

# UCR Land Acknowledgement

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*We at UCR would like to respectfully acknowledge and recognize our responsibility to the original and current caretakers of this land, water, and air: the Cahuilla [ka-wee-ahh], Tongva [tong-va], Luiseño [loo-say-ngo], and Serrano [se-ran-oh] peoples and all of their ancestors and descendants, past, present, and future. Today this meeting place is home to many Indigenous peoples from all over the world, including UCR faculty, students, and staff, and we are grateful to have the opportunity to live and work on these homelands.*

# POP Quiz

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What is the correct gender-neutral term?

- A) Ombudsman
- B) Ombuds
- C) Ombudsperson
- D) All of the above
- E) It depends on who you ask



CHAIR LEADERSHIP TRAINING SERIES  
OCTOBER 12, 2022

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# Agenda

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- Overview of Ombuds Office
- Resources
- Break-out Room Discussion
- A Practical Model for Healthy Conflict Engagement
- Exercise

# UCR Ombuds Office Mission Statement

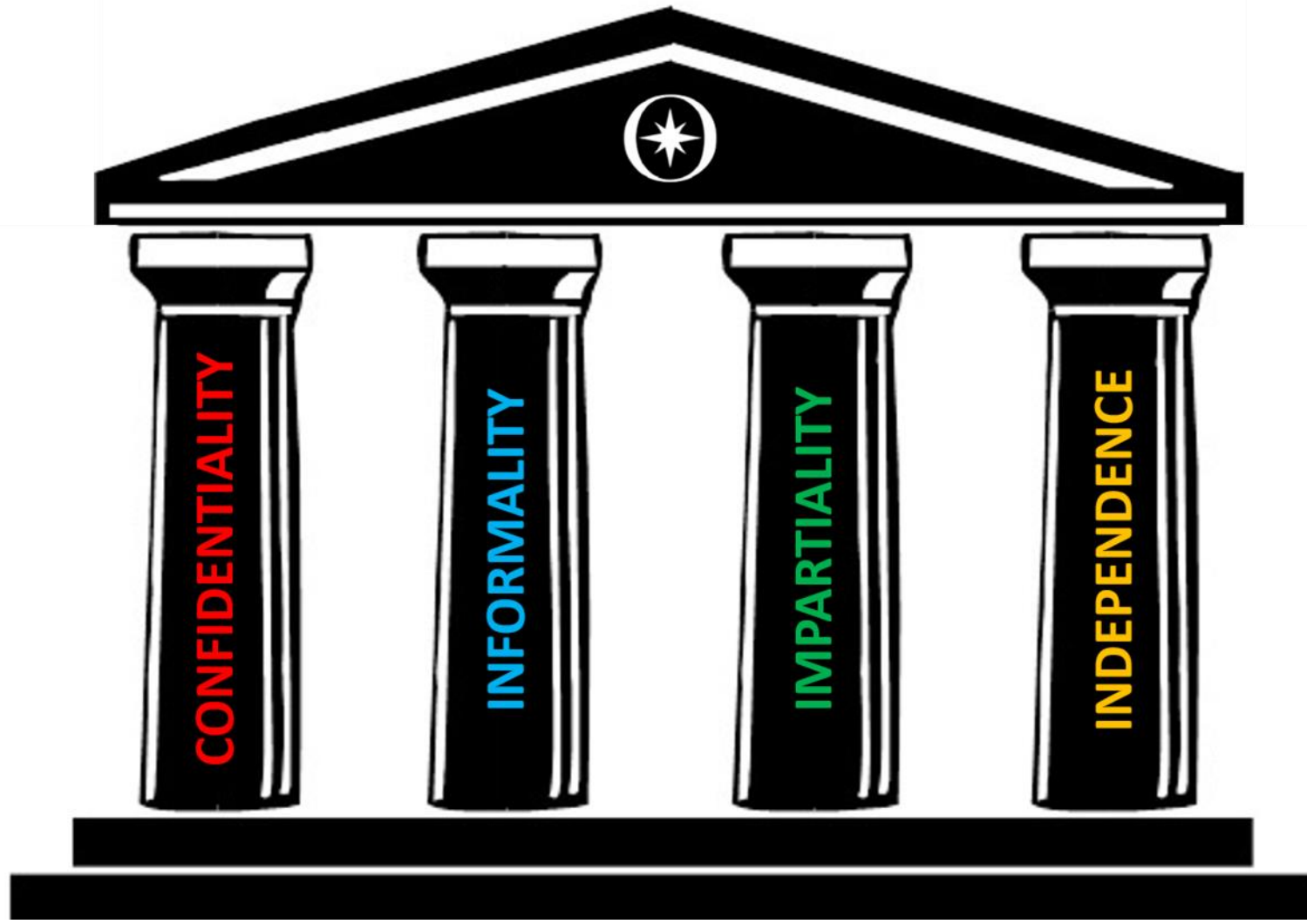
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The Ombuds Office strives to “humanize the UCR campus, making it a viable and responsible institution of people.”<sup>1</sup>

We do so by:

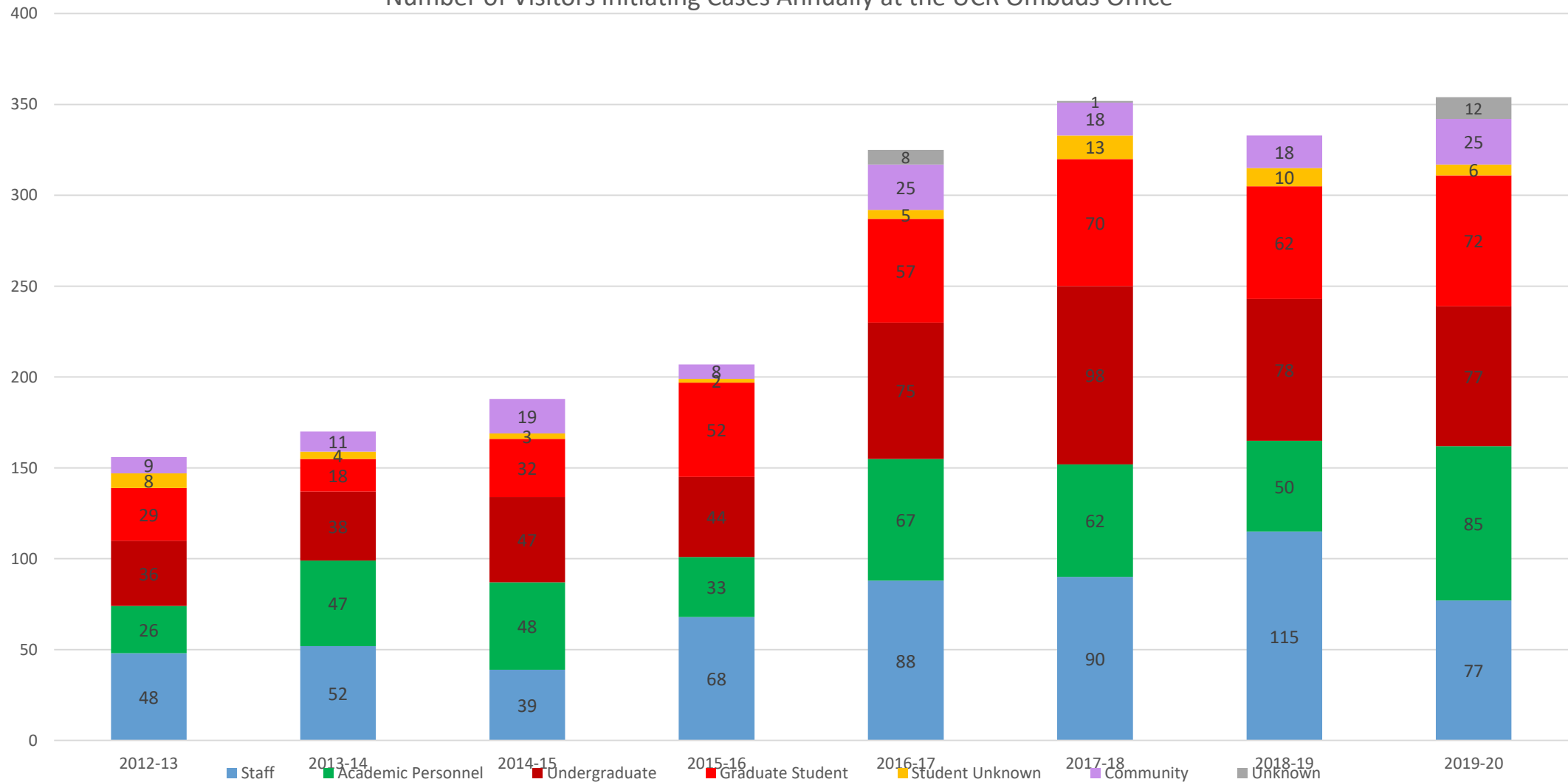
- Empowering members of the UCR community who **consult confidentially** with us to navigate through thorny UCR-related concerns.
- Impartially **facilitating dialogue**, mediation and other informal collaborative group processes.
- Providing useful **educational resources and workshops** on such topics as conflict engagement, communication, fairness, and ethics.
- Offering practical, independent **recommendations to administrators** at all levels of the university in order to catalyze positive systemic change and to promote fair and equitable processes.

<sup>1</sup>Letter from Chancellor Ivan Hinderaker, appointing the first UCR Ombudsman, November 20, 1968. Even though the specific practices of the Ombuds Office have evolved over the years, the initial mission still rings as true today as it did in 1968.



# Who Utilizes the Ombuds Office?

Number of Visitors Initiating Cases Annually at the UCR Ombuds Office



# Common Chair Concerns

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- Conflicts between Departmental Faculty
- Departmental Staff – Faculty relationship
- Grade Appeals
- Student Complaints about Instructors
- Disputes over Academic Integrity
- Advisor – Advisee Disagreements
- Incivility / Abusive Conduct
- Sexual Harassment, Discrimination
- Research Misconduct & Research Ethics



# Resources for Chairs

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- Chair Campus Resource List
- 7 Temptations of Email Communication
- Preparing for a Challenging Conversation
- Healthy Discourse
- This presentation

# When to call the Ombuds Office?

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- Concerns about **unfair treatment**
- Desire for **confidential consultation**
- Need for **conflict resolution**
- Interest in **collaborative dialogue**
- Something is **falling between the cracks**
- You are **unsure of where to go**

# Break-out Rooms Discussion (3-4 per room)

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- What are some of the most significant conflicts or other challenges you deal with as a chair?
- Examples of conflicts that chairs have handled really well?

First, a couple disclaimers...

1) “All models are wrong.  
Some are useful.”-George  
Box

2) This isn't Rocket Science

# Initial Ombuds Consultation Overview

Phase	Orientation	Get the Story	Surface Issues, Interests, & Goals	Explore Visitor's Options	Conclude
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Confirm timeframe for meeting</li> <li>• Outline process</li> <li>• Explain Ombuds role</li> <li>• Review key principles &amp; standards</li> <li>• Invite questions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop rapport</li> <li>• Listen for understanding</li> <li>• Validate feelings</li> <li>• Confirm understanding</li> <li>• Summarize &amp; Reframe</li> </ul>	<ul style="list-style-type: none"> <li>• Identify &amp; prioritize issues</li> <li>• Clarify interests</li> <li>• Identify goals/define success</li> <li>• Prioritize goals</li> <li>• Reality test</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm options</li> <li>• Assess options in light of goals</li> <li>• Flesh out / prototype options</li> </ul>	<ul style="list-style-type: none"> <li>• Develop action plan</li> <li>• Schedule follow-up meeting (optional)</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Structuring</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective Listening</li> <li>• T-Funneling</li> <li>• Navigating Intent</li> </ul>	<ul style="list-style-type: none"> <li>• Surface Interests</li> <li>• De-positioning</li> <li>• Avoidance vs. approach goals</li> <li>• Reality testing</li> </ul>	<ul style="list-style-type: none"> <li>• Generate options</li> <li>• Interests/Rights/Power</li> </ul>	

# Reflective Listening (Listening for Understanding)

Intention matters!

Summarize content

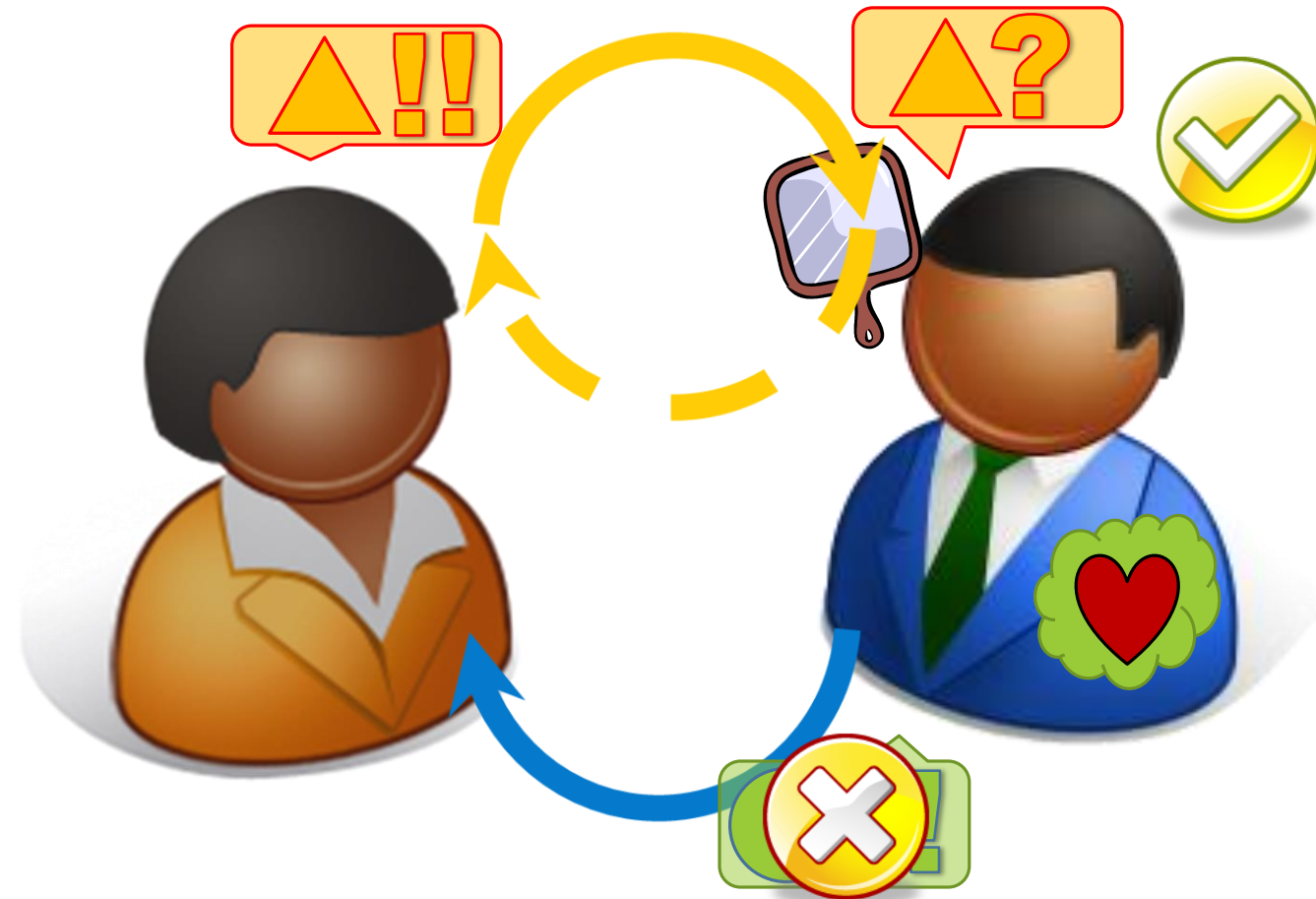
Summarize feelings

Summarize interests

Confirming/Tentative language

Reframing

Clarifying questions



# Intention Matters

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“What deters me from listening well?”

“What motivates me to listen well?”

# Intention Matters – Some key pointers

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- Arouse your curiosity.
- Do make assumptions. “Assume I don’t understand” is a stronger listening posture than “Don’t assume I understand.”
- Defer judgment.
- Understanding ≠ Agreement.
- Listening is strength not weakness.
- Listening for understanding is like getting on the train before it leaves the station.





# Summarize Content

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Summarizing Content involves merely restating the substance what has been said nearly verbatim, without adding any new information. This is typically done to confirm that the message being delivered has been accurately received, to communicate to the speaker that the listener is listening, and help satisfy the speaker's desire to be heard.

Summarize Content: "You need to come to meetings on time. I respect your time. You need to respect mine."

- a) "I understand. I will try to come on time from now on."
- b) "Our meeting time is important to you."
- c) "You want me to come to meetings on time and find it disrespectful of your time when I come late."
- d) "I do my best to be on time. Unfortunately, the traffic is unpredictable."

# Summarize Emotion

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Summarizing Emotion is similar to Summarizing Content, except the emphasis is on summarizing the emotions being communicated, both spoken and unspoken. Summarizing emotion is best used when the listener senses that emotions are an important part of what the speaker is trying to communicate. Summarizing Emotion attends to a speaker's emotional needs. Additionally, they open the door to discussing what is driving the emotions rather than merely emoting at one another.

Summarize Emotion: "You need to come to meetings on time. I respect your time. You need to respect mine."

- a) "You feel that I am being disrespectful."
- b) "You are frustrated because I have been coming to meeting late."
- c) "Why are you getting so upset about this?"
- d) "You want me to come to meetings on time and find it disrespectful of your time when I come late."

# Summarizing Interests

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Interests are the reasons behind the statement. By summarizing the spoken interests or unspoken interests of the speaker in a statement, the listener is able to deepen the discussion towards what is really motivating the speaker.

Summarize Interests: “You need to come to meetings on time. I respect your time. You need to respect mine.”

- a) “You are frustrated because I have been coming to meeting late.”
- b) “Our meeting time is important to you.”
- c) “You want me to come to meetings on time and find it disrespectful of your time when I come late.”
- d) “I do my best to be on time. Unfortunately, the traffic is unpredictable.”

# Confirming / Tentative Language

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Language that shows that you are reflecting what the speaker is saying, and not making conclusions.

Examples:

“It sounds like you feel...”

“If I am hearing you correctly, you ...”

“Correct me if I am hearing this incorrectly, but it sounds like... “

“You are saying.... Am I getting that right?”

# Avoidance vs. Approach Goals

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Avoidance goal: Goal focused on avoiding a negative outcome.

Approach goal: Goal focused on achieving a positive outcome.

Approach goals provide much more direction as to where to go. Often people frame their concerns as avoidance goals: “I need my colleague to stop treating me badly.” versus an approach goal: “I want my colleague to treat me with respect.” Now you can have a conversation about what that respectful treatment might look like.

# Role Play

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Chair: A member of your department approaches you with a teaching assignment request. Let's imagine that your initial internal reaction is that you will not be able to accommodate this request.

Utilize the steps:

## 1) Listening

- Summarizing for content, emotion, and interests
- Reframe avoidance goals as approach goals

## 2) Exploring interests

- “What is most important to you about this?”

## 3) Exploring Options

# Thank You! Questions?

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