

Health Sciences Faculty Climate Survey



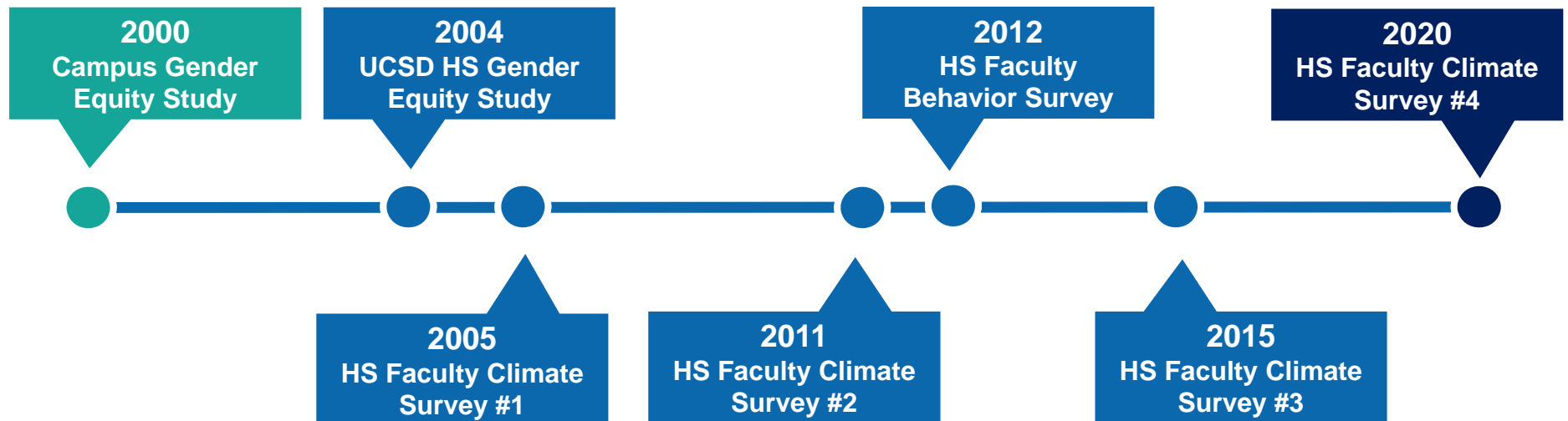
Health Sciences Faculty Climate Survey

Introduction

- Faculty climate surveys were conducted in 2005, 2011, and 2015 that assessed faculty perceptions about their professional life
 - Morale, environment, resources, and behavior
- As result of each survey, action plans were created in response to key concerns identified by the faculty
- Analysis of change over time assesses the effectiveness of the action plans

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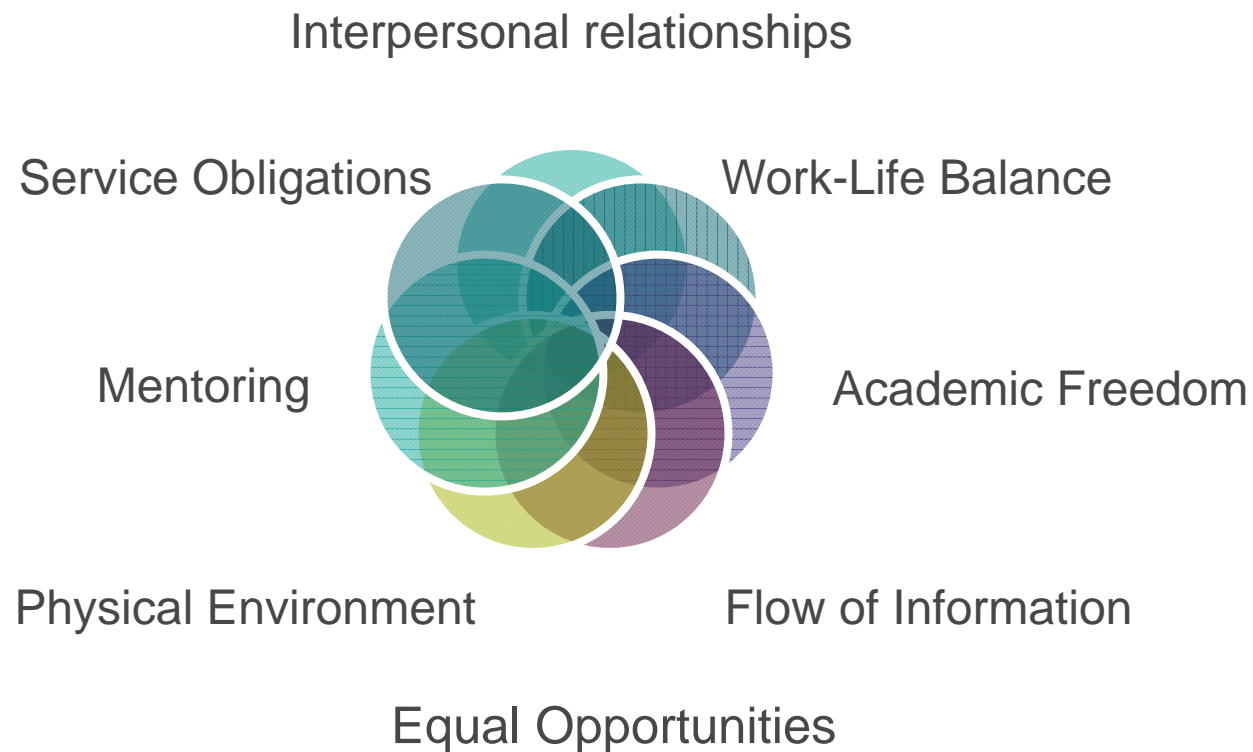
Background for the climate survey at UC San Diego



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Survey instrument

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



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Methodology

- Approximately 120 questions for faculty only
 - No mandatory questions
 - To enable subgroup analysis, faculty were asked to identify rank, series, age, gender, sexual orientation, ethnicity, work location
- 6 weeks to complete – reminders every other week
- Data only to be presented in aggregate
 - Departmental summaries for large departments

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Climate indicators that have been consistently high since 2005

Over 85% of survey respondents feel that

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

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Understanding faculty concerns to improve climate

Identifying concerns

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

Addressing concerns

- Create an action plan
- Monitor progress
- Reassess

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Action Plan 2011 - 2015

Raise awareness by disseminating data

- 4 university wide presentations
- 31 department chair and department meetings

New Initiatives

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

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Improvements 2011-2015

- Teaching load and evaluation
 - Appropriate evaluation **increased by 9%**
 - Fair distribution of teaching load **increased by 11%**
 - Resources to teach effectively **increased by 12%**
- Understanding allocation of research space
 - Adequate allocation of space **increased by 21%**
 - Equitable allocation of space **increased by 11%**
- Mentoring
 - Adequate mentoring **increased by 13%**
- Understanding negotiating for salary, space and other resources
 - **Increased by 18% but still only 43%**

UC San Diego

Inappropriate Behavior

A Culture of Respect

Leape et al

Academic Medicine 2012

Faculty Climate Survey Follow-up Actions

Inappropriate behavior

- The climate survey in 2011 identified an unacceptably high occurrence of inappropriate behaviors, prompting a follow up survey in 2012
- Strategies used to manage faculty behavior
 - Early identification of problematic behaviors
 - Dissemination of appropriate policies
 - Department specific discussions of appropriate and professional behavior
 - Training of faculty, leadership, and faculty development workshops to give faculty a better understanding of how policies impact career
- The incidences of inappropriate behavior declined health sciences wide but there still remains gender specific behavioral problems

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Reduction in inappropriate behavior

3 or more instances of inappropriate behavior or comments	2012	2015
Intimidating or bullying behavior	24%	20%
Anger outburst	25%	18%**
Derogatory comments or inappropriate jokes	29%	15%***
Hostile e-mail or verbal communication	25%	16%***
Diminished work productivity for people in the unit	27%	19%**

*** $p < 0.001$

** $p < 0.01$

* $p < 0.05$

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Inappropriate behavior – subgroup analysis

3 or more instances of inappropriate behavior or comments	2015	
	Men	Women
Intimidating or bullying behavior	13%	26%***
Anger outburst	14%	22%*
Derogatory comments or inappropriate jokes	12%	19%*
Hostile e-mail or verbal communication	13%	19%*

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

Women report more than men but reported less than they did in prior survey

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Action Plan – 2015 & beyond

For issues that improved, institutional response should continue

- Institutional policy related workshops
- Leadership training
- Professionalism

There remains both gender and URM perceptions of inequity

- Research space distribution
- Salary allocation
- Supportive environment

Inappropriate behavior still substantial

Campus safety has not been adequately addressed

Issues around individual department climate remain

Data Driven Decision Making

Techniques to assess & address academic climate issues

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



COLUMBIA UNIVERSITY

*College of Physicians
and Surgeons*

Questions?

UC San Diego