Chair’s Fall Forum 2019
Welcome and Thank You!
Agenda

• 1.00-1.10 Welcome
• 1.10-2.10pm Interim Provost, Tom Smith. Updates
• 2.10-2.50pm Demetrius Patrick. Reasonable Accommodation
• 2.50-3.10pm Antonette Toney. Campus UCPaht Support Center. Speed up access to net ID
• 3.10-3.30pm Ameae Walker. Updates, reminders, opinions?
• 3.30-4.00pm Dan Jeske VPAR 101 and Andrew Larratt-Smith, Ombuds work.
• 4.00-5.00pm Nancy Jean Tubbs. Gender Recognition Act and related
Thomas Smith
Interim Provost and Executive Vice Chancellor
Provost Update

Interim PEVC Tom Smith
Fall Quarter Department Chair Forum
October 23, 2019
Topics

- Budget
- Faculty Hiring
- Enrollment Planning
- EduNav
- Space / Construction
- Assessment & Accreditation
- Program Reviews
- Strategic Planning
- RUSD STEM High School at UCR
- Commencement
State Funding for Public Higher Education – UC, CSU, CCC

Source: Public Policy Institute of California: Investing in Higher Education (Oct 2019)
Since 2000–01, available core revenues per student have declined by 31 percent.

Source: UC Accountability Report: [Chapter 12.1 Finances](#) (2019)
UCR Budget

- Net impact of state funding increase, no tuition increase, and mandated fixed cost increases: $12M budget cut for 2019-20
- $100M for new medical school building but no operating funds
- No special projects budget for 2019-20
## Budget – lottery funds

<table>
<thead>
<tr>
<th>Goal</th>
<th>FY 19</th>
<th>FY 20</th>
<th>FY 21</th>
<th>FY 22</th>
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<td>1. Instructional Equipment</td>
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<td>D. Support programs for faculty and post docs</td>
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<td>$20,000</td>
<td>$20,000</td>
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<td><strong>$1,401,500</strong></td>
<td><strong>$1,377,500</strong></td>
<td><strong>$1,353,500</strong></td>
<td><strong>$5,459,213</strong></td>
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UC Budget – State General Funds

Display 2: Convergence of State General Funds per Student Under Rebenching

State General Funds per Budgeted Student (Weighted)

- Berkeley
- Davis
- Irvine
- Los Angeles
- Riverside
- San Diego
- Santa Barbara
- Santa Cruz

Years: 2011-12 to 2018-19
Merced has a campus separate funding corridor - $16,304 per unweighted student (Fall 2018)
Sources: Fall 2018-19: COC Retreat 2019: Discussion Paper; Display 3: State Funds Allocated on a Per-Student Basis, 2018-19; UCOP Info Center
Budget – looking ahead

• UCOP will propose $25M base funding for UCR School of Medicine
• GO bond: $2B for UC ($15B total)
• Cohort-based tuition
• Student FTE weights
• Graduate program finances
• Self-supporting programs: procedures and finances
Faculty Hiring

• 64 searches approved for 2019-20
  • 54 new
  • 10 rolling over from 2018-19
• Total central start-up commitment: $14M
• Need to better promote/sustain best practices in hiring
Enrollment Planning

• Projecting 20,514 undergraduate CA resident students in 2019-20
  • 4633 new CA first-years
  • 2157 new CA transfers
  • 2.1:1 ratio, planning to meet 2:1 in 2020-21
• UCOP anticipating opportunities for campuses to grow CA enrollments
  • 4800 new CA first-years
  • 2400 new CA transfers
• Since funding is based on FTE, increasing CA res summer enrollment helps budget beyond tuition
• Enrollment Management Council-- more/earlier engagement with deans to set targets
  • Make sure that we can support enrollment growth
• EAB APS software on hold
EduNav Student Lifecycle System

**SmartPlan**
Auto-find the optimal pathway.

With EduNav, students select the right career or degree(s) and SmartPlan automatically picks courses each semester, building the optimal pathway to an on-time completion.

**Registration**
Private registration advisor

Symbiotically connected to SmartPlan, EduNav Registration automatically picks sections with available seats in courses that will minimize time to graduation and provide a convenient schedule.

**Optimize**
Forecast demand for courses

EduNav aggregates the required courses, sections, and seats from all the students' plans. It allows the institution to plan the courses’ availability and capacity to meet demand and avoid excess.

Which courses should I take to finish on time?

Which classes are convenient, available and optimal?

How many seats are needed in each course in the future? terms?
# Fall 2019

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
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# Spring 2020

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# Fall 2020

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<tr>
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# Winter 2021

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# Spring 2021

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# Fall 2021

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<td>SPN 004</td>
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</table>
Your latest changes may **delay your graduation**

EduNav adjusted your plan while **keeping all your preferences**

Your completion semester is now **Fall 2023** instead of **Winter 2023**.

**Details**

Your current plan is not valid or not fully populated

Notes: If you accept you can still click UNDO

[Cancel] [Last accepted plan] [Accept]
EduNav connects to Banner & Degree Works
To find the optimal pathway among the billions of possible combinations

<table>
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<tr>
<th>Degree audit data</th>
<th>SIS data</th>
<th>Advisor knowledge</th>
<th>Student personal circumstances</th>
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<tbody>
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<td>Requirements</td>
<td>Academic History (Transcripts)</td>
<td>Rules</td>
<td>Goals (major, minor, xfr)</td>
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<td>Exceptions</td>
<td>Class Schedules (Seat availability)</td>
<td>Recommendations</td>
<td>Target Credits (part-time)</td>
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<td>Declared goals</td>
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<td>Schedule constraints</td>
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<td>Permits</td>
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<td>Personal preferences</td>
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</table>

Smart Plan

Student ed plans

Data for future planning

Analytics

<table>
<thead>
<tr>
<th>Advisor knowledge</th>
<th>Student personal circumstances</th>
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</thead>
<tbody>
<tr>
<td>Rules</td>
<td>Goals (major, minor, xfr)</td>
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<tr>
<td>Recommendations</td>
<td>Target Credits (part-time)</td>
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<td>Schedule constraints</td>
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<td>Personal preferences</td>
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OPTIMIZED

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Seat demand per semester
UNDERWAY & RECENTLY COMPLETED PROJECTS

Top Left: Barn Expansion
Bottom Left: Plant Growth Environmental Facility
Right: Dundee-Glasgow Dining Facility
Coming soon!

- Student Success Center (1,100 seats, fall 2021)
- Dundee-Glasgow (820 beds; 830 dining; fall 2020)
- North District—Phase 1 (1,500 apartment beds; 2021)
- Barn Expansion (w/faculty & staff dining facility; 2020)
- MRB1 (50 PIs in wet & dry lab space)
- Plant Growth Environmental Facility (30,000GSF; 2020)
- Parking Structure 1 (1200 space in lot 13; 2021)
PRIORITY BUILDINGS FOR SEISMIC RETROFITS

SPIETH HALL
WEBBER HALL
ATHLETICS & DANCE
RIVERA LIBRARY

PROJECTS IN CONSIDERATION OF THE 2020 STATE BOND

CLASS LAB AND TEACHING STUDIO FACILITY
SPIETH HALL RENOVATION & SEISMIC RETROFIT
RIVERA LIBRARY SEISMIC RETROFIT
SCHOOL OF BUSINESS
ENGINEERING BUILDING
Assessment & Accreditation

- Reaffirmation: 8 years, special visit in spring 2022 with focus on expanding and enhancing assessment
- ALO and Director of Evaluation & Assessment now in Provost’s Office
- 2-year plan to improve assessment
  - Demonstrate value and relevance of assessment activities
  - Broaden participation, especially within Academic Senate
  - Institutionalize assessment activities (e.g. integration with Senate processes, budgeting, program reviews, strategic planning and implementation)
- IT solutions being assessed now, to facilitate reporting and use of data
Program Reviews

• Planning reviews of 3 “non-academic programs” in 2019-20
  • University Library: December 5-6, 2019
  • Summer Sessions: early winter 2020
  • Academic Advising: late winter 2020
Strategic Planning

• Committee memberships set, meetings are underway
  • Steering Committee
  • Unparalleled Student Experience
  • Research & Scholarly Distinction
  • A Thriving Campus Community
  • Contributions to the Public Good
  • Sustainable Infrastructure, Operations & Finance

• Steering Committee met last Wednesday—will be meeting monthly
  • Where do we want UCR to be in 2054?

• Working groups have started meeting—most will be meeting 2x per month

• Updates from Provost’s office about once per month

• To follow what is happening: Website: https://strategicplan.ucr.edu/

• Send questions and comments to strategicplan@ucr.edu
RUSD STEM High School at UCR

- UCR STEM High School Advisory Committee
  - Meeting with faculty, students and staff
  - https://stemhighschool.ucr.edu/
- RUSD is doing due-diligence on the “Blaine” site
- First of two open public meetings on this site will be held on November 6, at the UNEX building
- RUSD looking to recommend approval of a site in Summer 2020
- 1 year for CEQA & then to the Board of Regents to approve land lease
- Earliest school would open doors is Fall 2024
Challenges

- Current situation is largely unsatisfying to students and their families
- Riverside in June is too hot for outdoor ceremonies
- Pierce Lawn is a poor venue
  - Uneven ground, obstructed sight lines
  - Crowd management difficult without defined boundaries
  - 24-hour paid security needed to deter vandalism and theft
Enrollment Growth

- Nine degree-granting ceremonies over 6 days in 2019, largest ~900 graduates
- One or two will need to split in 2020 under current model
- Approximately 7,000 students will be eligible to participate
  - For context, the total UCR undergraduate enrollment was about 7,000 in 1990
  - Improved graduation rates, increased transfer admissions (to meet 2:1 requirement) enlarge graduating classes
Proposed 2020 PILOT Approach

- Three identical large, streamlined University-wide indoor events at Toyota Arena (Ontario) for graduates and families who desire that experience.
- **Doctoral hooding will be in a campus-wide ceremony using the same format and venue as in 2019.**
- Smaller receptions, celebrations, and ceremonies, mostly on campus, hosted by colleges/schools and departments held on the same weekend.
- Increase campus-wide promotion of existing community celebrations sponsored by ASP, CSP, MESC, LGBT Resource Center, and others.
Next Steps

- Make decisions about next year’s ceremonies before winter break
  - Students and families need lead-time to plan
- Communicate extensively to prepare graduates and their families for the experience
- Commit to reassess based on changes made in 2020 to make further refinements and improvements for 2021
- Assemble Tiger Team to work on Grad & Family Night celebration on Saturday
Questions
Discussion
Reasonable Accommodation

Demetrius Patrick
October 2019
Background

- Americans with Disabilities Act Amendments Act (ADAAA)
- Fair Employment and Housing Act (FEHA)
What is a disability?

- In California disabilities are broadly defined as conditions that limit a major life activity, including physical and mental disabilities, as well as medical conditions such as cancer or HIV/AIDS. California definitions and protections can be broader than protections under federal law.
What is a reasonable accommodation?

- A change to the job, or to the work environment that enables an employee with a disability to perform the essential functions of the job.
Examples of reasonable accommodations

- Job restructuring
- Assistive devices
- Ergonomic adjustments
- Modified schedule
- Leave of absence
- Telecommuting
- Reassignment
- Accessible facilities
Supervisor responsibilities

› Recognize a request
› Respond timely
› Engage in the interactive process
› Document your efforts
› Implement an accommodation
› Follow up with the employee
› Contact the Disability Management Office
Interactive Process

“An ongoing dialogue between the employee and appropriate representatives of the University about possible options for reasonably accommodating the employee’s disability.”

UC Policy PPSM 81: Reasonable Accommodation
What starts the interactive process?

- When the employee requests a reasonable accommodation
- When the employer …
  - Knows about the disability
  - Knows or has reason to know that the employee is experiencing workplace difficulties because of a disability;
  - Knows or has reason to know that the disability prevents the employee from requesting accommodations;
  - Learns or becomes aware of the need for accommodation from a third party; or
  - Learns that the employee needs more leave after having exhausted FML or other leaves entitlement under policies on collective bargaining agreements.
Video

- Initial conversation
The interactive process

1. Analyze the job requirements and identify essential and non-essential job functions.
2. Identify job-related limitations.
3. Identify possible reasonable accommodations.
4. Assess proposed accommodations.
5. Implement the accommodation.
What is reasonable?

- It depends…
  - Individual assessment of each request
  - Discuss all options
Video

Interactive Process
Student Employees

› Student Disability Resource Center
  › Addresses accommodation needs for their student activities

› Disability Management
  › Addresses accommodation needs for their work activities
Medical information

- An employer’s right to medical information is strictly limited to when the disability/limitations are not obvious.
- Medical documentation must be kept confidential.
Video

➢ Consider additional leave
Family Medical Leave

- Family Medical Leave Act (FMLA)
- California Family Rights Act (CFRA)
- Pregnancy Disability Leave (PDL)
Family and Medical Leave

- University Policy is based on Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA).
  - To care for an employee’s own serious health condition
  - To care for a spouse, domestic partner, child or parent who has a serious health condition
  - For birth or care of employee’s newborn child
  - For placement of a child with employee for adoption or foster care
FML qualifying reasons

- Employee’s own serious health condition
- Employee’s pregnancy disability
- To care for a family member with a serious health condition
- Military care giver leave
- Qualifying Exigency leave
Duration of leave

- 12 workweeks of leave during a calendar year.
- In addition, Supplemental FMLA or disability leave for up to 12 additional workweeks may be available. Refer to applicable policies and contracts.
- FMLA may take the form of a continuous leave of absence, a reduced work schedule, or intermittent leave.
Welcoming an employee back to work

› Contact them right before their return to work
› Meet with them the first day back
   › Review any changes, new policies, new employees, updates on their work, etc.
› Check in frequently after their return
   › After day 1, week 1, month 1 – Whatever makes sense for your organization
Recent Cases

» Hoppman v. Liberty Mutual Insurance
  » Employee’s responsibility to participate in the interactive process extends beyond their initial accommodation request.

» Dunsworth v. National Oilwell Varco
  » Managers comments can be direct evidence of ADA discrimination.
Recent Cases

› Wallace v. Lockheed Martin
  › Asking an employee to delay the start of their FMLA leave is interference with FMLA.

› Mestas v. Town of Evansville
  › Employee does not need to use specific words to request an accommodation. A request for leave and use of equipment is reasonable notice.
Recent cases

- *DaPrato v. Massachusetts Water Resources Authority*
  - Employer Makes $1.3 Million FMLA Mistake by Firing Worker After Mexico Trip
    - A jury found the company liable for retaliatory termination in violation of:
      - The Family and Medical Leave Act (FMLA)
      - The Americans with Disabilities Act (ADA)
      - A state law discrimination statute
Facts of the case

- Employee took leave for surgery.
- Employee tried to return to work early.
- Employee took preplanned vacation when he was not allowed to return to work.
- HR investigated employee’s activities while on leave of absence
- Employer terminated employee based on HR Managers belief that an employee could not take a vacation while on FML.
Key Takeaways

- Don’t make knee-jerk decisions relating to FML and termination.
- What initially looks like abuse, may not be.
- Be aware that an email sent today may end up on a projector screen in front of a jury.
What would you do?

- An employee informs you that their chair is not comfortable and they request a new one.
What would you do?

- An employee tells you that they have multiple medical appointments and need time off to attend.
What would you do?

- An employee tells you that they are having difficulty completing their job tasks and ask for additional time to complete their work.
Best Practices

- Do not make assumptions
- Be open-minded and creative when exploring accommodations
- Document your efforts
- Contact the Disability Management Office
Resources

- PPSM 81: Reasonable Accommodation
- UCR Local Procedure 81: Reasonable Accommodation
- PPSM-2.210: Absence from Work
- UCR Local Procedure 2.210: Leave of Absence
- UC Reasonable Accommodation/Interactive Process Training for supervisors. (Available on the LMS)
Antonette Toney
Executive Director Campus Support Center for UCPath activities
AGENDA

UCPATH UPDATE

UCPATH CAMPUS SUPPORT CENTER (CSC)

NETID GENERATION PROCESS IMPROVEMENT
As of September 27th, 2019, 11 of 20 planned UC Locations are now live in production on the UCPath System and serviced by UC PATH Center (UCPC)

6 Campuses
- UC Los Angeles
- UC Merced
- UC Davis
- UC Berkeley
- UC Riverside
- UC Santa Barbara

2 Medical Centers
- UCLA Med
- UC Davis Med

3 Other Locations
- UCOP
- ASUCLA
- ANR – Agricultural and Natural Resources
The remaining 9 locations will be deployed between December 2019 and April 2020.

4 Campuses
- UC Irvine
- UC Santa Cruz
- UC San Diego
- UC San Francisco

3 Medical Centers
- UC Irvine Med
- UC San Francisco Med
- UC San Diego Med

2 Other Locations
- UC Hastings College of Law
- Lawrence Berkeley National Laboratory
UCPC ROADMAP KEY PRIORITIES

ROADMAP THROUGH 1ST HALF OF 2020
• Convert All Remaining Locations onto UCPath
• Deliver Predictable Consistent Payroll Processing
• Address Changes Required for Compliance

2ND HALF OF 2020/2021
• Achieve Stabilization
• Move all Students to Biweekly Payroll
• Common Time and Attendance System
• Standardize/Optimize Processes
UCPC KEY IMPROVEMENTS

- Engaged the Consulting firm Chazey Partners to recommend improvements
- Students are automatically FICA Exempt
- Campus Operations Liaisons
- Instant Pay Card
- Off Cycle Check Dashboard
- Acknowledgement of key issues and a plan to resolve them overtime
OUR MISSION
The UCPath Center supports the University of California’s core mission of teaching, research and public service by providing efficient, responsive and accurate payroll and human resources service. We care about and are committed to our colleagues and the UC community.

FOCUS AREAS

URGENCY
Act now
The work isn’t done until your colleague’s problem is solved
We overcome obstacles
We are tireless in working on behalf of our colleagues

CAN DO MINDSET
"Here’s what I/we CAN do"
We can do anything as a team
We are bold and we take risks to improve
We solve problems, no matter how difficult

NIMBLE
Change is important and inevitable. We embrace change
We learn and adapt
Progress not perfection
Keep it simple

LEARNING ORGANIZATION
We learn every day
We value innovative thinking
Learn from setbacks and try again
We share knowledge that enables our team to achieve excellence
We create a work environment that promotes learning, teaching, personal improvement and fun

EMPATHY
Our customers are our colleagues
Walk in their shoes
Remember, the services we provide are personal
We are all members of the UC community
Listen, listen, listen

UCPath Center Goals (FY19-20)

Deploys
Achieve Operational Readiness for each deployment on-time
Exit technical hyper care within 2 months of each go-live
Adhere to the re-worked Operational Alignment calendar for each deployment

Pay Accuracy
Achieve 99% accuracy within 4 months after each location go-live

Customer Satisfaction
Achieve 7.5 in FY20 on overall satisfaction; >80% “Yes” on case resolved

Budget
Operate within our budget

People Development
Developmental plan complete for every employee by September 15, 2019

Audit/Compliance
<5 Audit deficiencies; 0 findings
SOME AREAS WITH PERSISTENT ISSUES

- Accruals
- Parking deductions
- Case closures prior to resolution
- General ledger
- Overpayment process
- Extended delays to resolve payroll/benefits issues
- Benefits Resolution Management
- System defect/bugs
- Inconsistent assistance when working with some UCPC team members
- Training gaps
- Insufficient training materials
- Inefficient Processes
- Lack of communication regarding changes to campus facing pages/interfaces
CAMPUS ENGAGEMENT

BIMONTHLY LEADERSHIP ENGAGEMENT MEETINGS
• The UCPath Sponsors and the UCR Leadership teams meet bi-monthly with the UCPC leadership team to check in and follow-up on key campus priorities and escalations. The campus partners with UCPC in an effort to work together on improving UCPath Visibility, Business Processes and to Bring Forth campus issues for resolution.
• The UCR Leadership team includes the Department Heads of HR, APO, BFS the CIO and Deputy CIO, AVC of Financial Planning and Analysis, Functional Leads of Central Offices, UCPath Deployment Project Manager, CSC Executive Director and the CFAO’s of the four shared service centers.

WEEKLY AND ADHOC MEETINGS WITH OPERATIONS LIASION
• The operations liaison meets weekly with the UCR campus to address campus escalated issues and provide two way updates.

ADVISORY BOARD, STEERING COMMITTEE AND EXECUTUVE LEADERSHIP TEAM COMMITTEE
• The CSC Executive Director is a member of the UCPath Advisory Board Meeting and the Steering Committee. One UCPath Sponsor (CFO/VC) is a member of the Executive Leadership Team.
BACKGROUND & OVERVIEW

• In the Fall of 2018 UCPath Sponsors Vice Chancellor and CFO Gerry Bomotti & Vice Provost for Academic Personnel Ameae Walker expressed the need for the UCR campus to move from a UCPath Project Implementation Structure to an Operational Structure.

• As of 7/1/2019 the transition to the new operational Structure took place as follows:
  • The establishment of a new UCPath unit with a cross-functional focus, entitled the UCPath Campus Support Center (CSC). The CSC is accountable for providing central management and support services for UCPath operations working in collaboration with all functional areas AP, BFS, HR in addition to FPA & ITS.
  • Movement of critical project resources from their current distributed functional unit assignment under the project implementation structure to the centralized new cross-functional CSC unit
  • Appointment of an Executive Director for the UCPath Campus Support Center.
UCPATH CAMPUS SUPPORT CENTER (CSC)

The UCPath Campus Support Center (CSC) is a newly established unit on the UCR campus dedicated to providing cross-functional UCPath support to the campus community.

The CSC works in collaboration and alongside:

- **Academic Personnel (AP), AVP and AP Functional Lead** — *Katina Napper & TBD*
- **Business Financial Services (BFS), AVC/Controller and BFS Functional Lead** — *Bobbi McCracken & Alfred Karam*
- **Human Resources (HR), Interim AVC and HR Functional Lead** — *John Stephen Henderson & Heidie Rhodes*
- **Financial Planning & Analysis (FP&A), AVC** — *Matthew Hull*
- **Information Technology Solutions (ITS), AVC/CIO and Deputy CIO** — *Danna Gianforte & David Gracey*

on UCPath initiatives, support services and resolution of issues.
UCPATH is cross functionality owned by AP, BFS and HR.

UCPATH Cross functional modules and processes that impact production payroll processing are centrally managed and serviced by CSC in terms of support, reporting, training, communication and OCM. This includes transaction processing. CSC also manages and services UCPATH testing, deployments, upgrades and ODS reporting.

CSC partners with campus functional owners for support, training, communication and OCM of single owned modules and processes (BFS) *.

CSC functions as the “Center” or “Hub” for UCPATH Operations on the UCR campus.

CSC is accountable for monitoring the overall health of UCPATH Operations “end to end” and for providing status updates to the UCPATH Sponsors, campus leadership and campus partners.

The CSC unit is located at the Intellicenter.

UCPATH CAMPUS SUPPORT CENTER (CSC)
UCPATH CAMPUS SUPPORT CENTER (CSC)

• CSC works in partnership with campus Shared Service Centers and other central functional areas including the Graduate Division, Labor Relations and the Registrar on UCPath initiatives and resolution of issues.

• The CSC provides support, training and services to the campus Shared Service Centers, transactional processing units, Orgs, departments, central offices, faculty, staff and non-faculty academic employees.

• CSC coordinates and manages campus participation in UCPath system and process remediation and enhancement activities, including design, development, testing and deployment activities.
The CSC Provides UCPath Services to the campus in the following areas:

• Campus Support Services
• Training, Communications & Organizational Change Management (OCM)
• UCPath Project and System Management
• Reporting/ODS/Data Integrity
• Business Process Improvement
• Management of UCPath Initiatives
Transaction Processing Pilot Summary

Background, Pilot Transaction Processing, Pilot Units, Phases
• Implement a pilot program that modifies UCR’s UCPath operations by leveraging delivered PeopleSoft work-flow to:
  • Minimize re-keying of data by moving UCPath transactional activity closer to the source
  • Increase UCR visibility into UCPath transactions

• UCR’s pilot program was informed by:
  • Operational experience of UCR’s project team, central offices, Shared Services Centers & campus units
  • Lessons learned from other production UCPath campuses

• The Pilot is planned for a 6 month go live duration with Phase 1 commencing August 5th 2019.
CURRENT UCR UCPath TRANSACTION PROCESSING MODEL
For most transactions

UCR Currently has 4 Shared Service Centers (SSC’s). The SSC’s transact for the entire campus. No other department transacts in UCPath in any capacity except for the central offices and the UCPath Campus Support Center (CSC). The CSC transacts in support of the SSC’s and the central offices. Departments use the case management tool (Servicelink or Snapshot) to send transactions to the SSC’s. Departments use campus tools and have HR inquiry access to view their data along with Cognos reports.
PILOT STRUCTURE

The pilot is testing distribution to 10 selected pilot units to determine the efficiency gains of leveraging the UCPath PS tools and AWE. It is also testing for any increases in visibility. And testing the feasibility of, pushing low risk transactions out to units who have adequate staffing, training and interest in transacting.

Department enters low risk transactions into UCPath tools for initiation/approval.

Departments initiates select high risk transactions into UCPath Tools.

Department Enters Request in Case Management Tool.

SSCs Receive Information via UCPath tools for high risk transactions.

SSC’s Rekey Information into UCPath tools as Initiator and Approver.

Data is committed to Database or is sent to UCPath.

Select Low Risk Transactions bypass SSC and go straight to UCPC or committed to database.
PILOT TRANSACTION UNITS

1. Information Technology Services (ITS) - R'SSC
2. School of Medicine – Biomed & OB/GYN depts. – R'SSC
3. Enrollment Management – Undergraduate Admissions dept. – R'SSC
4. BAS – Housing, TAPS & Fleet Services – R'SSC
5. School of Business – POSSC
6. School of Public Policy - POSSC
7. Graduate School of Education – POSSC
8. CHASS – Dean's Office, Student Affairs depts. – Harvest
9. CHASS – English, Philosophy & Eng/Hist/Phil Admin depts. – Harvest
10. Student Affairs – Student Health Services dept. - Citrus
PILOT PHASES

Phase I
• Pilot units initiate simple/low-risk processes
• SSC Approves
August 5 - November 1

Phase II
• Pilot units initiate and approve simple/low-risk processes
• Pilot units initiate higher-risk/more complete processes/SSC approves
November 5 – February 5

Phase III
• Evaluation and broader implementation of recommended changes
Post February
CSC CONTACT INFORMATION

• Website: ucpath.ucr.edu
• Team Mailgroup: ucpathcsc@ucr.edu
• Support Request: ucpathhelp@ucr.edu
• Phone: (951) 827-9500
NETID GENERATION

PROCESS IMPROVEMENT
NETID GENERATION - DEFINITIONS

UCR NETID TYPES
- **Faculty** (automatic process)
- **Staff** (automatic process)
- **Student Employees** (automatic process)
  - Students receive a Netid when they enroll and when they are hired as employees the same netid is used if “matched correctly”
- **Affiliate** (manual process)

UCPATH ONBOARDING TYPES
- Three “onboarding types” (organizational relationships) in UCPATH
  - **Employee** (automatically generates faculty, staff, or student employee NetID)
  - **Contingent Worker** (CWR – currently requires manual affiliate NetID)
  - **Person of Interest** (POI – currently requires manual affiliate NetID)
NETID GENERATION - CURRENT PROCESS
Employee Onboarding Request

- Servicelink/Snapshot Onboarding Request
- SSC Processing I9 in person session UCPath Template
- UCPC Processing Template Approvals
- I-280 Interface UCPath data sent to campus IDM
- Automatic NetID Generation (Employees Only)*

- Entire Process may take 10-20 business days.
- Best Practice is to submit onboarding requests at least one month (20 or more business days) in advance of employee’s start date especially during peak periods.
- Templates should be submitted a minimum of 10 business days prior to employee’s start date to best ensure timely netid generation.

^ IDM- Identity Management System
* CWR & POI onboarding requests currently require a separate Netid affiliate request
WHY NETID GENERATION DELAYS OCCUR

PROCESSING DELAYS
- Request Submitted late/incorrect to SSC by the Department
- UCPath Template entered late or incorrectly by the SSC
- UCPath Template processed late or incorrectly by the UCPC
  - Greater chance of delayed UCPC approvals during start of each quarter due to high volume
- Dual Netid’s generated which creates confusion and requires merging of netid’s

TECHNICAL DELAYS
- I-280 Interface delay — web service issue/data sent late from UCPath to campus IDM system
“SHORT TURNAROUND”- ALTERNATE PROCESS
Separate Affiliate NetID Request Prior to/Same Time Employee Onboarding

- eForm Affiliate Request
- Routing/ Approval
- BearHelp/ Enterprise Directory*
- Manual Affiliate* NetID Generation

✓ Entire Process may take ~3 to 5 business days (or less).
✓ This process should be used when the Employee onboarding request is submitted 10 days or less prior to the employee’s start date.
✓ An employee onboarding request is required in addition to the Affiliate NetID request.
✓ Once the onboarding template for employees is processed and a “2nd netid is generated, a netid “merging process” is required by the IDM team.

* Effective ~Nov 11th the BearHelp /Enterprise Directory and Manual Generation step will be replaced by an Automatic netid generation process reducing the turnaround time to a minimum of ~24 hours.
FUTURE IMPROVED PROCESS
POI Onboarding Request Prior To/Same Time Employee Onboarding Request

- Entire Process may take ~1 to 3 business days.
- This process should be used when the onboarding request is submitted 10 days or less prior to the employee’s start date.
- A separate Affiliate NetID request is NOT required.
- When the onboarding template is submitted the “Personid should be entered to link the netid’s”. Merging is NOT required for this new process.

When this improved process is in place CWR templates will also auto generate a Netid and no longer require a separate eForm Affiliate Request
NEXT STEPS

CURRENT PROCESS ASSESSMENT/STANDARDIZATION/OPTIMIZATION
• Confirm, Vet, Document and Optimize the processes for timely netid generation
  • Assess the feasibility of using the “pre-hire” employee process to expedite template approval and expedite netid generation
• Create training materials
• Communicate/train stakeholders
• Turnaround Time: ~ Two to Four Weeks

FUTURE PROCESS ASSESSMENT/STANDARDIZATION/OPTIMIZATION
• Partner with ITS, SSC’s, Central Offices and department representatives
• Establish a workgroup
• Determine Requirements and campus guidance
• Implement Technical changes to automate Netid generation for CWR & POI’s
• Create training materials
• Communicate/train stakeholders
• Turnaround Time: TBD
QUESTIONS/ COMMENTS/ FEEDBACK
THANK YOU!

EMAIL: UCPATHCSC@UCR.EDU

WEBSITE: UCPATH.UCR.EDU
Appendix
Assumptions, Risks, Planning Considerations, Metrics
UCPath Campus Support Center
Objective, Approach, Summary, Timeline, Participation
The UCPath functional leadership determined that the UCPath Campus Support Center should be located within the organizational structure of the three functional departments that “own UCPath policy and processes”, AP, BFS and HR. For the initial launch, the CSC Department is currently located in the Provost’s Org within the Division of Academic Personnel. This location will be assessed after the 1st or 2nd year of operation to determine if the CSC department should stay where it is located or be moved to one of the other two ORGS.
The primary functions of the CSC, although not exhaustive, are outlined below:

- **Campus Support Services**
  - Provide UCPath Production support to the campus SSC’s, Central Offices, Dept/Orgs’s and EE’s
  - Issue escalation and troubleshooting
  - Mass transaction processing & UCPath transaction support

- **Training, Communications and Organizational Change Management (OCM)**
  - UCPath Training content production and delivery
  - Campus UCPath communications & OCM

- **UCPath Project & System Management**
  - Coordinate upgrades/testing/deployments
  - UCPath system and process testing
  - Talent & Acquisition/ePerformance deployment and support
  - HRMS Deployment
  - Cutover Support

- **Reporting/ODS/Data Integrity**
  - Ad hoc reporting solutions
  - Campus UCPath reporting solutions
  - Production of ODS generated reports to support UCPath production for each pay cycle

- **Business Process Improvement**
  - UCPath Business process redesign and standardization
  - UCPath Business process content management

- **Management of UCPath Initiatives**
  - Ucpath Transaction Processing Pilot
# WHERE TO GO FOR UCPath Support on Campus

<table>
<thead>
<tr>
<th>Unit</th>
<th>Support Issues/Question/Need</th>
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<tbody>
<tr>
<td>Central Office/Department</td>
<td>Policy, merit or promotion action - department central office, netid (in specific instances-netid affiliate process)</td>
</tr>
</tbody>
</table>
| Shared Service Center                   | Question about pay and transactions submitted by the SSC, netid for employees.  
**Benefits:** Contact your SSC and the HR Benefits team |
| Business Financial Services (BFS)       | Questions/Issues regarding Finance and GL related UCPath modules. Payroll services and processes managed within BFS. |
| UCPath Campus Support Center (CSC)      | UCpath training for cross functional modules. UCPath/SSC Escalations, urgent time sensitive issues, issues impacting large populations. Resource for Campus UCPath Partners. 
**Employees:** escalations, graduate students |
| UCPath Campus Support Center (CSC)      | If you don’t know where to go, the CSC will route you to the correct contact and serve as steward all the way through to issue resolution. |
CSC & EXECUTIVE DIRECTOR
YEAR ONE/TWO GOALS

• Continuation of Campus UCPath Project Initiatives and Project Plan tasks
  • Transition from UCPath Project Structure to Operational Structure
  • Continue Execution of Year 2 UCPath project Plan
  • Continue Execution of Pilot Project Plan
  • Conduct Post Pilot Assessment and Recommendation for Future transaction processing model
  • Conduct Assessment, Analysis and Recommendation on Future operating model
  • Create Project and OCM Plan for Implementation of Future transaction processing model and Future Operating Model
  • Begin execution of future state transaction processing and future operating model
  • Support the campus Employees, SSC, Transactional units and central offices during each months Payroll Production Cycles
  • Support Subsequent Campus deployments and TAM deployment

• UCPC Engagement
  • Partner with UCPC on Improvements to services and the UCPath system
  • Engage with UCPath Steering Committee and UCPath Advisory Board
  • Define and Implement UCPC and Campus Support Model

• CSC Structure and Operations
  • Define and Implement Engagement model with UCR Central Offices (AP, BFS, HR) & (FPA, ITS)
  • Define and Implement Engagement model with SSC’s
  • Establish new meeting cadence for campus standing governing bodies
  • Establish, train and harmonize CSC team structure
  • Establish CSC services and Service Delivery Model
  • Determine 2-5 year goals for CSC including roadmap to stabilization
  • Create UCPath health check operational metrics for sponsor/leadership updates
  • Rebrand Website and communication materials
Pilot Summary

Objective, Approach, Summary, Timeline, Participation
PILOT PHASE I

• August 2019: Extend initiation to pilot units for selected processes; Validation approval remains at SSCs.

* Low-risk and relevant Case Management submissions will also be made available to pilot units in Phase I. These transactions have no workflow available.

** Offboarding does not include final pay transactions.
November 2019: Extend approval to pilot units for lower risk processes, based on analysis and demonstrated competency. Extend initiation to pilot units for selected higher risk/more complex processes:

* Low-risk Case Management transactions will also be made available to pilot units in Phase I. These transactions have no workflow available.

** Offboarding does not include final pay transactions

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<tr>
<th>Fully Distributed to Transactional Units</th>
<th>Distributed Initiation, Shared Services Validation</th>
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<td>Onboarding: Person of Interest (POI) Initiation</td>
<td>Offboarding Involuntary Termination – (Staff &amp; Academic)</td>
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<td>Onboarding/Offboarding: Contingent Worker (Add, Renew/Update and Complete)</td>
<td>PayPath For EMPL Class 5, 9 &amp; 10</td>
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<td>Personal Data Change &amp; Person Profile Approval Role</td>
<td>Onboarding For EMPL Class 5, 9 &amp; 10</td>
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<td>On Behalf of Case Management *</td>
<td>Position Control</td>
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<td>Offboarding Voluntary Termination (Staff &amp; Academic**)</td>
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** Phase II – Fully Centralized **

PayPath/Onboarding/Offboarding For EMPL Class 22 (Deans & Faculty Admins) - AP Office**
PILOT PHASE I – UNIT INITIATION

- Onboarding & Off-boarding for Contingent Workers
- Personal Data & Personal Profile Changes
- Position Data Management
- Voluntary Termination – Staff & Academic
- One-Time Additional Pay
- Onboarding/Off-boarding for Persons of Interest
- On Behalf of Case Management
New for Phase II: New transaction types

Onboarding (excluding transfers) – Empl class 5, 9, 10
SSC AWE

Involuntary Termination – Empl class 5, 9, 10
SSC AWE

PayPath/Additional Pay – Empl class 5, 9, 10
SSC AWE

Contingent Workers Onboarding & Off-boarding
Pilot Unit AWE

Personal Data & Personal Profile Changes
Pilot Unit AWE

Voluntary Termination – Staff & Academic
Pilot Unit AWE

Persons of Interest Onboarding/Off-boarding
SSC AWE

On Behalf of Case Management
No AWE

New for Phase II: Phase I transaction pilot unit approvals

One-Time
Pilot Unit AWE

Position Control
SSC AWE

PILOT PHASE II – UNIT INITIATION & APPROVAL
PHASE III – ASSESSMENT & TRANSITION

• February 2020 – June 2020: During this period the following activities will be completed:

  • Development of pilot final assessment report (Feb. 2019) & determination of impact/changes to UCR UCPath roadmap
  • Focused effort on extension of onboarding pre-arrival transactions to campus
  • Campus involvement in remaining UCPath implementations (D3?)
  • Development & approval of implementation plan for campus-wide adoption of permanent transactional structures and transition to operational support model, including (if still recommended):
    • Shared services/central transaction processing units
    • “Concierge” support structure
    • Campus onboarding center
## TIMELINE

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**WE ARE HERE**
Ameae Walker
Vice Provost for Academic Personnel
New faculty members before and after interventions (red arrow). Those identifying as from URG increased in 2015-16 and those identifying as female increased in 16-17.
Recent diversity and inclusion efforts in faculty hiring

- Strong, consistent message from campus leadership
- Clusters selected, in part, for potential to diversify the faculty – but this wasn’t a significant factor
- Deliberate emphasis on diversity/inclusion and peer-based merit review in advertising
- Require diversity statements from all candidates and evaluation of these statements in all searches
- Require **workshops** for search committee members focused on incorporating diversity/inclusion into the recruitment process
- Emphasized PPFP/CPFP candidate pools [https://ppfp.ucop.edu/info/](https://ppfp.ucop.edu/info/)
- Grants from UCOP funded programs in engineering (2016-17), **Math (2018-19)** and **Chemistry and Physics & Astronomy (2019-20)**.

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.

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.
Math project: use APRecruit data to motivate building the pool, review Contributions to Diversity and Research Statement first

Comparing 17-18 recruitments with 18-19

• The 18-19 recruitment efforts resulted in a pool diversity on a par with the availability diversity in most categories, with the caveat that pool diversity, as currently reported in UC Recruit, does not take nationality into consideration – not true for previous recruitments-implication: use of APRecruit data helped

Yat Sun Poon
## Diversity

### Availability demographics

The diversity of candidates available in each field of study identified.

**Availability cohort**: Other Academic Positions

**Data source**: 2012 - 2016 Campus data; 2017 Health Sciences data; 2011 - 2015 Law data; 2011 - 2015 IPEDS data

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<tr>
<th>Field of study</th>
<th>Male</th>
<th>Female</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native American</th>
<th>Minority Total</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus: Bioengineering and biomedical engineering</td>
<td>61.6%</td>
<td>38.4%</td>
<td>3.8%</td>
<td>5.8%</td>
<td>24.3%</td>
<td>0.5%</td>
<td>34.5%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Campus: Biochemistry (biological sciences)</td>
<td>51.5%</td>
<td>48.5%</td>
<td>4.8%</td>
<td>6.6%</td>
<td>13.8%</td>
<td>0.0%</td>
<td>26.0%</td>
<td>72.8%</td>
</tr>
<tr>
<td>Campus: Pharmacology, human and animal</td>
<td>44.8%</td>
<td>55.2%</td>
<td>8.9%</td>
<td>6.2%</td>
<td>15.3%</td>
<td>0.5%</td>
<td>30.9%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Campus: Biology/biomedical sciences, general</td>
<td>42.3%</td>
<td>57.7%</td>
<td>6.4%</td>
<td>9.0%</td>
<td>16.4%</td>
<td>0.0%</td>
<td>32.6%</td>
<td>64.2%</td>
</tr>
<tr>
<td>Campus: Medicinal chemistry</td>
<td>67.7%</td>
<td>32.3%</td>
<td>9.8%</td>
<td>5.3%</td>
<td>18.0%</td>
<td>1.5%</td>
<td>34.6%</td>
<td>65.4%</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>54.3%</td>
<td>45.7%</td>
<td>5.1%</td>
<td>6.5%</td>
<td>18.8%</td>
<td>0.7%</td>
<td>31.1%</td>
<td>67.4%</td>
</tr>
</tbody>
</table>

### Pool demographics

The diversity of the pool as the search progresses. Watch for any large shifts from one row to the next.

Note: respondents who declined to state are not included in the percentages below.

<table>
<thead>
<tr>
<th>Pool</th>
<th>Male</th>
<th>Female</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native American</th>
<th>Minority Total</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>All responses</td>
<td>70.9%</td>
<td>29.1%</td>
<td>0.0%</td>
<td>13.2%</td>
<td>52.8%</td>
<td>0.0%</td>
<td>66.0%</td>
<td>34.0%</td>
</tr>
<tr>
<td>All applicants</td>
<td>68.0%</td>
<td>32.0%</td>
<td>0.0%</td>
<td>16.0%</td>
<td>52.0%</td>
<td>0.0%</td>
<td>68.0%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Shortlist</td>
<td>80.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>40.0%</td>
<td>0.0%</td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>
Math project: use APRRecruit data to motivate building the pool, review Contributions to Diversity and Research Statement first

Comparing 17-18 recruitment with 18-19

• The 18-19 recruitment efforts resulted in a pool diversity on a par with the availability diversity in most categories, with the caveat that pool diversity, as currently reported in UC Recruit, does not take nationality into consideration – not true for previous recruitments-implication: use of APRRecruit data helped

• Broader range of research topics helped with pool diversity

• The screening methodology made a significant difference

<table>
<thead>
<tr>
<th>Shortlist</th>
<th>Male</th>
<th>Female</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native American</th>
<th>URG Total</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old screening</td>
<td>71.4%</td>
<td>28.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>66.7%</td>
<td>0.0%</td>
<td>0.0/28.6%</td>
<td>33.3%</td>
</tr>
<tr>
<td>New screening</td>
<td>14.3%</td>
<td>85.7%</td>
<td>0.0%</td>
<td>42.9%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>42.9/85.7%</td>
<td>42.9%</td>
</tr>
</tbody>
</table>
The screening methodology made a significant difference. i.e. what happens when we read Contributions to Diversity and Research Statements First?

• We likely get a better feel for what aspects of the research are the candidate’s ideas and what will form the basis of the research they will do at UCR. We are more likely to choose a great applicant who may have attended a less renown university for financial, family or other reasons.

• We gain a better picture of a candidate’s ability to write about their research in a compelling manner (good predictor of acceptance of manuscripts and ability to write fundable grants). We can’t tell that from a list of publications.

• We reduce the use of proxies for quality such as reputation of institution or mentor and instead focus on what the candidate has done and is proposing to do.

• We know that the candidates will or will not fit into the UC mission and work enthusiastically to enrich research ideas and create a multifaceted community of respect.
What about retention?

Funded by UCOP. Run by Georgia Warnke and Katherine Henshaw through the Center for Ideas and Society
Outside Activities Tracking System – OATS- coming this year

- OATS automatically determines the category type and prior approval requirements based on the activity
Enter an Activity

Organization Name:*
Available Characters: 255

Type:*
- Select One -

Start Date:* 2019-10-11
End Date:* 2020-06-30

Activity Type(s) / Role(s):*  
- Additional University-compensated teaching (CME & UNEX) or self-supporting UC degree programs
- Administration of a grant outside the University
- Assuming an executive or managerial position outside of the University
- Assuming founding or co-founding role of a company
- Attending and presenting talks at university/academic colloquia and conferences
- Consulting for for profit entity
- Consulting for government agency
- Consulting for non-profit entity
- Consulting for non-profit health or education-related organization
- Consulting or testifying as an expert or professional witness
- Consulting under the auspices of UC
- Developing scholarly or creative works
- Employment outside the University
- Providing or presenting a workshop for industry
- Providing outside consulting or compensated professional activities performed for Los Alamos National Security and Lawrence Livermore National Laboratories
- Research outside the University
- Refers to participation in research under the auspices (i.e. control/management/direction) of another institution as judged by such considerations as to whether the research occurs while in residence at the other institution and the non-UC institution has claims on the resulting intellectual property or attribution.

Student Involvement

Are you involving a student(s) (e.g., Undergraduate, Graduate, and/or Professional Degree Students) from your campus in this activity?*  
- Yes  - No

Name this Activity:*  
Available Characters: 255

Enter  Close
Once an activity is added into OATS, faculty can report earnings and effort. The time and earnings thresholds bars will automatically adjust when earnings/effort is reported.
Changes to the CALL

• **Promotion:** A promotion should be considered a mini-career review and reviewing bodies should consider where to place the candidate relative to their record (e.g. if normal promotion would be to Associate, Step II, a candidate may be suitably placed at Step III. This would not be considered a post-promotion acceleration and may include candidates with excellent records, but where research productivity in the last two years was not double the norm).

• **Teaching:** Summer Session evaluations may be included but the department letter must indicate whether they represent part of the normal load or an overload. Overload teaching is not grounds for consideration of an additional action such as an extra off scale or acceleration.

• **Other Evidence of Teaching Expertise:** Teaching Portfolio: Aspects of the teaching portfolio such as syllabi should be uploaded under *Other* and referred to in the self-statement.
Salary Program

• 5.33% to base for Senate faculty as of October 1 (will appear in Nov 1 paycheck) to be equal to a late 4% adjustment to base.

• For those above scale or with large offscale, a 3% raise

• Administrators, staff and other academics, 3%, except those on hold for conclusion of union negotiations

• Totally unclear what will happen next year: Budget, new President etc, but current expectation that there will be another raise.
APRecruit approval process – I want your opinion

• Analyst + Committee Chair
• Department Chair
• Equity Advisor in some colleges
• Dean’s analyst
• Dean
• Diversity Office
• Vice Provost
Short list approval process (some have additional steps)

• Affirmative action designee on search committee
• Department Chair
• Equity advisor in some colleges
• Dean
• Diversity Office
Moving expenses

- University policy adheres to the Internal Revenue Service (IRS) regulations for nontaxable and taxable moving expenses in this regard. **Please note certain expenses paid by the university related to your removal must be reported on your W2 as a taxable fringe benefit and are subject to federal tax withholding. To assist with the tax burden, the University will provide an additional payment of 30% [up to $XXX] based on the actual eligible moving and relocation costs. You are strongly encouraged to consult with your personal tax advisor.** For more information, please refer to: UC Business and Finance Bulletin G-13 ([https://policy.ucop.edu/doc/3420347/BFB-G-13](https://policy.ucop.edu/doc/3420347/BFB-G-13)) and IRS Publication 521 ([https://www.irs.gov/newsroom/tax-reform-brings-changes-to-qualified-moving-expenses](https://www.irs.gov/newsroom/tax-reform-brings-changes-to-qualified-moving-expenses)).

- This was revised on December, 2018.

- I made revisions per email received from Katina on 10/7 re: UCR policy 650-32.
Thursday Nights Live

@ the HUB Plaza, 5-7.30pm
Habit Burger, Subway, and HUB food available

October 17th – Sir Walter Clark (above) plays Classical/Flamenco guitar

October 24th – KUCR hosts an evening of fun music with a special eye to get the little kids dancing

November 7th – Clyde & Friends play keyboard and more
This day, transition to the Barn - free Barn Cookies, preview of menu and spaces, chance to win VIP walkthrough of the New Barn
Dan Jeske & Andrew Larratt-Smith
Vice Provost for Administrative Resolution & the Ombuds
POP Quiz

• 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
Office Of The OMBUDS
A safe place to navigate through difficulties at UCR

Chair Fall Forum
October 23rd, 2019

Andrew Larratt-Smith
UCR Ombuds
388 & 390 Skye Hall
(951) 827-3213
Mission Statement of UCR Ombuds Office:

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

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 high-quality 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.
Who Utilizes the Ombuds Office?

Visitors July 2012 – June 2017

- Undergraduates, 240, 23%
- Graduate Students, 188, 18%
- Staff, 295, 28%
- Academic Appointments, 221, 21%
- Community Members, 72, 7%
- Unknown, 8, 1%
- Student Unknown, 22, 2%
Who Utilizes the Ombuds Office?

Number of Visitors Initiating Cases Annually at the UCR Ombuds Office

- Staff
- Academic Personnel
- Undergraduate
- Graduate Student
- Student Unknown
- Community

© 2011 Andrew Larratt-Smith, UCR Office of the Ombudsman. Please do not use without permission.
Common Types of Issues that the Ombuds Discusses with Chairs

- 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
# Ombuds – VPAR Role Comparison

<table>
<thead>
<tr>
<th></th>
<th>Ombuds Office</th>
<th>VPAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constituents?</strong></td>
<td>Students, Staff, Faculty, Community</td>
<td>Predominantly Faculty</td>
</tr>
<tr>
<td><strong>Scope of issues?</strong></td>
<td>UCR-Related Concern</td>
<td>Predominantly Faculty Discipline</td>
</tr>
<tr>
<td><strong>Role?</strong></td>
<td>Designated Neutral</td>
<td>Designee of Chancellor &amp; P/EVC</td>
</tr>
<tr>
<td><strong>Reporting Office?</strong></td>
<td>Non-Reporting (Confidential)</td>
<td>Reporting</td>
</tr>
<tr>
<td><strong>Can assist in informal resolution?</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Participates on behalf of administration in formal faculty disciplinary processes?</strong></td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Available to discuss issues proactively?</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
VPAR 101: Overview of Selected Faculty Policies

Daniel R. Jeske (vpar@ucr.edu, 951-827-3541)
Professor of Statistics &
Vice Provost of Administrative Resolution

1. APM-015 (The Faculty Code of Conduct)
2. Bylaws and Regulations of the Riverside Division
   Appendix 5: Rules of Procedure for Implementation of Polices on Faculty Conduct and the Administration of Discipline at UCR
3. Alternative Pathways for Conflict Resolution
4. UC system wide Bylaw 336 (P&T Disciplinary Hearings)
5. UC system wide Bylaw 335 (P&T Grievances about Faculty Rights and Privileges)
6. APM-150 (Non-senate Academic Appointees, Corrective Action and Dismissal)
7. APM-075 (Termination for Incompetent Performance)
APM-015 : The Faculty Code of Conduct

Part I – Professional Rights of Faculty (selected parts)

1. Free inquiry and exchange of ideas
2. Right to present controversial material relevant to a course instruction
3. Enjoyment of constitutionally protected freedom of expression
4. Freedom to address any matter of institutional policy or action when acting as a member of the faculty
5. Participation in the governance of the University
   a. Approval of course content and manner of instruction
   b. Establishment of requirements for matriculation and degree
   c. Appointment and promotion of faculty
APM-015 : The Faculty Code of Conduct

Part II – Professional Responsibilities, Ethical Principles and Unacceptable Faculty Conduct

A. Teaching and Students
   - Types of unacceptable conduct include: arbitrary denial of access to instruction, significant intrusion of material unrelated to course, significant failure to meet class, keep office hours, and hold exams as scheduled, discrimination on the basis of various grounds, harrassment

B. Scholarship
C. The University
D. Colleagues
E. The Community
APM-015 : The Faculty Code of Conduct

Part II – Professional Responsibilities, Ethical Principles and Unacceptable Faculty Conduct

A. Teaching and Students
B. Scholarship
   ➢ Types of unacceptable conduct: violations of canons of intellectual honesty, such as research misconduct and/or intentional misappropriation of the writings, research and findings of others
C. The University
D. Colleagues
E. The Community
APM-015 : The Faculty Code of Conduct

Part II – Professional Responsibilities, Ethical Principles and Unacceptable Faculty Conduct

A. Teaching and Students
B. Scholarship
C. The University
  ➢ Types of unacceptable conduct: intentional disruption of functions of the University, incitement of others to disobey University rules, unauthorized use of University resources on a significant scale, threats of physical harm or harassment of another member of the University community, discrimination on the basis of various grounds, violation of University policies including but not limited to policies applying to research, outside professional activities, conflicts of commitment, violence in the workplace and whistleblower policy
D. Colleagues
E. The Community
APM-015 : The Faculty Code of Conduct

Part II – Professional Responsibilities, Ethical Principles and Unacceptable Faculty Conduct

A. Teaching and Students
B. Scholarship
C. The University
D. Colleagues
  ➢ Types of unacceptable conduct: making evaluations of the professional competence of faculty members by criteria not directly reflective of professional performance, discrimination on various grounds, harassment (bullying) breach of established rules governing confidentiality in personnel procedures
E. The Community
APM-015 : The Faculty Code of Conduct

Part II – Professional Responsibilities, Ethical Principles and Unacceptable Faculty Conduct

A. Teaching and Students
B. Scholarship
C. The University
D. Colleagues
E. The Community

➤ Intentional misrepresentation of personal views as a statement of position of the University, commission of a criminal act which has led to a conviction in a court of law and which demonstrates unfitness to continue as a member of the faculty
APM-015 : The Faculty Code of Conduct

Part III= Enforcement and Sanctions (selected parts)

➢ Each division shall develop and periodically re-examine procedures dealing with the investigation of allegations of faculty misconduct and the conduct of disciplinary proceedings

➢ In the development of disciplinary procedures, each Division must adhere to the following principles:

➢ No disciplinary sanction for professional misconduct shall be imposed by the administration except in accordance with specified campus procedures adopted after appropriate consultation with the senate

➢ No disciplinary sanction shall be imposed until after the faculty has had an opportunity for a hearing before the senate committee on P&T
Appendix 5 Definitions of Note

Probable Cause (*Appendix 5 definition differs from legal definition*)
Facts as alleged in the complaint, if true, justify the imposition of discipline for a violation of the Faculty Code of Conduct and that there is credible evidence to support the claim.

Credible Evidence
The standard of credible evidence does not require the fact-finder to weigh conflicting evidence, and merely requires the investigator to present the bare minimum of material credible evidence to support the allegations.

Clear and Convincing Evidence
The evidence presented by a party must be highly and substantially more probable to be true than not and the trier of fact must have a firm belief or conviction in its factuality.
Appendix 5. Rules of Procedure for Implementation of Policies on Faculty Conduct and the Administration of Discipline at UCR

1. Allegation of Faculty Misconduct (APM-015 violation)
   - Chair/Dean/VPAR
   - Office of VPAR
     - Informal Resolution
       - Y: End
       - N: Office of VPAR
         - Informal Resolution
           - Y: End
           - N: Complaint Form to Comm. on Charges

   - VPAR concur
     - Y: End

3. VPAR concur
   - Y: Submit charges & recommended disc. action to Comm. P&T
   - N: Hearing by P&T

4. Hearing by P&T
   - Bylaw 336 Procedures
     - Y: Clear & convincing evidence
     - N: Recommend disc. actions

5. Clear & convincing evidence
   - Report to Chancellor includes all documentation
     - Y: Final Decision by Chancellor
     - N: Recommend disc. actions

6. Final Decision by Chancellor
   - Report to Chancellor includes all documentation
     - Y: Clear & convincing evidence
     - N: Recommend disc. actions
Alternative Pathways for Conflict Resolution

**Issues Addressed:**
- Inappropriate & improper Faculty behavior
- Breakdowns in collegial faculty relations
- Violations of Faculty Code of Conduct (APM 015)

**Through:**
- Consulting & Advising with VPAR
- Mediation & Informal Resolution with VPAR
- Formal Disciplinary Procedures overseen by VPAR

- Department Chairs and Deans are usually involved in these issues
- Early interventions are better than late interventions
- Office is available to work with you in addressing issues
Thank You
Nancy Jean Tubbs
Director of the LGBTQ+ center
Creating a Tran-Inclusive Workplace

Nancy Jean Tubbs

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Introductions

» Nancy Jean Tubbs
  Director, LGBT Resource Center
  UC Riverside
  Pronouns: she/her/hers
  nancy.tubbs@ucr.edu, 951.827.2267
Once you get the app, you can download all sorts of guides, including one for the LGBT Resource Center.
Oh no, someone left their cell phone.

Dang, I wonder if they’ll miss it?

Of course they will. *It’s their phone.*

Not what I meant. I was wondering if they’ll miss it in time to come back for it before the shop closes.

I hope so, for their sake.

YOU ALREADY KNOW HOW TO USE SINGULAR *THEY.*

When a nonbinary person asks you to use “they” as their pronoun, you can handle it.
Agenda

- Introduction to Gender Identity & Expression
- UCR Institutional Change
- Pronouns!
- Employees Transitioning at UCR
- Action Tips for Staff & Faculty
- Evaluations
Encompasses any individual who crosses over or challenges their society's traditional gender roles and/or expressions.
A Common Language

- gender nonconforming or Trans v. gender normative or Cisgender
- transgender or trans or trans* – umbrella term for many gender nonconforming identities
- genderqueer, nonbinary
- trans woman, MTF, trans man, FTM, transsexual
- transition, hormone therapy, SRS or GCS
Continuum

“normative man”  “normative woman”

Biological Sex

male  intersex  female

Gender Identity

man  genderqueer / nonbinary  woman

Gender Expression

masculine  androgynous  feminine
Assigned female at birth & then...

- “I am a butch or masculine woman”
- “I am a trans guy, taking T”
- “I am genderqueer, and do not identify as a man or woman. F*** the binary!”
- “I identify as a man. I am not trans.”
- “I am FTM, and maybe I will have top surgery one day.”
A More Inclusive Campus…

- **Preferred (Lived) Name Policy** – students can use R’Web Self-Sere to create a Lived Name for use on campus (ID Card, class rosters, iLearn, R’Mail, etc)

- **111 Gender Inclusive Facilities** – find at http://map.ucr.edu + Student Success Center!

- **UC Admissions** includes optional sexual orientation and gender identity questions that students can also update via R’Web Self-Serve

- **The Out List** of UCR Staff/Faculty at http://diversity.ucr.edu & on mobile app
UCR Inclusivity Efforts Continue

› UCR Work Groups
  › UCR CA Gender Recognition Act Task Force
  › UCR Transgender Task Force

› Staff/Faculty Concerns
  › Education & resources for supervisors & campus-wide for all
  › Nonbinary records
  › Lived Names & pronouns in UC Path
  › R’Cards & campus email addresses using lived names
  › More information comparing employee health plans benefits related to trans health care
UC Nondiscrimination Policy

The University of California, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.
UC Policy on Sexual Harassment & Sexual Violence

- Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature .....affects a person's employment or education.”

- “Harassment that is not sexual in nature but is based on gender, sex-stereotyping, or sexual orientation also is prohibited by the University's nondiscrimination policies…. in determining whether a hostile environment due to sexual harassment exists, the University may take into account acts of discrimination based on gender, sex-stereotyping, or sexual orientation.”
CA Fair Employment & Housing Act

In California, business establishments, non-profits, and government agencies that serve the public cannot discriminate based on someone’s gender identity or gender expression. This Includes:

- Stopping you from using a restroom or other sex-segregated facility that matches your gender identity.
- Asking you to provide ID to prove your gender in order to use a restroom or other sex-segregated facility, such as a dressing room or gym locker room.
Nonbinary Explained

- Gender identity and expression are typically thought of in binary terms: Male and female, men and women, masculine and feminine.
- Many transgender people fall on this binary. Trans women are women, trans men are men.
  - Some transgender people do not fall on this binary. They identify as nonbinary.
- Nonbinary people’s gender identity and expression do not conform to societal norms of masculinity or femininity.
- Nonbinary people usually prefer the pronouns “they/them” in the singular.
CA Gender Recognition Act

- Creates nonbinary gender for all people of California. Three genders in California: men, women, and nonbinary.
- Nonbinary will be listed on birth certificates, driver’s licenses and state-issued ID cards – the marker will be an “x”.
- All systems which store and use gender must be updated to include a nonbinary option (registrar, housing, athletics, etc.).
- All reports which indicate gender must include nonbinary people (enrollment, etc.).
- Protected under Title IX, as well as UC harassment and discrimination policies.
New UC Admissions Application

Gender Demographic Questions

Demographic

› Any information you provide in this section will be used for statistical analysis and programmatic purposes only. It will not be used in your admission evaluation and will have no bearing on your eligibility for admission. Providing this information is optional.

› Data collected will provide UC with meaningful population data necessary for providing student academic and support services. These data will also enable UC to develop curricular and co-curricular offerings that reflect students’ diverse perspectives, and that promote an equal learning environment for all students.
New UC Admissions Application
Gender Demographic Questions

Gender/Sexual Orientation

1. What is your Gender Identity
Select one answer.

- Female
- Male
- Trans Female / Trans Woman
- Trans Male / Trans Man
- Genderqueer or Nonbinary Gender
- Different identify
New UC Admissions Application
Gender Demographic Questions

2. What is the sex on your birth certificate?
   o Female
   o Male
   o Nonbinary
   o Decline to State
New UC Admissions Application
Gender Demographic Questions

4. Do you consider yourself to be
Select one answer.
- Heterosexual or straight
- Gay or lesbian
- Bisexual

› Not listed above [include an optional text box if possible]
Pronouns

- Language has shifted from Preferred Gender Pronoun (PGP) to simply, “Pronoun”
- Commonly heard pronouns: they, we, ze, her, hir, his, hers, someone’s first name.
- How to be inclusive?
  - When in a group – during introductions model sharing pronouns and invite everyone do share, too
  - Try asking: "What are your pronouns?" or "Which pronouns do you like to hear?" or "Can you remind me which pronouns you like for yourself?" It can feel awkward at first, but it is not half as awkward as getting it wrong or making a hurtful assumption.
  - Never guess someone’s pronoun,
- Writing References
  - If a student asks you to write a reference ask them which pronoun they want you to use in the letter, if any
Asking and correctly using someone's pronouns is one of the most basic ways to show your respect for their gender identity.

When someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, and alienated.

It is a privilege to not have to worry about which pronoun someone is going to use for you based on how they perceive your gender.

Never, ever refer to a person as “it” or “he/she” (unless they specifically ask you to.) These are offensive slurs used against trans and gender non-conforming individuals.

If you make a mistake, apologize and move on, don’t belabor the apology.

Ongoing misgendering in the work place may be interpreted as sexual harassment.
### Pronouns

mypronouns.org

<table>
<thead>
<tr>
<th>Nominative (subject)</th>
<th>Objective (object)</th>
<th>Possessive determiner</th>
<th>Possessive Pronoun</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional pronouns</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>He</strong></td>
<td><em>He</em> laughed</td>
<td>I called <em>him</em></td>
<td><em>His</em> eyes gleam</td>
<td>That is <em>his</em></td>
</tr>
<tr>
<td><strong>She</strong></td>
<td><em>She</em> laughed</td>
<td>I called <em>her</em></td>
<td><em>Her</em> eyes gleam</td>
<td>That is <em>hers</em></td>
</tr>
<tr>
<td><strong>Gender-inclusive pronouns</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Ze and <em>hir</em></strong></td>
<td><em>Ze</em> laughed</td>
<td>I called <em>hir</em></td>
<td><em>Hir</em> eyes gleam</td>
<td>That is <em>hirs</em></td>
</tr>
<tr>
<td><strong>They</strong></td>
<td><em>They</em> laughed</td>
<td>I called <em>them</em></td>
<td><em>Their</em> eyes gleam</td>
<td>That is <em>theirs</em></td>
</tr>
</tbody>
</table>
Pronouns – UCOP Communications Guidance

› In general, try to avoid using pronouns for third person singular by repeating the noun (use “the employee” instead of “he or she,” for example).

› Here’s an example from Benefits: “In most cases, your domestic partner and his or her your partner’s children do not automatically qualify as your dependents under the Internal Revenue Code (IRC).”

› You can also rework sentences to avoid using pronouns at all.

› If the occasional “they/their” makes the most sense, that’s okay too.
In most cases, a plural pronoun should agree in number with the antecedent: *The children love the books their uncle gave them.* *They/them/their* is acceptable in limited cases as a singular and/or gender-neutral pronoun, when alternative wording is overly awkward or clumsy. However, rewording usually is possible and always is preferable.
Arguments for using *they/them* as a singular sometimes arise with an indefinite pronoun (*anyone, everyone, someone*) or unspecified/unknown gender (*a person, the victim, the winner*). Examples of rewording:

- *All the class members raised their hands* (instead of *everyone raised their hands*).
- *The foundation gave grants to anyone who lost a job this year* (instead of *anyone who lost their job*).
- *Police said the victim would be identified after relatives are notified* (instead of *after their relatives are notified or after his or her relatives are notified*).
- *Lottery officials said the winner could claim the prize Tuesday* (instead of *their or his or her prize*).
Pronouns – Examples of PPSM changes

1. *PPSM 23*: “The employee may add his or her own comments to accompany the performance appraisal form.”

2. *PPSM 30*: “A non-exempt employee must track all of the hours he/she worked in each of his/her positions and be paid overtime at the premium rate for all hours of actual work…”
Employees Transitioning at UCR

- Changes with UC PATH records (Lived name, gender identity v. gender marker)
- Changing UCR ID and email address
- Supervisors working with Trans employees to address changes in names and pronouns in the workplace
- Difficulties with health benefits when Social Security gender marker is unknown
- Preparing for microaggressions in the workplace and setting an example
Gender Expectations

Most of us give no thought to….

- Feminine behavior by people who look like women; masculine behavior by people who look like men
- Gendered dress guidelines/policies
- Gendered instructions for men and women (e.g. men on one side and women on the other side of the room)
- Gendered facilities (restrooms, lockers, etc.)
- Gendered training curriculum, tasks, awards/gifts

Imagine if your gender identity does not conform with the expectations in your office, classroom, etc.

How could the above impact you?
Microaggressions Towards Trans People in the Workplace

- Examples of micro-invalidations, micro-insults, and micro-assaults?
- Not asking or refusing to use lived names
- Not asking or refusing to use someone’s pronouns
- Overhearing comments such as “What is it?” or “Trannie”
- Asking Trans people about:
  - Their “real” name
  - Their genitals or how they have sex
  - Their hormones or surgery status
- Refusing to allow the use of “they” or “ze” as a gender neutral singular pronoun in academic work without addressing reasons why.
Action Tips for Staff & Faculty

- Interrupt microaggressions
- Model Trans inclusion
  - Share your own gender pronouns
  - Invite co-workers and students to share their lived names and pronouns during initial introductions and respect them
- Review all departmental forms and ask:
  - Why do you need gender marker information?
  - Are you interested in gender identity or in sex markers on birth certificates?
  - Have you added the nonbinary “X” as an option?
Action Tips for Faculty

- Faculty: determine how you will address the use of gender neutral pronouns in written work, i.e. “they/them” or “ze/hir”
  - For example: Require students to state why they choose to use gender neutral pronouns to document their understanding of pronoun use
- Use the syllabus to set standards & create a respectful climate
  “This class will be conducted in an atmosphere of mutual respect. I encourage your active participation and welcome both respectful discourse and reasoned debate. However, if your language or conduct at any time demonstrates a lack of respect for anyone’s race, gender identity or expression, sexuality, culture, beliefs, or abilities, you will not be permitted to participate further.”

Adapted from “LGBTQ On Campus for Faculty & Staff”
Action Tips for Faculty

› Use the syllabus to set standards & create a respectful climate

“Please share with the class if you would like to use a lived name other than what is on the class roster, and/or different gender pronouns. Ex. Please address me as Professor Tubbs. My pronouns are ‘she’ and ‘her.’”
Action Tips for Faculty

› Use the syllabus to set standards & create a respectful climate

Campus Resources:

› Student Counseling Center – 827-5531, Veitch Hall
› Student Affairs Case Manager – 827-5000, 125 Costo Hall
› African Student Programs – asp.ucr.edu
› Asian Pacific Student Programs – apsp.ucr.edu
› Chicano Student Programs – csp.ucr.edu
› LGBT Resource Center – out.ucr.edu
› Middle Eastern Student Center – mesc.ucr.edu
› Native American Student Programs – nasp.ucr.edu
› Undocumented Student Programs – usp.ucr.edu
› Women’s Resource Center – wrc.ucr.edu
› Student Disability Resource Center – sdrsc.ucr.edu
› Veterans Resource Center – studentlife.ucr.edu/veterans
› The Well – well.ucr.edu
**Action Tips for Staff & Faculty**

- Be patient with people exploring gender identity – they may change lived names & pronouns more than once
- Maintain confidentiality & do not “out” people
- Understand that “coming out” for Trans people is a different experience than “coming out” as LGBQ
- Avoid microagressions!
- Know your resources:
  - Services provided by the LGBT Resource Center & other offices
  - Location of gender inclusive restrooms
  - Trans-focused community organizations
  - Policies related to gender identity & gender expression (housing, ID cards, email aliases, health care & insurance)
The dialogue continues...

› Questions?
› Concerns?
› Suggestions?

← Patsy

Hunter →