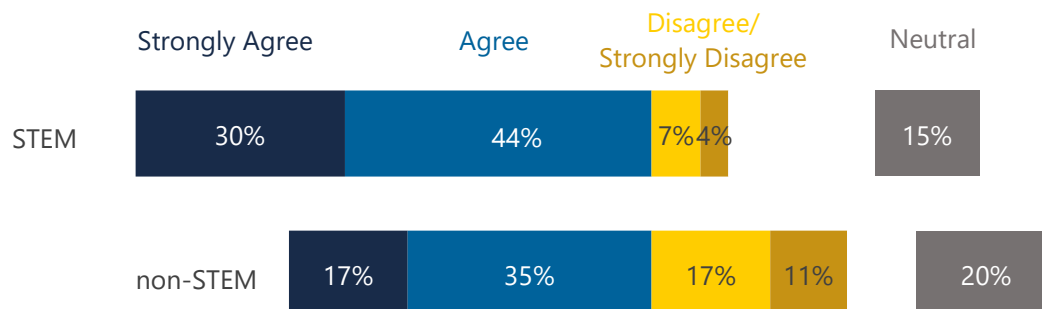
Chart 10. Perceptions of how often UC San Diego rewards different types of academic work

	Very Often/ Often	Rarely/ Never
Outstanding research	77%	8%
Contributions to diversity	44%	20%
Outstanding teaching	41%	19%
Outstanding service	33%	29%
Support for students	28%	32%

STEM research is perceived to be more highly valued than research in the non-STEM disciplines.

Academic employees from both STEM and non-STEM disciplines were similarly likely to perceive that UC San Diego rewards research very often/often (75% vs. 78%, respectively). However, these groups diverged when asked to share whether they agree that their research area "is valued and supported at UC San Diego." Academic employees in non-STEM fields were significantly less likely to agree than those in STEM fields, with a moderate effect size (hedge's $g = .52$, $p = <.001$).

Chart 11. Perceptions of whether research is valued by whether academic employee is a member of a STEM or non-STEM discipline

	Strongly Agree	Agree	Disagree/ Strongly Disagree	Neutral
STEM	30%	44%	7% 4%	15%
non-STEM	17%	35%	17% 11%	20%

The perception that non-STEM areas are less valued than STEM fields and a desire for greater support for non-STEM disciplines also appeared as themes in the qualitative data in the Academics@UCSD™ survey.

Below, an academic employee shares their perspective that campus messaging regarding STEM undercuts other valuable research contributions that could be made on campus.

> *Really feel like the one-note 'STEM IS EVERYTHING' messaging from on high is getting stale and creates divisions on campus that undermine multi-disciplinary, critical inquiry."*

Two academic employees shared their perspectives, specifically, that Arts & Humanities are undervalued:

> *The campus leadership seems to take Humanities departments for granted. Their concerns are not taken into account when policy decisions are made (particularly the decisions related to graduate funding, which have repeatedly been made without consulting Humanities departments about their impact). There are also more subtle indications--from Arts and Humanities departments not being featured at public events that indicate the achievements of faculty in other division[s] to conversations with donors in which leadership publicly dismisses the contribution of historical study."*

> *Walk the walk of joint governance by truly engaging faculty voices. Create a way to value the Arts & Humanities Division even though it doesn't generate revenue equivalent to other Departments on campus."*

Notably, only 36% of academic employees in Arts & Humanities (the lowest among peers) shared they felt their research was valued on campus.
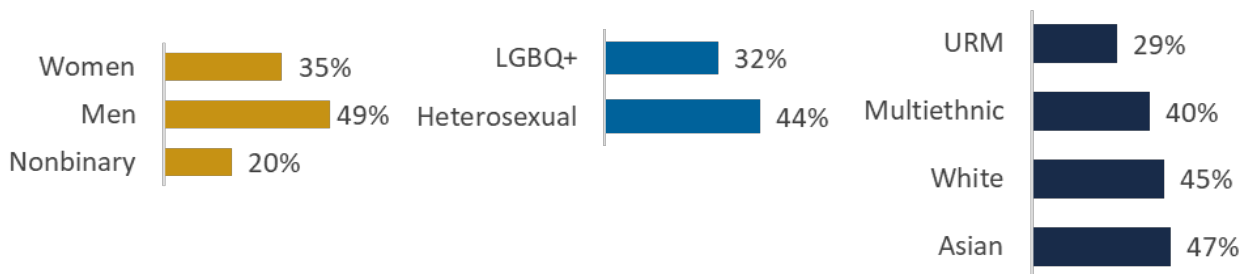
The perceived norming of STEM disciplines can also shape the understanding of how work gets evaluated and rewarded on campus. In particular, quantitative, positivist research was perceived to be more valued:

> *The department is very supportive of my teaching and research. Most of the problems I have lie at the Division level and above. In particular, the evaluation of research at these levels skews towards academics who produce journal articles or conference proceedings, often with the aid of graduate student researchers and even undergraduate students. I work as an independent ethnographer and write books. Doing research in this mode is very time consuming. From my experience, UCSD does not support or value this mode of doing research to the same extent that they support and value researchers who produce a lot of journal articles."*

Positionality shapes perceptions of rewards attached to specific forms of work.

Across academic employees, contributions to diversity were perceived to be the second form of most rewarded work responsibilities on campus, after research (44% vs. 77%). However, groups more likely to be tasked with contributing directly to diversity, equity, and inclusion, including women, nonbinary folx, members of racial/ethnic minorities and those who are LGBQ+, were less likely to perceive that this work is valued and rewarded.

Chart 12. Percent perceiving that contributions to diversity are rewarded very often/often

Women	35%	LGBQ+	32%	URM	29%
Men	49%	Heterosexual	44%	Multiethnic	40%
Nonbinary	20%			White	45%
				Asian	47%

Living at the intersections of multiple marginalized identities matters: for example, only 29% of URM women perceived that UC San Diego valued contributions to diversity vs. 51% of non-URM men. Only 11% of LGBQ+

women perceived diversity work to be rewarded often/very often vs. 54% of LGBQ+ men and 49% of heterosexual men.

Qualitative evidence suggests that individuals in some roles feel less visible and supported.

Qualitative comments revealed the perception of the invisibility and lack of support for certain roles on campus. Below, for example, a research scientist shares their view of the dearth of career opportunities provided to people sharing their job title:

> " *Compared with regular faculty, a research scientist is given limited access to information or networking opportunities. This limit is not helping to expand research careers and enhance the independence of research. Both are key parts to be looked at during the merit review process. And often the visibility of research scientists is really low on the department web page. Sometimes listed as staff or under the same category with personnel without PI eligibility. Limited visibility limits funding opportunities. Finally, there is no bridge funding to cover the research scientist. This is how the university treats an experienced professional who has been contributing by bringing funds for years."*

The above comment highlights a number of opportunities for improving institutional supports for people in this job role. Others shared that a lack of understanding around the role and contributions of an instructional faculty member impacted their job opportunities, support, and evaluation in their departments:

> " *The University's paradigm on becoming a real 'professor' ignores all of my historic achievements, my historic or current performance as a teacher, and my voluntary work on behalf of the University. Thus, I cannot 'advance' via any reasonable pathway. It's just sad and disappointing, that's all. (It's also hypocritical vis-a-vis inclusivity, diversity, etc.)"*

> " *[Being a teaching professor] is not well understood by all faculty and I have not felt supported in the past for my extensive efforts within the department. While that is getting better, there is still a lack of respect or understanding by some of the importance of my educational research and my impact with students in the department."*

Academic reviews could be improved to account for less visible forms of work and job duties.

Three-quarters of academic employees strongly agreed/agreed that performance expectations for advancement are reasonable (8% disagreed/strongly disagreed). Slightly over 71% agreed or strongly agreed that performance is evaluated fairly (13% disagreed/strongly disagreed). While the effect sizes were small, there was evidence that women were less likely to perceive that performance is assessed fairly or expectations for advancement are reasonable, with further evidence, aligned with earlier findings, that disparity was driven primarily by URM women. There were also small effect sizes for LGBQ+ individuals. In addition, some academic employees outside the tenure track pointed to how a lack of visibility of their roles also made it difficult for them to be evaluated:

> " *The biggest issue with the teaching faculty is that no one really seems to know how to evaluate us. How many peer-reviewed publications will be sufficient when I go up for promotion [soon]? I'm about to find out, I suppose."*

There is widespread agreement among academic employees that the university places a high level of value on research productivity and that this form of academic work is the most likely to be rewarded. However, not all forms of research are perceived to be valued equally: Academic employees who make STEM contributions are more likely to report that research is valued than academic employees who make non-STEM contributions. There is widespread agreement among academic employees that other forms of academic work are less likely to be rewarded on campus. Notably, groups more likely to be tasked with the provision of diversity-related work responsibilities (URM women) were less likely to perceive it as being valued or rewarded. Not recognizing or valuing certain types of work responsibilities contributes to perceptions that performance overall is not accurately assessed or rewarded.

Supporting our Academics@UCSD findings, academic research shows that women and racial/ethnic minority men spend more time in service work, teaching, and mentorship and less time in research than their white men counterparts (Gaurino & Borden 2017; Link, Swan, & Bozeman 2008; Joseph & Hirshfield 2011; Matthew 2016; Misra et al. n.d., Misra et al. 2011; Misra, Lundquist, & Templer 2012, p. 316; O'Meara et al. 2016; O'Meara et al. 2017a, 2017b; Padilla 1994). While less thoroughly-researched, queer and working-class academics are also believed to do more invisible work in academia (Social Sciences Feminist Network Research Interest Group 2017). This disparity is problematic because research contributions tend to be more highly weighted in pay, tenure, and promotion decisions—contributing to inequitable work outcomes, like increased time to tenure for women (Misra et al. n.d., Misra et al. 2011; Perna 2005).

Perceptions regarding lack of transparency and consideration for academic employees' interests in decision-making at the institutional and local level.

Some academic employees perceive that their concerns and voices are not taken into consideration at the institutional-level.

Fewer than half of academic employees agreed that their concerns were considered in policy making, with 31% disagreeing. 39% reported affirmatively that fairness and transparency were demonstrated by leaders in decision-making with 33% disagreeing. Finally, 34% reported having a voice in decision-making, while 38% disagreed.

Chart 13. Perceptions regarding institutional transparency at UC San Diego

	Strongly Agree/ Agree		Disagree/ Strongly Disagree		Neutral
Concerns considered in policy making	11%	32%	18%	13%	27%
Fairness and transparency demonstrated by leaders in decision-making	9%	30%	19%	14%	28%
Have a voice in decision-making	7%	27%	23%	15%	29%
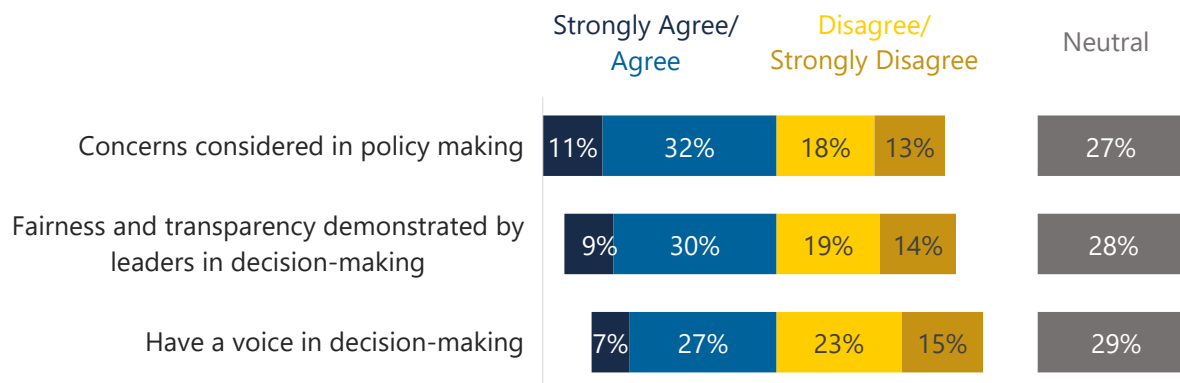
In both open-ended comments in the Academics@UCSD™ survey and the roundtable focused on this issue, academic employees expressed their desire for strong and open lines of communication with institutional leaders about current and future plans. They also expressed their desire to be consulted around new policies, practices, and changes that, although not squarely in academic affairs, could impact teaching, learning, and research.
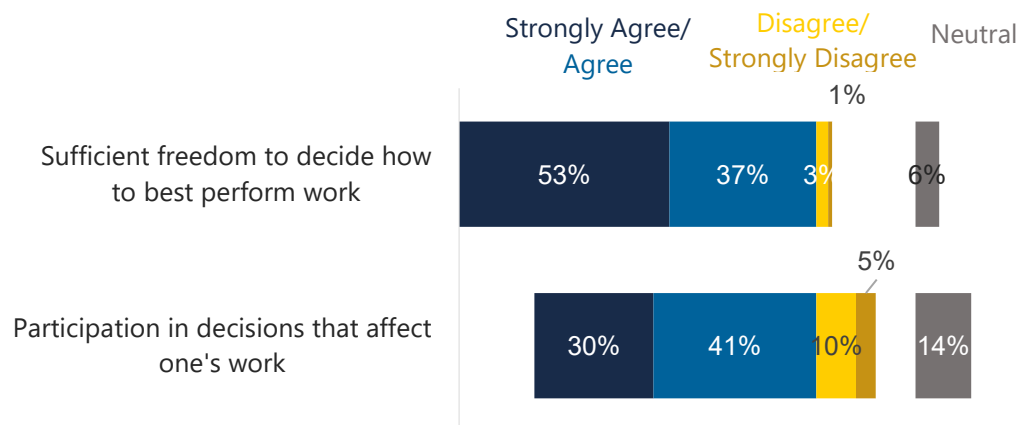
During our roundtable on institutional transparency, academic employees—particularly those more senior on campus—shared that they felt overwhelmed by a series of "institutional crises," which they believed could have been prevented with consultation and collaboration. One example, extremely prescient at the time of our round table, was the announcement regarding an increase in graduate housing costs. Several academic employees shared the downstream impacts, such as additional meetings and emails with students and other concerned faculty to quell fears and to figure out how to attract and retain graduate students.

While academic employees expressed a willingness—and in fact, a desire—to collaborate on issues related to their domains of expertise and core job role functions, they expressed wariness of service work or consultation on issues that they did not feel were directly related to their job role or tied to core institutional goals.

Overall, academic employees feel they have control over their own work and work environment.

Overall, academic employees reported agreement that they have sufficient freedom to decide how best to perform their work and are able to participate in decisions that impact their work (90% and 71% agreement, respectively).

Chart 14. Perceptions about local control

	Strongly Agree/Agree		Disagree/Strongly Disagree		Neutral

Sufficient freedom to decide how to best perform work
53% | 37% | 3% | 1% | 6%

Participation in decisions that affect one's work
30% | 41% | 10% | 5% | 14%

Non-Senate instructional faculty were less likely to perceive the ability to participate in decisions that affect their work, with only 51% strongly agreeing /agreeing (27% disagreeing/strongly disagreeing) vs. 76% of Senate faculty and 68% of Researchers/Administrators. The perceived lack of voice among non-Senate faculty was also a theme in the open-ended comments and roundtables.

For example, these academic employees describe feeling invisible in their departments:

> " *Basically, we [non-Senate Lecturers] are not integrated with the dept. at all even though we teach many more courses than the full-time faculty combined. We have more contact with the students, but often do not have the information or resources about what is going on to help and direct them. We need integration, inclusion, and communication so we can best teach the students and feel good about our jobs and have a sense of community.*"

> " *UCSD as a whole is amazing. The department atmosphere is alienating. As a [many year] lecturer who has high enrollments between 90-100 students every quarter and with endorsements at 90% or above, there is a sense of invisibility within the department culture and not with the students by any means.*"

Similarly, this academic employee pointed to a desire for greater inclusion in decision-making in their unit and campus-wide:

> " *This survey does not seem to be aimed at Lecturers like myself who comprise a large segment of teaching faculty. As non-senate faculty, lecturers have little to no voice in decision-making on campus; our representatives should be invited and welcomed to academic and administrative committee[s] on campus.*"

Notably, there was evidence that some units might be better at developing a more inclusive climate for non-Senate faculty and lecturers than others; learning best practices from these departments will be key to supporting inclusion efforts and diverse voices at a local level:

> " *I love working in [redacted], where I have taught as a lecturer since [over a decade ago]. I feel that the department is very supportive of students and faculty.*"

Overall, academic employees experience high-levels of input around their own work and local-level decisions. However, this report points to the fact that in some units, non-Senate faculty feel excluded from department culture and decision-making processes.

When it comes to institutional-level decision-making, there is a call for greater transparency and inclusion of academic employees. Of particular interest is involvement in decisions that impact areas where they can contribute their expertise to benefit the institution, such as decisions that directly or indirectly impact research, teaching, and learning.

Institutional climate for academic employees from historically underrepresented groups

Throughout this report, we have been sensitive to how social identities and institutional roles shape experiences and perceptions. In this section, we focus on improving institutional culture and treatment of those from underrepresented backgrounds.

Derogatory remarks and differential treatment based on group membership are perceived to be rare. However, there is evidence that othering tends to come through less direct means.

Academic employees were asked how often they experienced various forms of conduct during the past year. *Chart 15* displays their responses. Overall, derogatory remarks or treatment directly predicated on membership to specific groups are perceived to happen rarely. However, being a member of a group that has been historically underrepresented and marginalized in higher education was associated with greater likelihood to report differential treatment and derogatory treatment based on the identity category.
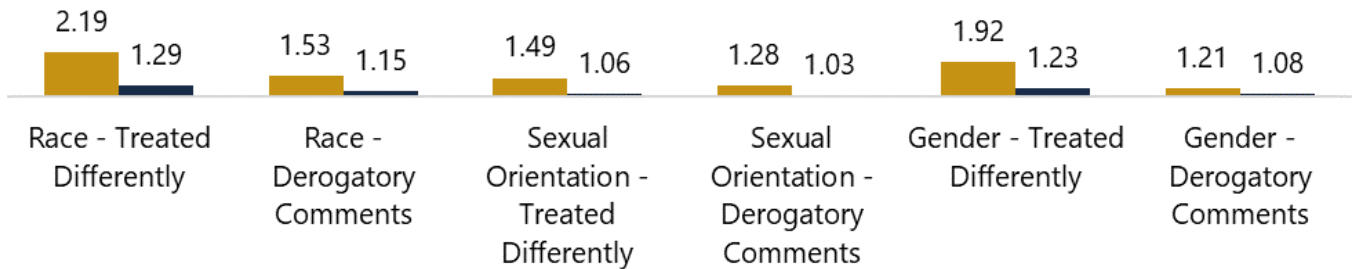
Chart 16 compares non-URM vs. URM academic employees, LGBQ+ vs. heterosexual academic employees, and women vs. men. Black academic employees were the most likely to report that they felt treated differently based on their race (mean = 2.79), and this is a key area where Asian academic employees differed in their responses from white academic employees (1.65 vs. 1.20 respectively).

Chart 15. Perceptions of frequency of interpersonal behaviors

Made derogatory comments about your sexual orientation	1.06
Treated you differently because of your sexual orientation	1.11
Made derogatory comments about your gender identity	1.14
Made derogatory comments about your race	1.20
Treated you differently because of your race	1.40
Made jokes at your expense	1.41
Made you feel that your reputation was harmed	1.42
At UC San Diego, I feel the need to minimize aspects of my identity (e.g., language, dress) to fit in	1.45
Treated you differently because of your gender identity	1.54
Made demeaning or derogatory remarks about you	1.54
Impeded your access to key resources (e.g., funding, space, strong students)	1.55
Questioned your professional competence or authority	1.62
Made you feel that your prospects for advancement were threatened	1.66
Isolated or excluded you from important opportunities	1.72
Ignored you during conversation	1.91
I feel that I have to work harder than others to be perceived as a legitimate scholar.	1.95
Was condescending to you	2.20
Interrupted or spoke over you	2.35
Paid little attention to your statement or showed little interest in your opinion	2.36
Kept you out-of-the-loop on information that is important	2.53

1 - Never, 2 - Rarely, 3 - Occasionally, 4 - Often, 5 - Very Often

Chart 16. Perceptions of frequency of interpersonal behaviors based on social identities (URM/LGBQ+/Women employees versus comparison group)

| 2.19 1.29 | 1.53 1.15 | 1.49 1.06 | 1.28 1.03 | 1.92 1.23 | 1.21 1.08 |
| Race - Treated Differently | Race - Derogatory Comments | Sexual Orientation - Treated Differently | Sexual Orientation - Derogatory Comments | Gender - Treated Differently | Gender - Derogatory Comments |

1 - Never, 2 - Rarely, 3 - Occasionally, 4 - Often, 5 - Very Often

While derogatory comments or different treatment based on gender, race or sexual orientation was low, the following interpersonal behaviors were reported more frequently: working harder to be perceived as a legitimate scholar, condescension, being interrupted, having little attention paid to a statement, and being kept out of the loop on important information. Once again, members of groups that have been historically underrepresented and marginalized in academia were more likely to report these behaviors, in the direction expected based on historical processes of exclusion. For example, men reported most positively around interpersonal behaviors, followed by women, and finally, nonbinary individuals (where there were at least 5 responses). LGBQ+ respondents reported negative interpersonal behaviors more frequently than heterosexual respondents. Black academic employees reported the least positively on interpersonal behaviors when disaggregated by race.

In their comments, academic employees pointed to various types of exclusion faced at UC San Diego:[11]

> " *There is, in my view, a pervasive atmosphere of sexism and misogyny at UCSD. By contrast, I applaud the many efforts to support diversity on campus -- we have all benefitted from those efforts." – White heterosexual woman*

> " *There have been definite issues in my department regarding issues around women and blatant statements that women are inferior to men in intellectual capacity in departmental meetings. There have been issues around recruitment of students that have disproportionately impacted women faculty and made our student pool less diverse." – White LGBQ+ woman*

> " *I have been the target of bullying from [sic] and have been in meetings where homophobic language was directed at me." – Demographic information not provided to protect participant*

> " *I am bisexual but unwilling to make that public knowledge at UCSD because of the negative ways I have seen others treated." – White LGBQ+ man*

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[11] Demographic information is provided in order to help readers situate and contextualize these quotes.

> *" I am a [redacted] legal immigrant who have [sic] been in the country for almost [X] years, yet I experienced most of the negative conducts listed above. The university held programs and training, which is good, but on a personal level in my work environment, I kept experiencing."* – Heterosexual woman of color

> *" I have felt the need to minimize several aspects of my identity since my first day at UCSD and it is only recently after several years that I am beginning to realize the psychological damage it has done. The work environment is full of innuendo, and often there is inadvertent insensitivity to cultural and racial differences. There is not enough systematic effort to remedy these problems. I am a person of color and it is my considered opinion that UCSD is not a healthy place for people of color, whether students, staff or faculty. It takes a toll. Look up the term, 'weathering'."* – Demographic information not provided

These comments show that there is still a great deal of progress to be made in achieving the campus's goal of *Inclusive Excellence.* However, the need for continued persistent work to improve workplace climate does not undercut reports that the campus environment has improved over time, as expressed below.

> *" I think that my department has made tremendous progress [sic] in equitable treatment and respectful behavior (in part because the worst offenders have retired). On the other hand, I think the department is more narrow in the types of intellectual work that are respected."* – White heterosexual woman

> *" It is a lot better than it was a few years ago. Obviously, everyone and everything doesn't change overnight. But things have moved in the right direction."* – Woman, other demographic information not provided

Overall appraisal regarding status of equity, diversity, and inclusion (EDI) on UC San Diego's campus is high but key differences in assessment point to the work ahead.

The majority of individuals agreed on metrics related to measuring the state of EDI at UC San Diego. For example, 71% of academic employees perceived that institutional leaders are committed to diversity, with only 11% disagreeing. 68% shared that they were satisfied with diversity programs, with 14% disagreeing. 78% felt their departments had demonstrated commitment to recruiting and retaining diverse colleagues, with 11% disagreeing.

Analyses reveal differences in assessment of the state of EDI by gender, URM status, and sexual orientation, with women, underrepresented racial/ethnic minorities, and LGBQ+ academic employees expressing a slightly less positive assessment.

Chart 17. Perceptions of EDI @UC San Diego by Social Identity

	Women	Men	URM	non-URM	LGBQ+	Heterosexual
Sexual Orientation – Treated fairly in department	***4.14 (0.85)	4.38 (0.74)	4.13 (0.90)	4.29 (0.79)	**3.97 (1.00)	4.32 (0.76)
Gender Identities – Treated fairly in department	***3.92 (1.02)	4.30 (0.79)	3.96 (0.98)	4.17 (0.90)	***3.75 (1.14)	4.20 (0.86)
All Cultures – Treated fairly in department	***3.85 (1.10)	4.27 (0.89)	***3.73 (1.22)	4.13 (0.96)	***3.65 (1.20)	4.14 (0.97)
Inclusive of people with disabilities	***3.57(1.05)	4.04 (0.85)	***3.37(1.22)	3.87 (0.92)	***3.28 (1.07)	3.89 (0.94)
Department demonstrated commitment to recruiting/retaining diversity	***3.73(1.20)	4.23 (0.88)	***3.66 (1.31)	4.08 (0.99)	*3.71 (1.26)	4.05 (1.03)
Top leaders committed to diversity	***3.67 (1.13)	4.14 (0.92)	***3.35 (1.31)	4.01 (0.98)	***3.39 (1.36)	4.00 (0.99)
Satisfied with diversity programs	***3.57 (1.10)	4.00 (0.97)	***3.16 (1.30)	3.88 (1.00)	***3.31 (1.23)	3.86 (1.02)
Would be supported if reported uncomfortable behavior	***3.47 (1.20)	3.93 (1.05)	*3.41 (1.31)	3.77 (1.13)	*3.40 (1.29)	3.76 (1.14)

1 – Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 – Strongly Agree

* Statistically significant at the .05 level
** Statistically significant at the .01 level
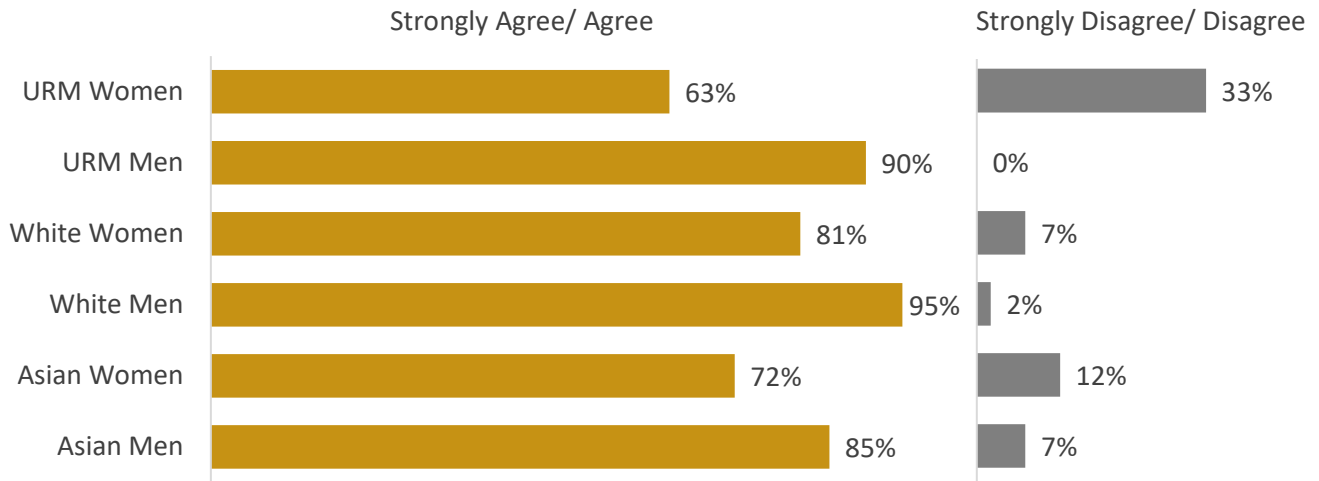*** Statistically significant at the .001 level

Notably, while some academic employees offered constructive criticism of equity, diversity, and inclusion efforts at UC San Diego, several academic employees shared their perspective that EDI considerations receive too much attention, pointing to the varied perspectives on the issue and the complexities of working together to achieve the objectives of *Inclusive Excellence.*

Marginalization can also occur as a result of student treatment.

When academic employees were asked to respond to the question, "I feel that my students give me the same respect that they give to other faculty members" there were clear gender and race differences. Non-URM women were less likely than non-URM men to perceive that students respected them as much as their colleagues (hedge's g = -.33, significant = <.001). URM women were significantly less likely to perceive that students respected them as much

as their colleagues, with the biggest gap in perceptions between URM women and non-URM men (hedge's g = .85, significance = <.001). *Chart 18* provides further disaggregation.

Chart 18. Perceptions regarding whether students provide the same respect as to other colleagues by race and gender

	Strongly Agree/ Agree	Strongly Disagree/ Disagree
URM Women	63%	33%
URM Men	90%	0%
White Women	81%	7%
White Men	95%	2%
Asian Women	72%	12%
Asian Men	85%	7%

In qualitative survey comments, several academic employees shared the different form of treatment they receive from students.

> *The worst offenders are actually the undergraduate students who dismiss and challenge me more often than they do my male colleagues." – Woman, other demographic information not provided*

> *Unfortunately, the majority of the negative experiences I've had are with graduate teaching assistants or undergraduate students. My department is wonderful, even if I feel invisible and unimportant to the university's larger structure." – White LGBQ+ woman*

> *I [feel] unsafe in my work environment because I'm in two units that are regularly targeted by hostile students and outside agitators, both inside and outside of the classroom." – URM LGBQ+ woman*

Some academic employees shared that they witnessed differential treatment of women or URM colleagues:

> *The climate in my department is excellent. The interactions that are the most discriminatory or derogatory come from the student population. Student expectations and interactions for female and male faculty are very different which has been clearly evident in team taught courses." – White heterosexual woman*

> *I see many of these things happen regularly and hear about them -- they don't happen to me. I think the worst offenders may be students. They would not dare to question my competence or ability, but can sometimes feel free to [do so] about URM and female faculty." – White heterosexual man*

Notably, 60% of academic employees felt student evaluations were weighted fairly in performance assessment. While there were no differences by key demographics, the above experiences—along with academic research on

bias in student performance reviews—suggest the need to reconsider how student evaluations are used in performance assessment.

> **Although differential and derogatory treatment based on social identity is rare, a variety of indicators point to the fact that historically underrepresented and marginalized groups have a different experience of UC San Diego than their peers.**

Checklists for Change

These checklists were created to support readers who are interested in taking action based on the findings in this report. They are non-exhaustive, and suggestive rather than prescriptive.

Checklist items are organized according to the group or unit best positioned to implement them, with the understanding that there are distinct challenges and opportunities at the central administration level versus the departmental or individual level. Additionally, each checklist item is color-coded based on the main thematic area identified in the research report above that it is aimed to address: workload, reward/valuation, transparency, and inclusion. Some checklist items only address one area, though many address two or more. Finally, we include a list of checklist items focused on mitigating long-term impacts of the pandemic on the careers of academic employees.

We recognize that Schools, departments, programs, and academic-employee units are already considering these questions and have policies, practices, structures, and/or initiatives underway to support academic employees in these ways. We also recognize that UC San Diego central administration and the University of California Office of the President are deeply committed to the well-being of academic employees, and even since we began this research in 2020 new programs and initiatives have been introduced to address some of the core issues identified.

Workload

- Equitable distribution of work responsibilities that do not disproportionately burden certain groups
- Efforts to reduce overwork and burnout due to pandemic and forceful racial justice movement and their aftermath
- More reasonable work expectations

Reward / Valuation

- Equitable systems of reward that consider less visible forms of work, and that value job roles and contributions that support the institutional mission

Transparency

- Inclusive decision-making that engages diverse perspectives from academic employees in a variety of roles
- Access to resources, data, and information that impact academic employees and/or their work

Inclusion

- Inclusive workplace climate for groups historically underrepresented and marginalized in higher education

Central Administration/ Academic Employee-Serving Units

☐ Are academic policies, practices, and reward structures regularly reviewed for alignment with the overall vision and strategy of the university such as the *Strategic Plan*, *Principles of Community*, and *Strategic Plan for Inclusive Excellence*?

☐ Are communication strategies streamlined and user-centered, rather than unit- or provider-centered, to help academic employees easily access comprehensive information about existing structures, policies, initiatives, and programs?

☐ When academic employees are consulted on decisions that could affect the teaching and research mission of the university and/or core aspects of their work, do they receive communication about how their feedback was used to shape decision-making? When possible, are they informed about the logic behind decision-making?

☐ Are academic employees in conversations around staffing needs/models?

☐ Are communications about the contributions of academic employees inclusive? Do they highlight exceptional teaching, mentorship, and service alongside research? Are non-STEM research contributions regularly highlighted and celebrated? Are the research and contributions of academic employees who have been historically underrepresented and/or marginalized in academia featured regularly in campus-wide and external university communications? Are the knowledge and contributions of librarians, academic coordinators, and professional researchers and scientists (academic appointees in non-tenure track roles) to the university regularly highlighted?

☐ Do onboarding processes seek to impart a sense of institutional belonging to academic employees? Do they cover institutional values, history, traditions, and principles (e.g., Principles of Community)? Do they offer guidance on how to successfully navigate the institution (eliminating the hidden curriculum of academia)? Are they designed to promote community building?

☐ Is high quality administrative and management skills training available to academic leaders who manage other employees, labs, or teams to support them in maintaining a healthy and inclusive work environment—and are academic leaders strongly encouraged to participate? Do new Deans, Chairs, and Principal Investigators leading research labs have holistic onboarding and support as they develop in their roles?

☐ Are substantial efforts to improve pedagogy, for example, through meaningful engagement with the Teaching + Learning Commons, supported and rewarded?

☐ Are opportunities for learning and growth available to all academic employees?

☐ Are processes for nominating candidates for prestigious campus awards transparent, with decisions made by a group of diverse individuals who represent different backgrounds, experiences, and areas of expertise on campus?

☐ Are processes in place to support classroom instructional faculty who experience acts of hostility and bias from students in the classroom? Is there clear, posted, and widely circulated guidance around instructor rights and resources, and clear consequences for students who are hostile and/or violate student conduct rules or Principles of Community?

☐ As the campus moves to holistic teaching evaluations, are review committees trained in the assessment of holistic teaching portfolios? Does training around the importance of holistic

teaching evaluations address the bias in student course evaluations (CAPEs), such that these data are appropriately situated in the larger body of evidence provided?

Academic Employees/ Units

☐ Has your unit sought to create a transparent system for tracking workload? Is tracking inclusive of contributions to the university, community service, and time dedicated to student mentoring, teaching, and support? In addition to listing contributions (such as done on the biobib), are there efforts to capture the depth and quality of contributions?

☐ Are expectations for tenure, promotion, and merit clearly articulated and widely circulated within the unit? Are there mechanisms to recognize and value exceptional contributions in teaching, mentoring, and service alongside research? Are there mechanisms in place to ensure that research produced from less common methods (e.g., ethnographic methods in a primarily quantitative field) can be fairly assessed? Can tenure, promotion, and merit expectations be reasonably met without contributing to overwork or burnout?

☐ Has your unit implemented "role rotation" for recurring/less desirable service in order to ensure departmental "housework" does not disproportionately fall on women (including underrepresented minorities) and junior faculty?

☐ Are committees appropriately staffed to minimize workload on individuals? Do they include accountability mechanisms for equitable contributions?

☐ Are there written, transparent, and widely shared processes for rewarding academic employees who do more service work and other forms of "invisible work" (e.g., informal mentorship) to promote equity in course buyouts and other rewards and incentives?

☐ Does the unit clearly and publicly commit to the Faculty Code of Conduct through established norms, which includes fostering an equitable and inclusive academic climate and community? Are members of the unit held accountable if they violate these norms?

☐ Does your unit have procedures in place to support classroom instructional faculty who experience acts of hostility and bias from students?

☐ Are localized diversity and inclusion efforts properly staffed and funded? Are the results of these efforts regularly assessed for their effectiveness?

☐ Does your unit consider and attend to sense of belonging & inclusion of non-ladder rank faculty members?

☐ Does your academic unit share unit-level reports from Academics@UCSD and the Staff@Work survey with all of its members? Are members engaged in discussion of the results and invited to provide recommendations for improvement?

COVID-19 specific checklist

For a list of the numerous policies and programs that UC San Diego has already introduced to mitigate the impact of COVID-19 on the careers of academic employees, see Appendix C.

☐ Are there supports available to academic employees most impacted by the COVID-19 pandemic, including caregivers and junior faculty—such as future course releases to allow for concentrated

research time, compensation for dependent care costs, and waiving service work or modifying duties to support catch-up in scholarly production?

☐ Is there flexibility for academic employees in all areas of work and work-life balance? For example, are academic employees allowed discretion in what and how they teach, provided input into teaching schedules, and able to take continued timeline extensions?

☐ Will the impact of COVID-19 on academic employees' careers continue to be taken into account for multiple years, given the lead time in producing research product?

☐ At the campus-level, are there efforts to mitigate the impact of clock stoppages on the life-long earnings of ladder rank academic employees?

☐ Is there an effort to decrease the rollout of new initiatives to reduce workload and burnout among academic employees (and staff), already dealing with the long-term impacts of the COVID-19 pandemic and a racial reckoning?

Additional resources with recommendations for addressing the impact of COVID-19 on academic employees using an equity lens:

- 500 Women Scientists. (2020). *Recommendations to minimize career penalties for parents in STEM fields during the COVID-19 pandemic.* 500WomenScientists.org.

- Cardel, M. I., Dean, N., & Montoya-Williams, D. (2020). Preventing a secondary epidemic of lost early career scientists. Effects of COVID-19 Pandemic on Women with Children. *Annals of the American Thoracic Society*, *17*(11), 1366–1370. https://doi.org/10.1513/AnnalsATS.202006-589IP

- Gonzalez, L. D., & Griffin, K. A. (2020). *Supporting faculty during & after COVID-19: Don't let go of equity.* Washington D.C.: Aspire Alliance

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  see also accompanying supplement "Primer for merit, tenure, and promotion evaluation committee," available at https://www.pnas.org/content/pnas/suppl/2020/06/17/2010636117.DCSupplemental/pnas.2010636117.sapp.pdf

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Appendices

Appendix A. Sample Guided Discussion Questions: Roundtable on Academic Performance Review

Initial Impressions

- What are your initial impressions of the results?
  - What data and analyses stood out to you? Were these findings expected? Did any of the findings surprise you?

Personalize
- In your own experience, how well does your unit assess, value and reward performance in
  …teaching?
  …mentoring?
  …research?
  …service?
- What practices, if any, does your department/division employ to reduce bias in performance evaluation?

Strategize
- What practices would you like to see your department/division employ to better value and reward different types of academic labor and academic employeeships?
- What are best practices other institutions/entities employ from which UC San Diego might benefit around the valuation, assessment, and reward of academic labor?

Appendix B. Ground rules for Academics@UCSD roundtables

GROUND RULES   UC San Diego
                                     Office for Equity, Diversity,
                                     and Inclusion

- This session is not being recorded. We are taking notes.
- Your feedback on these findings will be used to shape the 2020 Academics@UCSD final report. Your name, position, or other identifying information will not be included in the report or presentations about the report.
- Respect the opinions of others, though feel free to speak up if you see an issue from a different angle.
- Please protect others' privacy by not discussing details of this discussion outside the group/ screenshotting, etc. Confidentiality is not guaranteed.
- Avoid revealing detailed information about specific personnel issues.

Appendix C. COVID-19 policies and programs at UC San Diego

Throughout the pandemic, UC San Diego has introduced numerous policies and programs to mitigate the potential impact of COVID-19 on the careers of academic employees. These include:

- UC Expanded Paid Administrative Leave (EPAL), which provided up to 16 days of leave between March 1, 2020 and June 30, 2021 for eligible appointees who were unable to work or telework due to COVID-19, either because of one's own illness or that of a family member; because telework was not feasible; or due to COVID-19 related school or daycare closures that made it infeasible for the appointee to work remotely.
- Emergency Paid Sick Leave (EPSL), which provided up to two weeks of paid sick leave between March 29 and September 30, 2021 for any appointee unable to work or telework due to a qualifying COVID-19-related reason.
- COVID-related Caregiver Modified Duties (CCMD), which provides up to 3 quarters of modified duties—including relief from service, adjusted course scheduling, additional teaching support, course relief from teaching one course without the assignment of additional future teaching—during academic years 2020-2021 and 2021-2022 for eligible faculty with dependent care responsibilities.
- As of March 24, 2020, appointees with a probationary period could receive automatic extensions to their probationary periods due to the pandemic.
- Faculty COVID Relief Grant, which provided up to $2,500 to faculty experiencing undue hardship or extenuating circumstances due to COVID-19, and who would benefit from financial support to improve their work environment and/or academic progress. A total of 59 grants were awarded.
- As a separate provision due to COVID-19, Senate Faculty could request a Dependent Care Travel Grant (previously only for research-related travel) of up to $600 each quarter to support dependent care needs due to faculty teaching responsibilities or participation in professional conferences even if remote. This grant could be used to offset care costs for dependents in their homes while schools and child care facilities were closed or at reduced operations due to the pandemic.
- Launched the 'Keep Teaching' site, providing strategies and resources for teaching online, building instructional resilience, and promoting adaptive teaching: https://keepteaching.ucsd.edu/.
- Launched the COVID-19 Academic Affairs FAQs and Resources Website: https://aps.ucsd.edu/faculty-resources/covid-19/index.html.