<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Action Steps</th>
</tr>
</thead>
</table>
| Hold campus leaders and managers responsible for a healthy campus culture     | ● Institute manager/leader meetings and interactions with team members beyond direct reports  
● Incentivize managers (staff & faculty alike) to engage in training as part of their professional development  
● Incorporate culture management into annual performance management process for leaders and managers  
● Separately evaluation of managerial competence from evaluations of teaching and scholarship; clarify accountability for faculty supervisors  
● Create departmental succession plans  
● Define abuse of power and develop intervention strategies when warning signs are observed  
● Develop a list of acceptable behaviors/norms to provide clarity on Principles of Community  
● Identify reasons leaders fail to act and identify resources to assess, weigh options, and respond  
● Distribute regular surveys to provide upward feedback; consider 360 reviews  
● Provide suggestion boxes (physical and email)  
● Establish a standing “culture transformation committee” to guide implementation and provide periodic evaluation of outcomes / improvements |
| Create expectation that individuals will confront or report behaviors that violate our Principles of Community or UC values | ● Identify reasons campus community members choose not to report  
● Providing additional anonymous reporting options  
● Highlight mental health resources to overcome fear of reporting  
● Make the grievance processes clear, lower perceived barriers to reporting  
● Communicate results to complainants as allowed by law and policy |
| Establish systems, structures, and processes for clearer communication of expectations for faculty, staff, and students | ● Clearly communicate faculty code of conduct expectations to campus  
● Create comparable rights/responsibilities/expectations document for staff and students  
● Ensure clarity around campus resources for faculty, students, and staff  
● Clarify and articulate range of sanctions for violating code of conduct  
● Address problematic conduct directly, firmly, and in a timely manner  
● Escalate response to more serious behaviors quickly  
● Align individual decisions with institutional values  
● External peer reviews of units/departments |
| Increase training and support for staff supervisors and academic leaders       | ● Develop retreat toolkits  
● Disseminate National Academies of Science (NAS) report on faculty-graduate student interactions, departmental toolkits, references, social norming prevention initiatives  
● Create tools to develop clear mission, shared values, communication norms  
● Educate community on bystander interventions  
● Offer training on:  
  ○ Emotional intelligence and how to create psychological safety  
  ○ Effective meeting facilitation  
  ○ Implicit Bias |
# Campus Culture Recommendations Summary - DRAFT

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Action Steps</th>
</tr>
</thead>
</table>
| ○ Power/gender/race dynamics and on understanding microaggressions  
○ Active listening and feedback skills  
● Develop assessment and accountability measures for training  
● Provide department chairs with assessment timeline for meeting learning outcomes with students  
● Develop additional recognition mechanisms for staff and faculty |  |
| Increase training and support for faculty and strengthen support for graduate students | ● Train graduate chairs on accountability structures, mentorship and anti-oppression frameworks  
● Consider include letters from former students in the merit/promotion process to make the process more holistic and mitigate retaliation fears  
● Develop & share best practices for departmental faculty mentoring programs  
● Institute faculty mentor training with hiring process for graduate students  
● Disseminate training/tools/modules from National Center for Faculty Development and Diversity  
● Develop checks and balances for faculty members on individual student decisions  
● Share policy information in student orientation in departmental handbooks |  |
| Improve faculty onboarding | ● Create new faculty orientation that is more of a normalized and integrated process of initial introduction  
○ Use case studies for hands-on training + role-playing scenarios  
○ Emphasize importance of teaching + mentorship alongside research + publication  
● Adopt onboarding mentorship “circle” approach with multiple mentors  
● Create a clear set of guidelines and expectations for student mentoring and creating a healthy class climate via an anti-oppression framework.  
● Articulate clear student effort and time expectations  
● Uniformly include in syllabi lists of support resources |  |
| Collect and share data in a continuous and organized way | ● Adopt a shared survey instrument  
● Create a campus-facing progress dashboard on culture/climate metrics  
● Conduct local biannual climate surveys alternating with CUCSA  
● Improve exit (or “stay”) interview process to produce useful data  
● Promote, disseminate qualitative research on campus climate  
● Publicize improvements in infrastructure and culture |  |
| Improve communication and morale | ● Share lessons learned from books, articles, conferences, or other settings that can contribute positively to culture  
● Provide executive coaching aligned to core values and Principles of Community  
● Select one leadership-led value per year to explore more deeply  
● Ensure evaluation criteria that fairly and consistently rate employees across departments  
● Generate realistic messaging about campus resources v. capacity  
● Create climate and culture goals for UCR’s strategic plan |  |