

Report of the
**Task Force on
Faculty/Staff Partnership**

December 1999

University of California



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**Task Force Report
on
Faculty/Staff Partnership**

Executive Summary

The Task Force on Faculty/Staff Partnership was formed jointly in January 1999 by the Council of University of California Staff Assemblies (CUCSA) and the Academic Council of the systemwide Academic Senate. Its charge was to identify and share campus best practices that foster positive communications and cooperation between faculty and staff; to identify training opportunities for faculty and staff that support relationship building and partnership; and to describe the resources available to both faculty and staff for resolving conflicts.

The Task Force report offers ideas for enhanced partnership in consideration of the mutual obligation of both faculty and staff to create a positive work environment.

These ideas include:

- Increase the visibility of best practices that support collaboration by developing a faculty/staff partnership website;
- Build awareness of the avenues available to faculty and staff to resolve conflicts through campus Ombuds Programs, Mediation Service and other mechanisms;
- Foster open and inclusive communications at the department level among faculty and staff members;
- Recognize that there are differences in roles, but that both faculty and staff bring value to the University, and equally share responsibility for creating and sustaining a positive work environment;
- Expand knowledge through training and development opportunities already available to include discussions on faculty-staff relations; and
- Reexamine APM 015 Faculty Conduct and Administration of Discipline to address faculty and staff relations, workplace conduct, and the administrative and supervisory responsibilities of faculty.

The Task Force's identification of best practices was based upon consideration of those exemplary efforts that reflect leadership in addressing issues of faculty/staff partnership; demonstrate staff/faculty collaboration; celebrate faculty and staff recognition and achievement, and offer professional development. It is the intent of the Task Force that each campus and Laboratory review this sampling of best practices, along with many other fine examples that exist at the locations, to further enhance a sense of community.

These best practices provide opportunities to share information and, in the process, build upon efforts that encourage ongoing collaboration.

The Task Force identified campus Ombuds Programs and Mediation Services as important resources available to faculty and staff to help resolve issues of conflict before they reach the critical stage. Department Chair Workshops and New Faculty Orientation Programs were also identified in the report as providing excellent avenues to further the discussion on issues of faculty and staff relations and on the role of faculty in creating a supportive work environment. Supervisors, who include both faculty and staff members, should encourage staff participation in training and development workshops, when appropriate. These programs provide for the acquisition of skills and knowledge to meet the current and future challenges of relationship building, team interaction, and partnership that are necessary to uphold University values.

The Faculty/Staff Partnership Task Force marks an important collaborative achievement in that University faculty and staff formed a partnership to discuss ways in which to foster and sustain positive faculty and staff relations through mutual trust, respect, and civility. The Task Force's commitment towards creating a positive work environment is expressed in the Partnership Statement, developed by the Task Force, to further communicate the University's deeply rooted commitment to value the contribution of each of its members.

Partnership Statement

“The greatness of the University of California follows from the excellence of its people – its faculty, staff and students; however, a mere collection of outstanding individuals will not advance the University. Our ability to excel in our missions depends on collaborations and collegial environments. A collegial atmosphere can only come about through strong partnerships based on mutual trust and respect. Therefore, in support of the University's missions, the faculty and staff of the University of California affirm their responsibility and commitment to creating and fostering a cooperative and professional working environment.”

Faculty/Staff Partnership Task Force Report

Introduction and Background

In January 1999, The Faculty/Staff Partnership Task Force was jointly formed by the Council of University of California Staff Assemblies (CUCSA) and the Academic Council of the systemwide Academic Senate, with the assistance of the Office of Human Resources and Benefits. The Task Force was led by then Vice Chair Kathryn Day-Huh, CUCSA; and Vice Chair Lawrence B. Coleman, Assembly of the Academic Senate and the Academic Council. A list of the Task Force members, faculty and staff from campuses and UCOP, is attached to this report. The collaborative efforts of this Task Force mark an important achievement with faculty and staff from throughout the University forming a partnership, in an effort to discuss such themes as collegiality and communication with the intent of fostering staff-faculty relationships based on mutual trust, respect, and civility. The Task Force was charged with the following key goals:

1. Identifying campus “best practices” that encourage a climate of positive communication and cooperation between faculty and staff;
2. Identifying those “best practices” most likely to transfer effectively and efficiently to other campuses;
3. Identifying currently available training opportunities for those faculty and staff who have taken on administrative roles, particularly in view of the decentralization of authority and responsibility to the campuses and the resultant need to assure accountability;
4. Evaluating the adequacy of the scope of opportunities available to meet current training needs; and
5. Identifying currently available means, policies, and processes for resolving complaints between staff and faculty and, if needed, outlining a plan to support access to and improve dissemination of information about these matters to faculty and staff.

Task Force Deliberations

The Task Force began its deliberations in January 1999 and met over a six-month period. In their initial discussions, Task Force members offered their impressions of the issues to address in meeting their goals. Some key points were made that later shaped the scope of research conducted by Task Force members on best practices and training opportunities currently offered at the University. Highlights of the initial discussions include the following points:

- The issue of civility continues to surface as a key concern among staff and is often discussed at meetings of the Council of University of California Staff Assemblies (CUCSA). In contrast, some faculty may not perceive civility as a major concern and may not appreciate how incivility may degrade the work environment. (See August 30, 1999 electronic memo by Executive Vice Chancellor and Provost Carol Christ, UCB, endorsing memo by Outgoing Academic Senate Chair Robert Brentano, UCB, http://amber.berkeley.edu:5027/cgi-bin/deans_memos/deans_memos.pl?search_res)
- There is a prevailing perception that budgetary shortfalls and early retirements in the '90s have had an impact on staff workload. Staffing in many departments has remained at a minimum level with continual high workload and service demands. This Task Force is one example of the new dynamic of reciprocal obligation to create positive staff and faculty relations within the University community as a result of these external changes.
- Further development of methods to better communicate the important role that both faculty and staff play in supporting the University's administrative, academic, and research endeavors is key to the Task Force efforts. It is also important that staff and faculty understand each other's role, and that although their roles may be different, both are of value to the University.
- An important goal of the Task Force is to identify best practices that enhance communications for improved relations between faculty and staff. A review and analysis of the means currently available within the University community to resolve issues before they reach the formal grievance level would support this goal.
- Faculty often become administrators based on their academic achievements. More information is needed, especially at the department chair level, on campus resources and specialized training for faculty with staff supervisory and administrative responsibilities.
- Staff will continue to assume new responsibilities in the workplace and their success requires faculty involvement and support. As noted in this report, the Task Force has shared ideas regarding best practices in the areas of training, staff development, and faculty/staff relationship building.

In addressing their charge, Task Force members chose to concentrate their efforts on the positive aspects of their charge; presenting best practices and training opportunities throughout the University community that encourage and foster collegiality and improved communications between faculty and staff. The Task Force also sought to create a means to communicate their findings by proposing the establishment of a website, currently

under development, to provide links to campus-based positive efforts and programs that can be made more visible. This report is a culmination of extensive research and roundtable discussions by Task Force members whose ideas and suggestions, as reflected in this report, will be presented for broad consultation within the University community. As with many such processes, the debate and inclusive discussions that follow are more important than the specifics of the final report.

Key Issues and Findings

The Task Force recognized that staff and faculty equally share a responsibility to create a work environment and organizational culture that supports and values all members of the University community. Within this context, the subject of civility continues to surface in discussions among staff groups, even though questions remain as to whether or not a lack of civility exists at the University. The Task Force reviewed UCI Professor Stephen Barker's video presentation, "The Civility Dilemma." His approach to addressing the "civility dilemma" includes the following key points:

- "understanding the differing relationships between faculty and staff by better defining the tasks, mission, and values;
- becoming knowledgeable of the avenues available, such as the campus Ombuds Offices, to overcome miscommunications;
- developing partnerships, which are key to improved relations; and
- beginning the discussion and developing procedures for open dialogue to talk across boundaries that create a negative atmosphere in the workplace."

The Task Force discussed external pressures, such as the budgetary shortfalls in the early '90s and the impact of early retirements, as potentially having a negative effect on issues of civility in the workplace today. There is a perception that staff workload has increased. In addition, the loss of "institutional memory" due to early retirements of key faculty and staff members who have served the University over many years has created challenges to the new workplace dynamic and an increased need to reach common goals through improved relations and collegiality between faculty and staff.

The Faculty/Staff Partnership Task Force reviewed key documents such as UC Campus Mission Statements and Principles of Community that reflect the University's steadfast commitment to supporting mutual respect, civility, and trust in work relationships. (*The UC Campus Mission Statements and Principles of Community that were researched by the Task Force are referenced in the attached, "Faculty/Staff Partnership Task Force Inventory of Distributed Items," [Appendix 2.](#)*) The Task Force determined that the process by which a group reaches inclusiveness or a sense of community when developing these statements is as important as the statements themselves. The Task Force therefore supports campus efforts to adopt a process of inclusion through meaningful, collaborative efforts between faculty and staff members. Such efforts are most effective when they are

broad-based in focus and encourage open dialogue. The Task Force concluded that Mission Statements and Principles of Community are important in that they are reflective of the University's values to foster and sustain positive working relationships based on mutual respect, trust, and civility. In addition, the process by which these statements are created as well as what they connote exemplify positive communications between faculty and staff. However, the Task Force found that many of the Statements were difficult to locate on campus websites. It would be helpful to make their visibility and endorsement by the campus community more apparent.

Best Practices that Encourage a Climate of Positive Communication and Cooperation between Faculty and Staff

The process by which Task Force members researched and assessed campus best practices was based upon campus awareness and knowledge of examples of positive faculty/staff relations. Much of the best practices information was not available from campus websites. As a result, Task Force members researched their own campus-based best practices and reported their findings. Additionally, best practices were assessed within the context and "culture" of the campus/department environment where they were successfully implemented. Best practices were not identified as a result of an exhaustive review. Rather, the Task Force selected key practices that were believed to reinforce positive behavior and partnership. The Task Force encourages each campus and Laboratory to examine these examples in consideration of other exemplary practices within their local environment, and to communicate through their websites and other means the importance of faculty and staff collaboration.

- **UC Davis Report on Staff Workload Issues**

A key document reviewed and discussed by the Task Force that addresses staff workload issues is the "UC Davis Report on Staff Workload Issues." In 1997, UCD Chancellor Larry N. Vanderhoef appointed a Task Force to assess staff development opportunities and workload issues on the campus and to formulate recommendations for improvements. The UC Davis Report was the outcome of the Task Force's findings that address "campus climate concerns" and external events that shape employee perceptions. The report presents a chronological table that reveals the relationship between events that have occurred and are perceived to affect campus culture. In the context of faculty/staff partnerships, the UC Davis Report builds a case for improved relations and provides some practical recommendations that can be implemented at the Davis campus in the areas of training and improved communications for faculty and staff. Based on the Report's findings, work groups have recently been formed to implement these recommendations on the Davis campus.

- **Campus Ombuds Programs**

Campus Ombuds Programs throughout the University provide a confidential, campus-based resource for faculty, staff, and students to resolve problems in the workplace. Mediation is one of the tools used to resolve problems, but campus Ombudspersons use many other tools and resources depending on the situation. The campus Ombuds Office exists to “institutionalize” issues of respect and civility and serves to proactively bring open communication and problem solving practices into the workplace. The campus Ombuds assumes a neutral and objective role, and seeks to affect improved and positive communications by helping individuals understand each other’s perspective.

- **Campus Mediation Programs**

Many of the UC campuses use Mediation Programs to encourage problem resolution before a dispute reaches the critical stage. Both parties to the complaint must be willing to agree to utilize the mediation process in order for it to be employed. The program is available to faculty, staff, and students. At the UC Davis campus, faculty have participated as trained mediators. (*See attached table on Campus Mediation Programs, [Appendix 3.](#)*) UC San Diego has an extensive Mediation Program and has collaborated with the San Diego Mediation Center in establishing the program. The San Diego Mediation Center has approximately two hundred mediators who can be accessed by UCSD for mediating disputes. UC Irvine’s Mediation Program is viewed on campus as an alternative to the Ombuds Office, and both programs are used effectively for problem resolution. UCSF has a new Problem Resolution Center that has been successfully used on campus as a vehicle for resolving disputes.

- **School of Physical Sciences, UC Irvine**

Another best practice shared by the Task Force was implemented at UC Irvine’s School of Physical Sciences, where a series of meetings were conducted with faculty and staff participation. During these meetings, recommendations were jointly developed for improved faculty/staff relations. The School of Physical Sciences is perceived on the Irvine campus as a school that fosters positive relationships among faculty and staff. With the support of the Dean and four Department Chairs, members of the School met to discuss faculty/staff relations. Each department held separate staff and faculty meetings and then drafted a “List of Concerns and Goals” for distribution in preparation for a school-wide meeting.

As a result of the school-wide meeting, faculty revealed that they became more aware of staff issues; both staff and faculty members agreed that the

discussions were productive and meaningful; and a willingness to participate in future meetings was expressed by all who attended. A list of ideas for improvement was created with faculty and staff input. Areas addressed included: 1) respect and trust between faculty and staff as partners in fulfilling the mission of the University; 2) communications that clarify roles, business processes, and procedures; and 3) attitudes that foster tolerance, collegiality, and positive working relations.

- **The UC Santa Cruz Millenium Report**

This campus report was prepared at the request of UCSC Chancellor M.R.C. Greenwood and provides a set of principles to guide campus planning. It is an excellent example of campus efforts that relate to the work of the Task Force in that it calls upon management to develop practices that encourage and foster positive communications among staff, faculty, and students as the University approaches the new millenium. The document states that UCSC will be a respectful community that requires its members to treat one another in an ethical, supportive, and sensitive fashion. The University is described as a complex and growing organization with rough edges, both intellectual and social, where civility and professional behavior are essential to effective interactions. The UCSC Millenium Report reflects the view that training programs for supervisors at all levels need to be strengthened, especially programs that focus on developing essentials of good leadership. Effective leaders in the new millenium are described in the report as individuals who can articulate a vision, inspire and motivate staff towards commitment to a common goal, and support staff to perform successfully during times of change.

Best Practices in Professional Development and Recognition Programs

The Faculty/Staff Partnership Task Force also researched campus-based professional development and staff recognition programs that reflect best practices in fostering improved relations between faculty and staff. Campus human resource directors provided their input and assessment. Those best practices that had far-reaching and sustained positive effects include the following:

- **UCLA's Department of Psychology Incentive Award Program**

UCLA's Department of Psychology maintains a departmental pool of funds for incentive awards that recognize both faculty and staff members. This department pool of funds is used to supplement the campuswide Recognition Program. Through this best practice, the department demonstrates further

commitment toward recognizing the importance of staff and faculty achievement.

- **UC Berkeley's Excellence in Management Program**

UC Berkeley's Staff Assembly conducts an annual awards ceremony for the Excellence in Management Program. Managers and supervisors (staff or faculty) who receive awards have been nominated for recognition by more than 50% of the employees in their department. Members from the Berkeley Staff Assembly form a committee that reviews nominations, produces the certificate, and organizes the awards event. It is a best practice example in that it creates a positive work environment in which staff and faculty nominate outstanding managers and supervisors to be recognized and celebrated for their contributions.

- **UCLA's Professional Development Program**

The UCLA Professional Development Program is in its fourth successful year and has trained 70% of administrative analysts in academic departments. Supervisors, including academic chairs, participate with staff to develop special projects and programs that benefit the campus. This best practice stimulates motivation in employees to improve their skills and seek developmental opportunities. It also provides a means for staff to apply their skills in significant ways for campus-wide recognition.

Research on Related Best Practices from Comparison Universities

The Task Force researched best practices that encourage a climate of positive communications and cooperation between faculty and staff from the "Comparison-Eight" Universities utilized for faculty salary studies. (*The comparison Universities are Harvard University, University of Illinois, University of Michigan, MIT, Stanford University, SUNY at Buffalo, University of Virginia, and Yale University.*) From this research, it became apparent that faculty/staff partnerships and collaborations are unique within the university environment, and best practices that encourage cooperation between faculty and staff were difficult to identify. Most of the universities contacted expressed an interest in the Task Force's research and findings on best practices within the University of California, and viewed the Task Force's efforts as exemplary. The University of Michigan's Recognition Program was identified as a related best practice in that it encourages faculty and staff participation, as well as celebrates both faculty and staff achievement.

- **University of Michigan Workplace 2000 Awards**

The University of Michigan's Office of Human Resources and Affirmative Action invites staff, faculty, and students to nominate university members for distinguished service, exemplary team, and outstanding leadership awards. Both university staff and faculty members may receive awards. A committee comprised of members from faculty, professional, administrative, services and trades select the recipient for each award based on the information provided with the nomination. This best practice exemplifies partnership between faculty and staff, as well as inclusion of faculty and staff to nominate, as well as to receive, a Workplace 2000 Award.

Other Campus-Based Best Practices for Consideration

- **Role of Council of UC Staff Assemblies (CUCSA)**

CUCSA includes delegates from the staff assemblies of each of the nine campuses of the University, the National Laboratories, and the Office of the President. Its objective is to enhance communications with the administration. CUCSA encourages individual members to provide input and comments to the administration on policies, plans, and programs that affect non-represented staff. It is a best practice in that it provides leadership opportunities for staff, serves as a means to communicate valuable ideas with colleagues systemwide, and provides other opportunities to support efforts to improve faculty/staff relations.

- **Faculty/Staff Partnership Task Force**

The Faculty/Staff Partnership Task Force itself is a best practice example of faculty and staff discussing issues together and exchanging information of interest to reach common goals. The research that was conducted on best practices at the comparison universities revealed that the Faculty/Staff Partnership Task Force is an example of a unique collaboration between faculty and staff.

- **Daily University Work Achievements**

The Faculty/Staff Partnership Task Force recognizes the importance of departmental and universitywide achievements that are made on a daily basis—achievements that may not all receive formal recognition or rewards—yet, are nonetheless rarely accomplished without the support of many faculty and staff members working together as a team. The Task Force seeks to

acknowledge the many best practices in our daily endeavors in support of University excellence that comprise positive faculty and staff collaborations and working partnerships throughout the University community.

Training Opportunities Currently Available for Faculty and Staff

Each UC campus provides development and training programs with extensive course offerings in a wide variety of subject areas for staff to acquire new skills and enhance their professional knowledge. Staff can seek course offerings in supervisory and management training, business processes and procedures, and key personnel policy information on issues related to conflict resolution. In order to take full advantage of the learning opportunities available, supervisors, who include faculty and staff members, should be encouraged to support staff participation, when appropriate. While these existing programs are open and available to faculty, rarely do faculty attend such classes. Development and Training Programs can be customized for faculty who take on administrative roles, but at present, no campus Staff Development and Training Program provides training specifically to faculty members. Campus training opportunities available specifically for faculty include:

- **Core Competency Program at UCR**

UC Riverside provides training opportunities for faculty in administrative roles through their Core Competency Program. Faculty members attend the training if they serve in a supervisory role.

- **Department Chair Workshops and New Faculty Orientation Programs**

At many campuses, workshops for department chairs and New Faculty Orientation Programs are designed to assist department chairs with their roles as academic and administrative leaders. Within these programs, the opportunity exists to further the discussion on issues of faculty and staff relations, as well as the role of faculty in creating a supportive work environment.

- **UC Davis Mediation Program**

The UC Davis Mediation Program was developed three to four years ago as a resource to support informal conflict resolution and thereby reduce the number of formal grievances. This program operates with faculty and staff participation as trained mediators. (*See attached chart on Campus Mediation Programs, [Appendix 3.](#)*)

Task Force Outcomes

The Faculty/Staff Partnership Task Force recognized as exemplary those campus best practices at the department level that brought about an increased awareness by faculty and staff of the importance of both roles working in partnership to achieve common goals. In turn, the Task Force surmised that departmental resources and support, as well as the organizational “culture” for openness and receptivity for change, may influence the transfer or applicability of these practices to other departments and campuses. Through the best practices research, the Task Force concluded that there are examples where minor miscommunications or misunderstandings have become exacerbated when assumptions are made about differences in roles between faculty and staff. Campus resources, such as Ombuds Programs and Mediation Services, are available for faculty and staff to clarify misperceptions regarding roles, to improve awareness and communications, and to help resolve problems before they reach the critical level.

While some training for faculty is provided through such programs as campus Faculty Orientation Programs, the training emphasis of these programs is on academic policies and programs. The Task Force supports the idea that these training programs be expanded to include discussions on faculty-staff relations. Additionally, the Task Force suggests that APM 015 Faculty Conduct and Administration of Discipline be reexamined, to specifically address faculty and staff relations, faculty who supervise staff members, and workplace conduct.

The Task Force determined that “Statements of Community” are important in that they demonstrate the organization’s commitment to adhere to agreed-upon definitions of partnerships and collaborative roles. In turn, the Task Force will seek universitywide commitment for creating a positive work environment through support of the Faculty/Staff Partnership Task Force Statement:

“The greatness of the University of California follows from the excellence of its people – its faculty, staff and students; however, a mere collection of outstanding individuals will not advance the University. Our ability to excel in our missions depends on collaborations and collegial environments. A collegial atmosphere can only come about through strong partnerships based on mutual trust and respect. Therefore, in support of the University’s missions, the faculty and staff of the University of California affirm their responsibility and commitment to creating and fostering a cooperative and professional working environment.”

Summary and Conclusions

The Faculty/Staff Partnership Task Force recognizes the importance of strengthening the commitment to build positive working relationships and partnerships among faculty and staff. Working partnerships can be most effective when there is recognition of the differences in roles, yet both faculty and staff are important contributors and share in the responsibility to support collaboration in fulfilling the University's mission. Teamwork that is based on mutual trust and respect is essential in today's complex workplace. The Task Force Statement demonstrates the Task Force's commitment to create a positive work environment in support of faculty and staff partnership. To further the communication, the Task Force recommends development of a systemwide website for increased visibility and, to recognize the significance of this first step in beginning the dialogue and in sharing best practice information for improved relations. In its collective work, the Task Force seeks to build upon the many positive examples of collegiality based on shared values between faculty and staff, as well as to further enhance awareness regarding successful accomplishments resulting from working together positively and collaboratively across any perceived boundaries. Our excellence is reflected in the many fine achievements continually being made through partnerships between faculty and staff throughout the University community.

Faculty/Staff Partnership Task Force
Sponsored by the Academic Council of the Systemwide Academic Senate
and
the Council of the University of California Staff Assemblies (CUCSA)

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Faculty/Staff Partnership Task Force Inventory of Distributed Items

1. University of California Report of the Universitywide Campus Community Task Force, “**A Declaration of Community**” (not on the web)

This 1993 report was prepared by the Campus Community Task Force of student, faculty, and staff members, chaired by Associate Vice President Dennis Galligani, to provide a framework for the concept of a campus community. The report emphasizes the importance of a campus community for the success of students primarily, but can serve as the basis from which to define and sustain a campus community.

2. “**Universal Declaration of Human Rights**”
<http://www.un.org/Overview/rights.html>

1948 adoption by the General Assembly of the United Nations that sets forth Articles of Human Rights to develop a common understanding of rights and freedoms protected by the law.

3. Brochure examples throughout the system of **University Ombuds Programs**

Campus Ombuds programs offer a confidential means to resolve work-related conflicts and are available for faculty, staff, and students.

4. University and College Ombudsman Association, “**Ethical Principles for University and College Ombudsmen**,” “Code of Ethics,” “Standards of Practice,”
http://stfombuds.berkeley.edu/Ombuds%20Site/TOA_Standards_of_Practice.html

These principles are from the University and College Ombudsman Association and provide the guiding principles, standards of practice, and code of ethics stressing objectivity, confidentiality, and equitable resolution of concerns.

5. Stephen Barker’s video presentation to the UCSF Staff Council, May 1998; and written document, “**The Civility Dilemma**,” March 1998.

Notes from the video presentation that present issues of civility as pervasive within our culture, and how campuses may address perceived barriers of communication between faculty and staff.

6. UC Davis, “**Staff Workload Issues Task Force Report**”
<http://switf.ucdavis.edu/report/>

This report is the result of a UCD Task Force commissioned in 1997 by Chancellor Vanderhoef to identify workplace issues facing campus staff, and to define barriers that may impede creating a positive and supportive work environment at the Davis campus. The campus is currently convening work groups to create implementation plans for the recommendations in the report.

7. UC Irvine, "**Principles of Community**," <http://www.editor.uci.edu/98-99/appx/appx.2.html>

UCI's 1996 statement of community, referenced in UC's "Declaration of Community" document, emphasizes UCI as a multicultural community and stresses adherence to the University's non-discrimination policy.

8. University of California "**Worklife Symposium**" Work/Life Team Reports, January 1999, <http://www.ucop.edu/worklife/>

Report on the Worklife Symposium that includes the priorities by campus location regarding work/life initiatives. Campus responses fall into several categories that include articulating a philosophy of work/life and considering civility among the UC community to be a high priority.

9. UC Riverside, Vice Chancellor-Administration, "**Team VCA Mission Statement**," "**Unit Core Values**," <http://vcaserver.ucr.edu/mission.html>

VCA Unit Core Values that are categorized in four groups: Service Excellence, Honesty, Integrity, and Optimal Work Environments. Under Optimal Work Environments, "We will foster teamwork and partnering relationships."

10. UC San Diego, "**Principles of Community**," <http://www.ucsd.edu/principles/>

A listing of UCSD's principles; among them: "We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other"; and "UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements."

11. UC San Diego, "**Faculty Orientation Program**" <http://academicaffairs.ucsd.edu/faculty/programs/nfo/9899nfo.htm>

The fall of 1998 marked the first offering of this program at UCSD, as an example to assist department chairs with their roles as academic and administrative leaders. Most campuses offer faculty orientation programs in which the role of faculty in creating a supportive work environment, as well as issues of faculty and staff relations, may be addressed.

12. UC San Diego, "**Diversity Education Program**"

This is a 1999 pilot program offered on campus to faculty and staff. To strengthen their comprehensive approach to diversity education, the Chancellor established a UCSD Diversity Council comprised of faculty, staff, and students.

13. UC Davis, “**Principles of Community**”

<http://www.ucdavis.edu/principles.html>

Statements include: “We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other”; and “We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.”

14. UC Berkeley, “**Partnership for Excellence in the 21st Century**,” Berkeley’s Administrative Vision

<http://campus.chance.berkeley.edu/partnership/vision.html>

A listing of UCB’s Principles and Values including: “We will improve the quality of campus life by promoting a community that fosters integrity, civility, respect, professionalism, trust and pride in a healthy and safe environment.”

15. UC Berkeley, “**Flexible Work Arrangements**”

<http://campus.chance.berkeley.edu/depcare/guide/index.html>

1998 Publication by UCB’s Staff Ombud’s Office which provides a guide to staff on flexible work arrangements based on the 1991 Chancellor’s directive to promote alternative work schedules.

16. UC Berkeley, August 30, 1999 electronic memo by Executive Vice Chancellor and Provost Carol Christ, endorsing memo by Outgoing Academic Senate Chair Robert Brentano,

http://amber.berkeley.edu:5027/cgi-bin/deans_memos/deans_memos.pl?search_res

This message by Outgoing Academic Senate Chair Robert Brentano and sent to Deans, Department Chairs, and Administrative Officers at the UCB campus, expresses concerns over rudeness. It also reveals Chair Brentano’s impressions of staff professionalism and dedication, as endorsed by Executive Vice Chancellor and Provost Carol Christ.

17. UC Santa Cruz, “**UCSC At a Crossroads: Advisory Report of the Millennium Committee**,” April 1998,

<http://www.ucsc.edu/planbudg/chanc/millcom/mcmtg-980624-final-report.htm>

This major study was undertaken at the request of the Chancellor to develop a set of principles to guide planning on the main issues confronting UCSC in the future. Management is called upon to develop practices that encourage and foster good communication among staff, faculty, and students.

18. UC Los Angeles, Policies and Procedures, “**Professional Behavior**,” taken from The Manual of the Los Angeles Division of the Academic Senate.

Includes The Faculty Code of Conduct approved by the Assembly of the Academic Senate on procedures for disputes and complaints, and types of unacceptable conduct for both faculty and students.

19. UC Los Angeles, **HRD Responses to Best Practices Email Inquiry from R. Arnett**

UCI, UCR, UCDMC responses on best practices that encourage positive and productive faculty/staff relationships based on mutual trust, respect, and civility.

20. UC Riverside, “**Lessons from Geese**,” <http://vcaserver.ucr.edu/geese.html>

Document that describes examples from geese and how we can learn from them in working together to reach a common direction and sense of community.

21. University of California-Human Resources, “**HR Vision, Mission, Goals, and Philosophy**,” <http://www.ucop.edu/humres/vision.html>

Website document that provides the UC Human Resources’ vision, mission, philosophy, goals, core values and principles. Among the core values is: “We exhibit the values of honesty, integrity, collegiality, and respect among faculty, staff, students, and the public in our work and conduct.”

22. “**Developing the UC Workforce for the 21st Century**” Work Group on a New University Human Resources Management Framework, December 1993.

The 1993 UC Work Group Report on Improved Management Initiatives that provides a framework for change in human resources. The report addresses the challenges UC faces for the future, such as increased workplace complexity and accountability and change in technology, and presents a redesign model for human resource management.

23. UC Irvine, School of Physical Sciences Succession of Events, “**Faculty/Staff Relations**”

This is an example of positive communications and cooperation between faculty and staff from UCI’s School of Physical Sciences. Faculty and Staff members met in a school-wide meeting to discuss concerns and goals that resulted in developing a list of areas to improve upon in three categories: respect and trust between faculty and staff as partners; communications regarding roles; processes and procedures; and attitudes that foster tolerance, collegiality, and positive working relations.

24. UC Irvine, School of Humanities management retreat, **Letter of 2/17/99**

This letter is from Jeanne Banks, Chief Personnel Officer, UCI, School of Humanities, and describes two retreats, a management retreat and a staff retreat, that took place with a goal towards reaching effective communications and “effective networking across department boundaries.”

25. UCOP, **Faculty Handbook**

<http://www.ucop.edu/acadadv/acadpers/handbook/welcome.html>

Systemwide document providing faculty with summary information on University governance, administration, and policies. The focus is upon faculty relations with students.

26. Faculty/Staff Partnership Task Force, **Draft Statement**

Draft statement that describes the Task Force’s vision and commitment to faculty and staff partnership. “The greatness of the University of California follows from the excellence of its people, its faculty, staff and students; however, a mere collection of outstanding individuals will not advance the University. Our ability to excel in our missions depends on collaborations and collegial environments. A collegial atmosphere can only come about through strong partnerships based on mutual trust and respect. Therefore, in support of the University’s missions, the faculty and staff of the University of California affirm their responsibility and commitment to creating and fostering a cooperative and professional working environment.”

27. Harvey, Sally. “Challenges and Changes.” UC Davis, **Dateline**, Vol. 12, number 28, April 30, 1999, Page 2.

Sally Harvey is director of the Academic and Staff Assistance Program at UC Davis. In this article, she acknowledges campus discussions on the subject of respect in the workplace, and encourages individuals to treat one another with “a sense of worth or excellence.”

Campus Mediation Services

Campus or Laboratory	Do you utilize mediation services? Who provides this service on campus?	Do you utilize external mediation services? If so, what organization provides this service?	Do you capture statistics on the results when mediation is utilized?	Do you have faculty who are part of the trained mediators?	Other Information
Berkeley Contact: Rosemary Leb	Mediation service is offered by the Ombuds Office. HR provides “informal” mediation.	No.	No.	No.	Campus Ombuds Program utilizes mediation as one of many tools in resolving disputes.
Davis Contact: Dennis Shimek, Larry Hoover	Yes, special unit for mediation services through HR and Risk Management.	Can enter into mediation through other external services. ¹	Information is kept on volume, mediation resolution, and referrals.	Yes. Currently they have 3 trained faculty members as mediators. Started out exclusively for staff, then 2-2.5 years ago extended to faculty.	Program is highly regarded on campus. Referrals come through those who have used mediation services and are recommending services to others.
Davis MC Contact: Gloria Alvarado, Cindy Oropeza	Yes. The program resides within AA/EEO/Sexual Harassment Office, Human Resources.	No. Use UCD Health System Human Resources and UCD campus program.	The program consists of approximately 2-3 mediations per quarter.	No. They have had a limited number of faculty mediations and involved UCD resources for those.	All mediations have resulted in some form of mutual agreement.
Irvine Contact: Ron Wilson, Donna Clark	Yes, through the Ombuds Office. Program started in 1996.	Associated with Orange County Mediation Center. They provide certification, speakers, and mediation training.	Since 1996, 21 requests for mediation; 8 mediations have ended with an agreement; 12 requests did not reach mediation and/or result in agreement; and 1 is in progress.	Yes. Currently, have 50 students, staff and faculty trained in mediation	Advertise each year through emails, brochures, and discuss with departments when there is a need of applicants for mediation training. Concept is well received on campus with support from the Chancellor.

¹ All campuses can enter into mediation through external services, such as through Equal Employment Opportunity Commission (EEOC); Department of Fair Employment and Housing (DFEH); Office for Civil Rights (OCR); or Department of Labor (DOL).

Campus or Laboratory	Do you utilize mediation services? Who provides this service on campus?	Do you utilize external mediation services? If so, what organization provides this service?	Do you capture statistics on the results when mediation is utilized?	Do you have faculty who are part of the trained mediators?	Other Information
Los Angeles Contact: Ruie Arnett	Yes, through the Ombuds Office.	No.	No.	No.	Campus Ombuds Program utilizes mediation as a tool in resolving disputes.
Riverside Contact: Barbara Cooper	Mediation services are provided informally through HR (including LR) Affirmative Action, and Ombuds Offices.	No.	No.	No.	HR Director is currently chairing an organizational review team. More formal mediation services may be offered (internally) as a result of the review.
San Diego Contact: Tom Leet, Mary Ann Mead	Yes, since 1993 and through HR in collaboration with SD Mediation Center. 20 staff selected for 3-day mediation skills training. Plus, Employee Relations conducts informal mediations.	Yes, Employee Relations can forward request for mediation to SD Mediation Center who contacts the parties in dispute.	Yes, in 1996, 3 mediations and 3 mutual agreements; 1997 – 2 mediations and 1 mutual agreement, 1 no agreement; 1998 – 1 mediation and 1 mutual agreement; 1999 – no mediations	Mediation Training was offered to faculty and staff, only staff has participated thus far.	Currently, 6 staff members have continued to update their mediation skills on a voluntary basis through the SD Mediation Center.
San Francisco Contact: Randy Lopez, David Bell	Yes, coordinated through a new unit called The Problem Resolution Center. The PRC is a free standing, separate organizational entity.	Primary source of mediation is from carefully selected and screened panel of professional mediators, most of whom are private practitioners and not part of a single organization.	Yes, 10 mediations conducted. All, except one, resulted in written agreement.	Staff participation thus far. The Program is still developing.	The program is new (less than 1 year old) and has been very successful.

Campus or Laboratory	Do you utilize mediation services? Who provides this service on campus?	Do you utilize external mediation services? If so, what organization provides this service?	Do you capture statistics on the results when mediation is utilized?	Do you have faculty who are part of the trained mediators?	Other Information
Santa Barbara Contact: Cynthia Cronk, Dale Krick	Yes, special program with approx. 30 trained mediators from different departments, sponsored by HR. The Ombuds Office also has a trained mediator.	Rarely.	Compile statistics based on arriving at and apparently keeping mutually agreed upon resolutions. Success rate is approximately 90%.	They had 3 faculty members at the start of the program; now they have 1 faculty member among the mediators.	Mediation is viewed as a good alternative to the formal grievance process.
Santa Cruz Contact: Willeen McQuitta	Departments utilize services of the Ombuds Office.	On occasion, they use the services of a local mediation organization: Conflict Resolution Center	Do not capture data on success rate.	No.	The Ombuds Office uses mediation techniques in resolving conflict.
Los Alamos National Laboratory Contact: Pat Trujillo	Mediation Center: Problem Resolving Services.	No. University of New Mexico provides professional mediation training.	Yes, statistics are captured on investigations and resolution of complaints.	Mediators volunteer for training. Technical staff (scientists) have participated as mediators.	Mediation continues to be a very good option to settle employee conflict.
Lawrence Berkeley Laboratory Contact: Mike O'Neil	Use mediation on a case-by-case basis.	No.	No.	No.	---
Lawrence Livermore Laboratory Contact: Bob Perko	Laboratory Ombuds Program provides problem resolution services.	No.	No.	No.	Ombuds Program utilizes mediation as a tool for resolving conflict.
Office of the President Contact: Mattie Williams	Problem solving and informal complaint resolution services provided by Employee Relations and EEO/AA/Diversity. Use mediation on case-by-case basis.	On occasion.	New program. In 1999, began collecting data on number of complaints filed, number of fact finding/mediation sessions held, and final disposition.	No.	---