



Chair's Fall Forum 2018

Welcome and Thank You!

Agenda

1:10- 1:40pm Students with Disabilities, Accommodations, Etc plus Q&A
Laura Riley and Maria Keller, Director and Associate Director, Student Disability Resource Center

1:40- 2:20pm Diversity in Hiring Successes and Academic Personnel Updates plus Q&A
Ameae Walker

2:20-2:50pm The WASC reaccreditation visit plus Q&A
Ken Baerenklau, Associate Provost

2:50- 3:20pm The Help Website, CA gender act and more plus Q&A
Anna Finn, Special Assistant to the Provost

3:20-3:50pm Title IX and related scenarios plus Q&A
Brooke Chang, Director of the Title IX office

3:50- 4:50pm eFilePlus plus Q&A
Eric Martin, Manager, Enterprise Application Development and **Sara Umali**, Principal Analyst, Academic Personnel.





Laura Riley

Director, Student Disability Resource Center

Maria Keller

Associate Director, Student Disability Resource Center



Ameae Walker

Vice Provost for Academic Personnel (VPAP)

Diversity in Hiring Successes and Academic Personnel Updates



Broad Definition of Diversity

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. **Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.**

-Regents Policy 4400: Policy on University of California Diversity Statement (amended 2010)



Benefits of Diversity

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission....Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community....**Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.**

- -Regents Policy 4400: Policy on University of California Diversity Statement (amended 2010)



Commitment to Equal Opportunity

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. **The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.**

- -Regents Policy 4400: Policy on University of California Diversity Statement (amended 2010)

Recent diversity and inclusion efforts in faculty hiring

- **Strong, consistent message from campus leadership**
- **Deliberate emphasis on diversity/inclusion and peer-based merit review in advertising** “UCR is a world-class research university with an exceptionally diverse undergraduate student body. Its mission is explicitly linked to providing routes to educational success for underrepresented and first-generation college students. A commitment to this mission is a preferred qualification.” And “Advancement through the faculty ranks at the University of California is through a series of structured, merit-based evaluations, occurring every 2-3 years, each of which includes substantial peer input.” It was anticipated that UC’s peer evaluation process for merits and promotions would be more appealing to candidates from groups we were trying to encourage to apply.

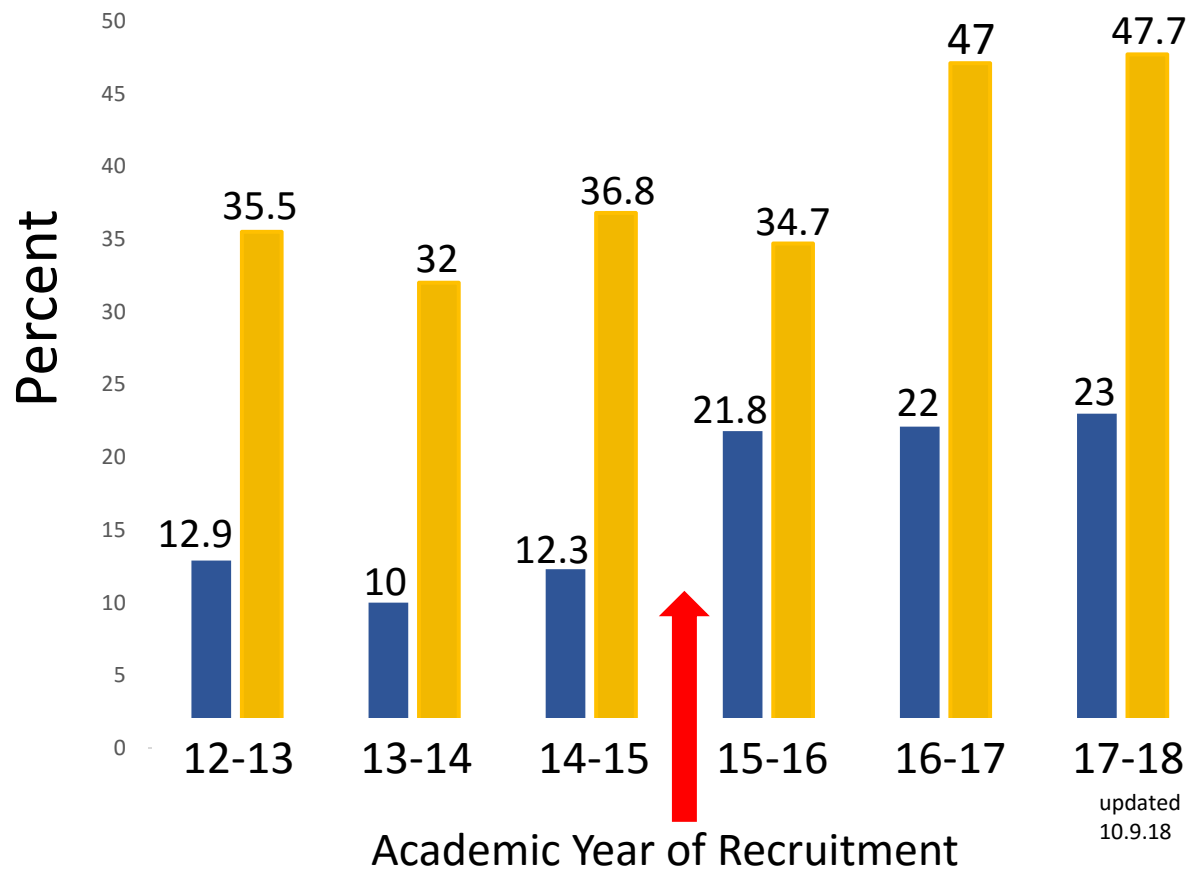


Recent diversity and inclusion efforts in faculty hiring

- Required diversity statements from all candidates and evaluation of these statements in all searches
- Required online module and interactive workshops for all search committee members, the latter focused on recognizing and counteracting implicit biases and how to evaluate the Contributions to Diversity Statements
- Emphasized PFP/CPFP candidates and the UCOP hiring incentives
- UCOP-funded Provost's Diversity in Engineering Fellows Program in 2016-17
- Similar UCOP-funded program in Math in 2018-19



Pattern of increase in New Hires Identifying as URM ■ or female ■





FACULTY COMMONS PROJECT

Funded by UCOP. Run by Georgia Warnke and Katherine Henshaw through the Center for Ideas and Society

What about retention? |



FACULTY COMMONS PROJECT

Building faculty communities based on shared interests through collaborative research and community programming —

Interested in joining a group? Contact the convener for more information:

Black Diaspora Studies: Anthony Jerry

Inequities in Health: Juliet MacMullin

Latinx and Latin American Studies: Adrián Félix

Performing Difference: Donatella Galella

Reclamation and Native American Communities: Wesley Leonard

Chair's Academic Duties Handbook



1. ACADEMIC PLANNING

a. Chair's Responsibilities

b. Best Practices

Annual Planning of the Curriculum and Teaching Schedule

Long Range Academic Planning

Planning for Unit 18 Contract Employees

Unit 18 Characteristics

Importance of Planning/Assessing Departmental Instructional Needs

Professional Development Fund

Pre-Six Reappointments

Continuing Appointments

Ending a Continuing Appointment

Planning for non-senate, non-represented academics

Health Sciences Clinical Professor

Volunteer Clinical Faculty

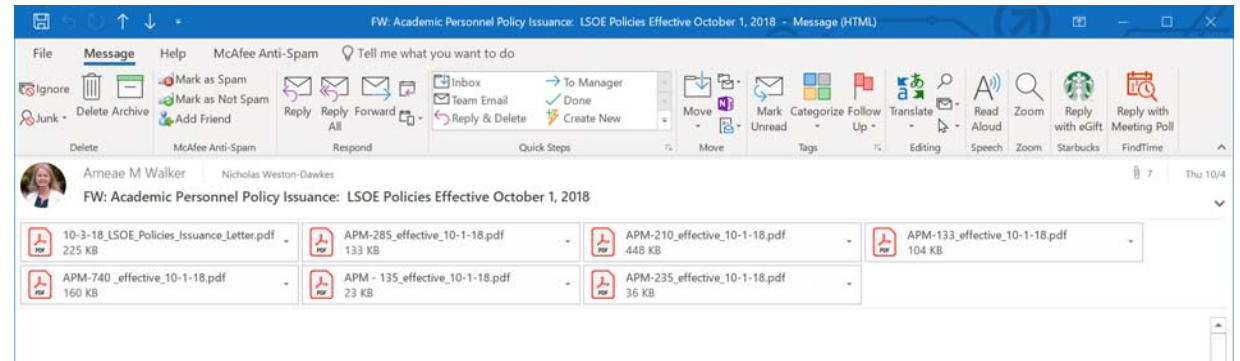
2. FACULTY RECRUITMENT, SELECTION, AND APPOINTMENT

a. Chair's Responsibilities

Faculty

Other Academic Appointees

Changes from OP to the Professor of Teaching Series



Hot off the Press

(effective 10/1/18)



- Good News: Sabbatical. The revisions to APM - 740 offer sabbatical to these faculty members so that they may engage in intensive programs of study in order to be more effective teachers and scholars, with the goal of enhancing their teaching and scholarly responsibilities. The UCOP Academic Personnel and Programs Office has developed guidelines to assist campuses in determining the starting sabbatical credit balance that should be assigned to those faculty currently in the PT series.

Hot off the Press

(effective 10/1/18)

- Good News in terms of number of Years to Accomplish Security of Employment: Time served in the unit 18 lecturer series, if any, does not count towards the 7 year limit



Hot off the Press (effective 10/1/18)

- Bad News: No official change in title, but UCR's working title is Professor of Teaching, X (e.g. chemistry) and we will continue to use.



Hot off the Press



- Criteria. New language on "teaching excellence" has been added to the review criteria to update the language on teaching expectations and to add specific criteria for review. In addition, revised language on "professional and/or scholarly achievement and activity" offers more specificity in the activities that would fit into this category. "Creative activities" are now acknowledged as appropriate contributions.

Compensation and Salary Scales

- UCOP Academic Personnel and Programs has developed revised salary scales for the PT series based on the same salary scales as the Professor series and operating under several principles: 1) the steps and advancement periods for the PT series will be the same as those for the Professor series, including the Business/Engineering/Economics, Law, Veterinary Medicine, and Health Sciences scales; 2) salaries for incumbents in the PT series will not be reduced in the transition to the revised scales; and 3) **campuses will transfer incumbents to the rank/step system based on years of experience and the appointment criteria set forth in the revised policies with input from the Academic Senate** (i.e., the Committee on Academic Personnel or an ad hoc committee for this purpose).

Hot off the Press -implementation

- Campuses have until July 1, 2019 to implement the revised policies, including adoption of a new rank and step structure with attendant discipline-based salary scales. UCOP Academic Personnel and Programs has developed a detailed implementation toolkit that has been issued in conjunction with the revised policies. A guiding implementation principle is that all faculty currently in PT titles should be subject to all aspects of the revised policies, with a **delayed implementation of the revised review criteria for PT faculty appointed prior to October 1, 2018.**

Hot off the Press -implementation

- PT faculty appointed prior to October 1, 2018 will continue to be evaluated under the review criteria set forth in policies in effect on September 30, 2018. **By the earlier of a date specified by the campus or June 30, 2023, these individuals are expected to transition to the October 1, 2018 revised criteria.** This will provide sufficient time to develop the teaching excellence and professional and/or scholarly achievement and activity, including creative activities, required for advancement under the revised criteria. **Individuals who prefer to be evaluated under the revised criteria prior to the date specified by the campus should contact their campus Academic Personnel Office. After the date specified by the campus, which shall not be later than June 30, 2023, individuals who wish to continue to be evaluated under the criteria in effect on September 30, 2018, may seek an exception to policy through their campus Academic Personnel Office.**

Professors of Teaching

- Cindy and I met with all of the PT faculty on Monday Oct 8th to discuss these changes and other issues.
- We have asked them to nominate about 3 representatives to work with Academic Personnel and the Senate on local procedures for implementation.



NSF Postdocs



- NSF individual postdoc fellowships cover not much beyond salary. There is no allowance for benefits, although some have used the small research budget to help pay for benefits.
- Please alert your faculty that if they accept anyone into their research group with one of these fellowships, the faculty member will be expected to fund benefits at the full postdoc union negotiated rate. Even for UCR applicants, we cannot monitor through the usual eCAF process since these are awarded to individuals and not the University – often the postdocs apply for funding when at their graduate institutions.

Late Notification when hiring postdocs!

- Staff who assist with the hiring of postdocs are having a real hard time with some faculty who notify them weeks after the postdoc's arrival and somehow expect them to get paid on time – not to mention all of the associated violations of lab safety and other university-required trainings! Please discuss this with your faculty. Dealing with these situations is much more complicated now that we have UCPath.



Negotiated Salary Trial Plan

- Our biggest problem with initiation of this program in the Spring was that faculty wishing to participate had not read the rules of participation – they were sent to all faculty on campus. It would help if as chairs you encouraged reading.



Partner Employment Opportunities

Database of opportunities and contacts at other institutions of higher learning, local government, local businesses, K-12 etc.

Will act as liaison for these and for on campus arrangements, if desired.

There are no specific allocations

Declan McCole

Peo@ucr.edu





Ken Baerenklau

Associate Provost

WASC Accreditation Visit

Ken Baerenklau, Associate Provost



What is Accreditation?

“Accreditation” is review of the quality of higher education institutions and programs. Accreditation is a major way public knows that an institution provides a quality education.

- Allows students to receive federal and state aid
- Allows faculty to receive federal grants and loans
- Allows state licensure in some professional fields

- [“About Accreditation,”](#) Council for Higher Education Accreditation

WSCUC (WASC) Accreditation Process

UCR's accreditor is the WASC Senior College and University Commission (WSCUC)

The WASC accreditation process is aimed at:

- Assuring the public that an accredited institution meets educational standards.
- Promoting deep institutional engagement with issues of educational effectiveness and student learning
- Promoting within institutions a culture of using evidence for continual improvement

[-From the WASC Handbook of Accreditation](#)

UCR's WASC Timeline

- **Fall 2010:** UCR completed previous accreditation cycle
- **February 2015:** Filed Interim Report
- **Fall 2016-Spring 2017:** Working group produced Institutional Report and Review under WASC Standards
- **January 31:** Filed Institutional Report, incorporating campus feedback
- **April 10:** Off-Site Review feedback received from WASC visiting team
- **August 15:** Additional documents submitted on assessment, budgets, diversity and hiring
- **September-October 23:** Prepare campus community to meet with WASC visiting team
- **October 24-26:** Accreditation Visit

Commendations

UCR received six commendations from the WASC Review Team

- 1. Growth in Research:** UCR reported an impressive 43% increase in federal research awards from 2012 to 2015 at a time when total federal research funding dropped by 8%.
- 2. Retention and Graduation:** UCR demonstrates a strong improvement in student retention and graduation and efforts in narrowing achievement gaps.
- 3. Student Well-being:** There is significant evidence that UCR is clearly attentive to the well-being of its students. Examples include, at the undergraduate level, the investment in student success center and at the graduate level, the development of the GradSuccess program.
- 4. Operating Reserves:** UCR has accumulated significant operating savings which provides it the opportunity to fund \$110 million for faculty expansion and other institutional priorities.
- 5. Social Mobility:** UCR's commitment to the education of historically underrepresented groups, including first generation college students, in support of students' pursuits to improve their social and economic standing (social mobility) is laudable.
- 6. Medical School:** UCR has contributed significantly to the public good by undertaking the formidable task of starting a Medical School to help address the health care needs of the community you serve.

What will the WASC Team focus on?

The Off-Site Review also produced 13 “Lines of Inquiry” that the WASC Team will focus on during the Accreditation Visit:

1. Mission and Strategic Planning
 2. Response to Previous Commission Action Letters
 3. Diversity of Faculty and Staff
 4. Assessment and Program Review
 5. Degree Completion
 6. Faculty/Staff Hiring
 7. Information Technology
 8. Campus Communication
 9. Shared Governance
 10. Assessment in Non-academic Units
 11. New Budget Model
 12. Financial Assumptions Underlying the Multi-Year Campus Financial Plan
 13. Leadership Churn
- More detail on Lines of Inquiry in handout and on WASC website

What else is the WASC Team looking for?

- Clarity of mission and purpose.
- Wide-spread commitment to assessment and evaluation as a tool for improvement, not just a requirement of accreditation.
 - Annual assessment of Program Learning Outcomes, Senate Program Reviews, Faculty's ongoing assessment of learning in coursework and mentoring, non-academic assessment
- Evidence that we take teaching seriously, examine outcomes, and implement changes aimed at improving programs and courses (“closing the loop”).
- WASC does not tell us exactly how to do assessment. They evaluate how well we carry out our own assessment plans and meet our own goals.

How Can You Help?

- Attend and participate in meetings with the WASC Team (October 24-26)
 - Staff: October 25, 9:00-9:55 AM, INTS 1113**
 - Faculty: October 25, 11:00-11:55 AM, INTS 1113**
 - Students: October 25, 2:00-2:55 PM, INTS 1113**
- Encourage your staff and peers to actively participate in the WASC visit and in the open pre-meetings:
 - Monday, October 22, 4:00-4:45, HUB 269
- Encourage those who cannot attend the visit to submit feedback to the confidential email address: ucr@wscuc.org
- Stay engaged! This process has already resulted in improvements and will result in more as we reflect on our strengths and weaknesses and work to enhance student learning.



Thank you!



Anna Finn

Special Assistant to the Vice Provost

Department Chair Fall Forum

The Help Website, CA Gender Act, and more!

Topics

- [Help.ucr.edu](https://help.ucr.edu)
- Diversity, Equity, Inclusion Advisory Committee
- Equity Advisors Pilot Program
- Gender Recognition Act
- Faculty Awards

help.ucr.edu

Help.ucr.edu is intended to help UCR community members navigate the many resources available to support individuals who have experienced or witnessed the issues listed below

| | |
|---|---|
| <u>Sexual Assault</u> | <u>Sexual Harassment</u> |
| <u>Race/Ethnicity Discrimination/Harassment</u> | <u>Relationship Violence or Stalking</u> |
| <u>Disability Discrimination or Harassment</u> | <u>Whistleblower Complaint (e.g. fraud)</u> |
| <u>International Student Issues</u> | <u>Code of Conduct Issue</u> |
| <u>Bullying</u> | <u>Other Workplace Issue</u> |
| <u>Climate Issue</u> | <u>Other Crime (e.g. theft)</u> |

Diversity, Equity & Inclusion (DEI) Advisory Committee

- Promotes, supports and advocates for the vision and values around diversity, equity and inclusion at UC Riverside
- Recommending body and serves to advise the Associate Vice Chancellor and Chief Diversity Officer on equity, diversity, and inclusion goals, strategies, plans, policy, projects and campus climate conditions
- Comprised of students, faculty and staff from across colleges and administrative support divisions of UC Riverside

Diversity, Equity & Inclusion (DEI) Advisory Committee, cont.

- Nicole Butts, Director of Affirmative Action and Equal Employee Opportunity
- **Gabriela Canalizo, College of Natural and Agricultural Sciences**
- Yasmeen Dabbas, Undergrad Representative, Diversity Council
- **Paul D'Anieri, School of Public Policy**
- **Kendrick Davis, School of Medicine**
- Anna Finn, Provost's Office
- Tasha Hudson, Office of Diversity and Inclusion
- Boris Maciejovsky, Committee on Diversity and Equal Opportunity
- **Suveen Mathaudhu, Bourns College of Engineering**
- Jessica Moronez, Graduate Student Rep and Diversity and Inclusion Academic Liaison
- **Jennifer Nájera, College of Humanities, Arts, and Social Sciences**
- Katina Napper, Academic Personnel
- **Tara Yosso, Graduate School of Education**
- Kristine Specht, Staff Representative, Multidisciplinary Financial and Administrative Unit
- **Elaine Wong, School of Business**

Overview of Equity Advisor Pilot Program

- In consultation with the Chancellor and Provost, the DEI Advisory Committee has piloted a faculty Equity Advisor program in CNAS, SOM, GSOE & SPP
- Equity Advisors are senior faculty who serve as liaisons to the department faculty/chairs/graduate advisors and the Dean's Office
- 1-2 per College, depending on size of College
- Nominations from Deans, Department Chairs, individual faculty members. Selections by consultation between Deans and DEI Advisory Committee
- 2 year appointments

Equity Advisor Role and Responsibilities

- Work collaboratively with the Chief Diversity Officer, Deans, Department Chairs, VPAP and search committees to identify and encourage best practices for faculty recruitment and retention
- Work with the Graduate Advisors to improve graduate student success
- Provide leadership in matters of equity, diversity and inclusion within their colleges to both administrators and faculty
- Assist the Dean in research on issues of pay equity, etc.
- Provide formal and informal mentoring

Equity Advisor Training

October

Academic hiring - how to facilitate and support equitable hiring practices at the committee, department, and school level

Working with EEAA (and other campus units) - how to effectively partner with EEAA to ensure equitable hiring, compensation, retention, family/medical and other leave issues

November

Conflict Management - how to openly address and de-escalate conflict

December

Supporting and Educating Faculty/Staff - how to engage staff in climate conversations and create unit climates where staff can be successful

January

Cultural humility/competency - how to celebrate and experience other cultures with sensitivity, inclusivity, and respect

Equity Advisor Training

February

Strategic planning for DEI - how to make sure diversity, equity, and inclusion are central to any strategic planning process, how to strategically plan to improve climate

March

Mentoring - how to support and facilitate mentorship networks for faculty members and graduate students from a range of backgrounds

April

Supporting Graduate Students and Postdoctoral Fellows- how to create productive departmental and school climates for graduate students, how to recognize and intervene when graduate student labor is exploited

May

Building effective programming - how to create programming that will engage and educate your particularly community (also a skill share)

June

Building a culture of respect / legacy planning - Assess areas that need work for next year, consider opportunities to enhance climate and create lasting programming/initiatives

Newly Appointed Equity Advisors

College of Natural and Agricultural Sciences

- Chia-En Chang, Professor, Chemistry
- Kimberly Hammond, Professor, Biology

Graduate School of Education and School of Public Policy

- Margaret Nash, Professor, Graduate School of Education

School of Medicine

- Brandon Brown, Associate Professor, Center for Healthy Communities
- Takesha Cooper, Assistant Clinical Professor, Health Sciences

Gender Recognition Act

- The Gender Recognition Act ([California Senate Bill 179](#)) will go into effect January 1, 2019.
- The bill streamlines the process for Californians to apply to change their gender markers, and creates a nonbinary gender category (the letter "x," "n," or "nb") on California birth certificates, drivers' licenses, identity cards, and gender-change court orders.
- This law provides an opportunity for our campus to update language and policies to be more inclusive of transgender, intersex, and nonbinary members of the UCR community.

Gender Recognition Act Task Force

1. Reviewing campus data systems, report templates, surveys/assessments, physical spaces, and policy language
2. Implementing inclusive changes to systems, policies and customer service practices
3. Recommending training and resources to ensure appropriate implementation.

Gender Recognition Act Task Force Timeline

The task force will convene regularly during the 2018-2019 academic year. Initial recommendations will be developed by **December 21, 2018**, for review and implementation by senior leadership and other campus stakeholders in 2019.

- **October 15-30 2018:** Inventory distribution to campus community
- **December 2018:** Initial recommendations to campus leadership
- **June 2019:** Follow up on implementation progress with units

Gender Recognition Act – Quick Tips

- Use the singular “they” rather than “he/she”
- Include your pronouns in your email signature
- Take the opportunity to learn more:
 - GLAAD Media Reference Guide:
<https://www.glaad.org/reference/transgender>
 - 'Ask Me': What LGBTQ Students Want Their Professors to Know
<https://www.youtube.com/watch?v=rnbnF8QAnsY>

Faculty Awards

- Increasing emphasis on ensuring that qualified faculty members are nominated for appropriate awards
- Professors John Ganim in English and Michael Pirrung in Chemistry are Faculty Assistants for Awards to the VPAP
- UCR Awards website:
<http://provost.ucr.acsitefactory.com/scholars-distinction>
- Update your faculty profile and encourage others to do so:
<https://profiles.ucr.edu/app/home>



Brooke Chang, J.D.

Director, Office of Title IX



**Sexual Harassment and Sexual Violence
Supervisory Training for
Department Chair Fall Forum - 2018
FALL 2018**

- Title IX Office

TITLE IX OFFICE

Brooke Chang, J.D.

Title IX Officer and Director

Skye Hall (formerly Surge),

Room 349

(951) 827-7070

website: titleix.ucr.edu



- Title IX Office

OBJECTIVES

- 1. Learn about Prohibited Conducts under the UC System Sexual Violence and Sexual Harassment Policy
- 2. Learn about the supervisor's role in the Title IX process
- 3. Learn about Title IX reporting requirements

- Title IX Office

UC System Sexual Violence and Sexual Harassment Policy

The University of California is committed to creating and maintaining a community dedicated to the advancement, application and transmission of knowledge and creative endeavors through academic excellence, where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual violence and sexual harassment, retaliation, and other prohibited behavior that violates law and/or University policy.



- Title IX Office

Prohibited Conduct under the Policy

- Sexual Harassment
- Sexual Violence:
 - ❖ Sexual Assault - Penetration
 - ❖ Sexual Assault - Contact
 - ❖ Dating Violence
 - ❖ Domestic Violence
 - ❖ Stalking
- Retaliation
- Invasion of Sexual Privacy

- Title IX Office

CONSENT

- Consent is defined in SVSH Policy as **affirmative, conscious, voluntary and revocable**. Lack of resistance alone or silence does not alone establish consent.
- Lack of protest, lack of resistance, or silence, do not alone constitute consent.
- Affirmative consent must be ongoing and can be revoked at any time during sexual activity.
- Consent, if in dispute, must be **investigated** and **factual finding** made by **Preponderance of the Evidence Standard**
- California Education Code section 67386 (Effective January 1, 2015)

MANDATORY REPORTING BY RESPONSIBLE EMPLOYEES

Any University employee who is not a Confidential Resource and who receives, in the course of employment, information that a **student** (undergraduate, graduate, or professional) has suffered sexual violence, sexual harassment or other prohibited behavior shall promptly notify the Title IX Officer or designee.

In addition, the following who, in the course of employment, receive a report of Prohibited Conduct **from any other person affiliated** with the University shall notify the Title IX Officer or designee:

- Campus Police
- Human Resource Administrators, Academic Personnel, and Title IX Professionals
- Managers and Supervisors including Deans, Department Chairs, and Directors of Organized Research Units (ORU)
- Faculty members

- Title IX Office

Title IX Office Webpage

FILE A REPORT ICON:

Online reporting for sexual assault/violence, dating violence, domestic violence, stalking, and sexual harassment. Disclosure of the incident may be required under the Clery Act. However, the identity of the survivor will not be disclosed.

[Online Mandatory Title IX Incident Reporting by Responsible Employees:](#)

- Incident reporting for non-confidential employees, including student employees. All non-confidential UCR employees in receipt of a complaint or report must report it without delay. The information will not be disseminated to the public unless required by law.

[Online Title IX Reporting for Victims/Survivors:](#)

- Incident reporting for students, faculty, and staff. The information provided will not be disseminated to the public unless required by the law.

- Title IX Office

WHAT MUST A RESPONSIBLE EMPLOYEE DO?

- Must provide name of survivor/complaining party.
- Provide status of complaining party and contact information, if known.
- Report the facts: how was this reported? what was stated?
- Provide the name(s) of accused and witnesses, if known
- Report as soon as practicable.
- Receiving information after you report as a non-supervisor.

- Title IX Office

WHAT A RESPONSIBLE EMPLOYEE MUST NOT DO?

- Please do not investigate a complaint. That is the Title IX Office's responsibility.
- Please do not try to intervene and resolve the issue. The Title IX Office will work with appropriate offices to resolve.
- Please do not promise confidentiality. You are not a confidential resource.
- Please do not share information with anyone else who does not have a legitimate need to know. While you must report, it is important to maintain privacy when possible.

SUPPORTING THE COMPLAINING PARTY

- Notify complaining party of your role as Responsible Employee and mandatory reporting requirements
- Address immediate safety of the complaining party, if necessary.
- Listening as support and try to be empathetic
- Please do not make decision for them
- Please do not make promises
- Why questions and refraining from judgment
- “Thank you for sharing with me. I'm going to send this information to the Title IX office, they might be contacting you in the near future regarding what you shared with me today. Remember, if you should need anything, there are several resources here on campus.”
- Provided resources and support

- Title IX Office

SAMPLE LANGUAGE TO SHARE WITH COMPLAINING PARTY

“It sounds like you’re about to tell me about an incident involving sexual violence/sexual harassment. I want to help you, but I must remind you that I am required by the University to discuss the details with the Title IX office. This is so the University can review these details, investigate if necessary, and provide you with any resources or support you may need to address the situation. If you just want to talk about a specific issue of sexual violence/sexual harassment, reporting options, or any support you might need, the CARE advocates are a confidential resource that you can use. I can help you connect with an advocate.”



- Title IX Office

REFERRAL TO RESOURCES

On Campus:

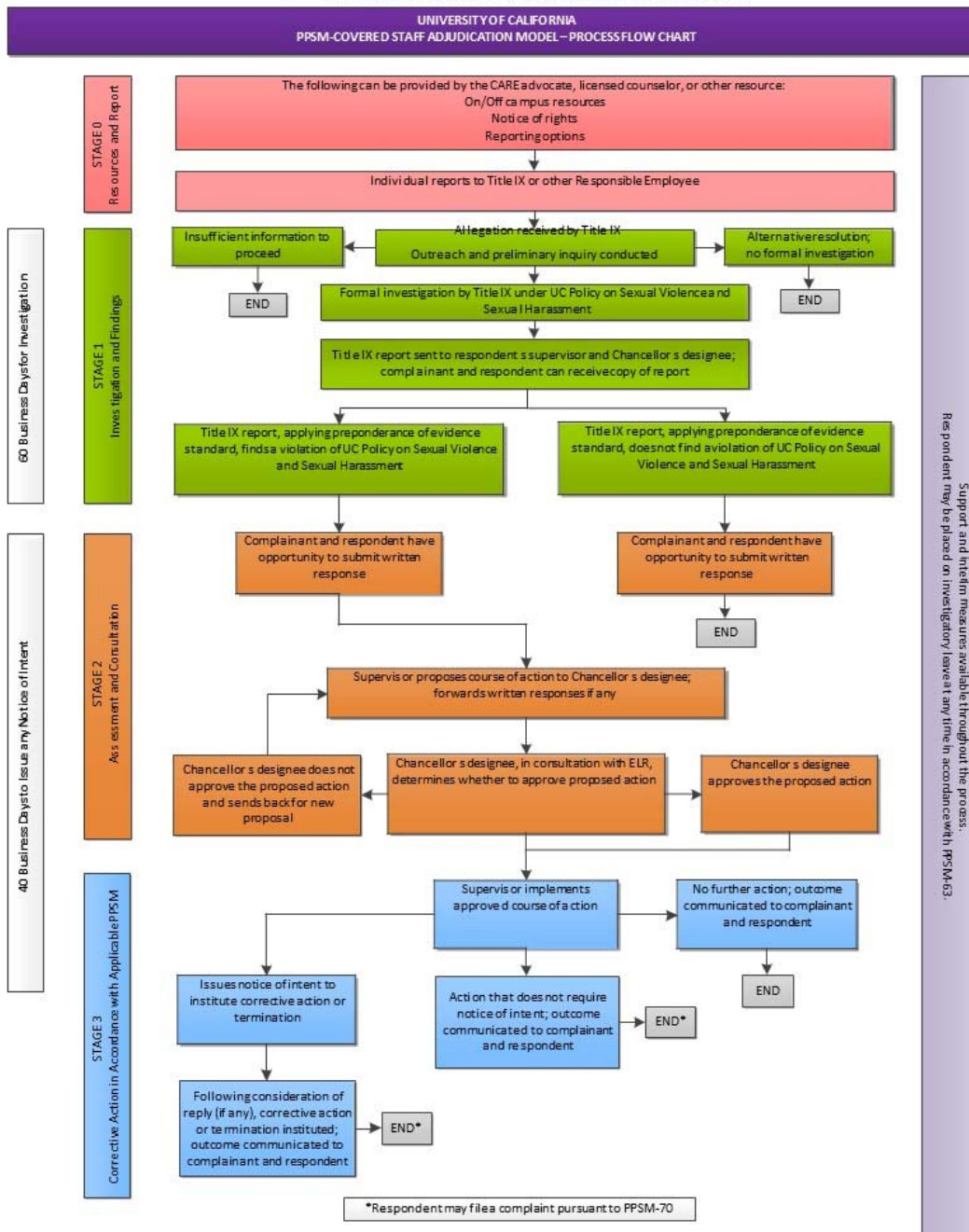
- ❖ Advocacy and support for survivors through CARE ([Confidential](#))
- ❖ Therapeutic counseling: Faculty and Staff Assistance Program and Counseling and Psychological Services ([Confidential](#))
- ❖ Ombuds Office ([Confidential](#))
- ❖ Respondent Services for the accused
- ❖ UCR Police Department
- ❖ Escort Service through UCR Police Department

Off campus:

- ❖ Riverside Area Rape Crisis Center
- ❖ Alternatives to Domestic Violence
- ❖ Family Justice Center
- ❖ Riverside University Health Systems Medical Center

- Title IX Office

Attachment 1: PPSM-Covered Staff Adjudication Model - ProcessFlow Chart



TITLE IX OFFICE PROCESS

- ▶ Interim protections and measures – **(Supervisors' involvement)**
- ▶ Available resources and support
- ▶ The complaining party may opt out of investigations and refile complaint later - **(Supervisors will be notified)**
- ▶ Incidents involving repeat offenders, aggravated or exceptional circumstances may be investigated without the consent of the complaining party – **(Supervisors will be notified)**
- ▶ Faculty, academic personnel, and select staff cases are reported to the Provost and Chancellor
- ▶ Alternative resolution is available in non-sexual assault cases with agreement by both parties - **(Supervisors' Involvement)**
- ▶ The Title IX Officer assigns Title IX investigators to case
- ▶ The Title IX investigator is required to conduct a fair and impartial investigation

TITLE IX OFFICE PROCESS CONT.

- ▶ Respondent and Complainant receive notice of charge(s) – **(Supervisors will receive a copy)**
- ▶ The complaining party and responding party both are interviewed, and may bring an advisor who is not a witness or involved in the incident.
- ▶ Witnesses for both parties may be interviewed – **(Possible Supervisors' Involvement)**
- ▶ Consideration of documentary evidence provided or uncovered (ie, texts, emails, instant messages) – **(Possible Supervisors' Involvement)**
- ▶ Review of evidence by both parties prior to the completion of investigative report
- ▶ Issue investigative report to both parties and sanctioning offices, and notice of determination will be sent to **first and second level supervisors**

- Title IX Office

NOTICES OF OUTCOME

Staff – Notifications to Supervisors (first level, deans, department chairs, etc.), Associate Vice Chancellor for Human Resources, Employee and Labor Relations

Faculty (Senate and Non-Senate) - Vice Provost for Administrative Resolution with notifications to supervisors (first level, dean, department chairs, etc.)

Academic Personnel (non-faculty) - Vice Provost for Administrative Resolution with notifications to supervisors (first level, dean, department chairs, etc.)

- Title IX Office

DISCIPLINARY SANCTIONS

Any member of the University community who is found to have engaged in Prohibited Conduct may be subject to disciplinary action, **up to and including dismissal** in accordance with the applicable University disciplinary procedure and/or collective bargaining agreement.

- Title IX Office

Sexual Harassment - Case Study 1

Lindsey is a staff member who worked for Director Smith. As part of her job, she coordinated and assisted in a study abroad program to Argentina sponsored by UCR. While in Argentina, Director Smith asked Lindsey to go out with her and engage in sex with her. Lindsey felt embarrassed, made an excuse, and quickly left their conversation without responding. After returning to UCR, Lindsey was terminated from her staff position. Lindsey is very upset and reports this allegation to you as her second level supervisor. Lindsey further confides in you that she is fearful that Director Smith will give her a bad reference for her next job, and asks for a reference from you.

You meet with Director Smith about this allegation, who asserts that she was engaged in a consensual relationship with Lindsey that ended badly, and Lindsey is an incompetent employee that is the reason for her termination.

- What are your next steps as Lindsey's second level supervisor?
- What will you need to tell Lindsey about your role as a Responsible Employee?
- How will you further advise Lindsey and the requested reference?
- What will you share about the Consensual Relationship Policy with Director Smith ?

Sexual Harassment – Case Study 2

James is a new employee in your office who is your direct report. During a recent office outing at a restaurant, the staff ordered wine or beers along with their dinners. One staff member, Robert, who was sitting next to James at this dinner became intoxicated, and began making jokes. As part of the joke, Robert grabbed James' buttocks. James is very upset and embarrassed as he is the new guy on the team. James comes to you as his supervisor and states that he just wants to tell you about this incident, but does not want Robert to know that he reported this incident to you. James further states that there is no way another man can touch his buttocks. Robert is a long time employee who you encouraged to apply for a position in your office and is a good worker. Robert also is known to have one too many to drink and gets rowdy during these office outings.

- What are your next steps as Robert's and James' supervisor?
- Should you investigate James' allegation?
- What will you need to tell James about your role as a Responsible Employee?
- How will you further advise James?

- Title IX Office

Retaliation - Case Study 3

Robert has been charged with sexual harassment by the Title IX Office. You have been notified by the Title IX Office as the second level supervisor as well as John, Robert's first level supervisor. After consultation with Employee and Labor Relations and the Title IX Office, you and John agreed to place Robert on investigatory leave during the pendency of this case. After the Title IX investigation, Robert was found responsible for sexual harassment, and determined to have violated the SVSH Policy. You and John recommended 1 month suspension to the Associate Vice Chancellor for Human Resources which is accepted. Robert accepted this disciplinary sanction, and after serving his suspension, Robert returned to work. John asks for your permission as the second level supervisor to transfer James to another department, so Robert and James would not be working together. John explains that since Robert is the more experienced employee and a friend, he should stay in the department.

- As a second level supervisor, what are your next steps?
- What is your decision about transferring James to another department?
- What must you consider in making this decision?

- Title IX Office

KEY CONCEPTS

- Employees who are not a confidential source must report sexual violence and sexual harassment incidents involving UCR **students** as soon as possible.
- Supervisors, managers, and faculty who are not a confidential source must report sexual violence and sexual harassment incident involving **any persons affiliated** with UCR as soon as possible.
- You are not always going to know if something is reportable. Please call Brooke Chang, Title IX Officer and Director of the Title IX Office for a consultation.

- Title IX Office

TITLE IX OFFICE

Brooke Chang, J.D.

Title IX Officer and Director

Skye Hall (formerly Surge),

Room 349

(951) 827-7070

<https://titleix.ucr.edu/>



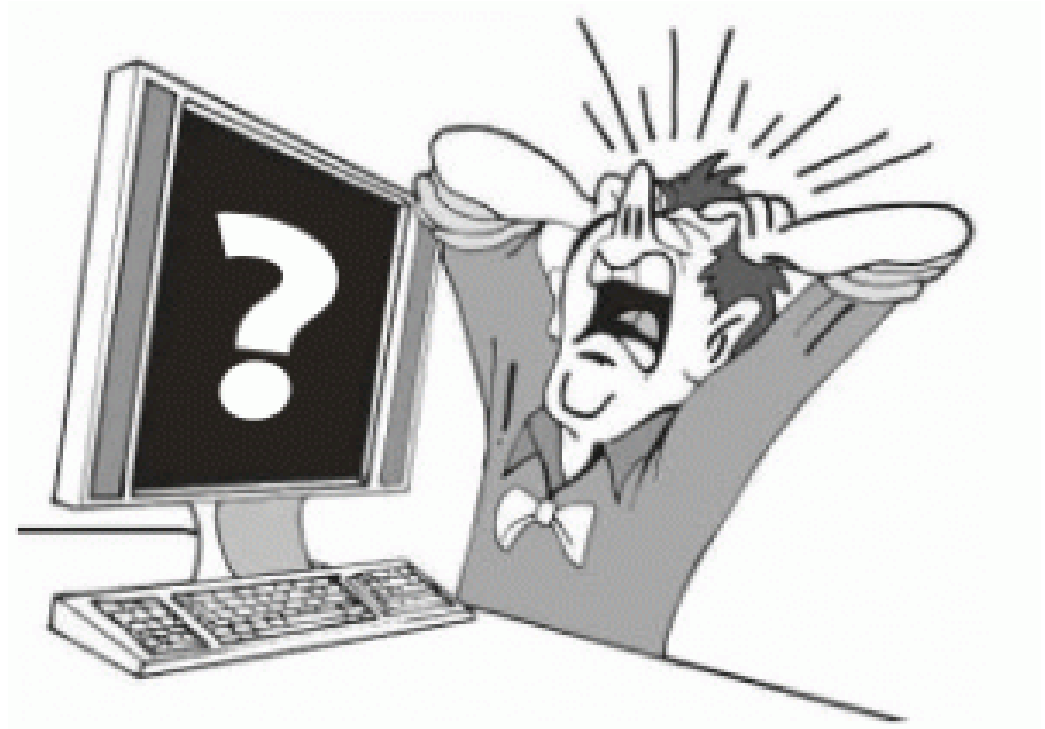
- Title IX Office

QUESTIONS ?



- Title IX Office

eFilePlus



eFilePlus – and it is!

Where are we now?

- 154 snapshots in the system. Some colleges and some departments in other colleges done without any issues.
- Eric and Sara will cover some of the issues. Everything was tested by both staff and faculty members before release, but there will always be some things not realized until D-day. To date, all we know about have been rapidly fixed. Also, some items resulted from specific browser issues, some were wifi connection capacity etc.
- A lot of issues stemmed from inadequate communication/training – Mea Culpa! I will come back to this at the end. Eric and Sara have some suggestions.

eFilePlus – and it is!

- Remember how much you hated the old version!
- Publication entry is sooo much easier
- Chairs can see the file all the time from data entry to sending the final to the dean
- The software will allow us to add many more time-saving features – it will talk to other systems on campus – e.g. automatic download of teaching
- We will be able to tweak according to suggestions



Eric Martin

Manager Enterprise Application Development

Sara Umali

Principal Analyst, Academic Personnel

eFilePlus- How do we help now?

If you know of a specific issue, please come and tell Eric or Sara at the end of the program

If you are a chair and don't have continuous access to the files from faculty/staff preparation **through** the time you click as approved to go to dean, please let us know and we will help your staff support provide you with that access

We can't help if you don't tell us!

Ideas about how to better communicate?



Again,
thank you for your service.
Let us know how we can help.

Sincerely, The APO team

Negotiated Salary Trial Plan



The first implementation of the NSTP occurred on our campus in the Spring with 17 faculty participating.

The program allows a faculty member **in good standing** to increase their salary up to 30% from non-State funds available to them (e.g. gifts, endowments, grant funds) by negotiation with the chair as long as the funds are stable for that year (must be re-negotiated each year), they do not decrease their classroom teaching load (cannot buy-out of teaching) or quality of instruction, their supervision of graduate students and postdocs, their service duties etc. This is over and above summer salary, which must be funded first, and does not count towards retirement benefits. It goes away when funds are not available.

Negotiated Salary Trial Plan



The aims

- To help recruit/retain faculty who would otherwise be attracted elsewhere by higher salaries and to do this without using college funds needed for other purposes
- To stimulate grant-writing etc to bring new funds to the campus
- To do above with no impact on the teaching mission of the university

In the systemwide review of previous campuses, some inappropriate practices came to light that are now being cracked down on – so if you may have heard that at UCSD, they allow X,Y & Z, in all likelihood, they no longer do. The rules are the same at all participating campuses.

Our biggest implementation problem was that faculty wishing to participate had not read the rules of participation – they were sent to all faculty on campus

Negotiated Salary Trial Plan



- In the coming year, the forms will be improved and some rules will be clarified
- We will continue to collaborate with other campuses to extend to other groups of faculty – currently only available for IR faculty with at least a 50% IR appointment and in residence faculty.