CUCSA — Council of UC Staff Assemblies

UNIVERSITY OF CALIFORNIA — Systemwide Human Resources

University of California 2019 Staff Engagement Survey

RIVERSIDE (488)

How to Read Results

Scores

Scores shown are the total Percent Favorable (typically the top two options), or the Top Box. For example:

Agree	Tend to Agree	?	Tend to Disagree	Disagree
☑	☑	☐	☐	☐

Top Box + Other Favorable
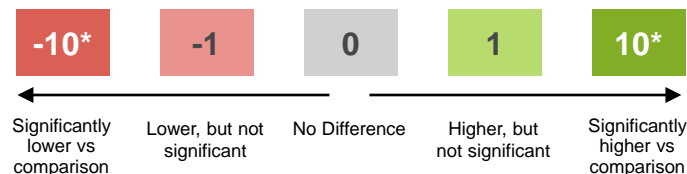
Differences and Colors

Differences to norms are shown as % points. Norms may include past surveys, parent groups, industry, national or high performance benchmarks.

For example:	Total Favorable Score	Historical	Parent Group	Company Overall	Industry Norm
Employee Engagement	**76**	-8*	3*	3*	-10*
3 — I have a good understanding of our goals. ◎	74	n/a	1	-9*	2*
12 — I have a good understanding of how my job contributes to achieving our goals. ★	78	1	4*	-1	0

Icons (if applicable)

#	When a question number is shown in red it is a priority issue.
◎	Strategic Priority Question
★	Key driver question.
(N)	On some questions disagreeing is the favorable response.
n/a	Score not available

* **Statistically significant** differences are indicated with asterisks and darker colors. They are meaningful differences, where we are 95% confident it did not occur by chance. The cut-off for significance varies according to the size of the groups being compared. Small groups require a bigger difference for it to be significant.

-10*	-1	0	1	10*
Significantly lower vs comparison	Lower, but not significant	No Difference	Higher, but not significant	Significantly higher vs comparison

Results Summary

RIVERSIDE (488) - Scores based on Total Favorable

Results vs. RIVERSIDE 2017

4 Out Of **9** Categories Have Declined
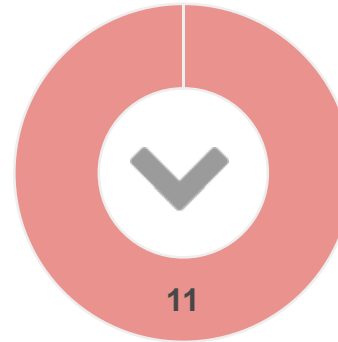
2 | **4** | **3**

Most Improved
Image/Brand 1
Performance Management 1

Most Declined
Diversity & Inclusion -7*
Working Relationships -4
Supervision -2

Results vs. US Norm

11 Out Of **11** Categories Are Below

11

Least Favorable
Leadership -20*
Empowered Culture -19*
Organizational Change & Innovation -14*

Sustainable Engagement

73

RIVERSIDE 2017: = **0**

Overall: ↓ **-4***

US Norm: ↓ **-5***

Strengths
▶ Image/Brand, Wellness

Opportunities
▶ Empowered Culture, Retention

Strengths and Opportunities

RIVERSIDE (488)

			% Favorable	Historical (491)	Overall (9,020)	Norm (148,768)
Strengths						
We should continue to build on these.	26	I believe strongly in the teaching, research, and public service mission of the UC system.	94	n/a	0	3*
	24	My supervisor is supportive of my participation in health or wellness-related initiatives and programs offered at my campus/location.	75	1	1	n/a
	5	I am proud to be associated with the UC system.	88	0	1	0

			% Favorable	Historical	Overall	Norm
Opportunities						
These are our priority areas to focus on.	30	Most of the time it is safe to speak up in this organization.	50	n/a	-9*	-19*
	36	At the present time, are you seriously considering leaving the UC system?	53	-7*	-6*	-14*
	32	I think I could report instances of dishonest or unethical practices to the appropriate level of authority without fear of reprisal.	60	n/a	-7*	-19*

These questions were chosen through an advanced algorithm that incorporates trends over time, difference from internal and external benchmarks, and predictive modelling of engagement and performance metrics, where available.

Strengths Detail

RIVERSIDE (488) - Scores based on Total Favorable

I believe strongly in the teaching, research, and public service mission of the UC system.	94

My supervisor is supportive of my participation in health or wellness-related initiatives and programs offered at my campus/location.	75

I am proud to be associated with the UC system.	88

Highest Scoring Groups

RIVERSIDE: Manager (Employee with the job title of Manager, responsibility over a functional area) (N-Size: 81)	100
RIVERSIDE: 20 < 25 (N-Size: 41)	100
RIVERSIDE: 30+ (N-Size: 12)	100
RIVERSIDE: Pay Range07 $70 - $79k (N-Size: 88)	98
RIVERSIDE: Asian (N-Size: 43)	98

Highest Scoring Groups

RIVERSIDE: Pay Range10 $100 - $109k (N-Size: 29)	93
RIVERSIDE: Pay Range12 $120 - $129k (N-Size: 14)	86
RIVERSIDE: 20 < 25 (N-Size: 41)	85
RIVERSIDE: 30+ (N-Size: 12)	83
RIVERSIDE: Pay Range11 $110 - $119k (N-Size: 30)	83

Highest Scoring Groups

RIVERSIDE: Manager (Employee with the job title of Manager, responsibility over a functional area) (N-Size: 81)	98
RIVERSIDE: 25 < 30 (N-Size: 21)	95
RIVERSIDE: Pay Range13 $130 - $139k (N-Size: 17)	94
RIVERSIDE: Pay Range05 $50 - $59k (N-Size: 74)	93
RIVERSIDE: Pay Range10 $100 - $109k (N-Size: 29)	93

Lowest Scoring Groups

RIVERSIDE: Pay Range04 $40 - $49k (N-Size: 16)	81
RIVERSIDE: 3 < 5 (N-Size: 67)	90
RIVERSIDE: Pay Range08 $80 - $89k (N-Size: 50)	90
RIVERSIDE: Pay Range05 $50 - $59k (N-Size: 74)	91
RIVERSIDE: Supervisor (Employee who supervises activities of direct reports) (N-Size: 89)	91

Lowest Scoring Groups

RIVERSIDE: 10 < 15 (N-Size: 91)	64
RIVERSIDE: Pay Range13 $130 - $139k (N-Size: 17)	65
RIVERSIDE: Pay Range04 $40 - $49k (N-Size: 16)	69
RIVERSIDE: Pay Range08 $80 - $89k (N-Size: 50)	70
RIVERSIDE: Pay Range06 $60 - $69k (N-Size: 83)	71

Lowest Scoring Groups

RIVERSIDE: Pay Range04 $40 - $49k (N-Size: 16)	75
RIVERSIDE: Pay Range11 $110 - $119k (N-Size: 30)	77
RIVERSIDE: Black (N-Size: 47)	83
RIVERSIDE: Supervisor (Employee who supervises activities of direct reports) (N-Size: 89)	83
RIVERSIDE: 5 < 10 (N-Size: 102)	83

Opportunities Detail

RIVERSIDE (488) - Scores based on Total Favorable

Most of the time it is safe to speak up in this organization.	**50**

At the present time, are you seriously considering leaving the UC system?	**53**

I think I could report instances of dishonest or unethical practices to the appropriate level of authority without fear of reprisal.	**60**

Highest Scoring Groups

RIVERSIDE: Pay Range13 $130 - $139k (N-Size: 17)	**71**
RIVERSIDE: Pay Range10 $100 - $109k (N-Size: 29)	**62**
RIVERSIDE: Supervisor (Employee who supervises activities of direct reports) (N-Size: 89)	**62**
RIVERSIDE: 20 < 25 (N-Size: 41)	**61**
RIVERSIDE: Other (N-Size: 56)	**59**

Highest Scoring Groups

RIVERSIDE: Pay Range13 $130 - $139k (N-Size: 17)	**82**
RIVERSIDE: 20 < 25 (N-Size: 41)	**66**
RIVERSIDE: Manager (Employee with the job title of Manager, responsibility over a functional area) (N-Size: 81)	**63**
RIVERSIDE: Other (N-Size: 56)	**63**
RIVERSIDE: Pay Range10 $100 - $109k (N-Size: 29)	**62**

Highest Scoring Groups

RIVERSIDE: 25 < 30 (N-Size: 21)	**71**
RIVERSIDE: Supervisor (Employee who supervises activities of direct reports) (N-Size: 89)	**70**
RIVERSIDE: Pay Range10 $100 - $109k (N-Size: 29)	**69**
RIVERSIDE: 1 < 3 (N-Size: 101)	**66**
RIVERSIDE: Pay Range05 $50 - $59k (N-Size: 74)	**66**

Lowest Scoring Groups

RIVERSIDE: Asian (N-Size: 43)	**28**
RIVERSIDE: Black (N-Size: 47)	**40**
RIVERSIDE: Pay Range09 $90 - $99k (N-Size: 56)	**41**
RIVERSIDE: Individual Contributor (Employee with no direct reports; not a Director, Manager or Supervisor) (N-Size: 247)	**42**
RIVERSIDE: 10 < 15 (N-Size: 91)	**42**

Lowest Scoring Groups

RIVERSIDE: Asian (N-Size: 43)	**37**
RIVERSIDE: Black (N-Size: 47)	**40**
RIVERSIDE: 3 < 5 (N-Size: 67)	**42**
RIVERSIDE: Pay Range11 $110 - $119k (N-Size: 30)	**47**
RIVERSIDE: 30+ (N-Size: 12)	**50**

Lowest Scoring Groups

RIVERSIDE: Asian (N-Size: 43)	**49**
RIVERSIDE: 30+ (N-Size: 12)	**50**
RIVERSIDE: Pay Range04 $40 - $49k (N-Size: 16)	**50**
RIVERSIDE: Black (N-Size: 47)	**51**
RIVERSIDE: 10 < 15 (N-Size: 91)	**54**

Categories vs. Benchmarks

RIVERSIDE (488)

	Total Favorable Score		RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
Career Development	58		-1	-2	-12*
Communication	65		0	-6*	-8*
Diversity & Inclusion	69		-7*	-4	-7*
Empowered Culture	55		n/a	-8*	-19*
Image/Brand	79		1	-4*	-2
Leadership	52		n/a	-1	-20*
Organizational Change & Innovation	52		n/a	-4	-14*
Performance Management	54		1	-4	-12*
Supervision	72		-2	-3	-6*
Sustainable Engagement	73		0	-4*	-5*
Wellness	70		0	0	n/a
Working Relationships	74		-4	1	-1

Category Breakdown by Role

Differences based on Total Favorable

	RIVERSIDE (488)	RIVERSIDE: Individual Contributor (Employee with no direct reports; not a Director, Manager or Supervisor) (247)	RIVERSIDE: Supervisor (Employee who supervises activities of direct reports) (89)	RIVERSIDE: Manager (Employee with the job title of Manager, responsibility over a functional area) (81)	RIVERSIDE: Director and above (69)
Career Development	58	-4	3	4	7
Communication	65	-3	3	2	4
Diversity & Inclusion	69	-3	4	3	2
Empowered Culture	55	-6	10	4	4
Image/Brand	79	-1	-4	6	4
Leadership	52	-2	2	-2	7
Organizational Change & Innovation	52	-4	4	4	5
Performance Management	54	-2	2	3	2
Supervision	72	-4	5	4	4
Sustainable Engagement	73	-2	-1	7	2
Wellness	70	-2	3	4	1
Working Relationships	74	-6	4	9	8

Career Development

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
	Career Development	**58**	**-1**	**-2**	**-12***
16	I am confident I can achieve my personal career objectives within the UC system. ★	62	-1	-1	-11*
20	My campus/location provides people with the necessary information and resources to manage their own careers effectively. ★	54	-2	-3	-14*

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Communication

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
	Communication	**65**	**0**	**-6***	**-8***
1	My campus/location does an excellent job of keeping employees informed about important organizational matters affecting us.	**65**	**2**	**-7***	**-4***
9	I feel able to openly and honestly communicate my views to my supervisor and other leaders.	**65**	**-2**	**-5***	**-11***

Diversity & Inclusion

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
	Diversity & Inclusion	**69**	**-7***	**-4**	**-7***
8	I feel that management at my campus/location supports equal opportunity for all employees, of all differences, including, but not limited to, age, gender identity, ethnicity and disability status.	70	-7*	-3	-2
25	I can be myself at this organization without worrying about how I will be accepted.	72	n/a	-5*	-8*
33	Employees at my campus/location are treated with dignity and respect, regardless of their position or background.	64	-7*	-4	-12*

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Empowered Culture

RIVERSIDE (488)

	Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
Empowered Culture	**55**	n/a	**-8***	**-19***
30 Most of the time it is safe to speak up in this organization.	**50**	n/a	**-9***	**-19***
32 I think I could report instances of dishonest or unethical practices to the appropriate level of authority without fear of reprisal.	**60**	n/a	**-7***	**-19***

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Image/Brand

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
	Image/Brand	**79**	1	-4*	-2
5	I am proud to be associated with the UC system.	88	0	1	0
15	My campus/location is highly regarded by its employees.	56	2	-11*	-9*
26	I believe strongly in the teaching, research, and public service mission of the UC system.	94	n/a	0	3*

Leadership

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
Leadership		**52**	n/a	**-1**	**-20***
27	Senior leadership at my campus/location has adequately communicated the organization's long-range goals and strategic direction.	**58**	n/a	**0**	**-19***
28	There is sufficient contact between senior leadership at my campus/location and employees in this organization.	**46**	n/a	**-2**	**-20***

Organizational Change & Innovation

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
	Organizational Change & Innovation	**52**	n/a	**-4**	**-14***
10	Generally, recent major organizational changes across the UC system have been: Explained well ★	37	10*	-7*	-11*
29	People here are open to trying new and different ways of addressing our departmental challenges.	51	n/a	-4	-21*
31	People in my department are encouraged to come up with innovative solutions to work-related problems. ★	69	n/a	-3	-10*

Performance Management

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
Performance Management		**54**	1	-4	-12*
2	I feel my campus/location does a good job matching pay to performance.	32	3	-1	-19*
4	I feel my personal contributions are recognized.	63	-1	-5*	-7*
17	I think my performance on the job is evaluated fairly.	66	1	-7*	-9*

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Supervision

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
	Supervision	**72**	**-2**	**-3**	**-6***
3	My supervisor keeps me informed about issues that affect me.	71	-2	-3	-10*
11	My supervisor treats me with respect.	83	-5*	-4*	-5*
18	My supervisor listens carefully to different points of view before coming to conclusions. ★	70	-3	-4	n/a
23	My supervisor does a good job of building teamwork.	65	0	-1	-10*
34	My supervisor helps me make time to participate in training and development activities. ★	73	-1	-1	2

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Sustainable Engagement

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
	Sustainable Engagement	**73**	**0**	**-4***	**-5***
6	I am satisfied with my involvement in decisions that affect my work.	61	1	-7*	-11*
12	My work schedule allows sufficient flexibility to meet my personal/family needs.	76	-1	-8*	-2
13	I feel motivated to go beyond my formal job responsibilities to get the job done.	81	-1	-2	-5*
14	I have the equipment/tools/resources I need to do my job effectively.	68	2	-7*	-8*
19	I would recommend the UC system as a good place to work.	80	-3	1	-1
21	Working for the UC system inspires me to do my best work.	71	0	-1	-2

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Wellness

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
Wellness		**70**	0	0	n/a
24	My supervisor is supportive of my participation in health or wellness-related initiatives and programs offered at my campus/location.	75	1	1	n/a
35	My organization promotes an environment of physical, mental, and social well-being.	65	-2	0	-5*

Working Relationships

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
	Working Relationships	**74**	**-4**	**1**	**-1**
7	There is good cooperation between my department and other departments at my campus/location.	**68**	**-2**	**1**	**-4**
22	There is good cooperation between staff in my department.	**80**	**-7***	**0**	**1**

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Retention

RIVERSIDE (488)

		Total Favorable	RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)
Retention		n/a	n/a	n/a	n/a
36 At the present time, are you seriously considering leaving the UC system?	"No" ➡	53	-7*	-6*	-14*

Key Drivers - Sustainable Engagement

RIVERSIDE (488)

RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)	Total Favorable Score		
-1	-2	-12*	58	Career Development	
-2	-3	-6*	72	Supervision	Sustainable Engagement
n/a	-4	-14*	52	Organizational Change & Innovation	

Key Driver Questions - Sustainable Engagement

RIVERSIDE (488)

RIVERSIDE 2017 (491)	Overall (9,020)	US Norm (148,768)	Total Favorable Score	
-1	-1	-11*	62	**Career Development:** I am confident I can achieve my personal career objectives within the UC system.
-2	-3	-14*	54	**Career Development:** My campus/location provides people with the necessary information and resources to manage their own careers effectively.
-3	-4	n/a	70	**Supervision:** My supervisor listens carefully to different points of view before coming to conclusions.
-1	-1	2	73	**Supervision:** My supervisor helps me make time to participate in training and development activities.
n/a	-3	-10*	69	**Organizational Change & Innovation:** People in my department are encouraged to come up with innovative solutions to work-related problems.
10*	-7*	-11*	37	**Organizational Change & Innovation:** Generally, recent major organizational changes across the UC system have been: Explained well

Sustainable Engagement

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Group Sizes

RIVERSIDE (488)

Benchmarks

RIVERSIDE 2017...	491	US Norm...	148,768
RIVERSIDE 2015...	408	US Universities Staff Norm..	17,011
Overall...	9,020		

Role

RIVERSIDE: Individual Contributor	247	RIVERSIDE: Manager	81
RIVERSIDE: Supervisor	89	RIVERSIDE: Director and above	69

Gender

RIVERSIDE: Female	336	RIVERSIDE: Male	152

Tenure

RIVERSIDE: 1 < 3	101	RIVERSIDE: 15 < 20	53
RIVERSIDE: 3 < 5	67	RIVERSIDE: 20 < 25	41
RIVERSIDE: 5 < 10	102	RIVERSIDE: 25 < 30	21
RIVERSIDE: 10 < 15	91	RIVERSIDE: 30+	12

Ethnicity

RIVERSIDE: Asian	43	RIVERSIDE: White	223
RIVERSIDE: Black	47	RIVERSIDE: Other	56
RIVERSIDE: Hispanic	118		

Pay Range

RIVERSIDE: Pay Range04 $40 - $49k	16	RIVERSIDE: Pay Range07 $70 - $79k	88
RIVERSIDE: Pay Range05 $50 - $59k	74	RIVERSIDE: Pay Range08 $80 - $89k	50
RIVERSIDE: Pay Range06 $60 - $69k	83	RIVERSIDE: Pay Range09 $90 - $99k	56

Pay Range

RIVERSIDE: Pay Range10 $100 - $109k	29	RIVERSIDE: Pay Range12 $120 - $129k	14
RIVERSIDE: Pay Range11 $110 - $119k	30	RIVERSIDE: Pay Range13 $130 - $139k	17

Staff Engagement Taskforce
Draft Project Plan

BACKGROUND

High levels of engagement impact employee retention and improve organizational performance.

In 2012, UC initiated periodic administration of a pulse survey of nonrepresented staff to measure employee engagement. The survey and methodology was developed in collaboration between the Council of University of California Staff Assemblies (CUCSA), UC Human Resources' Employee Relations department, and Willis Towers Watson, a national firm specializing in workforce opinion survey research.

The most recent survey was conducted in 2017. In January 2018, an open forum was held at UCR to share both systemwide and campus results, and to obtain feedback about priorities for campus staff. As a next step, the Chancellor appointed a taskforce to develop specific recommendations for campus actions. Taskforce members were selected to include a broad cross section of staff in an effort to ensure that all staff perspectives are heard.

PRINCIPLES

1. Campus leadership recognizes the value of staff and the importance of an engaged staff work force.
2. Taskforce members communicate the perspectives of staff from across campus, and from all levels of the organization, not individual points of view.
3. Broad campus input is encouraged and will be solicited.
4. Transparency - progress will be communicated via updates to the Taskforce web page, hosted on the Chancellor's website.
5. Taskforce members are committed to providing constructive and forward-looking recommendations for staff engagement which benefit the campus as a whole.
6. Managers and supervisors play a key role in staff engagement.

PROJECT GOALS

1. Identify best practices for creating a culture of staff engagement at UCR.
2. Review results from the 2017, 2015 and 2012 surveys as well as recent campus input from the January 2018 forum and from the 2017 "Campus Conversations".
3. Incorporate input from the Academic Senate through consultation with the Committee on Faculty Welfare to solicit input on their perspectives.
4. Identify data-informed opportunities to enhance staff engagement at UCR.
5. Develop recommendations for campuswide programs to address concerns raised by staff and increase levels of staff engagement at UCR.

6. Develop methodology for evaluation of proposed strategies.

TIMELINE

The Task force will meet twice a month for approximately six months, and will put forth recommendations to the Chancellor by December 15, 2018. This timetable will require dedication to hard but enormously meaningful work. Participants will have a voice in shaping material enhancements to the staff experience at UCR.

Kickoff meeting	• Charge from Chancellor Wilcox • Assignment of roles and responsibilities (data analysis, communications, campus engagement, report writing, program evaluation, etc)	6/20/18
Research and evaluate best practices	• Introduction to employee engagement • Evaluation of best practices	7/5/18
Data review	• Evaluation of systemwide data • Evaluation of campus data • Identification of campus trends	7/19/18
Identify areas of focus for initiatives	• Group identification of priorities and general topics for initiatives	8/2/18
Development of initiative proposal	• Outline elements of initiatives • Identify any needed resources • Determine mechanism for measuring effectiveness	8/16/18
Review of draft initiative proposal	• Fine tune draft initiatives • Evaluate against available campus input received to date • Develop plan for campus engagement and input	8/30/18

	• Develop agenda for meeting with sponsor	
Check in with project sponsor (Chancellor)	• Share proposed programs and areas of focus • Discuss resources	9/13/18
Debrief of check-in with project sponsor, finalize planning for campus open forums , hold open forums	• Share feedback • Resolve outstanding issues • Finalize details of forums • Assign drafting responsibilities for presentations and final report	9/27/18
Campus forums	• Meeting time used for campus forums	10/11/18
Debrief of campus forums	• Fine-tune recommendations • Identify resources needed •	10/25/18
Written Report to Project Sponsors	• Draft Report to Team • Identify and share and/or develop suggested metrics • Identify needed resources	11/8/2018
	• Final Report Edits • Identification of campus communication strategy	11/29/2018
	• Final Report Submitted	12/13/18
Upon adoption of recommendations, team will work on following deliverables		
Draft Communication Resources	• Develop communication and implementation materials	

Report on the Faculty Campus Climate Survey 2019

UCR Academic Senate Committee on Faculty Welfare

April 2020

Contents

List of Figures

1 Introduction

This survey was developed by UCR's Academic Senate Committee on Faculty Welfare (CFW) to assess the overall climate of UCR. There were questions on seven topics (Research, Teaching, Advising/Mentoring, Service, Equity, Campus Climate, Leadership and Governance).

The CFW requests that the Senate distributes this report to all departments and Academic Senate committees. It further requests that appropriate entities on campus come up with recommendations via active engagement between the Senate and the administration. Recommendations resulting from this consultation should be implemented within an established time frame (for example, one academic year) to resolve the key issues exhibited by this survey.

1.1 Background

In fall 2018, the CFW decided to conduct a faculty climate survey as a result of the dissatisfaction with the most recent survey conducted by an outside consulting firm at the request of the UCR administration in Winter 2013. There was a general sense that the response turnout for that survey had been low for a number of reasons, but especially due to the fact that the questions were more relevant for the administration than for the faculty. The CFW thought that a survey written and conducted by the faculty for the faculty would be much more relevant and would also put the respondents at ease. The CFW convened a subcommittee (three members) in charge of structuring the survey and writing a questionnaire. After many drafts, feedback and long deliberations with the committee, the survey was finally approved at the end of Winter 2019.

1.2 The survey

Invitations to take the survey were sent out on May 7, 2019. Altogether, 1123 members of Academic Senate were invited of whom 243 were emeriti[1]. It was closed on May 21, 2019.

The survey was designed and administered via Qualtrics. A special care was taken to make it as anonymous as possible. For that reason, it was decided at the early stage of designing the survey that raw data would never be shared with anyone outside the CFW. Furthermore, even raw data do not contain any identifying information for respondents (e-mail addresses, names, IP/MAC addresses of computers and devices used to take the survey etc). It was clearly stated in the invitation that the survey is completely anonymous and the identity of respondents would be protected.

1.3 Analysis of results

The raw data were carefully analyzed and summarized by the CFW over the course of four quarters (spring 2019-spring 2020). At the beginning of the 2019-2020 academic year, two more faculty joined the subcommittee, and one member left. After many rewrites and much feedback from the committee, the subcommittee concluded the report during the spring quarter 2020.

Numerical responses and comments were analyzed in parallel. Numerical data were used to analyze representability of the survey (see §1.4) and also for comparison with the context and details of the comments.

A total of 633 comments were received across all sections of the survey. Comments from each section were divided between members of the subcommittee. Each member sorted their assigned comments into 3 to 5 findings. These findings were discussed in several meetings of the CFW. During the ensuing discussion, seven major findings were proposed (see Section 2).

Many comments were relevant to more than one section (e.g., comments within the section on departmental leadership also referred to college or campus leadership). Therefore, each member of the subcommittee reexamined their assigned comments and matched them to *any applicable finding* proposed by the full committee. Comments could be matched to more than one finding. The seven major findings are presented

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[1]Faculty with several departmental affiliations may have received more than one invitation

here in order of most-to-least comments. Comments that could not be matched (31 comments, or 5%) were categorized as "Other issues."

The committee believes the comments were significant and insightful, especially in the instances where many comments shared a concern. To protect the identity of respondents, no comments with personal information or written in a manner that could reveal the identity were included. All comments presented in this report are rewritten, summarized, or represent a composite of several similar statements.

1.4   How representative is the survey?

The number of respondents varied between 339 to 363 (depending on questions asked). Only 9 respondents identified themselves as emeriti. The response rate in proportion of the number of invitations sent was thus between 30.2% and 32.3% (depending on the question). If we assume that all emeriti who participated in the survey identified themselves, the response rate among active faculty was up to 42.1%.

For the purpose of assessing representativity of the survey, respondents were asked to provide demographic information (college/school affiliation, department affiliation within the college/school, faculty rank, length of service at UCR, gender and race/ethnicity). The number of responses gathered on these questions was in general lower (sometimes significantly lower) than on the survey *per se*. A possible explanation is that some respondents were reluctant to provide too much of potentially identifying information.
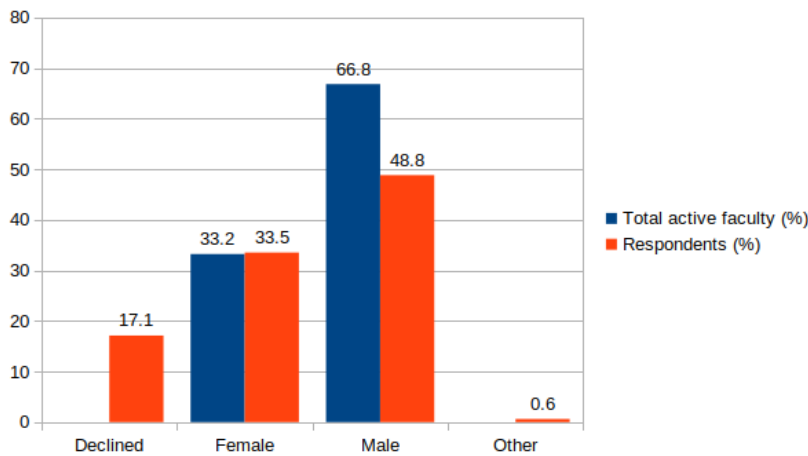
Figure 1: Gender distribution of survey respondents (322 answers) and UCR faculty[2].

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[2]https://www.universityofcalifornia.edu/infocenter/uc-workforce-diversity
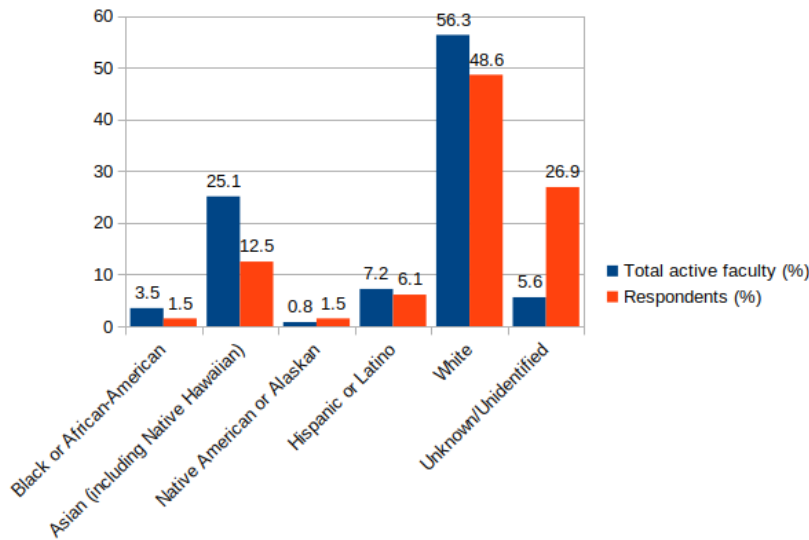
Figure 2: Self-identified race and ethnicity of survey respondents (327 answers) and UCR faculty. Data provided by UCOP were used for comparison.
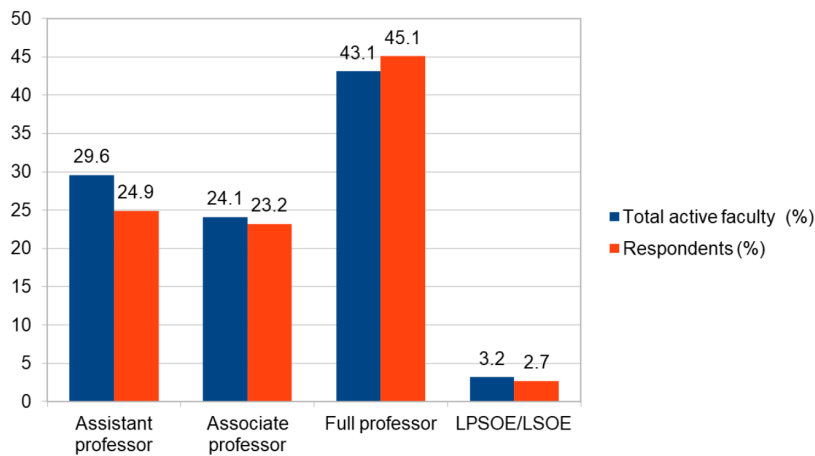
Figure 3: Faculty rank of survey respondents. Data are only available for presently employed faculty[3]. The total number of responses to this question (297) is significantly lower than the total number of respondents.
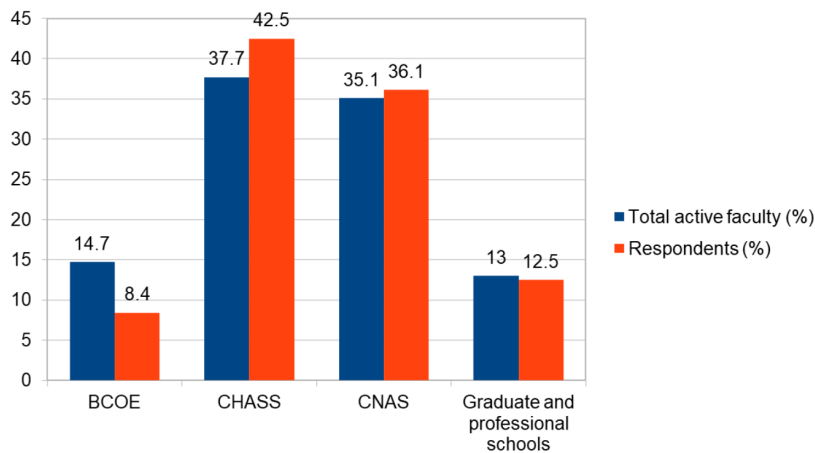
Figure 4: Distribution across colleges and graduate/professional schools (332 answers).

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[3]https://ir.ucr.edu/stats/employees/headcount

There is no information available to compare the distribution of length of service. Out of 305 respondents who provided that information, the two largest groups there whose who have been working at UCR for 1-4 years (83=27.2%) and more than 20 years (70=23%). The distribution across the other 3 groups was more even.

Summary

The survey appears to accurately represent the distribution of faculty across colleges/schools and faculty rank. Gender and race/ethnicity distribution is harder to assess since a significant number of respondents chose not to provide that information.

2   Major findings

2.1   Campus administrators' lack of consultation with faculty (regarding funding and hiring priorities, campus growth, allocation of resources, etc.) imperils UCR's research and teaching missions.

2.1.1   Numerical data

This finding was derived from 339 responses to the question, "I have confidence in the administrative leadership decision-making processes at the campus level with respect to: (Q6) formulating realistic goals; (Q7) providing adequate resources and facilities to enable growth goals."
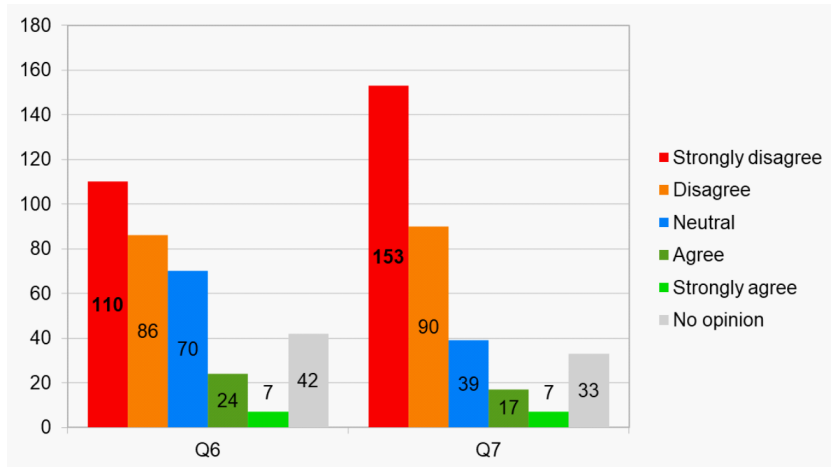
Figure 5: Survey responses to the statement, *"I have confidence in the administrative leadership decision-making processes at the campus level with respect to:*

Q6 Formulating realistic growth goals.

Q7 Providing adequate resources and facilities to enable growth goals."

2.1.2   Edited comments

This finding was also supported by 140 comments, representing 22% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

The university makes decisions that completely defy faculty's stated goals, dismantling our nationally-ranked programs. As a result, we will no longer attract top students or faculty.

The administration is not committed to shared governance.

Shared governance is a distant memory.

Faculty are rarely consulted in decision-making; instead, we are asked to fill out surveys after upper administration has already made the decisions.

Faculty are not consulted about FTEs, workload, leadership opportunities; instead, decision making processes are top-down and not transparent.

The current leadership does not respect the majority faculty opinion in making its decisions. For example, faculty did not choose the massive increases in undergraduate enrollment currently underway.

The administration makes decisions by fiat in flagrant disregard of shared governance. To take just one example, the administration moved forward with the STEM High School proposal with almost no input from faculty.

Upper administration has repeatedly violated shared governance, as evidenced by its lack of consultation with faculty regarding UC PATH, the STEM High School, the "35,000 in 2035" initiative.

Now that 2020 is already upon us, it is shocking how little the administration has consulted with faculty regarding a new strategic plan. The Chancellor was widely criticized for his lack of broad consultation in his 5-year review, yet this pattern continues.

The administration operates as if it disdains its faculty, students and staff. There is no effort to bring the campus together to define goals and develop strategies for a larger campus.

It seems to me that campus leaders do not care about UCR; they seem more interested in furthering their own careers.

The disastrous cluster hiring process is but one example of the disconnect between upper level administration, especially the chancellor, and the rank and file faculty. Instead of supporting the professors, the campus leadership gives us more busy-work, making it more difficult for us to conduct research and teach.

The administration notifies faculty of its decisions and equates it with consultation.

The campus leadership's top-down approach treats faculty as if we're part of the problem, not the solution.

The administration is not committed to shared governance. The budget process should be transparent so campus leaders can be held accountable for their decisions.

The cluster hire process was disturbing and dysfunctional: it took away departments' abilities to make their own all-important decisions about hiring.

Faculty feedback is not taken seriously when it comes to review of deans or chancellors.

We can't solve our problems if administrators ignore faculty.

Administrators waste our potential when they treat UCR like a business rather than a university.

The Chairs' and Directors' Forum is an information dump rather than a true consultation.

New administrators need to be better trained about faculty governance, equity and academic freedom.

Administrators need to stop trying to make us like other UCs. We should celebrate the wonderful faculty, staff and students we have at UCR.

What makes UCR special: faculty and students dedicated to research, teaching and mentoring. Administrators take credit for this, but do not give faculty their due.

Humanities and Social Sciences do not receive enough funding.

Support for research and travel pales in comparison to other UCs and R1 institutions.

Teaching loads are heavier than at other UCs; UCR's expectations resemble Cal States'.

Scheduling courses from 7am to 9pm negatively affects educational experiences of students and impinges on faculty's abilities to fulfill family obligations.

Timing of classes should be determined by department, not by the campus.

UCR should forestall expansion until we have enough classrooms for current student body.

Staff is overworked and cannot respond adequately to faculty and student needs.

We need more staff with the requisite skills to assist the growing number of faculty, allowing faculty to focus on their research and teaching rather than on administrative or technical tasks.

There are not enough staff to keep rooms clean or research facilities and equipment functioning .

The number of administrators and staff at the campus level keeps increasing while staff are taken away from departments—where the real research and teaching occurs.

2.1.3 Summary

Faculty observe a lack of consultation and a disregard for shared governance by campus administration, which has resulted in substandard conditions to effectively carry out research and teaching responsibilities.

2.2 Insufficient infrastructural and financial supports compromise (graduate) education.

2.2.1 Numerical data

This finding was derived from responses to the question, "My department/school and campus support my research agenda in the following ways..." pertaining to graduate studies. 363 responses were given. The majority (more than 55%) of respondents disagree or strongly disagree with the claims that financial support of graduate students is competitive with other UCs and that the graduate student body is diverse.
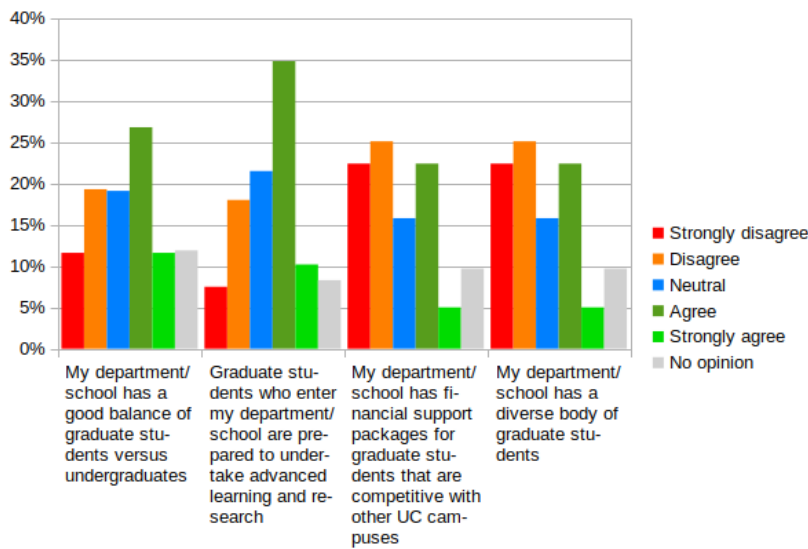
Figure 6: Survey responses to the statement, *"My department/school and campus support my research agenda in the following ways"* (percentage of the total number of respondents)

2.2.2 Edited comments

This finding was supported by 123 comments, representing 19% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

Our financial packages to graduate students cannot compete with other UCs, much less other R1 institutions, so the number and quality of our grad students are declining.

A research university cannot exist without graduate students and research infrastructure and both are in a poor state at UCR.

We do not do enough to recruit and support a diverse graduate student body.

UCR has spent more energy raising the profile of its undergraduate than graduate student body, and this should be rectified.

There are too few TA positions to support grad students.

Discussion section enrollments are too large, overworking grad students and diminishing undergraduate educational experiences.

TA workload is especially problematic in CHASS where students write essays, the grading of which is time-consuming.

The enrollment number which "triggers" the hiring of Readers and TAs is too high, especially when compared to other UCs.

Undergraduate classes smaller than 75 also need graduate student support.

Class enrollments are too large.

We do not have enough classrooms; many of those we have are not well-maintained.

2.2.3 Summary

Lack of resources for graduate students reduce their ability to work effectively, as well as UCR's ability to attract strong graduate students and to improve its standing as an R1 institution.

2.3 Hostile campus climate (bullying, sexual harassment, abuses of power, disrespect) disproportionately harms women, faculty of color (FOC) and junior faculty

2.3.1 Numerical data

The survey collected two numerical metrics pertaining to this finding. The first question was, "I have confidence in the department/college/campus academic leadership handling of problematic behaviors, practices or personnel". The total number of responses was, respectively, 346/344/341. The corresponding data are shown in Figure 7 below.
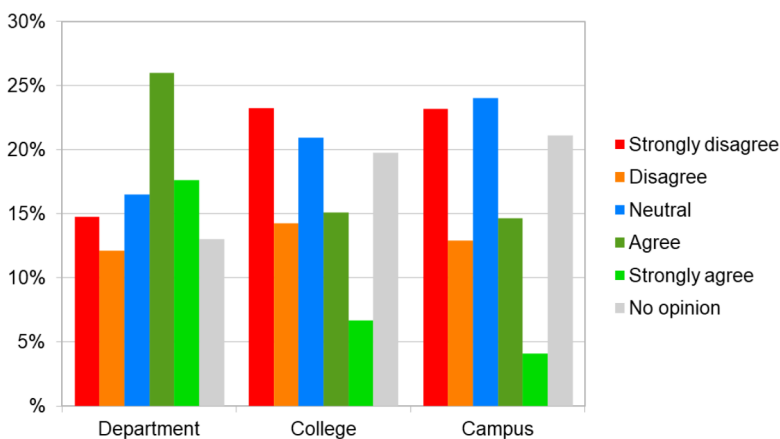

Figure 7: Survey responses to the statement, *"I have confidence in the department/college/campus academic leadership handling of problematic behaviors, practices or personnel"* (percentage of the total number of respondents)

In the second, respondents were asked whether they had first-hand experience of hostile and problematic behavior. An alarmingly large number (**254 respondents**) reported having experienced or witnessed various kinds of such conduct, as shown in Figure 8

2.3.2 Edited comments

This finding was supported by 120 comments, representing 19% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.
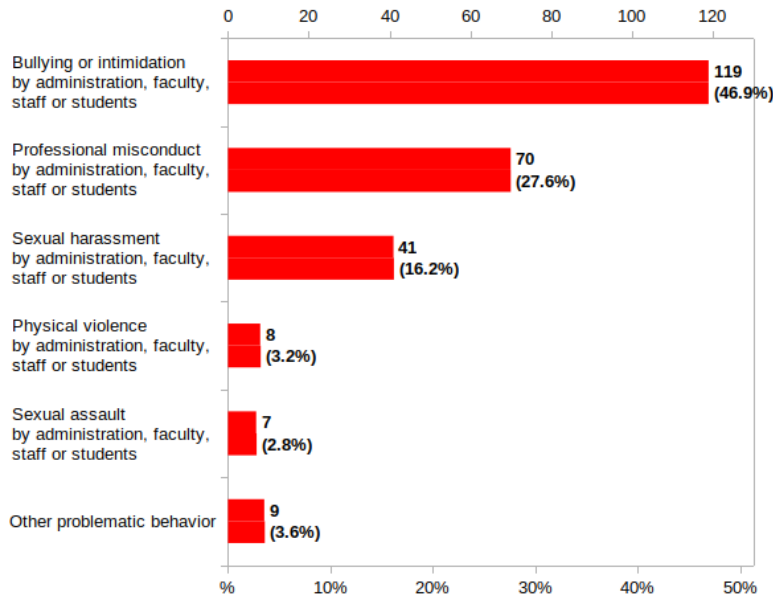
Figure 8: Survey responses to the question *"Do you have first-hand knowledge of any of these issues?"* (percentage and the total number of respondents)

The university cares more about liability exposure than justice.

LPSOEs are treated as second class citizens despite their significant contributions to UCR's mission.

Dishonest faculty suffer no consequences; to the contrary, some have been promoted.

There is a bias against faculty who have "politically incorrect" or unpopular views.

Full professors disrespect the work of junior scholars.

The department atmosphere is toxic.

A faculty member spied on and bullied his graduate students, pitting them against each other, causing some to leave the program.

There seems no way to resolve bullying when a power imbalance is involved.

Administrators have violated whistleblower policies.

Senior faculty have bullied junior faculty with regard to voting.

Men in leadership positions ignore women.

Senior faculty members discriminate against faculty members they do not like.

Egregious misbehavior by white male faculty members (bullying, not showing up for classes, use of profanity, attempts to sabotage others' merit reviews) has been ignored.

The campus is completely unconcerned about bullying, hostility and even violence committed by men unless compelled to move by external forces. This was underscored by the gross mishandling of sexual harassment allegations against Sandoval.

Some senior faculty take junior faculty data or ideas and present them as their own.

The upper administration only responds to gender discrimination in the review process when faced with legal action or a public relations crisis.

Aggressors receive only gentle reprimands followed by promotion.

Faculty who have experienced intimidation or racial micro-aggressions feel they have no recourse as they fear retribution.

A dean pressured a search committee to hire the person s/he wanted.

The anti-Latin atmosphere on campus is palpable, despite UCR's HSI status.

Graduate students reported verbal abuse by a faculty member; there does not seem to be a mechanism to report such incidents.

Some senior faculty expect junior faculty to do all the work.

My department chair bullied me.

I have experienced blatant sexism and subtle homophobia from my chair.

I have been sexually harassed by colleagues.

A senior faculty member denigrated me in faculty meetings when I turned down their repeated requests that I do some service.

Senior faculty member berated junior faculty in a faculty meeting.

The chair takes sides in department factions and rationalizes wrongdoing.

A senior faculty member bullies staff and junior faculty to get what they want, but nothing is done about it.

I am personally aware of accounting fraud.

Every case related to harassment or bullying was reported to higher authorities but no action was taken.

Chair creates a toxic environment by disrespecting faculty, especially those of immigrant backgrounds.

I have seen violations of ethical, confidential and professional standards.

Legalities and secrecy allow bad actors to get away with their predatory behaviors.

Faculty are not held accountable in any way for sexism, racism or misogyny.

Dean gives leadership positions to faculty who agree with him; most have been given to men, even though there is gender parity among the faculty.

Deans tried to use funds donated for an endowed chair for other purposes, and nothing was done by upper administration.

Faculty member was not disciplined for financial misconduct from which they personally benefited.

I am concerned with the increasing number of hate crimes, offensive graffiti and physical threats on campus.

The campus did not respond adequately to students bullying me.

Sexism is rampant. The handling of the Sandoval case underscores men's power and perpetuates the view that men are more important than women. How can any woman feel safe or taken seriously?

Work environment is not equitable for women, FOC, junior faculty or adjuncts, though some micro efforts are occurring.

Senior faculty ignore campus/school/department priorities and do whatever they want, which diminishes faculty governance and perpetuates dysfunctional culture.

Counterpoints:

VPAR appropriately handled issue of faculty misconduct.

The Office of Diversity, Equity and Inclusion resolved an incident of a student making inappropriate comments based on gender.

2.3.3 Summary

There is substantially more confidence in department than college or campus handling of problematic behavior. The lack of confidence in college and campus handling exists because many faculty have witnessed or experienced problematic behavior which did not result in appropriate consequences, apart from a couple of notable exceptions.

2.4 Women and FOC (especially junior faculty) bear the brunt of inequities regarding workload, service, working conditions and teaching (evaluations), yet fewer retention efforts are made on their behalf.

2.4.1 Edited comments

This finding was supported by 104 comments, representing 16% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

There are too few women in leadership positions at UCR.

Research has shown that teaching evaluations are biased against women and FOC; UCR relies too heavily on them as measures of teaching effectiveness.

We have persistent problems when it comes to gender and race and we don't seem to be able to solve them.

Junior faculty tend to do the main service and teaching in the department.

African-American and Latin students comprise half our major, and they would like more faculty with their backgrounds to advise them.

Teaching assignments favor white men and disfavor minority women.

Senior faculty do not do enough to protect junior faculty from high teaching loads.

University policies do not consider differences among courses that result in significant differences in workload.

Retention, especially of FOC, is our biggest problem.

Teaching evaluations over-emphasize the negative and weigh too heavily in personnel reviews; teaching excellence is just expected, not rewarded.

UCR has enhanced its reputation on the backs of those it refuses to recognize in the personnel review process.

Faculty do not share teaching responsibilities equitably yet there seems to be no system in place to document or rectify these inequities.

The personnel process is biased against women who have children after tenure, who cannot stop the clock despite scientifically-proven impairments that often accompany childbearing.

There is no system for redressing pay inequities which often favor men.

The personnel review process privileges quantitative work over qualitative, and rewards quantity over quality.

Publications of faculty in smaller areas are not sufficiently acknowledged.

2.4.2 Summary

Merit and promotion review processes do not adequately give credit to the work faculty of color and women disproportionately do; thus, retention and advancement of faculty of color and women is insufficient.

2.5 Advising and mentoring are not adequately acknowledged as faculty labor, and tend to be borne by women, FOC and junior faculty.
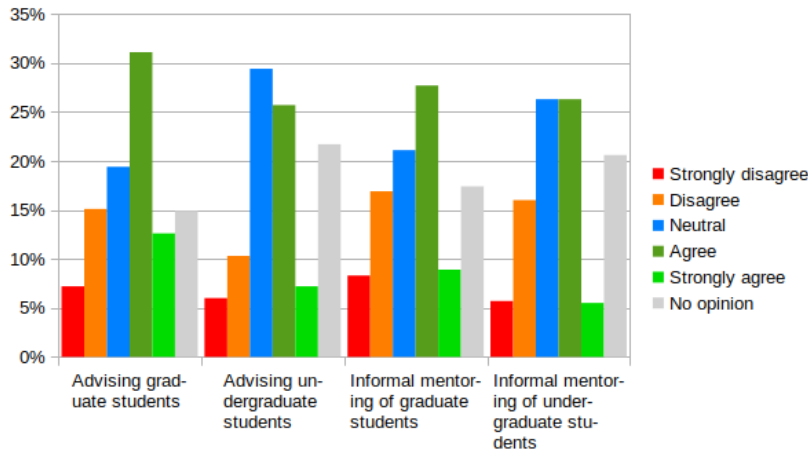
2.5.1 Numerical data

One of the first questions in the survey was "My department/school distributes advising and mentoring responsibilities equitably with respect to _____" for various categories of mentoring and their recognition in the personnel review process (Figures 9 and 10). 351 responses were given. Their analysis shows that while most respondents have from neutral to strongly positive opinion on equitability of *distribution* of such duties, the opinions about *recognition* of mentoring in merit and promotion process are very polarized. Surprisingly, a large number of respondents (in some cases more than 30%) expressed no opinion on the matter.

Figure 9: Survey responses to the statement, "*My department/school distributes advising and mentoring responsibilities equitably with respect to _____*" (percentage of the total number of respondents)
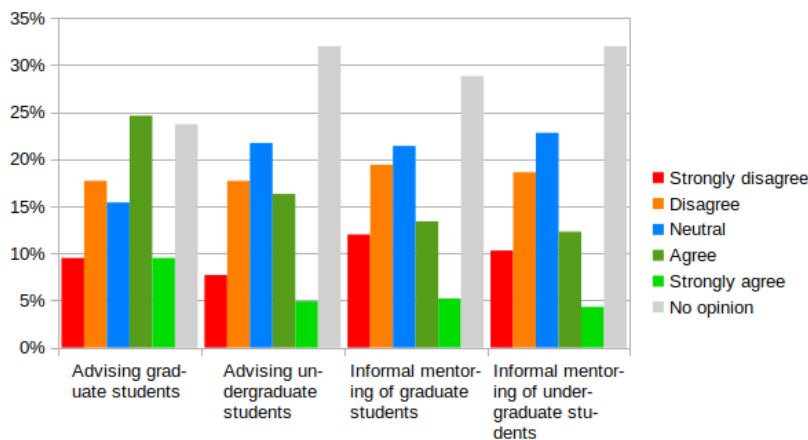

Figure 10: Survey responses to the statement, "*My department/school distributes advising and mentoring responsibilities equitably with respect to the evaluation of _____ in the personnel review process*" (percentage of the total number of respondents)

2.5.2 Edited comments

This finding was supported by 58 comments, representing 9% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

Undergraduate advising loads are too high, especially given the extra support our students need.

Mentoring is severely undervalued, especially for FOC who are known for the extra burden of mentoring and advising they take on.

Efile should be changed to reflect the many hours it takes to mentor undergraduate and graduate students.

Women do most of the mentoring and this is not acknowledged in the personnel review process.

Undergraduate advising should be done by faculty, not by staff who do not know the field.

There are disparities in advising and mentoring yet these are not systematically tracked, much less addressed.

Mentoring and advising are undervalued; UCR rewards selfishness.

There is no way to indicate the hidden labor involved in mentoring students-——who are not my advisees–about career options or graduate school.

Faculty who are good at advising and mentoring are given more of those responsibilities, often to the detriment of their own careers.

We do not adequately reward faculty who spend significant time and effort with under-represented undergraduate and graduate students.

Junior faculty often do the bulk of the advising but senior faculty are named as committee chairs and get the credit.

2.5.3 Summary

The quantitative data presented likely reflect the experiences of the majority, where many believe that advising and mentoring are distributed equitably. However, the comments, which likely reflect the experiences of the minority, present a rather different picture. According to comments, women, faculty of color, and junior faculty often bear more mentoring responsibilities, which leaves less time for research and hinders their merit advancements and promotions. This is also reflected in numerical data pertaining to equity in the evaluation of mentoring (Figure 10).

2.6 College and campus leadership do not consult sufficiently (or communicate effectively) with faculty about policies, hiring priorities, teaching expectations.

2.6.1 Numerical data

This finding was derived from responses to the three questions, shown in Figures 11, 12 and 13. Figures 11, 12 are also relevant for §2.7. There were 346 (respectively, 344, 341) responses to questions concerning departments leadership (respectively, colleges/schools leadership, the campus leadership).
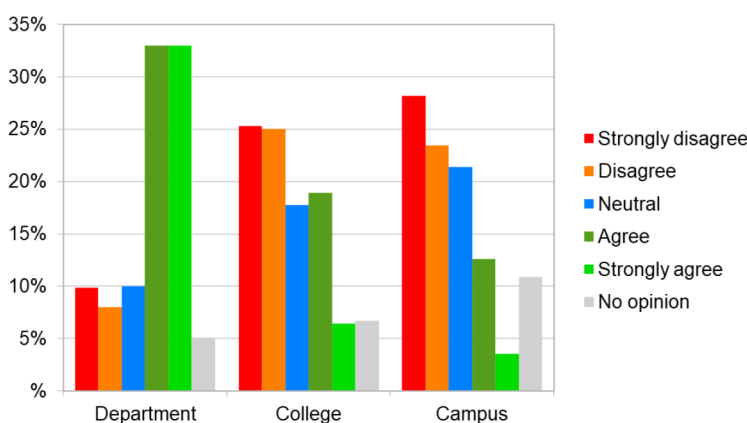

Figure 11: Distribution of responses to the survey question,*"Is the faculty adequately consulted by the department/college/campus academic leadership regarding department/college/campus goals?"*

2.6.2 Edited comments

This finding was supported by 32 comments, representing 5% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.
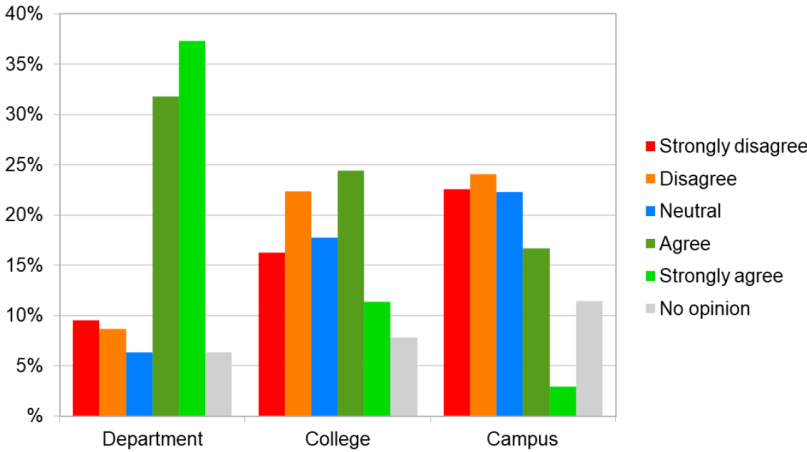
Figure 12: Distribution of responses to the survey question,"*Confidence in department/college/campus leadership decision making with respect to hiring of new faculty.*" (% of respondents)
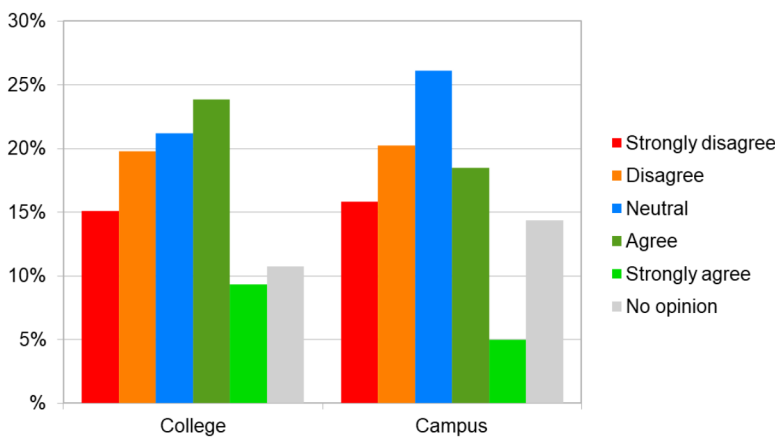

Figure 13: Distribution of responses to the survey question, *"Does faculty have confidence in college/campus leadership with respect to evaluation of teaching in the merit/promotion process?"*

College leaders seem to be more concerned about what upper administration thinks than helping faculty fulfill our mission.

Morale has sunk to an all-time low.

Deans provide conflicting messages with regarding to teaching loads and team teaching.

Dean's office makes misleading presentations about budgets for hiring and support.

Deans do not advocate for faculty, who are the reason why the college can function. This is demoralizing.

Our dean does not respect faculty governance.

Our college leadership lacks vision, transparency and consistency in decision-making.

Counterpoint:

Our Dean does an effective job of outlining clear vision within our constraints.

2.6.3   Summary

Departments were largely seen as appropriately consulting faculty, whereas the colleges and the campus leadership were not seen as appropriately consulting faculty for campus goals, hiring, and merits/promotions.

2.7 While many faculty members expressed satisfaction with department leadership, others faulted department chairs for lack of transparency, favoritism and insufficient consultation with faculty.

2.7.1 Numerical data

Relevant numerical data are shown in Figures 7, 11, 12 and 13.

2.7.2 Edited comments

This finding was supported by 25 comments, representing 4% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

Department leadership supports faculty labor and contributions, though this is not always the case with senior faculty.

My chair gives preferential treatment to scholars whose approach s/he shares in hiring, which threatens the department's intellectual diversity.

Our process for selecting a new department chair was shrouded in secrecy.

Our department chair vets issues with senior faculty before bringing them to the entire faculty, which is problematic as senior faculty do not represent all fields.

Our chair gives too much power to less experienced faculty and consults too little with senior faculty.

I love my department.

Our department leadership is stable and outstanding.

2.8 Other issues

2.8.1 Edited comments

Thirty-one comments, representing 5% of the total, described other issues. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

UCR does not run efficiently–classroom conditions, technology, course scheduling–despite myriad meetings held to address these issues.

Very problematic that UCPath, Banner and eFilePlus were implemented before being thoroughly tested.

Students on skateboards and scooters make campus less safe.

Despite problems, I feel fortunate to work in a civil community where I can work with students from under-served communities.

3   Appendix

Climate Survey Subcommittee

Justin Chartron, Bioengineering (joined in 2019–20)
Begoña Echeverria, GSOE
Jacob Greenstein, Mathematics
Marta Hernandez Salvan, Hispanic Studies
Daniel Jeske (term ended in 2018–19)
Megan Robbins, Psychology (joined in 2019–20)

Committee on Faculty Welfare

Abhijit Ghosh, Earth and Planetary Sciences (Chair)
Justin Chartron, Bioengineering
Begoña Echeverria, GSOE
Brian Federici, Entomology
Jacob Greenstein, Mathematics
John Heraty, Entomology
Marta Hernandez Salvan, Hispanic Studies
Stefano Lonardi, Computer Science & Engineering
Manuela Martins-Green, Molecular, Cell & Systems Biology
Megan Robbins, Psychology
Patricia Morton, Media & Cultural Studies
Raymond Russell, Sociology

ee and Labor Relations

and Labor Relations is committed to promoting respectful, effective, rofessional relationships between UC Riverside and its employee groups.

🏠 (/) EMPLOYEE AND LABOR RELATIONS (/FRONT/EMPLOYEE-AND-LABOR-RELATIONS) » COLLECTIVE BARGAINING

Collective
Bargaining +

Collective Bargaining

Employee and Labor Relations (ELR) provides direction and advisory services to campus management in administration of collective bargaining agreements and the State Higher Education Employee Relations Act.

ELR, in consultation with UCR Administration, represents the interests of UC Riverside during contract negotiations and provides interpretive services for contracts and institutional matters raised by exclusive and non-exclusive employee representatives. Read more about Higher Education Employee Relations Act (HEERA) (/about-us/employee-and-labor-relations/collective-bargaining/employee-labor-relations-heera).

Labor
Relations +

We provide news, information sources and answers to commonly asked questions relating to following collective bargaining topics:

• Background of Collective Bargaining (/about-us/employee-and-labor-relations/collective-bargaining/employee-labor-relations-heera) • Employee Representation (/about-us/employee-and-labor-relations/collective-bargaining/employee-representation) • Notices (/about-us/employee-and-labor-relations/collective-bargaining/notices)	• Union Information Requests (/about-us/employee-and-labor-relations/collective-bargaining/union-information-requests) • Union Organizing (/about-us/employee-and-labor-relations/collective-bargaining/union-organizing) • Union Stewards (/about-us/employee-and-labor-relations/collective-bargaining/union-stewards)	• Access to Employees by Union (/about-us/employee-and-labor-relations/collective-bargaining/access-employees-union) • Weingarten Rights ☒ • FAQ ☒

Union Contacts and Representative Contacts

Human Resources (/)

- To view the various bargaining unit agreements and their contact information, please visit the Union Contacts and Representative Contacts webpage (/about-us/employee-and-labor-relations/po-union-contacts-representative-contacts).
- Information on UC Riverside staff and academic bargaining units is provided in the Collective Bargaining Agreements webpage (/about-us/employee-and-labor-relations/collective-bargaining-agreements).

Information Sources

- Labor Relations News ⧉
- UCR Policies and Contracts (/policies-and-procedures/personnel-policies-local-procedures)
- The Public Employment Relations Board (PERB) ⧉ is a quasi-judicial administrative agency charged with administering the collective bargaining statutes covering employees of University of California.
- UCOP Office of Labor Relations ⧉ maintains a comprehensive site containing current news, background information, historical review, information about the representation election process, collective bargaining status reports and answers to frequently asked questions.

🔍 Search

Department Information

UC

Mailing Address:

UCR Human Resources
900 University Avenue, Riverside, California 92521

Location Address:

University Village
1201 University Avenue, Suite 208
Riverside, California 92521
Tel: (951) 827-5588 | Fax: (951) 827-2672

Employment Verification

UCPath center uses a third party, The Work Number, to provide all employment and income verifications.

You will need the employer code 15975 along with the employees complete social security number.

You can access the work number at www.theworknumber.com (www.theworknumber.com) or 1-800- 367-2884.

Related Links

Academic Personnel ⧉

UCOP Human Resources ⧉

Business and Administrative Services ⧉

UCPath@UCR ⧉

UCR Post Employment Benefits ⧉

900 University Ave.
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Faculty and Staff - Headcount Overall

Customize this display:

Scope/Measure

Headcount Overall ⌄

Time

2016-2020 ⌄

Students

Non-Students ⌄

Organization

All ⌄

Personnel Type	2016	2017	2018	2019	2020
Academic Personnel	**1,714**	**1,767**	**1,802**	**1,841**	**1,817**
Instructional Faculty - Acting and Ladder Ranks+L(P)SOE	**789**	**813**	**840**	**855**	**869**
Full Professor	360	362	363	370	370
Associate Professor	192	194	203	211	227
Assistant Professor	224	238	248	245	233
Lecturer With (Potential) Security of Employment	13	19	26	29	39
Instructional Faculty - Other	**334**	**332**	**332**	**338**	**326**
Clinical	63	54	63	63	63
Lecturer Without (Potential) Security of Employment	217	221	215	223	208
Other	54	57	54	52	55
Non-Faculty - Other Academic Appointment	**522**	**535**	**527**	**548**	**512**
Other Academic Appointments	522	535	527	548	512
Non-Faculty - Student Appointment	**69**	**87**	**103**	**100**	**110**
Medical Residents	69	87	103	100	110
Staff Personnel	**2,936**	**3,081**	**3,035**	**3,025**	**2,924**
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Executive/Management/Senior Professional	338	374	365	387	397
Professional Support Staff	2,598	2,707	2,670	2,638	2,527
Total	**4,650**	**4,848**	**4,837**	**4,866**	**4,741**

Microsoft Power BI   ⤴   ↗

Download this data here ⬀ (Headcount and FTE by organization) (last updated on December 01, 2020)

Details about the data:

Figures are **unduplicated headcounts** and **full-time equivalents (FTE)** for UCR employees as of the October payroll. Those holding multiple positions are counted under what IR considers their **primary job title and departments;** please see the **IR Data Dictionary** ⬀ for details. At the organization level, employees are counted under what IR determined as the **highest level** within their home department. As a result, the sum of department-level headcounts will differ slightly from university totals. By default, students employees are included in the totals but they may be filtered out using the menu provided.

Medical residents are always counted as employees.

For more information about these definitions, consult the **IR Data Dictionary** ⬀.

More questions? Please email us: **ir@ucr.edu (mailto:ir@ucr.edu)**.

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