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UCR 2020: The Path to Preeminence
Campus Climate and Community
Draft Report
January 6, 2010

GENERAL PHILOSOPHY

Students, faculty and staff/administrators comprise the internal campus community (Campus) within which we create knowledge, learn, teach and work. The climate is the result of the quality of interactions within the Campus and the mutual support exhibited, as well as the recognition of the needs of the various subgroups on Campus. Our recommendations are therefore organized according to their importance to the Campus climate or Campus morale.

Early in our planning process we identified attributes of excellence that members of the UCR community believe we should strive to achieve. Some areas identified cross all campus constituencies, while others are meaningful to individual groups. Because our Campus consists of the three integral constituencies listed above (students, faculty, and staff/administrators), which have common purpose but contrasting roles, we have tried to capture all perspectives within this document.

We also strongly believe that the physical environment in which we operate is a foundation for nearly every action considered; thus, we have added a fourth charge to specifically address the physical environment at UCR. The physical environment can foster and facilitate or limit and inhibit the social and professional interactions of the Campus.

Our initial efforts to quantify the characteristics of a desirable climate were based on identifying both the "big picture" less tangible aspects of climate and the tangible qualities that create it. These range from a variety of readily attained tasks to long-term initiatives requiring significant commitments of time and resources. The following list outlines our overarching vision for an excellent Campus climate:

- A dynamic and inspirational place of learning and a positive and satisfying place to work for students, faculty, and staff/administrators

- A place where new and innovative ideas and freedom of speech are welcomed and fostered

- A place that partners with the community to increase the mental and physical health of the UCR community

- A place where we celebrate our past with pride and strive for future growth and innovation

- A place where UCR is a beacon for diversity and global engagement of education

The following list of attributes of excellence is based on visions surrounding the physical campus and includes a campus that has the following:

- A high-ranking administrator who is charged with focusing on the impact of any new construction/remodel/facilities on the Campus climate

- Thoughtfully designed public spaces, interior and exterior, in which to gather, study, work individually or in groups

- On-campus places offering a variety of amenities and services of a caliber to motivate one to stay on campus

- Accessibility, such as parking that is affordable and reasonably located, signage that is clear and useful, and policies that are flexible

- Affordable and available child care

Other attributes of excellence, listed by campus cohort, are found in Attachment 1.

CHARGES

Charge #1

- To review and make recommendations about the culture of the campus, including the intellectual and social climate, and for increasing the sense of community.

Charge #2

- To consider issues related to diversity. Is the climate on our campus welcoming, and can diverse views be exchanged in an atmosphere of civility and respect.

Charge #3

- To recommend avenues for improved communications among students, faculty, staff, and the administration.

Charge #4 (Added by the Committee)

- To recommend enhancements to the physical environment that foster a people-centered climate and sense of community, and to recommend processes for building climate consciousness into core functions.

RECOMMENDATIONS

Charge #1

<u>To review and make recommendations about the culture of the Campus, including the intellectual and social climate, and for increasing the sense of community.</u>

We should strive to make UCR a people-centered environment with climate consciousness built into core competencies, emphasizing that it is a responsibility that belongs to all of us. We should infuse all campus documents with language supporting a climate of respect. Additionally, every employee should be empowered to feel that his or her job supports the delivery of a high-quality 21st century education and the development of new knowledge. Ideally, everyone at UCR should be an advocate for the University. This goal could be complemented with a campaign reminding us all that knowledge is at the center of academia.

Campus climate

- In addition to the fine productions already offered through our own Music and Theatre Departments, UCR should endeavor to bring in more outside musical, theatrical and cultural entertainment to the campus, including prominent individuals to lecture and give presentations. Similar activities exist to some degree already, but these efforts should be ramped up and promoted to attract not only Campus members, but local community members as well. The ARTSblock, for example, is a solid starting place, but there should be more of this actually on campus.

- In the spirit of the recommendation regarding the physical campus, a cultural/ performance center that can accommodate 300or persons should be a long-term goal with resources dedicated in the interim to maintain and update existing performance facilities. Furthermore, it is not enough to provide such opportunities, but we must commit to encouraging everyone, particularly our students, to attend and participate in them as well.

- With some major events, such as Block Party and Heat, already in place we would encourage more activities of this nature to position the campus as a focal point of entertainment and engagement, including musical events that appeal to a broad range of ages.

- Reinstitute UCR Open House or develop a similar activity to encourage Campus constituency interaction, as well as their families and the local community

- Refocus Parking Services mission to make the campus more inviting, accessible, and affordable to the Campus and the local community, including more reasonable and accessible parking for emeriti, expanded metered parking, changing 'after hours' parking policies back to start at 4 pm (currently lasts until 10 pm), reinstating ability to park near buildings after hours, providing shuttles

from remote lots, and adding parking fees internally, i.e., the sponsoring group, to the cost of campus events rather than charging customers directly

- Work with the city to provide more off-campus reasons for students to stay in town, which also creates economic opportunities for the city.

Campus morale

- Broaden orientation for new faculty to include training in staff and student supervision and relations.

- Because employee retention is essential to a stable and productive academic atmosphere - key climate issues – develop more opportunities for significant recognition and advancement.

- Find ways to bring employees together to engage with each other and with the rest of the campus – incentivize with lunch or other perks.

- Continue to support recommendations from Climate Surveys.

- Encourage, promote and fund if possible, employee development opportunities including classes on campus.

- Work with Systemwide administration to offer free fees for employee family/offspring.

- Provide more social interaction involving chancellor and the Campus; when cost is the obstacle, invite everyone to bring something.

- Encourage more events such as departmental retreats; invite faculty and staff and their families; take advantage of Palm Desert Graduate Center facilities and hotel specials

- Encourage more student-focused retreats.

- Ensure inclusion of Palm Desert and other off-campus employees in any Campus activity or event.

- End or severely limit the exceptions granted for the mortgage origination program for faculty living outside the standard commuting range to encourage more members to live within and become a part of the local community.

Charge #2

<u>To consider issues related to diversity. Is the climate on our campus welcoming, and can diverse views be exchanged in an atmosphere of civility and respect.</u>

Although undergraduate diversity remains strong, some undergraduates believe that we need to move to the next level in order to provide the interactive experience that they are striving for. At the staff and faculty levels, particularly in upper management, we should elevate our efforts to improve both gender and racial equity. Existing efforts show a growing balance of ethnic and gender diversity overall among employees; however, some disparities continue when comparisons are made by pay range. We need to disaggregate all the numbers and set new goals and policies accordingly.

Campus climate

- Disaggregate campus demographic data to study the smaller groups in greater detail. We must recognize the many facets of diversity beyond the commonly cited race, gender and national origin, to cover all groups ranging from religious beliefs to disabilities of both physical and mental varieties to sexual identities, and even other subgroups such as older students, homeschooled, and students out of foster care, as well as international employees and students.

- Conduct educational campaign(s) to explain what campus diversity actually entails, i.e., diversity means more than numbers; it means coexisting and working amicably and effectively together.

- Broaden the base of introductions for visiting new faculty candidates so they can see the greater diverse pool around them and not necessarily just their own department, particularly if it is not yet a diverse one.

Campus morale

- Add components to faculty training, especially for department and search committee chairs, which will provide clearer understanding of affirmative action's role. Include basic information such as what are placement goals and applicant pools and what they mean.

- Include staff/student relations and diversity training as a part of service activities for faculty; provide through on-line training opportunity mechanisms such as iViews and e-file.

- Expand department chair training to provide preparation for a variety of administrative tasks such as managing diversity and respect among coworkers within their departments.

- Offer free/affordable English and Spanish language training classes to employees

- Restore funds for diversity recruitment

<u>**Charge #3**</u>

> <u>To recommend avenues for improved communications among students, faculty, staff, and the administration.</u>

Communications is an integral component of recommendations relating to each charge. As a result, many of the suggestions made under other charges apply here as well. For example, recommendations such as conducting education campaigns and providing language lessons to employees address communications needs. The issues identified here are above and beyond those listed with other charges.

Campus climate

- Increase the number of events specifically designed to bring staff, faculty and students together.

- Identify or create a single point of event promotion and encourage all cohorts to contribute to and refer to for campus activities

- Expand advertising and promotion of new and existing events and more effectively target the audience, exploring all forms of communications and media to ensure contact with every segment – student, faculty, staff and community; for example, ramp up promotion of plays performed on campus and create additional activities in conjunction with them.

- Repurpose current communications channels – numerous programs and activities recommended here already exist in some forms, but are unknown to others; also includes lack of awareness of existence or progress of campus initiatives, e.g., signage, dining services and capital planning.

- Develop other options that target communication with staff, such as brown bag lunches with faculty presenters across campus.

- Invite faculty to present their research and other projects at staff meetings.

- Hold retreats especially for faculty and graduate students to come together.

- Sponsor more events along the lines of VCSA's Common Ground.

- Encourage top administrative levels (Hinderaker fourth floor) to step out and become more actively engaged with the rest of campus (hands on). Communications begin at the top.

Campus morale

- Involve staff more directly in the "big picture" function of their department/unit and the school.

- Encourage a "state-of-the-department" address at a minimum to communicate within departments.

- Include a broader section of campus departments in Website and other advertising venues and focus less exclusively on single areas such as the medical school and nanotechnology.

Charge #4

To recommend enhancements to the physical environment that foster a people-centered climate and sense of community, and to recommend processes for building climate consciousness into core functions.

Aesthetics, accessibility, and functionality of the physical environment are the foundation, both literally and in actuality, for the Campus climate. The impact of any changes or additions to the physical campus should be considered from the initial planning stages. Access and input, or at least representation, to this process are crucial; therefore, our recommendations below include, in part, the creation or designation of a high level position whose job it is to ensure that climate impact is a primary consideration in all new construction and remodeling; that the process be made completely transparent; and that an education campaign be conducted to inform the Campus as to what exactly that process is.

Campus climate

- Designate one person at Vice Chancellor or highest reasonable level who is responsible for climate issues, including representing that role in facilities planning and ensuring that appropriate resources are dedicated to the maintenance of campus facilities.

- Instill Campus climate factors as a primary consideration in planning of any new facility or major changes to facilities.

- Require a "Campus Climate Impact Statement" for all major construction projects.

- Support the current long-term strategic planning being pursued by Dining & Housing Services. As much of this undertaking as possible should be shared with the Campus so that all can see that often cited suggestions have been heard and new initiatives are well under way. The Coffee Bean and Tea Leaf is a terrific addition, and the multi-phased expansion of The Barn is a welcome revitalization of the [south] end of the campus. Note, the proximity of dining facilities and their ability to provide rapid service is of particular importance to the many with limited lunch time.

- A University/Faculty Club would provide a social center for the faculty/staff to gather, get to know one another and become colleagues in reality and not just in name.

- Other, simpler gathering places could include more park-like settings with benches and other seating styles, shade trees, and even with fountains (class gifts have been donated in the past to provide for these, but the projects have not been fulfilled) where students can study, faculty can teach, or employees can meet or work outside the office setting, or take breaks and lunch.

- Provide on-campus, or very near campus, studios for faculty artists to keep them here and engaged with the campus; also allows for community 'studio walks' to engage all segments of campus and community and emphasize UCR's role in the arts

- Provide more housing for students, especially graduate students (endorse new housing plan currently being implemented by Housing)

- A functioning pool area with an inviting surrounding would offer not only a place for personal interaction and play, but for healthy exercise as well.

- Build archway or some form of statuary to provide an inviting entrance to the campus that also creates a clear physical divide between campus and community

- Create more spaces to come together, beginning with minor modifications to those we have as well as including more in long-term planning. Ensure that these spaces are distributed evenly throughout campus so that there are benefits for everyone. In all planning of such spaces, consider safety factors, especially at night.

- Review and remove any unnecessarily inhibiting insurance, contractual and other administrative barriers to flexibility in the dining and entertainment venue, including review of the self-funding requirement.

- Review and improve campus signage – an outside vendor was hired to do this years ago; inform the campus where this plan is at and what kind of timeline to be expected to complete

- Improve feedback system to dining services

Campus morale

- Conduct an education campaign to inform campus of 'whos' and 'hows' in facility planning.

- Ensure that the facilities planning process is a transparent and accessible process.

Signed jointly by the following membership:

Yolanda Moses, Chair	Shankar Mahalingam
Veronica Ruiz, Vice Chair	George Marcoulides
Susan Allen Ortega	Manuela Martins-Green
Thomas Cogswell	Jorge Silva-Risso
Kevin Esterling	Adrienne Sims
Rickerby Hinds	Stefano Vidussi
Frank Hiroyasu	Marilyn Voce
Jodie Holt	Gillian Wilson
Janet Lucas	Brian Murphy, Staff Support

ATTACHMENT 1
CLIMATE & COMMUNITY
ATTRIBUTES OF EXCELLENCE

Some areas identified cross all campus constituencies. These will be addressed first and be followed by those that tend to be weighted more heavily by the individual groups.

Physical Environment
Because it is our consensus view that the physical environment in which we operate is a foundation for nearly every action considered, we have added the fourth charge to specifically address it. The physical environment can foster and facilitate or limit and inhibit the social and the professional interactions on campus. This first list of "attributes of excellence" is based on visions surrounding the physical campus.

A campus that has:

- A high-ranking administrator who is charged with focusing on the impact of any new construction/remodel/facilities on the campus climate
- Thoughtfully designed public spaces, interior and exterior, in which to gather, study, work individually or in groups
- On-campus places offering a variety of quality food, drink and activity of a caliber to motivate one to stay on campus
- Accessibility, with parking that is affordable and reasonably located; and policies that are flexible
- Affordable and available child care.

Attributes of Excellence by Constituency:

Faculty

"My attribute of excellence would be if my department wanted to hire top faculty from a leading university and they would want to be here."

- Faculty club/place, where faculty have an opportunity to know faculty across campus
- Academic view of a campus with a reputation such as to compare favorably to other institutions
- Effective, positive, hiring & retention
- Viewed as an AAU institution, all else being equal
- Strong research support environment
- Resources & support for being a better instructor
- Few barriers for collaboration across departments and colleges, interdisciplinary collaboration, and sharing of students
- Mentoring system

Staff

- Reputation of the institution, an employer of choice
- Meaningful work; job satisfaction
- Recognition and appreciation
- Career opportunities; continuous learning and development
- Empowerment and involvement
- Communication—frequency, methods, transparency
- Leadership—consistently understand/address staff concerns; concern for the well-being of staff
- Productive working relationships—co-workers, supervisors, leaders
- Supportive work environment: work/life balance; safe, healthy, and comfortable work environment
- Welcoming environment, sense of collegiality – departments functioning harmoniously within and – all moving ahead in the same direction
- Work place characteristics: ethical, respectful, fair treatment, and trustworthy

Student

- Students choose UCR over other leading universities and feel proud of their decision.
- Students view UCR as prestigious institution comparable to leading universities
- The learning opportunities at UCR will be a strong asset in the students' professional or academic careers
- UCR is a vibrant campus that provides ample opportunities for intellectual development
- Top notch career guidance and mentoring system
- A campus which provides ample opportunities to socialize and enjoy.

ATTACHMENT 2
CLIMATE & COMMUNITY
PLANNING PROCESS

- RESOURCE IDENTIFICATION

Our resources will include the membership of the committee, the research available to us, such as student and staff surveys, and our own efforts to solicit additional contributions through public forums, or other public research vehicles. The committee will attempt to combine the strategic efforts of the Academic Senate Faculty Welfare Committee, Staff Assembly, and the Associated Students of the University of California, Riverside.

- COMMUNICATION METHOD

The committee will use the iLearn Collaboration Site to appropriately communicate with each other and solicit feedback from committee members. The committee will also make use of faculty, staff, and student focus groups to solicit feedback on the committee's recommendations.

- ACTION PLAN /TIMELINE

The time for airing of concerns and complaints has passed. These have been identified many times and are now the starting point at which we stand. We will measure our progress based on solutions proposed to these concerns. We will limit ourselves to neither self-imposed budgetary constraints of the moment, nor to unrealistic dreams of endless abundance. We will set our goal of an ideal campus climate and determine the milestones that will be the benchmarks in our advancement toward that end. For ourselves, we have set the following benchmarks to determine our progress.

DATE	TASK /DISCUSSION	LEAD
October 7, 2009	Attributes of Excellence -Discussion	V. Ruiz
October 12, 2009	Submission of Initial Planning Document	B. Murphy
October 14, 2009	Staff Campus Climate Survey Presentation • Creation of iLearn account for Committee	B. Murphy Y. Moses/G. Bolar
October 21, 2009	Student Climate Presentation	Susan Allen Ortega /Danny Kim
October 28, 2009	Faculty Climate Presentation	Academic Senate-Committee on Faculty Welfare
November 4, 2009	Diversity Presentation	Y. Moses
November 18, 2009	FIRST Draft –Committee Proposal	Y. Moses
December 2, 2009	Committee Feedback-First Daft	Committee
December 9, 2009	SECOND Draft –Committee Review • STAFF Focus Group/Open Forum	Committee V. Ruiz
December 16, 2009	Feedback on Second Draft	Committee
January 14, 2010	THIRD Draft to Committee • FACULTY Focus Group/Open Forum	Committee Y. Moses
January 13, 2010	FINAL Feedback for first	Committee
January 22, 2010	FINAL Draft due to EVC&P	Committee
February 22, 2010	Strategic Plan Draft I	Steering Committee
February 22-March 22, 2010	Campus/Stakeholder Feedback	Steering Committee
April 12, 2010	Strategic Plan Draft II	Steering Committee
April 12-26, 2010	Campus/Stakeholder feedback	Steering Committee
May 6, 2010	Final Draft of Strategic Plan	Steering Committee
May 25, 2010	Presentation to Academic Senate	Steering Committee
June 30, 2010	FINAL Strategic Plan	Steering Committee