

# CUCSA Winter 2015 Minutes

Wednesday, December 2, 2015

1. CUCSA Business
  - a. Host Instructions
    - i. Changes to the agenda
    - ii. Transportation during the meeting
  - b. CUCSA Updates
    - i. Update on departing delegates and new delegates
    - ii. ANR is forming their own Staff Assembly and met with Chair Carl-Halle to talk about how it can work.
      1. We may have ANR representation by next fiscal year.
    - iii. Career Tracks
      1. Talks are taking place on a revised schedule for implementation of Career Tracks.
      2. Still some resistance from some campuses which needs to be resolved to move forward completely.
      3. Delegates should talk to the CHRO on their campus on the status of Career Tracks in their location.
      4. Suggestion to be diligent and make sure that positions are placed properly and in the right salary band, etc.
        - a. Make sure that job descriptions are up to date before putting them into the system so that the transfer is as accurate as possible.
      5. Concerns from staff on some campuses that they are not able to have dialogue about where they are placed.
        - a. Managers should be able to assist in this area and are included in the conversation with HR on where staff are placed in the new salary bands and job titles.
          - i. Staff on some campuses have concerns that this process is not always effective even if their supervisor is fully engaged because the supervisor may have too many “battles” to fight.
        - b. There should also be an appeal process that the staff can employ under certain circumstances.
          - i. Staff have concerns that if there is an appeal process, it is not well know or widely communicated.
  - c. Updates from the Staff Advisors to the Regents
    - i. Regents Meeting
      1. Budget concerns

- a. No new staff budgeted for upcoming year.
    - i. How can we continue to serve a larger class of students with no additional staff resources?
    - ii. President has committed to provide campuses that take new students with the pledged amount of money needed to support these students. It will be up to the campus how the money is used.
      - 1. Delegates need to advocate for new staff on their campuses to support the growth in student numbers.
- ii. Diversity of Staff
  - 1. Need a concentrated effort to increase the diversity of our staff and faculty to be able to support our increasingly diverse student population.
- iii. Prevention of Abusive Conduct Policy
  - 1. De has been working on a UC Policy.
  - 2. President is supportive and has asked one of her staff members to work on this.
  - 3. The idea is to have a UC Policy and then have each campus create its own procedures to support the policy.
- iv. Retirement Taskforce
  - 1. Taskforce is looking at how to change the retirement benefits.
    - a. PEPPRA cap for everyone
    - b. Additional benefits beyond the cap need to be discussed.
      - i. Issue is that there is an option to have a two tier system for these benefits which could disadvantage staff.
    - c. Different choices when you are hired.
  - 2. Staff hired July 1, 2016 and beyond will be affected by this change in the retirement benefits.
  - 3. Need to make sure that staff is treated fairly and not differently from faculty.
- v. Staff Alumni (UC staff who are also UC alumni)
  - 1. Can we work on our campuses to identify in the directory which staff are also UC alumni?
- vi. Recruitment for new Staff Advisor
  - 1. Recruitment will open in January
- vii. Campus Visits
  - 1. UCB, UCD, UCM still need to take place
- viii. What to work on next year

## 1. Employee development

## 2. PRESENTATION: Avi Oved, Student Regent; Marcela Ramirez, Student Regent

### Designate

- a. Shared Governance
  - i. Increasing student representation on the Board of Regents
  - ii. Interested in adding one more seat – Student Advisor position
  - iii. Want to see representation from both undergraduate and graduate students
- b. Middle Income Affordability
  - i. Not enough robust support for middle income students.
    1. Make to much to qualify for aid
    2. Make to little to be able to support themselves
- c. Statement of Principles Against Intolerance
  - i. Address bigotry and discrimination across all campuses.
  - ii. Working group will have language by the end of January to present.
- d. Engagement of Staff
- e. Retention and Recruitment of Diverse Talent (students, staff, faculty)
  - i. Look at CSU system as a model
- f. Campus Tours
  - i. Will be going to each campus starting in January and ending in February.
  - ii. Encouraging students from all students to apply.
- g. Discussion Items
  - i. Budget
    1. Support they ask that increase in resources to support increased student population should also include increase in staff (as a resource).
  - ii. Three Year Degrees
    1. Delegate brought up a concern on their campus that middle income students would be disadvantaged by the three year degree because it would not give them opportunity to work during the summer.
    2. Speaker clarified that this would be an option.
    3. Speaker brought up concern about affordability of the summer quarter/semester. How can they make it more affordable to take classes during this time of the year? How can they make summer more attractive for those who will need to teach the classes?
    4. Looking at scheduling to see how it can help address bottlenecks and potentially help with the review of the three year degree option.

5. Online courses not necessarily going to help with this bottleneck. Hybrid courses may be a better option.
  6. Concerns that students will experience more mental health issues as a result of a condensed program.
- iii. Middle Income Aid
    1. Will cover up to 40% of tuition for middle income students.
    2. Capped asset amounts.
    3. Looking for baseline support for middle income students.
  - iv. Food Insecurity
    1. What can CUCSA do to help elevate this problem?
    2. If a the legislative amendment is passed that lowers the requirement to access State Services (ex. Cal Fresh), then we won't see so much pressure on our campus food pantries.
3. PRESENTATION: Wendy Slusser, Associate Vice Provost UCLA Healthy Campus Initiative
- a. Learning Objectives
    - i. Describe the five core components and identify at least three strategies that HCI utilizes to promote health.
    - ii. Identify at least three ingredients that support the initiative in meeting its goal of making the healthy choice the easy choice at UCLA.
  - b. Why is it important to address health issues?
    - i. Increase in diabetes prevalence in all age groups
    - ii. Lifestyle changes can help reduce risk of diabetes
    - iii. Rising global obesity
      1. Obesity has roughly the same economic impact as smoking and armed conflict.
  - c. What should be done?
    - i. Not about spending more money but more about how to spend the money.
    - ii. Shift healthcare to prevention instead of treatment.
  - d. How do we make this happen?
    - i. "In order to take care of the earth, we must take care of ourselves." – Chancellor Block
    - ii. Core values
      1. High level of wellness
      2. Personal responsibility
      3. Diversity
      4. Equity
      5. Integrative
    - iii. Promote within all populations on the campus.

- iv. In order to live well we aim to:
  - 1. Integrate
    - a. Live well (ea pod is led by a faculty member and an administrator)
      - i. Move well
      - ii. Breathe well
      - iii. Be well
      - iv. Eat Well
      - v. Mind well
  - 2. Educate
  - 3. Support
    - a. Staff Innovation
    - b. Student Initiatives
  - 4. Grow and Inspire

- e. Lessons Learned or Key Ingredients
  - i. Housed in the Chancellor’s office and focuses on all staff, faculty and students. Results in buy-in into the program.
  - ii. Relied on local talents and interests. Identified faculty and senior administrators with expertise in the pod subject content areas to lead and or co-lead each of the five pods. Faculty were supported with a stipend and a paid graduate student researcher or staff.
  - iii. Sustained engagement
    - 1. Diverse steering committee that meets regularly
    - 2. Inclusive pod membership; pods meet regularly
    - 3. Values of the initiative are identified and revisited regularly
  - iv. Openness to existing projects and incorporating them, “organic”
  - v. Blind optimism
  - vi. Secured additional budget support from donors and foundations to provide seed money to help incubate innovative and creative ideas to support wellness on campus.

- 4. PRESENTATION: David Ravetch, Senior Lecturer of Accounting Anderson School of Management – UCLA Orientation Program (Summer Orientation)
  - a. How to engage students/parents during orientation
    - i. Ask students
      - 1. Reasons for going to college
      - 2. Aspirations for Entering UCLA
      - 3. What do they think is very likely to happen to them?
      - 4. Career Aspirations
      - 5. What is personally important to them?
      - 6. How different is college from high school?

7. What will have to change when they get to UCLA?
  - ii. Involved them by asking questions.
  - iii. Share information that will be meaningful to them.

### **Thursday, December 3, 2015**

5. CUCSA Business
  - a. Changes to the meeting schedule
    - i. LBNL September 2016
    - ii. Riverside December 2016
    - iii. Irvine March 2017
    - iv. San Francisco June 2017
    - v. San Diego September 2017
    - vi. Santa Cruz December 2017
    - vii. Merced March 2018
    - viii. Berkeley June 2018
    - ix. LA September 2017
    - x. Davis December 2017
  - b. Staff and Senior Leadership award
    - i. Nomination forms are on the website.
    - ii. Last year's senior leader award was Chancellor Katehi.
    - iii. Previous winners included previous Riverside Chancellor, Nathan Brostrom, etc.
    - iv. Senior leader nominees should be champions of staff.
    - v. Send completed forms to Secretary prior to next meeting so that nominations can be shared with everyone for vote in March meeting.
    - vi. Staff award went to the person whom the award was named after last year.
    - vii. This year will be the first year that we will actually have a nomination process.
    - viii. There is no minimum or maximum but the person must embody service to staff and excellence.
  - c. STAR Funding
    - i. Question about where funding for STAR Program comes from.
    - ii. Concern that staff are assessed a small fee out of their salaries to fund the program but that the funds are not distributed appropriately to the campus.
    - iii. Some delegates believe that this fee was stopped some time ago and that it was intended for development which STAR is not.
    - iv. It is the understanding of our OP champion that the funding for STAR comes from the campuses and not from an assessment.

- v. Further discussion took place on how each campus manages their STAR Programs.

6. PRESENTER: Lubbe Levin, Associate Vice Chancellor for Campus Human Resources and Chief Human Resources Officer

a. Presentation called Building Leaders at All Levels

- i. Campus Role – What can the campus do to facilitate building leaders?
  - 1. Create an open, equitable, and supportive work environment
    - a. Important for creating, rebuilding and maintaining trust.
    - b. Leading by example is also important.
  - 2. Encourage engagement of staff
    - a. Communication process is critical
      - i. Staff Assembly plays a big role in communication.
      - ii. Soliciting and using feedback is important.
        - 1. Input of staff is important
      - iii. Sharing information is important within all levels of the organization.
      - iv. Use of various modes of communication is critical.
        - 1. Web
        - 2. Email
        - 3. Breakfast with the Chancellor (quarterly)
        - 4. Focus Groups
  - 3. Offer training, development, mentorship opportunities
    - a. At UCLA they have programs that develop staff at all levels and help them to gain the skills that they will need as they move into different positions/levels on campus.
  - 4. Ensure support of managers and supervisors
  - 5. Assess needs and effectiveness of programs and policies
    - a. Identify policies that get in the way/create barriers.
      - i. How do we ask for changes?
  - 6. Identify and share best practices.
    - a. Sharing them across the system is critical.
    - b. OP plays a significant role in sharing of best practices.
  - 7. HR cannot do it alone – key role of advisory groups.
- ii. The Employee's Role – What is the employee's responsibility?
  - 1. Take charge of your career.

- a. Set goals
    - b. Evaluate your progress
  - 2. Identify your expertise and build on it
  - 3. Be pro-active in asking for support and training
  - 4. Take (reasonable) risks – outside your comfort zone
    - a. Volunteer for things that may not be part of your “day job” to provide you with visibility, demonstrate skills to a new group of people, learn skills, etc.
    - b. Do things that are not necessarily part of your job description to stretch and build your skills.
  - 5. Find the right mentors/advocates
    - a. Make sure the person has the right combination of interests for where you want to go or for your personal career goals.
  - 6. Don’t lose sight of fundamentals
    - a. Critical to continue to show excellence in your existing position.
  - 7. Grow horizontally and vertically
    - a. A move laterally can be a great way to broaden your experience.
  - 8. You are your reputation.
- iii. The Supervisor’s Role – How do supervisor’s assist in building leaders?
  - 1. Select wisely
    - a. Thorough check of new hires
      - i. Check references
      - ii. Check personnel files
    - b. Skill sets being equal, what else is important?
      - i. Behavioral qualities
        - 1. Ex. Dependability
        - 2. Use scenario questions to tease out this information.
    - c. Seek input from different perspectives
  - 2. Assess the employee’s needs and strengths
  - 3. Know how to give feedback
    - a. Consider the use of feedback looking forward as opposed to the way we use feedback looking backward in the evaluation.
    - b. Make feedback meaningful
      - i. Share what went well
      - ii. Share what did not work so well
      - iii. Share how they can improve
  - 4. Go beyond the obvious – from job to career growth

5. Be creative about learning opportunities (certificate, education, development program?)
    - a. 2-3% of payroll should be used on development
    - b. Seek one time funds when needed
  6. Pay attention to what is available
  7. Be pro-active in suggesting options
  8. Determine available resources
- iv. Understanding Engagement
1. What is it?
  2. Why is it needed?
  3. How do we achieve it?
    - a. Bring your whole self to work
    - b. Join the team, the department, the campus, and the University
    - c. Extend your skills/activities beyond the job
    - d. Participate with others in creating a positive campus environment
    - e. Volunteer your time and energy
    - f. Become a leader and enhance your career over time.
  4. What is being done?
- v. Connecting the Dots – How should all of this fit together?
1. (see attached photo of slide)

7. Work Group Presentations

- a. Change Management
- b. Staff Veterans
- c. Performance Management
- d. Health and Wellness
- e. Internal Operations

8. PRESENTER: Yvette Gullat, Vice Provost and Chief Outreach Officer

- a. Presentation on
- b. Outcomes
  - i. Sense of the efforts system wide to advance diversity
    1. Particularly throughout the various academic pipelines
  - ii. She wants to get a sense from the delegation how we can engage with OP on efforts to be more equitable and inclusive
    1. We are different from big companies because we are growing our own staff.
- c. The Office of the Chief Outreach Officer
  - i. Her unit is a new unit (started in 2015)

- ii. Working on diversity work is like a paint splatter (not contained) so part of her task is to figure out what diversity means in the UC system.
- iii. Why do we have this office?
  - 1. The less diverse we are, the less support we will have.
    - a. We need to reflect the diversity of the state.
  - 2. As a land grant university, we agreed to educate the state. We are also tasked with setting the standards for what constitutes readiness for higher education.
    - i. We cannot teach and set the standards without providing the resources for the means for students to achieve those goals.
  - 3. Their office convenes the chief diversity officer on each campus.
- iv. Major diversity projects that are underway.
  - 1. Developed new guidance to help campuses.
  - 2. Concerned with African American matriculation
    - a. Can we increase the number that are prepared for and apply to the UC?
      - i. Scale up and reinforce existing.
      - ii. Offer new programs without new resources
        - 1. They now offer early indicators of a student's readiness for UC (before they are seniors)
          - a. Interesting is how many Cs and Ds students get.
          - b. For African American and Chicano/Latino students with high grades are taking courses which are not corresponding to what is needed for UC.
            - i. Need to help them take the right courses. Have UC tell them what they will need to do.
        - 2. They need their programs to reach schools where there are students that need the programs.
        - 3. Working with community based organizations where students in need participate.

### 3. Transfer Applicants

- a. Gave more time to submit applications.
  - b. President announced Transfer Pathway
    - i. 21 new transfer pathways
      - 1. streamline requirements
    - ii. developed new tools for the transfer process
- 4. Application Process
  - a. Modifying the UC application to make it easier to apply.
- 5. Yield
  - a. Trying to understand on the yield side why we are using kids.
- 6. Graduate Education
  - a. UCHBC Initiative
- v. Every January they present to the Regents the work they are doing and where improvements are made and where support is needed.
  - 1. For staff, we have a diverse staff but as you go up in the higher ranks we are much less diverse.
- vi. Discussion
  - 1. How do we remind the public that public support is needed to fund UC which is an investment in the future in CA?
    - a. Supportive President that is doing work to elevate the UC in the eyes of the world.
    - b. Supporting what the President is doing in any way that we can.
    - c. Together we can change the way the public sees UC.
  - 2. What are some of the real efforts taking place to diversify our staff?
    - a. The real challenge is in leadership development.
      - i. We need to grow our own leaders.
      - ii. Administrative leadership that is grown from the staff ranks.
    - b. Hesitancy to discuss why we have less diversity in the upper ranks of the University.
      - i. Need to have discussion on where the bias lies.
      - ii. Discuss how staff can break through.
    - c. There may be models on the academic/faculty side that may work on the staff level.
      - i. Ex. Unconscious bias training on search committees.

- d. Need to remind leadership of the data. Show them that the needle is not moving.
      - e. Figure out what the requirements are for leadership positions. Make sure we are not deterring people from applying.
      - f. Training for managers to see what their potential is to move up within the organization.
      - g. Use career tracks to help staff grown their careers.
- 3. Discussion around the availability of AP and honors courses in our high schools. What are the options for those students who do not have access?
  - a. UC Scout through UC Santa Cruz Extension
  - b. Concurrent enrollment at a local community college.
- 4. Discussion around cutting funding for UC aid to out of state students and how it will impact diversity throughout the system.
  - a. Low income out of state students will likely come with their own aid (through federal aid, etc.).
  - b. However, still a big concern that we will have more privileged, less diverse students.
- 5. Discussion around diversity in graduate student population
  - a. What about a program for HSI similar to the HBC initiative?
- 6. Discussion on diversity training for staff?
  - a. What do we currently do?
  - b. What is offered UC wide or locally?
- 7. Discussion on system wide efforts to use UC alumni staff to help with mentoring for students.
  - a. Use alumni staff to network with students.
    - i. Opportunity to prepare for careers.
    - ii. Introduction to your own network.
    - iii. Opportunity for internships.
- 8. Discussion on Veterans identified as a group as it relates to equity, diversity and inclusion.

## 9. CUCSA Business

- a. Discussion on Progress on Engagement Survey Results
  - i. Expectations
    - 1. Campuses will roll out the results.
    - 2. Action plan with key drivers
  - ii. Slides from 2012 vs 2015
    - 1. (see slides online)
  - iii. Report out from each campus.

1. Some ideas from the campuses:
  - a. Peer to Peer Champions (UCSF).
  - b. Use of electronic polling devices for enhanced interaction during town hall (OP).
  - c. Include the presentation of results with their already scheduled town hall meeting which also includes the presentation of their innovation awards (UCM).
  - d. Web chats throughout the year to continue to engage staff on their progress. This is especially important for their millennial staff (UCM).
  - e. Live streaming and taping of the town hall meeting to capture those that cannot attend (UCM, UCD, UCR).
  - f. Use of round tables and allow for table discussion after the formal presentation to allow for dialogue among staff (UCD).
  - g. Make sure that in the invitation they clarify who was actually invited to complete the survey and background on the purpose of the survey (UCR).
  - h. Meetings with constituency groups first to work with a “captured audience” with the hope to get more solid feedback on how to best present the info to the larger campus and to also identify champions within those groups to help with the process. They will then decide whether or not they will have a town hall (UCSC).
  - i. Results will be distributed electronically and provide a mechanism for staff to provide feedback. Will also survey staff on best practices related to their top areas that need improvement (UCB).
  - j. Use of focus groups to gather more feedback. Training assessments of self, staff and supervisors which will be used to determine competencies that need to be developed and develop more targeted training (UCLA).
  - k. Partner with former CUCSA delegates and Diversity and Inclusion Council on their campus since they do not have a Staff Assembly to garner support (LBNL).
  - l. Offer three separate town halls to try to engage as many staff as possible. At the town hall they will separate and talk in small groups and then have a

- group conversation about what was discussed in the small group sessions (UCSD).
- m. Results will be presented along with other updates from their administrative services group to help increase attendance at the event (UCSB).

### **Friday, December 4, 2015**

- 1. CUCSA Business
  - a. Reminders
    - i. Submit all travel to Chair Elect by Tuesday, 12/7
  - b. Campus Updates
    - i. UCSB – 11<sup>th</sup> Annual Halloween Department Contest and Costume Contest
      - 1. 7 departments entered; HR department won a pizza party for the entire department
      - 2. costume contest winners win gift cards
      - 3. goal was to boost staff morale around the campus
    - ii. UCSC – in the midst of search for new CHRO
      - 1. SA had lunch with the four top candidates and had the opportunity to share staff concerns, info about Staff Assembly, etc.
      - 2. Will also be involved in other high level recruitments on their campus in the near future.
    - iii. UCDMC – will be sponsoring 225 county seniors and children this holiday season and will be delivering gifts; also sponsoring 77 adults from a local care facility; Breakfast with the Chancellor will take place on their campus for the first time since the program started; Breakfast with the Dean/Vice Chancellor is also starting in the near future.
    - iv. UCD – SA health and wellness subcommittee made a big budget ask for a staff health and wellness program and received funding from the Chancellor and Provost.
    - v. UCSF – Block party in October at the Mission Bay campus; which includes vendors, farmers market, food, etc. This year SA partnered with ABOG and had a tent and got 25 new people and was able to promote SA; Career Tracks in full swing on their campus and they have done several town halls about it and will continue to do communications on the topic; Skill Soft catalogue is now available to provide online training for staff.
    - vi. UCLA – Select staff had the opportunity to “hang out” with the Chancellor and his wife during Breakfast with the Chancellor; this event coincided with Veteran’s Day and they were able to identify staff veterans to participate in the breakfast; topics discussed at

the breakfast were varied and included active shooter training, availability of toilet seat covers in buildings, diversity issues, etc.; Mrs. Block is an active supporter of women's sports and sponsored an event for the Women's Soccer team and staff had the opportunity to participate and bring a guest to the event.

- vii. LBNL – Vehicle Access fee was launched to address carbon emissions issues; town hall meeting took place to discuss the initiative and fee; traditionally the lab did not charge for parking on their campus; staff had concerns about the fee and its affect on staff who had limitations related to commute, child care, physical limitations, etc.; as a result of the concerns put a halt on the initiative and volunteers were selected to serve on a committee to review the initiative and recommend changes and a communication plan.
  - viii. UCB – SA will do a community service project to assist with the food insecurity initiative on their campus; they will support the existing campus efforts as opposed to creating their own program/initiative.
  - ix. UCR – Robert is the new delegate for UCR; SA participates in a Scot Fest during their homecoming activities and while there is no real effort in place to reach out to more staff, the staff have the opportunity to interact with students, their faculty and other campus community members.
  - x. UCSD – SA pancake breakfast will take place and will be completely owned by SA; will use the opportunity to recognize staff; tickets sold out in 20 minutes; free breakfast that the Chancellor funds.
  - xi. UCI – in December SA help to support staff who are in need during the holidays through a program called Helping Hands; needy staff sign up to be paired with staff who volunteer to give; completely anonymous program.
  - xii. UCOP – end of the year appreciation event will take place in December; walking tour of Oakland will be taking place soon; Bring Your Sons and Daughters to Work day has become a large event on their campus and well supported by the organization.
  - xiii. UCM – SA partnered with the student government groups and helped with vigil on their campus after the stabbings; planning took place within a 24 hour period and yet completely supported by their entire community; SA helped with #2020orbust campaign to help with the social media campaign related to their 2020 initiative.
- c. Discussion on payout of staff scholarships
- i. How many campuses give staff scholarships?
  - ii. Where does the \$\$ come from?

- iii. How are you managing the distribution of the funds?
        - 1. Checking account?
    - d. EDO Presentation
      - i. Post-Event Surveys
        - 1. It is important for everyone to take the survey because it helps leadership group as well as the next host campus.
        - 2. Comments do not necessarily reflect conversations that are taking place.
        - 3. Please be candid.
      - ii. Editorial Calendar – campuses assigned to do a weekly update (as described on the calendar) for the month
        - 1. January - UCSC
        - 2. February - UCR
        - 3. March - LBNL
        - 4. April - UCSD
        - 5. May - UCSB
        - 6. June – UCD
        - 7. July - UCOP
        - 8. August - UCB
        - 9. September - UCSF
        - 10. October - UCM
        - 11. November - UCI
        - 12. December – UCLA
2. PRESENTATION: Scott Waugh, Executive Vice Chancellor and Provost
- a. Presentation on the challenges facing higher education
  - b. Because of the complications in the world, higher education needs to find new ways of operating to work within a more complicated world – this is the new normal.
    - i. Will need to work on these changes on the ground level.
    - ii. Staff Assembly plays a role in this effort.
  - c. Challenges
    - i. Financial – No “easy” source of income any more. We have hit a limit on what we can squeeze of traditional sources. This puts great pressure on the need for efficiency. Efficiency must be examined for all aspects of University operations (academic, research, administration, etc.). We are working in an era of real limits.
      - 1. State and federal governments have pulled back from financing higher education. This has been a long-term trend.
      - 2. Withdrawal of federal funding for research hits the system hard.

3. Crisis of the pension systems is concerning. Challenge to get the pension system back on solid footing.
  4. Tuition has increased and there are limits on what we can get out of tuition. There has been great push-back on continually rising tuition.
  5. Student debt is very high.
- ii. Compliance and Accountability – Regulations continue to increase which results in increased compliance and accountability requirements. Puts great pressure on the way we operate, the way we spend money, etc. Events on our campuses have created a demand for better compliance and accountability. Some areas requiring increased compliance and accountability include:
    1. Lab Safety
    2. Sexual Assault
    3. Increased Tuition
    4. Cybersecurity
  - iii. Criticism, Skepticism and Perceptions – Stories of events on our campuses are leading to increased criticism, skepticism and changes in perceptions. This leads to public relations burdens. Some areas of concern include:
    1. Student Debt
    2. Diversity, Equity, Accessibility and Inclusion
  - iv. Lack of Transparency – Public does not understand how Universities work on the inside. Students do not really understand how the University operates and how complicated it is to carry out the mission of teaching, research and service. Since there is a lack of understanding, we cannot garner all the support we need.
  - v. Technology – Technology exists and can really help but it is very expensive. The system has not fully embraced technology or is slow in incorporating technology throughout our campuses.
  - vi. Competition – Higher education is much more diversified which increases competition for students, faculty, staff, funding, etc. Private schools are driving up the costs for us to compete. Additionally, the competition is global which also increases the competition.
- d. What do we do to address the challenges?
- i. Don't let the problems weigh you down. Concentrate on what you need to do to accomplish the mission to the best of the ability of the institution.
  - ii. Concentrate on the joys of accomplishing the mission. WE are working in a remarkable environment and we need to learn to shut out the noise that distracts us from that fact.
  - iii. Need to be more transparent about what we do.
  - iv. We need to cope with what we have.

- v. We need to work collectively to solve these types of problems, to perform the mission of the institution to the best of our ability, to work more efficiently, and to be more mindful of each other.
- e. Discussion with the speaker
  - i. Issues related to shrinking investment in the liberal arts (?)
  - ii. Issues related to the unfunded liability of the pension system and changes that directly impact staff; “un-prioritizing” staff in an effort to save money.
    - 1. PEPRA cap does not adequately support higher paid staff in an era when there is an increasing need for higher paid staff
    - 2. Speaker does not support the notion that staff should be treated differently.
  - iii. Issues related to budget constraints and placing the burden on staff to do more when they are already working at their max, specifically the effort to increase student population of students without a proportionate increase in staff.
    - 1. Speaker does not agree with this notion and stated that there are different ways to frame the issue and use metrics that show that we are not adding staff but instead filling positions that may have been eliminated due to the most recent financial crisis.
  - iv. Issues related to compliance and accountability and that faculty now have greater responsibility in this area.
    - 1. Training, discussion and communication will be needed while still maintaining academic freedom.
  - v. Issues around efficiency efforts and the limits in this area and how to adequately communicate the same to the public and others.
    - 1. Need to communicate better and be more transparent.
  - vi. Issues in expanding campuses outside of main footprint. This leads to issues related to building community between multiple sites.
    - 1. UCLA is a very dense campus (smallest campus footprint with the greatest population) and does not have a way to expand. They have considered physical expansion outside of their area (ex. Research park, satellite campus) but logistical issues give them cause for pause.
    - 2. UCLA is interested in expanding research and entrepreneurial endeavors. Expanding reach rather than expanding physical footprint, which is a soft expansion of sorts.
  - vii. Communicating successes and localized solutions to problems by UCOP.

1. More needs to be done in this area but OP can only lead the effort. Campuses need to actively participate to make this effort successful.
  - viii. Delegate encouraged speaker to make diversity a priority in the recruitment process.
    1. Speaker agrees that this is an important area and is a fundamental goal of his institution.
3. PRESENTATION: Kenneth Reicher, Human Resources Actuarial Services Group
- a. Update on the 2016 Retirement Benefits Options Taskforce
    - i. Taskforce created to develop a retirement benefits option for employees hired on or after 7/1/16 for President Napolitano to consider. This is in exchange for funds received to help pay down UCRP's unfunded pension liability per the agreement with the Governor and the State Legislature.
      1. PEPR Cap is \$117k (not earning pension on salary over this cap)
        - a. If looking at current UC employee population this affects approximately 2,000 policy covered staff out of approximately 22,000 individuals with salaries above the cap.
      2. Retirement benefits of current employees and retirees are not affected (1976 and 2013 tiers)
      3. Staff (represented and policy covered), faculty and administrators are represented on the taskforce.
        - a. President selected the taskforce members per recommendations from the chancellors.
        - b. Intent was to represent major constituencies not necessarily each campus.
    - ii. Guiding Principles for Options
      1. UC retirement benefits continue to be competitive within the context of total employee compensation.
      2. Enable UC to continue to recruit and retain a quality workforce.
      3. UCRP must remain financially sustainable.
    - iii. Timeline
      1. December 15<sup>th</sup> – taskforce delivers recommendations to the President.
      2. January to February – review period by Academic Senate
        - a. This is the period of time to provide feedback to the President on the recommendations.
      3. March – President will present her recommendation to the Regents at the March Regents meeting.

- iv. Defined Benefit (DB) Plan - This is our current plan and is also known as a pension plan.
  - 1. The Covered Compensation Limit (CCL) impacts the competitiveness of total compensation package.
  - 2. Taskforce has discussed a defined contribution (DC) supplement to the DB above the cap.
    - a. Who would be eligible for supplement?
    - b. What would the employer contribution be?
- v. Defined Contribution (DC) Choice
  - 1. There is interest from the Berkeley Lab and Medical Centers to have a DC choice
    - a. Primarily because these institutions have some employees that typically do not stay for a long period of time.
  - 2. To whom would this option appeal?
    - a. Staff who do not plan to stay a long period of time?
  - 3. How does it impact retention?
  - 4. What would the employer match be?
  - 5. Vesting?
    - a. Shorter vesting period may be a preferred option for employees.
  - 6. Does it impact the stability of UCRP?
- vi. Other Considerations
  - 1. Value comparison of plans at different career points
  - 2. What will the default plan be?
  - 3. Revocability options
  - 4. Political considerations
  - 5. How do you define faculty?
  - 6. Do staff care more about salary than retirement benefits?
  - 7. Education of new employees is important for them to make an informed decision

- 4. PRESENTATION: Shannon Regan Hickman, Director UCLA Volunteer Center
  - a. Presentation on the programs at the UCLA Volunteer Center
    - i. <http://volunteer.ucla.edu>
    - ii. @uclavolunteer
  - b. UCLA True Bruin Values
    - i. True Bruins are leaders on campus and in the community. They make a positive impact on the world through public service.
  - c. Mission of the UCLA Volunteer Center
    - i. Our mission is to inspire the more than 400,000 members of the extended UCLA family, as well as the community at large, to create social change through lifelong participation in volunteer programs and civic engagement.

- ii. Parents
- iii. Community members
- iv. Students
- v. Faculty
- vi. Staff
- vii. Alumni
- d. Programs and Initiatives
  - i. One Bus, One Cause
    - 1. One bus is filled and volunteers give service an entire day for one deserving cause
  - ii. Operation Gratitude
    - 1. Letter writing campaign for US service members
  - iii. Fall Harvest Feast
    - 1. A big turkey meal around the holidays for students who may have food insecurity.
  - iv. Nonprofit Networking Night
    - 1. Networking night with nonprofits
    - 2. Provides opportunity to talk to nonprofits with opportunities for internships, etc.
  - v. Volunteer Appreciation Week
  - vi. Three Pillars, One University
    - 1. Linking students with special needs to faculty via a specific program.
  - vii. Los Angeles Regional Food Bank
  - viii. Project SPELL
    - 1. ESL program for campus employees
- e. Student Development and Leadership
  - i. Volunteer Center Fellows
  - ii. Mongelli Award for Excellence in Civic Engagement
  - iii. Social Media and Marketing Internship Program
  - iv. Volunteer Leadership Program
- f. UCLA Volunteer Day ([www.volunteerday.ucla.edu](http://www.volunteerday.ucla.edu))
  - i. Largest program of the year and occurs during welcome week.
  - ii. First major service event as a student at UCLA and serves to set the tone for a year of service
  - iii. Goals
    - 1. Inspire volunteerism and civic engagement among new students and the extended UCLA community.
    - 2. Provide support to community partners in all 15 city council districts.
    - 3. Provide information about ongoing service opportunities to all members of the UCLA community
  - iv. By the numbers

1. 6000 new student volunteers – do not know their site in advance of the day; just get on the bus and go!
  2. 500 project leaders and task captains (alumni, faculty, staff, continuing students, parents) – do know their site in advance since they are involved in the planning for the day.
  3. 48 community partner sites
    - a. should be able to accommodate approximately 50 volunteers
    - b. Should be a project that untrained volunteers can accomplish (ex. Beautification project)
  4. 2 on-campus service projects (1 location)
  5. 103 buses – 72 donated
  6. 21000 snacks for volunteers
  7. 10000 bottles of water
  8. 0 paper waivers for new students (hopefully)
- g. Special Olympics World Games
- i. Largest humanitarian event in LA since the '84 Olympics
  - ii. 5 different hubs of events (UCLA was one of them)
  - iii. This was an event that was hosted “with” UCLA as opposed to just “at” UCLA.
  - iv. UCLA-Specific Volunteer Roles
    1. Dining Hall Ambassadors
    2. Pedestrian Traffic Control
    3. General Volunteers – greeters, direction givers, fans in the stands.
  - v. UCLA’s Impact
    1. Approximately 1000 Bruins involved in the games
    2. About 1300 individual shifts filled
    3. 800 UCLA employee volunteers
- h. Project SPELL – Students for Progress in Employee Language Learning
- i. Highlights since 2010 (year program started)
    1. 200 employees tutored
    2. 262 student tutors
    3. 7000 hours of students
    4. computer literacy recently added
  - ii. Statistics on the project learners
    1. Has lived in the US for 25 years
    2. Learners represent 4 continents and 13 countries
    3. Is approximately 50 years old
    4. Has worked at UCLA 8.5 years
    5. Relies on the program for English classes
    6. Limited formal education
    7. Limited computer literacy skills

- 8. 68% do not use email regularly
  - 9. feels more confident speaking and writing in English due to SPELL tutoring
  - iii. Discussion with the students
    - 1. How do you reach out to staff and encourage them to become volunteers?
      - a. Staff ambassadors – those who are already volunteering to help encourage others.
      - b. Target specific groups for specific projects.
      - c. Provide varied opportunities to appeal to varied interests.
    - 2. How do you fund the program?
      - a. Grants
      - b. In kind donations
        - i. Transportation
        - ii. Snacks and beverages
      - c. Monetary donation
5. CUCSA Brainstorming Session: Wellness
- a. Work on CUCSA recommendations that will go to President Napolitano
    - i. Review of Recommendations from CUCSA on Staff Wellness
      - 1. Reallocate existing funding to local campuses
      - 2. Identify at least one wellness coordinator at each location
      - 3. Create UC Wide steering committee
      - 4. Establish a wellness champion UCOP, equivalent to Chief Health Officer/Medical Director to oversee coordination of programs
      - 5. Solicit Chancellor commitment locally and encourage staff/faculty participation in leadership roles
      - 6. Provide financial support and resources for each location to meet wellness minimum standards established by wellness experts
      - 7. Build out communications Plans
    - ii. Additions to recommendations
    - iii. Prioritization of recommendations
    - iv. Debrief and agree on priorities
    - v. Flesh out importance
      - 1. To staff
      - 2. Success of wellness initiative
      - 3. UC
    - vi. Report Out