

# Campus Culture Task Force Report

## EXECUTIVE SUMMARY

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The Campus Culture Task Force, co-chaired by Associate Vice Chancellor Mariam Lam and Dean Christopher Lynch, seeks to align UCR's [Principles of Community](#) and core values (integrity, excellence, accountability, and respect) with employee and student behaviors, in ways that are universally understood, continually reinforced, and observable in daily campus activities.

Staff and faculty surveys have highlighted the importance of identifying instances of misconduct, empowering the campus community to report and address it, and creating and sustaining a healthy campus culture. The Campus Culture Task Force has identified three sets of recommendations:

- 1. Recommendations for Senior Leadership: Build Trust, Accountability, and Transparency**
- 2. Recommendations for Supervisors and Faculty: Foster the Ethical Use of Power**
- 3. Recommendations for Individuals: Exercise a Personal Role in Improving Climate**

During the process of reviewing the available data and gathering feedback from the campus community, the task force defined some of the key challenges and identified a number of broad recommendations and specific action steps in each of these areas. While there are a number of recommendations and action step ideas laid out in the report, here are the recommendations for the first action items to roll out over the next six months:

### Senior Leadership

- Define our ethical values clearly (respect, integrity, excellence, accountability) and plan a campaign to focus on “accountability” for the 2020-21 academic year.
- Develop an infrastructure for following up and implementing the recommendations. This could include an extension of the strategic plan working group on campus culture, this task force, and/or scaling out the faculty equity advising group to include staff.
- Curate a set of toolkits for the website.

### Supervisors and faculty

- Encourage broad-based incorporation of campus culture goals for supervisors on annual performance evaluations.
- Share and follow up on the commitments of each leader in their units (see list in appendices).

### All members of campus:

- Participate in a campaign with focus on “accountability” for the 2020-21 academic year.
- Take personal responsibility for speaking up when we witness misbehavior in a way that helps to de-escalate the situation.

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## **BACKGROUND**

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In May 2019, Chancellor Kim A. Wilcox appointed the Campus Culture Task Force, co-chaired by Associate Vice Chancellor Mariam Lam and Dean Christopher Lynch, as part of a larger effort to foster a more supportive campus culture that reflects UCR's [Principles of Community](#). The Chancellor's charge was simple and straightforward: propose concrete, clear recommendations for individual and collective changes based on best practices; and define what success will look like.

Previous campus climate surveys have highlighted the importance of creating and sustaining a healthy campus culture. The importance of campus culture was recently heightened by egregious violations of UC policies by a former senior administrator that transpired over many years. These violations and the failure to stop them at a much earlier stage have prompted important changes to formal policies and procedures; they have also stimulated reflection about the informal practices that shape culture across campus. The Task Force was asked to review previous data,

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develop recommendations, and offer implementation guidance with a goal of improving both formal and informal campus systems, processes, and protections for members of our community.

The scope of this task force largely focuses on the campus culture concerns of staff and faculty. However, it is important to recognize at the outset that there are significant campus culture concerns among students as well. Some of the students' concerns overlap with the framing and recommendations here; others are unique and deserve their own focus and consideration. Part of the process of gathering feedback from the UCR community included consulting with Student Affairs personnel and student groups about the best ways to develop a uniquely student-centered focus on campus culture in the near future. That effort is outside the scope of this report.

## SUMMARIZING THE DATA

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The Council of UC Staff Assemblies (CUCSA) administered engagement surveys in 2015, [2017](#), and [2019](#). While there have been areas of selective, modest improvement, UCR remains below the U.S. norm across the range of categories included in the instrument, and below the UC system in most categories. A summary overview is included below.

### University of California System Staff Engagement Survey (UCR Results) 2019

<u>Strengths</u> <i>(highest % favorable)</i>	<u>Opportunities for Improvement</u> <i>(lowest % favorable)</i>
<ol style="list-style-type: none"><li>1. I believe strongly in the teaching, research, and public service mission of the UC system (94% agreed; equal to UC average; 3 points above national average).</li><li>2. My supervisor is supportive of my participation in health or wellness-related initiatives and programs offered at my campus/location (75% agreed; 1 point above UC average; custom question, no national benchmark available).</li><li>3. I am proud to be associated with the UC system (88% agreed; 1 point above UC average; equal to national average).</li></ol>	<ol style="list-style-type: none"><li>1. Most of the time it is safe to speak up in this organization. (50% agreed; 9 points below UC average; 19 points below national average)</li><li>2. At the present time, I am seriously considering leaving the UC system. (53% agreed; 6 percentage points worse than the UC average; 14 percentage points worse than the national average)</li><li>3. I think I could report instances of dishonest or unethical practices to the appropriate level of authority without fear of reprisal (60% agreed; 7 points below UC average; 19 points below national average).</li></ol>

In 2014 Sue Rankin, Ph.D., of Rankin & Associates Consulting, was engaged by the University of California to conduct a system-wide climate study. Dr. Rankin's [findings](#) included four areas of strength and three opportunities for improvement at the Riverside campus, that are summarized below. In her analysis, Dr. Rankin stated, "The findings for the University of

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California are consistent with those found in higher education institutions across the country based on the work of the consultant.”

**University of California System  
Campus Climate Project Final Report (Rankin)  
March 2014**

<u>Strengths</u>	<u>Opportunities for Improvement</u>
<ul style="list-style-type: none"> <li>● High levels of comfort with the climate at the University</li> <li>● Faculty and Staff - Positive attitudes about work-life issues</li> <li>● Students - Positive attitudes about academic experiences</li> <li>● Students and Trainees – More than half of all Student and Trainee respondents found the courses offered at UC contained materials and information that reflected diverse perspectives and experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Some members of the community experienced exclusionary conduct</li> <li>● Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate</li> <li>● A small but meaningful percentage of respondents experienced unwanted sexual contact</li> </ul>

Although the two studies were not intended to accomplish the same goals, they provided useful reference points for the Task Force in identifying issues and specific problems, and crafting recommendations aimed at improving campus culture in the years to come.

The UCR [Staff Engagement Task Force](#), convened in 2018, also dealt with a number of overlapping issues to those presented in this report, and the ongoing implementation of those recommendations will provide an important foundation to the work of campus culture. Overall low staffing levels were a primary concern identified during that process of gathering campus feedback, and reiterated during the Campus Culture Task Force’s feedback gathering process. Both task forces recognize that failure to address the significant structural issue of low staffing levels could inhibit meaningful improvements in engagement and culture.

**DEFINING THE FUTURE STATE**

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UCR seeks to embody best practices in addressing abuse of power imbalances inherent among campus constituencies, including senior leadership, middle management, supervisors, individual staff members, faculty members, and students. The future state would align UCR’s [Principles of Community](#) and core values (integrity, excellence, accountability, and respect) with employee and student behaviors, in ways that are universally understood, continually reinforced, and observable in daily campus activities. What follows is a more detailed description of the desired future state.

Leaders, managers, and supervisors will be responsible and accountable for fair, respectful treatment of faculty, staff, and students. The atmosphere will be constructive, collegial, and respectful of shared governance. They will be visible and accessible, providing multiple avenues

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for communication within units. A commonly defined code of conduct will guide interactions in every area of campus, and will be introduced to new faculty and staff members upon joining UCR. Mentoring relationships will flourish between and among generations, races, genders, orientations, abilities, disciplines, ideologies, and perspectives. There will be clear accountability processes and mediating structures in which all faculty (including lecturers, adjuncts), staff, and students can safely report uncomfortable or inappropriate behaviors to departments, with confidence that the behavior will be addressed and without fear of retribution.

People will seek to learn from others with different life experiences. These professional and collegial relationships will encourage constructive feedback and hold individuals accountable for inappropriate behaviors without fear of retaliation. The employee performance review processes for faculty members and staff members will provide timely feedback to employees. These feedback opportunities will be tools for change in which everyone participates with confidence that their voice is heard.

Faculty members will develop healthy mentoring relationships with graduate and undergraduate students. This mentoring is part of their responsibility to demonstrate a strong teaching and mentorship portfolio in addition to a strong research and teaching record during the merit and promotion process. Faculty members at all levels will receive ongoing support in navigating evolving expectations and norms of faculty / student interactions. Students will be aware of the resources available to them for reporting abusive behavior and for advancing their own wellness. They will participate confidently in providing constructive feedback.

## **ISSUES AND RECOMMENDATIONS**

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The Task Force identified three major categories of issues and created recommendations to address each. Some of the recommendations will speak to multiple issues, but are listed below under the main issue each is primarily intended to address. A larger list of tactics is included at the end of this report.

### **I. Recommendations for Senior Leadership: Build Trust, Accountability, and Transparency**

The university's senior leaders are ultimately and collectively responsible for fostering a positive culture across the campus and, importantly, within their respective divisions and organizations. Senior leadership in this context is broadly defined as the Chancellor and Provost, Vice Chancellors, Associate/Assistant Vice Chancellors, Deans, Vice Provosts, Associate/Divisional Deans, Associate/Assistant Vice Provosts (generally administrators who are senior to a department chair or director).

The current campus culture at the senior leadership level has been shaped by many factors. There has been significant senior leadership turnover during the past decade, as well as a recent case of malfeasance by a former vice chancellor. There has also been growing cynicism associated with a perceived lack of transparency, leading to declining trust in leadership and management.

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Accessibility and visibility of leadership has been described as a major concern among students, staff, and faculty. This is amplified by many campus organizations being structurally deep; where multiple layers of management create line-of-sight challenges between leadership and front-line staff. It has become increasingly common to suspect the motives of those in authority; and that dynamic appears particularly relevant to UCR's present culture.

Managing a broad diversity of employees – faculty, staff (represented, non-represented), students – defies a single approach, but the Task Force agrees all senior leaders must be held to a shared set of values and principles. Shared governance places an additional layer of complexity on decision-making and culture-building. Consultation and deliberation are prized and valued by our community, but can be confusing for those joining UCR from outside the UC system. Training on the history, philosophy, and practice of shared governance should be embedded in the onboarding process for senior leaders.

For leaders, multiple pressures distract from focusing on building a healthy culture. Competing demands reduce time to reflect and attend to the needs of teams. Yet, [research](#) has shown that culture and performance are linked; and these connections are reinforced in UC [Personnel Policies for Staff Members](#). Campus leaders should set the tone for healthy communication and culture by establishing multiple avenues for visibility and trust-building in their units. They should think carefully about how to close loops of communication by explaining decisions or changes broadly and following up with specific complaints in a timely way.

### Recommendations & Action Steps for Campus Leaders in setting the tone (see also the full table)

- Provide multiple avenues for regular two-way communication with direct reports and at least two levels down
- 
- Develop and brand a clear set of values - place primary focus on one value per year and develop speakers, resources, communication tools at all levels
- Define and develop mechanisms to monitor signs of abusive power
- Identify why leaders fail to act, and provide resources to help assess situations and respond to complaints
- 
- Collect data on campus culture in a systematic way, and share progress in an aggregated report (similar to the Clery Act reporting approach)

### Specific additional suggestions from the campus feedbacks sessions include:

- Provide a regular online mechanism for collecting feedback within the unit (see sample surveys in Appendix A)
- Make brief calls to staff at all levels to express gratitude and acknowledge specific accomplishments
- Hold office hours, lunches, walk-arounds, “all-hands” meetings, or other informal public opportunities for interaction
- Add specific culture/climate goals to annual performance evaluations

## **II. Recommendations for Supervisors and Faculty: Foster the Ethical Use of Power**

Relationships between supervisors and staff, faculty and students, and senior and junior faculty, are characterized by inherent power imbalances and potential for impropriety. Unfortunately, this power differential can lead to real and perceived misconduct. The campus compiles and releases statistics on formal misconduct complaints, such as Title IX and whistleblower statute violations. Such incidents must be addressed by professionally-trained staff to provide resolution, in order to prevent future misconduct and to educate faculty, students and staff on expected behaviors in the workplace. In addition to these formal complaints, there is also more subtle or insidious behavior, the extent of which is only known anecdotally.

### **Supervisors and Staff**

At UCR, expectations for supervisors are high. They should promote and embody UC values and the campus principles of community, actively engage in the performance evaluation process, and to lead teams while often themselves shouldering significant transactional/operational duties. Ideally, they nurture a positive culture within their teams, respond to minor conflicts effectively, and swiftly discern and elevate more serious issues of misconduct.

Sometimes bad actors seem to remain unchecked. In some instances, this is because the misconduct has not been detected or established through a formal investigation and due process. In cases where the misconduct has been established but not visibly or acceptably addressed, the campus appears to tolerate behavior defined as intolerable, including harassment and retaliation. There are cases where managers handle minor issues openly, while major issues move to a formal process where there are confidentiality considerations. This can lead to the appearance that small infractions are amplified and immediately addressed while more egregious behavior is avoided, creating a confusing environment where discipline seems more common for less serious misconduct. This may also reflect a supervisor's reluctance to manage conflict, to implement corrective action, or to apply progressive discipline in proportion to infractions. The response to misconduct can appear disproportionate and inconsistently applied even when handled according to policy.

For those situations when misconduct is not reported or addressed, sometimes this is due to barriers to reporting, and other times due to failure to effectively intervene or investigate. Communication channels must be clarified (local unit HR, employee/labor relations, whistleblower), and supervisors must become more comfortable in addressing behaviors that are counter to UCR's values. They must be better supported in efforts to identify bad actors and intervene to ensure that bad behavior does not persist.

### **Faculty and Students**

The environment at a top tier research university like UCR can be high pressure at all levels. Faculty workload is extraordinarily high and the pressure to establish a high-profile research program and secure external funding under fierce competition is intense. This pressure is often felt most acutely by untenured assistant professors. This pressure on junior faculty can be compounded by the inherent power imbalance with senior faculty. The pressure on all faculty members can directly or indirectly create strain on students. Among graduate students this can

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lead to real or perceived unreasonable workload expectations and among undergraduate students a sense that faculty don't care about teaching and only value research. Graduate students' uncertainty and surprise about what a normative workload for success in academia entails can lead to frustration and resentment, ultimately leading to low morale and potential micro-aggressions. This can lead to acrimony and demoralization within a research group and throughout the workplace.

In a recent survey, 20.4% of UCR graduate student respondents noted that they had experienced hostile or exclusionary behavior in labs from faculty, other students or staff. Behaviors range from obvious cases of misconduct (bullying, sexual harassment, sexist/racist/homophobic behavior) which have avenues for formal complaint, to less overt misconduct such as passive aggressive behavior, disrespect, lack of professionalism, and exhortations to develop a "thick skin" – micro-behaviors that build up over time. Undergraduate students associated with underrepresented groups report experiencing disrespect and microaggressions from faculty or TAs in the classroom as well as from campus authorities.

Faculty members are not immune to mistreatment, particularly when they belong to a minority group; for example, junior women of color, queer faculty, and trans faculty are vulnerable to discrimination by students in lectures, labs, discussions, anonymous student evaluation surveys, and by faculty across all facets of academic life. Such discrimination based on race and gender sometimes occurs under the guise of academic freedom. Women and underrepresented minority faculty members report heightened expectations of faculty workload where they are expected to expend greater emotional labor in mentoring graduate and undergraduate students (Moore, Acosta, Perry, and Edwards, 2010).

Inappropriate behavior of any kind needs to be addressed, yet students and junior faculty members have expressed a justifiable concern that complaints through formal or informal channels could damage their careers. These fears are exacerbated by the confidentiality surrounding faculty misconduct charges and resulting sanctions. This can result in a view that faculty "protect their own." This is, in part, because Academic Senate members' behavior is governed by the Faculty Code of Conduct, [Policy 15](#) of the [Academic Personnel Manual](#), that describes processes and procedures different than those for other employees, in addition to the *UCR Principles of Community*, which apply to the entire campus. A key distinction for Academic Senate members is that findings of misconduct are not considered in professional advancement determinations – a privilege unique to faculty members, and one difficult for those not governed by the same rules (staff, students) to embrace.

This dissimilar treatment of and consequences for misbehaving faculty and staff, and the different standards of evidence used in senate disciplinary proceedings, elevate faculty roles to a privileged status relative to staff roles. This can be perceived to mean faculty are held to more lenient behavioral norms and are entitled to differential treatment, which can lead staff and students to view faculty members (and physicians) as being "above the law" or normalizing of uncivil behavior ("that's just how 'they' are"). The Task Force acknowledges that there are times when discipline may not be disclosed under [Appendix 5.3.1](#) of the UCR Academic Senate Bylaws, which provide a high level of protection for the privacy of faculty members whose cases



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are reviewed by the Charges and Privilege and Tenure committees. There are also times when faculty need to deliver feedback that may be unwelcome for students, and it can often be challenging to discern when the recipient is bullied or merely disgruntled. With all of these nuances in mind, it is still important to continue these conversations and take steps to ensure that faculty members are not creating or perpetuating a toxic work environment..

### Recommendations & Action Steps to Support Supervisors and Faculty in addressing misconduct (see also full table)

Provide training and support for staff supervisors, academic leaders, and faculty, enabling:

- Open, inclusive communication
- Effective meeting facilitation
- Healthy interactions among varying levels of authority and among those of differing gender and racial identities
- Succession plans and mentoring
- Broad participation in leadership across campus

Strengthen an infrastructure of accountability:

- Feedback loops - 360 reviews, engagement surveys, exit interviews, merit/promotion
- Coaching - continuous improvement cycles
- Improved follow-up with complainants
- Annual performance goals related to climate

Specific additional suggestions from the campus feedbacks sessions include:

- Departmental exchanges - inviting staff/faculty/managers from other departments to share at staff meetings to promote positive working relationships and collaboration
- Providing morale boosters - like alternative work schedules, dining dollars, staff celebrations - as allowed under policy and aligned with operational needs
- Using inclusive language - “my colleagues” instead of “my employees”
- When CAP asks annually for suggestions on how to change the merit and promotions call, provide thoughtful input on ways to incorporate contributions to culture/climate.

### **III. Recommendations for Individuals: Exercise a Personal Role in Improving Climate**

Campus leaders are ultimately responsible for creating a healthy campus climate, and this responsibility should be accompanied by accountability. At the same time, all individuals on campus must contribute to improving climate. Defining abusive behavior and distinguishing it from appropriate managerial actions, such as addressing poor performance, is essential. Clearly defined policies for managing performance should be followed.

Culture and climate are impacted by infrastructure. By any measure, UCR’s staff ratios are substantially lower than at sister campuses (UCR Institutional Research, 2019). If resources are not invested in staff capacity or if reductions in workload expectations do not occur through such mechanisms as process improvement, increased use of automation, or reducing or eliminating low priority/low impact activities, tension will increase and culture/climate improvement may be

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hindered. Honoring standards, including providing supervisors with training and resources necessary to hold people accountable and be held accountable, requires adequate staffing.

Communication and reporting channels should be clear and safe, and the culture should support and encourage reporting of behaviors that do not align with UCR's values and policies. When a report is made, it should be promptly and thoroughly reviewed. Interventions must be consistent, decisive, and effective, and may include performance improvement plans, training, or more serious discipline if circumstances warrant.

Sometimes bad actors may be peer colleagues, and part of improving campus culture is learning how to appropriately and constructively respond to behavior that contributes to a toxic work culture among co-workers. While the focus in this section is largely on improving reporting, toxic behavior needs to be addressed by broad use of conflict mitigation strategies, such as a facilitator moving discussion from personalities to issues.

### Recommendations & Action Steps to Support Individuals in identifying and reporting misconduct (see also full table)

- Clarify and publicize processes for reporting abuse, including grievance process
- Encourage dissemination of resources and tools (mental health support, approaches for resolving interpersonal conflicts, bystander training)
- Establish healthy communication norms in departments that align with our values of respect and inclusion
- Provide regular communication channels to remind individuals of rights & responsibilities as laid out in the Principles of Community, codes of conduct, etc.

### Specific additional suggestions from the campus feedbacks sessions include:

- Clear flow chart to show how complaints are managed
- Centralized group of staff and faculty who advise campus leaders on implementation of these recommendations - and are responsible for advising their respective units on climate and accountability issues

## TABLE OF RECOMMENDED ACTION STEPS

Recommendations	Action Steps
Hold campus leaders and managers responsible for a healthy campus culture	<ul style="list-style-type: none"> <li>● Institute manager/leader meetings and interactions with team members beyond direct reports (at least 2 levels down)</li> <li>● Incentivize managers (staff &amp; faculty alike) to engage in training as part of their professional development</li> <li>● Incorporate culture management into annual performance management process for leaders and managers</li> <li>● Separate evaluation of managerial competence from evaluations of teaching and scholarship; clarify accountability for faculty supervisors</li> <li>● Create departmental succession plans</li> <li>● Define abuse of power and develop intervention strategies at first warning sign</li> <li>● Develop a list of behaviors/norms to provide clarity on Principles of Community</li> <li>● Identify reasons leaders fail to act and identify resources to assess, weigh options, and respond</li> <li>● Distribute regular surveys to provide upward feedback; consider 360 reviews</li> <li>● Provide suggestion boxes (physical and email)</li> <li>● Establish a standing “culture transformation committee” to guide implementation and provide periodic evaluation of outcomes / improvements</li> </ul>
Create expectation that individuals will confront or report behaviors that violate our Principles of Community or UC values	<ul style="list-style-type: none"> <li>● Identify reasons campus community members choose not to report</li> <li>● Provide additional anonymous reporting options</li> <li>● Highlight mental health resources to overcome fear of reporting</li> <li>● Make the grievance processes clear; lower perceived barriers to reporting</li> <li>● Communicate results to complainants as allowed by law and policy</li> <li>● Create a dashboard or regular report (like Clery) that shows overall responses</li> </ul>
Establish systems, structures, and processes for clearer communication of expectations for faculty, staff, and students	<ul style="list-style-type: none"> <li>● Clearly communicate faculty code of conduct expectations to campus</li> <li>● Create comparable rights/responsibilities/expectations documents for staff and students</li> <li>● Widely distribute and publicize campus resources for faculty, students, and staff</li> <li>● Clarify and articulate range of sanctions for violating code of conduct</li> <li>● Address problematic conduct directly, firmly, and in a timely manner</li> <li>● Escalate response to more serious behaviors quickly</li> <li>● External peer reviews of units/departments</li> </ul>
Increase training and support for staff supervisors and academic leaders	<ul style="list-style-type: none"> <li>● Develop retreat toolkits</li> <li>● Disseminate National Academies of Science (NAS) report on faculty-graduate student interactions, departmental toolkits, social norming prevention initiatives</li> <li>● Create tools to develop clear mission, shared values, communication norms</li> <li>● Educate community on bystander interventions</li> <li>● Offer training on:                             <ul style="list-style-type: none"> <li>○ Emotional intelligence and how to create psychological safety</li> <li>○ Effective meeting facilitation</li> <li>○ Implicit Bias</li> <li>○ Power/gender/race dynamics and on understanding microaggressions</li> <li>○ Active listening and feedback skills</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● Develop assessment and accountability measures for training</li> <li>● Provide department chairs with assessment timeline for meeting learning outcomes with graduate students</li> <li>● Develop additional recognition mechanisms for staff and faculty</li> </ul>
Increase training and support for faculty and strengthen support for graduate students	<ul style="list-style-type: none"> <li>● Train graduate chairs on accountability structures, mentorship and anti-oppression frameworks</li> <li>● Consider include letters from former students in the merit/promotion process to make the process more holistic and mitigate retaliation fears</li> <li>● Develop &amp; share best practices for departmental faculty mentoring programs</li> <li>● Institute faculty mentor training with hiring process for graduate students</li> <li>● Disseminate training/tools/modules from National Center for Faculty Development and Diversity</li> <li>● Develop checks and balances for faculty members on individual student decisions</li> <li>● Share policy information in student orientation in departmental handbooks</li> </ul>
Improve faculty onboarding	<ul style="list-style-type: none"> <li>● Create new faculty orientation that is more of a normalized and integrated process of initial introduction               <ul style="list-style-type: none"> <li>○ Use case studies for hands-on training + role-playing scenarios</li> <li>○ Emphasize importance of teaching + mentorship alongside research + publication</li> </ul> </li> <li>● Adopt onboarding mentorship “circle” approach with multiple mentors</li> <li>● Create a clear set of guidelines and expectations for student mentoring and creating a healthy class climate via an anti-oppression framework.</li> <li>● Articulate clear student effort and time expectations</li> <li>● Uniformly include in syllabi lists of support resources</li> </ul>
Collect and share data in a continuous and organized way	<ul style="list-style-type: none"> <li>● Adopt a shared survey instrument</li> <li>● Create a campus-facing progress dashboard on culture/climate metrics</li> <li>● Conduct local biannual climate surveys alternating with CUCSA</li> <li>● Improve exit (or “stay”) interview process to produce useful data</li> <li>● Promote, disseminate qualitative research on campus climate</li> <li>● Publicize improvements in infrastructure and culture</li> </ul>
Improve communication and morale	<ul style="list-style-type: none"> <li>● Recognize and highlight good examples (role models)</li> <li>● Share lessons learned from books, articles, conferences, or other settings that can contribute positively to culture</li> <li>● Provide executive coaching aligned to core values and Principles of Community</li> <li>● Select one leadership-led value per year to explore more deeply</li> <li>● Ensure evaluation criteria that fairly and consistently rate employees across departments</li> <li>● Generate realistic messaging about campus resources v. capacity</li> <li>● Create climate and culture goals for UCR’s strategic plan</li> </ul>

## **IMPLEMENTATION GUIDANCE**

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The task force had extensive discussions about how to ensure that its output could make a meaningful impact on campus culture. With better resourcing, it's possible to imagine a project manager helping to implement the recommendations and assist campus units in targeted interventions. Realistically, we know that there are higher priorities for new staff positions in the current budget climate, so we're mindful of the frustration that could arise from putting staffing behind this effort.

We feel strongly that accountability must come from the top – all unit heads are supervised by either the Chancellor or Provost, and if they prioritize healthy campus climate in their direct reports' annual performance evaluations, the right set of incentives will be in place.

Beyond that, there is value in an ongoing work group to advise senior leadership on culture issues. It may include some of the existing task force participants but turning over membership is essential to ensuring breadth of perspective from across campus. This would be a forward-looking group, committed to constructive, proactive innovations that provide campus leaders with tools to improve their unit cultures. The committee could meet on a regular basis (monthly or quarterly) to discuss progress on the recommendations made by this committee as well as the Strategic Plan, to address new challenges and identify new opportunities, to work with existing stakeholders (e.g. Academic Senate, Staff Assembly, campus undergraduate and graduate student groups), and to make comments and recommendations to senior leadership.

It's important to acknowledge that not all units – or even sub-units – start in the same place. Targeted interventions are essential to prevent unnecessary and costly efforts in parts of campus that won't benefit. Assessing "hot spots" is best achieved through an annual engagement survey that is validated, benchmarked specifically across higher education, and can be disaggregated as deep in the organization as possible without compromising anonymity. We suggest using available resources for one-time investments like this, as well as inviting speakers to campus or experimenting with training approaches, so that the program can be flexed up or down as the campus's financial position evolves.

Finally, it will be essential that we use the work of this task force and the outcomes that it will produce as storytelling opportunities, highlighting successes in creating a healthier workplace culture and reinforcing our values. While the task force was borne out of malfeasance, the legacy of these efforts can be a place where employees feel comfortable openly expressing their opinions, where abusive and harassing behaviors are not tolerated, and where individuals and teams exist in a respectful, ethical ecosystem where all voices are heard.

## **CONSULTATION**

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A number of stakeholder groups provided important feedback in the development of these recommendations, and will continue to be important partners in the implementation of the finalized recommendations:

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- Healthy Campus Initiative
- Employee Labor Relations
- Campus Leadership
- Academic Senate executive council
- Staff Assembly
- Department chairs
- Compliance Office Team
- Student Affairs Staff
- Financial / HR Managers
- ASUCR / Dean of Students office
- Graduate Student Association

## TASK FORCE MEMBERSHIP

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Mariam Lam (co-chair)	Chris Lynch (co-chair)		
Mary White	Karla Aguilar	Ertem Tuncel	Kiersten Boyce
Dan Jeske	Drew Hecht	Helen Regan	Georgianne Carlson
Peter Hayashida	Liz Mondragon	Crystal Baik	Ross French
Andrew Larratt-Smith	Boniface Fokwa	Katina Napper	

## TASK FORCE ORGANIZATION

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The main committee consisting of all members met every two weeks.

The main committee was divided into four sub-committees that each met two weeks to address topical issues in key areas of:

1. Campus Leadership: Setting the tone for shaping culture and power dynamics
2. Department Chairs / Directors: Creating healthy micro-cultures in departments and units
3. Faculty and Students: Interactions at all levels including UG, G, TA, lecturers, faculty
4. Supervisors and Staff: Interactions both horizontally and vertically across units

## CAMPUS CULTURE TASK FORCE GOALS

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The campus culture task force was established with three broad goals:

1. To foster a “Thriving Campus Community”, reinforced by our Principles of Community and a collective commitment to creating a safe and welcoming environment in which each person has the opportunity to grow and develop.

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2. To strengthen our commitment to addressing and eliminating all instances of sexual violence and sexual harassment (SVSH), and other forms of abusive and inappropriate conduct, such as discrimination, incivility, bullying, retaliation, and favoritism.
3. To hold ourselves and each other accountable to achieve the above goals, by communicating our formal policies and procedures, as well as providing informal strategies, resources, practices, and interventions.

## **REFERENCES**

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Helen A. Moore, Katherine Acosta, Gary Perry & Crystal Edwards. (2010). Splitting the Academy: The Emotions of Intersectionality at Work. *The Sociological Quarterly*, 51:2, 179-204, DOI: 10.1111/j.1533-8525.2010.01168.x

## APPENDIX A: SAMPLE UNIT SURVEY INSTRUMENT

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### Organization

This employee engagement and organizational improvement survey is designed to provide **anonymous** feedback to Advancement leadership about our work culture. This survey is administered annually to assess year-over-year progress. Your participation in the survey greatly helps in this assessment. The estimated time for taking the survey is ten minutes.

Responses to all questions are **anonymous** and will not be used to identify respondents. Responses to the three optional demographic questions help us provide solutions to the right audiences. In addition, should you wish to provide additional detail to your responses, free-form boxes for comments are now available for added feedback.

We greatly appreciate your participation and feedback in this survey and your willingness to make time for it. Last year, 87% of Advancement staff participated. That high participation rate allowed us to implement a range of new initiatives in 2018 that support an enhanced workplace culture.

The survey will close on **Monday, March 4, 2019**. Summary results will be shared with the entire Advancement team at our spring UA All Staff Meeting. Action plans will be developed and shared to address areas for improvement. Please use the >> button below to advance to the next page. Thank you!

For these statements, think about your experiences as part of the **University Advancement team**. How much do you agree or disagree with the following statements?

I have a clear understanding of how my job contributes to UCR's advancement objectives.

I feel motivated to go beyond my formal job responsibilities.

The Advancement culture exhibits collaboration.

I have an opportunity to contribute to decisions that affect me.

I feel able to openly and honestly communicate my views.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

How likely is it that you would recommend UCR Advancement as an employer to a friend or colleague?



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Not at all likely Extremely likely

0 1 2 3 4 5 6 7 8 9 10

Please provide any comments regarding University Advancement or the senior leadership team to convey anonymously to Peter.

### Supervisor

For these statements, think about your experiences with **your direct supervisor**. How much do you agree or disagree with the following statements?

I know what is expected of me at work.

My performance on the job is evaluated fairly.

My supervisor gives me regular feedback on my performance.

My supervisor encourages me achieve my annual goals.

My supervisor encourages new ideas, processes, and ways to do my job.

I feel supported in my professional development and growth.

My contributions are recognized by my supervisor.

My supervisor holds employees accountable for their performance.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide any comments regarding your direct supervisor anonymously to Peter.

### Peers

For these statements think about your experiences with **your peers**. How much do you agree or disagree with the following statements?

I feel my contributions are recognized by my peers.

I feel like I am working as part of a collaborative team.

UCR's Principles of Community are demonstrated in my unit. (See

<http://chancellor.ucr.edu/documents/community.pdf> if you have questions about this document)

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Please provide any comments regarding your peers to convey anonymously to Peter.

### Overall

Please add any free-form comments you would like to convey anonymously to Peter regarding any topic.

### Demographics

Your responses to this survey are anonymous. These questions are being asked in order to better focus organizational improvement efforts where they are needed. **In no case are there few enough Advancement employees who fit into any of the drop-down choices for any employee to be identified.**

In what Advancement department do you work?

Years working in UCR Advancement, rounded to the nearest whole number.

Do you supervise one or more full-time employees funded by Advancement?

## APPENDIX B: RECOMMENDED RESOURCES

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### Books

#### General

*Smarter, Better, Faster* by Charles Duhigg

*Good to Great* by Jim Collins

*Dare to Lead* by Brené Brown

*7 Habits of Highly Effective People*

*The No A\*\*hole Rule* by Robert Sutton

#### Communication

Difficult Conversations – Stone, Patton & Heen

Crucial Conversations – Patterson, Grenny, McMillan, Switzler

#### Facilitation

Facilitation with Ease! – Bens

Facilitators Guide to Participatory Decision-making – Kaner

#### Negotiation

Getting to Yes – Fisher, Ury & Patton

Negotiating at Work – Kolb & Porter

#### Conflict Management

Staying with Conflict – Mayer

Getting Disputes Resolved – Ury, Brett & Goldberg

#### Abusive Conduct

Taming the Abrasive Manager – Crawshaw

It's All Your Fault at Work – Eddy

### Videos

- TED talk on civility and the costs of incivility in the workplace: <http://t.ted.com/iUNqsJE>

### Websites

- “Disrupting Academic Bullying”: [Virginia Tech website](#)
- Easy-to-learn microstructures that enhance relational coordination and trust: [www.liberatingstructures.com](http://www.liberatingstructures.com)
- Matt Sakaguchi video on positive organizational culture: <https://youtu.be/N6h7BPzYjyA>

## **APPENDIX C: COMMITMENTS FROM SENIOR LEADERS**

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At the Campus Leadership Retreat in January 2020, all leaders were asked to develop 2-3 action steps within their organizations to improve campus culture, based on the draft report, recommendations, and presentation. Here is a sampling of the actions steps they sent back to the Chancellor's office:

- More regular outreach/communication to staff that are situated deeply within the unit, not just managers/supervisors. Training on how to identify and report misconduct. Be more deliberate about acknowledging staff successes publicly
- Consider Open Administrative Office Hours to make myself available to all staff. Ask Directors to put a call out to all staff in advance of full staff meetings asking for agenda items for discussion.
- Create opportunities for staff to collaborate within the org, not solely within department. Create mini social activities for staff to interact, creating new relationships and building trust.
- 1. Meet more regularly with staff, faculty and students to take a "pulse" of the climate in the unit. 2. Encourage anonymous feedback ("suggestion box") from these stakeholders to the unit leadership. 3. Provide opportunities - say, in the form of socials - for faculty, staff and students to get together and get to know each other better.
- Foster an environment where views can be shared by identifying change requests or feedback that have resulted in positive action to encourage team members to contribute; Continually identifying that civility and respectful behavior is a core value in team meetings and written communications with staff, and encouraging them to share that messaging with colleagues in other departments.
- Allowing for and encouraging relevant training. Shedding more light on the issues.
- Add performance goals during annual performance assessments. Work to reevaluate the unit level staff engagement survey Incentivize managers to be more active in providing positive feedback on behaviors that align with our principles of community
- 1) Working on developing a survey that will help assess how we are doing as an organization; we already do this, have been conducting a survey for years, but we are looking at a new survey instrument. 2) Helping employees understand what resources are available to them.
- I can improve the culture by trying to understand root causes of conflict and organizing a response to those instead of only treating the symptoms that manifest.
- Include more discussions with staff and direct reports on campus culture from their perspective.
- Ensure that communication about major issues discussed are shared in summary with staff. Organize special training for staff on diversity/equity, staff development, etc.
- We will have more frequent "all-hands" meetings of our organization. I plan to meet with different groups not directly reporting to me. We will also have some social activities.

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- Instituting more meaningful communication opportunities for chairs and faculty with staff. In adding reminders regarding promoting and adhering to our Principles of Community, instituting greater recognition of staff and faculty achievements and providing for more networking across constituencies.
- Meeting with Gallup to see if we can transition from in-house administration of annual engagement survey to validated, benchmarked data. Adding specific culture/climate goals to the annual performance evaluation form under "Other" for next level supervisors (has already been an assessment factor for leadership team). Creating a training module with case studies on ethics

## **APPENDIX D: POSITIVE UCR EXAMPLES OF CULTURE CHANGE**

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The feedback sessions across campus and the conversations within the Task Force yielded a number of helpful examples of positive culture change at UCR.

### **Examples of culture change for campus leaders:**

- Creating a culture team: One leader tapped people from across the division to create a team focused on staff engagement and culture. They distribute an annual anonymous survey to collect feedback on the culture of the division, and they strategize together on making improvements, based on the results.
- Defining a common goal: One academic department developed a more positive culture when they presented a “growth project” – a new project that required team building and already had broad buy-in. The department stopped focusing specifically on the problems and disagreements, and instead began working on the project that required new energy and creativity.

### **Examples of culture change for supervisors and faculty:**

- Modeling respect and accountability: In one example of an academic department culture turnaround, the department chair made the decision to consistently engage positively with those who disagreed, rather than withdrawing. She held private conversations on the side whenever there was an out-of-line bullying comment.
- Seeking opportunities to empower: One supervisor invited a staff person looking for growth into a “stretch opportunity.” The staff person cross-trained a few others in the organization, giving her experience as a trainer and the other staff experience doing new tasks that helped the team function more efficiently.
- Organizing a book club: Another supervisor invited a group of staff to join a book study, choosing a book with sufficient opportunities for discussion and real-life application.

### **Examples of culture change for individuals:**

- Initiating a team-building activity: A few staff members went to their supervisor with some ideas for team-building activities. They agreed on a time and resources (limited) and invited all the unit staff.
- Participating in an HR training related to campus culture: Several people offered examples of valuable individual perspective-shifts through participating in UC CORO or an on-campus training. One faculty member shared her new understanding and empathy for the perspective of staff who experience faculty questioning as personal criticism. Another staff member shared a new confidence in being able to constructively call out a colleague who was using insensitive language.

*Appendix E: Case studies prepared by the sub-committees are available upon request.*