Chairs' and Program Directors Meeting Minutes

Date: February 23, 2018
Location: WCH 443
Attendees:

Reza Abbaschian
Guillermo Aguilar
Bir Bhanu
Marek Chrobak
Ilya Dumer
Jay Farrell
Patrick Hartney
Xiaoping Hu
Ashok Mulchandani
Nosang Myung
Alex Najera (Interim Director, Employee and Labor Relations)
Walid Najjar
Chinya Ravishankar
Kambiz Vafai
Sharon Walker
Jun Wang
Charlie Wyman

Absent:

Matt Barth
Marko Princevac

1. **Welcome – Sharon**
   Sharon welcomed Chairs and Directors to the meeting. No items were added to the agenda.

2. **Approval of Minutes from February 5, 2018 meeting – Sharon**
   The minutes of the February 5, 2018 meeting were unanimously approved.

3. **Performance Management Presentation – Alex Najera**
   Alex presented the attached summary of changes to this year's staff Performance Management process and forms. HR has listened to criticisms of last year's Performance Management process and made significant changes to the forms. Some of these changes will be incorporated into the following year's new (electronic) e-Performance system. Alex will schedule a follow-up meeting with BCOE in May to obtain input on this year's process.

4. **Academic Personnel Matters – Jay**
   Jay called attention to the email attached to the agenda. This message states that faculty can opt out of the iEval student evaluation system for their courses. Jay recommended that chairs discourage faculty from opting out since student input is needed to assess faculty teaching quality. If a faculty member still wants to opt out, he/she should discuss student evaluation options with the chair. It was

noted that CAP is stressing teaching so evidence of high quality in teaching is an essential criteria for faculty evaluations.

5. **Graduate Education – Ravi**
   Ravi noted the summary of BCOE grad student applications attached to the agenda. He stated that 26 PhD offers are out and that 223 are in process. 1,346 applications were received and four applicants have already accepted offers. CEE, BIEN and CSE have scheduled grad student open houses this year.
   Also, Ravi reported that he has been in discussions with UCR's School of Business to develop an MS Pathway to an MBA program. BCOE MS students that want to obtain an MBA could apply to the School of Business after their first MS year. The School of Business will evaluate the student's academic record and will not require a GMAT test score for admission. The MBA could be obtained in an additional year, after two MS years in BCOE. Ravi noted that this program should increase BCOE's MS take rate. Ravi will send out a flyer announcing this program.
   Sharon added that UCR is formalizing the policy that MS students will now be able to obtain Grad Division fellowship funding if they decide to pursue a PhD.
   It was noted that NRT funding is a problem for some existing PhD students in ECE.

6. **MSOL Update/Discussion – Kambiz**
   Kambiz reported that the MSOL Advisory Committee has approved the concept of expanding the program to international students. Pearson doesn't recruit international students so BCOE will need to do this itself. Pearson would only be paid for its retention and advising efforts with international students. Sharon commented that instructional burden to faculty (particularly untenured faculty) will need to be assessed before expanding MSOL to international students. Kambiz will contact all of the chairs to see if there are any issues that need to be addressed. It was noted that qualifications of these international students might be a concern and that China doesn't currently recognize any on-line degrees so an MSOL hybrid program may need to be developed for China. A significant attraction to the MSOL Program for international students is that the acquired degree certificate does not mention that it is an online degree.
   It was suggested that the Program may want to provide additional pay for faculty teaching MSOL courses in the summer. Kambiz responded that, so far, faculty have been available to offer summer MSOL courses without an added incentive.

7. **Dean's Update - Sharon**
   Sharon commented that the Negotiated Salary Trial Program for faculty that has been piloted by three UC campuses is in final approval for UCR. Details of the program are not yet available. The Vice Provost for Academic Personnel is expected to send a draft description of the program soon.
   Sharon noted the two Academic Personnel Office positions (at $10K stipends each) that are available. The application deadline was 2/20/18 but interested candidates should still apply.
   The VP for Student Affairs search committee did not have a BCOE representative. As such, Sharon has requested that a BCOE rep be added. Chairs/Directors should send search committee nominations to Sharon.
   Also, Sharon encouraged BCOE faculty to respond to the recent Academic Senate research space survey.
   The Provost will be announcing an internal search for a new CNSE Director. Alex Balandin developed a cleanroom upgrade proposal that is under consideration by the Provost. Robert

Haddon's faculty position will remain unfilled until it can be discussed among the new BCOE Dean, the Dean of CNAS and the Provost.
Sharon noted the high quality of this year's faculty candidates and congratulated departments on identifying these excellent candidates.

8. Department/Center Updates

ME: Guillermo reported that the department has interviewed four faculty candidates and that most faculty merit/promotion files have been processed.

BIEN: Xiaoping noted that the department is interviewing five faculty candidates this year plus one cluster hire. Also, three candidates will be interviewed by BIEN for the Complex Biological Systems cluster area. This cluster area is being led by the Math department. Sharon commented that the BCOE Dean's Office needs to be informed in advance of all cluster hire candidates and interviews. Lastly, Xiaoping will be traveling to China at the end of March representing BIEN and BCOE.

UC-KIMS: Nosang will participate in a UCR delegation to Korea in March. This group includes four faculty members. He will also participate in an MOU signing in Korea.

WCGEC: Reza stated that a WCGEC Conference has been scheduled for 4/13/18 but that a 4/12/18 WCGEC Advisory Panel meeting may need to be postponed since several members aren't available on that date.

CE: Walid noted that he has been preparing ABET materials. Also, he noted that the Registrar drops courses after not being offered for awhile. For example, a notice was sent to CSE and ECE about a course being dropped but this information was not provided to CE which caused problems for CE students. Sharon commented that a CE rep could be appointed to BCOE's Executive Committee. It was noted that campus should send notices that a course may be dropped to all departments that list this course as an elective.

CRIS: Bir stated that he has recently submitted NIH and NSF proposals. A student will be receiving a $180K Fellowship. He is developing an NSF Biology and Computing proposal effort that, if approved, would be funded at $2M/yr for 5 years.

ECE: Ilya reported that ECE's merit/promotion files are almost completed. He also noted that the cluster hire interviews for Computational Materials are scheduled to be completed by 3/15/18. The department will initiate the Phonon/Magnon cluster search afterwards.

CEE: Charlie reported that almost all merit/promotion files are completed. The department's grad student open house is scheduled for March 2nd. There are 11 candidates for three CEE faculty positions. Also, the Target of Excellence offer to Prof. Zachariah is being negotiated.

9. Additional Topics

No other topics were discussed.

Chairs' & Program Directors' Meeting

February 23, 2018

Agenda

Winston Chung Hall – Room 443

1.	**Welcome**	**Sharon**
2.	**Approval of Minutes from February 5, 2018 Meeting**	
3.	**Performance Management Presentation**	**Alex Najera**
4.	**Academic Personnel Matters**	**Jay**
5.	**Graduate Education**	**Ravi**
6.	**MSOL Update/Discussion**	**Kambiz**
7.	**Dean's Updates**	**Sharon**
8.	**Department Updates**	**Chairs**
9.	**Center Updates**	**Directors**
10.	**Additional Topics**	

5. **Review Criteria**
Reviewing bodies which advise on actions concerning appointees in the Professor and corresponding series, are instructed to use these criteria for appointment, promotion and appraisal. (APM 210-1-d)

In teaching, "clearly demonstrated evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion." In addition, participation in graduate programs is expected, as is specified in every faculty job description. This applies to departments with a graduate program. Attention may be given to the role of the candidate and the candidate's field in attracting high caliber graduate students to the campus.

In the area of research, "There must be evidence that the candidate is continuously and effectively

It is the responsibility of the department chair to submit meaningful statements, accompanied by evidence, of the candidate's teaching effectiveness at lower-division, upper-division, and graduate levels of instruction. More than one kind of evidence shall accompany each review file. Among significant types of evidence of teaching effectiveness are the following: (a) opinions of other faculty members knowledgeable in the candidate's field, particularly if based on class visitations, on attendance at public lectures or lectures before professional societies given by the candidate, or on the performance of students in courses taught by the candidate that are prerequisite to those of the informant; (b) opinions of students; (c) opinions of graduates who have achieved notable professional success since leaving the University; (d) number and caliber of students guided in research by the candidate and of those attracted to the campus by the candidate's repute as a teacher; and (e) development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction.

All cases for advancement and promotion normally will include: (a) evaluations and comments solicited from students for most, if not all, courses taught since the candidate's last review; (b) a quarter-by-quarter or semester-by-semester enumeration of the number and types of courses and tutorials taught since the candidate's last review; (c) their level; (d) their enrollments; (e) the percentage of students represented by student course evaluations for each course; (f) brief explanations for abnormal course loads; (g) identification of any new courses taught or of old courses when there was substantial reorganization of approach or content; (h) notice of any awards or formal mentions for distinguished teaching; (i) when the faculty member under review wishes, a self-evaluation of his or her teaching; and (j) evaluation by other faculty members of teaching effectiveness. When any of the information specified in this paragraph is not provided, the department chair will include an explanation for that omission in the candidate's dossier. If such information is not included with the letter of recommendation and its absence is not adequately accounted for, it is the review committee chair's responsibility to request it through the Chancellor.

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Application Status, 2/22/2018

Program	Admitted	SIR'd	Declined	Denied	In Process	Incomplete	Submitted	Withdrawn	Total
PhD Total	**26**	**4**	**4**	**1**	**223**	**312**	**492**	**1**	**1063**
BIEN	7	2	2	1	56	49	8		125
CEE	16	1	1		25	33	52		128
CPSC					51	101	205		357
ELEN					28	62	172	1	263
MSE					55	39	12		106
ME	3	1	1		8	28	43		84
MS Total	**11**		**1**		**77**	**732**	**854**		**1675**
BIEN	6				30	36	11		83
CEE					22	19	25		66
CEN					3	36	42		81
CPSC						478	561		1039
ELEN					1	91	162		254
MSOL						18	4		22
MSE	2		1		15	20	8		46
ME	3				6	34	41		84
BCOE	**37**	**4**	**5**	**1**	**300**	**1044**	**1346**	**1**	**2738**

UCR

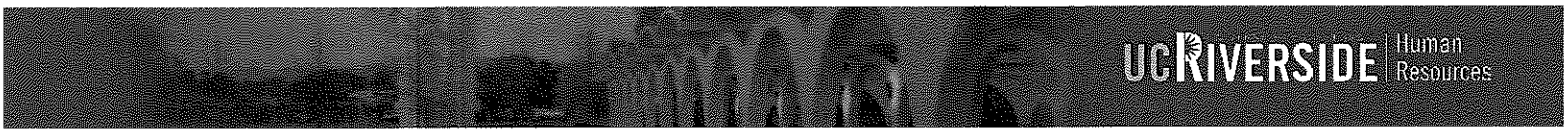
UCR Performance Management Process

Version 2.0 – Revised for 2017-2018

UC RIVERSIDE | Human Resources

Mission | *We provide HR leadership and expertise to create and support a high-performing, inclusive workplace which advances UCR's mission and strategic objectives.*

Vision | *UCR HR is the benchmark in higher education for visionary and innovative HR strategies and exemplary service delivery.*



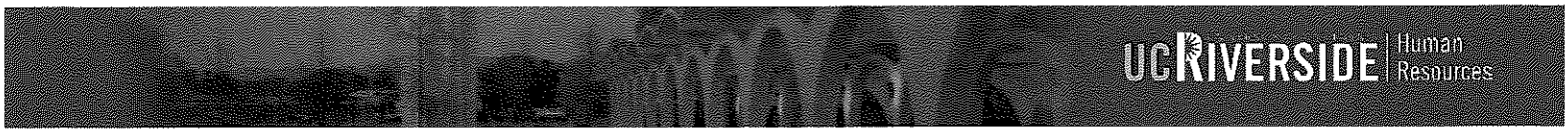
Agenda

I. 2017-2018 Revision Goals

II. Performance Management Feedback Themes

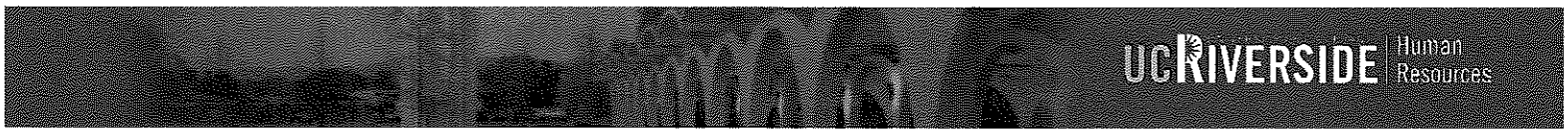
III. Changes to UCR's Performance Management Process for 2017-2018: Introducing Version 2.0

IV. Engagement Plan Activities and Timeline



Goals of 2017-2018 Revision

- To retain campus-identified successful portions of the program
- To use campus feedback and focus groups to guide changes
- Improve communication and engagement efforts
- Balance improvement needs with campus' change fatigue
- Strategically structure changes in anticipation of 2018-2019 introduction of Electronic Performance System (E-Performance)



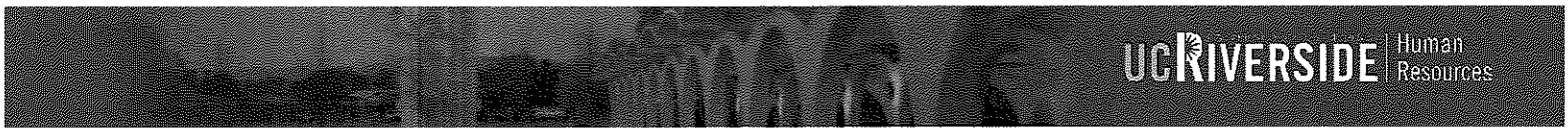
Changes to UCR's PM Process v2.0

Feedback Forums – April/May 2017

- Members from across the campus community were invited to participate in a comprehensive process to gather feedback on Version 1.0 of the Performance Management (PM) Process.

Themes

- Users appreciated effort to differentiate between levels of employee performance; but they also said:
  - Too complicated
  - Too long to complete – they disliked having to rate 37+ separate "elements" of performance
  - Elements not relevant to all campus organizations
  - Too many separate forms
  - Instructions and terminology not clear; needed 3½-hour training session to learn
  - Confusion between "Goal Setting" and "Individual Development Plan" (IDP)
  - Geared too much to "office" environment – difficult for others to achieve higher/highest ratings
  - Calibration and merit process is burdensome



Changes to UCR's PM Process v2.0

We Heard You!

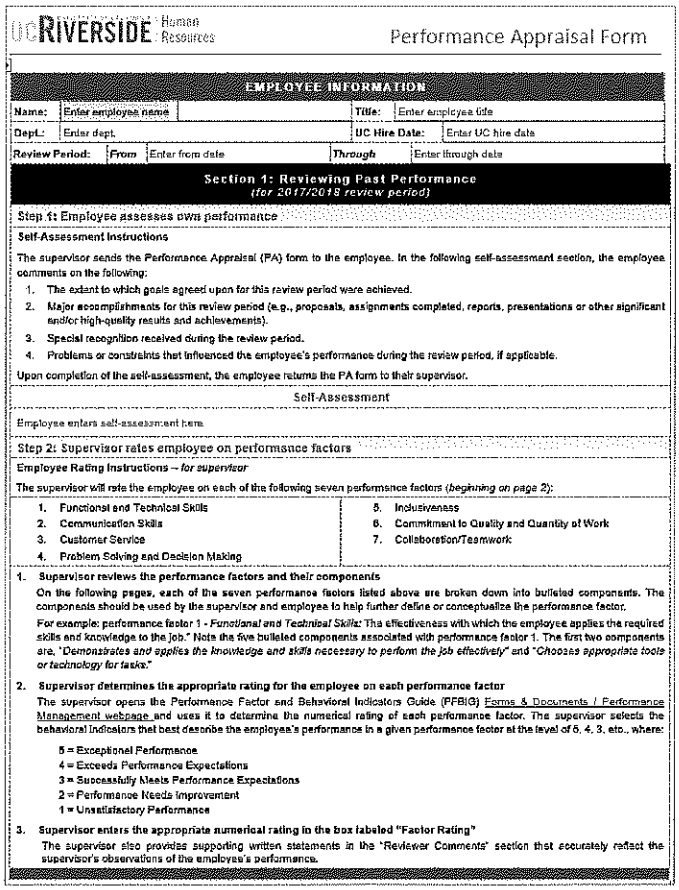
In response to feedback, v2.0 is shorter, simpler and much less time consuming:

- Performance Appraisal form now provides clear, step-by-step directions for each section of the process – no lengthy training required
- Eliminates individual rating of 37+ "elements" – elements are now only used to help define the seven performance factors; only factors are rated
- Eliminates supervisor commentary on employee self appraisal
- Eliminates or consolidates other forms used in Version 1.0
- Clarifies different purposes of the Goal Setting form versus the IDP – provides clear directions for the use of each form
- Language describing performance factors is more inclusive – less "office-oriented"
- Reduces the number of supervisory performance factors from four (4) to three (3)

Changes to UCR's PM Process v2.0

Performance Appraisal Form revised

- New look and function (as shown): thoroughly revised to streamline process and increase clarity
- Clear distinction between processes of reviewing past performance vs. setting future goals (see section labels as shown)
- New clear, step-by-step directions to supervisor and employee throughout (see step labels as shown), eliminating need for extensive training
- Clear descriptions and definitions of the 7 revised performance factors
- Eliminates need to rate 37+ separate "elements"
- Eliminates supervisor comment on employee self-assessment



UC RIVERSIDE | Human Resources — Performance Appraisal Form

EMPLOYEE INFORMATION

Name:	Enter employee name	Title:	Enter employee title
Dept.:	Enter dept.	UC Hire Date:	Enter UC hire date
Review Period:	*From* Enter from date	*Through*	Enter through date

Section 1: Reviewing Past Performance
(for 2017/2018 review period)

Step 1: Employee assesses own performance

Self-Assessment Instructions

The supervisor sends the Performance Appraisal (PA) form to the employee. In the following self-assessment section, the employee comments on the following:

1. The extent to which goals agreed upon for this review period were achieved.
2. Major accomplishments for this review period (e.g., proposals, assignments completed, reports, presentations or other significant and/or high-quality results and achievements).
3. Special recognition received during the review period.
4. Problems or constraints that influenced the employee's performance during the review period, if applicable.

Upon completion of the self-assessment, the employee returns the PA form to their supervisor.

Self-Assessment

Employee enters self-assessment here.

Step 2: Supervisor rates employee on performance factors

Employee Rating Instructions – *for supervisor*

The supervisor will rate the employee on each of the following seven performance factors (*beginning on page 2*):

1. Functional and Technical Skills
2. Communication Skills
3. Customer Service
4. Problem Solving and Decision Making
5. Inclusiveness
6. Commitment to Quality and Quantity of Work
7. Collaboration/Teamwork

1. **Supervisor reviews the performance factors and their components**
   On the following pages, each of the seven performance factors listed above are broken down into bulleted components. The components should be used by the supervisor and employee to help further define or conceptualize the performance factor.
   For example: performance factor 1 - *Functional and Technical Skills:* The effectiveness with which the employee applies the required skills and knowledge to the job." Note the five bulleted components associated with performance factor 1. The first two components are, "*Demonstrates and applies the knowledge and skills necessary to perform the job effectively*" and "*Chooses appropriate tools or technology for tasks.*"
2. **Supervisor determines the appropriate rating for the employee on each performance factor**
   The supervisor opens the Performance Factor and Behavioral Indicators Guide (PFBIG) Forms & Documents / Performance Management webpage and uses it to determine the numerical rating of each performance factor. The supervisor selects the behavioral indicators that best describe the employee's performance in a given performance factor at the level of 5, 4, 3, etc., where:
   - 5 = Exceptional Performance
   - 4 = Exceeds Performance Expectations
   - 3 = Successfully Meets Performance Expectations
   - 2 = Performance Needs Improvement
   - 1 = Unsatisfactory Performance
3. **Supervisor enters the appropriate numerical rating in the box labeled "Factor Rating"**
   The supervisor also provides supporting written statements in the "Reviewer Comments" section that accurately reflect the supervisor's observations of the employee's performance.

Changes to UCR's PM Process v2.0

Elimination of Rating Elements

Version 1.0 (2016-17)

1.0 Functional and Technical Skills. The effectiveness with which the employee applies the required skills and knowledge to the job

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 polices, 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.

Factor Rating	Reviewer Rating	Reviewer Comments:
	1.1 1.2 1.3 1.4 1.5	Enter reviewer comments

2.0 Communication Skills: The effectiveness of the employee in transmitting information, including confidentiality, facilitation/participation in sharing information, and oral and written expressions

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.

Factor Rating	Reviewer Rating	Reviewer Comments:
	2.1 2.2 2.3 2.4 2.5 2.6	Enter reviewer comments

Version 2.0 (2017-18)

1. Functional and Technical Skills: The effectiveness with which the Employee applies the required skills and knowledge to the job

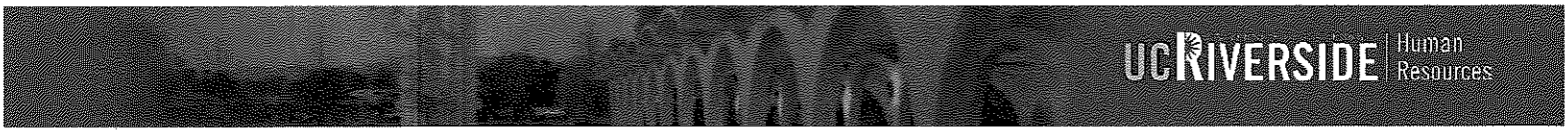
- Demonstrates and applies the knowledge and skills necessary to perform the job effectively.
- Chooses appropriate tools or technology for tasks.
- Understands and complies with position procedures and University policies; and with external regulations, if any.
- Remains current on new developments in area of responsibility.
- Acts as a resource that others can rely on for assistance and actively shares knowledge to improve performance of team.

Factor Rating	Reviewer Comments:
	Enter reviewer comments

2. Communication Skills: To the extent required by the position, the effectiveness of the Employee in transmitting information, including facilitation/participation in sharing information, and oral and written expressions.

- Demonstrates effective written and oral communication skills.
- Communicates clearly and knowledgeably.
- Encourages open communication and appropriately shares information with others.
- Listens attentively and seeks to understand others.
- Adapts communication to diverse audiences.

Factor Rating	Reviewer Comments:
	Enter reviewer comments



Changes to UCR's PM Process v2.0

Goal Agreement Form Revised

- Purpose of goal setting clearly differentiated from that of the Individual Development Plan
- Directions for the use of the Goal Agreement form clarified, including how and when to complete it.
- Directions for the use of the Goal Agreement form now cross-referenced with directions on the revised Performance Appraisal form
- To access the Goal Agreement form, please click here

UC RIVERSIDE Human Resources — **Goal Agreement Form**

SETTING GOALS FOR 2018-2019
(to be completed shortly after the performance appraisal discussion)

EMPLOYEE INFORMATION

Name:	Enter employee name	Title:	Enter employee title.
Dept.:	Enter department name	UC Hire Date:	Enter UC hire date
Review Period:	*From* Enter review from date	*Through*	Enter review through date

GOALS AND OBJECTIVES

Purpose:

The Goal Agreement form is used to document the agreement between the supervisor and the employee on 3-5 goals or objectives that are the most important priorities for the upcoming review period (April 1, 2018 – March 31, 2019). Achievement of these goals by the employee *will significantly benefit the employee's unit, department or organization.*

Directions:

1. The supervisor and employee will decide which of them will complete a first draft of the Goal Agreement form, suggesting 3-5 potential goals for the employee to accomplish during the next review period.
2. The supervisor and employee should meet shortly after the Performance Appraisal discussion to discuss the draft Goal Agreement form and to finalize 3-5 goals for the employee to accomplish during the upcoming review period. Each of the finalized goals should be of the most important priority, and of significant benefit or value to the employee's unit, department or organization.
3. The finalized goals should be written below in the "Smart Goal" format found at the Forms & Documents / Performance Management webpage.
4. The "Performance Checkpoints" section of the form is left blank, for now. Later, it will be used to document future discussions between the supervisor and employee regarding progress on goal achievement, and/or regarding any changes to the original goals.
5. A copy of the finalized Goal Agreement form will be attached to the signed, completed Performance Appraisal form in the employee's file. The supervisor and the employee each retain a copy of the finalized Goal Agreement form for their records and future discussion.

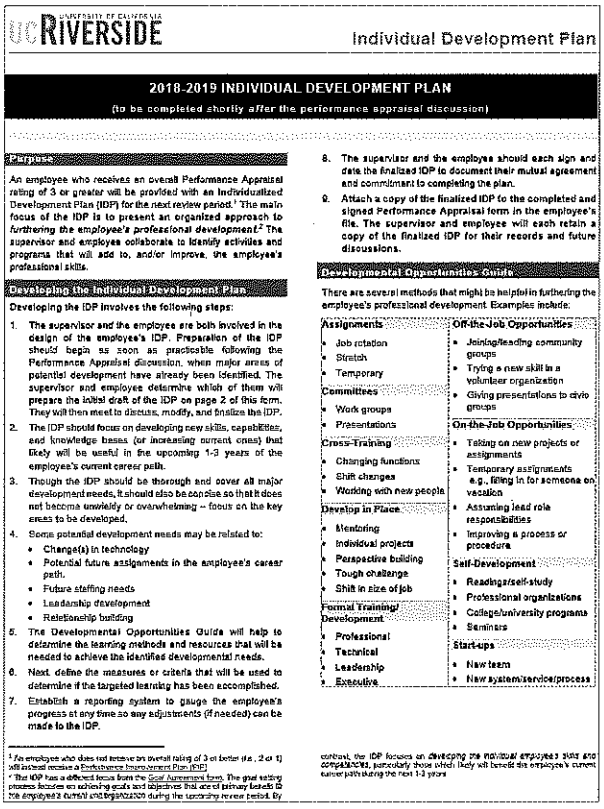
Goal	Due Date	Key Milestones
Enter goal here	Enter due date	Enter key milestone here
Enter goal here	Enter due date	Enter key milestone here
Enter goal here	Enter due date	Enter key milestone here
Enter goal here	Enter due date	Enter key milestone here
Enter goal here	Enter due date	Enter key milestone here

Changes to UCR's PM Process v2.0

Individual Development Plan (IDP)

Purpose of the IDP is now clearly differentiated from the Goal Setting Agreement

- Directions for use of the IDP has been clarified including how and when to complete it
- Directions to use the revised IDP has been cross-referenced with directions on the revised Performance Appraisal form
- To access the IDP form, please click here



UC RIVERSIDE — Individual Development Plan

2018-2019 INDIVIDUAL DEVELOPMENT PLAN

(to be completed shortly after the performance appraisal discussion)

Purpose

An employee who receives an overall Performance Appraisal rating of 3 or greater will be provided with an Individualized Development Plan (IDP) for the next review period.[1] The main focus of the IDP is to present an organized approach to *furthering the employee's professional development.*[2] The supervisor and employee collaborate to identify activities and programs that will add to, and/or improve, the employee's professional skills.

Developing the Individual Development Plan

Developing the IDP involves the following steps:

1. The supervisor and the employee are both involved in the design of the employee's IDP. Preparation of the IDP should begin as soon as practicable following the Performance Appraisal discussion, when major areas of potential development have already been identified. The supervisor and employee determine which of them will prepare the initial draft of the IDP on page 2 of this form. They will then meet to discuss, modify, and finalize the IDP.
2. The IDP should focus on developing new skills, capabilities, and knowledge bases (or increasing current ones) that likely will be useful in the upcoming 1-3 years of the employee's current career path.
3. Though the IDP should be thorough and cover all major development needs, it should also be concise so that it does not become unwieldy or overwhelming – focus on the key areas to be developed.
4. Some potential development needs may be related to:
   - Change(s) in technology
   - Potential future assignments in the employee's career path.
   - Future staffing needs
   - Leadership development
   - Relationship building
5. The **Developmental Opportunities Guide** will help to *determine the learning methods and resources* that will be needed to achieve the identified developmental needs.
6. Next, define the measures or criteria that will be used to determine if the targeted learning has been accomplished.
7. Establish a reporting system to gauge the employee's progress at any time so any adjustments (if needed) can be made to the IDP.
8. The supervisor and the employee should each sign and date the finalized IDP to document their mutual agreement and commitment to completing the plan.
9. Attach a copy of the finalized IDP to the completed and signed Performance Appraisal form in the employee's file. The supervisor and employee will each retain a copy of the finalized IDP for their records and future discussions.

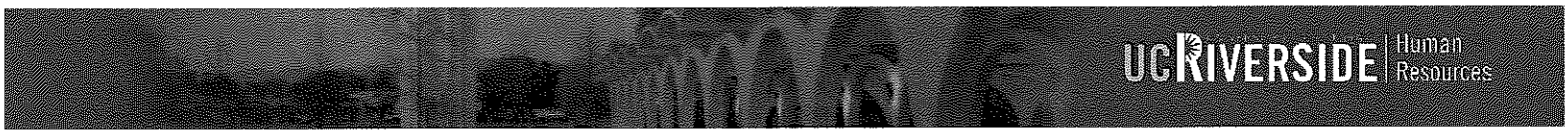
Developmental Opportunities Guide

There are several methods that might be helpful in furthering the employee's professional development. Examples include:

Assignments	**Off-the-Job Opportunities**
• Job rotation	• Joining/leading community groups
• Stretch	• Trying a new skill in a volunteer organization
• Temporary	• Giving presentations to civic groups
Committees	**On-the-Job Opportunities**
• Work groups	• Taking on new projects or assignments
• Presentations	• Temporary assignments e.g., filling in for someone on vacation
Cross-Training	• Assuming lead role responsibilities
• Changing functions	• Improving a process or procedure
• Shift changes	**Self-Development**
• Working with new people	• Readings/self-study
Develop in Place	• Professional organizations
• Mentoring	• College/university programs
• Individual projects	• Seminars
• Perspective building	**Start-ups**
• Tough challenge	• New team
• Shift in size of job	• New system/service/process
Formal Training/ Development	
• Professional	
• Technical	
• Leadership	
• Executive	

[1] An employee who does not receive an overall rating of 3 or better (i.e., 2 or 1) will instead receive a Performance Improvement Plan (PIP).

[2] The IDP has a different focus from the Goal Agreement form. The goal setting process focuses on achieving goals and objectives that are of primary benefit to the employee's current employment during the upcoming review period. By contrast, the IDP focuses on *developing the individual employee's skills and competencies*, particularly those which likely will benefit the employee's current career path during the next 1-3 years.



Engagement & Communication Plan

Engagement & Communication Key Activities	Implementation Timeline							
	November 2017	December 2017	January 2018	February 2018	March 2018	April 2018	May 2018	STATUS
Development of revised performance management e-tools/ resources/forms, engagement plan								Done
Finalize Campus Engagement and Communication Plan Outline								Done
Cooordinate with organizational leadership to identify primary points of contact for each organization, establish org-specific communication/change management plan if requested and complete stakeholder needs analysis (Faculty Supervisors, Staff Supervisors, Financial Administrative Officers, general staff) .								Done
Deploy revised performance management forms and process information - Launch full website with revised forms, resources guides in January.								Done
Attend in-person stakeholder meetings/sessions to engage in change management efforts (Deans, Vice Chancellors, Department Chair Meetings and other organizational leadership meetings)								In progress
Execute e-communication plan to complement in-person engagement sessions and e-tools. Efforts include deployment of micro tutorial videos for end users, "HR Helpful Hints", update of available electronic resources on performance management website								In progress
Hold campus performance management general sessions for employees who cannot atten organization-sponored information session.								Pending
Deploy Performance Management "Help Hotline" for supervisors and employees. Employees and supervisors will be able to contact ELR staff by phone during dedicated days and times to assist with case-specific questions. They will also be able to submit inquiries and concerns via e-mails at Performancemanagement@ucr.edu.								Pending
Commence feedback loop process/plan and integration efforts into E-Performance for 18/19 performance evaluation cycle.								Pending