Report of Thriving Campus Community (TCC)

October 30, 2020

Vision Statement

Building upon its tradition of valuing diversity, equity, and inclusion, UCR will create a world-renowned educational environment where all members of the UCR community - students, staff, faculty, alumni, and community members – have the opportunity to: (1) thrive based on a deep respect for the unique human experiences that all community members bring to the campus; (2) have access to the tangible as well as intangible resources needed to learn, express themselves, and participate in the co-creation of knowledge; (3) enjoy a built environment that nourishes the body and the mind; and (4) forge deep traditions of what it means to be a member of the UCR community.

The mission of the university will be centered around the value of learning and the co-creation of knowledge as a means of fostering the next generation of engaged community members and leaders for California, the United States and the world, not merely the valuation of academic degrees for instrumental purposes. The university will also give primacy not only to the learning opportunities for students but also engender dynamic learning opportunities for and between staff, faculty, alumni, administrators, and community members to leverage the unique insights that all groups bring to the table.

The Inland Empire is a unique socio-ecozone with a rich heritage of diverse cultures and landscapes. UCR will play a central role in building upon these rich cultural traditions through routine faculty, staff, and student involvement. They will respectfully engage with and explore the cultures, politics, economics, artistic expression, and natural ecosystems that make the Inland Empire such a compelling place to live.

UCR will build cross-functional teams to break down traditional silos across departments, schools, colleges, and non-academic units to enhance the curricular experience, and will seek to forge closer ties between the university and the surrounding communities. The Inland Empire will become a vibrant "living laboratory" for student, faculty and staff learning and research.

To promote a thriving campus community, UCR will seek broad input from faculty, staff, undergraduate students, graduate students, and alumni in the development of the university's plans and incorporate their perspectives about what makes UCR a welcoming place to be.

Strategic Goal 1: Build a culture of respect, responsibility, and collaboration that promotes a climate of inclusion and wellbeing on campus.

Recommendations

1.Expand campus culture of collective responsibility and shared governance. Use the principles of shared governance with the Academic Senate as a model for inclusion of all campus constituent communities (graduate and undergraduate students, staff, faculty, alumni, community representatives) in the operation of the campus.

2. Promote a culture of respect in learning and work environments that positively impacts academic and professional success, and builds a sense of community. Create clear structures, expectations, and incentives in learning and work environments. Foster an atmosphere of continuous learning and professional development for all campus constituents.

3. Achieve work/life integration and balance for campus constituents. Improve recruitment, satisfaction, loyalty, and retention through support of work/life integration and balance. Implement an alternative work arrangements policy that is broadly and equitably promoted and supported to facilitate work/life flexibility. Expand GradSuccess and The Well programming for graduate students to promote healthy work/life balance given their unique needs.

4. Enhance graduate student experience and support through improving funding, professionalization, and mentorship. Measure and track job placement rates in secure and sustainable full-time employment, including academic and non-academic appointments. Strengthen research climate by guaranteeing one year of dissertation fellowship for every admitted doctoral student. Dramatically expand existing resources (Teaching Assistant Development Program, GradQuant). Improve support structures for international graduate students.

5. Ensure access to safe and affordable housing and food security for all campus members. Provide a living wage for graduate students as fundamental to health and wellbeing. Expand family student housing to provide access to all who qualify. Bring campus housing costs down so they are commensurate with local/regional cost of living. Work with campus stakeholders and community organizations to increase access and affordability of nutritious food and beverage options on campus and promote off- campus resources.

6. Increase availability, diversity, and utilization of mental health services for the UCR campus community through on and off campus opportunities, training, support services, and expert partnerships.

7. Create and maintain people-focused physical infrastructure. Our built environment has a profound impact on our wellbeing and productivity. Use environmentally sound and sustainable, "human-centered design" approaches to place people at the heart of all building design and construction, operations and development decisions. Ensure access to appropriate

space for all campus communities, including graduate student office space in non-teaching quarters.

8. Build a sense of identity and belonging through expanding campus engagement activities including the arts, athletics, botanical gardens, and public lectures. Consolidate existing outreach institutions (California Museum of Photography, Culver Center for the Arts, Botanical Gardens) and events (STEM events downtown, CHASS music nights, presence at Festival of Lights, etc.). Create an annual signature campus event that hosts the larger Riverside community on our campus: for example, a UCR Day for families (both UCR campus and the community) with educational lectures, activities for children, concessions, music, and interactive displays. Expand R'Garden. Build a new Performing Arts Center on Campus. Build a new Science Museum or Tree of Life Museum on our campus.

Target Metrics

Metric 1: Progress will be measured by improved climate survey results and improved stakeholder feedback in administrative reviews of senior leadership. Actualization of the above recommendations also to be measured by faculty surveys, focus groups, resource accessibility, and key stakeholder feedback interviews, process evaluation.

Metric 2: Improvement in self-reported food security as measured through UC system wide and campus wide surveys. Improvement in self-reported access to safe and affordable housing. Improvement in self-reported mental health measures provided through American College Health Association survey, healthy campus surveys, etc. (depression, anxiety, stress levels, etc.)

Metric 3: Record of increased rates of participation in research, internships, mentorship programs, cross-campus intellectual communities, service projects, events, community groups, and campus resource services by all constituency groups to measure active participation in this thriving environment. Exit interviews with grad students; Surveys and focus groups organized in conjunction with the Graduate Student Association; Participation in grad student success activities

Strategic Goal 2: Enable an equitable and inclusive environment for all students, faculty, and staff to maximize their campus experiences.

Recommendations

1. Devote necessary resources to sustain and enhance diversity, equity and inclusion for all students, staff and faculty. Enhance investment in DEI data collection including faculty hiring, retention and promotion; student admissions and academic success; graduate student employment placement rates, as well as staff promotions and retention.

2. Continue to support campus equity advisor program to advocate for diversity, equity and inclusion in faculty and staff hiring, retention and advancement. Fully fund and expand the GSA Diversity and Inclusion Academic Liaison position to provide increased services for graduate students.

3. Retain the services of off-campus diversity, inclusion and equity trainers to conduct workshops for all levels including - administrators, faculty and staff - on best practices for moving from rhetoric of diversity, equity, and inclusion to effective practice in our campus, once campus resources are exhausted.

4. Strengthen protocols and guidance to seek wide and diverse candidate pools for faculty hires. Improve accountability to ensure departments are hiring diversely and equitably. Provide training for department chairs for applying best practices on diversity and equity in faculty support, service, teaching load, and success.

5. Conduct regular faculty salary equity studies, ensure transparency of the findings, and develop action plan to ensure equitable salaries across gender, race, and ethnicity

6. Increase communication about family-friendly policies and practices across campus. Use the retention of tenured women faculty as an indicator of a female-friendly work environment. Use the retention of underrepresented minority faculty as an indicator of a welcoming climate and thriving community.

7. Coordinate with Staff Assembly, equity advisors, department managers, and unit supervisors to provide a mentorship program for new staff to foster a sense of inclusion, maximize work productivity, improve retention, and nurture career opportunities.

8. Review staff job descriptions to align with job responsibilities and duties, and where appropriate, provide training to ensure staff have adequate resources to perform assigned tasks. Provide regular on campus professional development course modules for staff to enhance skills-sets consistent with changes in the work environment, and ensure supervisors allow staff to participate in such development programs.

9. Improve staff evaluation consistency and transparency across the university. Implement a dashboard to provide information on average salaries for job classifications, metrics for

advancing, and transparency around algorithms/weights for calculating compensation. Consider restructuring the current performance management system for merit increases for non-represented staff. Provide equal merit increases for staff who score above 3 on performance appraisals, thus making a consistent merit increase more achievable for units across campus.

10. Maintain UCR's status profile as a Hispanic Serving Institute (HSI) and Asian American and Native American Pacific Islander Serving Institute (AANAPISI). Emphasize recruitment and retention of African American students, indigenous, and other ethnic and gender-based student demographics who do not have "critical mass" on campus.

11. Apply Building Common Ground student orientation workshops/training messaging consistently across other constituencies. Ensure resources for faculty and other academic instructors to receive training and skills for teaching to first generation and diverse students.

Target Metrics

Metric 1: Measurable improvement in the status of women faculty on the campus. (A) Increase the percentage of female faculty at UCR from current 38% to the system wide median (42%) by 2025 and to 50% by 2030. (B) Increase the representation of women faculty at Full Professor rank from current 24% to 36% by 2030. (C) Increase the representation of women faculty at the higher rank (Step VI+) from current 18.5% to 30% by 2030.

Metric 2: Increase diversity of underrepresented minorities on our faculty. With current 8.9% Hispanic/Latinx faculty, UCR falls behind UC Merced (at 15.3%) and UC Santa Cruz (at 10.9%). More aggressive recruitment and retention should be enacted with a goal of 15% Hispanic/Latinx faculty by 2025

Metric 3: Close the gender salary gap for faculty and staff by 50% by 2025 and move to parity by 2030.

Metric 4: Improve job satisfaction for staff. The 2019 Staff Assembly Job Satisfaction Survey indicated a 32% favorable response from staff when considering the statement: I feel my campus/location does a good job of matching pay to performance. In addition, only 66% of non-represented staff feel their performance is evaluated fairly. A combined increase of 15% across these areas would collectively represent improvement

Metric 5: Maintain and increase underrepresented groups in our student body. Maintain our status as a HSI and AANAPISI institution. Increase enrollment of African-American Students from current 3.0% to 5.8% and enrollment of Native American students from current 0.1% to 0.8% (reflecting the state's population) by 2025.

Strategic Goal 3: Improve communications and build meaningful and collaborative relationships among our campus community and the surrounding communities

Recommendations and Metrics

1. Implementation of a fully staffed concierge service that can direct students, staff, faculty, and community members to the appropriate resources. Success should be measured by a short survey link being sent to the email of the caller in an effort to analyze the effectiveness of the service

2. Diversify the mediums through which communications are dispersed, with critical info being dispersed via text or email. Non-critical student info can be dispersed via social media channels, encourage students to follow relevant social media pages for their interests during Freshman Orientation. Opt-in email lists/newsletters for departmental/unit area communications

3. Create and commit to a robust professional development program that is mandatory for new staff supervisors which incorporates core communication and collaboration skills into the curriculum (effective communication, active listening, crucial/difficult conversation, facilitating meetings and decision-making, conflict mediation, communicating with respect, public speaking and other identified skills) The program could incorporate assessment opportunities in a supportive environment (in the spirit of Management Skills Assessment Program). Set a high bar for evaluations, and invite program alumni to participate in the ongoing teaching and development. Begin by identifying current best models in higher education and other large organizations.

4. Develop centralized protocols to ensure that merits and promotions occur on a regular schedule for non-represented, non-senate faculty and that they are regularly informed of important policies and procedures. Develop outreach programs to build community and find mechanisms to engage members from this demographic, such as meals or opportunities to present to one another about research. Measure participation in activities.

5. Develop a plan for student participation in governance in accordance with Policies Applying to Campus Activities, Organizations and Students 120. Examine existing plans from other UCs and other campuses. Involve undergraduate and graduate student stakeholders from various communities, as well as other key campus stakeholders such as Student Affairs, Graduate Division, and the Academic Senate. Have a plan completed and ready to implement by Fall 2021. Incorporate a periodic (every 5 years) review of the plan. The initial review may need to be shorter (3 years)

6. Emphasize opportunities for interactive face to face dialogue either in person or remotely (via Technology like Zoom). Incorporate face to face communication, community building and collaboration as a point of emphasis into all parts of campus life including campus design,

branding, teaching, meetings, and planning. The approach should take into consideration the reality of the distributed nature of the community. Measure events and technology usage.

7. Commit to identifying and reducing barriers to participation in campus events by community members of the Inland Empire. Free parking in the evening. Increase in campus activities and community members on campus particularly in evenings and weekends. Create an accessible event web presence.

8. Commit to transparency on issues that are impacting UCR community members campus experience. Measure of successful meeting end users need. Increase in positive survey results on transparency.

Signed jointly by the following committee members:

Xuan Liu (Chair), Professor of Biochemistry, CNAS
Eddie Comeaux (Vice Chair), Associate Professor of GSOE
Susan Straight, Distinguished Professor of Creative Writing, CHASS
Jennifer Hughes, Associate Professor of History, CHASS
Christiane Weirauch, Professor of Entomology, CNAS
Subramanian Balachander, Professor of Area of Marketing, BUS
Manu Sridharan, Associate Professor of Computer Science & Engineering, BCOE
Ellen Whitehead, Student Affairs
Ross French, School of Medicine and Past President, Staff Assembly
Frank Figueroa, Financial & Administrative Manager, Enrollment Services
Julie Chobdee, Wellness Program Coordinator and Co-Chair of Healthy Campus
Kelechi Kalu, Vice Provost, International Affairs
Anil Deolalikar, Dean of the School of Public Policy
Steven Mandeville Gamble, University Librarian
Christine Mata, Associate Vice Chancellor of Student Affairs & Deans of Students
Mariam Lam, AVC for Diversity, Equity and Inclusion/CHASS
Andrew Laratt-Smith, Ombuds
Ken Noller, Foundation/Alumni Board Member
Jared Smith, Graduate Student
Brendan Rooks, Undergraduate Student
Deanna Wheeler (Staff Support), GSOE

Appendix 1: Methodology

Students, faculty, staff, administrators and community members comprise the greater campus community. Therefore, our data collections and analyses are focused on those stakeholder groups. We invited 11 student, staff, faculty, and administrator presentations, and discussed all data available to us, such as faculty, student and staff climate surveys; campus culture report; campus demographics data, faculty retention and salary data, and etc. This exercise enabled us to focus on three main areas for our strategic planning:

1. To review and make recommendations about the culture of the UCR campus that impacts overall excellence, shared governance, opportunities for professional development, and increasing the sense of community and belonging.

2: To review and make recommendations for our campus commitment to diversity, equity and inclusion. This requires that we work collectively to establish an inclusive and thriving campus environment where all students, faculty, and staff feel welcome, respected, safe, and supported in maximizing their campus experiences.

3: To review and recommend avenues for improving communications and building meaningful and collaborative relationships among our campus community and the surrounding communities.

Appendix 2: Project Scope and Timeline

Date	Tasks and Action Items
11/7/2019	Discuss TCC mission and strategic goals. Outlined a strategy for inviting stakeholder presentations.
12/5/2019	Stakeholder presentations: Faculty Climate Survey – Dr. Abhijit Ghosh, Faculty Welfare UCR Culture and Climate - Dr. Dylan Rodriguez, Academic Senate
12/18/2020	Discussion on 12/5 presenters and refinement of strategic goals. Stakeholder presentations: Graduate Students - Jared Smith, GSA Chief of Staff Staff Climate Survey - Ross French/Frank Figueroa, Staff Assembly
1/8/2020	Discussion on report format and formation of sub-groups. Stakeholder presentations: Undergraduate Students - Interim AVC Ellen Whitehead/Brendan Rooks International Students - VP Kalu's Office
1/30/2020	Sub-group assignments and charges. Sub-group areas include: Campus Climate and Culture (Chair: Christiane Weirauch) Diversity, Equity and Inclusion (Chair: Xuan Liu) Communication (Chair: Andrew Larratt-Smith).
2/6/2020	Visioning and planning discussion. Stakeholder presentations: Administration - Dean Anil Deolalikar; Ombuds - Andrew Larratt-Smith
2/7/2020	Sub-group breakout work begins. Sub-groups charged with creating drafts for recommendation under their assigned areas.
3/4/2020	Stakeholder presentation from Mariam Lam, AVC of Office of DEI. Discussion of DEI incorporation in all areas, but also as a focus area.
4/2/2020	Review of preliminary framework for report including vision, strategic goals, recommendations, and metrics and implementation. Review of Communications and Climate sub-group recommendations.

4/30/2020	Review of DEI and Climate sub-group recommendations. Share report draft with UCR Senate DEI Committee for feedback.
5/11/2020	Review report draft and refine recommendations.
6/15/2020	Submission of report draft to UCR Strategic Planning for feedback. Refinement of report based on UCR Strategic Planning suggested format.
Summer 2020	Discussion and refinement through zoom, email, and Google doc.
9/14/2020	Submit report draft for campus distribution and feedback via the Provost's Office.
October 2020	Feedback from campus outreach incorporated into the final report. Final report submission: 10/30/2020