

Guidelines and Best Practices for Collegial Conduct

UCI Department of Philosophy

Approved: September 2021

Minor edits: March 2023

The UCI Philosophy department is committed to creating a diverse and inclusive community for all of its faculty, students, and staff. We value a diversity of viewpoints and opinions and believe that this diversity is vital for our work as philosophers and educators.

We are committed to building and maintaining a healthy intellectual and professional community, which works for all its members. The health of this community requires that everyone in the department shares a sense of belonging, mutual respect, and responsibility for our community. Be mindful of your surroundings and the people around you. If you witness unacceptable behavior, speak up when it happens and/or report it afterward.

The UCI Philosophy community does not tolerate discrimination in any form, especially with respect to sex, gender, sexuality, race, ethnicity, class, religion, national origin, health or physical ability.

All members of the department are expected to treat others with respect and consideration at all times. Be considerate, respectful, collaborative, and constructive in your interactions with others.

Unacceptable behavior includes, but is not limited to the following:

- Any conduct which has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.
- Physical, verbal or psychological abuse of anyone, including students, postdoctoral researchers, faculty, staff or visitors.
- Disparaging comments related to gender, gender identity, sexual orientation, physical and mental disability, physical appearance, age, socio-economic status, veteran status, race, creed, color, religion, ancestry, national origin, marital or domestic partnership status, or other protected characteristics.
- Harassment, intimidation or discrimination in any form.
- Unwelcome physical contact.
- Inappropriate use of nudity and/or sexual images or discussion of private sexual experiences that would be deemed offensive to a reasonable person.

For more on UCI's efforts to support a diverse, healthy and inclusive community see:

- <https://inclusion.uci.edu/ally-awareness-resources/>
- <https://inclusion.uci.edu/campus-resources/>
- <https://inclusion.uci.edu/practice-inclusion/>

More Specific Guidelines and Best Practices

- 1. Guidelines for Respectful Discussion**
- 2. Diversity and Inclusiveness in Teaching**
- 3. Diversity and Inclusiveness in Syllabus Construction**
- 4. Mentoring in a Diverse and Inclusive Environment**
- 5. Departmental Governance**
- 6. Diversity and Inclusiveness in the Curriculum**
- 7. Conference Organizing**
- 8. Graduate Student and Faculty Recruitment**
- 9. Reporting and Resolving Incidents**

1. Guidelines for Respectful Discussion

The use of these guidelines should typically be announced by a chair and/or determined in advance by the group. If the guidelines are perceived to be violated, the chair is encouraged to gently point this out, either at the time or later. There can be reasonable disagreement about violations, but debate is best left until afterwards. Violating these guidelines does not make one a bad person – violations of these guidelines should be treated as an opportunity to improve behavior.

1.1 Respectful Interaction

- Be respectful.
- Don't be incredulous, roll your eyes, make faces, laugh at a participant, or start side conversations.
- Don't present objections as flat dismissals; always leave open the possibility that there's a response.
- Don't speak over others, especially toward the beginning of an exchange (later in a long exchange or a long speech, there can be more room for back and forth with interruption, but it's always good to let people get their point out first).
- Try to acknowledge your interlocutor's insights as well as those of previous contributors.

1.2 Constructive Interaction

- Objections are fine, but it's also always helpful to build on a speaker's project. And objections can often be cast in a constructive way. Indeed, even destructive objections can often be usefully accompanied by a positive insight suggested by the target work.
- If you find yourself thinking that the project is worthless and there is nothing to be learned from it, think twice before asking your question.
- It's ok to question the presuppositions of a project or an area, but discussions in which these questions dominate can be unhelpful.

- There's no need to keep pressing the same objection (individually or collectively) until the speaker concedes the point. Understand that Q&A may not always be the best time to fully develop a response to some objection. Respect the fact that even very intelligent people think at different speeds "in the moment".
- Remember that philosophy isn't a winner-takes-all, zero-sum game.

1.3 Inclusiveness

- Don't dominate the discussion (partial exception for the speaker). Be conscious of how much you are speaking and whether others have had a chance to speak.
- Try not to let your question (or your answer) run on forever. Raise one question per question (follow-ups developing a line of thought are often ok, but questions on separate topics can wait). When possible, try to save further discussion until after the Q&A or until everyone has had a chance to speak.
- It's often extremely helpful to ask a question that you think may be unsophisticated or uninformed.
- Don't use unnecessarily offensive or potentially triggering examples.
- Chairs should attempt to balance discussion between participants, prioritizing people who haven't spoken before, and keeping in mind the likelihood of various biases (e.g., implicit gender biases) when calling on questioners and applying these guidelines.

Note: the section on Respectful Discussions is largely based on the NYU guidelines, <https://as.nyu.edu/departments/philosophy/climate/initiatives/nyu-guidelines-for-respectful-philosophical-discussion.html>

2. Diversity and Inclusiveness in Teaching

Studies have shown that all students benefit from learning in a diverse environment in which all students participate freely in discussion. In order to promote diversity and inclusiveness in their teaching, **instructors (including TAs) are encouraged to:**

- Create an **inclusive learning environment** and make use of **teaching techniques** that promote the equal and balanced participation of students. Be aware that there might be students in your class that have difficulties participating due to a variety of reasons, including some connected to their social identities, language barriers, and personal issues. Do not force students to participate, but adopt method that facilitate participation without anxiety, such as structured group activities, small group discussions, silent assignments, anonymous peer reviewing, and online discussions. Small group and collaborative projects, for instance, encourage non-competitive discussion and learning and cross-cultural communication, especially if assigned across racial/ethnic or gender lines.
- Be aware of **implicit biases** and adopt methods that help avoid them. Instructors can hold explicit and implicit assumptions about students' capability for academic success, often tied to students' social identities. Such assumptions affect students' success. Examples are

biases concerning the intellectual abilities, learning styles, and behavior of students of certain backgrounds, connecting accents and/or substandard writing capacities to lack of intellectual capacities, treating students with physical disabilities as if they also had mental disabilities, or assuming that students who need help will reach out for help. Techniques that help avoid implicit biases include self-assessing one's biases (<https://implicit.harvard.edu/implicit/takeatest.html>), anonymous grading when possible, and getting students' feedback through surveys or mid-term evaluations.

- Be aware of and avoid **microaggression** on your part; stop microaggression between students if you notice it or it is brought to your attention. Microaggression in the classroom can assume many forms, from misspelling and mispronouncing students' names repeatedly, to improper ways of addressing students, from calling on students of different genders and races unequally, to connecting people's abilities to their social identities. A useful list of common microaggressions can be found here: http://ucioie.wpengine.com/wp-content/uploads/2018/12/Microaggressions_Examples_2014_11_19.pdf
- Educate students toward **respectful learning activities and discussions**. You might include a few lines on this in the syllabus and explicitly address the issue during class. Topics might include how to interact respectfully and constructively with each other, appropriate and inappropriate behavior in class, respectful disagreement, learning from differences, being aware of and opposing stereotypes, implicit biases, and microaggressions. In particular, instructors are invited to be aware of typical gender dynamics in classroom discussions, to encourage underrepresented minorities to speak, and to discourage a few voices from dominating the debate, when this happens. When instructors notice disrespectful interactions taking place, it can be helpful for the instructor to shield students by restating their questions and concerns so as to mediate the interactions between students.
- Acknowledge racial, class or cultural differences in the classroom, and when discussing sensitive or controversial issues, anticipate **emotional responses** and sometimes conflict. If the situation creates hostility or disrespect, the instructor may need to intervene and remind students of rules of appropriate behavior; instructors should do so in a manner that helps students see the "learning moment" that the conflict provides.
- Use **inclusive language**. This includes avoiding the use of masculine pronouns for both males and females during lectures and in teaching materials; avoiding or explaining American idioms for non-native English speakers; making use of different and non-stereotypical examples in lectures and teaching materials; encouraging students to make their gender pronouns explicit, if they wish (without asking them to do if they do not feel comfortable); possibly adding the instructor's own gender pronouns to their email signature and LMS accounts (e.g. Canvas).
- Ensure the **accessibility** of your teaching materials, including files in word, pdf, power point and other formats, and videos. Examples are the use of recommended fonts, the addition of alternative text descriptions to images, the respect of contrast ratio requirement for colors,

and the availability of captions and/or transcripts for videos. A checklist of accessibility requirements and recommendations is available through the DTEI website (https://docs.google.com/document/d/1SCWY4f0XTb7ob-MiAYruGWESvnj-PLB21k_zyuWWH_w/edit#heading=h.i7en8n5vfrts).

3. Diversity and Inclusiveness in the Syllabus

In order to promote diversity and inclusiveness in their syllabi, **instructors are encouraged to:**

- Include a **diversity statement**, possibly at the beginning of the syllabus. In it, instructors may both mention UCI's and the Department of Philosophy's commitment to diversity and inclusiveness and specify how their course helps to fulfill that commitment. The Department's own diversity statement (which we need to prepare and attach to this document) may be used for the first part. Regarding the specific course, the statement should explain how the course values students' diverse backgrounds and respects diversity in terms of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture; how it fosters an inclusive learning environment, facilitates collaborative activities, promotes full accessibility to all materials, etc., depending on how the instructor plans to engage with these aims. The instructor may also invite students to become active agents in establishing and maintaining a respectful learning environment.
- Incorporate diverse perspectives in the **course contents** by expanding bibliography and reading list beyond white male authors, as far as possible. This applies both to "classical" thinkers, to whom it is recommended to add other, maybe neglected authors or at least contemporary commentators, as well as to more recent authors and topics, for which it is probably easier to find female and minority representatives. The ideal is to achieve a representative balance with respect to the relevant readings (e.g., in the context of a standard class, instructors could aim for at least 50% of the reading list being texts written by non-male and/or non-white authors). The syllabus might also acknowledge the history of exclusion of people with marginalized identities and different backgrounds in the discipline, and/or explain why authors from such marginalized groups are present or lacking in the reading list.

For some resources for syllabus construction, see:

- https://www.apaonline.org/members/group_content_view.asp?group=110430&id=380970
 - <https://phildiversity.weebly.com/anthologies-and-resources.html>
 - <https://diversityreadinglist.org/>
- Diversify **course materials** such as Power Point Slides, Videos, Word files, and lectures themselves by including examples, case studies, and images from a variety of human experiences and backgrounds, representing different perspectives in counter-stereotypical ways. For instance, use same-sex couples as examples of married couples, swap

stereotypical representations of jobs or hobbies for males/females and for people of different ethnicities, include images of non-binary sex identities and of people with disabilities.

- Include **assignments and activities** that promote an equal participation of students and encourage sharing one's experiences and culture in a safe environment of mutual respect. Group projects are a good example. Be sure that group activities, projects, or assignments are structured with roles and instructions aimed at favoring the participation of everyone, preventing discrimination, and avoiding the emergence of few prevailing voices over others.
- Privilege **anonymity** in grading whenever possible, in order to neutralize implicit biases on the instructor's part. Explain this choice to students by explicitly addressing implicit biases, their pervasiveness, the near-impossibility of being aware of them, and the importance of adopting techniques and methods that prevent them. If anonymity conflicts with the possibility of giving feedback to students while they are working on their assignments, include assignments that do not require personalized feedback, and/or discuss the issue with students themselves, allowing them to have a say in your decision.
- Make the course syllabus as **accessible** as possible to all students by providing multiple means of engagement, representation, and action & expression, according to the principles of Universal Design for Learning (<http://udlguidelines.cast.org/>). Accommodate students' sensory impairments and students' special needs in cooperation with the UCI Disability Services Center. Invite students with disabilities to contact the Disability Services Center in order to get accommodation services.
- Include links to campus **resources** that support diversity initiatives and policies.

4. Mentoring in a Diverse and Inclusive Environment

We recognize that professional philosophy has been insufficiently inclusive to scholars from historically underrepresented groups, including underrepresented minorities, both in publishing work and awarding positions – and that proper mentoring is an essential remedy. Indeed, proactive mentoring is a key vehicle for gaining access to the networks, along with the opportunities for publishing and presenting work, that (for better or worse) confer insider status in the field. It is therefore crucial that we make sure to mentor students and junior scholars as inclusively and proactively as possible, with an eye towards remedying the underrepresentation of minorities in the field.

To that end, we propose the following guidelines. For purposes of these guidelines, “mentoring” and “mentor” refer to the activities of someone in her capacity as guide, teacher or advisor to a colleague or student at an earlier professional stage than herself. “Advisee” refers to anyone being mentored, for any amount of time and for any reason, whereas “formal advisee” refers to a mentor's PhD student when the mentor is the chair of his or her dissertation committee.

4.1 Selecting Mentors and Advisees

- Be open to mentoring anyone who seeks advice, feedback, or to become your formal advisee.
- You should be in principle willing to take on, as a formal advisee, any student who plans to write a dissertation on your area of specialization.
- Offer advice or feedback to any junior colleague you feel can benefit substantially from what you have to say, even if it is unsolicited. For example, if you attend a practice job talk and have a thought about what could improve the candidate's overall performance, let the candidate know.
- Do not play favorites. Be equally available to all of your formal advisees in terms of office hours time, feedback on work and willingness to reach out to third parties on their behalf.

4.2 Interacting with Advisees

- Be sensitive. Your advisees may be intimidated, nervous or overconcerned about your relationship with them, and this may come across in ways you do not expect. Give them the benefit of the doubt. If they seem at times withdrawn or shy, for example, do not take this to indicate a lack of engagement with their work or their department.
- Be professional. Do not expect or implicitly invite your advisee to become your friend or to display any desire for social interaction with you beyond the professional context.
- Ask your advisees, especially your formal advisees, how things are going and whether they are facing any hardships in their progress that you might not know about.
- Make sure to have regular conversations with your formal advisees, throughout the year, even during times when they are not expecting feedback on work they have submitted.
- Make sure your advisees feel comfortable openly challenging your views and pursuing professional paths, and philosophical theses and orientations, that depart from your own.
- Make a point of being extra-charitable and generous in discussing your advisees' work and ideas, without infantilizing them.
- Do not avoid offering constructive criticism, in a sensitive and charitable way, when you believe your advisee would benefit from it.

4.3 Proactive Mentorship

- Stay on the lookout for opportunities your advisees may miss, but should pursue: fellowships, funding sources, venues to present or publish their work, and so on. Let them know when these come up and you have reason to believe they may not find out on their own.
- Take active steps to introduce or connect your advisee to colleagues at other institutions who work in their areas.
- Make sure your advisees are doing what they must at each stage to advance to the next one, including when they are on the job market.

4.4 Mentoring under-represented groups

- Reach out to and proactively encourage students belonging to underrepresented groups to pursue graduate studies in philosophy, offering information, orientation, and practical advice.
- Promote a network of mentoring relationships (such as the “Mentoring Women and Minorities” project) that foster a welcoming and collaborative environment within the Department for undergraduate and graduate students, postdoctoral scholars, and faculty belonging to underrepresented groups.
- Create academic and informal occasions such as workshops, reading groups, group discussions, and small social gatherings (when appropriate), that facilitate the sharing of ideas, best practices, and advice for overcoming the challenges and difficulties faced by minorities.

4.5 Advising on Written Work

- Be prompt in offering feedback to advisees on written work.
- Written feedback for an advisee should be more than just a review of the draft. Ideally, it should relate constructively to the advisee’s overall development as a colleague or future colleague. Include positive feedback where you can do so honestly.
- Where possible, provide direction about how a draft might be developed into a publication.
- Be charitable and accommodating to advisees for whom English is a second or third language. Do not expect them to write like native English speakers and do not react adversely to their failure to do so, including in your feedback on the draft and your evaluation of them as professionals.

4.6 Accommodating people with disabilities

- Find ways to accommodate any disabilities an advisee has, especially where you can affect the work they are required to submit. If you cannot provide appropriate accommodations on your own, contact the relevant personnel officer.*
- Be sensitive to the fact that your advisees may have a disability they have not disclosed to you.
- If your advisee has revealed information about his or her disability in confidence with you, do not share it with others, even trusted colleagues.

5. Departmental Governance

The department should strive to distribute administrative roles in a fair and equitable fashion – so as to achieve a balance between those appointed to those roles that (as much as possible) is representative of society. These roles include (but are not limited to): Chair of Department; Director of Graduate Studies; Director of Undergraduate Program; DECADE mentor; Placement

officer; Chair and members of the diversity committee; Chair and members of search committees; Members of the graduate admissions committee; colloquia coordinator(s).

At the same time, care should always be taken to avoid unduly burdening members of marginalized groups in philosophy with administrative tasks. Special attention should be paid to shielding non-tenured members of such groups from excessive administrative workloads. But when members of underrepresented groups are in positions of authority, other members of the department must be careful not to act in ways that might be perceived as undermining their authority.

The department should find ways to reward service to the department among undergraduate and graduate students where and when this is possible.

6. Diversity and inclusiveness in the curriculum

One fundamental aspect that contributes to diversity and inclusiveness is the presence of courses and programs that explicitly aim at expanding the traditional boundaries of the disciplines and between different disciplines and perspectives. Philosophy is still too often limited to the study of white male authors of the Western tradition. The Department is committed to expanding the canon and promoting a dialogue with cognate disciplines that provide a critical and more inclusive outlook. To that end:

- The Department promotes the creation and establishment of new “expanding the canon” courses in the curriculum, such as courses in feminist philosophy, critical race theory, African American thought, non-Western philosophies, Latin American thought, and other marginalized figures and topics.
- The Department encourages students to take at least two such courses at both the undergraduate and graduate level, as part of their major and graduate requirements.
- The Department promotes collaborations and dialogues with other Departments, Programs and Centers, as well as the pursue of Graduate Emphases at UCI such as those in Critical Theory, Medical Humanities, Feminism, Latin American Studies, Asian American Studies, Race and Justice Studies, and Classics.

7. Conference Organizing

7.1 Selection of Speakers

- More is more. Try to ensure the participation of enough speakers to yield a more heterogeneous roster. That will often require over-inviting at first. Assume half your invitees will decline. So to

draw six speakers, for example, invite 12 or start early enough to go to backups within half a year of the conference.

- **Avoid homogeneity.** We should always strive for a representative balance in speakers and participants. A more diverse panel is highly preferable. So is a panel that includes speakers from historically underrepresented groups. We should avoid “manels,” for example, aiming instead for a representative balance between men and women, whites and non-whites, and so on, all else equal.
- **Avoid bullies, harassers, and discriminators.** Speakers known for intimidating, silencing or demoralizing communication in professional debate contexts, or harassment in any contexts, should be disfavored, even if they are highly regarded.
- To avoid bias and promote inclusivity, include all faculty colleagues and graduate student in the selection process, at least to the point of reviewing the proposed roster with a meaningful opportunity to suggest changes.
- Take seriously the objection of anyone in the department community, including graduate students and faculty, to any of the proposed speakers for any reason.

7.2 Organizing Discussion Sessions

- Again, more is more. Involve as many opportunities as possible for a range of different discussants to participate fully. For each session, for example, consider having both a discussant or respondent, perhaps two or three, and a chair who facilitates the discussion.
- Strive for inclusivity in the selection of discussion leaders beyond the speakers. In particular, seek ways to enable junior faculty and graduate students at all stages to play a role in the proceedings, including as chair or respondent.
- At Q&A sessions, chairs or speakers should make a point of calling on people whom the discussion, or the field, has under-included so far. In addition, one might take the conference’s final Q&A session as an explicit invitation to those who have not yet participated.
- As an audience member or panelist, do not dominate the conference discussion. Consider a cap on the number of questions you might ask in a day, at least until all others have had a chance to contribute once. Alternatively, if you have already asked multiple questions, consider waiting till later in the Q&A to raise your hand. If your question appears in substantial part to have been asked already, consider saying “asked and answered” or something equivalent to enable new points to be raised by newer participants.

7.3 Social Settings

- Do as much as possible, within the budget, to enable everyone in the department community to take part in all social, non-plenary activities, including dinners, receptions and informal trips or gatherings.
- Be proactive in connecting visiting philosophers with graduate students and junior colleagues, especially those you have reason to believe have been disadvantaged in their access to such connections in the past.

- Arrange seating at dinners and similar sit-down social occasions so as to foster maximum interaction between people of diverse origin, orientation and rank, though ideally without isolating anyone.
- Watch for, and prevent, any social interactions that appear to involve unprofessional conduct or harassment, or to pose a risk of escalating to such behavior.

7.4 Disability

- Ensure that the conference venue is accessible to people with disabilities for the entirety of the event.
- Record the conference proceedings so that they can be captioned for the hearing impaired, by a program like Otter or better.
- Make sure all speakers and participants have access to a microphone and that remarks are audible to everyone in the room with moderate hearing.
- Ask participants, including speakers, with mutually acknowledged disabilities, how they can be accommodated so as to participate fully, even after you have ensured that standard disability accommodations have been provided.

8. Graduate Student and Faculty Recruitment

As a discipline philosophy has long suffered from a dramatic underrepresentation of women, minorities, first-generation students, and the LGBTQ community, amongst other groups. For example, in 2018, 74% of the respondents to a survey of APA members identified as male and 75% identified as white. As a department we are committed to making philosophy a more inclusive and diverse discipline, and graduate admissions and faculty recruitment are both critical parts of that effort. The Department favors the recruitment of postdoctoral scholars through the UC President Postdoctoral Fellowship Program, aimed at encouraging outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California.

8.1 Application Review Process

- Allocate sufficient time to review each application.
- Be open minded about a candidate's undergraduate institution and post-baccalaureate experience (for graduate students) and about her PhD institution and/or previous appointments (for faculty).
- Look beyond pedigree for research experience and other evidence of motivation, interest and potential excellence in an academic career.
- When considering GRE scores, keep in mind that they are not highly predictive of success in graduate school. (Always keep in mind that such scores are easy to raise through tutoring, but that those resources will not be equally available to all prospective students).
- For more information about implicit bias see Harvard's implicit bias testing project at <https://implicit.harvard.edu/implicit/takeatest.html>

8.2 Holistic Review

- Develop a program mission statement that articulates goals, aiming at a composition representative of society for both graduate admissions and faculty.
- Promote faculty discussion before the admissions and faculty recruitment cycles, since committee membership typically changes over time.
- Continue to use a RUBRIC for evaluating factors to be considered in the process. (<https://inclusion.uci.edu/recruitment-resources/>)
- Continue (when possible) to use standard interview questions for all candidates, which – along with a candidate’s responses – are accessible to all department members.
- Have different groups of faculty review applications and conduct/summarize interviews. Then both groups can make final decisions together.
- Conduct post-admissions and post-recruitment anonymous surveys and/or discussions to evaluate the process and outcomes and possibly make changes in future cycles.

8.3 Resources/Summer Programs to Interface With

One of the main roles of the DECADE Mentor is to oversee the graduate recruitment process so as to ensure that these best practices are complied with.

- Both MAP and SWIP are important resources with respect to these issues:
 - <http://www.mapforthe-gap.com/>
 - <https://swipanalytic.org/swip/>
- Consider interfacing with some of the many summer schools that promote diversity in philosophy. Some of these are:
 - Rutgers Summer Institute for Diversity in Philosophy
 - <https://www.philosophy.rutgers.edu/summer-institute#:~:text=This%20seven%20day%20program%20is,means%20to%20be%20a%20professional>
 - UCSD Summer Program for Women in Philosophy
 - <http://spwp.ucsd.edu/>
 - For other programs:
https://cdn.ymaws.com/www.apaonline.org/resource/resmgr/diversity/diversity_institute_flyer_2.pdf

9. Reporting and Resolving Incidents

If you encounter unacceptable behavior (see above), please document it and report it to at least one of the following people.

Please note that Mandatory Reporters must follow up with the OEOD on any complaint that involves prohibited behavior such as sexual assault, relationship violence, stalking, sexual harassment, invasions

of sexual privacy, or engaging in retaliation. Although they will strive to respect your privacy, they cannot guarantee anonymity. If you wish to remain strictly confidential, you can seek advice or help from these campus sources:

- **Counseling Center**, which is open to everyone associated with UCI (students, faculty and staff), and useful especially in cases of emergencies: 949-824-6457, <http://www.counseling.uci.edu>
- **Ombudsman’s Office**, a channel to discuss complaints, concerns, or problems confidentially in a neutral environment: MSTB 205, 949-824-7256, <http://ombuds.uci.edu>
- **EAP** (Employee Assistance Program) for staff, postdoctoral researchers & faculty: 949-824-3273
- **CARE** (UCI Campus Assault Resources and Education), that can provide counseling and consultation free of charge to enrolled students: 949-824-7273, <http://care.uci.edu>

Contact	Role	Affiliations	Mandated Reporter to OEOD?
Annalisa Coliva a.coliva@uci.edu	Supports the graduate student community with a focus on issues of diversity and inclusion	UCI Dept. of Philosophy DECADE Mentor	Yes
Phong Luong pbluong@uci.edu	Supports graduate students and postdoctoral scholars with their academic journey. This includes additional academic support, time management skills, effective communication skills, and referrals to campus or community resources.	Graduate Division	Yes
Kirsten Quanbeck or Teresa Truman quanbeck@uci.edu theresa.truman@uci.edu	Title IX and Americans with Disabilities Officers This office is responsible for formal investigations in all such matters on campus. See Discrimination Policies of UCI	UCI Office of Equal Opportunity and Diversity (OEOD) https://oeod.uci.edu	Yes
UCI Counseling Center 949-824-6457 http://www.counseling.uci.edu	Strives to assist students with their academic success by developing dimensions of well-being. The Counseling Center provides short-term individual, couples, group, and family counseling. The Center also assists students with urgent care and psychological testing.	UCI Counseling UCI Student Health	No, with a few exceptions
Ombudsman’s Office 949-824-7256 http://ombuds.uci.edu MSTB 205	An alternate channel to discuss complaints, concerns or problems confidentially in a neutral environment.		No, with exceptions
EAP (Employee Assistance Program) 949-824-3273	Personal issues, planning for life events or simply managing daily life can affect your work, health and family. Provides support, resources and information for personal and work-life issues.	UCI Work Life Wellness UCI CARE UCI Health	
CARE (UCI Campus Assault Resources and Education) 949-824-7273 http://care.uci.edu	Can provide counseling, consultation and a variety of services free of charge to enrolled students.		No, with exceptions