

Chairs' & Center Directors' Meeting Minutes

Date: February 22, 2016
Location: WCH – Room 443
Attendees: Reza Abbaschian
Guillermo Aguilar
Matt Barth
Bir Bhanu
Mitch Boretz
Jay Farrell
Pat Hartney
Stefano Lonardi (for Marek Chrobak)
Ashok Mulchandani
Nosang Myung
Walid Najjar
Ravi
Kambiz Vafai
Sharon Walker

Absent: Alex Balandin
Marek Chrobak
Robert Haddon
Akula Venkatram
Albert Wang

1. Welcome and call for agenda items – Reza

Pat added the topic of Budget Submission Metrics and KPIs to the agenda.

2. Approval of minutes – Pat

The minutes of the February 8, 2016 meeting were unanimously approved.

3. Staff Evaluations – Pat

Pat called attention to the February 2016 Leadership Briefing attached to the agenda. UCOP is requiring that all campuses implement merit based pay programs for staff. In FY 12/13, 78% of UCR staff were rated as exceptional or more than satisfactory. These ratings decreased to 69% in FY 14/15. Since merit pay increases are now tied to performance ratings, it makes it difficult to provide higher than average merit increases to deserving staff if most staff in the unit receive exceptional and more than satisfactory ratings. To help remedy this problem, UCR will be implementing a new performance management system starting in April 2016. The previous process and forms should be used for this year's performance evaluations. Annual performance evaluations will now be due by April 1st each year so that merit increases can be effective at the beginning of each fiscal year. The new performance evaluation process will include new forms and will require formalizing individual goals that are tied to organizational missions and objectives. Employees will be evaluated by supervisors on their attainment of these goals. All supervisors should participate in new performance management training programs that will be offered by campus. Faculty supervisors will be able to view an on-line training program through the Learning Management System. This new Performance

Management program will be introduced to the campus during Town Hall meetings in March. A copy of the new Performance Appraisal form is attached to the agenda.

4. Cybersecurity Training – Pat

Pat noted the Cybersecurity Training Update attached to the agenda. UCR's compliance with this requirement reached 71% at the 1/31/16 deadline. BCOE's compliance was 83% on this date. Pat added that the latest Cybersecurity Training report (dated 2/16/16) indicated that BCOE's compliance is now at 96%. It was noted that UCOP is still requiring Cybersecurity Training to be completed annually by all faculty and staff. There is concern at many campuses with this annual (50 minute) training requirement but no change has yet been announced by UCOP.

5. Undergraduate Education - Sharon

Sharon announced that two new staff members have been hired in BCOE's Student Affairs Office and that Banner training by Student Affairs staff is continuing. Responses to UC's request to reduce upper division units for majors are due on 3/1/16. A few BCOE departments still need to complete revisions to their submissions. Sharon asked that all revised submissions be sent to her by Friday (2/26/16). UCOP's goal is to reduce upper division units in 75% of majors. UCR decided to ask all majors to go through this process. Sharon commented that all BCOE department plans to reduce upper division units look reasonable. Lastly, Sharon indicated that most departments have sent her nominations for BCOE's new Entrepreneurial Workgroup. Reza added that he's received a positive reaction from SoBA's dean on participating in an Entrepreneurial/Innovation effort.

6. Departmental Updates

ME: Guillermo stated that he is chairing the campus' Search Committee for Reza's replacement. The search firm representative will be here on Wednesday (2/24/16) to meet with groups of tenured faculty, untenured faculty, Chairs, Directors and Associate/Assistant Deans. Reza asked that these discussions be kept at high levels and include overall space needs, strategic plans and aspirational goals.

ME is participating in Cluster Hire interviews starting this week. The search for Javier's replacement is continuing. Lastly, Suveen Mathaudhu has received an NSF Career Award.

CEE: Nosang stated that the department is participating in two Cluster Hire searches. A candidate interview is scheduled for today. There are five candidates on the approved interview list for Mark Matsumoto's replacement.

CE-CERT: Matt reported that CE-CERT has been organizing several conferences including a Solar Conference this week. ARB's initial recommendation is to relocate their El Monte operation to Pomona due mostly to logistical justifications. The ARB Board has not made a final decision.

CSE: Stefano reported that faculty searches are continuing and that 20-25 candidates will be interviewed this year.

CEN: No update.

BIEN: Bir stated that three Chair candidates have gone through second visits to campus. Department faculty will be meeting today to make a recommendation to Reza. A Presidential Post-doc will be interviewing for a BIEN faculty position soon. The Grad Council completed its review of the department last week. A final report is coming soon. There are concerns that some or most of the critiques in this report are outside BIEN's responsibilities.

Lastly, Bir stated that there are about 30 faculty participants from around campus in the NIH computational neuroscience training grant proposal effort.

MSE: Ashok stated that MSE is participating in the ME faculty searches. Also, he recommended that the Grad Council should share survey results for their internal evaluations of programs. Lastly, he reported that Katie Dell has taken a position at CE-CERT and will be leaving the MSE Program in March.

ECE: Jay stated that ECE will be undergoing a Grad Council review next year. The department is leading three Cluster Hire searches and several candidates are being interviewed.

MSOL: Kambiz indicated that Spring Quarter MSOL courses have been scheduled. The list of Summer 2016 MSOL courses is being finalized. All of these Summer offerings will be courses recorded in previous quarters. Kambiz noted that two Water Specialization courses have not yet been offered due to lack of faculty. Lastly, the Grad Council has approved MSOL's proposal that a full-time load for MSOL students is 9 units so an MSOL student taking 5 units will now be considered to be a half-time student. This is important factor for the MSOL student financial aid packages.

7. Active Shooter Training – Reza

Reza noted the UCR Police Department brochure attached to the agenda entitled "Crisis Response Guide." This information is also available on UCPD's website. Reza asked that BCOE faculty and staff review this information and be prepared to react in an emergency. At a minimum, units should identify possible escape routes from office and lab areas.

8. UCR Campaign – Reza

Reza stated that UCR intends to announce its new fund raising campaign in October. The fund raising goal amount is still being discussed. The silent phase of this campaign started in 2011.

9. Community Sponsorship – Reza

Reza noted that Advancement is trying to coordinate sponsorships of community events across campus. An attachment to the agenda indicates that UCR spent over \$96K last year on community sponsorships. BCOE's total was \$1,107 (for an event at North High School). Sue McKee is coordinating these sponsorships for Advancement.

10. Graduate Education – Ravi

Ravi reported that three architectural firms are competing for the design of MRB1. His committee will be evaluating preliminary designs from these firms. Ravi is trying to make sure that this MRB1 planning process includes access considerations for the planned location of EBU III.

Ravi stated that the campus' under-represented minority and female faculty search goals for BCOE is 4.5% (the same goal as for CHASS). Ravi noted that this is an unrealistic goal for BCOE since there are so few under-represented minority and female candidates in engineering.

Ravi called attention to the attachment to the agenda presenting the numbers of Accepted, Admitted, In-Process and Submitted grad applications by BCOE program. The number of MS applications has increased from last year. Domestic (non-resident and California) applicants equal about 17% of the total. Ravi would like to see this percentage increase to about 25%. About 300 of the 2,078 applications have been processed to date.

11. Other Topics

Budget Submission Metrics and Key Performance Indicators (KPIs): Pat distributed a summary of Metrics and KPIs that are being required by campus for this year's Budget Submission. Also included are Suggested BCOE Provided Metrics and KPIs. We will need to submit 5-10 of these Suggested Metrics and KPIs. Pat asked for input and additional suggestions. The responses included Percentage of Grad Students supported by External Funds and perhaps publications per faculty. Pat responded that it may be difficult to obtain comparable information for other UCR academic orgs. He will send out the list again to Chairs/Directors and ask for any additional input or suggestions. The due date for Budget Submissions has been delayed until 3/10/16.



Chairs' & Center Directors' Meeting

February 22, 2016

Agenda

Winston Chung Hall – Room 443

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|--|------------------|
| 1. Welcome - Request for Agenda Items from the Floor | Reza |
| 2. Approval of Minutes from February 8, 2016 Meeting | Pat |
| 3. Staff Evaluations | Pat |
| 4. Cyber Security Training | Pat |
| 5. Departmental Updates | Chairs/Directors |
| 6. Undergraduate Education | Sharon |
| 7. Graduate Education | Ravi |
| 8. Faculty Search Updates | Chairs |
| 9. Active Shooter Training | Reza |
| 10. UCR Campaign | Reza |
| 11. Community Sponsorship | Reza |
| 12. Other topics/New Items | |

Please note next meeting will be on: Monday, March 7, 2016

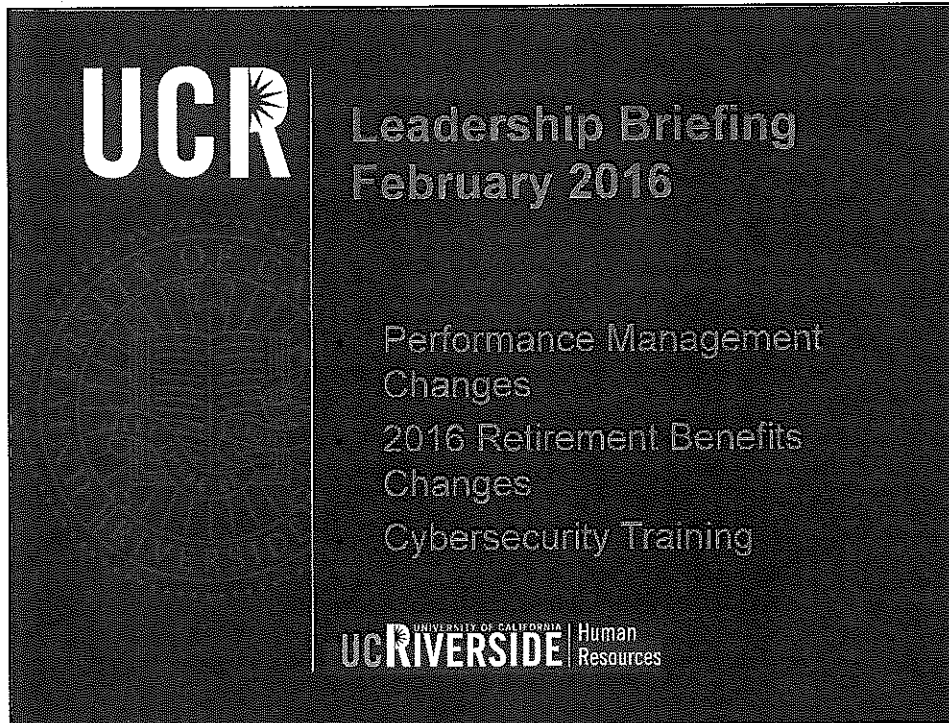
Future Meeting Dates

2015

~~Monday, September 28~~
~~Monday, October 12~~
~~Monday, October 26~~
~~**Friday**, November 6~~
~~Monday, November 23~~
~~Monday, December 7~~

2016

~~Monday, January 11~~
~~Monday, January 25~~
~~Monday, February 8~~
~~Monday, February 22~~
 Monday, March 7
 Monday, March 21
 Monday, April 4
 Monday, April 18
 Monday, May 2
 Monday, May 16
 Monday, June 6
 Monday, June 20
Friday, July 1

A dark grey slide with a textured background. On the left, the 'UCR' logo is in large white letters, with a faint circular seal behind it. To the right, the title 'Leadership Briefing February 2016' is in white. Below the title, three topics are listed: 'Performance Management Changes', '2016 Retirement Benefits Changes', and 'Cybersecurity Training'. At the bottom right, the 'UCRIVERSIDE' logo is shown with 'UNIVERSITY OF CALIFORNIA' above it and 'Human Resources' to its right.

UCR

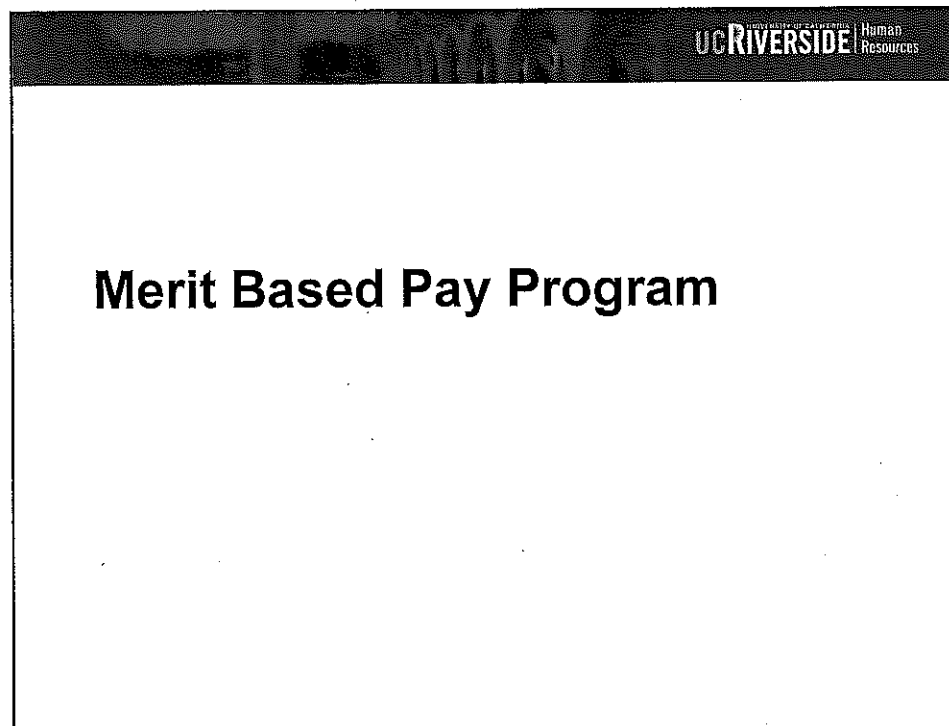
**Leadership Briefing
February 2016**

Performance Management
Changes

2016 Retirement Benefits
Changes

Cybersecurity Training

UCRIVERSIDE UNIVERSITY OF CALIFORNIA Human
Resources

A white slide with a black border. At the top, a dark header bar contains the 'UCRIVERSIDE' logo and 'Human Resources' text. The main body of the slide is white and contains the title 'Merit Based Pay Program' in a large, bold, black font.

UCRIVERSIDE UNIVERSITY OF CALIFORNIA Human
Resources

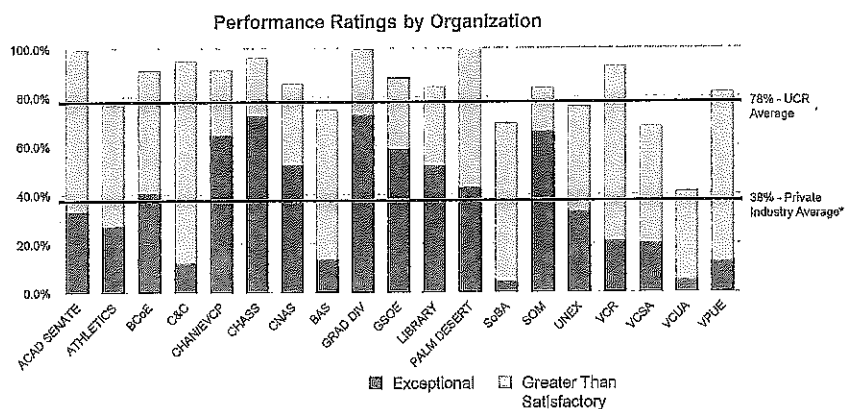
Merit Based Pay Program

Organizational Imperative

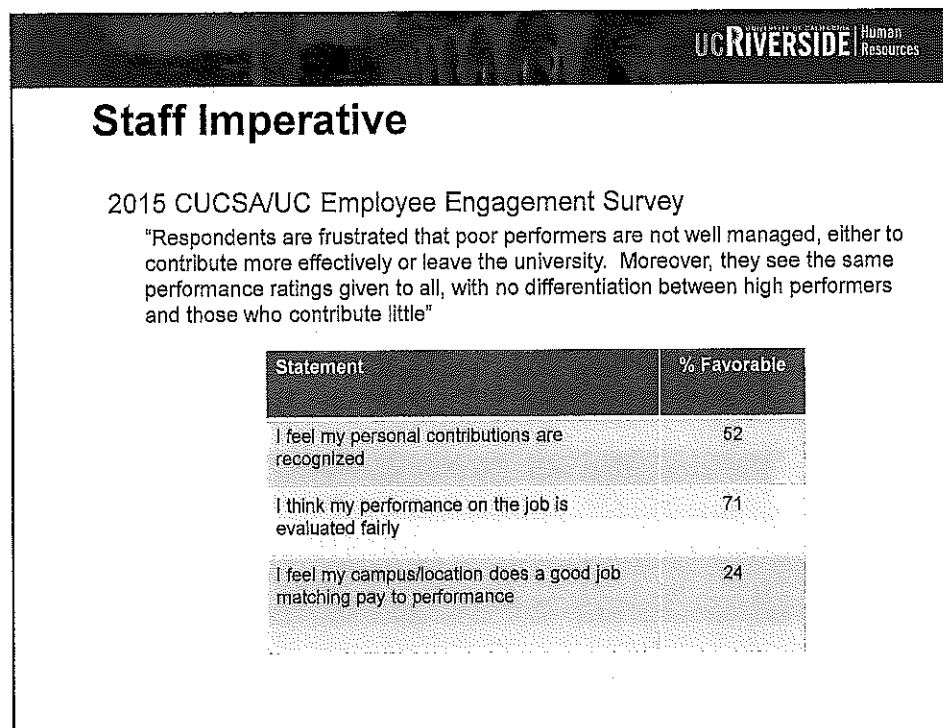
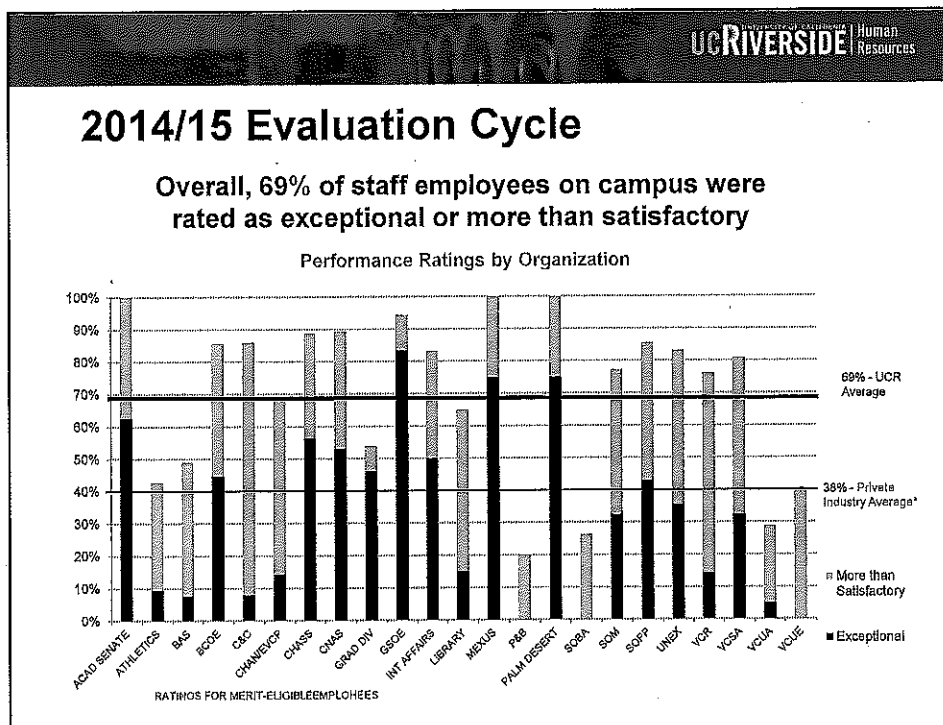
- President's directive that all locations implement merit based pay programs
- Chancellor's Vision
 - Incentivize exceptional performance
 - Tie individual performance goals to strategic plan/organizational objectives
- Committee on Staff Compensation
 - Disjoint between level nomenclature [satisfactory/exceptional] and manager perception of employee performance (July 2014)
 - Performance level nomenclature ratings not based on shared understanding of performance standards
 - "Satisfactory" perceived as negative
 - Meaningful differentiation between levels is difficult to achieve

2012/13 Evaluation Cycle

Overall, **78%** of staff employees on campus were rated as exceptional or more than satisfactory



*The distribution labeled "Industry Average" is derived from a survey of 1,000 private companies conducted by Mercer in 2010



Performance Evaluation Workgroup

Cross-sectional representatives of non-represented staff charged to:

- Recommend changes and/or enhancements to performance factors and standards which align with and support our merit program principles.
- Recommend changes and/or enhancements to ratings categories to encourage meaningful differentiation based on performance.
- Recommend tools to ensure factors, standards and ratings categories are clear and understandable.
- Recommend change and/or enhancements to forms, procedures and other tools used to support performance management, and align with the merit process.
- Recommend changes and/or enhancements to performance management process to include both performance improvement and professional development goals.

Across the campus

Guided by Future State Merit Program Principles

- 1 Shared understanding of performance standards
- 2 Meaningful differentiation based on performance
- 3 Organizational units accountable for distribution of ratings
- 4 Merit process aligned to performance management process

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Shared Understanding of Performance Standards

<p>New Rating Scale/Definitions</p> <ul style="list-style-type: none"> • Exceptional • Exceeds Performance Expectations • Successfully Meets Performance Expectations • Needs Improvement • Unsatisfactory 	<p>New Performance Factors</p> <ul style="list-style-type: none"> • Universal Factors <ul style="list-style-type: none"> • Functional & Technical Skills • Communication Skills • Client Service • Problem Solving & Decision Making • Inclusiveness • Commitment to Quality • Teamwork & Collaboration • Supervisory/Management Factors <ul style="list-style-type: none"> • Developing Direct Reports • Managing & Measuring Work • Managing Employee Performance • Motivating Others
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Meaningful Differentiation Based On Performance

Ensure factors, standards and ratings categories are clear, understandable and consistently applied

- Develop comprehensive rating guide with behaviorally anchored rating scale
- Recommend internal dialogue with supervisors to ensure common understanding

Base ratings, in part, on goal attainment and contribution to unit, department, and organizational objectives

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Behaviorally Anchored Rating Scale Example	
Factor	1.0: Functional and Technical Skills Effectiveness with which employee demonstrates required skills and knowledge to job.
Elements	Rating Elements 1.1 Demonstrates and applies the knowledge and skills necessary to perform the job effectively. 1.2 Chooses appropriate tools or technology for tasks. 1.3 Understands and complies with position procedures, University policies, external laws, and regulations. 1.4 Remains current on new developments in area of responsibility. 1.5 Acts as a resource upon whom others rely for assistance and actively shares knowledge to improve performance of team.
1.1	Demonstrates and applies the knowledge and skills necessary to perform the job effectively.
Rating	Performance/Behavioral Indicators
5	Possesses and applies advanced functional or technical knowledge to his or her job. Regularly engages in process innovation and complex problem solving; demonstrates an exemplary level of accomplishment in job performance. Demonstrates an avid interest in continuously enhancing current skills and learning new ones.
4	Possesses and applies advanced functional or technical knowledge to do his or her job at a high level of accomplishment. Demonstrates an active interest in enhancing current skills and learning new ones.
3	Possesses and uses the required knowledge skills and abilities to perform job effectively.
2	Lacks some of the required functional and technical knowledge and skills to perform the job effectively.
1	Does not exhibit the functional and technical knowledge and skills necessary to perform the job effectively.



Organizational Units Accountable for Distribution of Ratings

Increase accountability for ratings

- Require "calibration" of ratings at year end (with common understanding of rating levels for each factor and overall), and compelling justification statements

Supervisors prepare preliminary performance appraisals, including proposed appraisal ratings

Supervisors who supervise employees performing similar functions in the org unit convene to review ratings of similarly situated employees

Next level reviewer and department heads review all evaluations prior to issuance

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Merit Process Aligned to Performance Management Process

Change timing of performance appraisal process to support July 1 effective date of merit increases

FY 2015/16

- 9-month Evaluation Period (July – March)
- Using OLD forms/standards/process
- **Recommend** calibration and goal setting

FY 2016/17

- 12-month Evaluation Period (April – March)
- Use NEW forms/standards/process
- **Require** calibration and goal setting

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Other Recommendations Incorporated into Performance Management Process Redesign

- › Require (and evaluate on) goals tied to organizational mission/objectives
- › Require Individual Development Plans
- › Ensure follow-up for poor performers
 - Overall "Needs Improvement" or "Unsatisfactory" – requires PIP
 - Repeated poor performance – escalates to corrective action
- › Provide employees with tools to improve performance
 - Transparency – rating rubric
 - Resources/referrals to appropriate training

Your Role

- › Emphasize campus goal of high performance work culture
- › Require supervisors to participate in appropriate training
- › Direct/support establishment of employee goals
- › Establish internal calibration process
- › Require meaningful evaluations be prepared
- › Support employee development plans

Training Available

› For Current PM Program:

Supervisors:

- UC Performance Management Series (8-parts) (online via LMS) OR
- Performance Management I: The Performance Management Process – February 12, 2016 or March 3, 2016, AND
- Performance Management II: Providing Constructive Feedback – February 25, 2016 or March 16, 2016

Faculty Supervisors:

- Performance Management Faculty Briefing (online)

Staff:

- Preparing for your Performance Appraisal – February 29, 2016

› For Future PM Program:

- Townhall Meetings to Introduce Program - March 2016
- Writing Effective Goals

Additional Resources Available

› For Future PM Program:

Using UCR's New Rating Guide and Forms- to be placed on HR Website
Successfully Calibrating Performance Appraisals – to be provided to HR
Business Partners and organizational unit HR staff

QUESTIONS?

2016 Retirement Benefits Program Changes

2016 Retirement Program Changes

- › June 2015 state budget allows for regular salary increases for faculty and staff
- › UC receives \$436m over 3 years to reduce UCRP unfunded liability
- › UC agrees to adopt a cap on UCRP eligible pay, mirroring state's cap ("PEPRA CAP") of \$117,020 for 2016 *Indexed Cap*
- › *An estimated 8% of future UC employees will be impacted by the PEPRA cap initially*
- › Requires UC to create a new pension tier for employees hired on or after 7/1/2016
- › No changes for current employees or retirees
- › Retirement benefits for union-represented future employees to be determined through the collective bargaining process
- › President established 13-member task force to develop recommendations

Task Force Recommendation: New employees offered a choice between two options

OPTION A

DB/DC Approach:

- › A defined benefit (DB) plan on compensation up to \$117,020
plus
- › A new supplemental defined contribution (DC) plan for eligible pay greater than \$117,020 up to the IRS limit (currently \$265,000)

OPTION B

- › Pure defined contribution approach
- › A stand-alone defined contribution plan with contributions based on eligible pay

	OPTION A	OPTION B
Eligible Pay	DB Plan: Eligible pay up to the PEPRA cap (currently \$117,020) would be covered by the UCRP 2016 Tier Supplemental DC Plan: Eligible pay above the PEPRA cap up to the IRS limit (currently \$265,000) would be covered by the DC Supplemental Plan	Eligible pay up to the IRS limit (currently \$265,000)
Employee Contributions	7% of eligible pay (pre-tax)	7% of eligible pay (pre-tax)
UC Contributions	New 2016 UCRP Tier: 14% up to PEPRA cap (includes a contribution to reduce UCRP's unfunded liability) <i>plus</i> Supplemental DC Plan: 10% on amount above PEPRA cap	14% up to the IRS limit, which includes: A 10% contribution to the employee's account <i>plus</i> A 4% contribution to reduce UCRP's unfunded liability
Vesting	5 years UCRP service credit	1 calendar year from eligibility date

Next Steps

- › Task force recommendations submitted to President and published online
- › **February 2016:** Faculty and staff invited to submit comments
- › **March 2016:** President feedback to inform proposal to Regents
- › **July 1, 2016:** New retirement options take effect

CYBERSECURITY TRAINING

EMPLOYEE INFORMATION

Name: _____ Title: _____

Dept.: _____ UC Hire Date: _____

Review Period: From _____ Through _____

GOALS AND ACCOMPLISHMENTS

Comment on the extent to which goals agreed upon for this review period were achieved. Highlight significant accomplishments and include any special recognition received throughout the year. Identify areas that should be targeted for improvement. Employees may include self-assessment comments on the key performance factors in this section. See guidance online for assistance.

Self-Assessment

Reviewer Comments/Appraisal on Goals and Accomplishments (Key Performance Factors Reviewed Below):

PROFESSIONAL DEVELOPMENT PLAN

Identify professional development opportunities pursued last year (e.g., on-the-job learning such as projects and special assignments, certifications obtained/maintained). Describe what is needed for professional development in the upcoming performance period. See guidance online for assistance.

Self-Assessment

Reviewer Guidance

KEY PERFORMANCE FACTORS

RATING GUIDELINES/DESCRIPTIONS

Use this section to indicate to what extent the key performance factors were demonstrated in accomplishing goals and job responsibilities.

Employees who consistently demonstrate behaviors that Successfully Meet Performance Expectations ("3" rating) in all rating elements of a given factor should be rated as Successfully Meeting Performance Expectations for that specific factor.

Employees whose rated performance for at least half of the rating elements of a given factor is either rated as Exceeds Performance Expectations ("4" ratings) or Exceptional Performance ("5" rating) should be rated as Exceeding Performance Expectations for that specific performance factor.

Employees whose rated performance for all of the rating elements of a given factor is rated as Exceptional ("5" rating) should be rated as Exceptional for that specific performance factor.

Exceptional Performance (5)	Exceeds Performance Expectations (4)	Successfully Meets Performance Expectations (3)	Performance Needs Improvement (2)	Unsatisfactory Performance (1)
Performance consistently exceeds goals, job requirements and expectations, resulting in an overall quality of work that was superior and either 1) included the completion of a major goal or project or 2) made an exceptional or unique contribution in support of unit, department or University objectives. This rating is achievable by any employee though given infrequently.	Performance frequently exceeds goals, job requirements and expectations. Frequently generates results above those expected of the position.	Performance consistently meets goals, job requirements and expectations. Employee makes a solid, reliable and meaningful contribution to the department.	Performance did not consistently meet goals, job requirements and expectations – performance failed to meet expectations in one or more essential areas of responsibility and/or one or more of the most critical goals were not met.	Unacceptable performance, which does not meet minimum position requirements. Situation requires immediate review and action. Continued performance at this level will result in termination.

UNIVERSAL PERFORMANCE FACTORS

The following performance factors apply to ALL staff employees, regardless of job title/level.

1.0 Functional and Technical Skills

- 1.1 Demonstrates and applies the knowledge and skills necessary to perform the job effectively.
- 1.2 Chooses appropriate tools or technology for tasks.
- 1.3 Understands and complies with position procedures, University policies, external laws, and regulations.
- 1.4 Remains current on new developments in area of responsibility.
- 1.5 Acts as a resource upon whom others rely for assistance and actively shares knowledge to improve performance of team.

Reviewer Rating:

1.1

1.2

1.3

1.4

1.5

Overall

Reviewer Comments:

2.0 Communication Skills

- 2.1 Demonstrates effective written and oral communication skills.
- 2.2 Communicates clearly and knowledgeably.
- 2.3 Encourages open communication and appropriately shares information with others.
- 2.4 Practices active listening, encouraging communication for understanding.
- 2.5 Adapts communication to diverse audiences.
- 2.6 Protects private and confidential information.

Reviewer Rating:

2.1

2.2

2.3

2.4

2.5

2.6

Overall

Reviewer Comments:

3.0 Client Service

- 3.1 Consistently meets needs and expectations of clients. Strives to deliver highest standards in serving clients.
- 3.2 Solicits and acts on client feedback and explores creative approaches to enhance service and increase efficiency.
- 3.3 Solves problems at first point of contact whenever possible; if unable to do so, escalates to an appropriate resource.
- 3.4 Skillfully serves diverse client base.
- 3.5 Responds to all client requests in a timely manner.
- 3.6 Develops and manages effective client relations.

Reviewer Rating:

3.1

3.2

3.3

3.4

3.5

3.6

Overall

Reviewer Comments:

4.0 Problem Solving & Decision Making

- 4.1 Approaches problem solving in a systematic manner.
- 4.2 Decisions are clear, consistent, and timely and have positive results.
- 4.3 Identifies and implements effective solutions to problems; proposed resolutions do not unduly negatively impact others.
- 4.4 Utilizes appropriate resources (people, tools, research, analysis, resources) in seeking solutions.
- 4.5 Proactively solves problems.

Reviewer Rating:

4.1

4.2

4.3

4.4

4.5

Overall

Reviewer Comments:

5.0 Inclusiveness

- 5.1 Demonstrates the Principles of Community in all interactions. Fosters an inclusive environment
- 5.2 Treats others with courtesy, respect and dignity.
- 5.3 Includes and welcomes others.
- 5.4 Encourages the expression of different points of view and seeks to understand the perspectives of others.
- 5.5 Promotes opportunities to experience diversity on campus.

Reviewer Rating

5.1	
5.2	
5.3	
5.4	
5.5	
Overall	

Reviewer Comments:

6.0 Communication/ Productivity

- 6.1 Effectively applies time and resource management, priority setting and organizational skills to produce quality work.
- 6.2 Identifies and adopts innovative methods to improve quality of work.
- 6.3 Demonstrates accountability that advances team efforts and results in successfully meeting productivity and quality goals.
- 6.4 Actively seeks to leverage resources to promote improved quality and optimal productivity.
- 6.5 Constantly assesses and recommends improvements to work practices and systems to improve quality of service or products delivered.

Reviewer Rating

6.1	
6.2	
6.3	
6.4	
6.5	
Overall	

Reviewer Comments:

7.0 Collaboration/ Teamwork

- 7.1 Builds productive working relationships, effectively partners with team members and others at work.
- 7.2 Resolves conflict among team members.
- 7.3 Seeks to understand the views of others.
- 7.4 Balances individual and team goals.
- 7.5 Shares information and knowledge with others.

Reviewer Rating

7.1	
7.2	
7.3	
7.4	
7.5	
Overall	

Reviewer Comments:

SUPERVISORY/MANAGEMENT PERFORMANCE FACTORS (if applicable)

The following performance factors apply to ALL employees who supervise others.

8.0 Developing Direct Reports

- 8.1 Seeks information about each direct report's career goals and develops and executes effective development plans for direct reports.
- 8.2 Provides challenging and stretching tasks and assignments. Encourages direct reports to accept developmental assignments as appropriate for future professional growth.
- 8.3 Manages expectations appropriately and proactively communicates any potential problems or roadblocks to employee development.
- 8.4 Holds frequent development discussions, and enables direct reports to grow and succeed through honest feedback; instruction and encouragement.
- 8.5 Provides training and development opportunities to help grow and retain talented employee.

Reviewer Rating

8.1	
8.2	
8.3	
8.4	
8.5	
Overall	

Reviewer Comments:

2.0 Managing & Measuring Work

- 2.1 Understands and communicates strategic goals and plans to achieve them; sets clear objectives and measures; mobilizes resources to achieve shared strategic vision, goals and priorities.
- 2.2 Delegates well; clearly assigns responsibility for tasks and decisions. Sets clear expectations, monitors progress, and holds direct reports accountable for results. Adjusts priorities when appropriate.
- 2.3 Plans and organizes workloads; establishes courses of action, timelines and milestones to ensure work is completed as required.
- 2.4 Develops and implements metrics to measure results using key performance indicators (quality, quantity, cost, timeliness, and frequency of completion of assigned tasks).
- 2.5 Monitors processes, progress and results to achieve organizational goals; designs feedback loops into work.

Reviewer Rating

2.1	
2.2	
2.3	
2.4	
2.5	

Overall:

Reviewer Comments

3.0 Managing Employee Performance

- 3.1 Delivers timely, candid and constructive feedback to direct reports; provides coaching to improve performance and productivity.
- 3.2 Regularly recognizes and rewards people who achieve results and deliver on performance expectations; differentiates reward given to employees based on their level of performance.
- 3.3 Prepares thoughtful and meaningful performance appraisals for direct reports; holds direct reports equally accountable for accomplishing performance expectations and objectives; creates and follows through on performance improvement plans, if required.
- 3.4 Clearly and timely informs direct reports where they stand in terms of meeting performance expectations and when their behavior does not align with stated goals and/or University rules and policy. Documents appropriate actions.

Reviewer Rating

3.1	
3.2	
3.3	
3.4	

Overall:

Reviewer Comments

4.0 Motivating Others

- 4.1 Leads and motivates by example
- 4.2 Creates a climate in which people want to do their best; promotes confidence and optimistic attitudes; empowers others; pushes task and decisions down.
- 4.3 Assesses each person's strengths and uses it to get the best out of him/her.
- 4.4 Invites input from each person and shares ownership and visibility; is someone people like to work with.
- 4.5 Rewards and recognizes accomplishments.
- 4.6 Motivates direct reports and team; makes each individual feel like his/her work is important.

Reviewer Rating

4.1	
4.2	
4.3	
4.4	
4.5	
4.6	

Overall:

Reviewer Comments

Optional: [Enter Optional Factor here]

If applicable, record any additional factor that was identified during the previous review period in the space above. Note that an individual cannot be evaluated for an optional factor unless it was documented in the last performance review.

Reviewer Rating

--

Reviewer Comments

Optional: [Enter Optional Factor here]

If applicable, record any additional factor that was identified during the previous review period in the space above. Note that an individual cannot be evaluated for an optional factor unless it was documented in the last performance review.

Reviewer Rating	Reviewer Comments
<input type="checkbox"/>	

CAMPUS WIDE PERFORMANCE STANDARDS

The UCR Campuswide Performance Standards include: UCR Principles of Community, UC Ethical Values and Standards of Ethical Conduct, Diversity, Health & Safety, and Service Orientation and Management/Supervision (Managers and Supervisors only). Please refer to the second section of the Performance Factors and Campus Standards Guidelines for a detailed description of each standard. Unsatisfactory performance in any area must be addressed.

____ Satisfactory performance HAS been demonstrated in ALL UCR campuswide performance standards

____ Satisfactory performance HAS NOT been demonstrated in ALL UCR campuswide performance standards.

Reviewer Comments

OVERALL RATING

REVIEWER SUMMARY ASSESSMENT

Assess the individual's overall performance based on *both* goal achievement and demonstrated competence.

Exceptional Performance	Exceeds Performance Expectations	Successfully Meets Performance Expectations	Performance Needs Improvement	Unsatisfactory Performance
Performance consistently exceeds goals, job requirements and expectations. Employee is an "outstanding" performer and consistently exceeds expectations. Employee is a "top performer" and consistently exceeds expectations. Employee is a "top performer" and consistently exceeds expectations. Employee is a "top performer" and consistently exceeds expectations.	Performance frequently exceeds goals, job requirements and expectations. Employee frequently achieves results above expectations. Employee is a "top performer" and consistently exceeds expectations. Employee is a "top performer" and consistently exceeds expectations. Employee is a "top performer" and consistently exceeds expectations.	Performance consistently meets goals, job requirements and expectations. Employee makes a solid, reliable and meaningful contribution to the department. Employee is a "top performer" and consistently exceeds expectations. Employee is a "top performer" and consistently exceeds expectations. Employee is a "top performer" and consistently exceeds expectations.	Performance did not consistently meet goals, job requirements and expectations. Performance failed to meet expectations in one or more essential areas of responsibility and/or one or more of the most critical goals were not met. A plan to improve performance, including timelines, must be outlined and monitored to measure progress.	Unsatisfactory performance, which does not meet minimum position requirements. Situation requires immediate review and action. Continued performance at this level will result in termination. Continued performance at this level will result in termination. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.

Reviewer Comments:

GOALS/ACTION PLAN

Attach GOAL AGREEMENT FORM for the next review period, and describe performance improvement/action plans for Key Performance Factors for which performance was rated as needing improvement or unsatisfactory. If performance was rated OVERALL as needing improvement or unsatisfactory, supervisor and employee must immediately create and implement a Performance Improvement Plan, with a follow-up appraisal completed in no more than 90 calendar days from the date of this evaluation.

EMPLOYEE COMMENTS/RESPONSES

Optional:

SIGNATURES

(1) Supervisor

Supervisor Name:

Supervisor Title:

Supervisor Signature:

Date:

(2) Next Level Approver

Next Level Approver Name:

Next Level Approver Title:

Next Level Approver Signature:

Date:

(3) Department Head Review

Department Head Name:

Department Head Title:

Department Head Signature:

Date:

(4) Employee

Employee Signature: _____

By signing above, you acknowledge that you received this review and it was discussed with you. Signature does not indicate agreement or disagreement with the content of this review. Employees may attach comments.

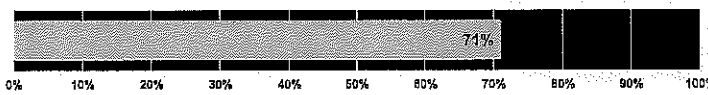
This review was discussed with me on the following date:

Cybersecurity Training Update

- › October 2015: President directs all employees on payroll with active status to complete Cyber Security Awareness Training.
- › Training to be completed by January 31, 2016 or within 6 weeks for any subsequent new hires.
- › Training will be required annually.
- › Reminders sent directly to staff/faculty email addresses.
- › Weekly compliance reports to organizational units.

Cybersecurity Training Compliance as of 1/31/16

Overall Compliance Rate



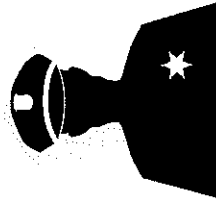
Personnel	Required to Complete Training	Training Completed	Compliance Rate	Training Not Completed	Non-Compliance Rate
Staff	3,078	2,610	85%	466	15%
Academics	5,184	2,352	45%	2,832	55%
Student/Employees	2,408	2,404	100%	4	0%
Affiliate	510	60	12%	450	88%
Total	11,180	7,426	66%	3,754	34%

ORG	Required to Complete Training	Training Completed	Compliance Rate	Training Not Completed	Non-Compliance Rate
OR010-Graduate School of Education	92	76	83%	16	17%
OR011-Honore College of Engineering	708	583	82%	125	18%
OR012-College of Arts & Social Sci	1114	583	52%	531	48%
OR013-School of Business Administration	151	107	71%	44	29%
OR014-College of Nat & Agr Sciences	1761	1401	79%	360	20%
OR015-University Extension	213	190	89%	23	11%
OR016-University Library	206	183	90%	23	11%
OR017-Planning & Budget	38	34	89%	4	11%
OR018-Academic Events	8	5	63%	3	38%
OR019-Chancellor's Office	68	64	94%	4	6%
OR020-Computing & Communications	203	201	99%	2	1%
OR021-Graduate Division	19	17	89%	2	11%
OR022-Vice Chancellor - Research	67	66	99%	1	1%
OR023-Vice Chancellor-Student Affairs	1165	843	72%	322	28%
OR024-Vice Chancellor - Univ Adv	137	135	99%	2	1%
OR025-International Affairs	24	22	92%	2	8%
OR026-Honore Postgraduate Center	11	11	100%	0	0%
OR027-Undergraduate Education	169	225	133%	44	26%
OR028-School of Public Policy	26	26	100%	0	0%
OR029-UCR Interdisciplinary Institute	66	64	97%	2	3%
OR030-Business & Administration Serv	1819	1003	55%	816	45%
OR031-School of Medicine	473	201	43%	272	58%
OR032-College of Nat & Agr Sci	8	7	88%	1	13%
OR033-UCR MEXUS	19	19	100%	0	0%
Affiliate	510	60	12%	450	88%
UCR Total	11,180	7,426	66%	3,754	34%

as of 2/16/16:
 Satisfied 648 (90.3%)
 Overdue 28 (3.9%)
 Assigned/In progress 42 (5.8%)

What to Expect from

Responding Police Officers



Police officers responding to an active shooter are trained to proceed immediately to the area where the shots were last heard; their purpose is to stop the shooting as quickly as possible. The first responding officers may possibly be from different police agencies and dressed in different uniforms. They may even be in civilian clothes and wearing an external bulletproof vest.

Regardless of how officers appear, remain calm. Do as the officers say and do not be afraid of them. Put down any bags or packages that you are carrying and keep your hands visible at all times.

- If you know where the shooter is or the shooter's description, tell the officers.
- The first officers to arrive will not stop to aid injured victims. Rescue teams will follow shortly after the first responding officers enter the area. They will attend to the injured and remove individuals safely from the area.
- Keep in mind that once you have escaped to a safer location, the entire area is still a crime scene. Usually police will not let anyone leave until the situation is under control and witnesses have been identified.

What else can you do?

Prepare a plan of action for an active shooter in advance. Determine possible escape routes and know where the nearest building exits are. *Discuss, Practice, Prepare.*

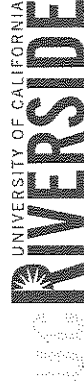
IMPORTANT NOTE:

Program UCPD's 24-Hour phone number into your cell phone: **(951) 827-5222.**

These guidelines are not all inclusive, but if understood and followed-up with periodic reminders and training when feasible, it can increase your chances of surviving an active shooter incident.

"We of the University of California Police Department, Riverside recognize our contribution to the quality of life and a safe environment in our community through the provision of professional law enforcement services. We will meet the challenge of providing these services by basing our thoughts and actions on the shared values of service to our Community, Integrity, Responsibility, Accountability, Professionalism, along with Pride and Satisfaction in our profession."

-Chief Mike Lane



Crime Prevention Unit
3500 Canyon Crest Drive
Riverside, CA 92521
(951) 827-1597

crimeprevention@ucr.edu

University of California, Riverside Police Department



Crisis Response Guide

University of California Police Department
3500 Canyon Crest Drive
Riverside, California 92521
951.827.5222
951.683.1639 FAX
www.police.ucr.edu

The "RAIN" Acronym

Respond...

Do Something, Don't Freeze Up

Assess...

Suspect(s), Victims & Location

Isolate...

Run, Hide or Fight

Notify...

The Proper Authorities

Active Shooter

The United States Department of Homeland Security defines the Active Shooter as "an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims."

Active Shooter events are unpredictable and evolve quickly, knowing what to do can save lives.

In the Classroom or Office

If you are in a classroom, room or office, carefully assess the situation and determine which is safer run, hide or fight. Secure the door, turn off all lights, silence your cell phones and remain silent. If you run, make sure that it is absolutely safe to do so.

If the door has no lock and the door opens in, a good heavy door wedge can be kept on hand and driven in as hard as you can, otherwise look for heavy furniture to barricade the door.

If windows don't open, you cannot break them or you are not on a ground floor, get out of sight from the door, stay low and quiet.

If the door has a window, cover it if you can.

Depending on the shooter's location you may also consider exiting through any window openings. Have someone keep watch as you get as many students out through the windows (ground floor) as calmly and quietly as possible.

If police units are not yet on scene, move away from the incident as quickly as possible and shelter in place.

When officers arrive on scene, keep your hands on top of your head, do exactly what the Police tell you to do.

Share any pertinent information on the shooter with responding officers, including what they are wearing and their location.

Open Spaces

Stay alert and look for appropriate cover locations. Examples include: brick walls, large trees, retaining walls, parked vehicles, and other objects which may stop gunfire.

In Large Rooms / Auditoriums

If in a gym or auditorium and the shooter is not present, quickly exit the building, if safe to do so, and move toward any police unit. Drop all bags and keep your hands on your head. Do what the police tell you to do.

In Hallways or Corridors

If in a hallway, go into a room that is not already secured and secure it.

Unless you are very close to an exit, don't run through a long hall to get to one, you may encounter the shooter.

Don't hide in restrooms!

Trapped with the Shooter

If you are trapped with the shooter, don't do anything to provoke them. If they are not shooting, do what they say and don't move suddenly.

If they do start shooting, you need to make a choice:



RUN

HIDE

FIGHT

If you can safely get to an exit.

If evacuation is not possible.

As a last resort act with physical aggression and commit to your actions. This can be very dangerous, but certainly no more than doing nothing.

The last thing that the shooter will expect is to be attacked by an unarmed person. Any option chosen may still result in a negative consequence.

Only you can decide at that moment what you will or will not do to preserve your life or the lives of others.

Program	Accepted	Admitted	In Process	Submitted	Total	Intl	NR	Res
BIEN	0	0	69	66	135	52	25	58
MS	0	0	24	39	63	24	8	31
PHD	0	0	45	27	72	28	17	27
CEE	5	51	9	127	192	128	24	40
MS	3	25	3	39	70	43	7	20
PHD	2	26	6	88	122	85	17	20
CEN	0	0	1	77	78	70		8
MS	0	0	1	77	78	70		8
CPSC	0	7	62	844	913	832	34	48
MS	0	0	0	671	671	624	21	26
PHD	0	7	62	173	242	208	13	22
ELEN	0	6	32	419	457	424	9	24
MS	0	1	29	211	241	221	5	15
PHD	0	5	3	208	216	203	4	9
MSOL	1	0	1	4	6			6
MS	1	0	1	4	6			6
MSE	4	10	21	103	138	102	18	18
MS	0	3	5	31	39	30	4	5
PHD	4	7	16	72	99	72	14	13
ME	3	17	8	131	159	110	16	33
MS	1	7	4	85	97	65	9	23
PHD	2	10	4	46	62	45	7	10
Total	13	91	203	1771	2078	1718	126	235

Row Labels	Sum of Amount Paid By Your Unit (including FMV of any meal or other exchange of value)
BAS	750
BCOE	1,107
Chancellor/EVC	7,500
CNAS	1,200
GCR	5,890
Grad Division	14,655
GSOE	9,211
Libraries	1,000
Palm Desert	95
School of Medicine	21,238
SoBA	5,000
VCSA	1,585
VCUA	27,000
Grand Total	96,231