



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 UCPath 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

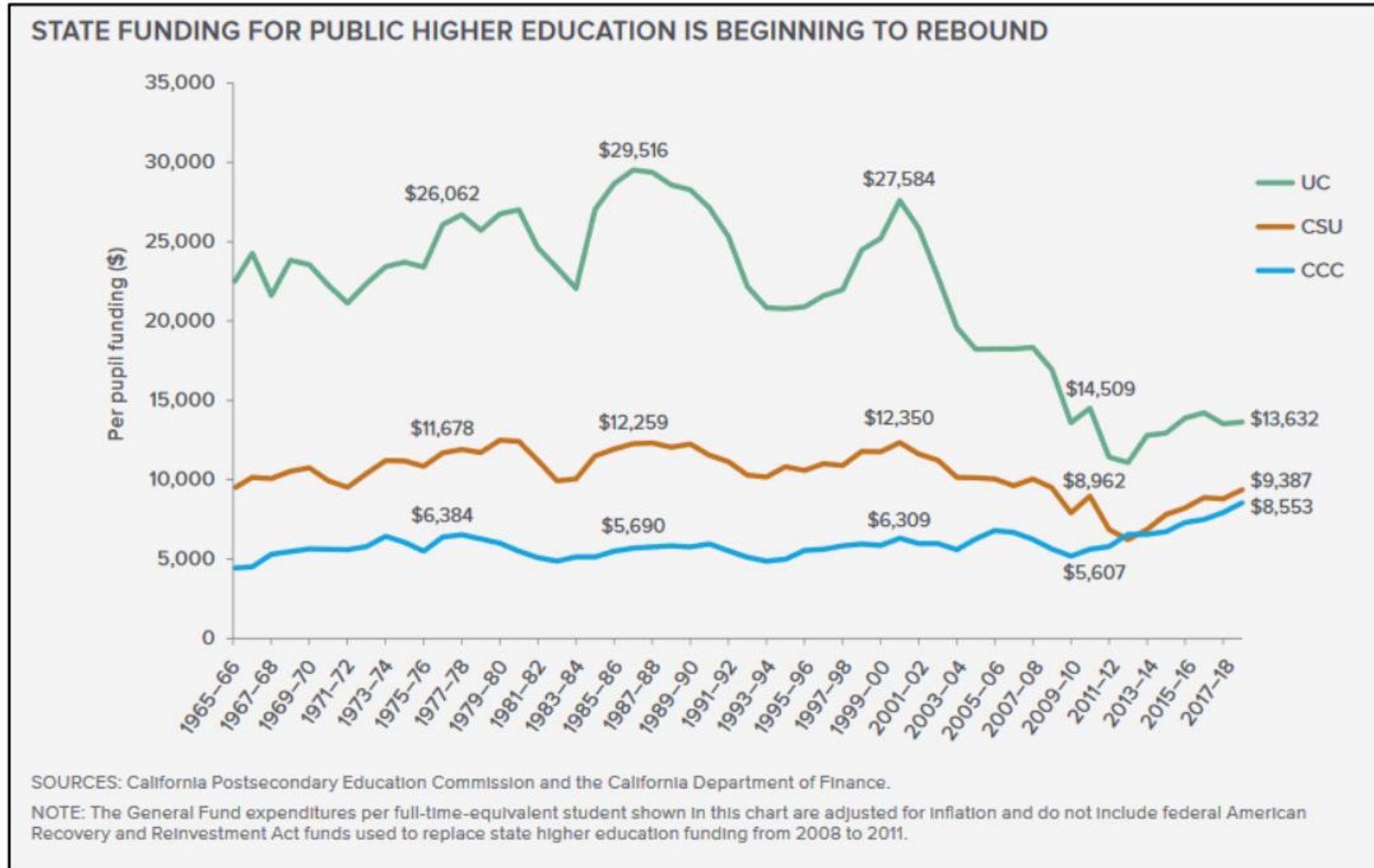
October 23, 2019



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

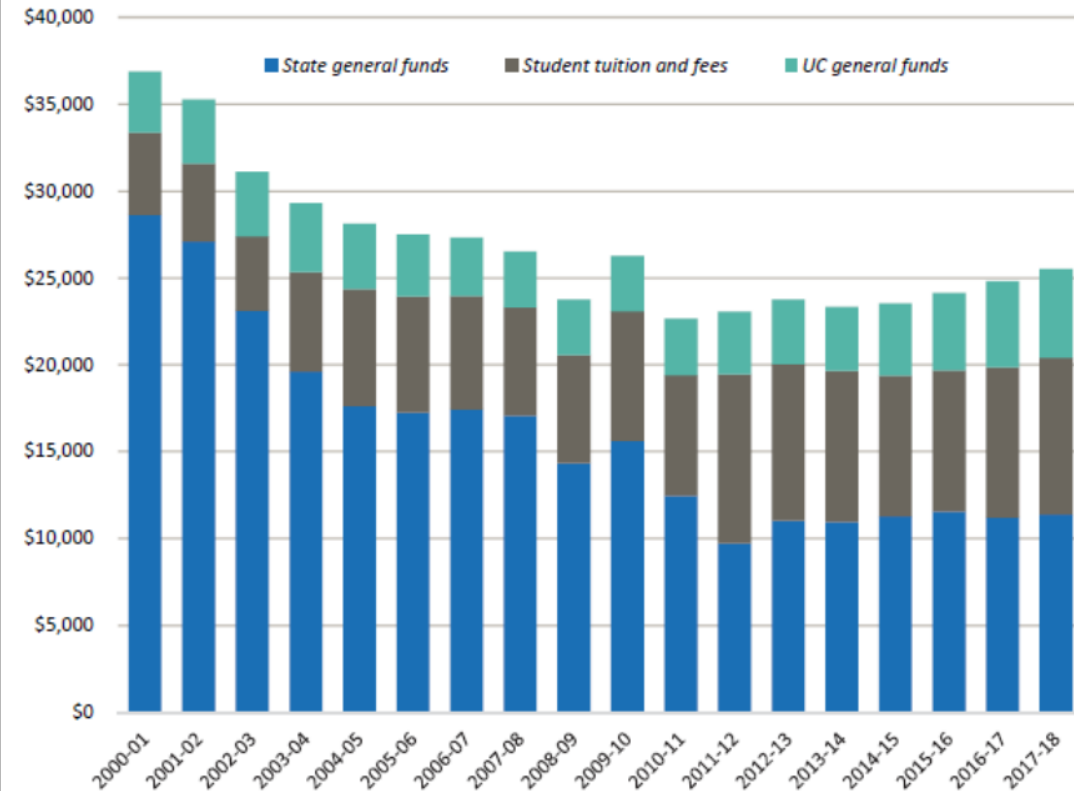


Source: Public Policy Institute of California: [Investing in Higher Education](#) (Oct 2019)

State General Fund Revenue per UC Student

Since 2000–01, available core revenues per student have declined by 31 percent.

12.1.2 Per-student average inflation-adjusted core revenues, Universitywide, 2000–01 to 2017–18



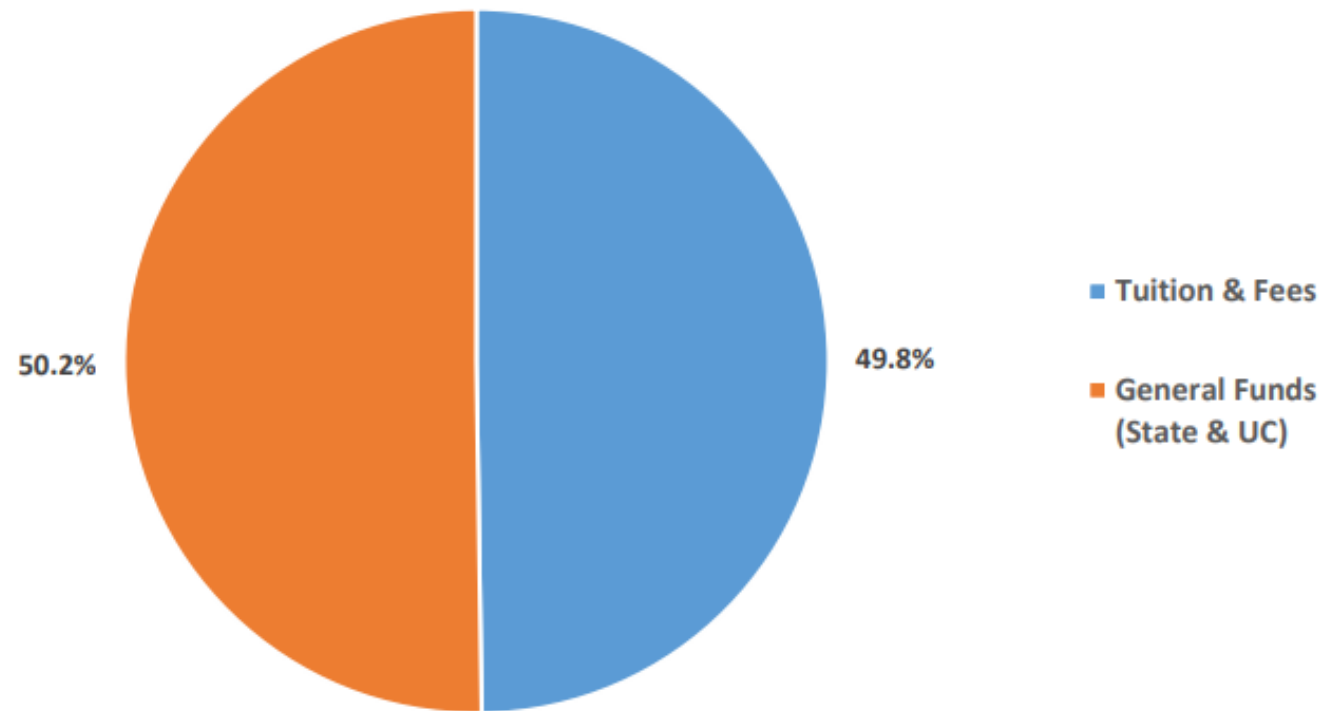
Source: UC Budget Office

Since 2000–01, average inflation-adjusted revenues per student have declined 31 percent. During the same period, the state General Fund portion has fallen even more steeply, by 60 percent.

UCR Budget

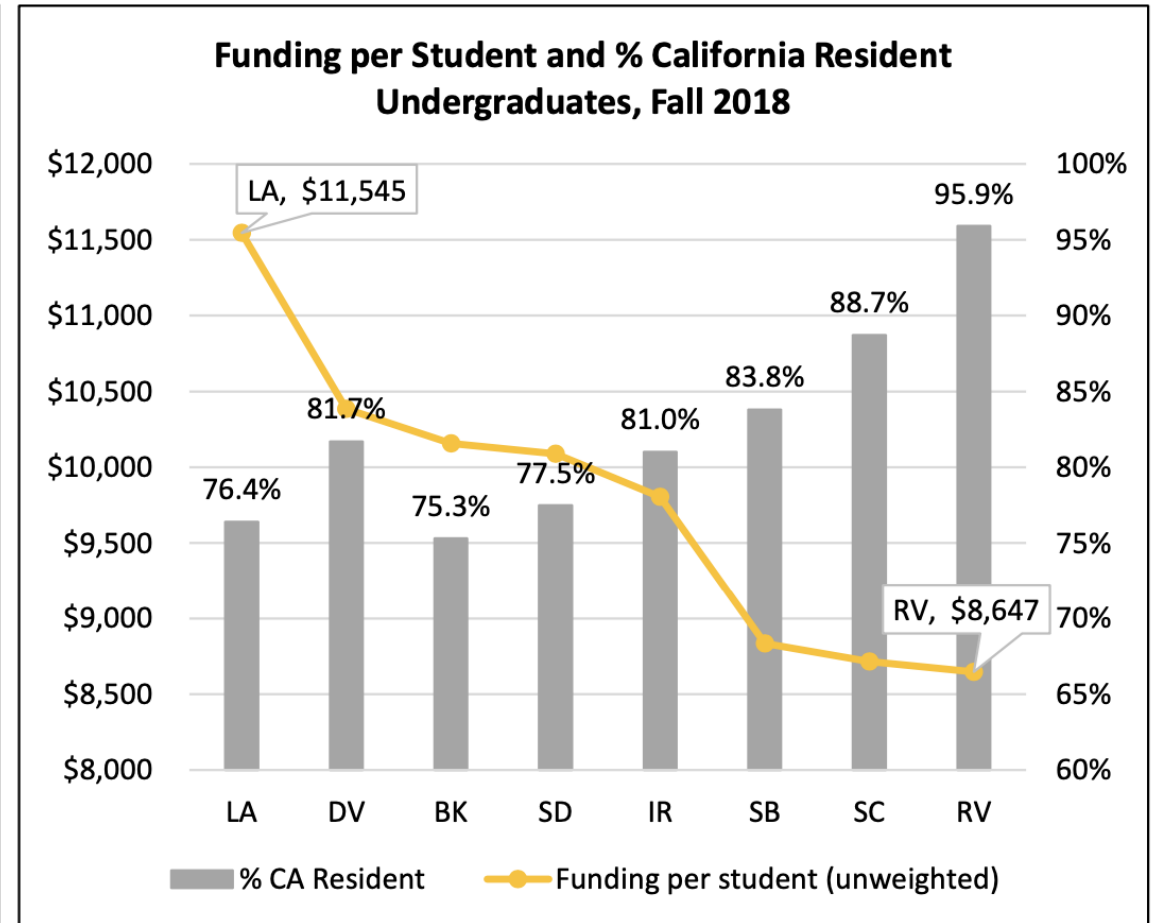
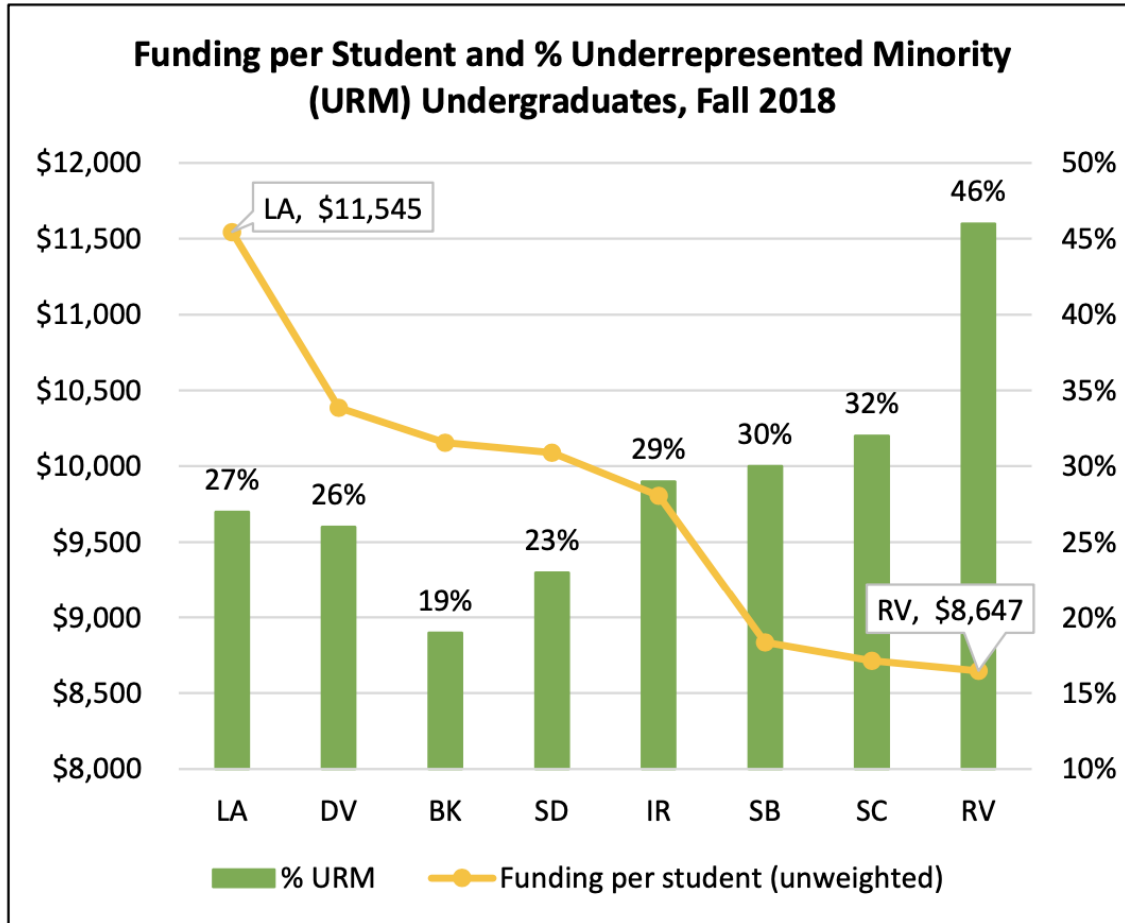
- Net impact of state funding increase, no tuition increase, and mandated fixed cost increases: \$12M budget cut for 2019-20
- \$100M for new medical school building but no operating funds
- No special projects budget for 2019-20

UCR FY 18-19 Projected Revenue
Core Funds
TOTAL: ~560M



Budget – lottery funds

Goal	FY 19	FY 20	FY21	FY22	Total
1. Instructional Equipment	\$545,213	\$546,000	\$546,000	\$546,000	\$2,183,213
2. Instructional Support					\$1,890,000
A. Transfer Zone Staff	\$85,000	\$85,000	\$85,000	\$85,000	\$340,000
B. Instructional Design Staff	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000
C. Online/Hybrid Courses	\$200,000	\$250,000	\$250,000	\$250,000	\$950,000
3. Library Support	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
4. Diversity Programs					\$386,000
A. Graduate Student Diversity Certificates	\$8,500	\$8,500	\$8,500	\$8,500	\$34,000
B. NCFCCDD Membership	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
C. Equity Advisor Program	\$48,000	\$72,000	\$48,000	\$24,000	\$192,000
D. Support programs for faculty and post docs	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Total	\$1,326,713	\$1,401,500	\$1,377,500	\$1,353,500	\$5,459,213



Merced has a campus separate funding corridor - \$16,304 per unweighted student (Fall 2018)

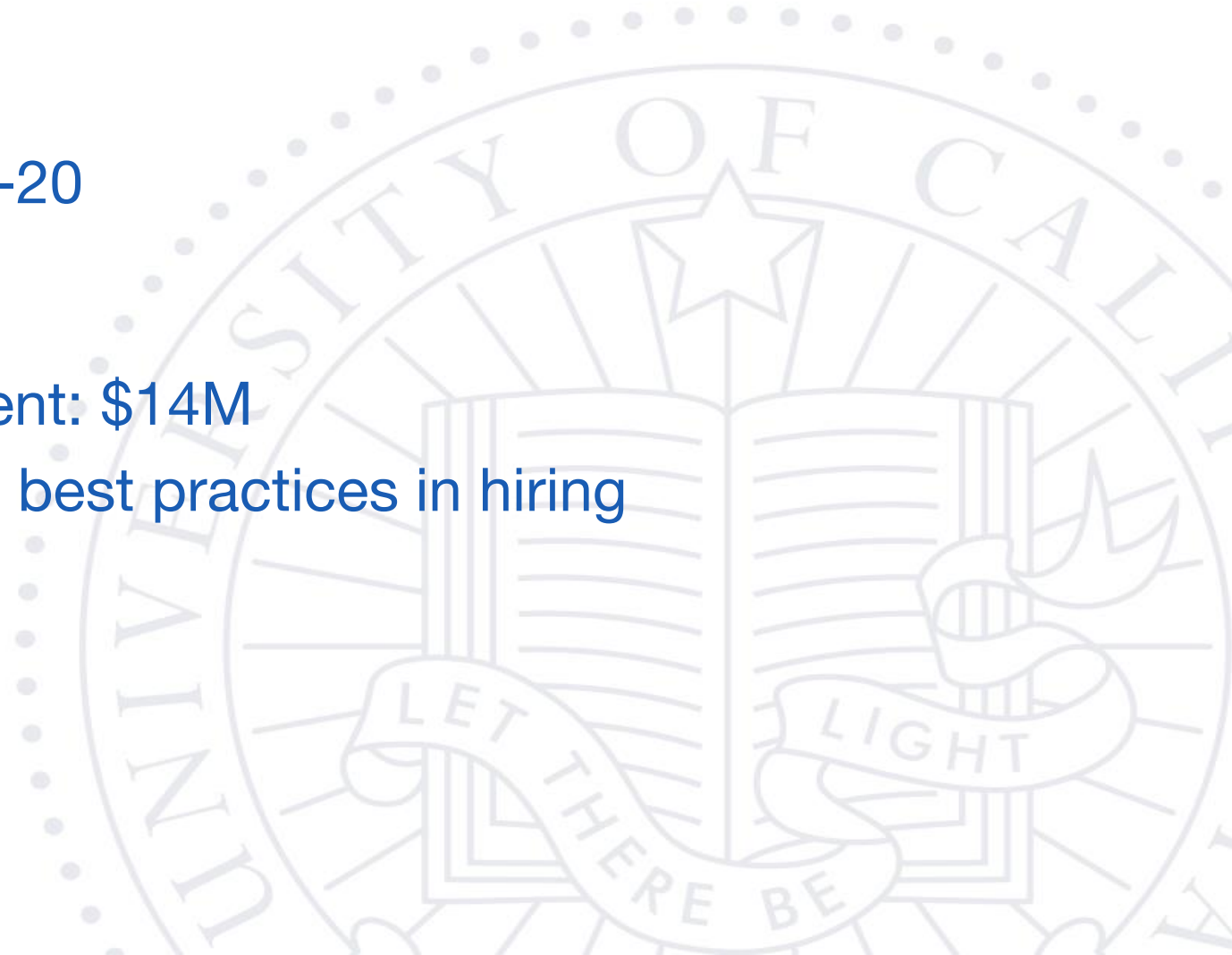
Sources: Fall 2018-19: COC Retreat 2019: Discussion Paper; Display 3: State Funds Allocated on a Per-Student Basis, 2018-19; [UCOP Info Center](#)

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

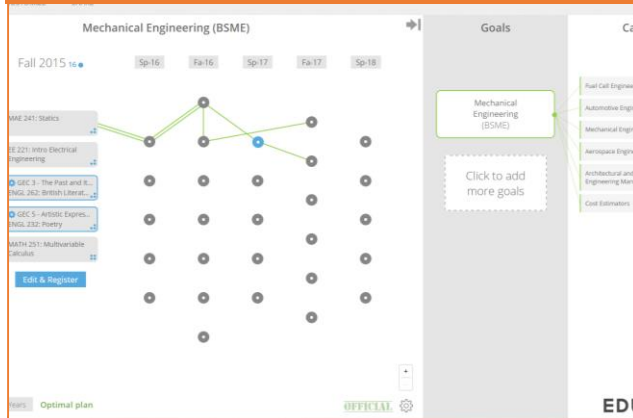


Enrollment Planning

- 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

Which courses should I take to finish on time?

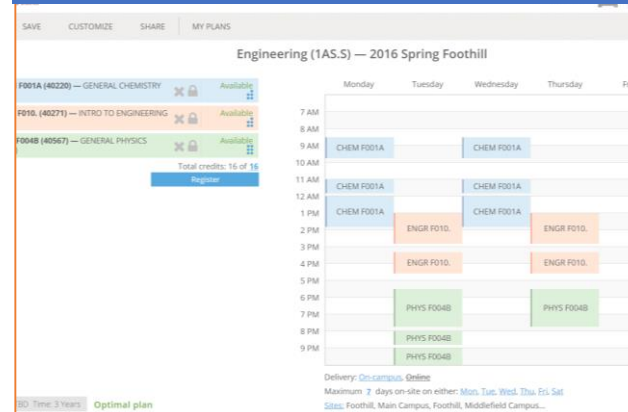


SmartPlan

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.

Which classes are convenient, available and optimal?

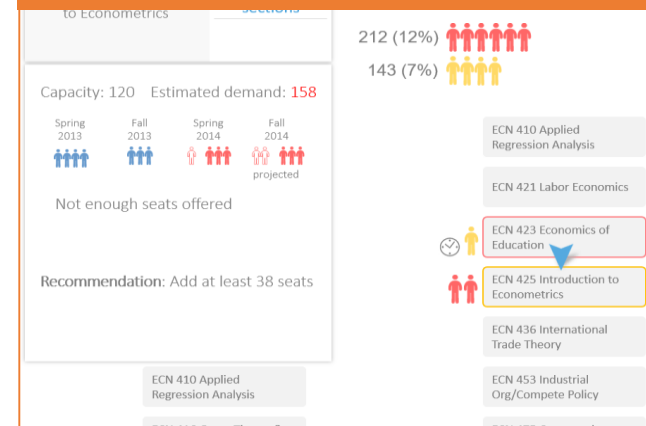


Registration

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.

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



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.

EduNAV

Nuo Chen (862178430) – Economics (BA)

Hello, Joey
🔍 ⚙️
Help
EDUNAV

DASHBOARD
SAVE
Clear

Status: ✔️ Valid
EduNav!

✎ Manage rules
⬇ Download
☰ Requirements
Progress:

Fall 2019

15/15 U

CHEM 001 (25954, Jack ... **2 U**
 PREPARATION FOR GENE...
 Courses Outside the Econ... Reg.

ECON 003 - Lecture (204... **5 U**
 INTRO TO MICROECONOM...
 Introduction to Microecon... Reg.

ECON 003 - Discussi... **0 U**
 INTRO TO MICROECONOM...
 Introduction to Microecon... Reg.

SOC 001 - Lecture (1938... **4 U**
 INTRODUCTION TO SOCIO...
 Multiple requirements Reg.

SOC 001 - Discussion... **0 U**
 INTRODUCTION TO SOCIO...
 Multiple requirements Reg.

BUS 010 - Lecture (1156... **4 U**
 INTRODUCTION TO BUSIN...
 Courses Outside the Econ... Reg.

BUS 010 - Discussion... **0 U**
 INTRODUCTION TO BUSIN...
 Courses Outside the Econ... Reg.

+ Add...

What is next? Close

Winter 2020	Spring 2020	Fall 2020	Winter 2021	Spring 2021	Fall 2021
17/17 U	17/17 U	17/17 U	16/17 U	17/17 U	17/17 U
<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ECON 002 5 U INTRODUCTION TO MACROEC... Introduction to Macroeconomics</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ETST 005 4 U ASIAN AMER STUDIES:INTRO Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>GEO 003 4 U HEADLINES IN THE HISTRY OF ... Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>MATH 006A 4 U INTRO: COLLEGE MATH FOR SCI Multiple requirements</p> </div> <p style="font-size: 0.8em; margin-top: 5px;">+ Add...</p>	<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ENGL 004L 1 U ENGLISH WRITING Minimum units</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>DNCE 005 4 U INTRODUCTION TO DANCE Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ENGL 004 4 U ENGLISH WRITING Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>MATH 006B 4 U INTRO: COLLEGE MATH FOR SCI Courses Outside the Economic...</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>PHIL 030J 4 U INTRO TO HISTORY OF PHILOS... Multiple requirements</p> </div> <p style="font-size: 0.8em; margin-top: 5px;">+ Add...</p>	<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ENGL 001A 4 U BEGINNING COMPOSITION Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>MATH 009A 4 U FIRST-YEAR CALCULUS Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>POSC 017 5 U POL OF THE UNDERDEVELOPE... Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>SPN 001 4 U ELEMENTARY SPANISH Courses Outside the Economic...</p> </div> <p style="font-size: 0.8em; margin-top: 5px;">+ Add...</p>	<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ENGL 001B 4 U INTERMEDIATE COMPOSITION Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>HIST 015 4 U WORLD HISTORY: 1500 TO 1900 Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>MATH 009B 4 U FIRST-YEAR CALCULUS Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>SPN 002 4 U ELEMENTARY SPANISH Courses Outside the Economic...</p> </div> <p style="font-size: 0.8em; margin-top: 5px;">+ Add...</p>	<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>HIST 020W 4 U WORLD HIST: TWENTIETH CEN... Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>POSC 010 5 U AMERICAN POLITICS Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>RLST 012 4 U RELIGIOUS MYTHS & RITUALS Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>SPN 003 4 U ELEMENTARY SPANISH Courses Outside the Economic...</p> </div> <p style="font-size: 0.8em; margin-top: 5px;">+ Add...</p>	<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ECON 104A 5 U INTRMDT MICROECON THRY Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ECON 182 4 U TRADE, GLOBALIZATN&DEVEL... Multiple requirements</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>ENTM 020 4 U BEES AND BEEKEEPING BIOLOGICAL SCIENCES</p> </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px; font-size: 0.8em;"> <p>SPN 004 4 U INTERMEDIATE SPANISH Multiple requirements</p> </div> <p style="font-size: 0.8em; margin-top: 5px;">+ Add...</p>

+ Add...

+

+

+

+

+

Goals - Declared

Careers

15/15 U

Mon
 Tue
 Wed
 Thu
 Fri
 Sat
 Sun

- 2 U**
Registered

CHEM 001 (25954, Jack Eichler)
 PREPARATION FOR GENERAL CHEM
 Courses Outside the Economics Disci...
 Online
- 5 U**
Registered

ECON 003 - Lecture (20452, Bree L...
 INTRO TO MICROECONOMICS
 Introduction to Microeconomics
- 0 U**
Registered

ECON 003 - Discussion (23110,)
 INTRO TO MICROECONOMICS
 Introduction to Microeconomics
- 4 U**
Registered

SOC 001 - Lecture (19389, Christop...
 INTRODUCTION TO SOCIOLOGY
 Multiple requirements
- 0 U**
Registered

SOC 001 - Discussion (19409, L...
 INTRODUCTION TO SOCIOLOGY
 Multiple requirements
- 4 U**
Registered

BUS 010 - Lecture (11563, Boris Ma...
 INTRODUCTION TO BUSINESS
 Courses Outside the Economics Disci...
- 0 U**
Registered

BUS 010 - Discussion (11576,)
 INTRODUCTION TO BUSINESS
 Courses Outside the Economics Disci...

7 AM						
8 AM						
9 AM	SOC 001 - ...		SOC 001 - ...			
10 AM					BLOCKED 8AM - 1PM	
11 AM	CHEM 001	BUS 010 - ...	CHEM 001	BUS 010 - ...		
12 PM						
1 PM						
2 PM						
3 PM	BLOCKED 12PM - 6PM	ECON 003 - L	BLOCKED 12PM - 6PM	ECON 003 - L	ECON 00...	
4 PM					BUS 010 - ...	
5 PM					SOC 001 - ...	
6 PM						
7 PM						
8 PM						
9 PM						

All on campus
 All online
 6 days of classes
 1 day of classes

Sites (2): [Riverside](#), [UCR Online](#)


[+ Add a course...](#)

Multiple requirements	Multiple requirements	Multiple requirements	Economics Courses with EC
ECON 182 4 U TRADE, GLOBALIZATN&DEVEL... Multiple requirements	ECON 104B 5 U INTRMDT MICROECON THRY Multiple requirements	ECON 107 5 U INTRODUCTORY ECONOMETRI... Multiple requirements	ECON 135 THE STOCK MARKET Multiple requirements

ENTM
BEES A
BIOLOG

SPN 0
INTERM
Multiple

+ Add



Your current plan is not valid or not fully populated

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](#)


Notes: If you accept you can still click UNDO

DEVELOPMENT
urses with EC


its
nits

EduNav connects to Banner & Degree Works


To find the optimal pathway among the billions of possible combinations

 Degree audit data

Requirements	Exceptions
--------------	------------

 SIS data

Academic History (Transcripts)	Class Schedules (Seat availability)
Declared goals	Pre/co-requisites
Permits	Holds, and more...

 Advisor knowledge

Rules	Recommendations
-------	-----------------

Student personal circumstances

Goals (major, minor, xfr)	Target Credits (part-time)
Schedule constraints	Personal preferences



Smart Plan

Analytics



Student ed plans



Data for future planning



OPTIMIZE

Seat demand per semester	Su-18	Fa-18
ACCT 200 - Survey of Accounting	142	254
ACCT 301 - Financial Accounting I	186	302
ACCT 302 - Financial Accounting II	149	324
ACCT 311 - Cost Accounting	115	261
ACCT 313 - Accounting Systems	121	214
ACCT 315 - Introduction to Fraud...	104	169
ACCT 350 - Fraud Examination	86	118
ACCT 404 - Introduction to Federal...	57	71
ACCT 405 - Advanced Federal Income...	27	147
ACCT 410 - Not-for-Profit Accounting	35	32
ACCT 411 - Contemporary Issues in ...	54	81

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)

Renovations

Pierce Hall

Batchelor Hall

Planning

Student Health and
Counseling Center

School of Business

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

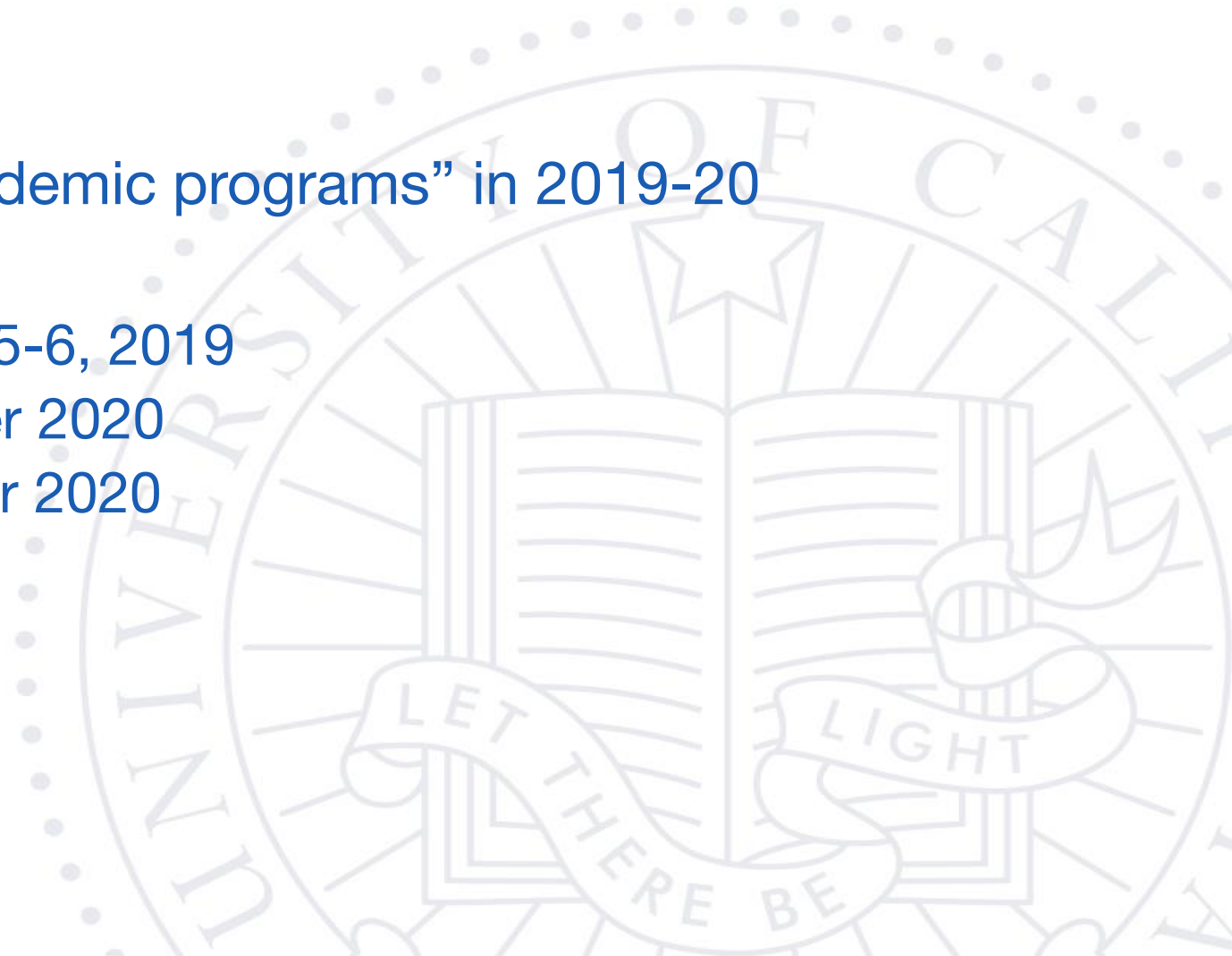
ENGINEERING BUILDING

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



Demetrius Patrick

Disability Management Coordinator

UCR

Reasonable Accommodation

Demetrius Patrick
October 2019

UNIVERSITY OF CALIFORNIA, RIVERSIDE

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 the their 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.
6. Monitor effectiveness.
7. Document.

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



UCPATH CAMPUS SUPPORT CENTER

DEPARTMENT CHAIR FORUM

UCPATH & CSC UPDATE

10/23/2019

ANTONETTE TONEY

AGENDA

UCPATH UPDATE

UCPATH CAMPUS SUPPORT CENTER (CSC)

NETID GENERATION PROCESS IMPROVEMENT



UCPATH UPDATE

UCPC LOCATIONS – IN PRODUCTION

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

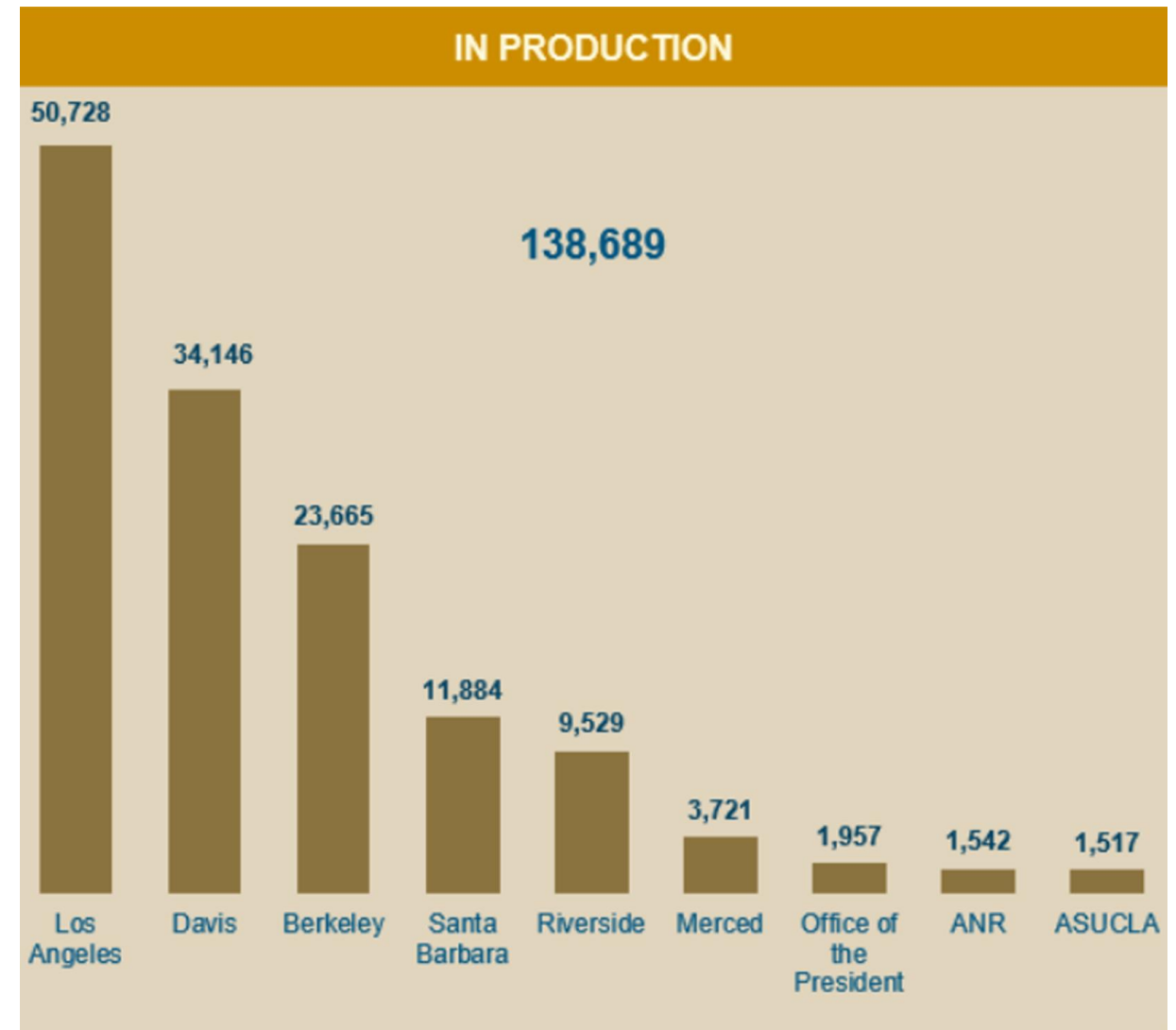
- UC Los Angeles
- UC Merced
- UC Davis
- UC Berkeley
- UC Riverside
- UC Santa Barbara

2 Medical Centers

- UCLA Med
- UC Davis Med

3 Other Locations

- UCOP
- ASUCLA
- ANR – Agricultural and Natural Resources



UCPC LOCATIONS – FUTURE DEPLOYMENTS

The remaining 9 locations will be deployed between December 2019 and April 2020.

4 Campuses

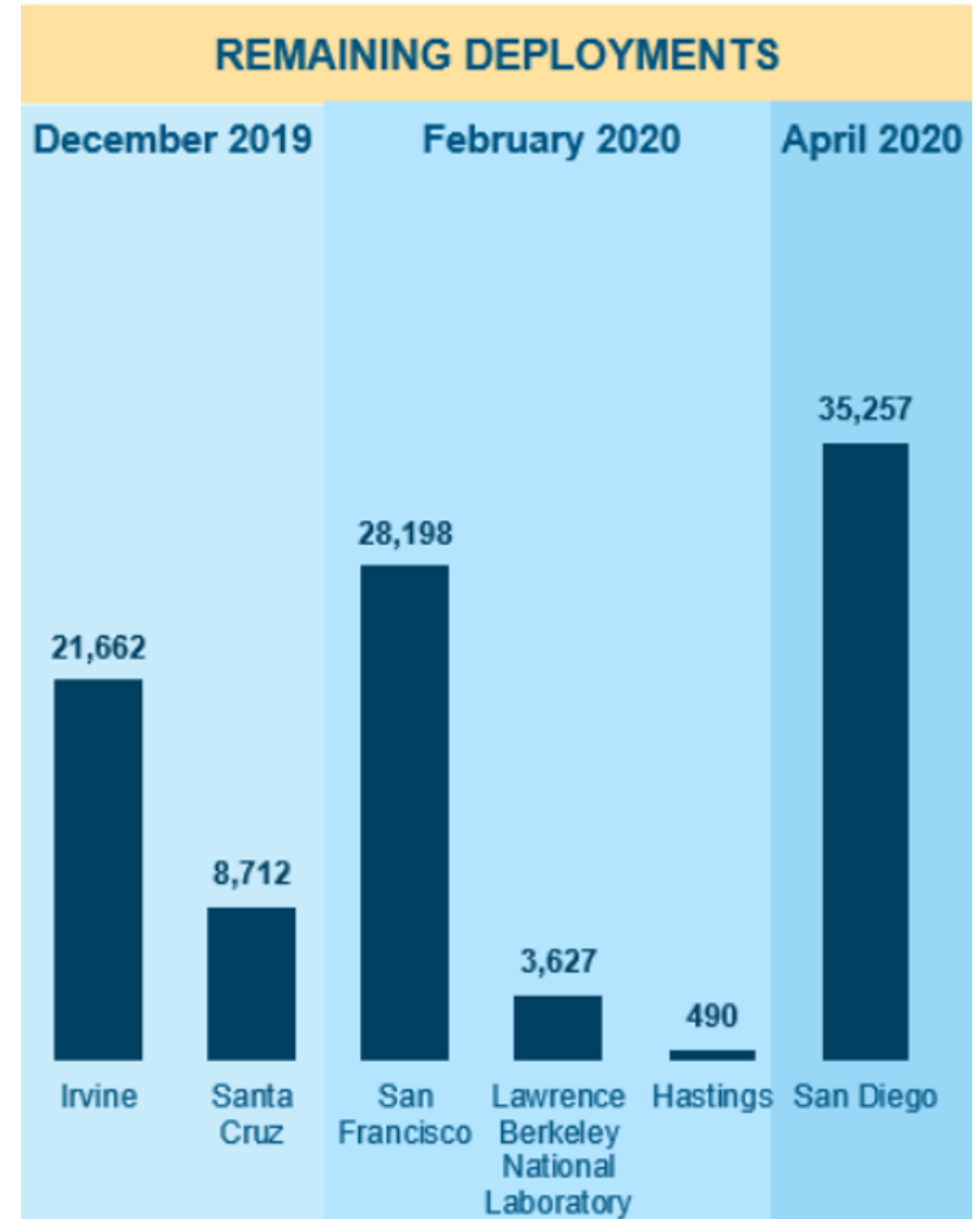
- UC Irvine
- UC Santa Cruz
- UC San Diego
- UC San Francisco

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



UCPC IMPROVEMENTS – NEW FOCUS AREAS



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)

Deployments 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	Budget Operate within our budget
Pay Accuracy Achieve 99% accuracy within 4 months after each location go-live	People Development Developmental plan complete for every employee by September 15, 2019
Customer Satisfaction Achieve 7.5 in FY20 on overall satisfaction, >80% "Yes" on case resolved	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 EXECUTIVE 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



UCPATH CAMPUS SUPPORT CENTER

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 CAMPUS SUPPORT CENTER (CSC)

- 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)

- 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.

CSC UCPATH CAMPUS FUNCTIONS

- 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

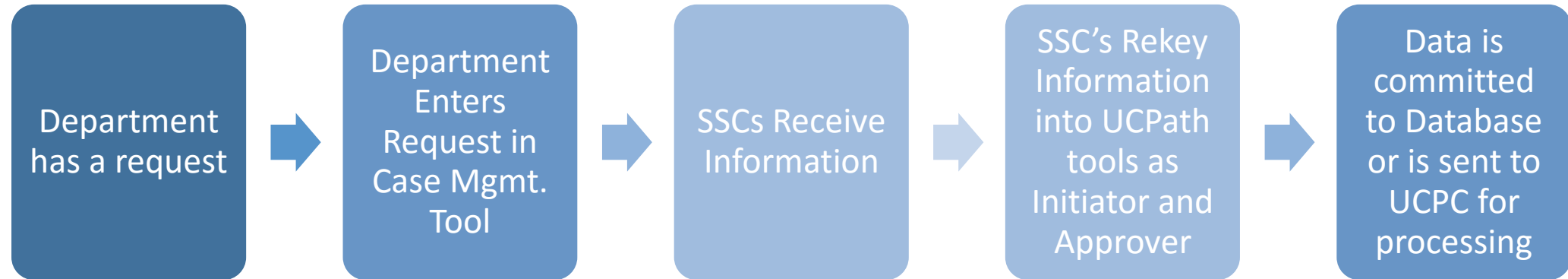
Background, Pilot Transaction Processing, Pilot Units, Phases

PILOT BACKGROUND

- 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

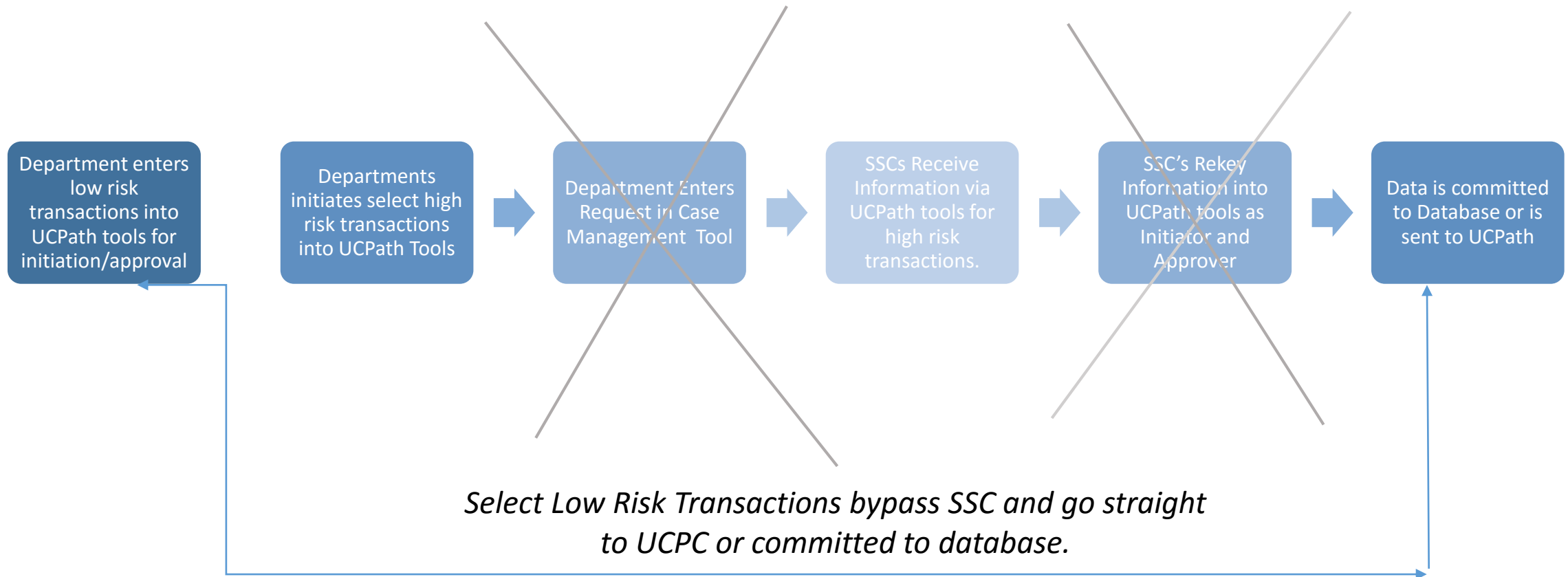
For most transactions



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.



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

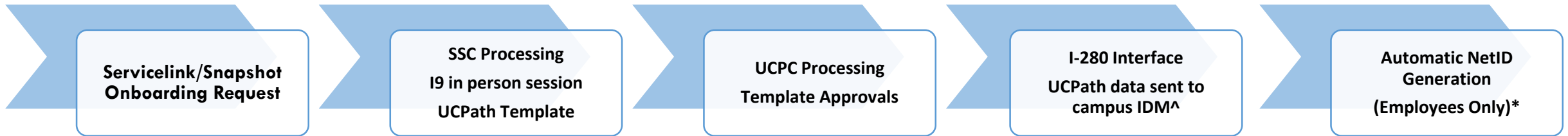
- **Faculty** (automatic process)
- **Staff** (automatic process)
- **Student Employees** (automatic process)
 - Students receive a Netid when they enroll and when they are hired as employees the same netid is used if “matched correctly”
- **Affiliate** (manual process)

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



- ✓ 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***

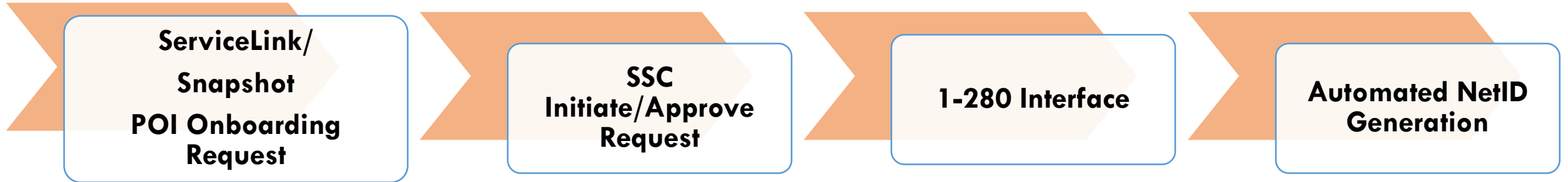
**Manual Affiliate*
NetID Generation**

- ✓ 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

CSC DEPARTMENT WITHIN ORG STRUCTURE

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.

- ORG31 - Provost/Exec Vice Chancellor
 - + DIV121 - Summer Session
 - + DIV162 - International Affairs
 - + DIV167 - Provosts Office
 - + DIV169 - Undergraduate Education
 - + DIV170 - Administrative Resolution
 - DIV171 - Academic Personnel
 - + D01290 - Acad Personnel - Gen Ops
 - + D02073 - UCPATH Campus Support Services
 - + DIV209 - Strategic Executive Admin Team
 - + DIV210 - Campus Support
 - + DIV220 - Honors Division



UCPATH CAMPUS SUPPORT CENTER (CSC)

- 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

Unit	Support Issues/Question/Need
Central Office/Department	Policy, merit or promotion action - department central office, netid (in specific instances-netid affiliate process)
Shared Service Center	Question about pay and transactions submitted by the SSC, netid for employees. Benefits: <i>Contact your SSC and the HR Benefits team</i>
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.**

Phase I - Distributed Initiation, Shared Services Validation
Onboarding: Person Of Interest (POI) Initiation
Onboarding/Offboarding: Contingent Worker (Add, Renew/Update and Complete)
Personal Data Change & Person Profile Approval Role
On Behalf of Case Management *
Position Control
Offboarding Voluntary Termination (Staff and Academic)**
Additional Comp (E-353) - One Time Pay

** 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.*

PILOT PHASE II

- **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:**

Fully Distributed to Transactional Units	Distributed Initiation, Shared Services Validation
Onboarding: Person of Interest (POI) Initiation	Offboarding Involuntary Termination – (Staff & Academic)
Onboarding/Offboarding: Contingent Worker (Add, Renew/Update and Complete)	PayPath For EMPL Class 5, 9 & 10
Personal Data Change & Person Profile Approval Role	Onboarding For EMPL Class 5, 9 & 10
On Behalf of Case Management *	Position Control
Offboarding Voluntary Termination (Staff & Academic)**	
Phase II – Fully Centralized	
PayPath/Onboarding/Offboarding For EMPL Class 22 (Deans & Faculty Admins) - AP Office**	

* *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*

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**

PILOT PHASE II – UNIT INITIATION & APPROVAL

<p>New for Phase II: New transaction types</p>	<p>Onboarding (excluding transfers) – Empl class 5, 9, 10 <i>SSC AWE</i></p>	<p>Involuntary Termination – Empl class 5, 9, 10 <i>SSC AWE</i></p>	<p>PayPath/Additional Pay – Empl class 5, 9, 10 <i>SSC AWE</i></p>
<p>New for Phase II: Phase I transaction pilot unit approvals</p>	<p><i>Contingent Workers Onboarding & Off-boarding</i> <i>Pilot Unit AWE</i></p>	<p><i>Personal Data & Personal Profile Changes</i> <i>Pilot Unit AWE</i></p>	<p><i>Voluntary Termination – Staff & Academic</i> <i>Pilot Unit AWE</i></p>
<p><i>One-Time</i> <i>Pilot Unit AWE</i></p>	<p>Position Control <i>SSC AWE</i></p>	<p>Persons of Interest Onboarding/Off-boarding <i>SSC AWE</i></p>	<p><i>On Behalf of Case Management</i> <i>No AWE</i></p>

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

May	June	July	August	September	October	November	December	January	February	March	April	May	June
Pilot Pre Planning													
	Phase 1 Planning & Prep												
	Phase 1 Training												
			Phase 1 Go Live										
		Phase 1 Hypercare											
		Phase 2 Planning & Prep											
		Phase 2 Training											
						Phase 2 Go-Live							
						Phase 2 Hypercare							
						Phase 3 Planning and Prep							
								Phase 3					

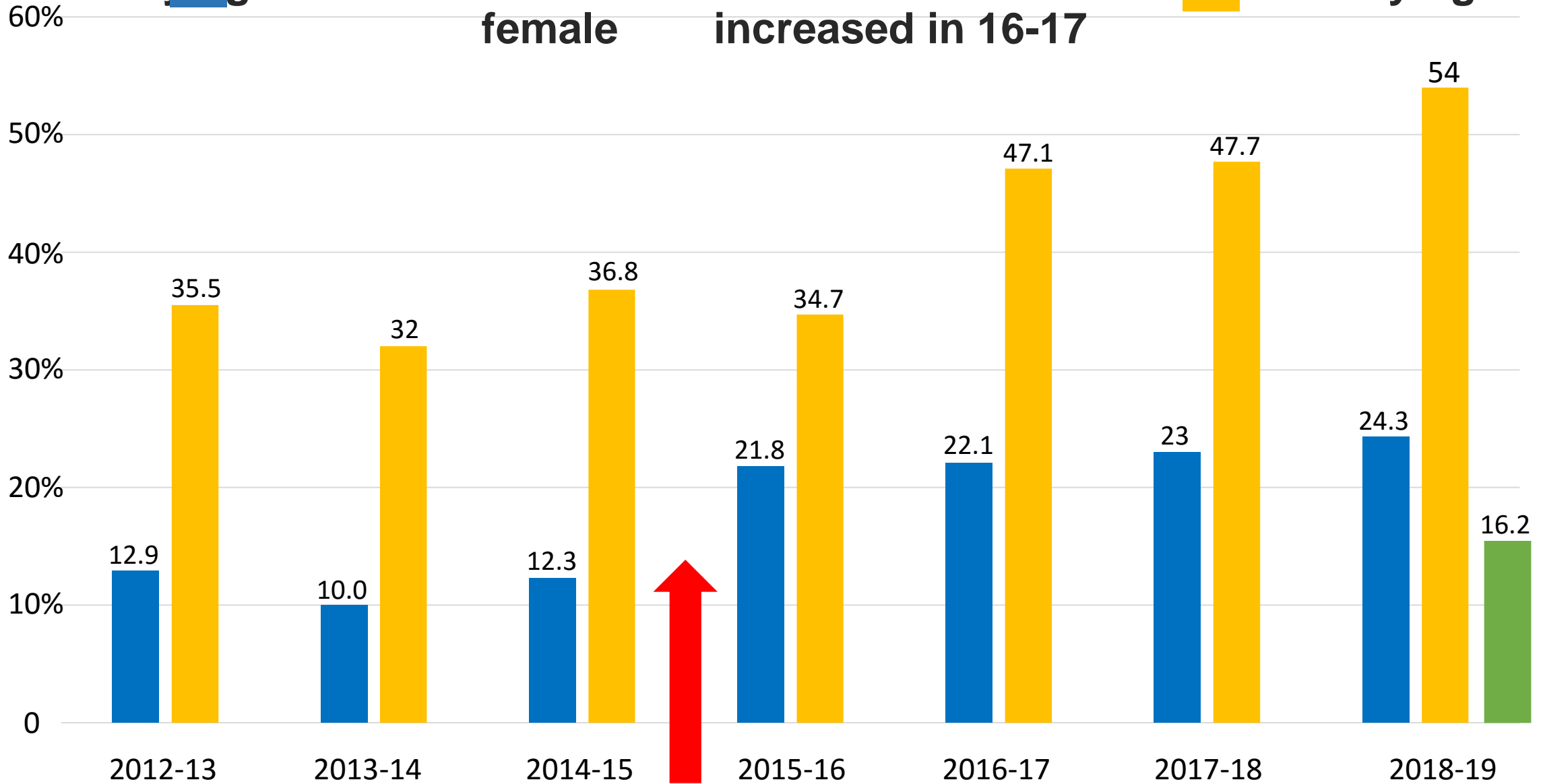
 WE ARE HERE



Ameae Walker

Vice Provost for Academic Personnel

New faculty members before and after interventions (red arrow). Those identifying as from URG female 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 PFP/CPFP candidate pools <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

SEARCH INFO

Details

Requirements

Diversity

Advertisements

Qualifications

Selection process

Committee

Documentation

Disposition reasons

Conclusion

TOOLS

Activity log

Diversity

Availability demographics SEARCH PLAN

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

Field of study	Male	Female	African American	Hispanic	Asian	Native American	Minority Total ?	White
Campus: Bioengineering and biomedical engineering	61.6%	38.4%	3.8%	5.8%	24.3%	0.5%	34.5%	64.0%
Campus: Biochemistry (biological sciences)	51.5%	48.5%	4.8%	6.6%	13.8%	0.8%	26.0%	72.8%
Campus: Pharmacology, human and animal	44.8%	55.2%	8.9%	6.2%	15.3%	0.5%	30.9%	68.3%
Campus: Biology/biomedical sciences, general	42.3%	57.7%	6.4%	9.0%	16.4%	0.8%	32.6%	64.2%
Campus: Medicinal chemistry	67.7%	32.3%	9.8%	5.3%	18.0%	1.5%	34.6%	65.4%
Average ?	54.3%	45.7%	5.1%	6.5%	18.8%	0.7%	31.1%	67.4%

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.

Pool	Male	Female	African American	Hispanic	Asian	Native American	Minority Total ?	White
All responses ?	70.9%	29.1%	0.0%	13.2%	52.8%	0.0%	66.0%	34.0%
All applicants ?	68.0%	32.0%	0.0%	16.0%	52.0%	0.0%	68.0%	32.0%
Shortlist ?	80.0%	20.0%	0.0%	20.0%	40.0%	0.0%	60.0%	40.0%

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
- Broader range of research topics helped with pool diversity
- The screening methodology made a significant difference

Shortlist	Male	Female	African American	Hispanic	Asian	Native American	URG Total	White
Old screening	71.4%	28.6%	0.0%	0.0%	66.7%	0.0%	0.0/28.6%	33.3%
New screening	14.3%	85.7%	0.0%	42.9%	14.3%	0.0%	42.9/85.7%	42.9%

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:*

Start Date:*

End Date:*

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

Turn Help Text Off

Enter

Close

SUMMARY

Earnings Reported: \$800
 Owed To Plan: \$0
 Paid To Plan: \$0

TIME

32 hr / 0 hr
 Time Threshold: ↑384.00 hr

EARNINGS

\$800 / \$0
 Earnings Threshold: ↑\$40,120.00

Fiscal Year: < 2019 - 2020 >

ACTIONS:

Enter an Activity

Annual Certification 2018

Status Legend

Export current data

Activity Label	Org. Type	Org. Name	Activity Types / Roles	Current Hrs / Earnings	Start Date	End Date	Student Involvement	Actions	Form																											
CLOSE Medical Conference for Medical Inc.	For Profit	Medical Conference for Medical Inc.	Providing or presenting a workshop for industry (Cat. 2)	32.00 hr / 800.00	10/11/2019	11/29/2019	No	<a>Edit Activity <a>Report Earnings / Effort																												
<table border="1"> <thead> <tr> <th>Actions</th> <th>Type</th> <th># of Hours Against Threshold</th> <th># of Reported Hours</th> <th>\$ Against Threshold</th> <th>\$ Reported</th> <th># of Shares</th> <th>Start Date</th> <th>End Date</th> </tr> </thead> <tbody> <tr> <td><a>Edit Earning/Effort Delete</td> <td>Cash (Check/EFT)</td> <td>16.00</td> <td>16.00</td> <td>\$400.00</td> <td>\$400.00</td> <td></td> <td>10/11/2019</td> <td>10/15/2019</td> </tr> <tr> <td><a>Edit Earning/Effort Delete</td> <td>Cash (Check/EFT)</td> <td>16.00</td> <td>16.00</td> <td>\$400.00</td> <td>\$400.00</td> <td></td> <td>10/17/2019</td> <td>10/21/2019</td> </tr> </tbody> </table>										Actions	Type	# of Hours Against Threshold	# of Reported Hours	\$ Against Threshold	\$ Reported	# of Shares	Start Date	End Date	<a>Edit Earning/Effort Delete	Cash (Check/EFT)	16.00	16.00	\$400.00	\$400.00		10/11/2019	10/15/2019	<a>Edit Earning/Effort Delete	Cash (Check/EFT)	16.00	16.00	\$400.00	\$400.00		10/17/2019	10/21/2019
Actions	Type	# of Hours Against Threshold	# of Reported Hours	\$ Against Threshold	\$ Reported	# of Shares	Start Date	End Date																												
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<a>Edit Earning/Effort Delete	Cash (Check/EFT)	16.00	16.00	\$400.00	\$400.00		10/17/2019	10/21/2019																												
OPEN Start-up company- Medical supplies Inc.	For Profit	Medical Supplies Inc.	Consulting for for-profit entity (Cat. 2) Assuming founding or co-founding role of a company (Cat. 1)	0.00 hr / 0.00	10/14/2019	06/30/2020	No	<a>Edit Activity Delete <a>Report Earnings / Effort	Cat 1 Approval: <a>Department Reviewer																											

Showing 1 to 2 of 2 entries

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>) and IRS Publication 521 (<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

Family friendly. Free music. Food and adult beverages available for purchase.

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.”

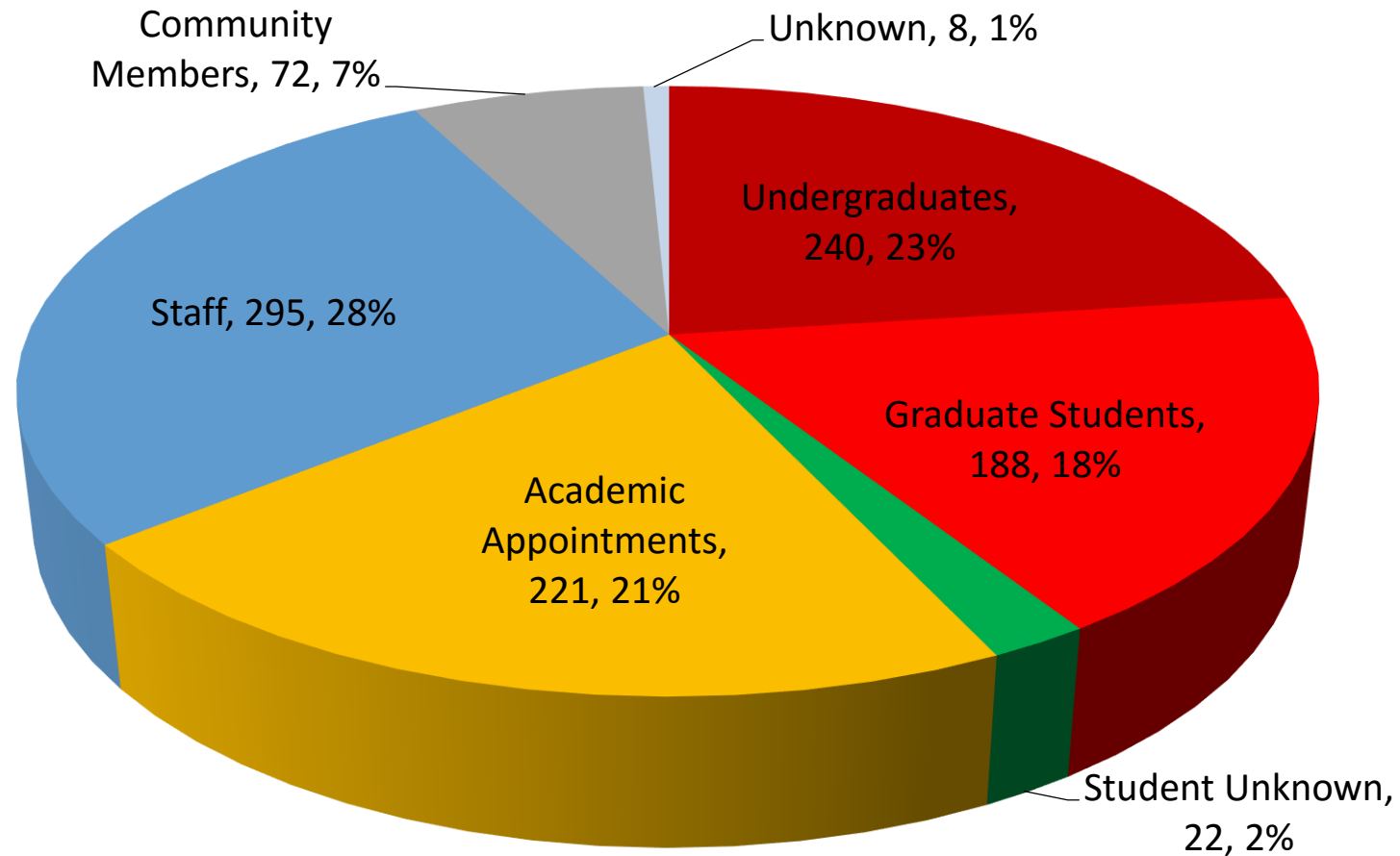
We do so by:

- 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?

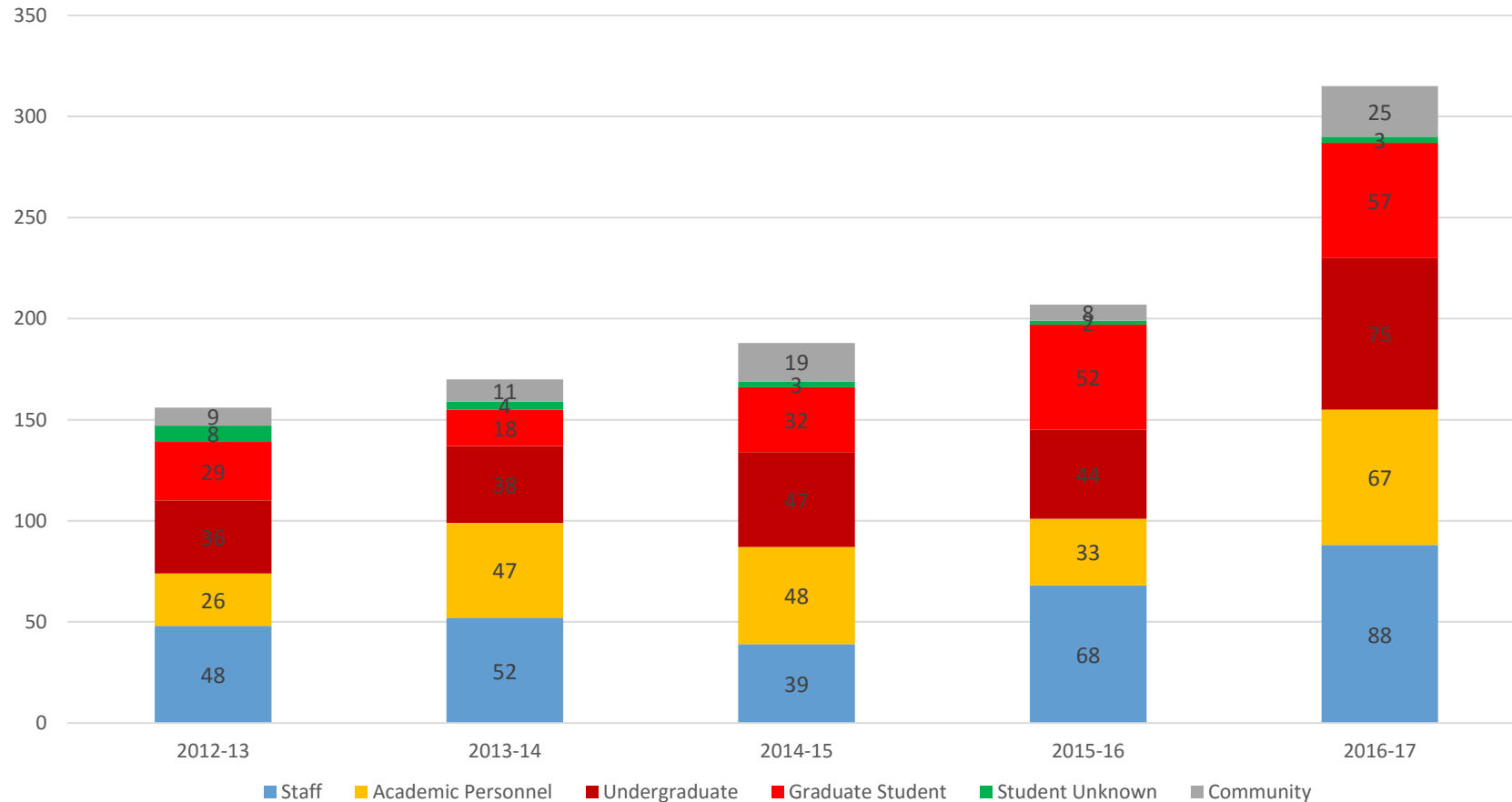
Visitors July 2012 – June 2017

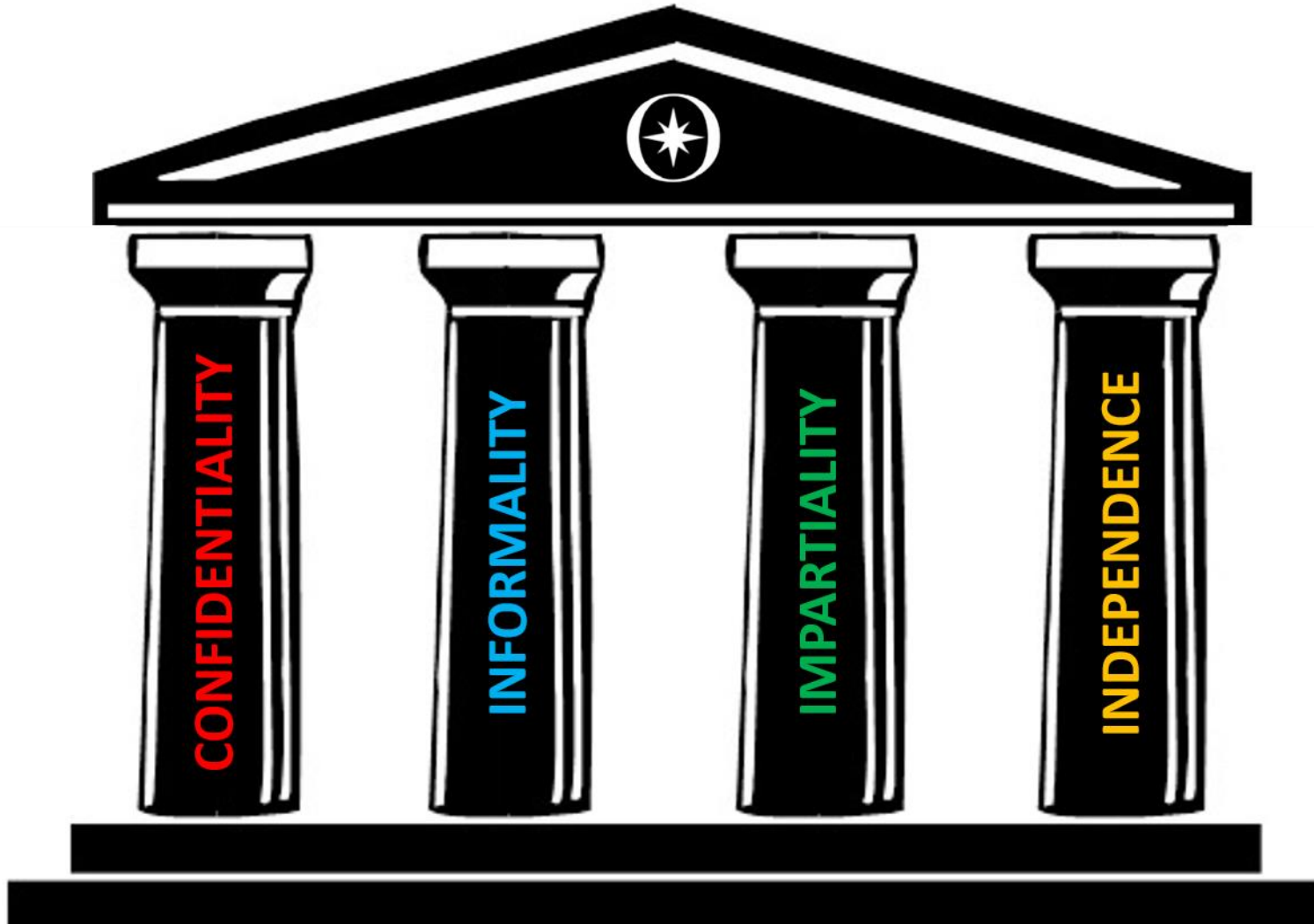


Who Utilizes the Ombuds Office?



Number of Visitors Initiating Cases Annually at the UCR Ombuds Office





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

	Ombuds Office	VPAR
<i>Constituents?</i>	Students, Staff, Faculty, Community	Predominantly Faculty
<i>Scope of issues?</i>	UCR-Related Concern	Predominantly Faculty Discipline
<i>Role?</i>	Designated Neutral	Designee of Chancellor & P/EVC
<i>Reporting Office?</i>	Non-Reporting (Confidential)	Reporting
<i>Can assist in informal resolution?</i>	Yes	Yes
<i>Participates on behalf of administration in formal faculty disciplinary processes?</i>	No	Yes
<i>Available to discuss issues proactively?</i>	Yes	Yes



Dan Jeske

Vice Provost for Administrative Resolution

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 Policies 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.

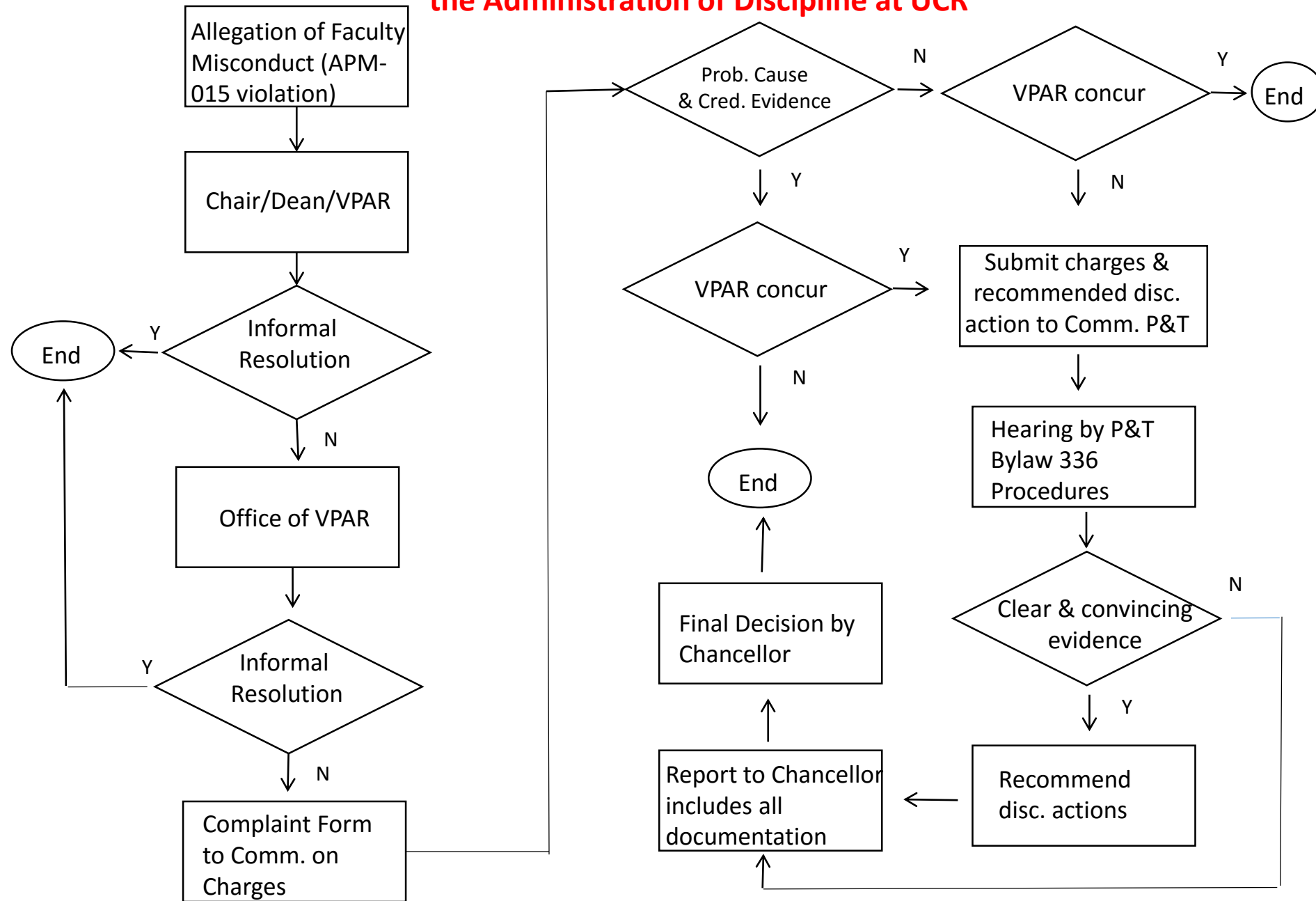
Credible Evidence

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 Polices on Faculty Conduct and the Administration of Discipline at UCR



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

UCR



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

guidebook

We have some handy guides that you can download to help make your life as a UCR student easy!

Q ucr guides



UC Riverside (UCR)
Guidebook Inc

+ OPEN

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.

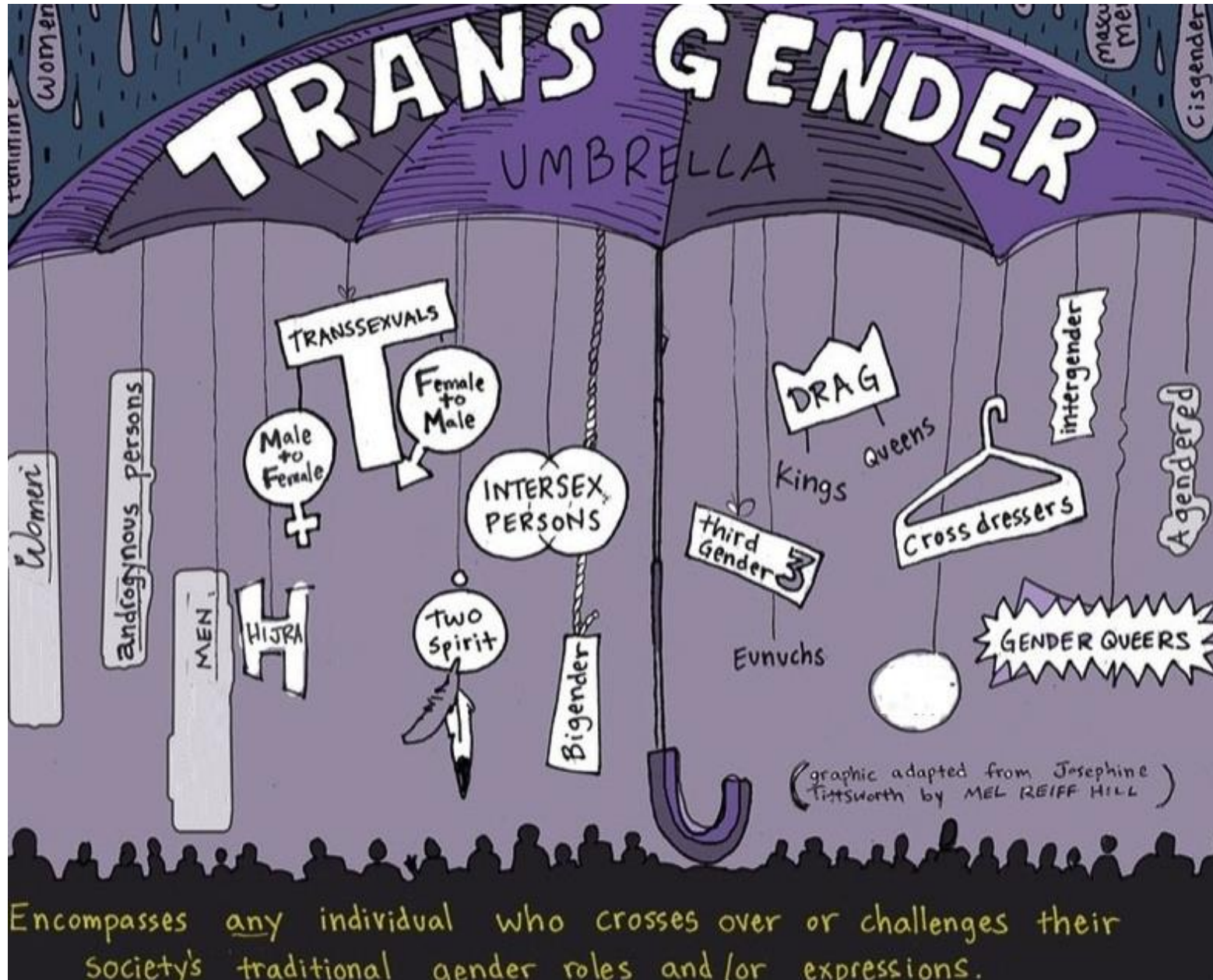
I hope so, for their sake.

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



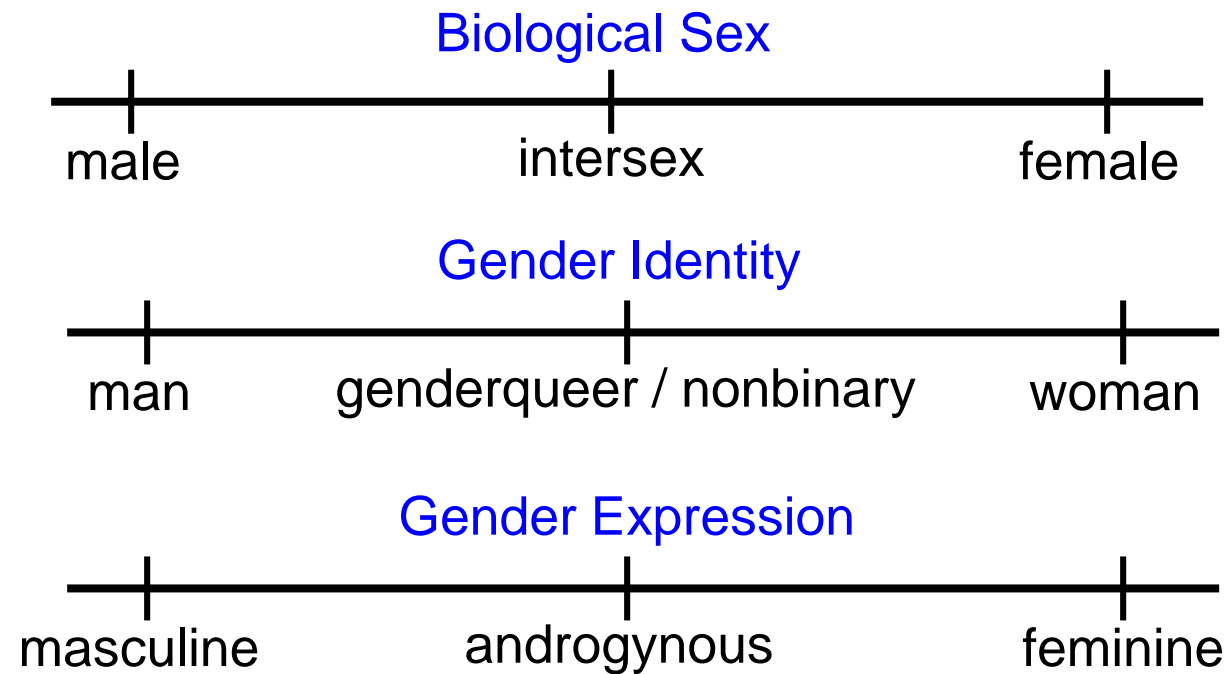
A Common Language

- › 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”



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-Serve 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 natureaffects 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

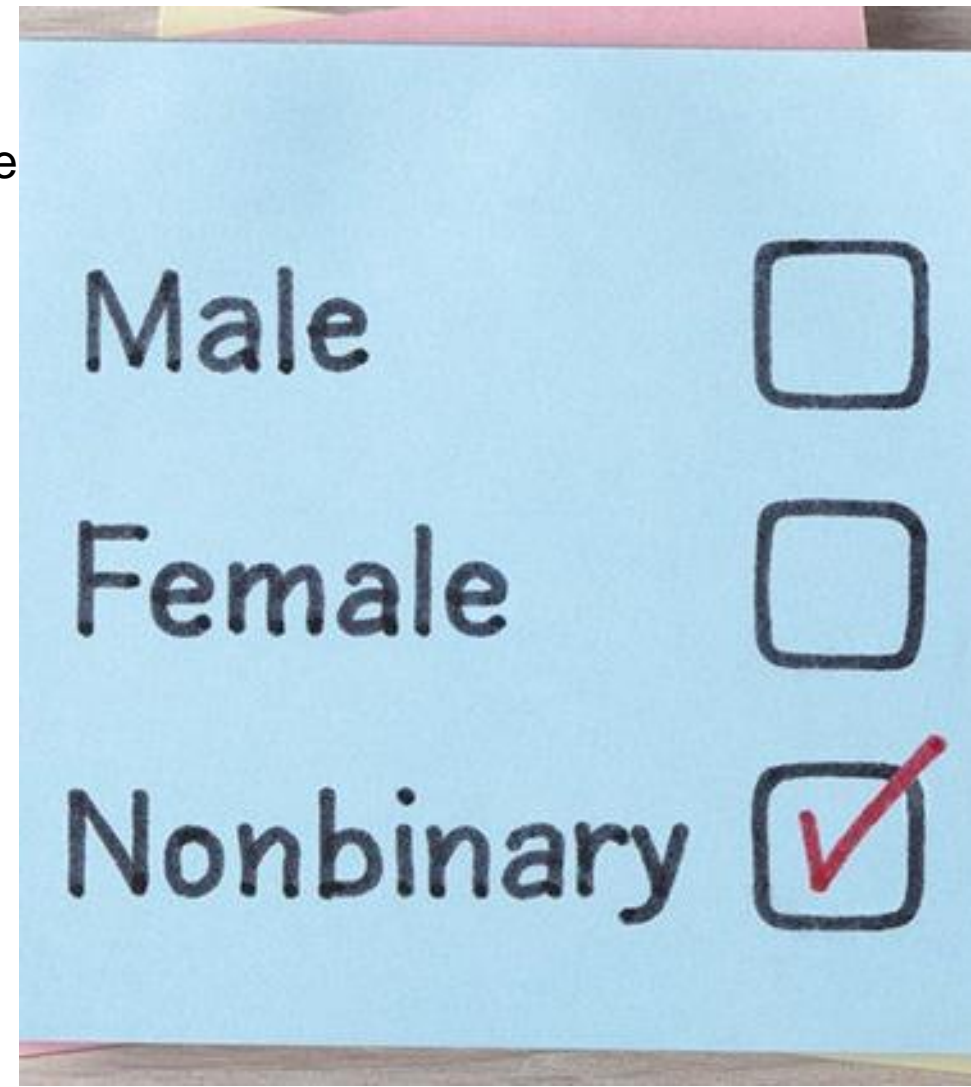
In California, business establishments, non-profits, and government agencies that serve the public cannot discriminate based on someone's gender identity or gender expression. This includes:

- › 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.

CA Gender Recognition Act

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

	SEX (CIRCLE)	HAIR COLOR	EYE
LBS.	M F <input checked="" type="radio"/>	Br	
RESIDENCE ADDRESS)			



STATE OF CALIFORNIA
DEPARTMENT OF PUBLIC HEALTH

CERTIFICATE OF LIVE BIRTH
STATE OF CALIFORNIA
USE BLACK INK ONLY

1 05 1975 12482
1 1975 27 001891

- 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

Pronouns

- › 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

	Nominative (subject)	Objective (object)	Possessive determiner	Possessive Pronoun	Reflexive
Traditional pronouns					
<u>He</u>	<i>He</i> laughed	I called <i>him</i>	<i>His</i> eyes gleam	That is <i>his</i>	He likes <i>himself</i>
<u>She</u>	<i>She</i> laughed	I called <i>her</i>	<i>Her</i> eyes gleam	That is <i>hers</i>	She likes <i>herself</i>
Gender-inclusive pronouns					
<u>Ze and hir</u>	<i>Ze</i> laughed	I called <i>hir</i>	<i>Hir</i> eyes gleam	That is <i>hirs</i>	<i>Ze</i> likes <i>hirself</i>
<u>They</u>	<i>They</i> laughed	I called <i>them</i>	<i>Their</i> eyes gleam	That is <i>theirs</i>	They like <i>themselves</i>

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.

Pronouns – AP Stylebook

- › 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.

Pronouns – AP Stylebook

- › 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 ~~s~~ in each ~~all 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.”

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 – sdrc.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 LGBTQ
- › Avoid microaggressions!
- › 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)

UCR Trans Guide Online

out.ucr.edu/resources/ucr-trans-guide

+	Asterisk of UCR
+	Asterisk Trans* Conference
+	Campus Policies
+	Educational Trainings
+	Gender-Inclusive Facilities
+	Gender-Inclusive Housing
+	Gender Identity Records
+	Preferred Names on Campus
+	T*Camp InterCampus Retreat
+	Trans-Inclusive Health Insurance
+	Trans/Genderqueer/Books/Films Available in the LGBTRC Library
+	Trans Programs/Orgs/Resources in the Inland Empire
+	Trans Programs/Orgs/Resources at UCR

The dialogue continues...

- › Questions?
- › Concerns?
- › Suggestions?



Hunter →

← Patsy

