James Steintrager
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Chair of the Assembly of the Academic Senate
Faculty Representative to the Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

July 31, 2024

KATHERINE S. NEWMAN
PROVOST & EXECUTIVE VICE PRESIDENT

Re: Final Report of the APC Workgroup on Faculty Work & Recovery Post-Pandemic

Dear Provost Newman,

At its July 24, 2024 meeting, the Academic Council endorsed the attached report and recommendations of the Academic Planning Council (APC) Workgroup on Faculty Work & Recovery Post-Pandemic.

The workgroup was established in 2023 to identify more effective strategies for restoring a balanced faculty workload in support of excellence across all the areas of UC's mission. This initiative builds on the principles laid out in the report of the Mitigating COVID-19 Impacts on Faculty Working Group (MCIF-WG), issued in spring 2022.
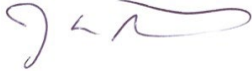
This APC report focuses on the problem of faculty "workload creep" and proposes five key recommendations to support faculty activities in research, teaching, and service. These recommendations include: 1) reducing the burden of new systems and policies on faculty workloads; 2) enhancing networking and peer mentoring opportunities; 3) reassessing research support programs, including the incorporation of Achievement Relative to Opportunities (ARO) principles in academic personnel reviews for equitable performance assessment; 4) maintaining benefits and family-focused retention efforts; and 5) increasing staff support for faculty and research activities.

The report also emphasizes the importance of regular faculty workload assessments, continuous faculty consultation, equitable distribution of service responsibilities, and supportive campus programs to ensure faculty well-being and productivity.

Council is aware that the recommendations have relevance to various systemwide Senate standing committees, including the University Committee on Academic Personnel, the University Committee on Faculty Welfare, and the University Committee on Affirmative Action, Diversity, and Equity, all of which can play a crucial role in establishing metrics and ensuring accountability in executing the strategies outlined in the report. Vice Chair Cheung plans to share the recommendations with these committees for consideration during the next academic year.

The Senate looks forward to working with you and our Senate and campus colleagues on the implementation of these recommendations. Please do not hesitate to contact me if you have any questions.

Sincerely,

James Steintrager, Chair
Academic Council

Cc: Academic Council
        President Drake
        Interim Vice Provost Haynes
        Deputy Provost Lee
        Chief of Staff Beechem
        UCAP 2023-24 Chair Profumo and 2024-25 Chair Malloy
        UCFW 2023-24 Chair Heraty and 2024-25 Chair Pardo-Guerra
        UCAADE 2023-24 Chair Burney and 2024-25 Chair Meltzoff
        Senate Division Executive Directors
        Senate Executive Director Lin

Encl:

OFFICE OF THE VICE PROVOST -
  ACADEMIC PERSONNEL AND PROGRAMS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 10th Floor
Oakland, California 94607-5200

June 14, 2024

EXECUTIVE VICE CHANCELLORS/PROVOSTS
ACADEMIC COUNCIL CHAIR STEINTRAGER

Dear Colleagues:

The pandemic caused significant disruptions to the University, including changes in the teaching, research, and service workload of UC faculty members. In order to determine how best to recover a faculty workload balance that will support the research, teaching, and service mission of the university, the working group on Faculty Work & Recovery Post Pandemic was assembled in September 2023.

In May 2022, then-Provost/EVP Brown distributed the final report of the Mitigating COVID-19 Impacts on Faculty Working Group (MCIF-WG) for systemwide review. Following consideration of systemwide feedback, then-Provost/EVP Brown supported a proactive intervention strategy to prevent further disruptions to the scholarly programs of UC faculty. As part of this intervention strategy, each campus was asked develop programs to support faculty and to incorporate Achievement Relative to Opportunities (ARO) principles in the academic personnel review process. Simultaneously, President Drake directed then-Provost/EVP Brown to appoint a Senate-Administration Working Group to develop systemwide guidelines on how to equitably assess acceptable levels of performance and apply ARO principles, while maintaining both flexibility for local implementation and ensuring communication in accordance with principles outlined in the 2022 MCIF-WG Final Report.

In January 2023, Provost and Executive Vice President Katharine Newman charged my office with fulfilling President Drake's directive. The working group on Faculty Work & Recovery Post Pandemic was conceived as separate from the ARO working group. In September 2023, co-chair Ahmet Palazoglu, Chair of the Davis Division of the Academic Senate, and I appointed and convened the working group on Faculty Work & Recovery, which included 10 Senate-Administration members representing The Faculty Work & Recovery Post Pandemic Working Group met between September 2023 and March 2024. The working group considered eight topics that were laid out in the charge letter and included topics related to pandemic related distortions in workload, approaches to rebuilding informal peer mentoring and professional support networks among the faculty, approaches to ease or support the informal mental health services demands on faculty, rebuilding connections to the campus and on-campus programs, identifying pandemic-related factors that may cause challenges in retaining junior and early career faculty, short- and long-term approaches to supporting research efforts, developing expectations and principles

surrounding staff and institutional support systems, and leveraging existing University data sources to develop data-based recommendations.

The Final Report of the Faculty Work & Recovery Post Pandemic Working Group contains five recommendations, all of which I support:

Recommendation 1: Reduce the impact of new and existing systems and policies on faculty.

Faculty time is valuable, expensive, and should be focused on the missions of research, teaching, and service. The working group recommends that, to restore faculty workload with that focus, that, at both the system-wide and campus levels, greater attention be given to the time impact of new and existing systems and that wherever possible a faculty workload assessment be included in the development, selection, and/or implementation of new systems and policies. Campuses and UCOP should convene a Senate-Administration workgroup to develop a workload assessment methodology.

The Working group recommends that, when decisions are made on policies and collective bargaining agreements that impact faculty, faculty are consulted throughout the process. The working group recognized that there are times when compliance related requirements from outside sources require "new work" and recommends that the University conduct the faculty workload impact assessment to address the tradeoffs, and when new labor is required of faculty, identify what work faculty will stop doing to be able to allocate time and resources to the new required efforts.

While recognizing the difficulties in the current budget environment, the working group recommends that, to respond to the growing teaching load and changes in the faculty-student ratios, campus leadership prioritize increasing Senate faculty hiring and holistically examine how administrative staff are deployed in order to ensure the assignment of duties explicitly consider how such assignment supports the research, teaching, and service mission. Campuses are experiencing a significant staffing resource deficit caused by many factors, such as shifting responsibilities and expectations brought on by compliance and administrative decisions. The working group also recommends that departments be encouraged to establish faculty service protocols to ensure equitable distribution of service responsibilities, as women and underrepresented minorities are often burdened with service duties to ensure diverse voices are represented on committees and task forces.

Recommendation 2: Raise awareness of and create programs to support faculty networking opportunities and peer mentoring.

The social fabric or networking and community has changed with waning presence in the physical workplace. There is a need for campuses to underscore and elevate the importance of networking and mentoring to thriving careers and as a way for faculty to transform and diversify the professoriate. Many networking and mentoring programs serve pre-tenure colleagues, but the working group recognizes that recently tenured colleagues also need support. The concept of distributed mentoring is one way to share the time associated with mentoring and the use of mentoring maps can focus support and expertise rather than relying on individuals to mentor on all aspects of faculty work. The working group recommends that the campuses create workshops to develop mentors, and further recommends that the

"importance of" and the "how to' of networking should be incorporated into mentoring programs. As noted in recommendation 1, the equitable distribution of work is necessary to decrease undue burdens on women and underrepresented minority faculty. Since this issue can be exacerbated for those members of the faculty with joint appointments or split appointments, the working group recommends that campuses adopt a practice of establishing MOUs to govern and recognize teaching and service expectations for joint and split appointments with sensitivity to the differential workload for these special cases.

Recommendation 3: Assess research support programs and the nimbleness of the research enterprise expectations.

Some issues that existed pre-pandemic were exacerbated by the pandemic. Reimagining the future, approaches to supporting research efforts should be mindful of the career cycle of the professoriate. During the pandemic, some people were more productive in writing papers and publishing, while others faced major barriers to productivity, the effects of which might be seen for a few more years. Many areas of research were altered by the pandemic, including human subjects research, and in some book-focused disciplines, many archives were closed for an extended period of time. Achievement relative to opportunities (ARO) principles may need to be in place long after the pandemic to address the negative effects on long-term research that was highly impacted during the pandemic. The working group recommends that campus Vice Chancellors for Research, in consultation with the Chancellors, continue monitoring research continuity and supplemental support, and conduct an analysis of the impact of university supplemental programs. The working group recommends that campuses develop programs designed to provide research funds or teaching release to faculty who experienced extenuating circumstances during the pandemic.

Looking ahead, the working group recommends that the configuration of the research enterprise be assessed to determine if it is flexible enough or too rigid to allow colleagues to pivot to remote options when their research is normally oriented toward in-person.

Recommendation 4: Maintain UC Benefits/Retirement and family-focused effort to retain the professoriate.

The working group did not identify any real post-pandemic changes to the retention challenges faced by the university. There was an increase in retirements, but this can be attributed to baby boomers reaching retirement age. The working group focused on retention challenges in the areas of family, benefits, staff support, and compensation.

Many retention issues are tied to family relationships, including the need to move for partner's employment opportunities or a desire to be near family. The working group recommends more effort and resources be provided to partner hiring programs to assist with hiring and retaining the best faculty. The lack of family planning benefits such as fertility insurance to cover IVF has been an issue in retaining some faculty. The working group strongly recommends that the university remain committed to maintaining the current competitive benefits and retirement programs.

Another area of concern is UC bureaucracy and lack of staff support. The working group recommends increasing (or creatively redeploying) staff support across the system. Salary was also identified as a factor, specifically salary compression. The working group

recommends the continuation of mandatory equity pools as part of the academic salary program.

Recommendation 5: Develop a plan to increase staff support for faculty and research.

The discussion regarding infrastructure and research touched on many of the topics covered in other recommendations, including staffing levels, budgetary constraints, frustration with new systems, compliance, and general workload. The working group recommends that the university consider funding pools to mitigate unanticipated contractual pay increases.

The working group discussed what types of data could be evaluated and suggested looking at data on grant submissions and outcomes to get a sense of growth or decline and to begin sketching out plans for growing staff support. The working group also recommends that campus leaders look at pulling data, where available, form any systems that add time burdens to the faculty to evaluate how much time faculty are spending on the systems.

I invite campus leadership to circulate the Final Report of the Faculty Work & Recovery Post Pandemic Working Group broadly. I also request that the Academic Council share the report to each Divisional Senate. I look forward to your continued and active engagement in maintaining and expanding efforts to support UC faculty as they fulfill the vital research, teaching, clinical, and public service missions of the University.

Sincerely,

Douglas Haynes
Vice Provost
Academic Personnel and Programs

Attachment: Final Report from the Faculty Work & Recovery Post Pandemic Working Group

cc: President Drake
    Chancellors
    Director Witherell
    Provost and Executive Vice President Newman
    Executive Vice President and Chief Operating Officer Nava
    Executive Vice President Rubin
    Senior Vice President and Chief Compliance & Audit Officer Bustamante
    Vice President and Chief of Staff Kao
    Vice President Humiston
    Vice President Maldonado
    Academic Council Vice Chair Cheung
    Vice Provosts/Vice Chancellors for Academic Affairs/Personnel
    Vice Chancellors for Research

Deputy General Counsel Woodall
Faculty Work & Recovery Post-Pandemic Working Group members
Assistant Vice Provosts/Vice Chancellors for Academic Personnel
Associate Vice Provost Lee
Chief Policy Advisor McAuliffe
Executive Director Lin
Chief of Staff Beechem
Chief of Staff Levintov
Director Anders
Associate Director Woolston
Assistant Director LaBriola

Joint Senate-Administration Working Group on
Faculty Work & Recovery Post Pandemic

March 31, 2024

DOUGLAS M. HAYNES
VICE PROVOST, ACADEMIC PERSONNEL AND PROGRAMS (CO-CHAIR)

AHMET PALAZOGLU
DAVIS DIVISIONAL CHAIR, ACADEMIC SENATE (CO-CHAIR)

Dear Doug and Ahmet,

On behalf of the Joint Senate-Administration Working Group on Faculty Work & Recovery Post Pandemic, we are submitting our final report. In your charge letter dated September 12, 2023, you asked the Joint Senate-Administration Working Group on Faculty Work & Recovery Post Pandemic to consider the following issues:

1. Investigating pandemic-related distortions in workload composition and identifying approaches to rebalance research, teaching, and service demands on the faculty to support their contributions to the achievement of UC excellence.
2. Identifying effective approaches to rebuilding informal peer mentoring and professional support networks among the faculty.
3. Identifying approaches to ease or support the informal mental health services demands on faculty—demands that appear disproportionately distributed—arising from the increase in student mental health needs post-pandemic.
4. Rebuilding connections to the campus and on-campus programs for faculty, staff, and students to revive a strong sense of campus community and UC identity.
5. Identifying pandemic-related factors that may cause challenges in retaining junior and early career faculty.
6. Investigating short- and long-term approaches to support research efforts negatively impacted by the pandemic, especially among junior and early career faculty (e.g., internal research funds or course releases).
7. Developing expectations and principles surrounding staff and institutional support systems post-pandemic that are essential to support faculty productivity (e.g., IT, financial accounting and budgeting, infrastructure to support labor needs, student services). This should include developing expectations and principles regarding on-campus presence for student-facing needs.
8. Leveraging the resources of existing University data sources, such as Institutional Research and Academic Planning (IRAP), to develop data-based recommendations. Identifying what data needs are currently lacking.

The Joint Senate-Administration Working Group on Faculty Work & Recovery Post Pandemic met seven times beginning in October 2023 and concluding in March 2024. We engaged in extensive discussion regarding how the pandemic significantly impacted the distribution of workload for Senate faculty during the pandemic and as we have moved toward pandemic recovery. This has important implications for how Senate faculty fulfill the comprehensive

mission of the University of California. The aim of this working group was to determine how best to **recover a faculty workload balance that will support and enhance our commitment to the University's overall quality and excellence**. There are many studies that demonstrate challenges associated with mentoring, inequities, invisible labor, and others, and how those challenges were exacerbated by the pandemic. The working group gave careful consideration to how best to meet the goal of faculty workload balance with the need to be flexible for each campus and potential budget constraints. Members of the working group agreed on the following five themes and our recommendations for your consideration:

Recommendation 1 – Reduce the impact of new and existing systems and policies on faculty.
The Joint Senate-Administration Working Group on Faculty Work & Recovery Post Pandemic considered the following issues from the charge letter while discussing our recommendations to address faculty workload and their invisible labor:

> *1. Investigating pandemic-related distortions in workload composition and identifying approaches to rebalance research, teaching, and service demands on the faculty to support their contributions to the achievement of UC excellence.*
> *3. Identifying approaches to ease or support the informal mental health services demands on faculty—demands that appear disproportionately distributed—arising from the increase in student mental health needs post-pandemic.*
> *7. Developing expectations and principles surrounding staff and institutional support systems post-pandemic that are essential to support faculty productivity (e.g., IT, financial accounting and budgeting, infrastructure to support labor needs, student services). This should include developing expectations and principles regarding on-campus presence for student-facing needs.*

Faculty time is valuable, expensive, and should be focused on the missions of research, teaching, and service. We recognize that there is a distinction between what could be considered a standard mission-driven level of service and unintended administrative burden. Moreover, teaching has changed in the new environment along with the teaching expectations. To restore faculty workload with that focus, the working group recommends that, at both the system-wide and campus levels, greater attention be given to the time impact of new and existing systems (e.g., Oracle and Concur) as well as mandatory policies newly applied to faculty, and to how the university will mitigate that impact. Wherever possible, the working group recommends that a faculty workload impact assessment be included in the development, selection, and/or implementation of new systems and policies. Campuses and UCOP should convene a Senate-Administration workgroup to develop a workload assessment methodology.

The working group also recommends that, when decisions are made on policies and collective bargaining agreements that impact faculty, faculty are consulted throughout the process. The working group acknowledges that there are times when "new work" is very important or is related to compliance requirements from outside sources, and that this puts the University in a tight place. The working group recommends that the University conduct the faculty workload impact assessment to address the tradeoffs and, when new labor is required of faculty, identify what we will *stop* doing to be able to allocate time and resources to new worthwhile and/or

required efforts. The University has a responsibility to provide adequate new resources to mitigate the impacts of any new policies.

The working group also recommends that campus leadership prioritize increasing Senate faculty hiring to respond to the growing teaching load and changes in the faculty-student ratios (in the current budget environment, this will require difficult decisions), holistically examine how administrative staff are deployed, and ensure that the assignment of duties explicitly consider how such assignments support the research, teaching, and service mission. The working group acknowledges that when we are in difficult budget times, the ability to allocate new FTE is limited, which raises the importance of the faculty workload impact assessment when new systems and policies are proposed. See the University Committee on Planning and Budget (UCPB) Report on Faculty Hiring, https://senate.universityofcalifornia.edu/_files/reports/sc-md-report-on-faculty-hiring.pdf; and the UCLA •Joint Rebuilding and Renewal Task Force Report, https://ucla.app.box.com/s/6kcufl000xjh7q68liqn61d2f3932039.

The reality is that campuses are experiencing a significant staffing resource deficit caused by many factors, such as shifting responsibilities and expectations often brought on by compliance and administrative decisions. This is made worse by a higher turnover rate in staff positions. With the lack of staff support, many administrative decisions, particularly in the area of financial and administrative management systems, are causing the migration of work to be taken on by faculty. We are also aware that, separate from staffing shortages, efforts to achieve overall institutional efficiency (often measured on the staff and administrative side) may come at the expense of faculty time.

Faculty time is indispensable for advancing the research, teaching, and public service mission of the UC. Their time is not unlimited and therefore demands careful consideration of the intended and unintended consequences of decisions that add to their workload. The working group has identified multiple areas of what we are calling "faculty workload creep" and outlined those areas in Appendix A. While it would be ideal to address the current state of systems and policies, the working group makes the recommendation of a faculty workload impact assessment, where possible, going forward.

The working group further recommends that departments be encouraged to establish faculty service protocols to ensure equitable distribution of service responsibilities (see Data Leadership and Intervention Strategies for More Equitable Faculty Service at UC Santa Barbara; https://ucop.edu/faculty-diversity/advancing/campuses/santa-barbara/improved-climate-and-retention/data-leadership.html). Women and underrepresented minorities are often burdened with service duties to ensure diverse voices are represented on committees and task forces. With limited resources, department-level, decanal and University administration should also be assessing what they will *stop* doing when introducing new ideas or undertaking new initiatives.

Recommendation 2 – Raise awareness of and create programs to support faculty networking opportunities and peer mentoring.
The Joint Senate-Administration Working Group on Faculty Work & Recovery Post Pandemic considered the following issues from the charge letter while discussing our recommendations to address the theme of networking:

2. Identifying effective approaches to rebuilding informal peer mentoring and professional support networks among the faculty.
4. Rebuilding connections to the campus and on-campus programs for faculty, staff, and students to revive a strong sense of campus community and UC identity.

The working group discussed how the social fabric of networking and community has changed with waning presence in the physical workplace. The working group also discussed a need for campuses to underscore and elevate the importance of networking and mentoring to thriving careers and as a way for faculty to transform and diversify the professoriate. Networking and mentoring of colleagues are a community effort, not fully addressed by assigning individual mentors. Many of our networking and mentoring programs serve pre-tenure colleagues, but we need to recognize that our recently tenured colleagues also need support. The concept of distributed mentoring is one way to share the time associated with mentoring of colleagues, and the use of mentoring maps (e.g., https://www.ncfdd.org/ncfddmentormap) can focus support and expertise rather than relying on individuals to mentor on all aspects of faculty work.

To support networking amongst the faculty and the horizontal communities of scholarly communication and care, the working group recommends that campus locations through Academic Personnel Offices summarize and advertise what networking and mentoring resources are available. The working group also recommends that administration consider providing resources to support networking opportunities. Even small budgets for lunches or snacks help bring people together and make a big difference. The Advancement and Retention in Academe (ARA) Program at UC Riverside is an example of a locally developed program that offers mentoring workshops to both junior and senior faculty (https://ara.ucr.edu/).

The working group recommends that campuses create workshops to develop mentors, not only in mentoring students but also mentoring junior faculty and members of their research team. The working group further recommends that the 'importance of' and 'how to' of networking should be incorporated into mentoring programs. The imminent revision to APM -210 will help recognize the activity of mentoring. We strongly endorse local campus efforts to recognize exemplary mentoring through recognition awards for faculty of all ranks. As an example, UCI hosts a series of mentoring awards that recognize faculty, postdoctoral scholars, and graduate students (https://inclusion.uci.edu/education-events/mentoring/); UCLA has a Faculty Mentoring Honorary Society (https://equity.ucla.edu/fmhs-2022-2023-inductees/); UC Davis has a Distinguished Graduate & Postdoctoral Mentorship Award (https://grad.ucdavis.edu/graduate-and-postdoctoral-mentorship-award).

As noted previously, equitable distribution of work is necessary to decrease undue burdens on women and underrepresented minority members of the faculty. This issue is at times exacerbated for those members of the faculty who have joint appointments with other departments or split appointments in other titles. The working group recommends that campuses adopt a practice of establishing MOUs to govern and recognize teaching and service expectations for joint and split appointments to be sensitive to the differential workload for these special cases and pay special attention to the invisible labor provided by many underrepresented minorities and women faculty members.

Recommendation 3 – Assess research support programs and the nimbleness of the research enterprise and expectations.
The Joint Senate-Administration Working Group on Faculty Work & Recovery Post Pandemic considered the following issues from the charge letter while discussing our recommendations to address the theme of research:

> *6. Investigating short- and long-term approaches to support research efforts negatively impacted by the pandemic, especially among junior and early career faculty (e.g., internal research funds or course releases).*

As the working group considered approaches to support research efforts, we were mindful that some issues existed pre-pandemic and were exacerbated by the pandemic. As we reimagine the future, approaches to supporting research efforts should be mindful of the career cycle of the professoriate. The working group also discussed achievement relative to opportunities (ARO) and the effects of the pandemic. There is still tension between the ARO principles and the way they are being applied at some campuses. The good news is that working group members did not report a decrease in cases being granted tenure and even reported a small uptick in accelerated actions. Some people were more productive in writing papers and publishing during the pandemic, while others faced major barriers to productivity, so the effects on those who were early in their careers might not be seen for a few more years.

The working group also noted that many areas of research were fundamentally altered by the pandemic. As an example, community engaged research continues to be impacted. Human subjects research, especially with children, continues to be impacted. Many parents are no longer willing to bring children into the labs, so that subject databases become out of date and cannot be rebuilt without the engagement of human subjects. Additionally, the working group noted that in some of the book-focused disciplines, many archives were closed for an extended period of time during the pandemic. Most ethnographic fieldwork stopped. ARO principles may need to be in place long after the pandemic to address the negative effects on long-term research that was highly impacted during the pandemic. Research requiring access to equipment and shared facilities was also impacted. In addition, the funding for shared facilities, such as clean rooms, took a severe nose-dive, as user fees were not being collected.

The working group recommends that campus Vice Chancellors for Research, in consultation with the Chancellors, continue monitoring research continuity and supplemental support, and conduct an analysis of the impact of university supplemental programs – what worked and what did not. Ideally, the working group recommends that campuses develop programs designed to provide research funds or teaching release to faculty who experienced extenuating circumstances during the pandemic (e.g., additional caregiving responsibilities or illness) to allow faculty to devote extra time to their research programs. It is important that any review be made across all campuses to look for inequities in funding responses, and if present, what can be done to mitigate the differences. See UCLA's Post-Pandemic Research Visioning Working Group Report "Envisioning Research in the Post-Pandemic University" (https://ucla.app.box.com/v/Post-Pandemic-Report).

Looking ahead to the possibility of other major disruptions to research, the working group also recommends that the configuration of the research enterprise be assessed to determine if it is

flexible enough or too rigid to allow colleagues to pivot to remote options when their research is normally oriented toward in-person. Most campuses were able to provide one-time funds to mitigate the impact of the pandemic on the research enterprise. The working group recommends that the campuses or the UCOP identify funds to mitigate such catastrophic disruptions should they occur again.

Recommendation 4 – Maintain UC Benefits/Retirement and family-focused effort to retain the professoriate.
The Joint Senate-Administration Working Group on Faculty Work & Recovery Post Pandemic considered the following issues from the charge letter while discussing our recommendations to address the theme of research:

> *5. Identifying pandemic-related factors that may cause challenges in retaining junior and early career faculty.*

The working group discussed retention issues pre-pandemic versus post-pandemic. The working group did not identify any real post-pandemic changes to the retention challenges faced by the university. While there was an increase in retirements, this is also attributed to the peak years of the baby boomers reaching retirement age. The working group discussion primarily focused on retention challenges in the areas of family, benefits, staff support, and compensation.

The working group discussed how women faculty are more likely to be partnered with other academics, so when thinking about faculty workload issues, the workgroup considered how workload issues compound in faculty-faculty partnerships. Many retention issues are tied to family relationships, either the need to move for partner's employment opportunities or simply a desire to be near other family. The 2021 COACHE Exit Survey results underscore the importance of these and other considerations. While we cannot compete with the latter, the working group recommends that more effort and resources be provided to partner hiring programs to assist with hiring and retaining the best faculty. UC Davis's Partner Opportunities Program and Capital Resource Network provide a well-designed response for newly hired and incumbent faculty. (See https://academicaffairs.ucdavis.edu/partner-opportunities-program-pop and https://academicaffairs.ucdavis.edu/capital-resource-network).

An area of potential concern for retention is the University's benefits and retirement programs. The lack of fertility insurance to cover IVF has been an issue in retaining some faculty. Faculty Welfare and the Health Care Task Force committees have looked at this issue a few times in the past decade, but the response is always that this is too expensive. We have lost some faculty due to better family-planning benefits, such as IVF coverage, at competitor institutions. The working group recognizes the financial challenges for the university to expand our current benefits and retirement programs. However, the working group makes a strong recommendation that the university remains committed to maintaining our current competitive benefits and retirement programs, even if IVF cannot be added.

UC bureaucracy and lack of staff support is another area of concern expressed by those who the UC was not able to retain. The working group discussed examples of faculty who have left for competitor institutions that provide staff support to assist with activities like travel reimbursements, grant document preparation, and general administrative support. In other

examples, faculty (often but not only women) left the university as a way to push a "reset button" on creeping institutional demands that left them exhausted and discouraged. The working group recommends increasing (or creatively redeploying) staff support across the system. Given our current budget constraints and the need to mitigate the lack of staff support, the working group reiterates the importance of conducting faculty workload assessments as part of any proposal to implement new policies, procedures, or systems as mentioned earlier.

Naturally, the working group identified that salary is often a factor, but of particular importance is salary compression, particularly at the associate professor and higher ranks. Most campuses have practices in place to ensure that newly hired assistant professors are receiving off-scales that align with the market. However, associate professors and higher ranks often have to go on the job market to get a retention increase, a practice that can exacerbate gender and other inequalities. The working group recommends the continuation of mandatory equity pools as part of the academic salary program.

Recommendation 5 – Develop a plan to increase staff support for faculty and research.
The Joint Senate-Administration Working Group on Faculty Work & Recovery Post Pandemic considered the following issues from the charge letter while discussing our recommendations to address the theme of infrastructure/research:
> *7. Developing expectations and principles surrounding staff and institutional support systems post-pandemic that are essential to support faculty productivity (e.g., IT, financial accounting and budgeting, infrastructure to support labor needs, student services). This should include developing expectations and principles regarding on-campus presence for student-facing needs.*
> *8. Leveraging the resources of existing University data sources, such as Institutional Research and Academic Planning (IRAP), to develop data-based recommendations. Identifying what data needs are currently lacking.*

The working group discussion around the theme of infrastructure and research touched on many of the topics already covered in our recommendations: staffing levels, budgetary constraints, frustrations with new systems, compliance (and campus cultures of compliance that may not be entirely rooted in actual compliance requirements), and general workload. In addition to the covered recommendations, the working group recommends that the university consider funding pools to mitigate unanticipated contractual pay increases. Competitor institutions have experienced similar dramatic pay increases for soft-funded research positions. For those faculty whose grants would not cover the additional expense, the competitor institutions often provided funding to cover the gap.

Additionally, the working group discussed what types of data could be evaluated. Suggestions were made to look at data on grant submissions and outcomes to get a sense of either growth or decline to begin sketching out plans for growing staff support. The working group also recommends that campus leaders look at pulling data, where available, from any systems that add time burdens on the faculty to evaluate how much time faculty are spending on the systems. To be clear, the working group is not suggesting that faculty document their time using the systems. However, evaluating how much time faculty are spending in systems can also contribute to plans for growing/reimagining staff support.

In summary, the recurring themes over the course of this working group were the increase in faculty time spent on bureaucratic tasks including the use of required systems and compliance (or compliance culture) measures; the decrease in staff support; the increase in the student-faculty ratio; dual-career couple needs in retention; the importance of mentoring and rebuilding connections and community post-pandemic; and the effect of the pandemic on research. This report is intended to offer specific suggestions for addressing some of these issues in order to improve balance in faculty workload.

Thank you for your consideration.

Working Group on Faculty Work & Recovery Post Pandemic Members

Max Auffhammer, Professor, Senate Division Chair, UC Berkeley
Pamela Brown, Vice President, Institutional Research and Academic Planning
Jessica Cattelino, Professor, Divisional Senate Immediate Past Chair, UCLA
John Heraty, Professor, University Committee on Faculty Welfare Chair, UC Riverside
Ben Hermalin, Executive Vice Chancellor & Provost, UC Berkeley
Philip Kass, Vice Provost for Academic Affairs, UC Davis
Lori Kletzer, Provost & Executive Vice Chancellor, UC Santa Cruz
Theresa Maldonado, Vice President, Research & Innovation
Sean Malloy, Professor, University Committee on Academic Personnel Vice Chair, UC Merced
Katherine Meltzoff, Associate Professor, University Committee on Affirmative Action, Diversity and Equity, UC Riverside

Appendix A

Examples of faculty workload creep

Decisions made by higher level administrators without consultation have tremendous impacts. One faculty member reported that the UC Asset Protection Plan program (UCAPP) [equipment insurance coverage for repairs] was terminated. "The UCAPP program is unable to offer renewal terms and your coverage will terminate upon policy expiration." "Upon expiration of your UCAPP policy, if you desire to seek continuing coverage for your equipment, there are several alternative types of equipment maintenance management organizations that may be available to meet your needs." Thus up to the faculty to negotiate new terms. This kind of thing happens across campuses. One factor may be that administrators do not understand how, when, with what frequency, and why faculty use various systems.

The impact of student accommodation is overwhelming to some faculty. Reports from multiple faculty cite less than 40% attendance in classes and that students expect to receive help online to make up for the absences. This is outside of official accommodations. On some campuses there has been an increase in student affairs resources in light of increased student health needs, but often there is no corresponding support in the form of faculty resources. Nor is there help with managing student expectations.

Note: the well-documented increase in graduate student mental health needs affects faculty in myriad ways.

Human Resources and Hiring Practices. We no longer deal with people and the results are very bad. It is difficult to explain some positions, especially for short term undergrads, to HR staff in an easy way to get them hired. The back and forth and rejections that happen all take time. There are examples of postdoctoral researchers being hired and not getting access to the internet or lab training for weeks after their arrival. All of this requires additional faculty time. It is more difficult to hire GSRs. Additionally, bringing people on as consultants or paying stipends or honoraria has become harder. Among other impacts, this interferes with community-engaged research.

Submitting Expenses
- Having to submit expenses/new hires/etc. in programs like Workfront (not sure if other UCs use this, but UCR does). At UCR, we are understaffed so often I will submit stuff on Workfront and then it will be months later, and I remember that the thing I submitted never got completed. I then must track down my request in Workfront and tag relevant folks to move it ahead. Sometimes this process repeats multiple times.
- Oracle is a disastrous system that has benefits for central accounting but nothing for the PIs or departmental accountants. Itemized spending is not available to monitor accounts, and there are multiple instances of accounts being overspent because of the failures of the system.
- Faculty encounter these systems as atypical users – often sporadic, with atypical uses, etc. Given staff shortages at the department level, this means faculty are relearning systems

over and over again, don't know the shortcuts, etc. This is institutionally inefficient, as faculty spend more hours doing this work.

Submitting Travel
- Oracle and Concur. Getting campus **guests/visitors into concur. They need to be registered as vendors** and the system is unwieldy and confusing for visitors (and these are faculty with PhDs mostly...). Our departmental staff can't help directly, and they are directed to contact customer service which apparently is not helpful. We **cannot book plane tickets for visitors** until they are registered, and the process has been dragging on for months! Some people have been able to register but others have had issues, and this is just unacceptable for a research university! I have spent hours sending emails back and forth and this is still not resolved adequately. This is just one example from a whole host of problems with the oracle transition.

- Oracle and Concur. Graduate student recruitment involves getting prospective students to campus. The office cannot prepay their airfare because of concur/oracle issues. This was standard practice before. It is faculty that are left trying to figure a way around this.

- Concur is a disaster that occupies considerable faculty time. First, it is like learning to walk every time when you only use the system very rarely. There is very limited administrative help and faculty flounder with entering data, getting rejected submissions with little or no explanation of the errors. It is also inflexible.

- Prior approval requests for travel authorized by FAO - why?

- Because submitting travel is challenging, faculty often can't find the time to do it within the expected number of days/weeks/months after a trip. But then there's another round of bureaucratic hurdles and sometimes shaming for being late. It should be noted that faculty are delaying their own reimbursements, often so as to prioritize other parts of our mission-driven work. Often, travel requires much money up front, out of pocket. Systems should help faculty get reimbursed quicker, rather than making it harder. And sending regular emails to multiple people whenever a submission is late (Concur) does no one any good.

- Reimbursement payments are being issued by check versus direct deposit, and multiple reimbursements are being combined into a single check with no explanation of what is being covered. Notably one faculty member reported having two checks stolen from their mailbox, resulting in further efforts to file an additional claim.

UC Outside Activities Tracking System (OATS)
- Annual reporting
- Prior approval requests

Time & Attendance
- Signing off on timesheets
- Needing to understand new rules for ASE and GSR timesheets.

Mandatory Trainings/Online Workshops
- For example, cyber security training is often comical in how silly the questions are (e.g. "someone randomly emails you and asks for your password. Should you give it to them?")
- Do these trainings really work, or do they allow the institution to say they did their best and point the finger at faculty, without fostering real institutional/cultural change? This is not meant to be a bitter question: I'd genuinely appreciate knowing the results of research on this.

Multiple Committees, Many meetings
- Involves time and effort.
- Some committees are useful and have clear intentions (this one, for example, has a clear purpose and goal).
- Others, however, feel more like busy-work and often the meetings could have been an email.

Increase in the number of questions received via email
- When I teach undergrad courses, I regularly have multiple people asking me (for an in person, synchronous course), "is attendance mandatory? I signed up even though I have work during class and can't come."
- I'm teaching 300 undergrads this quarter – the email volume is very difficult to handle, and students are less likely than they were years ago (in my experience) to ask peers or TAs for assistance before turning to the instructor. There's a general expectation of faculty responsiveness that's very different from how it was a generation ago, yet nothing is compensating for or redirecting these expectations.
- Is email broken? What can we do? I could spend 40 hours a week on email, and it's not clear I'd ever catch up.

Compliance Culture
- It seems like the pendulum has swung hard in the direction of compliance culture (with an emphasis on culture – this isn't just about outside-imposed compliance requirements). Justifying uses for software purchases, etc. takes too much time and effort. What if we had a petty cash system? What if we erred on the side of assuming that faculty are doing things a certain way because it's best for the mission?

Research Administration
- Campuses are incentivizing faculty to do things by creating lots of small opportunities for grants, grad student awards, etc. However, each of these must be applied for. I routinely pass up such opportunities because I don't think it's worth my time to spend many hours on an application for, say, $1000. I routinely pay for research expenses out of pocket because it's so much easier, but that's not good for anyone. When grad students are applying and applying, we're processing recommendation letters galore.
- Research administration rules are a better fit for lab research than for community-based research, ethnographic fieldwork, and the like. There's little understanding of the latter, creating additional barriers.

Increase in Student-Faculty Ratio

- The student-to-faculty ratio is going in the wrong direction on at least some campuses. Meanwhile, we're supposed to grow enrollments. Classes get bigger, email loads grow, and tenure density decreases. With fewer ladder-rank faculty, undergrad and grad student research needs increase for each ladder faculty member, so there are more theses, capstone projects, etc. We're doing more with fewer people. The numbers are stark on some campuses.

Commute times cut into work

- On some campuses, faculty need to live further away from campus because of escalating housing prices. The commute time cuts into work and dulls the soul, for many. It contributes to making caregiving harder, too, leading to increased caregiving costs and/or a hit to wellbeing.