

Abusive Conduct in the Workplace (2023) Alternate Format

Version 01/27/23

[Note: this document is intended to provide an alternate, text-based version of the University of California Abusive Conduct in the Workplace eCourse training, available through the [UC Learning Center](#). Notes such as this will appear throughout this document, wrapped in brackets, further contextualizing the course material as it appears in this version.]

Section 1. Introduction

Slide 1.1 Autoplay

Slide 1.1 Transcript

Select "Autoplay on" if you would like this training to automatically advance at the end of each slide. Or select "Autoplay off" to manually advance, which will require you to select, "Next" after every slide.

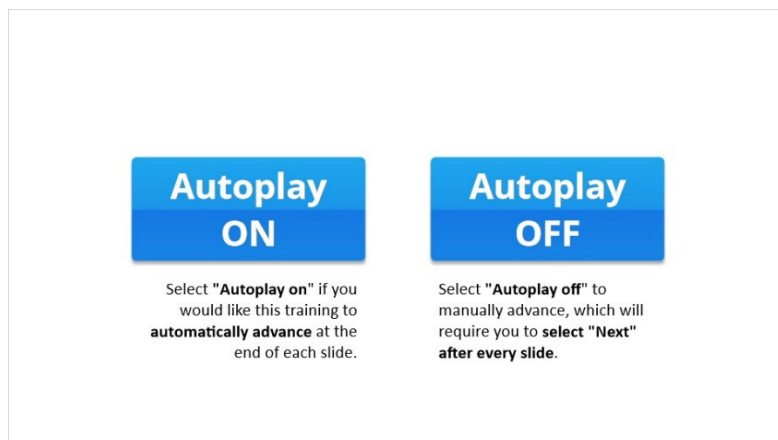
Slide 1.1 Text and appearance

Select **"Autoplay on"** if you would like this training to **automatically advance** at the end of each slide.

Select **"Autoplay off"** to manually advance, which will require you to **select "Next" after every slide**.

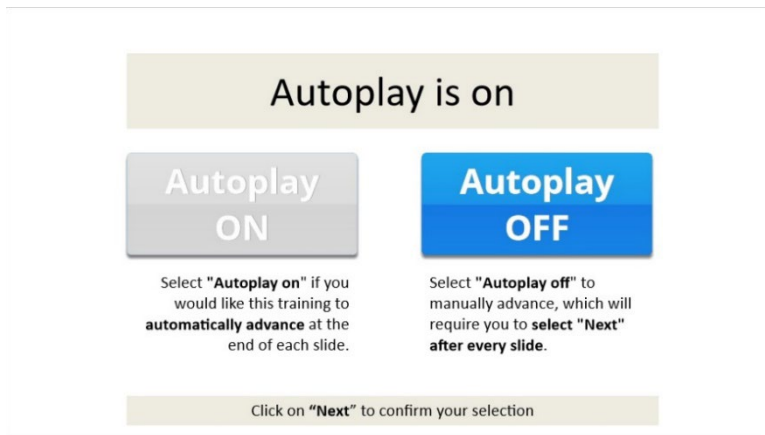
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[Autoplay off button]



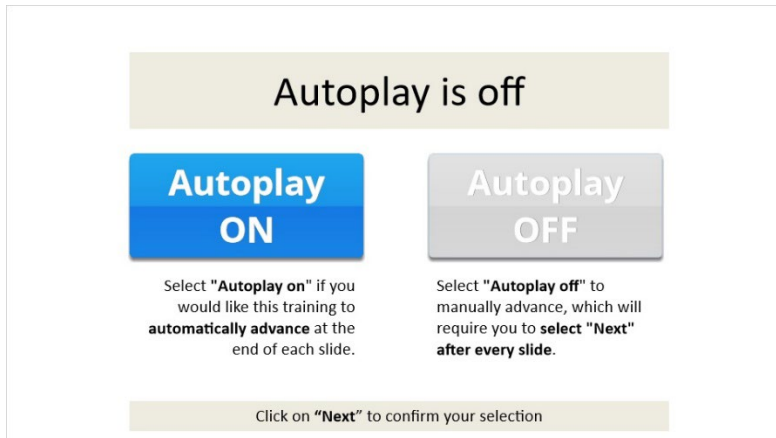
Slide 1.1 Feedback to learner selecting “Autoplay on” button [slide layer]: transcript, text and appearance

Autoplay is on. Click on “Next” to confirm your selection.



Slide 1.1 Feedback to learner selecting “Autoplay off” button [slide layer]: transcript, text and appearance

Autoplay is off. Click on “Next” to confirm your selection.



Slide 1.2 Introduction

Slide 1.2 Transcript

Welcome to the University of California’s online Abusive Conduct in the Workplace training.

Slide 1.2 Text and appearance

[University of California Risk & Safety training logo]

Abusive Conduct in the Workplace

January 2023



Slide 1.3 Instructions (How to use)

Slide 1.3 Transcript

Before we begin, please note that you can read the information presented (without having to listen to the narrator) at any time by clicking on the “Script” tab. To disable the audio, click on the sound icon at the bottom.

Also, this is an interactive tutorial. You will often be prompted to click on an area or make a decision before proceeding to the next section of the course.

If you cannot access content or use features in this training due to an accessibility-related issue, please complete the Accessibility Needs Request form in the “Resources” tab. The “Resources” tab is located in the top right-hand side of your training player.

Slide 1.3 Text and appearance

[Laptop displaying eCourse player and slide]

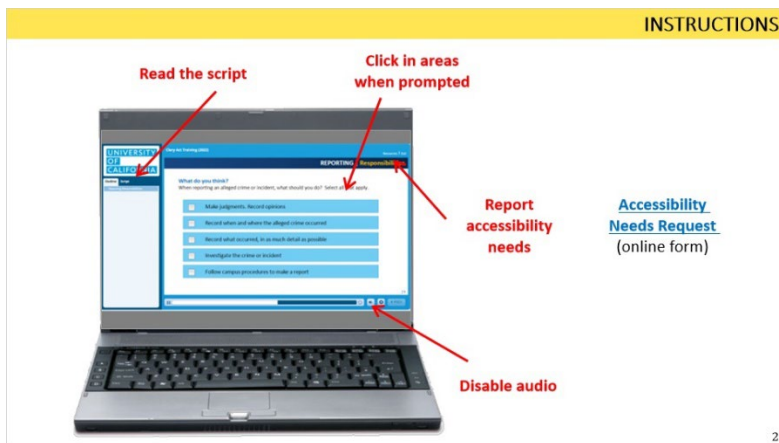
[Arrow pointing to Script tab in player controls] Read the script

[Arrow pointing to slide] Click in areas when prompted

[Arrow pointing to Resources menu in player controls] Report accessibility needs

[Arrow pointing to volume button in player controls] Disable audio

[Accessibility Needs Request](#) (online form)



Slide 1.4 UC Policy | Abusive Conduct in the Workplace

Slide 1.4 Transcript

This course will introduce the UC Policy on Abusive Conduct in the Workplace. For more information, including policy application, scope, responsibilities, and to review the policy in its entirety, visit the UCOP website.

You may also access the policy through the “resources” tab of the training player.

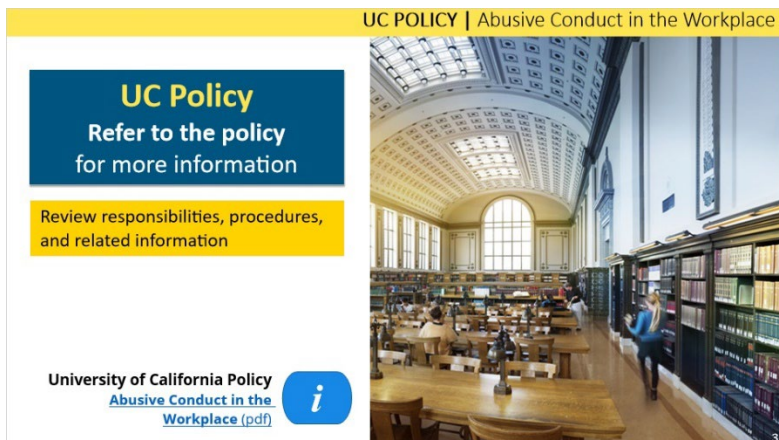
Slide 1.4 Text and appearance

UC Policy

Refer to the policy for more information.

Review responsibilities, procedures, and related information.

University of California Policy [Abusive Conduct in the Workplace \(pdf\)](#)



Slide 1.5 Who does the policy cover?

Slide 1.5 Transcript

The policy intends to protect you and all members of the University community. It prohibits acts of Abusive Conduct in the Workplace by, and against, all University employees, unpaid interns, and third parties (such as vendors).

For more information about how the policy applies to students, refer to the policy online.

Slide 1.5 Text and appearance

The policy protects all members of the University Community **by prohibiting Abusive Conduct in the Workplace.**

Employees

Unpaid Interns

Third Parties

Students



Slide 1.6 Objectives

Slide 1.6 Transcript

By the end of this training, you will be able to:

- Recognize Abusive Conduct
- Identify prevention strategies
- Follow procedures to report, and be familiar with the University’s response; and
- Access additional information

Slide 1.6 Text and appearance

Overview, Recognize Abusive Conduct

Prevention, Identify prevention strategies

Procedures, Follow procedures to report, and be familiar with the University’s response

Resources, Access additional information



Slide 1.7 Menu

Slide 1.7 Transcript

Select a topic to begin.

Slide 1.7 Text and appearance

Overview, Recognize Abusive Conduct [[jump to Section 2 Overview](#)]

Prevention, Identify prevention strategies [[jump to Section 3 Prevention](#)]

Procedures, Follow procedures to report, and be familiar with the University's response [[jump to Section 4 Procedures \(Response\)](#)]

Resources, Access additional information [[jump to Section 5 Resources](#)]

MENU

Overview Recognize Abusive Conduct	Prevention Identify prevention strategies
Procedures Follow procedures to report, and be familiar with the University's response	Resources Access additional information

take test 6

Section 2. Overview

Slide 2.1 Video | What is Abusive Conduct

Slide 2.1 Transcript

Did you know that abusive conduct can interfere with the ability to learn, teach, research, and work? This is because abusive conduct can erode morale, lead to stress, and disrupt the functioning of the University.

But what constitutes abusive conduct?

And what happens when people do it in an educational, clinical, research, or administrative setting? The University of California defines abusive conduct as harassing or threatening behavior that is sufficiently severe, persistent, or pervasive; and that denies, adversely limits, or interferes with someone's participation or benefit from the education, employment, clinical or other programs or activities of the University.

It creates an environment that a reasonable person would find intimidating or offensive, and unrelated to legitimate interests, whether intended or not.

Examples of abusive conduct may include: insulting language; rumors; degrading gestures; insults; encouraging others to intimidate; egregious comments and teasing; interfering with property or equipment; circulating photos, videos, or information without legitimate business or educational purposes; unwanted physical contact; excluding others; demands or refusing to take "no" for an answer; threats to block opportunities; and sabotaging or undermining others' work.

But there is a difference between abusive conduct and appropriate supervision. Abusive conduct does not include appropriate instruction, grading, assessment, evaluation, performance management, or providing appropriate feedback.

Examples of reasonable actions when carried out appropriately can include performance appraisals and constructive feedback; student grading, and restricting access; meeting to address performance; ambitious goal setting; investigating misconduct; counseling or disciplining and assertive behavior, or disagreements; unpopular statements or controversial opinions; expressing differences of opinion; participating in formal investigations; and exercising academic freedom.

Academic freedom that is protected includes comments about scholarship, instruction, curriculum approaches, opposing opinions about policy issues or academic achievement. Even if the content is considered insulting by the recipient; and even if delivered passionately.

Differences of opinion, miscommunication, differences in work styles, business disagreements handled professionally, interpersonal conflicts, and occasional problems in working relations are an inevitable part of working life, and do not necessarily constitute abusive conduct.

If you've been involved in abusive conduct, you should report it immediately. Reports are followed by an initial assessment. This can result in early resolution or formal investigations. Learn more about what happens when there are allegations of abusive conduct by reviewing the University policy on Abusive Conduct in the Workplace.

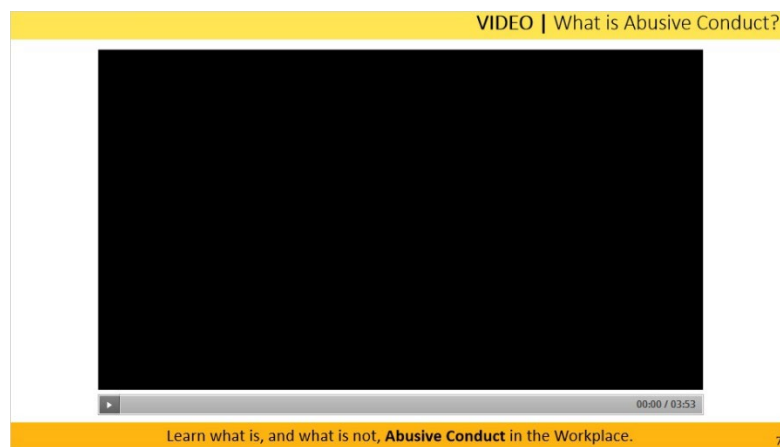
The University does not tolerate abusive conduct. We recognize that academic freedom and academic speech are not limitless. When used in a clinical setting, there are impacts to patient safety and quality of care. While a reasonable person can find behavior hostile, offensive, and unrelated to legitimate business interests; it's important to learn the difference between what is, and is not, considered abusive conduct. That's why it is our responsibility to treat others with respect and cultivate a positive environment free of abusive conduct.

Slide 2.1 Synched text displayed in video

[The videos in this course feature text intended to reinforce the video's audio. [Jump to the Slide 2.1 Video Synched Text section](#) to explore the text synched with this video's audio.]

Slide 2.1 Slide text and appearance

Learn what is, and what is not, **Abusive Conduct** in the Workplace.



Slide 2.2 Abusive Conduct | Examples

Slide 2.2 Transcript

Now that you're familiar with the policy, and how to define Abusive Conduct, let's exercise what you've learned.

What do you think? Which of the following behaviors may be an example of potential Abusive Conduct? Select all that apply.

- Making unpopular statements on controversial issues
- Spreading malicious rumors
- Sabotaging a person's work performance
- Delivering constructive feedback
- Making egregious comments about a person's lifestyle

Slide 2.2 Text and appearance

What do you think?

Which of the following behaviors may be an example of potential Abusive Conduct? Select all that apply. [Unlimited attempts allowed]

[Answer choice 1] Making unpopular statements on controversial issues

[Answer choice 2] Spreading malicious rumors

[Answer choice 3] Sabotaging a person's work performance

[Answer choice 4] Delivering constructive feedback

[Answer choice 5] Making egregious comments about a person's lifestyle

What do you think?

Which of the following behaviors may be an example of potential Abusive Conduct? Select all that apply.

- Making unpopular statements on controversial issues
- Spreading malicious rumors
- Sabotaging a person's work performance
- Delivering constructive feedback
- Making egregious comments about a person's lifestyle



Slide 2.2 Correct answer

[The correct combination of answer choices is:]

[Answer choice 2] Spreading malicious rumors

[Answer choice 3] Sabotaging a person's work performance

[Answer choice 5] Making egregious comments about a person's lifestyle

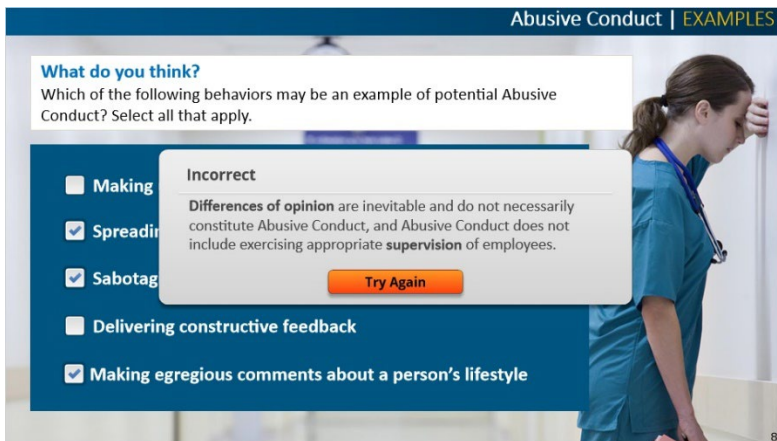
Slide 2.2 Feedback to submission of any incorrect answer combination [slide layer]: transcript, text and appearance

Incorrect.

Differences of opinion are inevitable and do not necessarily constitute Abusive Conduct, and Abusive Conduct does not include exercising appropriate **supervision** of employees.

Try again.

[Try again button]

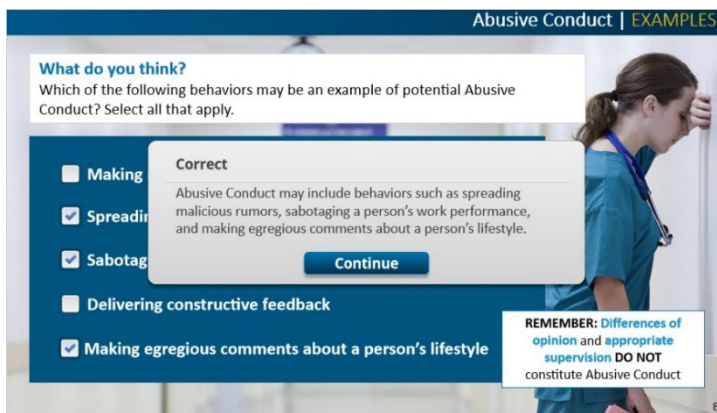


Slide 2.2 Feedback to correct answer submission [slide layer]: transcript, text and appearance

Correct.

Abusive Conduct may include behaviors such as spreading malicious rumors, sabotaging a person's work performance, and making egregious comments about a person's lifestyle. **Remember: Differences of opinion** and **appropriate supervision DO NOT** constitute Abusive Conduct.

[Continue button]



Slide 2.3 What is not Abusive Conduct? [first slide in series of slides]

Slide 2.3 Transcript

It is important to recognize that not all interactions that may be unpleasant are necessarily Abusive Conduct. Categorize the following behaviors. Select either “Abusive Conduct” or “Reasonable behavior”.

Providing negative performance appraisals to employees.

Slide 2.3 Text and appearance

Categorize the following behavior as abusive or reasonable:

Providing negative performance appraisals to employees

[Unlimited attempts allowed]

[Choose Abusive Conduct button]

[Choose Reasonable Behavior button]



Slide 2.3 Correct answer

Reasonable behavior.

Slide 2.3 Feedback to incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect. Try again.

[Try again button]

The screenshot shows a quiz interface with a yellow header bar containing the text "WHAT IS NOT ABUSIVE CONDUCT?". Below the header, the instruction "Categorize the following behavior as abusive or reasonable:" is displayed. A text box contains the question: "Providing negative performance appraisals to employees". Below the text box is a photograph of a man with a beard talking on a mobile phone. A yellow banner across the middle of the screen displays the word "INCORRECT" in bold black letters. To the right of the banner is a dark grey button with the text "Try again". Below the banner are two buttons: an orange button labeled "ABUSIVE CONDUCT" and a teal button labeled "REASONABLE BEHAVIOR". A small number "9" is visible in the bottom right corner of the slide.

Slide 2.4 What is not Abusive Conduct? [second slide in series of slides]

[Note: this slide contains the feedback for answering the previous slide's question correctly]

Slide 2.4 Transcript

Correct.

Categorize the following behavior as abusive or reasonable.

Participating in debates.

Slide 2.4 Text and appearance

Categorize the following behavior as abusive or reasonable:

Participating in debates

[Unlimited attempts allowed]

[Choose Abusive Conduct button]

[Choose Reasonable Behavior button]

- Providing negative performance appraisals

WHAT IS NOT ABUSIVE CONDUCT?

Categorize the following behavior as abusive or reasonable:

Participating in debates



ABUSIVE CONDUCT **REASONABLE BEHAVIOR**

• Providing negative performance appraisals

9a

Slide 2.4 Correct answer

Reasonable behavior

Slide 2.4 Feedback to incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect. Try again.

[Try again button]

WHAT IS NOT ABUSIVE CONDUCT?

Categorize the following behavior as abusive or reasonable:

Participating in debates



INCORRECT

Try again

ABUSIVE CONDUCT

REASONABLE BEHAVIOR

- Providing negative performance appraisals

9a

Slide 2.5 What is not Abusive Conduct? [third slide in series of slides]

[Note: this slide contains the feedback for answering the previous slide's question correctly]

Slide 2.5 Transcript

Correct.

Categorize the following behavior as abusive or reasonable.

Making someone the brunt of practical jokes.

Slide 2.5 Text and appearance

Categorize the following behavior as abusive or reasonable:

Making someone the brunt of practical jokes

[Unlimited attempts allowed]

[Choose Abusive Conduct button]

[Choose Reasonable Behavior button]

- Providing negative performance appraisals
- Participating in debates

WHAT IS NOT ABUSIVE CONDUCT?

Categorize the following behavior as abusive or reasonable:

Making someone the brunt of practical jokes



ABUSIVE CONDUCT

REASONABLE BEHAVIOR

- Providing negative performance appraisals
- Participating in debates

9b

Slide 2.5 Correct answer

Abusive conduct

Slide 2.5 Feedback to incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect. Try again.

[Try again button]

WHAT IS NOT ABUSIVE CONDUCT?

Categorize the following behavior as abusive or reasonable:

Making someone the brunt of practical jokes



INCORRECT

Try again

ABUSIVE CONDUCT

REASONABLE BEHAVIOR

- Providing negative performance appraisals
- Participating in debates

9b

Slide 2.6 What is not Abusive Conduct? [fourth slide in series of slides]

[Note: this slide contains the feedback for answering the previous slide's question correctly]

Slide 2.6 Transcript

Correct.

Categorize the following behavior as abusive or reasonable.

Engaging in assertive behavior.

Slide 2.6 Text and appearance

Categorize the following behavior as abusive or reasonable:

Engaging in assertive behavior

[Unlimited attempts allowed]

[Choose Abusive Conduct button]

- Making someone the brunt of practical jokes

[Choose Reasonable Behavior button]

- Providing negative performance appraisals
- Participating in debates

WHAT IS NOT ABUSIVE CONDUCT?

Categorize the following behavior as abusive or reasonable:

Engaging in assertive behavior



ABUSIVE CONDUCT

- Making someone the brunt of practical jokes

REASONABLE BEHAVIOR

- Providing negative performance appraisals
- Participating in debates

9c

Slide 2.6 Correct answer

Reasonable behavior

Slide 2.6 Feedback to incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect. Try again.

[Try again button]

WHAT IS NOT ABUSIVE CONDUCT?

Categorize the following behavior as abusive or reasonable:

Engaging in assertive behavior



INCORRECT

Try again

ABUSIVE CONDUCT

- Making someone the brunt of practical jokes

REASONABLE BEHAVIOR

- Providing negative performance appraisals
- Participating in debates

9c

Slide 2.7 What is not Abusive Conduct? Examples

[Note: this slide contains the feedback for answering the previous slide’s question correctly]

Slide 2.7 Transcript

Correct!

In general, Abusive Conduct does not include exercising appropriate supervision of employees, participating in debates, or engaging in assertive behavior. For additional examples of conduct that generally does not constitute abusive behavior, select the “What is NOT Abusive Conduct” button. When you’re ready to proceed, select “next”.

Slide 2.7 Text and appearance

Correct! In general, Abusive Conduct **does not include** exercising appropriate supervision of employees, participating in debates, or engaging in assertive behavior.

Abusive Conduct

- Making someone the brunt of practical jokes

Reasonable Behavior

- Providing negative performance appraisals
- Participating in debates
- Engaging in assertive behavior

[What is NOT abusive conduct button; opens Examples of Reasonable Actions slide layer]

WHAT IS NOT ABUSIVE CONDUCT? Examples

CORRECT! In general, Abusive Conduct **does not include** exercising appropriate supervision of employees, participating in debates, or engaging in assertive behavior.

What is NOT ABUSIVE CONDUCT

ABUSIVE CONDUCT

- Making someone the brunt of practical jokes

REASONABLE BEHAVIOR

- Providing negative performance appraisals
- Participating in debates
- Engaging in assertive behavior

9d

Slide 2.7 Examples of Reasonable Actions [slide layer]: transcript, text and appearance

Examples of reasonable actions when carried out appropriately include:

- Providing performance appraisals to employees, including negative appraisals
- Delivering constructive feedback
- Grading student performance, including negative assessments
- Coaching or providing constructive feedback
- Monitoring or restricting access to sensitive and confidential information for legitimate business reasons
- Scheduling regular or ongoing meetings to address performance issues
- Setting ambitious performance goals to align with departmental goals
- Investigating alleged misconduct or violation of University policy
- Engaging in assertive behavior
- Having a disagreement
- Making unpopular statements or articulating positions on controversial issues
- Participating in debates and expressing differences of opinion about academic decisions
- Participating in a formal complaint resolution or grievance process
- Exercising academic freedom

For additional information and examples, refer to the policy.

[Slide layer text only] **University of California Policy** [Abusive Conduct in the Workplace \(pdf\)](#)

EXAMPLES OF REASONABLE ACTIONS

when carried out appropriately include:

- Providing performance appraisals to employees, including negative appraisals
- Delivering constructive feedback
- Grading student performance, including negative assessments
- Coaching or providing constructive feedback
- Monitoring or restricting access to sensitive and confidential information for legitimate business reasons
- Scheduling regular or ongoing meetings to address performance issues
- Setting ambitious performance goals to align with departmental goals
- Investigating alleged misconduct or violation of University policy
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- Participating in a formal complaint resolution or grievance process
- Exercising academic freedom



University of California
Policy
[Abusive Conduct in the
Workplace \(pdf\)](#)

9a

Slide 2.8 Scenario | Academic (Student)

Slide 2.8 Transcript

Remember, not all abusive behavior looks the same.

Considering what you've learned so far, review the following situation, and determine whether it is an example of Abusive Conduct.

A student and their professor have been engaged in a discussion over email about an extension for an assignment deadline. After lengthy emails back and forth, the professor wrote, "I will not approve an extension, and I will not respond further to your emails." The student went to complain to the Dean of Students about mistreatment from the professor. Is this an example of Abusive Conduct? Select the best response.

- No. The professor is handling this academic situation professionally.
- Yes. The professor is excluding the student from classroom activities.
- Yes. The student's repeated emails are harassing the professor.

Slide 2.8 Text and appearance

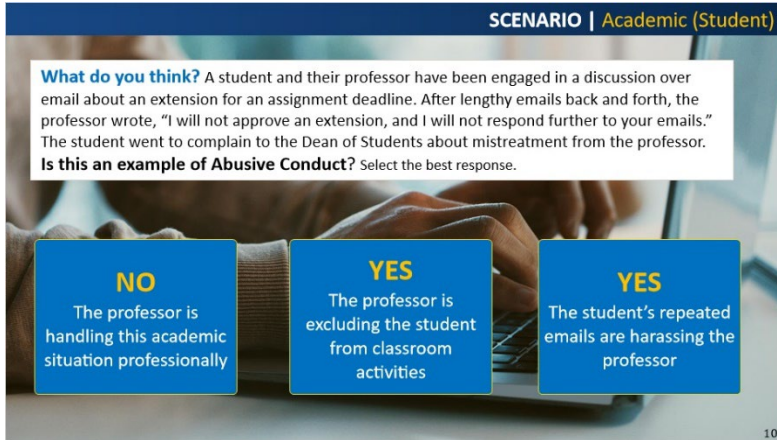
What do you think? A student and their professor have been engaged in a discussion over email about an extension for an assignment deadline. After lengthy emails back and forth, the professor wrote, "I will not approve an extension, and I will not respond further to your emails." The student went to complain to the Dean of Students about mistreatment from the professor.

Is this an example of Abusive Conduct? Select the best response. [Unlimited attempts allowed]

[Answer choice 1] **No.** The professor is handling this academic situation professionally

[Answer choice 2] **Yes.** The professor excluding the student from classroom activities

[Answer choice 3] **Yes.** The student's repeated emails are harassing the professor



SCENARIO | Academic (Student)

What do you think? A student and their professor have been engaged in a discussion over email about an extension for an assignment deadline. After lengthy emails back and forth, the professor wrote, "I will not approve an extension, and I will not respond further to your emails." The student went to complain to the Dean of Students about mistreatment from the professor.

Is this an example of Abusive Conduct? Select the best response.

NO The professor is handling this academic situation professionally	YES The professor is excluding the student from classroom activities	YES The student's repeated emails are harassing the professor
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10

Slide 2.8 Correct answer

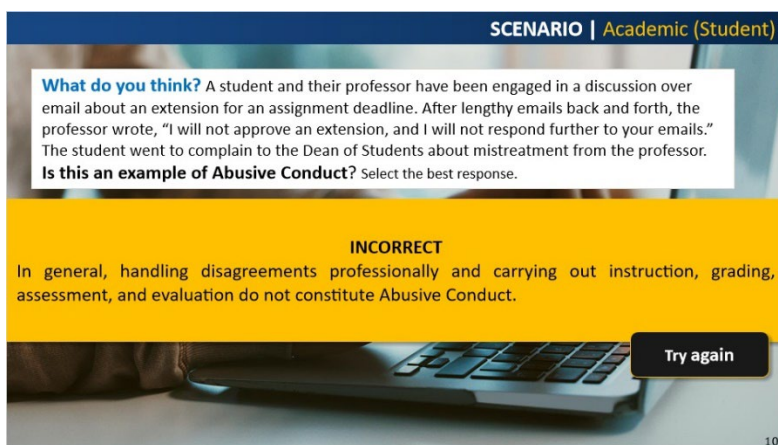
[Answer choice 1] No. The professor is handling this academic situation professionally.

Slide 2.8 Feedback to incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

In general, handling disagreements professionally and carrying out instruction, grading, assessment, and evaluation do not constitute Abusive Conduct. Try again.

[Try again button]



The screenshot shows a quiz interface. At the top, it says "SCENARIO | Academic (Student)". Below that, a text box contains the scenario: "What do you think? A student and their professor have been engaged in a discussion over email about an extension for an assignment deadline. After lengthy emails back and forth, the professor wrote, 'I will not approve an extension, and I will not respond further to your emails.' The student went to complain to the Dean of Students about mistreatment from the professor. Is this an example of Abusive Conduct? Select the best response." Below the text box, a yellow banner displays the word "INCORRECT" in bold. Underneath the banner, the feedback text reads: "In general, handling disagreements professionally and carrying out instruction, grading, assessment, and evaluation do not constitute Abusive Conduct." At the bottom right of the slide, there is a dark button labeled "Try again". The slide number "10" is visible in the bottom right corner.

Slide 2.8 Feedback to correct answer submission [slide layer]: transcript, text and appearance

Correct!

In general, handling disagreements professionally and carrying out instruction, grading, assessment, and evaluation do not constitute Abusive Conduct.

It is important to note that, when alleged Abusive Conduct is reported, the University will respond in accordance with procedures and timelines set forth in the policy.

What do you think? A student and their professor have been engaged in a discussion over email about an extension for an assignment deadline. After lengthy emails back and forth, the professor wrote, "I will not approve an extension, and I will not respond further to your emails." The student went to complain to the Dean of Students about mistreatment from the professor. **Is this an example of Abusive Conduct?** Select the best response.

CORRECT!

In general, handling disagreements professionally and carrying out instruction, grading, assessment, and evaluation do not constitute Abusive Conduct.

It is important to note that, when alleged Abusive Conduct is reported, the University will respond in accordance with procedures and timelines set forth in the policy.

10

Slide 2.9 Scenario | Power Imbalance (Staff)

Slide 2.9 Transcript

Here's another scenario for your consideration. What do you think?

Dr. J is the best-funded researcher in their department. Their prolific research team attracts many employees who are dependent on Dr. J for their funding. Postdoc F., from Dr. J's lab, asks to meet with you. They allege that Dr. J mistreats their mentees, has an explosive temper, frequently shouts, and accuses the trainees of being stupid or uncommitted to science.

Postdoc F. further alleges that Dr. J routinely requires excessive hours of work in the lab, including evenings and weekends. Postdoc F even stated that Dr. J retaliated against them directly for taking a day of absence, accused them of laziness, and rescinded their approved vacation. Dr. J even withheld approval of Postdoc F.'s publication for months, which prevented them from going on the job market.

Is this scenario an example of potential Abusive Conduct? Select one.

- Yes. Dr. J's behavior is persistent, intimidating, and limiting.
- No. There were probably operational needs to withhold Postdoc F.'s publication.
- Maybe. It depends on how many hours of overtime Postdoc F. worked.

Slide 2.9 Text and appearance

What do you think?

Dr. J is the best-funded researcher in their department. Their prolific research team attracts many employees who are dependent on Dr. J for their funding. Postdoc F., from Dr. J's lab, asks to meet with you. They allege that Dr. J mistreats their mentees, has an explosive temper, frequently shouts, and accuses the trainees of being stupid or uncommitted to science.

Postdoc F. further alleges that Dr. J routinely requires excessive hours of work in the lab, including evenings and weekends. Postdoc F even stated that Dr. J retaliated against them directly for taking a day of absence, accused them of laziness, and rescinded their approved vacation. Dr. J even withheld approval of Postdoc F.'s publication for months, which prevented them from going on the job market.

Is this scenario an example of potential Abusive Conduct? Select one. [Unlimited attempts allowed]

[Answer choice 1] **Yes.** Dr. J's behavior is persistent, intimidating, and limiting.

[Answer choice 2] **No.** There were probably operational needs to withhold Postdoc F.'s publication.

[Answer choice 3] **Maybe.** It depends on how many hours of overtime Postdoc F. worked.

SCENARIO | Power Imbalance (Staff)

What do you think?
Dr. J is the best-funded researcher in their department. Their prolific research team attracts many employees who are dependent on Dr. J for their funding. Postdoc F., from Dr. J's lab, asks to meet with you. They allege that Dr. J mistreats their mentees, has an explosive temper, frequently shouts, and accuses the trainees of being stupid or uncommitted to science.

Postdoc F. further alleges that Dr. J routinely requires excessive hours of work in the lab, including evenings and weekends. Postdoc F even stated that Dr. J retaliated against them directly for taking a day of absence, accused them of laziness, and rescinded their approved vacation. Dr. J even withheld approval of Postdoc F.'s publication for months, which prevented them from going on the job market.

Is this scenario an example of potential Abusive Conduct? Select one

YES
Dr. J's behavior is persistent, intimidating, and limiting

NO
There were probably operational needs to withhold Postdoc F's publication

MAYBE
It depends on how many hours of overtime Postdoc F. worked

11

Slide 2.9 Correct answer

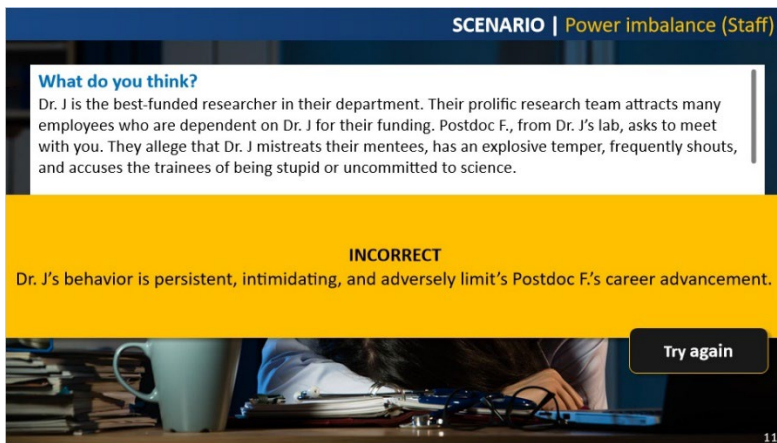
[Answer choice 1] **Yes.** Dr. J's behavior is persistent, intimidating, and limiting.

Slide 2.9 Feedback to incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

Dr. J's behavior is persistent, intimidating, and adversely limit's Postdoc F.'s career advancement.

[Try again button]



The screenshot shows a quiz interface with a dark blue header containing the text "SCENARIO | Power imbalance (Staff)". Below the header is a white text box with the question "What do you think?" and a paragraph of text: "Dr. J is the best-funded researcher in their department. Their prolific research team attracts many employees who are dependent on Dr. J for their funding. Postdoc F., from Dr. J's lab, asks to meet with you. They allege that Dr. J mistreats their mentees, has an explosive temper, frequently shouts, and accuses the trainees of being stupid or uncommitted to science." Below the text box is a large yellow banner with the word "INCORRECT" in bold black letters. Underneath the banner, the text "Dr. J's behavior is persistent, intimidating, and adversely limit's Postdoc F.'s career advancement." is displayed. At the bottom right of the interface is a "Try again" button. The background of the interface shows a person's hands working at a desk with a laptop and a mug.

Slide 2.9 Feedback to correct answer submission [slide layer]: transcript, text and appearance

Correct.

Dr. J's behavior is persistent, intimidating, and **limits career advancement opportunities** for Postdoc F.

This scenario is a reminder that allegations of Abusive Conduct may be complicated and involve many factors. There may be operational needs to work excessive hours, deny vacation time, or withhold publication in some circumstances. However, behavior that is **persistent, offensive, and adversely limiting** constitutes Abusive Conduct.

It is important to note that the relationship between parties will be considered when evaluating conduct. **Power imbalances**, such as between employee and supervisor, or between faculty and staff, may contribute to deciding whether behavior is determined to be abusive.

CORRECT!

Dr. J's behavior is persistent, intimidating, and **limits career advancement opportunities** for Postdoc F.

This scenario is a reminder that allegations of Abusive Conduct may be complicated and involve many factors. There may be operational needs to work excessive hours, deny vacation time, or withhold publication in some circumstances. However, behavior that is **persistent, offensive, and adversely limiting** constitutes Abusive Conduct.

It is important to note that the relationship between parties will be considered when evaluating conduct. **Power imbalances**, such as between employee and supervisor, or between faculty and staff, may contribute to deciding whether behavior is determined to be abusive.

11

Slide 2.10 Scenario | Academic Freedom (Faculty)**Slide 2.10 Transcript**

Let's explore the topic of academic freedom further by examining this scenario.

In his Modern US History class, Professor M. gave a lecture, which focused on the US Government's role in 9/11. A student questioned the professor's conclusion and a lively discussion ensued. The student, who continues to have an alternative viewpoint, complained to the Department Chair about the professor.

Is this an example of Abusive Conduct? Select the best response.

- Yes. The student publicly disagreed with the professor.
- Yes. The professor's controversial viewpoint generated distracting conversation.
- No. The professor's conduct is covered by academic freedom, which extends to the classroom.

Slide 2.10 Text and appearance

What do you think? In his Modern US History class, Professor M. gave a lecture, which focused on the US Government's role in 9/11. A student questioned the professor's conclusion and a lively discussion ensued. The student, who continues to have an alternative viewpoint, complained to the Department Chair about the professor.

Is this an example of Abusive Conduct? Select the best response. [Unlimited attempts allowed]

[Answer choice 1] Yes. The student publicly disagreed with the professor.

[Answer choice 2] Yes. The professor's controversial viewpoint generated distracting conversation.

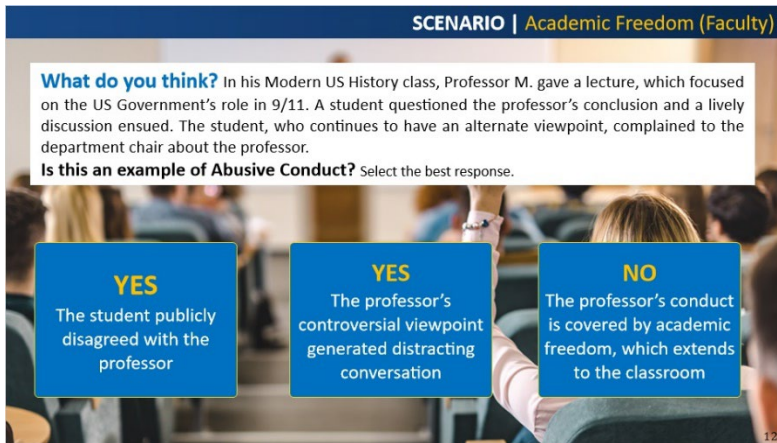
[Answer choice 3] No. The professor's conduct is covered by academic freedom, which extends to the classroom.

SCENARIO | Academic Freedom (Faculty)

What do you think? In his Modern US History class, Professor M. gave a lecture, which focused on the US Government's role in 9/11. A student questioned the professor's conclusion and a lively discussion ensued. The student, who continues to have an alternate viewpoint, complained to the department chair about the professor.

Is this an example of Abusive Conduct? Select the best response.

YES The student publicly disagreed with the professor	YES The professor's controversial viewpoint generated distracting conversation	NO The professor's conduct is covered by academic freedom, which extends to the classroom
---	--	---

A photograph of a classroom setting. A student in the foreground is raising their right hand, indicating they want to speak or ask a question. The background shows other students seated at desks, and a professor is partially visible at the front of the room. The image is used as a background for the scenario text.

Slide 2.10 Correct answer

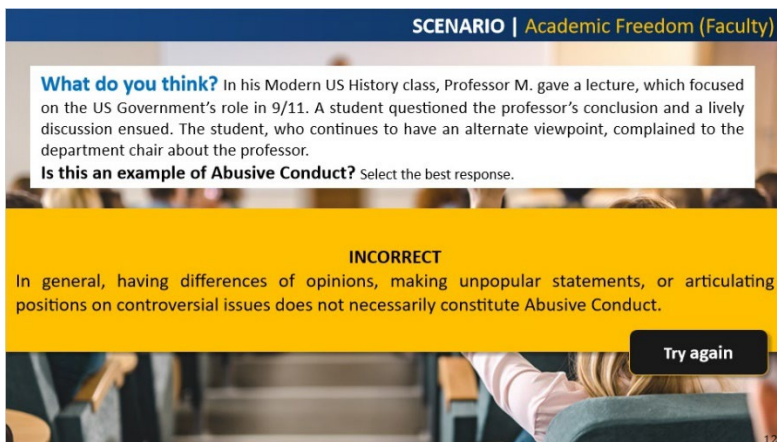
[Answer choice 3] No. The professor's conduct is covered by academic freedom, which extends to the classroom.

Slide 2.10 Feedback to incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

In general, having differences of opinions, making unpopular statements, or articulating positions on controversial issues does not necessarily constitute Abusive Conduct. Try again.

[Try again button]



The screenshot shows a quiz interface. At the top, a blue header reads "SCENARIO | Academic Freedom (Faculty)". Below this, a white text box contains the scenario: "What do you think? In his Modern US History class, Professor M. gave a lecture, which focused on the US Government's role in 9/11. A student questioned the professor's conclusion and a lively discussion ensued. The student, who continues to have an alternate viewpoint, complained to the department chair about the professor. Is this an example of Abusive Conduct? Select the best response." Below the text box, a yellow banner displays the word "INCORRECT" in bold. Underneath the banner, the feedback text reads: "In general, having differences of opinions, making unpopular statements, or articulating positions on controversial issues does not necessarily constitute Abusive Conduct." A black button with the text "Try again" is positioned at the bottom right of the feedback area. The background of the slide shows a blurred image of a classroom.

Slide 2.10 Feedback to correct answer submission [slide layer]: transcript, text and appearance

Correct!

As described, the conduct in this situation does not constitute Abusive Conduct. The professor's behavior is covered by **academic freedom**, which includes the right to express views on matters of public importance. This right extends to curriculum and instruction in the classroom.

Remember: In general, making **unpopular statements** or articulating positions on **controversial issues** does not constitute Abusive Conduct.

What do you think? In his Modern US History class, Professor M. gave a lecture, which focused on the US Government's role in 9/11. A student questioned the professor's conclusion and a lively discussion ensued. The student, who continues to have an alternate viewpoint, complained to the department chair about the professor.

Is this an example of Abusive Conduct? Select the best response.

CORRECT!

As described, the conduct in this situation does not constitute Abusive Conduct. The professor's behavior is covered by **academic freedom**, which includes the right to express views on matters of public importance. This right extends to curriculum and instruction in the classroom.

REMEMBER: In general, making **unpopular statements** or articulating positions on **controversial issues** does not constitute Abusive Conduct.

Slide 2.11 Summary (Overview)

Slide 2.11 Transcript

In summary, remember to:

- Define Abusive Conduct
- Recognize examples of conduct that may be Abusive Conduct; and
- Identify behaviors that generally do not constitute Abusive Conduct

Slide 2.12 Text and appearance

- Define **Abusive Conduct**
- Recognize **examples** of conduct that may be Abusive Conduct
- Identify **behaviors** that generally do not constitute Abusive Conduct



[\[Return to Slide 1.7 Menu\]](#)

Section 3. Prevention

Slide 3.1 Video | How do we stop Abusive Conduct? (Video)

Slide 3.1 Transcript

Can abusive conduct really be prevented? There is always something you can do to prevent abusive conduct from happening before it occurs.

It doesn't mean you always have to confront others. Instead, you can take manageable steps, which include: Informing yourself of the guidelines; Documenting incidents; Setting boundaries; and Reporting the problem. You can also seek counsel to strengthen your coping skills.

Take action to inform yourself of the guidelines, policies, and procedures in the Abusive Conduct in the Workplace policy. Also, review the Principles of Community. These documents define what is considered a respectful working relationship. The Standards of Ethical Conduct can help you identify what's considered legal and professional behavior in its section describing "respect for others." In addition, review the Statement of Ethical Values which provides you guidance on concepts such as integrity, accountability, and the rights and dignity of others.

Document any incidents so they can later be reported. This helps you share useful information to demonstrate the problem, such as: Date, time, who was present; How it affected you, or others; and whether it happened before or if it's part of a pattern.

Recognize that the workplace includes not just the physical space that you work at but can also extend to any space where University business is conducted or in the context of a University program or activity. This includes places you go on University trips, conferences or even at a local restaurant where employee work retirements are held. So, engage appropriately and minimize your exposure whenever you are around others in the UC.

If you observe abusive conduct, indicate to others that you find their conduct unwelcome. Communicate this if you feel safe. Simply saying, "I don't like that joke" might be enough. Do not join in, avoid engaging in inappropriate behavior, and do not allow the offensive actions, banter, or discussions of others to continue.

You can deescalate instances of abusive conduct by learning how to direct, distract, delegate, and/or delay. Directly step in and ask, "Is everything okay here?" Create a distraction by accidentally spilling or dropping something. Delegate by asking someone with authority to help. Delay by checking in on individuals after the fact. You can help reduce trauma by asking, "Is there any way I can support you?"

Instead of, or in addition to, communicating directly you should notify your supervisor, an applicable University office, or the UC Whistleblower hotline about the abusive conduct.

Make use of the free, or low cost, counseling available through the Employee Assistance Program. Student employees may also contact Counseling & Psychological Services. There are other resources you should seek which include Human Resources, Academic Personnel, Ombuds, CARE, and the police.

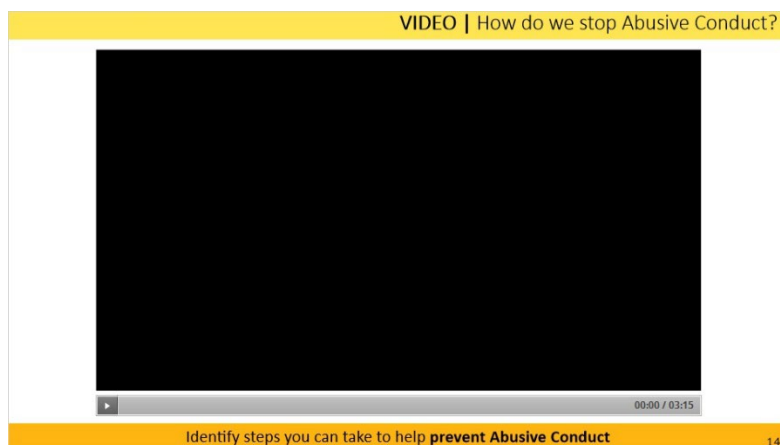
To prevent abusive conduct, make sure to inform yourself, document incidents, set boundaries, and report problems. Get support to reinforce your coping skills. If you, or someone else, are recipients of abusive conduct make sure to follow procedures to help address what happens when there is abusive conduct.

Slide 3.1 Synched text displayed in video

[The videos in this course feature text intended to reinforce the video's audio. [Jump to the Slide 3.1 Video Synched Text section](#) to explore the text synched with this video's audio.]

Slide 3.1 Slide text and appearance

Identify steps you can take to help **prevent Abusive Conduct**.



Slide 3.2 Retaliation | Protection Against

Slide 3.2 Transcript

It is important to note that UC policy prohibits Retaliation against any person who reports Abusive Conduct or participates in an investigation. Any member of the UC community who engages in Retaliation, such as threats, intimidation, or reprisals, may be disciplined.

Slide 3.2 Text and appearance

Understand. **You are protected against Retaliation** for reporting Abusive Conduct.

- Threats
- Intimidation
- Reprisals



Slide 3.3 Summary (Prevention)

Slide 3.3 Transcript

In summary, remember to:

- Identify strategies to prevent Abusive Conduct, and
- Understand your protection from Retaliation

Slide 3.3 Text and appearance

- Identify strategies to prevent Abusive Conduct
- Understand your protection from Retaliation



- Identify strategies to **prevent** Abusive Conduct
- Understand your **protection** from Retaliation

[\[Return to Slide 1.7 Menu\]](#)

Section 4. Procedures (Response)

Slide 4.1 Video | What happens when there is Abuse?

Slide 4.1 Transcript

What happens when there is abuse?

Harassing or threatening behavior has no place in a University environment. When abusive conduct occurs, there are policies that define the roles and procedures that may lead to resolutions, investigations, and recommended actions for the parties involved. While actions may range from discussions to disciplinary actions, not all individuals will be informed of the details of corrective actions.

Investigations of abusive conduct often involve a Complainant — or an individual who alleges or has been subjected to abusive conduct and includes students — and Respondent — or individuals who are alleged to have engaged in it. There may be others involved, such as supervisors and managers, and investigators.

What does the University do when abusive conduct occurs?

As soon as it happens, abusive conduct should be reported. Reports can be made to supervisors and managers, applicable University offices, and/or the UC Whistleblower hotline.

University offices that can help or investigate include Human Resources, Academic Personnel, and Student Affairs.

If abusive conduct is sex-based, reports are handled by the Title IX Office. This includes conduct that is based on: Gender (including gender identity, or gender expression); Sex- or gender stereotyping; or Sexual orientation.

Physical violence or threats are extreme forms of abusive conduct and should be reported to the University of California Police Department or threat response team.

Anonymous reports are taken seriously, and are tracked, even if they cannot be investigated.

There is no time limit for submitting a report. And people should report, even if a significant time has passed. Instead of, or in addition to, reporting abusive conduct, employees may file a grievance or a complaint.

Once reported, offices make an initial assessment within 30 days. The University then proceeds to a resolution. And Complainants are notified in writing about the steps taken to reach resolution.

Resolutions may be either: Early resolution, and/or a Formal investigation. Early resolution includes: discussions or mediations; counseling, coaching, educational, and/or training programs; or corrective action and discipline negotiations.

These actions are started within 60 to 75 business days after initial assessment. Formal investigations include: Interviews of parties involves, and any other witnesses; Document and evidence review; and/or Interim protections or measures taken. Advisors and other support persons may be allowed during the interviews. This process results in a formal written report. Reports are forwarded to the appropriate University official, who recommends next steps. To protect privacy, the Complainants may be notified that the matter has been referred for appropriate administrative action. But Complainants may not be informed of the details of recommended actions, without the Respondent's consent.

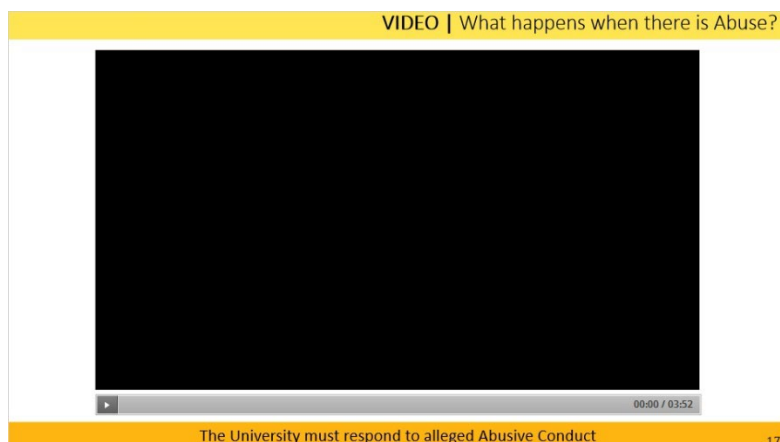
Abusive conduct has a negative impact and creates a climate of fear and disrespect. In a clinical setting, it can result in preventable patient harm. The University of California is committed to providing a safe, supportive, responsive, and equitable environment for all individuals. In turn, all community members are expected to behave in ways that support the University's Principles of Community, and Statement of Ethical Values and Standards of Ethical Conduct.

Slide 4.1 Synched text displayed in video

[The videos in this course feature text intended to reinforce the video's audio. [Jump to the Slide 4.1 Video Synched Text section](#) to explore the text synched with this video's audio.]

Slide 4.1 Slide text and appearance

The University must respond to alleged Abusive Conduct.



Slide 4.2 Report | Based on type of conduct

Slide 4.2 Transcript

You should be aware of special considerations and processes for handling reports of certain conduct.

If you are uncertain how to categorize behavior that you believe to be abusive in nature, report it anyway. The local investigator of the Abusive Conduct report will help determine what happens next.

The mechanics of reporting procedures differ from location to location. Refer to and follow the specific reporting procedures at your location.

Select each category to learn more. When you are ready, select “next” to proceed.

Slide 4.2 Text and appearance

Select each category.

[Select Sexual Violence Sexual Harassment category button]

Title IX Office

[Select Discrimination category button]

Equal Employment Opportunity (Affirmative Action)




[Select Physical Violence category button]

Campus Police or Threat Response Team

Follow your [local procedures](#) to report Abusive Conduct.

REPORT | Based on type of conduct

Select each category.

 Sexual Violence Sexual Harassment	 Discrimination	 Physical Violence
Title IX Office	Equal Employment Opportunity (Affirmative Action)	Campus Police or Threat Response Team

Follow your [local procedures](#) to report Abusive Conduct

18

Slide 4.2 Sexual violence sexual harassment [slide layer]

Sexual violence sexual harassment slide layer transcript

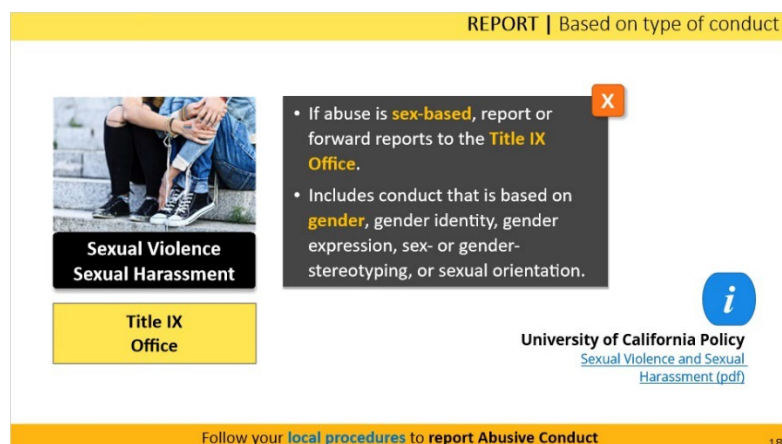
If abuse is sex-based, report or forward reports to the Title IX Office. This includes conduct that is based on gender, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation. For more information, access the University of California Sexual Violence and Sexual Harassment Policy.

Sexual violence sexual harassment slide layer text and appearance

- If abuse is **sex-based**, report or forward reports to the **Title IX Office**.
- Includes conduct that is based on **gender**, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation.

University of California Policy [Sexual Violence and Sexual Harassment \(pdf\)](#)

[Close layer button]



The screenshot shows a slide layer with a yellow header bar containing the text "REPORT | Based on type of conduct". On the left, there is a photograph of two people sitting on a ledge, with a black box overlaid that reads "Sexual Violence Sexual Harassment". Below the photo is a yellow button labeled "Title IX Office". To the right of the photo is a dark grey box with a white 'X' in the top right corner, containing two bullet points: "• If abuse is **sex-based**, report or forward reports to the **Title IX Office**." and "• Includes conduct that is based on **gender**, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation." Below this box is a blue information icon (a lowercase 'i' in a circle). At the bottom right of the slide layer, it says "University of California Policy" followed by a link: "[Sexual Violence and Sexual Harassment \(pdf\)](#)". A yellow footer bar at the very bottom contains the text "Follow your [local procedures](#) to report Abusive Conduct" and the number "18" on the right.

Slide 4.2 Discrimination [slide layer]

Discrimination slide layer transcript

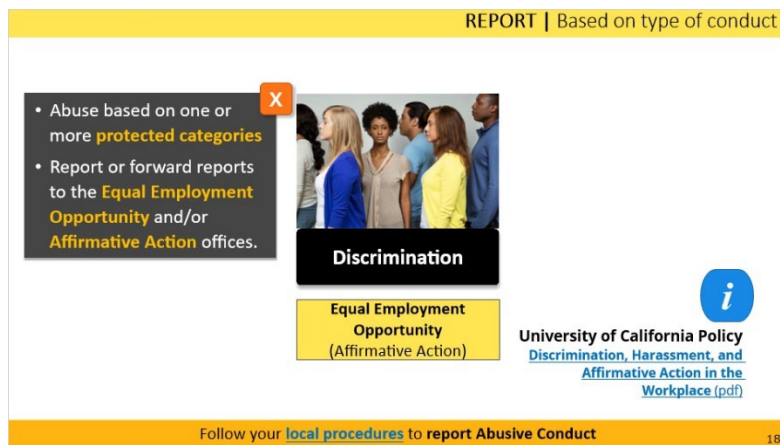
If conduct is based on one or more protected categories, report or forward reports to your local Equal Employment Opportunity and/or Affirmative Action Offices. For additional information, and to review protected categories, access the University of California policy on Discrimination, Harassment, and Affirmative Action in the Workplace.

Discrimination slide layer text and appearance

- Abuse based on one or more **protected categories**
- Report or forward reports to the **Equal Employment Opportunity** and/or **Affirmative Action** offices.

University of California Policy [Discrimination, Harassment, and Affirmative Action in the Workplace \(pdf\)](#)

[Close layer button]



Slide 4.2 Physical violence [slide layer]

Physical violence slide layer transcript

Physical violence or threats of physical violence are extreme forms of Abusive Conduct. Report this behavior to your location's campus police department or threat response team.

Physical violence slide layer text and appearance

- Physical violence or threats of physical violence are **extreme forms of Abusive Conduct**
- Report to the location's campus **police department** or **threat response team**

REPORT | Based on type of conduct

- Physical violence or threats of physical violence are **extreme forms of Abusive Conduct**
- Report to the location's campus **police department** or **threat response team**



Physical Violence

Campus Police or Threat Response Team

Follow your [local procedures](#) to report Abusive Conduct

18

Slide 4.3 Confidential Resources

Slide 4.3 Transcript

Anyone who witnesses or experiences Abusive Conduct may consult confidential resources for support and assistance, such as counseling, conflict resolution, and resource referrals. You can consult confidential resources at any time, and doing so is not considered making a report. Confidential resources at your location include Employee Assistance Programs and the Ombuds Office.

Slide 4.3 Text and appearance

Consult confidential resources at any time

Confidential Resources

Employee Assistance Programs

Ombuds Offices

CARE Office

CONFIDENTIAL RESOURCES



Consult confidential resources at any time

Confidential Resources
Employee Assistance Programs
Ombuds Offices
CARE office

19

Slide 4.4 Privacy & Confidentiality

Slide 4.4 Transcript

The University must balance the privacy interests of people involved in a report of Abusive Conduct against the need to gather information, ensure a fair process, and stop, prevent, and remedy the alleged conduct. In this context, the University protects people's privacy to the extent permitted by law and University policies.

Slide 4.4 Text and appearance

Understand your protections

Privacy and Confidentiality

The University protects people's privacy to the extent permitted by law and University policies.



Slide 4.5 Summary (Procedures)

Slide 4.5 Transcript

You should now be able to:

- Report Abusive Conduct in the Workplace
- Recognize the University's responsibility to respond to alleged Abusive Conduct, and
- Understand options for resolution.

Slide 4.5 Text and appearance

- **Report** Abusive Conduct
- Recognize the University's responsibility to **respond**
- Understand **resolution** options



[\[Return to Slide 1.7 Menu\]](#)

Section 5. Resources

Slide 5.1 Location

Slide 5.1 Transcript

There are various resources available at your campus or location. Select your location to proceed.

Slide 5.1 Text and appearance

Select your campus or location.

[Berkeley button]

[Davis button]

[Irvine button]

[Los Angeles button]

[Merced button]

[Riverside button]

[San Diego button]

[San Francisco button]

[Santa Barbara button]

[Santa Cruz button]

[ANR button]

[LBNL button]

[UCOP button]

Select your campus or location.



22

Slide 5.2 Berkeley

Slide 5.2 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

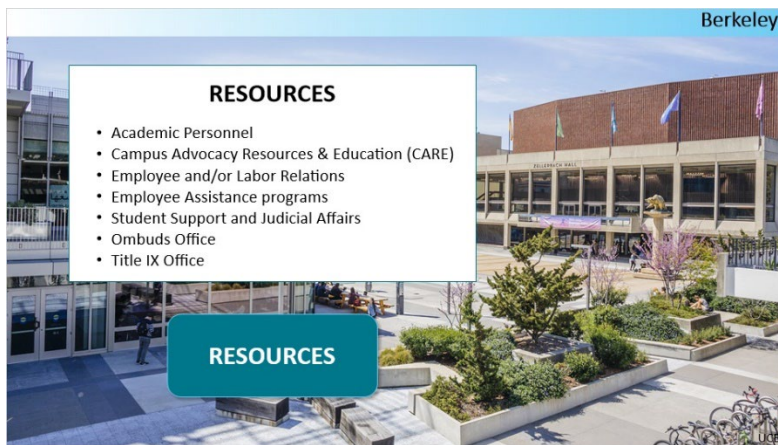
- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.2 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[Berkeley Resources\]](#)



Slide 5.3 Davis

Slide 5.3 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.3 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[Davis Resources\]](#)



Slide 5.4 Irvine

Slide 5.4 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.4 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[Irvine Resources\]](#)



Slide 5.5 Los Angeles]

Slide 5.5 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.5 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[Los Angeles Resources\]](#)



Slide 5.6 Merced

Slide 5.6 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.6 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[Merced Resources\]](#)



Slide 5.7 Riverside

Slide 5.7 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

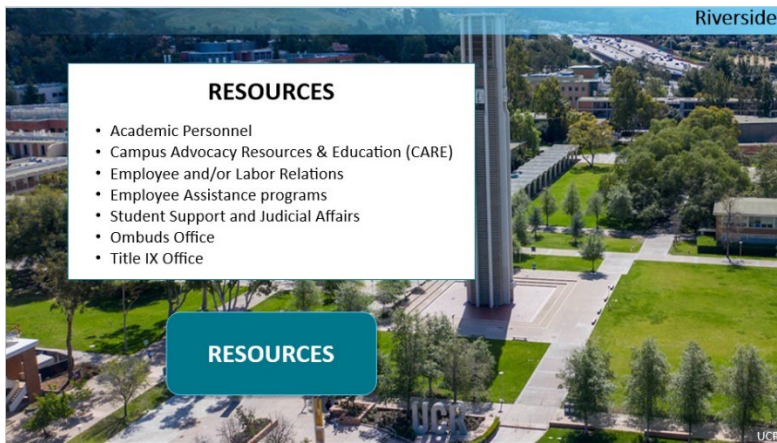
- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.7 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[Riverside Resources\]](#)



Slide 5.8 San Diego

Slide 5.8 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.8 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[San Diego Resources\]](#)



Slide 5.9 San Francisco

Slide 5.9 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

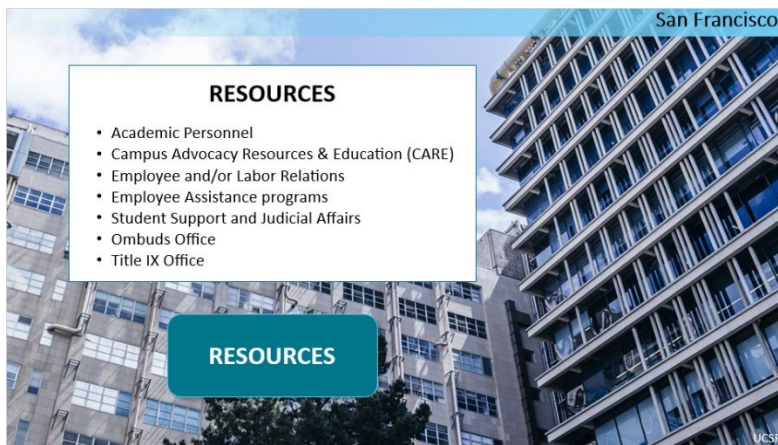
- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.9 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[San Francisco Resources\]](#)



Slide 5.10 Santa Barbara

Slide 5.10 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.10 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[Santa Barbara Resources\]](#)



Slide 5.11 Santa Cruz

Slide 5.11 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.11 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[Santa Cruz Resources\]](#)



Slide 5.12 ANR

Slide 5.12 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

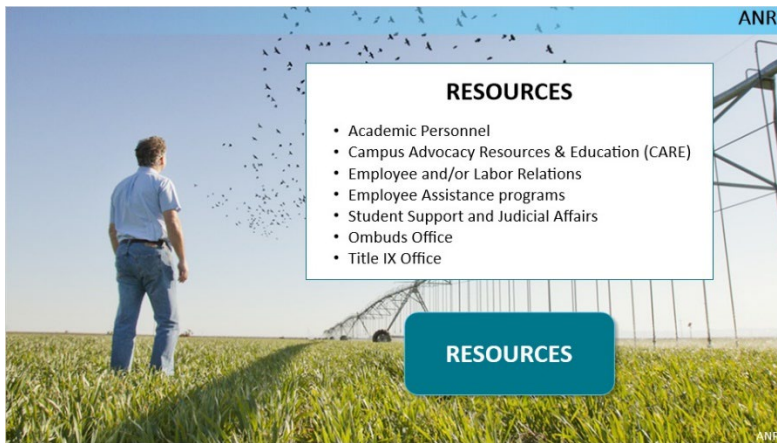
- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.12 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[UC Agriculture and Natural Resources Resources\]](#)



Slide 5.13 LBNL

Slide 5.13 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.13 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[[Lawrence Berkeley National Laboratory Resources](#)]



Slide 5.14 UC Office of the President

Slide 5.14 Transcript

The University has programs in place to support you. Please take a moment to review additional information and resources available to you, such as:

- Employee and/or Labor Relations
- Employee Assistance Programs
- Office of the Ombuds, and more.

Select the “resources” button to begin. Please note that relevant information will populate in a separate browser. We encourage you to note these programs and resources for future reference. When you are ready, return to the training player, and select “next” to proceed.

Slide 5.14 Text and appearance

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

[\[UC Office of the President Resources\]](#)

RESOURCES

- Academic Personnel
- Campus Advocacy Resources & Education (CARE)
- Employee and/or Labor Relations
- Employee Assistance programs
- Student Support and Judicial Affairs
- Ombuds Office
- Title IX Office

RESOURCES

[\[Return to Slide 1.7 Menu\]](#)

Section 6. Test

Slide 6.1 Reminder

Slide 6.1 Transcript

In summary, remember to:

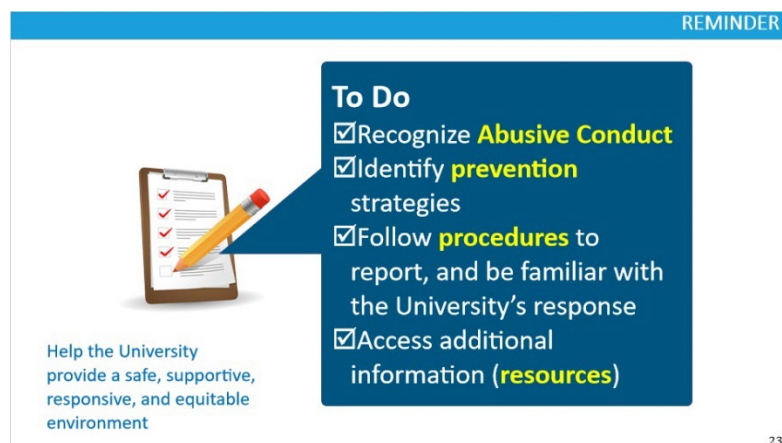
- Recognize Abusive Conduct
- Identify prevention strategies
- Follow procedures to report, and be familiar with the University's response; and
- Access additional information

Slide 6.1 Text and appearance

To Do

- Recognize **Abusive Conduct**
- Identify **prevention** strategies
- Follow **procedures** to report, and be familiar with the University's response
- Access additional information (**resources**)

Help the University provide a safe, supportive, responsive, and equitable environment.



The graphic features a blue header with the word "REMINDER" in white. Below the header, on the left, is an illustration of a clipboard with a checklist and a yellow pencil. To the right of the clipboard is a dark blue rectangular box with white text. The box is titled "To Do" and contains four items, each with a white checkmark icon. The text in the box is: "To Do", "☑ Recognize **Abusive Conduct**", "☑ Identify **prevention** strategies", "☑ Follow **procedures** to report, and be familiar with the University's response", and "☑ Access additional information (**resources**)". In the bottom left corner of the graphic, there is a small blue text box that reads: "Help the University provide a safe, supportive, responsive, and equitable environment". In the bottom right corner of the graphic, the number "23" is displayed.

REMINDER

To Do

- ☑ Recognize **Abusive Conduct**
- ☑ Identify **prevention** strategies
- ☑ Follow **procedures** to report, and be familiar with the University's response
- ☑ Access additional information (**resources**)

Help the University provide a safe, supportive, responsive, and equitable environment

23

Slide 6.2 For more information

Slide 6.2 Transcript

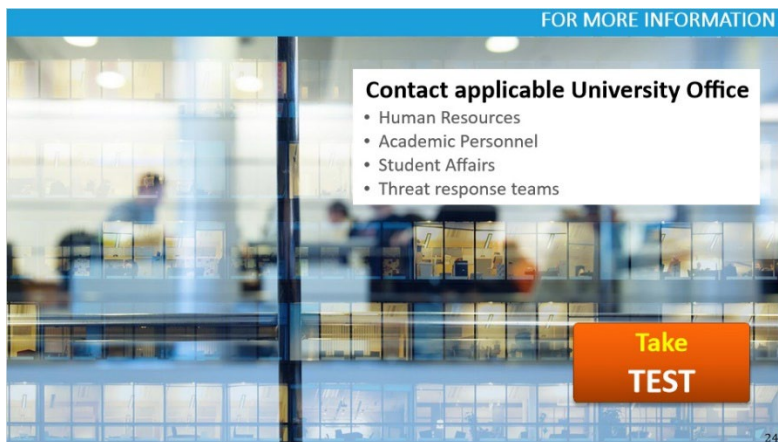
For more information, please refer to your local Abusive Conduct implementing procedures. You may also contact an applicable University office, such as Human Resources, Academic Personnel, Student Affairs, and/or threat response teams. To receive credit for this course, you must complete the test and Acknowledgment. When you are ready, proceed to take test.

Slide 6.2 Text and appearance

Contact applicable University Office

- Human Resources
- Academic Personnel
- Student Affairs
- Threat response teams

[Take Test button]



Slide 6.3 Question 1, Abusive Conduct | Test

Slide 6.3 Transcript, text and appearance

Which of the following behaviors may be an example of potential Abusive Conduct? **Select all that apply.**

[One attempt allowed]

[Answer choice 1] Spreading malicious rumors

[Answer choice 2] Making unpopular statements on controversial issues

[Answer choice 3] Sabotaging a person's work performance


[Answer choice 4] Delivering constructive feedback

[Answer choice 5] Making egregious comments about a person's lifestyle

ABUSIVE CONDUCT | TEST

Which of the following behaviors may be an example of potential Abusive Conduct? *Select all that apply.*

- Spreading malicious rumors
- Making unpopular statements on controversial issues
- Sabotaging a person's work performance
- Delivering constructive feedback
- Making egregious comments about a person's lifestyle



25

Slide 6.3 Correct answer

[The correct combination of answer choices is:]

[Answer choice 1] Spreading malicious rumors

[Answer choice 3] Sabotaging a person's work performance

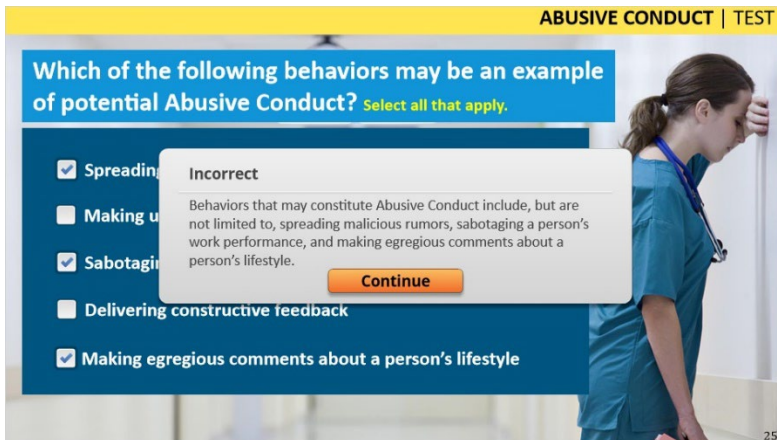
[Answer choice 5] Making egregious comments about a person's lifestyle

Slide 6.3 Feedback for incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

Behaviors that may constitute Abusive Conduct include but are not limited to, spreading malicious rumors, sabotaging a person's work performance, and making egregious comments about a person's lifestyle.

[Continue button]

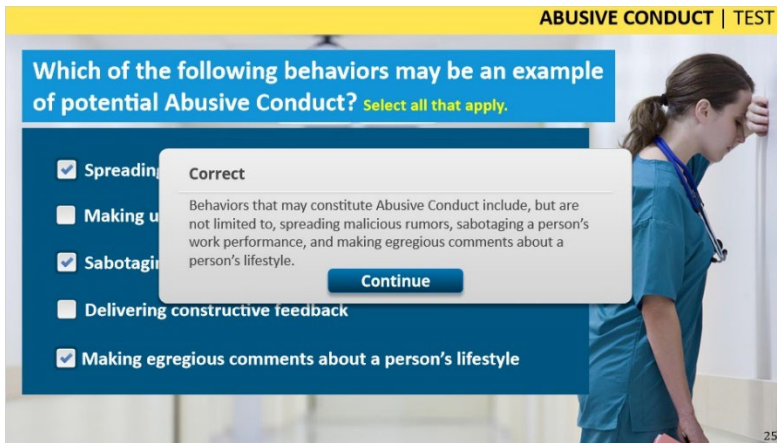


Slide 6.3 Feedback for correct answer submission [slide layer]: transcript, text and appearance

Correct.

Behaviors that may constitute Abusive Conduct include, but are not limited to, spreading malicious rumors, sabotaging a person's work performance, and making egregious comments about a person's lifestyle.

[Continue button]



Slide 6.4 Question 2, Abusive Conduct | Test

Slide 6.4 Transcript, text and appearance

Which of the following behaviors is an example of Abusive Conduct? **Select the best response.**

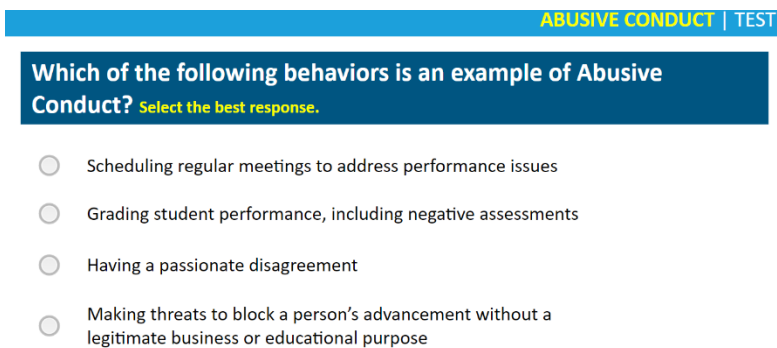
[One attempt allowed]

[Answer choice 1] Scheduling regular meetings to address performance issues

[Answer choice 2] Grading student performance, including negative assessments

[Answer choice 3] Having a passionate disagreement

[Answer choice 4] Making threats to block a person's advancement without a legitimate business or educational purpose



26

Slide 6.4 Correct answer

[Answer choice 4] Making threats to block a person's advancement without a legitimate business or educational purpose

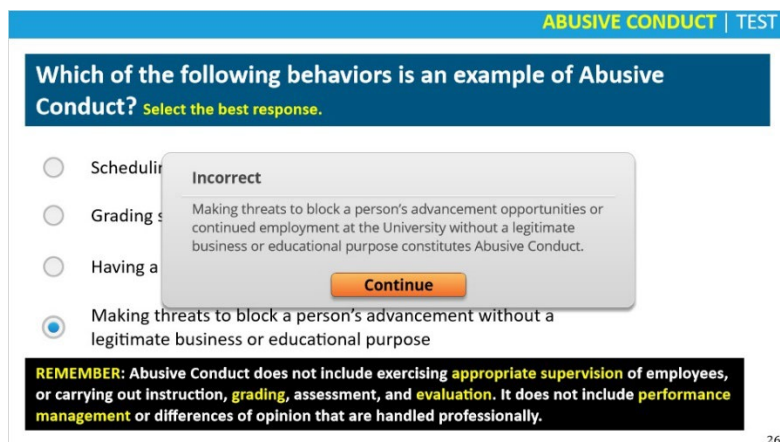
Slide 6.4 Feedback for incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

Making threats to block a person's advancement opportunities or continued employment at the University without a legitimate business or educational purpose constitutes Abusive Conduct.

Remember: Abusive conduct does not include exercising **appropriate supervision** of employees or carrying out instruction, **grading**, assessment, and **evaluation**. It does not include **performance management** or differences of opinion that are handled professionally.

[Continue button]



The screenshot shows a quiz interface titled "ABUSIVE CONDUCT | TEST". The question is "Which of the following behaviors is an example of Abusive Conduct? Select the best response." There are four radio button options: "Scheduling", "Grading s", "Having a", and "Making threats to block a person's advancement without a legitimate business or educational purpose". The fourth option is selected. An "Incorrect" feedback box is overlaid on the options, containing the text: "Making threats to block a person's advancement opportunities or continued employment at the University without a legitimate business or educational purpose constitutes Abusive Conduct." Below the feedback is a "Continue" button. At the bottom of the slide, a "REMEMBER" box states: "Abusive Conduct does not include exercising appropriate supervision of employees, or carrying out instruction, grading, assessment, and evaluation. It does not include performance management or differences of opinion that are handled professionally." The number "26" is in the bottom right corner.

Slide 6.4 Feedback for correct answer submission [slide layer]: transcript, text and appearance

Correct.

Making threats to block a person's advancement opportunities or continued employment at the University without a legitimate business or educational purpose constitutes Abusive Conduct.

Remember: Abusive conduct does not include exercising **appropriate supervision** of employees or carrying out instruction, **grading**, assessment, and **evaluation**. It does not include **performance management** or differences of opinion that are handled professionally.

[Continue button]

ABUSIVE CONDUCT | TEST

Which of the following behaviors is an example of Abusive Conduct? **Select the best response.**

- Scheduling
- Grading s
- Having a
- Making threats to block a person's advancement without a legitimate business or educational purpose

Correct
Making threats to block a person's advancement opportunities or continued employment at the University without a legitimate business or educational purpose constitutes Abusive Conduct.

Continue

REMEMBER: Abusive Conduct does not include exercising appropriate supervision of employees, or carrying out instruction, grading, assessment, and evaluation. It does not include performance management or differences of opinion that are handled professionally.

26

Slide 6.5 Question 3, Procedures | Test

Slide 6.5 Transcript, text and appearance

If you are subjected to, or become aware of Abusive Conduct, what should you do? **Select the best response.**

[One attempt allowed]

[Answer choice 1] Nothing; the Abusive Conduct may be protected by free speech

[Answer choice 2] It depends on who the Complainant is

[Answer choice 3] Report it to an applicable University Office

[Answer choice 4] Wait to see if the behavior is patterned

PROCEDURES | TEST

If you are subjected to, or become aware of Abusive Conduct, what should you do? **Select the best response.**

- Nothing; the Abusive Conduct may be protected by free speech
- It depends on who the Complainant is
- Report it to an applicable University Office
- Wait to see if the behavior is patterned

27

Slide 6.5 Correct answer

[Answer choice 3] Report it to an applicable University Office

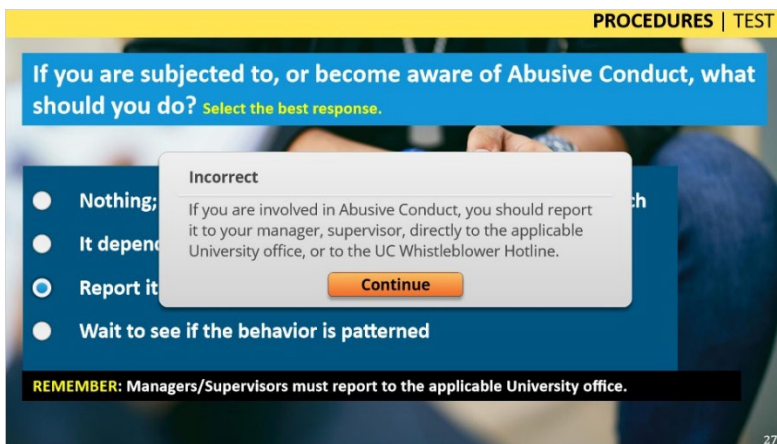
Slide 6.5 Feedback for incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

If you are involved in Abusive Conduct, you should report it to your manager, supervisor, directly to the applicable University office, or to the UC Whistleblower Hotline.

Remember: Managers and supervisors must report to the applicable University office.

[Continue button]



Slide 6.5 Feedback for correct answer submission [slide layer]: transcript, text and appearance

Correct.

If you are involved in Abusive Conduct, you should report it to your manager, supervisor, directly to the applicable University office, or to the UC Whistleblower Hotline.

Remember: Managers and supervisors must report to the applicable University office.

[Continue button]

If you are subjected to, or become aware of Abusive Conduct, what should you do? **Select the best response.**

- Nothing;
- It depends on the situation.
- Report it to your manager, supervisor, directly to the applicable University office, or to the UC Whistleblower Hotline.
- Wait to see if the behavior is patterned

Correct
 If you are involved in Abusive Conduct, you should report it to your manager, supervisor, directly to the applicable University office, or to the UC Whistleblower Hotline.

Continue

REMEMBER: Managers/Supervisors must report to the applicable University office.

Slide 6.6 Question 4, Procedures | Test

Slide 6.6 Transcript, text and appearance

After receiving a report of alleged Abusive Conduct, the University responsibilities are... ? **Select the best response.**

[One attempt allowed]

[Answer choice 1] Adjudication, Resolution

[Answer choice 2] Assessment, Retaliation

[Answer choice 3] Accusation, Resolution

[Answer choice 4] Assessment, Resolution

After receiving a report of alleged Abusive Conduct, the University responsibilities are _____ ? **Select the best response.**

- Adjudication, Resolution
- Assessment, Retaliation
- Accusation, Resolution
- Assessment, Resolution



Slide 6.6 Correct answer

[Answer choice 4] Assessment, Resolution

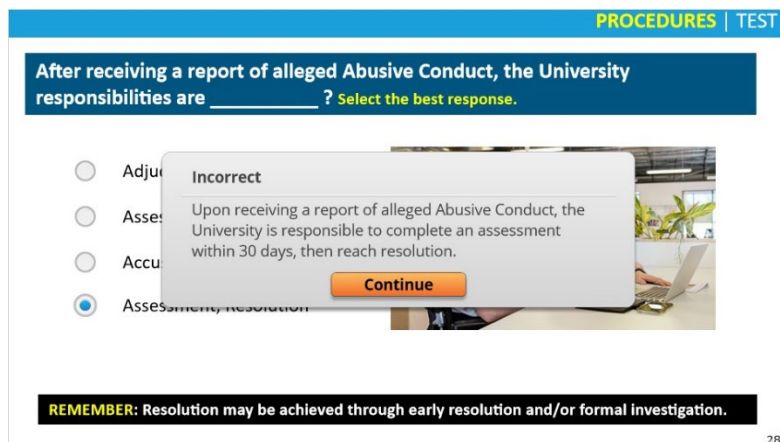
Slide 6.6 Feedback for incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

Upon receiving a report of alleged Abusive Conduct, the University is responsible to complete an assessment within 30 days, then reach resolution.

Remember: Resolution may be achieved through early resolution and/or formal investigation.

[Continue button]



The screenshot shows a quiz slide titled "PROCEDURES | TEST". The question is: "After receiving a report of alleged Abusive Conduct, the University responsibilities are _____ ? Select the best response." There are four radio button options: "Adjustment", "Assessment", "Accusation", and "Assessment, resolution". The "Assessment, resolution" option is selected. A feedback box is overlaid on the options, stating "Incorrect" and "Upon receiving a report of alleged Abusive Conduct, the University is responsible to complete an assessment within 30 days, then reach resolution." Below the feedback box is a "Continue" button. At the bottom of the slide, a "REMEMBER" box states: "Resolution may be achieved through early resolution and/or formal investigation." The slide number "28" is in the bottom right corner.

Slide 6.6 Feedback for correct answer submission [slide layer]: transcript, text and appearance

Correct.

Upon receiving a report of alleged Abusive Conduct, the University is responsible to complete an assessment within 30 days, then reach resolution.

Remember: Resolution may be achieved through early resolution and/or formal investigation.

[Continue button]

PROCEDURES | TEST

After receiving a report of alleged Abusive Conduct, the University responsibilities are _____ ? Select the best response.

- Adjust
- Assessment
- Accusation
- Assessment, resolution

Correct
Upon receiving a report of alleged Abusive Conduct, the University is responsible to complete an assessment within 30 days, then reach resolution.

Continue

REMEMBER: Resolution may be achieved through early resolution and/or formal investigation.

28

Slide 6.7 Question 5, Prevention | Test

Slide 6.7 Transcript, text and appearance

The policy on Abusive Conduct aims to protect all members of the University community by prohibiting acts of Abusive Conduct and... ? Select the best response.

[One attempt allowed]

[Answer choice 1] Escalation

[Answer choice 2] Guilt

[Answer choice 3] Retaliation

[Answer choice 4] Accusation

PREVENTION | TEST

The policy on Abusive Conduct aims to protect all members of the University community by prohibiting acts of Abusive Conduct and _____. Select the best response.

- Escalation
- Guilt
- Retaliation
- Accusation

29

Slide 6.7 Correct answer

[Answer choice 3] Retaliation

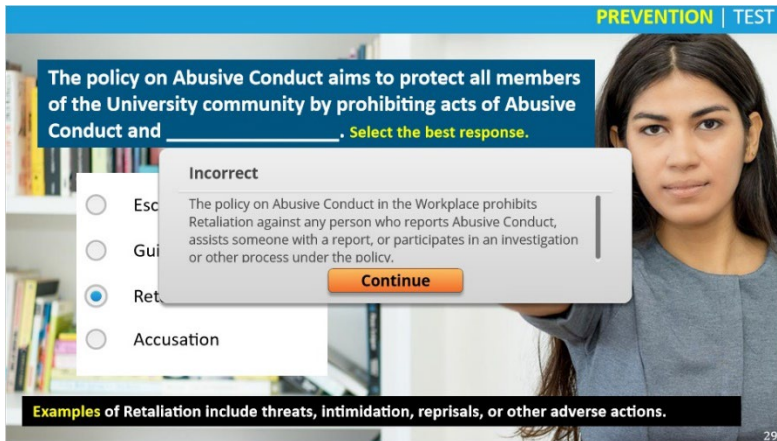
Slide 6.7 Feedback for incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

The policy on Abusive Conduct in the Workplace prohibits Retaliation against any person who reports Abusive Conduct, assists someone with a report, or participates in an investigation or other process under the policy.

Examples of Retaliation include threats, intimidation, reprisals, or other adverse actions.

[Continue button]



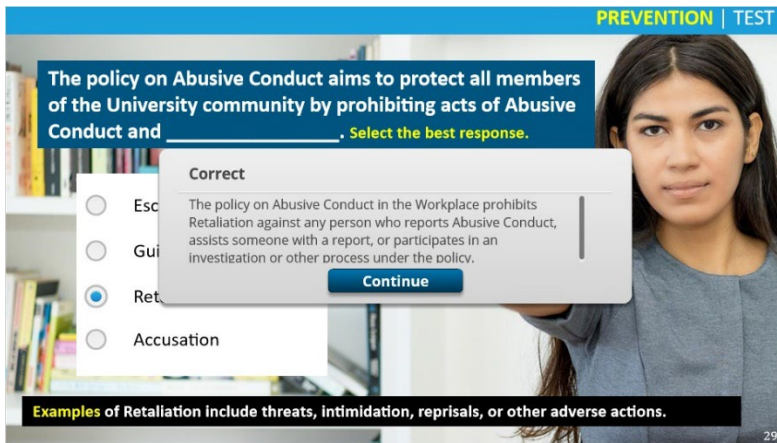
Slide 6.7 Feedback for correct answer submission [slide layer]: transcript, text and appearance

Correct.

The policy on Abusive Conduct in the Workplace prohibits Retaliation against any person who reports Abusive Conduct, assists someone with a report, or participates in an investigation or other process under the policy.

Examples of Retaliation include threats, intimidation, reprisals, or other adverse actions.

[Continue button]



Slide 6.8 Question 6, Resources | Test

Slide 6.8 Transcript, text and appearance

Which of the following University offices can provide support and resources to personnel who are dealing with Abusive Conduct? **Select all that apply.**

[One attempt allowed]

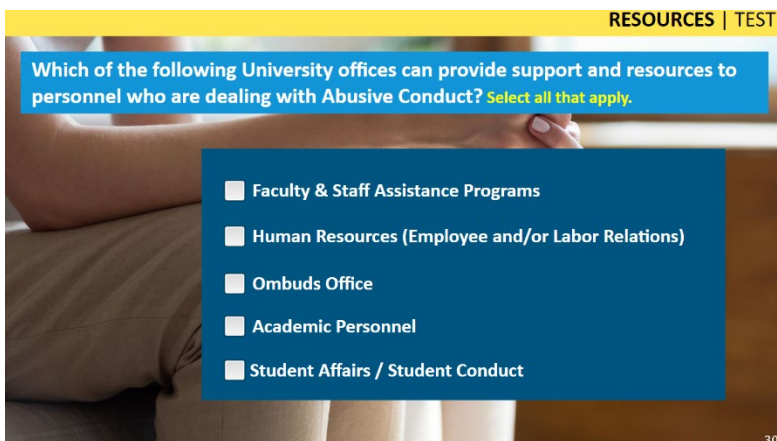
[Answer choice 1] Faculty & Staff Assistance Programs

[Answer choice 2] Human Resources (Employee and/or Labor Relations)

[Answer choice 3] Ombuds Office

[Answer choice 4] Academic Personnel

[Answer choice 5] Student Affairs / Student Conduct



Slide 6.8 Correct answer

[The correct combination of answer choices is:]

[Answer choice 1] Faculty & Staff Assistance Programs

[Answer choice 2] Human Resources (Employee and/or Labor Relations)

[Answer choice 3] Ombuds Office

[Answer choice 4] Academic Personnel

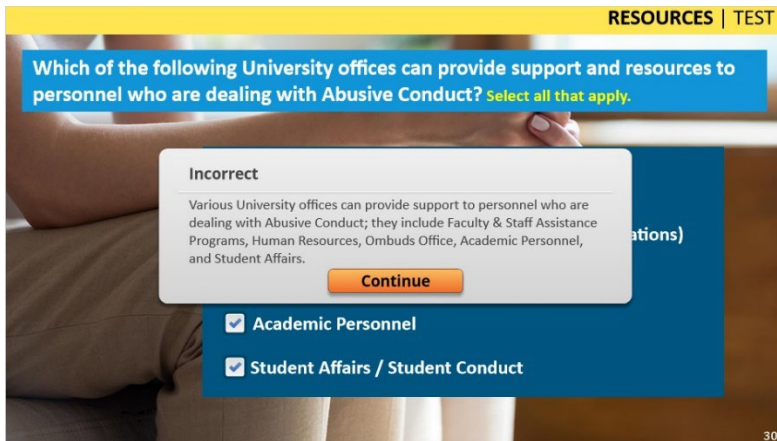
[Answer choice 5] Student Affairs / Student Conduct

Slide 6.8 Feedback for incorrect answer submission [slide layer]: transcript, text and appearance

Incorrect.

Various University offices can provide support to personnel who are dealing with Abusive Conduct; they include Faculty & Staff Assistance Programs, Human Resources, Ombuds Office, Academic Personnel, and Student Affairs.

[Continue button]

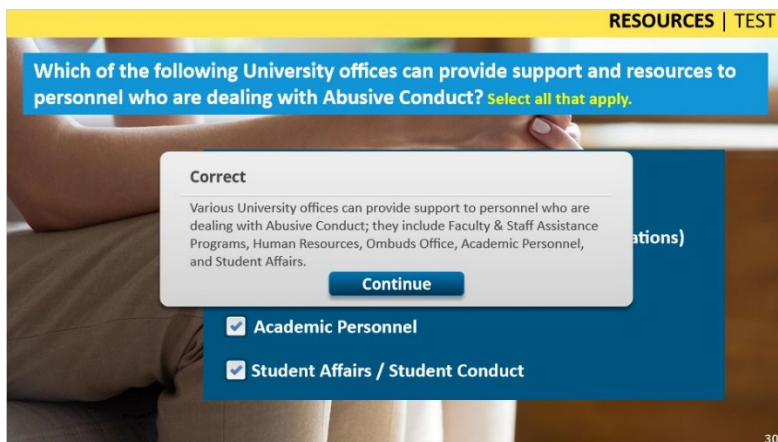


Slide 6.8 Feedback for correct answer submission [slide layer]: transcript, text and appearance

Correct.

Various University offices can provide support to personnel who are dealing with Abusive Conduct; they include Faculty & Staff Assistance Programs, Human Resources, Ombuds Office, Academic Personnel, and Student Affairs.

[Continue button]



Slide 6.9 Attestation

Slide 6.9 Transcript

To receive credit for this course, you must complete the acknowledgement. When you are ready, proceed to select the box next to “I agree” to verify that you have received Abusive Conduct training and will adhere to your responsibilities under the UC Policy on Abusive Conduct in the Workplace. For more information, you may review the policy online.

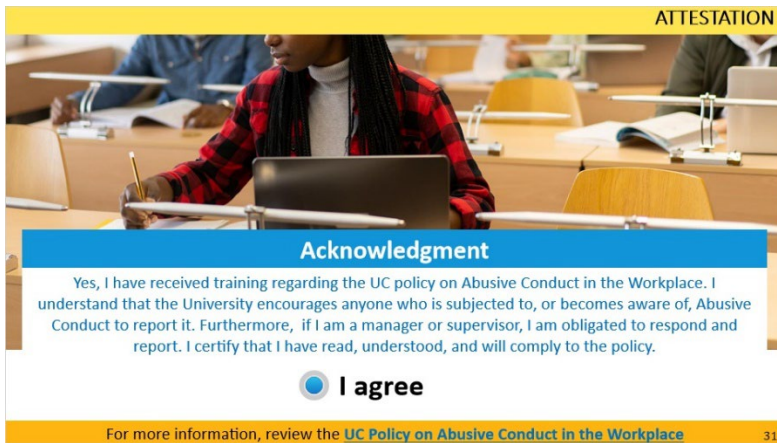
Slide 6.9 Text and appearance

Acknowledgement

Yes, I have received training regarding the UC policy on Abusive Conduct in the Workplace. I understand that the University encourages anyone who is subjected to, or becomes aware of, Abusive Conduct to report it. Furthermore, if I am a manager or supervisor, I am obligated to respond and report. I certify that I have read, understood, and will comply to the policy.

[I agree radio button]

For more information, review the [UC Policy on Abusive Conduct in the Workplace \(pdf\)](#).

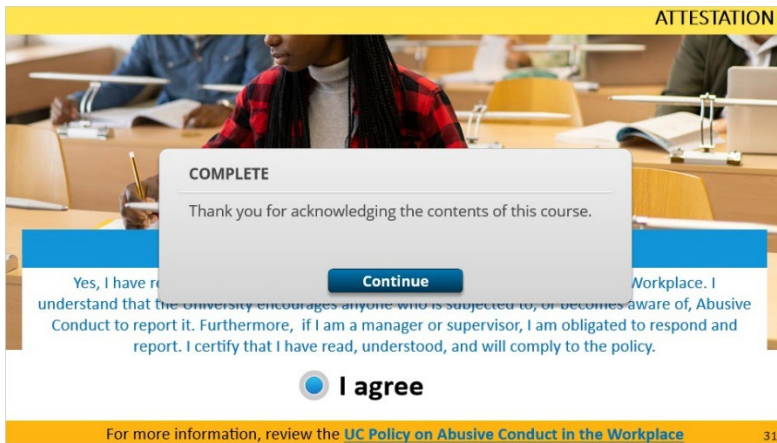


Slide 6.9 Feedback for acknowledgment completion [slide layer]: transcript, text and appearance

[Slide layer text only] **Complete**

Thank you for acknowledging the contents of this course.

[Continue button]



Slide 6.10 Results

[Learners must answer five of the six test questions correctly to achieve a passing score.]

Slide 6.10 Transcript if passing test score not achieved

Sorry, you did not pass this training.

Please review this course and retry the test when you are ready.

Slide 6.10 Transcript if passing test score achieved

Congratulation, you have passed this training.

Please take a moment to evaluate this course. When you're ready, select "exit".

Slide 6.10 Text and appearance

Your score: [the score you achieved will be shared in terms of % and points]

Passing score: 80% (240 points)

Result: [result message will reflect whether you achieved a passing score or not]

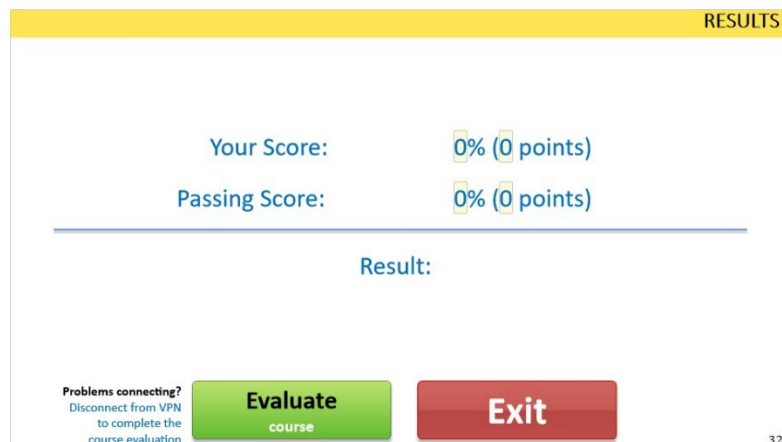
[If a passing score was achieved] Congratulations, you passed!

[If a passing score was not achieved] You did not pass [Retry Test button]

Problems connecting? Disconnect from VPN to complete the course evaluation.

[Evaluate course](#)

[Exit course button]



Synched Video Text

Slide 2.1 Video Synched Text

Transcript	Synched text
<p>Did you know that abusive conduct can interfere with the ability to learn, teach, research, and work? This is because abusive conduct can erode morale, lead to stress, and disrupt the functioning of the University.</p> <p>But what constitutes abusive conduct?</p> <p>And what happens when people do it in an educational, clinical, research, or administrative setting? The University of California defines abusive conduct as...</p>	<p>[No synched video text]</p>
<p>harassing or threatening behavior that is sufficiently severe, persistent, or pervasive; and that denies, adversely limits, or interferes with someone’s participation or benefit from the education, employment, clinical or other programs or activities of the University.</p>	<p>Abusive Conduct: Harassing or threatening behavior that is sufficiently severe and interferes with participation in the University.</p>
<p>It creates an environment that a reasonable person would find intimidating or offensive, and unrelated to legitimate interests, whether intended or not.</p>	<p>[No synched video text]</p>
<p>Examples of abusive conduct may include: insulting language; rumors; degrading gestures; insults; encouraging others to intimidate; egregious comments and teasing, interfering with property or equipment; circulating photos, videos, or information without legitimate business or educational purposes; unwanted physical contact; excluding others; demands or refusing to take “no” for an answer; threats to block opportunities; and sabotaging or undermining others’ work.</p>	<p>Examples: Language, rumors, gestures, insults, intimidation, comments, teasing, interfering, circulating, physical, excluding, demands, threats, sabotaging</p>

Transcript	Synched text
<p>But there is a difference between abusive conduct and appropriate supervision. Abusive conduct does not include appropriate instruction, grading, assessment, evaluation, performance management, or providing appropriate feedback.</p> <p>Examples of reasonable actions when carried out appropriately can include performance appraisals and constructive feedback; student grading, and restricting access; meeting to address performance; ambitious goal setting; investigating misconduct; counseling or disciplining and assertive behavior, or disagreements; unpopular statements or controversial opinions; expressing differences of opinion; participating in formal investigations; and exercising academic freedom.</p> <p>Academic freedom that is protected includes comments about scholarship, instruction, curriculum approaches, opposing opinions about policy issues or academic achievement. Even if the content is considered insulting by the recipient; and even if delivered passionately.</p> <p>Differences of opinion, miscommunication, differences in work styles, business disagreements handled professionally, interpersonal conflicts, and occasional problems in working relations are an inevitable part of working life, and do not necessarily constitute abusive conduct.</p> <p>If you've been involved in abusive conduct, you should report it immediately. Reports are followed by an initial assessment. This can result in early resolution or formal investigations. Learn more about what happens when there are allegations of abusive conduct by reviewing the University policy on Abusive Conduct in the Workplace.</p>	<p>[No synched video text]</p>

Transcript	Synched text
<p>The University does not tolerate abusive conduct. We recognize that academic freedom and academic speech are not limitless. When used in a clinical setting, there are impacts to patient safety and quality of care. While a reasonable person can find behavior hostile, offensive, and unrelated to legitimate business interests; it's important to learn the difference between what is, and is not, considered abusive conduct. That's why it is our responsibility to treat others with respect and cultivate a positive environment free of abusive conduct.</p>	

[Jump back to Slide 2.1 Synched text displayed in video section](#)

Slide 3.1 Video Synched Text

Transcript	Synched text
<p>Can abusive conduct really be prevented? There is always something you can do...</p>	<p>[No synched video text]</p>
<p>to prevent abusive conduct from happening before it occurs.</p>	<p>Prevent abusive conduct from happening</p>
<p>It doesn't mean you always have to confront others. Instead, you can take manageable steps, which include:</p>	<p>[No synched video text]</p>
<p>Informing yourself of the guidelines; Documenting incidents; Setting boundaries; and Reporting the problem. You can also seek counsel to strengthen your coping skills.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Inform yourself • Document • Set boundaries • Report • Seek counsel
<p>Take action to inform yourself...</p>	<p>Inform yourself</p>

Transcript	Synched text
<p>of the guidelines, policies, and procedures in the Abusive Conduct in the Workplace policy. Also, review the Principles of Community. These documents define what is considered a respectful working relationship. The Standards of Ethical Conduct can help you identify what’s considered legal and professional behavior in its section describing “respect for others.” In addition, review the Statement of Ethical Values which provides you guidance on concepts such as integrity, accountability, and the rights and dignity of others.</p>	<p>[No synched video text]</p>
<p>Document any incidents...</p>	<p>Document</p>
<p>so they can later be reported. This helps you share useful information to demonstrate the problem, such as:</p>	<p>[No synched video text]</p>
<p>Date, time, who was present; How it affected you, or others; and whether it happened before or if it’s part of a pattern.</p>	<p>Document</p> <ul style="list-style-type: none"> • Date • Time • Who • How affected • Patterns
<p>Recognize that the workplace includes not just the physical space that you work at but can also extend to any space where University business is conducted...</p>	<p>Set boundaries</p>
<p>or in the context of a University program or activity. This includes places you go on University trips, conferences or even at a local restaurant where employee work retirements are held. So, engage appropriately and minimize your exposure whenever you are around others in the UC.</p>	<p>[No synched video text]</p>
<p>If you observe abusive conduct, indicate to others that you find their conduct unwelcome. Communicate this if you feel safe.</p>	<p>Communicate</p>

Transcript	Synched text
Simply saying, “I don’t like that joke” might be enough. Do not join in, avoid engaging in inappropriate behavior, and do not allow the offensive actions, banter, or discussions of others to continue.	[No synched video text]
You can deescalate instances of abusive conduct by...	Intervene
learning how to direct, distract, delegate, and/or delay.	Direct Distract Delegate Delay
Directly step in and ask, “Is everything okay here?”	Is everything okay here?
Create a distraction by accidentally spilling or dropping something. Delegate by asking someone with authority to help. Delay by checking in on individuals after the fact.	[No synched video text]
You can help reduce trauma by asking, “Is there any way I can support you?”	Is there any way I can support you?
Instead of, or in addition to, communicating directly...	Report
you should notify your supervisor, an applicable University office...	[No synched video text]
or the UC Whistleblower hotline about the abusive conduct.	UC Whistleblower Hotline (800) 403-4744
Make use of the free, or low cost, counseling...	Seek counsel

Transcript	Synched text
<p>available through the Employee Assistance Program. Student employees may also contact Counseling & Psychological Services. There are other resources you should seek which include Human Resources, Academic Personnel, Ombuds, CARE, and the police.</p>	<p>Resources</p> <ul style="list-style-type: none"> • EAP • CAPS • HR • Academic personnel • Ombuds • CARE • UCPD
<p>To prevent abusive conduct, make sure to inform yourself...</p>	<p>Prevent abuse</p>
<p>document incidents, set boundaries, and report problems. Get support to reinforce your coping skills. If you, or someone else, are recipients of abusive conduct make sure to follow procedures to help address what happens when there is abusive conduct.</p>	<p>[No synched video text]</p>

[Jump back to Slide 3.1 Synched text displayed in video section](#)

Slide 4.1 Video Synched Text

Transcript	Synched text
<p>What happens when there is abuse?</p> <p>Harassing or threatening behavior has no place in a University environment. When abusive conduct occurs, there are policies that define the roles and procedures that may lead to resolutions, investigations, and recommended actions for the parties involved. While actions may range from discussions to disciplinary actions, not all individuals will be informed of the details of corrective actions.</p>	<p>[No synched video text]</p>
<p>Investigations of abusive conduct often involve a...</p>	<p>Roles</p>

Transcript	Synched text
Complainant — or an individual who alleges or has been subjected to abusive conduct and includes students — ...	Complainant
and Respondent — or individuals who are alleged to have engaged in it.	Respondent
There may be others involved, such as supervisors and managers, and investigators. What does the University do when abusive conduct occurs?	[No synched video text]
As soon as it happens, abusive conduct should be reported.	Report
Reports can be made to supervisors and managers, applicable University offices...	[No synched video text]
and/or the UC Whistleblower hotline.	UC Whistleblower Hotline (800) 403-4744 UniversityOfCalifornia/hotline
University offices that can help or investigate include Human Resources, Academic Personnel, and Student Affairs.	[No synched video text]
If abusive conduct is sex-based, reports are handled by the Title IX Office.	Report sex and gender-based issues to Title IX
This includes conduct that is based on: Gender (including gender identity, or gender expression); Sex- or gender stereotyping; or Sexual orientation.	[No synched video text]
Physical violence or threats are extreme forms of abusive conduct and should be reported to the University of California Police Department or threat response team.	Report physical violence to UCPD

Transcript	Synched text
<p>Anonymous reports are taken seriously, and are tracked, even if they cannot be investigated.</p> <p>There is no time limit for submitting a report. And people should report, even if a significant time has passed. Instead of, or in addition to, reporting abusive conduct, employees may file a grievance or a complaint.</p>	<p>[No synched video text]</p>
<p>Once reported, offices make an initial assessment within 30 days.</p>	<p>Assessment</p>
<p>The University then proceeds to a resolution. And Complainants are notified in writing about the steps taken to reach resolution.</p>	<p>[No synched video text]</p>
<p>Resolutions may be either: Early resolution, and/or a Formal investigation.</p>	<p>Resolution</p>
<p>Early resolution includes: discussions or mediations; counseling, coaching, educational, and/or training programs; or corrective action and discipline negotiations.</p> <p>These actions are started within 60 to 75 business days after initial assessment.</p>	<p>Early resolution</p> <ul style="list-style-type: none"> • Discussions • Counseling • Corrective action
<p>Formal investigations include: Interviews of parties involves, and any other witnesses; Document and evidence review; and/or Interim protections or measures taken.</p>	<p>Formal investigation</p> <ul style="list-style-type: none"> • Interviews • Document & Evidence • Protections
<p>Advisors and other support persons may be allowed during the interviews.</p>	<p>[No synched video text]</p>
<p>This process results in a formal written report. Reports are forwarded to the appropriate University official, who recommends next steps.</p>	<p>Written report forwarded to University official for next steps</p>

Transcript	Synched text
<p>To protect privacy, the Complainants may be notified that the matter has been referred for appropriate administrative action. But Complainants may not be informed of the details of recommended actions, without the Respondent’s consent.</p> <p>Abusive conduct has a negative impact and creates a climate of fear and disrespect. In a clinical setting, it can result in preventable patient harm. The University of California is committed to providing a safe, supportive, responsive, and equitable environment for all individuals. In turn, all community members are expected to behave in ways that support the University’s Principles of Community, and Statement of Ethical Values and Standards of Ethical Conduct.</p>	[No synched video text]

[Jump back to Slide 4.1 Synched text displayed in video section](#)