



2014 -2015 Working Group on
Staff Participation on
Systemwide Committees

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EXECUTIVE SUMMARY

The University of California is well known for its exceptional research, education and public service. Its reputation of excellence attracts the best faculty, students and staff from all around the world. While many factors have contributed to UC's rise to being the best public university system in the world, one of the least known and most influential ingredients to its success has been UC's tradition of inclusion of all community members in decision-making processes. Beginning with the regular consultation of faculty and later students and staff, the university has continuously evolved to be more collaborative. The inclusion of its constituencies has helped the university successfully navigate challenges such as the great depression, two world wars, a rapid post-war expansion in the California higher education system, and most recently, the great recession.

While there are many instances where inclusion has led to improvements for all, the evolution of UC will remain an ongoing challenge for faculty, students and staff. With regards to university staff, the level of engagement in the decision-making process continues to vary on the campuses and systemwide. Since staff members are often the ones to implement and administer university policies, it is recommended that UC leaders include the staff perspective in significant conversations. Furthermore, the inclusion of staff in those conversations would improve communication between leadership and front-line staff. Too often, the lack of communication between and across the range and levels of staff on major decisions can lead to unnecessary misunderstandings, apprehension, and mistrust.

Over the past decade, UC has undergone a significant amount of change. With many reforms to how we do business, the need for staff inclusion and input has increased. However, unlike faculty and students, staff members do not have a policy, process, or selection framework regarding how staff could be more routinely and effectively appointed to serve on systemwide committees. Without a robust selection process in place, staff participation tends to be based more on convenience than a person's skillset, interest, or involvement on a particular issue, which reduces his/her likelihood of providing meaningful input. Additionally the staff serving on these committees may not have a mechanism to give voice to the broader staff and may be only presenting a personal viewpoint. Over the past couple of decades, staff participants on committees have been those most visible to leadership, such as the Staff Advisors to the Regents and CUCSA Chairs. While reaching out to CUCSA leadership is a logical place to seek staff input, it's impractical to expect the same 4-6 people to be able to adequately fill the needs of every committee seeking input.

To ensure better staff participation, more meaningful input and feedback, and better lines of communication on future business and policy committees, the CUCSA workgroup on Systemwide Committee Participation has reviewed the existing processes for faculty and students to come up with a new staff appointment process that we hope will work best for university leadership, CUCSA and local staff assemblies. This process is a hybrid of existing processes that was developed under the following guiding principles:

- Easy To Understand and Communicate
- Flexible
- Fast and Efficient
- Respects the Autonomy of the Local Staff Assemblies
- Ensures Effective Staff Feedback

In this report the workgroup offers a prototype process which will provide university leadership with a mechanism to quickly identify and appoint knowledgeable and engaged staff interested in contributing useful input and feedback. The end result will be better decisions for all members of the UC community.

RESEARCH METHODOLOGY

To understand the history of staff involvement, work group members contacted several individuals and performed the following tasks:

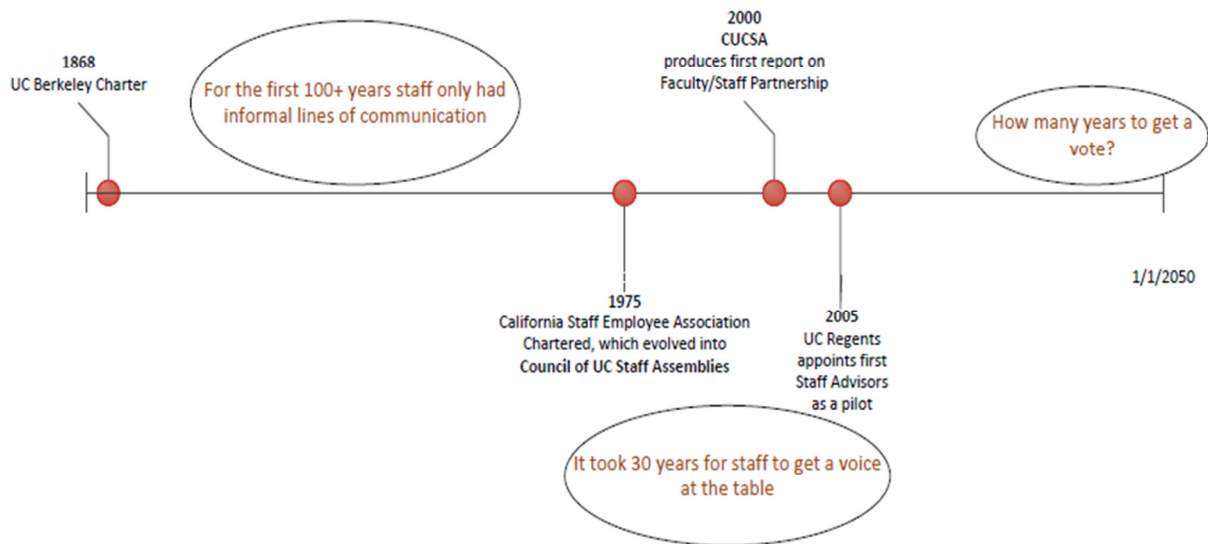
- Discussion with past Berkeley Delegates: Reached out to interview a past Berkeley Delegate to CUCSA who have served UC over the years. The Berkeley delegate was particularly interested in talking to Kathy Day-Huh who was CUCSA Chair 1999-2000 the year the workgroup report was written and published on Faculty/Staff Partnerships. This interview establishes a sense of history, context, and serves as a precursor or baseline for the kinds of committee workgroup reports CUCSA produces today.
- Interview with Donna Salvo, Executive Director, Talent Management & Staff Development at UCOP: Donna Salvo was contacted to ascertain if any systemwide policies, protocols, or best practices were already in place and being utilized regarding the invitation, vetting and selection process of staff members to participate on systemwide committees. In particular, we were interested in learning how often rank-and-file staff were invited to participate as contributors on any given topic, rather than simply being the person taking minutes or the person compiling data to inform leadership regarding the particular state of affairs.
- Discussion with the Staff Advisors to the Regents: Workgroup members met with the Staff Advisors to the Regents to find out about what systemwide committees existed and how such a person could offer input or volunteer on such a committee.
- Research of Prior Systemwide Committees: Researched the service of staff on prior systemwide committees and the processes that systemwide faculty and student organizations had in place to appoint delegates to a committee.

HISTORY OF STAFF INVOLVEMENT

If we take a historical perspective of staff contributing to system-wide committees, we can see the formation of CUCSA itself as a first step towards University leadership being open to consider staff concerns in formal and meaningful ways. Our history shows the University of California Staff Employee Association (CSA), was founded in November 1974 and chartered July 1975 comprising of delegates each from six campuses.

Between 1874-1974, or the first 100 years, staff only had informal lines of communications to share their thoughts and concerns with UC Leadership. Then following the creation CSA, staff spent the next 40 years slowly and persistently seeking more access and opportunities to serve and share our perspective. (see CUCSA history http://cucsa.ucr.edu/history_timeline.html) Members of CUCSA have participate on committees discussing UC benefits, affirmative action, work-life balance, and presidential selection.

Over the years CSA had evolved to be the group we now know as the Council of UC Staff Assemblies (CUCSA). By the turn of the century the council offered to create a task force charged with seeking ways to improve faculty/staff relationships. The task force partnered with the members of the Academic Senate and went on to co-author the 1999-2000 report entitled Faculty Staff Partnership.



IMPORTANCE OF STAFF INVOLVEMENT IN SYSTEMWIDE COMMITTEES

Current trends in leadership and organizational development in the 21st century show that engagement of all stakeholders in an organization is fundamental to success. Within the UC system, this includes all faculty, student and staff groups. The formation of staff groups at the campus and systemwide level have helped provide an avenue for involvement when sought.

To learn more about how staff advocated for a voice in governance, the workgroup interviewed former Berkeley Delegate, and CUCSA Chair, Katherine Day-Huh. Kathy chaired a previous task force on Faculty/Staff Partnership and her expertise in the area of staff engagement and involvement made her a great resource for the workgroup.

In the interview with Kathy, she shared some challenges and difficulties experienced by staff in trying to convince faculty of the importance of writing such a document. When first approached to partner with staff, members of the Academic Senate seemed to resist the idea altogether. Kathy felt that faculty members were not quite prepared to see staff as partners. It was perceived that faculty didn't need staff, well meaning or not, meddling in their affairs. An example of this sentiment was felt at one particular meeting when an exasperated faculty member yelled something to the effect of "why do you even care, isn't it enough to have a job?" Stunned, the staff decided to stop, take stock, and answer that question directly. They agreed to go around the room and let each staff member present introduce themselves, say what department they worked for, how long they've worked at UC, and declare why they cared. As each person shared, it became apparent that for many working at UC was indeed, not just a job. Many were alumni, others were the parents of sons and daughters attending UC, some had spouses and partners who were professors at UC. The effect of sharing staff stories with faculty was profound, the conversations continued and, in time, the faculty members of the task force began to see staff members as potential partners.

Kathy also served on the committees that conceived of and proposed the role of Staff Advisor to the Regents. The pilot phase which was supported by President Dynes in 2005 some 30 years after CUCSA's

founding. This position worked out well enough to have the role made permanent 2 years later in 2007, and Staff Advisors to the Regents continue to this day.

Workgroup members believe that there are a myriad of problems, challenges and concerns that affect everyone affiliated with UC, staff participation over years has proven to be of value on committees. When included, staff members have shown a willingness to participate and contribute at every phase: from raising concerns, brainstorming, vetting, to the implementation of processes and procedures.

COMPARISON OF EXISTING SYSTEMWIDE COMMITTEE APPOINTMENT PROCESSES

Standing Orders of the Regents 105 states that the UC Academic Senate is delegated the sole responsibility over university admissions, the awarding of degrees and the curriculum. In addition to its authority over academics, the Senate is also allowed to serve as an advisor to university leadership on all administrative and budgetary matters. In most cases, when faculty participation is sought for systemwide matters, the Senate is contacted and, through an established process, a representative is selected by faculty members to serve on the relevant committee. When the Senate is not contacted a communication will go out to administration requesting that a faculty member be appointed.

Since the vetting of committee appointments is a common practice for the Academic Senate, the group has developed a robust system for the nomination and selection of faculty members. For systemwide committee appointments, the process starts with a request from UC leadership for a faculty member to serve on a particular committee. The administration’s request is then forwarded to the systemwide Senate’s Committee on Committees. If the Committee on Committees wants to send out a call, the staff of the Systemwide Academic Senate Office requests additional detail on the appointment so that all of the necessary information can be communicated to the campuses. When the Divisions (the Senate on each campus) handle the request their campus Committee on Committees will be asked to find an appropriate faculty member. In either case, the Committee on Committees on each campus is responsible for vetting the final candidates and making the selection. Once all of the campuses recommendations are made, the faculty member names and credentials are sent on to the Systemwide Academic Senate Office for submission or appointment.

Pros of Academic Senate Process	Cons of Academic Senate Process
<p>This system uses a peer based selection process that allows the faculty to find individuals who are well versed in particular topics and quickly vet them to determine whether they would be the best faculty member for a particular committee. This process also allows for the Academic Senate to control who is selected to ensure that there will be some connection back with the campus for reporting and dissemination of information.</p>	<p>With the requirements that committees meet to discuss and vet the candidates, the process can take an extended amount of time. There is always a tension between the expectations of the administration for speed and the rate at which the Senate can find a nominee.</p> <p>In relating this process to CUCSA, members may not want to have a standing selection committee, like the Committee on Committees. CUCSA or the local Staff Assemblies probably would not be open to creating a new committee solely devoted to committee appointments. The same thing would probably be true of the selection committees.</p>

ASSOCIATED STUDENTS OF UC STUDENT APPOINTMENT PROCESS

As the representative organization of undergraduate and most graduate students, the UC Student Association is the contact for the UC leadership, Academic Senate and Regents when requesting student representatives for campus and systemwide committees.

According to the UC Student Association website, the organization has a tab on their home page directing students to where they can get involved. Within that selection tab, students can review details on all systemwide committees with vacancies. Once an interested student has determined which committees they are interested in, they can download an application and apply. The application form requires that students provide their basic academic information and draft an essay on why they are interested in serving on a particular committee. After the applications are submitted the UCSA, or the requesting committee members, can interview and make the final selections.

Pros of ASUC Process	Cons of ASUC Process
This process allows everything to be centralized and processed through a single application website. Having all committee details and an application form is clear and transparent. The process is fast and efficient; as applications will be submitted before the systemwide committees make their selections. There is no call for students. In regards to the CUCSA, we do have a website and having all of the systemwide committee information on one page would make the process clear and transparent to staff.	The concern is that since this program is centralized, it requires that someone manage the applications and website. Since CUCSA does not have a systemwide FTE assigned to that assist with this process, any centralized process would be very burdensome. The UC Student Association has a full-time staff member that is devoted to the management of all student business and can handle the application process. CUCSA and the local Staff Assemblies may not have time to oversee an application process.

PRINCIPLES OF PARTICIPANT SELECTION PROCESS

- Easy To Understand and Communicate – by facilitating a clear and simple communication tool, individuals will be more inclined to adhere to a process, and thereby more likely to refer others.
- Flexible – by facilitating an easily accessible online tool, requests can be processed with much more flexibility and by one control point.
- Fast and Efficient – by facilitating an online tool that cuts down on paperwork and the time it takes to initiate a request, individuals are more inclined to continue using process.
- Respects the Autonomy of the Local Staff Assemblies – by facilitating an online tool in which local autonomy is respected, helps ensure staff with active knowledge and awareness of issues are at the forefront.
- Ensure Effective Staff Feedback – by facilitating a system-wide tool all staff have a voice in matters affecting all staff.

PROPOSED CUCSA PROCESS

The CUCSA workgroup has evaluated the existing processes for faculty and students and recommends the development of a hybrid process that joins the methodology of the Academic Senate with that of the UC Student Association’s. The result is a model that leverages the strengths of CUCSA and the local Staff Assemblies’ infrastructure and capacity.

- **Step 1:** CUCSA Chair or Staff Advisor receive request to appoint or recommend a staff member to a committee.

- Online process will include basic questions about – i.e. expected duration of time commitment, area of expertise/ field of knowledge set; description of committee making request.
- **Step 2:** CUCSA Chair gathers details and sends out a notice to the local Staff Assemblies/ CUCSA delegation.
- **Step 3:** Local Staff Assemblies forward their recommendations to CUCSA.
 - Each Campus will have the flexibility to determine its own process.
- **Step 4:** CUCSA Leadership – Chair, Chair-Elect, and Secretary – will review and submit the nomination(s). If a final selection decision is the responsibility of CUCSA, then the leadership team will make a final determination.
 - Estimated Time of Entire Process – 2 to 3 weeks depending on how much time the campuses need to respond.
 - Expedited Process (less than one week) – Call only goes out to CUCSA delegates. CUCSA leadership makes decision.
- **Total Timeline** – 5 days, depending on campuses



COMMUNICATIONS

Establishing a selection process that administrators can rely upon is only the beginning. As critical, is ensuring an effective communication practice throughout the process is in place. It begins with the local Staff Assembly Chairs, making sure their local process yields the best available staff recommendations. Effective communication practices include the UC Regents, President, Vice Provosts, and Academic Senate regularly reaching out CUCSA Leadership for recommendations. Only when a model is regularly accessed can it be effective.

A first step toward the creation of such a model would entail the development of a new webpage. The site would provide information both for prospective staff members and for administrators, encompassing the following elements:

- A flow chart of the process, both expedited and not expedited

- Requestor-specific material
- Recommended practices for local Staff Assemblies, including the formation of a selection committee
- A staff volunteer database which includes the interests, skills, knowledge, and abilities of anyone interested in serving on a committee
- Best practices for serving on system wide committees and interacting with executive leadership

Recommended Talking Points for CUCSA Leadership Include:

- Historically, the formation of CUCSA itself exemplifies UC leadership openness and willingness to consider staff concerns in a meaningful and strategic way. CUCSA's mission, as such is to provide service to the University by advising and providing a staff perspective to decision makers.
- The ongoing inclusion of staff in system wide committees is crucial to the continued success of the University. Staff members are an integral part of the University, embedded in all areas of University life. With staff buy-in, there is often more cooperation and support of the mission of the University. Leading to better communication and trust of shared values.
- Staff are able to establish important connections with other members of the University community, thus encouraging growth and exceptional performance. It is important that everyone feel included and valued. Staff engagement thus creates a more cohesive and high performing team.

FINAL RECOMMENDATIONS

The final recommendation of this workgroup is to implement a new hybrid process for the selection of staff members to systemwide committees. We believe this process is easy to use and communicate and does not place any significant burden on CUCSA leadership or membership. The proposed process can also be adapted in the future to meet the needs of CUCSA and the local Staff Assemblies. Some important final notes that the workgroup would like to make:

- 1) **Advocacy:** CUCSA leadership continues to advocate for staff involvement on systemwide committees. Many administrators and faculty may not be cognizant of the role staff will play in the implementation of policies and that staff are always highly involved and committed to the mission of the university.
- 2) **Proactive:** Unlike students and faculty, there are not regular positions on systemwide committees for staff. Instead, staff members are more likely to be involved in ad hoc committees that are quickly formed in response to a particular hot topic. To ensure that these groups have a staff member appointed, CUCSA and staff will need to be proactive in staying informed of top issues and contacting administration to request a staff member be included as quickly as possible.
- 3) **Principles:** The systemwide committee process that is ultimately implemented should adhere to the following basic principles:
 - Easy To Understand and Communicate
 - Flexible
 - Fast and Efficient
 - Respects the Autonomy of the Local Staff Assemblies
 - Ensure Effective Staff Feedback
 - Does not Increase Responsibilities on the Staff Advisors and CUCSA Chair

The main purpose of the workgroup's recommendations is to have better communication and better outcomes as a result of seeking out and including staff input as an integral part of the process from vision to implementation.