

**Council of University of California Staff Assemblies  
2006-07 Diversity Work Group Report**

Submitted by the 2006-07 Diversity Work Group:

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## Executive Summary

The CUCSA Diversity Committee recognizes the many important issues facing the University of California. Currently, one of the most important of these is the diversity of staff, students, and faculty systemwide. We chose to focus primarily on staff diversity for the purposes of this report; however we recognize that a campus climate of diversity across all groups is essential. A diverse workforce enhances the community it serves. When a workforce is representative of the community, diversity and cultural relevance become ingrained in that service. The focus on diversity demonstrates the University's appreciation of what diversity brings and how diversity can improve the quality of the University of California.

The committee's research consisted of initiating literature searches on workforce diversity, solicitation of training efforts for career/professional development, interviews with various individuals such as the Affirmative Action/EEO Officers at various campuses, and training coordinators on several campuses to discuss diversity goals.

As there is no single or simple definition of diversity, the committee instead conceptualized what an ideal vision of staff diversity would look like at the University of California. Diversity would provide access to the entire community in terms of employment and growth. Diversity would make sure that all cultures are respected and that the campus understands cultural relevance is to be considered in all of its programs and processes, such as professional development, accountability, policies that are put into place, hiring practices, etc. Diversity would ensure that the workforce is representative of the community that surrounds it, without losing or lessening the standard of excellence for diversity's sake. Diversity would be ingrained in the culture in such a way that it is an apparent part of everyday University life.

The following five areas emerged to guide the development of this report and to identify proactive strategies that promote a diverse workforce.

### 1. Climate

The committee identified a climate survey as an important tool for leaders as they work to develop effective diversity plans. A climate survey can be instrumental in identifying the perceptions and levels of satisfaction of staff, as well as an important indicator to measure the success of diversity efforts.

## 2. Outreach

The University has a number of ways in which we can establish contact with potential employees, both internal and external. Our report discusses the importance of establishing diverse committees when recruiting and strategies that emphasize expanding the diversity of qualified individuals in applicant pools.

## 3. Accountability

Our research has found that many programs, reports, initiatives, and goals have been articulated about the importance of diversity at the University, more prominent with faculty and students. However, what appears to be a missing piece to the puzzle is accountability, or a process by which leaders are held accountable for making progress toward achieving the University's diversity goals. Our report addresses the expectations of leaders and identifies areas that address where real progress can be made.

## 4. Publications/Communication

Michael Stone, Executive Director of UCLA University Communications mentioned in an interview that "seeking opportunities to include diversity messaging in our publications and other related communication channels, when appropriate, can help to foster a positive environment." Our report addresses the importance of including such messaging and appropriate measures to ensure effective communication.

## 5. Career/Professional Development

Diversity is about leveraging all aspects of human potential. Professional development and other forms of career and workplace support should be provided for all employees and supported by supervisors and managers. Diversity within the workforce can maximize productivity, organizational goal accomplishment, and individual career development objectives.

## Climate

Assessing the climate is very useful to leaders when developing effective diversity plans. Such surveys identify work life issues and assess attitudes and opinions about diversity, staff recruitment, and retention. People look for a workplace that is compatible with their values, encourages them to achieve more, and provides them opportunities to grow and advance.

What type of climate will draw new staff to UC campuses? A first step in creating a desirable climate is producing an information packet for candidates containing the UC diversity,

values/mission and ethical conduct statements. In addition, prospective employees should be provided local information regarding daycare locations, schools, information on the local city, realtor information, insurance agencies, alternative transportation options, state and campus domestic partner policies, and community resources such as a list of places of worship, community centers, etc. It should include information that will assist in obtaining a complete picture of the area. This will help candidates assess whether the campus climate will be a supportive environment for individuals and their families. Flexible work hours and staff training and development opportunities are important to many candidates. For example, those prospective employees with young children may need to work a flexible schedule to assist with childcare needs, i.e., picking up their child from daycare. For candidates seeking a degree or planning to continue their education, training and educational opportunities are important.

Once a new staff member has been hired, there are many things that the institution can do to make sure the individual feels welcome and is given the opportunity to succeed. Donnae Smith, Coordinator of Staff Diversity and Inclusion Programs at UC Santa Cruz, is a new employee from the East Coast and a woman of color. She commented that, “new employees don’t want to be seen as invaders by the established community. Rather, the new employee is most concerned with joining and enriching the community.”

This committee’s first recommendation is that the University support a thorough orientation program. This should include not only the provision of detailed benefit information, but also an overview of current and future departmental/campus and University programs and initiatives. This would help new staff feel connected and allow them to develop a sense of pride resulting in a sense of belonging.

Another recommendation is that managers be sensitive to the diversity of practices relating to holidays and understand that UC holidays may not coincide with celebratory days in other cultures or faiths. Individuals may celebrate Hanukah, Kwanza, and Chinese New Year rather than, or in addition to, the established UC holidays for Thanksgiving and Christmas. By being flexible with staff and working to accommodate various celebrated holidays, the University can show support for the individual, not just the status quo. This may be challenging to accomplish, but if UC is to have a truly welcoming climate, it is something UC needs to look at.

In order to ensure that we have an inviting and supportive climate it is important to develop several different types of assessment tools to evaluate the climate. Surveying a new employee regarding why they chose to come to work for the UC system is a way to learn what UC is doing right. Surveying an employee as they are leaving the UC system is also important. The results

would provide information on what works well, what can be improved, and what trends are causing people to leave the University. “This provides an opportunity for understanding obstacles to retention and designing effective responses to identify problems. Campuses that conduct exit interviews should make every effort to address problems identified in the interviews and document the results of these efforts.”<sup>1</sup> Conducting climate surveys every three to four years allows for continual feedback and analysis. The results can be utilized to address workplace issues. Open and honest communication is perhaps the most important diversity climate tool. UC Riverside has completed two climate surveys and has been able to compare and are working on areas that still need improvement. It has been a valuable learning tool for the administration and staff.

UCOP and each site should develop a framework for diversity that includes current issues, action plans, and achievable timelines. This framework should include information on:

- ◆ Diversity, values, and ethical conduct
- ◆ Climate initiatives to attract a diverse staff to the individual campuses and the entire UC System
- ◆ Staff development and training
- ◆ New networking and support mechanisms
- ◆ Improved communications

This framework should be available for all staff to view and updates should be provided yearly.

## Outreach

Diversity is such an integral part of doing business in today’s global economy. The University’s commitment to diversity improves our ability to draw from a wealth of talent and to retain top notch staff. Reaching out to recruit a diverse workforce and retain the best people would involve several approaches and initiatives tailored specifically to each site.

Search committees formed internally should have a range of representation including but not limited to senior and middle management, subject matter experts, all races, national origins, sexual orientations, men, women, etc. Such a representative group would ensure that a variety of perspectives would be considered. This would improve our sensitivity, our skills, and our outcomes in minority outreach.

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<sup>1</sup> “University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty”, Academic Advancement, Office of the President, January 2, 2002, page 7

Job fairs draw diverse candidates to the University and provide opportunity to market the University as a best practice employer that is inclusive of all races, genders, sexual orientation, etc.

Karen Hildebrand, WetFeet, Inc., recommends the following:

- ◆ Websites should include profiles of real employees and show work force diversity by job level. It shows that there are job opportunities on our campuses.
- ◆ If you are not where you want to be in terms of diversity, say so. If you show that you are trying to improve the diversity and it will be more attractive to candidates.
- ◆ Invest in Education. LEAD (Leadership Education and Development in Business, Inc) and INROADS are national organizations that collaborate with companies to identify disadvantaged youths. These organizations may be helpful in recruitment of diverse staff.
- ◆ Give back to the community. James Mueller, a director of executive recruiting at IBM, a company with a strong reputation for diversity recommends considering ways to increase your visibility among members of minority organizations as a good way to build your brand for diversity.<sup>2</sup>

## Training

It is important that managers and supervisors work with new employees to develop personal goals and a career work plan. This demonstrates support and commitment to their professional growth. It also gives the supervisor a tool to help the employee reach their goals by announcing classes, training programs or committee opportunities. Having an opportunity to participate in a program like UC Riverside's "Next Step" program can be beneficial to many staff members. They provide an opportunity for employees to develop new skills and hone existing ones. The "Next Step" program is a six-month program that teaches computer and communication skills, time management, and gives the opportunity for mentoring and an internship that actually uses the skills they have learned. Having a supervisor that encourages employees to strive for something better in the UC system is important. It keeps the most talented staff within the system, improves knowledge transfer, and reduces training costs.

Making sure managers and supervisors receive diversity, sexual harassment, conflict mediation and resolution training is important in resolving issues, but more importantly, it helps prevent

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<sup>2</sup> Hildebrand, Karen, Five Steps to More Effective Diversity Recruiting, <http://www.wetfeet.com/employer/articles/article.asp?aid=478>

future problems. Each individual has different needs, different motivators, and different means of communication. Training supervisors will help develop a strong supervisor/employee working relationship.

Giving staff the opportunity to go through diversity and sexual harassment training programs improve communication, help employees develop awareness of their similarities and differences, and promotes the value of other lifestyles and cultures. UC Los Angeles and UC Irvine have notable Diversity Development classes which highlight the above concepts for supervisors and staff.

Developing a strong mentoring program, support networks, clubs and/or organizations are important support mechanisms especially for staff moving to a new area. These support networks can be based on campus or designed in conjunction with community organizations. For example, UC Irvine and UC San Francisco have strong Women's Leadership programs that are important in helping women relate to successful leadership and develop necessary skills to advance within the University. These types of programs are beneficial and need to be extended so that they are available to more employees.

As Lois J. Zachary states: "During the "growing season," as we engage in mentoring, we bring our own cycle, our own timetable, our own history, our own individuality, and our own ways of doing things. For learning to occur, we must understand what we bring and what our mentoring partner brings to the relationship. We must understand the complexity of the different components of the relationship. We must bring awareness of the learning process and an understanding of the ebb and flow of the mentoring phases. We must make connections, reaching out and drawing in so that mentoring is an enriching and satisfying experience."<sup>3</sup>

## Accountability

Visibility, communication and accountability are key to achieving a diverse workforce. Accountability, in particular, provides a means for ensuring managers at all levels are made responsible for diversity. Managers should be evaluated on their progress toward achieving their diversity goals and their ability to manage a diverse group of employees. Creating a staff diversity accountability model for the University of California requires careful balancing of goals and priorities with environmental realities.

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<sup>3</sup> Zachary, Lois J., "The Mentor's Guide", Josey-Bass, copyright 2000, page 165.

In the decade following passage of Proposition 209, the University has reconsidered many of its business processes to identify new ways to enrich the diversity of the campus environment. Discussions about increasing our diversity have occurred at all levels of the organization. In 2006, the UC President's Task Force on Faculty Diversity issued a report that stated "the goal of the Task Force is to promote a new culture of inclusion, opportunity and tolerance at the University of California that will benefit all members of the academic community." The report included a number of recommendations in support of that goal, among which were recommendations related to accountability. The report states "Academic administrators must be held accountable for promoting an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence." It recommends providing annual reports and monitoring of resource-based incentives for diversity efforts. It suggests assessing faculty diversity through periodic climate surveys, exit interviews, and detailed analysis. In fact, accountability is determined through the use of metrics, focus groups, surveys, management and employee evaluations, and training and development education evaluations.

Like the academic diversity program, a successful staff diversity program would produce a change in the campus culture reflected through changed attitudes, behaviors, and workforce composition. Plans for achieving these goals must take into consideration the impact of a unionized workforce, but it is quite reasonable to hold individuals accountable for their interpersonal and social behaviors in the workplace as well as their job performance. Those whose job duties align closely with important elements of the diversity plan can be considered accountable for performing the associated functions. Therefore, an appropriate accountability model for staff diversity should center on defining role-based responsibilities for programs and processes that directly influence or impact achievement of broader diversity goals.

Topics to be addressed include:

- ◆ Quality of outreach programs - Do they ensure applicant pools mirror diversity of the region for the occupation?
- ◆ Diversity of the staff currently employed - Does it mirror the region? Should it be measured for the entire system, by campus, by department or by occupation?
- ◆ Effectiveness of training programs - How should we assess the quality of the course content that is delivered? Can we measure actual learning that results from participation in the training program?
- ◆ Provision of adequate resources - Have sufficient resources been provided at the Systemwide and campus level to accomplish all of the goals?



- ◆ Assessing workplace climate - Do surveys indicate that attitudes and experiences reflect achievement of the goals? Can the impact and outcomes of all of the programs implemented be evaluated through improvement in climate survey responses?

The staff diversity accountability model that we propose identifies individuals and roles that may be accountable for one or several of the goals:

Focus	Accountable Role	Process or Program
Recruitment Process	Affirmative Action Officer	Identifies goals for a diverse applicant pool for each job category. Communicates goals to Employment Manager.
	Employment Manager	Identifies appropriate advertising and community information networks to reach underrepresented groups. Recommends recruitment strategy based on the applicant pool target.
	Hiring Manager	Supports diversity goals by authorizing appropriate advertising and communication regarding open positions. Posts open positions for sufficient periods of time to receive off-campus applications.
Training Programs	Training Coordinator(s)	Provide a diversity awareness and sensitivity courses as a resource to the campus. Also provide skill-based training classes to allow motivated individuals to prepare for advancement opportunities.
	Supervisors and Managers	Attend training and support your staff to attend training to increase diversity consciousness, and to provide all staff with release time to pursue opportunities to develop new skills to advance their careers at the University. Membership in professional organizations and pursuit of advanced educational degrees should also be encouraged.
Climate Assessment	Campus Administrators / Human Resources Directors	Develop meaningful climate assessment tools including entrance surveys, climate surveys, and exit interviews to identify strengths and opportunities for further growth and improvement in campus programs. Communicate findings and recommendations broadly. Develop appropriate improvement plans.

From the supervisor/manager perspective, these critical elements can be incorporated into the performance plan and evaluation tool and used to establish a reward and recognition program. For example, a position performance evaluation would include an assessment of how a manager contributes to the campus' EEO program through attracting, developing, and retaining the most qualified diverse workforce.

Another tool to increase management accountability is an annual “Diversity Scorecard”. This could be done at an individual manager level, department, school or campus. It would compare one’s diversity efforts to those of another (manager, department, school or campus). The Scorecard would include statistics on hiring, separations and promotions for all underrepresented staff groups. The information from the Scorecard would be used to learn techniques and strategies from others that have been successful in meeting diversity goals.

However, in order to ensure the success of any staff diversity program a visible commitment throughout the organization is important. And while, throughout the UC system, substantial energy is dedicated to attracting a diverse student applicant pool and faculty workforce, this same level of emphasis is not as well supported for staff. To complete the picture of a diverse landscape, the University must also engage actively in the development of a diverse body of staff. Therefore, the question becomes, how do we motivate the entire UC community to treat the goal of achieving staff diversity as worthy of effort equal to the attention currently given to student and faculty diversity?

### Publications/Communications

Communication is a key tool in establishing a systemwide climate that values diversity. The first vital issue we see is communicating *with* diversity. Do systemwide and campus publications, outreach, and media efforts incorporate and reflect the diversity it values? Is the value of diversity a core message in both indirect and direct messages to current and prospective staff? Does the University communicate with a cultural awareness of the communities it serves? Measurements must be put in place to help us understand if the University is reaching its goals in communication of these values. Climate surveys can help us determine if individual members of the UC community respond to these messages, identify that diversity is a core value, and understand that differences are valued and respected at the University.

A second key issue is communication *about* diversity. This is a very important area to review, as tremendous efforts have been made to develop statements, policies, data, and celebrations of diversity. But if UC staff and the communities do not know about them, how effective are they? Part of UC Riverside’s diversity statement emphasizes the need for “clear and consistent” communication to all levels of the University as vital to the success of the diversity message in their community.

When asked, "Do you agree that hidden messages should be present in all media (i.e., the employment website should be representative of age, gender, race, etc.)," Michael Stone, Executive Director of UCLA University Communications replied, "Diversity messaging needs to be developed strategically across the entire campus. It's not just something for the employment Web site. As appropriate to the project, university staff should seek out opportunities to ensure that diversity is reflected in a wide range of communication tools and tactics including but not limited to proposals, brochures, speeches, and other communications materials. Finally, it should be noted that UCLA University Communications has made the consideration and promotion of diversity a benchmark measure in its performance evaluation process."

In the 2006-2010 Diversity Plan for The University of North Carolina at Chapel Hill, lists their first goal (in a five goal commitment to diversity) as follows:

*Goal 1. Clearly define and publicize the University's commitment to diversity.*

*To support students, faculty and staff in valuing and understanding diversity, University leaders must make specific efforts to clearly define and publicize the University's and their unit's commitment to diversity. Units also should be clear in articulating diversity as a key contributor to educational excellence. In defining and communicating the significance of diversity, University leaders will promote a respect for all individual differences regardless of age, gender, race, class, color, national origin, religion, philosophical perspective, disability, or sexual orientation. Leaders will also communicate the University's core values and vision for diversity, presenting the University's commitment clearly for all members of the University community and the general public.*

*Action Steps*

*Key strategies include communicating the University's core values and vision for diversity clearly for all members of the University community and for the general public. Processes for redressing disrespectful behaviors, harassment and discrimination should be clearly outlined and publicized. Diversity values and commitments should also be integrated into leadership training and professional development programs for faculty, staff and students. University and unit leaders must take an active role in articulating diversity values to both the general public and their school/unit's faculty, students and staff.*

### *Illustrative Benchmarks*

*Examples of benchmarks that can help measure progress towards clarifying and communicating the significance of diversity to Carolina 's education mission include:*

- ◆ Public communications include diversity values and vision.*
- ◆ University internal communications include diversity values and vision.*
- ◆ Distribution of information for students, faculty and staff outlining processes and policies.*
- ◆ Students, faculty and staff can demonstrate knowledge of diversity mission, values and policies.*

The UC System has accomplished the goals of establishing a statement of diversity, developing systemwide and campus specific websites outlining the University's diversity mission, publishing diversity data, disseminating diversity values, developing training programs, and posting goals. However, without global measurements in place it is difficult to understand if this message is heard by the whole community, including the residents of California. As mentioned in the first section of our report, establishing routine climate assessments would confirm the success of these efforts.

"Diversity Central: Resources for cultural diversity" at work suggest the following to communicate about diversity:

*Develop and deliver a formal presentation on diversity to internal audiences. It's important that your employees see and hear you speak about diversity issues. You can kick off the diversity effort with a formal presentation, or you can save the presentation until after the research phase. Once changes have been implemented, you can update your presentation with any progress and the outlook for the future.*

*Talk about diversity in regular business forums. It's important that diversity is integrated into the typical operations of the organization. Because diversity can improve your performance in many ways, it is desirable to ask about diversity results during routine business update meetings.*

*Talk about diversity in informal settings. You should look for opportunities to have a two-way dialogue about diversity, for example, using town hall meetings, or brown bag luncheons. During these sessions, you may want to speak for 15 minutes at the beginning and then take questions. Allowing your employees to air their concerns will*

*be a powerful demonstration of your commitment to diversity.*

*Make speeches about diversity outside the company. Talking about diversity in external forums demonstrates your commitment to diversity and enhances the company's reputation in the community among employees, customers and other business partners.*

*Recognize diversity champions within your organization. A diversity change process requires the commitment and energy of as many employees as possible. One way to sustain the momentum during what is often a long process is to periodically recognize the efforts of individuals who have contributed to the diversity effort in a positive way. By recognizing and rewarding employees, other employees will be persuaded to get involved.*

In the research for this report CUCSA found a wealth of information in the UC system about diversity, and yet prior to this search only a small number of managers had seen this information. It would be logical that an individual walking onto the campuses or labs would understand that diversity is valued as evidenced by the surroundings, the events, the publications, the attitudes, and the words.

Other suggestions for communicating diversity values include:

- ◆ Inclusion in New Employee Orientation
- ◆ Identifying or creating campus and systemwide awards for leaders in diversity efforts
- ◆ Celebrating success in achieving staff diversity
- ◆ Acknowledging shortcomings and publicizing efforts made to correct these shortfalls
- ◆ Implementing mandatory diversity training for supervisors to communicate that diversity is a top priority and is highly valued at the University
- ◆ Utilizing Staff Assemblies to help disseminate the message of diversity
- ◆ Developing partnerships and lecture series with Affirmative Action departments and staff groups

## Summary and Recommendations

Making a commitment to enhance diversity by creating an environment that supports success for all members of the University is the right thing to do and should be a priority for the University. Encouraging an environment that is welcoming, inviting, and supportive of all people, regardless of race, gender, religion, age, national origin, sexual orientation, disability, background, or life circumstances will benefit the institution.

A broad-based commitment from not only the leaders, but the entire community is essential in supporting, embracing, and increasing diversity at the University. Therefore, the CUCSA Diversity Committee makes the following general recommendations:

- ◆ Develop a "climate survey" to determine a starting point and/or progress towards creating a supportive environment that is welcoming for all.
- ◆ Develop a centralized training program for the University's leadership focused on understanding the importance of diversity and learning effective strategies to accomplish diversity goals.
- ◆ Establish mentoring programs and support networks.
- ◆ Assess applicants' interest in and ability to work successfully with diverse groups.
- ◆ Introduce in the New Employee Orientation an institutional norm to support a "family friendly" environment as an expectation of the culture.
- ◆ Require departments/divisions/units to develop its Diversity Plans aligned with the goals of the Staff Diversity Council appointed by President Dynes, which identify specific strategies to meet those goals.
- ◆ Encourage exit interviews to ensure that accurate data is obtained when individuals leave the University.
- ◆ Utilize the local staff assemblies as a vehicle to communicate efforts about diversity via listservs, Learn @ Lunches, Diversity Forums, etc.

In order for the University to be an employer of choice, diversity must remain a priority for the entire University community and dedicated attention needs to be paid to meeting diversity goals and keeping the topic visible. CUCSA looks forward to partnering with the UC Staff Diversity Council on these issues and applauds its formation. The University will be known as a place where diversity is embraced as its core value.

We would like to thank the following individuals who were interviewed for this report:

Linda Avila  
Director of Affirmative Action  
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Gwendolyn Kuhns Black  
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University of California Irvine

John Daly  
Labor Relations Manager  
University of California Merced

Joe Epperson  
Director of Diversity & Employee Programs  
University of California Office of the President

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Donnae Smith  
Coordinator, Staff Diversity & Inclusion Programs  
University of California Santa Cruz

Michael Stone  
Executive Director, University Communications  
University of California Los Angeles

## Questions for Diversity Interviews:

### Climate:

- ◆ What are the determining factors that affect employee well-being and how these factors are segmented for a diverse workforce?
- ◆ What support is available for employees via services, benefits, programs, policies - how are they tailored to the needs of a diverse workforce?
- ◆ What are your formal/informal assessment methods and measures to determine employee well-being; do they differ across a diverse workforce?
- ◆ How is data analyzed to improve work environment and to support employee work climate?

### Outreach:

- ◆ What programs have been designed to promote outreach for a diverse staff?
- ◆ What outreach efforts are necessary to recruit, hire, and retain a knowledgeable workforce that is diverse?
- ◆ What methods and technologies are used to broaden outreach efforts to different groups?
- ◆ How do you ensure that the workforce is representative of diverse ideas, cultures, thinking?

### Training:

- ◆ How do you ensure that all staff levels are afforded opportunities for training to promote capacity for growth, meet changing business and regulatory demands, new technologies, etc.?
- ◆ Do you have career counseling for staff and is it available to all staff?
- ◆ Does your campus support diversity training - what does it entail, who is it for?

### Accountability:

- ◆ Is accountability important in terms of ensuring a diverse workforce?
- ◆ Who is held accountable for ensuring a diverse workforce, diverse programs, diverse practices, etc...?
- ◆ What measures/data do you or can you look at to make strategic decisions/initiatives to ensure that the workforce is representative of the community that it serves?
- ◆ What measures/data are missing to get the full picture of a workforce that is representative of the community that it serves?
- ◆ Should there be an evaluation system in place for holding senior leaders accountable for ensuring a diverse workforce? Why, why not? What should it look like?



- ◆ How can evaluations/reviews be used to really improve effectiveness of leadership in terms of ensuring a diverse workforce?
- ◆ Should a reward/recognition process be put in place for diversity results?
- ◆ Who is responsible for setting goals/objectives to measure diversity efforts?

**Publications/Communications:**

- ◆ How do you ensure that needed data and information is available to all levels of staff?
- ◆ Do you agree that if diversity is important to the University, all media should be sensitive to and representative of diversity, if applicable?
- ◆ How does communication engage the entire workforce?
- ◆ Is it possible to foster an environment through publications/communications that promotes diversity? How?
- ◆ Do you agree that hidden messages should be present in all media, i.e., the employment website should be representative of age, gender, race, etc...

## Training Survey Tool

### CUCSA Request to Learn about Campus Diversity Training and Mentoring Programs

CUCSA is interested in best practices and we hope you will refer to Campuswide or department programs are active or planned for your site.

1. Please describe your Diversity Training and Education Programs, or Diversity Leadership Programs. What resources are generally involved? How are your programs communicated to the campus community? Are there courses or programs available?

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2. Staff Mentoring with Emphasis on Addressing the Needs on an Increasingly Diverse Workforce. Do you have examples of such programs that you could share with us?

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3. Other comments/suggestions?

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## Summary of Training Programs and Practices:

The following programs and initiatives were identified by the UC Campus Human Resource Departments and in response to a CUCSA survey during March 2007.

### University of California Berkeley

The University of California, Berkeley has launched a campus wide staff-focused initiative called the Berkeley Initiative for Leadership on Diversity. This initiative is designed to engage the community in innovative approaches and partnerships on staff diversity and fostering an inclusive workplace through the piloting of new projects throughout campus departments over a three-year period.

Currently, a steering committee, appointed jointly by Chancellor Birgeneau and the Berkeley Division of the Academy Senate, the co-sponsors of the initiative, are developing the priorities and criteria to be used for these projects, as well as the application, selection and evaluation processes. Announcements will be made in mid-March 2007 about who will be eligible to apply in this first round, the amount of funding available for projects, types of projects being solicited, the application process and what resources are available for applicants (e.g. informational sessions, trainings in writing proposals).

### University of California Santa Cruz

This information was provided by Patti Hiramoto, Director, Equal Employment Opportunity/Affirmative Action and Donnae Smith, Coordinator, Staff Diversity & Inclusion Programs

Diversity Training is conducted in a number of settings, including:

- New Employee Orientation
- Staff Education Course Offerings

A four-part Cultural Competency training to help managers/supervisors has been offered to units in the past:

- Team Building in a Multi Cultural Context
- Communications Protocol: Managing Conflict
- Understanding/Applying EEO/AA Principles
- Being an Ally: Development and Action Plans for Sustaining Diversity Efforts

### University of California San Diego

#### 1. Diversity Education Program

The University of California, San Diego has offered diversity education to leaders and staff since 1995. This program was developed in collaboration with the Robbins Training and Development Group of Los Angeles. Implementation involved formation of a team of leadership champions, many members of which later became members of the chancellor's diversity council. The program was designed and continues to be delivered by a team of diversity educators who were identified through a selection and trainer training process.

- The course is a four hour training that orients employees to Terry Cross's Cultural Competence Model, and facilitates identification of ways to transfer cultural competence to the workplace.
- An outcome of this program was the impetus for developing the UCSD Principles of Community that were later incorporated into the UCSD performance appraisal process.
- This course is part of the supervisor certificate requirements and also the work leader certificate.

## 2. Customized Diversity Workshops

The Equal Opportunity/Staff Affirmative Action Division of Human Resources provides and designs customized diversity education workshops to meet the individual needs of departments. Training schedules range from one hour programs to six to eight hour programs that can be spread over a few weeks. The length of the training program depends on the type of training, the number of people scheduled and the department's goals. The workshops cover a variety of topics such as: diversity, civility, respect, culture, cross-cultural communication, equal opportunity and affirmative action requirements and practices, the UCSD Principles of Community, addressing harassment in the workplace, and special training for supervisors.

Generally, these workshops are designed to be very participatory and experiential in a small group setting. However, large audience-based programs are offered as well.

Resources include gathering information and ideas from other areas within human resources such as Staff Education and Development, Employee Relations and Employee Rehabilitation and the campus community centers which include the Cross-Cultural Center, Women's Center and Lesbian, Gay, Bisexual, Transgender Resource Center. We may also collaborate with the Office of Sexual Harassment Prevention and Policy. At times, workshops may be presented jointly with representatives from these areas.

These educational programs are promoted through meetings and forums with staff where there is an opportunity to provide an overview of services, flyers, web pages, and as a follow-up with supervisors and managers in resolving conciliation matters.

## 3. Other Diversity-Related Courses

The following courses are either primarily related to diversity issues, or contain information related to diversity at work.

- Best Practices for Employee Disability Management
- Building Productivity Through Respect and Dignity
- Career Connection: Personalizing Your Career Path
- Career Connection: Self Image
- Common Leadership Challenges
- Compensation/Classification A: Creating the Job Description
- Compensation/Classification B: Job Classification Procedures
- Compensation/Classification C: Compensation Policies and Procedures
- Creating a Rewarding Staff Environment
- Dealing with People in Crisis
- DiSC® and Leadership: Dimensions of Behavior and Leadership Effectiveness

- Employment Discrimination Law: News You Need
- Job Accommodation: Saving Jobs, Saving Lives
- New Supervisor Orientation
- Performance Management
- The Practice of Listening: Personal Listening Profile®
- Resilient Leadership During Changing Times
- Sexual Harassment Prevention: The Supervisor's Survival Guide
- Supervisor's Role in Sustaining Quality Management While Dealing with Troubled or Problem Employees
- Supervisory Training Laboratory
- Work Leader Training Laboratory

#### 4. Self-Study Resources

UCSD provides diversity education e-learning through Element K.

- Intercultural Business Etiquette

UCSD also offers a variety of diversity-related videos:

- Aids in The Workplace: An Epidemic of Fear
- As Simple as Respect
- Celebrating Differences: Mauritius
- Communicating Across Cultures
- Creative Problem Solving: How to Get Better Ideas
- Diversity Series Program 1 : On the Threshold of Change
- Diversity Series Program 2: Gender and Sexual Orientation Work Place Issues
- Diversity Series Program 3: Race, Ethnicity, Language, and Religion Work Place Issues
- Diversity Series Program 4: Age and Physical Ability Work Place Issues
- Eldercare
- Fairness Factor: How to Manage Employee Termination
- Fairness Factor: How to Manage Performance & Discipline
- Fairness Factor: How to Recruit, Interview & Hire New Employees
- Gay Issues in The Workplace
- Homophobia in The Workplace
- Intent vs. Impact: Sexual Harassment Employee Training
- Intent vs. Impact: A Management Sexual Harassment...
- Making the ADA Work for You
- Managing Differences
- Philosophical Aspects of Cultural Difference
- The Pygmalion Effect
- Work Teams and the Wizard of Oz

#### 5. Marketing

Courses are marketed via the campus newsletter ThisWeek@ucsd, Blink (UCSD's knowledge management system), campus e-mails, our online learning management system Enrollment Central, and the annual Staff Education and Development print catalog. Videos are marketed via our catalog and Enrollment Central, while e-learning is marketed via our catalog and Blink.

## University of California San Francisco

The University of California, San Francisco offers a large number of training opportunities and resources for employees. Training offered by the UCSF Diversity, AA/EEO Office. See: <http://www.aaeo.ucsf.edu/training.htm>. Workshops are also offered by the Campus Lesbian, Gay, Bisexual, and Transgender Coordinator. Custom workshops are offered as requested - more information on workshops and events at: <http://www.ucsf.edu/cge/lgbtr/>

### 1. Diversity Training and Education Programs

In the area of Diversity Training, the Office of Affirmative Action, Equal Opportunity, and Diversity has provided resources to deliver ongoing diversity workshops to campus units upon request or recommendation. The workshops and trainings are provided by experienced and knowledgeable trainers. The exemplary feature of this program is that it is centrally funded by the administration so that departments do not have to budget for the program. An additional exemplary feature is in the practice of creating a planning committee in each department seeking diversity training. This process insures compatibility between departmental concerns and workshop design, and avoids the problems of relevance associated with generic diversity training. Annually, the AAEO diversity educators train an average of about 1500 employees, including students, staff, and faculty.

The workshops range from 2 hours to a full day. The topics include, but are not limited to: Communication in a Diverse Work Environment, Managing Diversity, Language/Understanding policies around speaking various languages in the workplace, and Cultural Competence within Health Care Settings.

### 2. Diversity Training and Education Resources:

- Training Videos: Peacock and the Land of Penguins; Dialogue: Now You're Talking: Communicating in a Diverse World; Hold Your Breath, etc.
- Role-plays: addressing diverse issues related to disability, discrimination, language, sexual orientation, etc.
- Experiential exercises: Diversity exercise, Communication exercise, Stereotypes exercise, Hot Buttons, etc.
- Case Studies: addressing reasonable accommodation, religious expression in the workplace, etc.

### 3. Marketing and communications to the campus community via multiple methods, including:

- AAEO website: <http://www.aaeo.ucsf.edu>
- Brochures and pamphlets
- Listserves to managers/supervisors across the campus community
- Fairs (post-doc, job fairs)
- Word of mouth
- New employee orientation
- Managing diversity class through Human Resources Development and Training catalog

Annually, in the fall, Diversity Training is provided to all the incoming students from each of the four schools, Medicine, Nursing, Pharmacy, and Dentistry as part of the new student orientation.

#### 4. Staff Mentoring Program

- Emphasis on Addressing the Needs of an Increasingly Diverse Workforce
- Campus organizations, such as the Council on Minority Organizations (COMO), rely on the AAEOD office to informally mentor individuals about working and thriving in the UC environment.
- A number of UCSF professional staff members are active mentors through the Academic Business Officers Group (ABOG) mentoring program. AAEOD staff members also provide individual mentoring. The website for ABOG is: <http://itsrv1.ucsf.edu/abog/>

#### 5. The following programs are available through the UCSF Campus Center for Gender Equity on Women and Leadership centered events:

##### Leadership Development for Women at UCSF

##### 1) Women Leaders 2006: A Symposium for Women in University Settings

Over 400 senior women campus administrators attended this 5th biannual conference in 2006. The event attracted women from all ten UC campuses, plus private and private institutions. Keynote speakers included nationally renowned activist Angela Davis, plus over 30 different workshops on leadership, personal development and communication. In an activity called, "Creating Change," CGE captured the critical areas most in need of improvement (such as mentoring, opportunity for advancement, etc.) and has developed an action plan to address them, working in concert with the UC Office of the President.

##### 2) Upward Mobility for Staff

For the 7th year, CGE has partnered with the Chancellor's Advisory Committee on the Status of Women to offer three professional development workshops a year targeted at women in Administrative Assistant positions. These luncheon events feature powerful speakers who provide hands-on skill training and the opportunity to form networks throughout the UCSF system. Approximately 250 participants attended the sold out UMS seminars in 2006.

##### 3) Senior Women Managers Programs

CGE launched a new executive coaching series for senior women managers called "Leading through Influence." This series, facilitated by Fortune 500 executive coach, Rayona Sharpnack, brought together 22 senior level administrators, and over the course of six sessions, provided them with the tools and techniques to become more powerful leaders and communicators and learn how to create positive change at UCSF in both their workgroups and across the university. The group also created an action plan to address two key issues: a) inclusion of senior women in succession planning at the Vice Chancellor and Chancellor levels; and b) a mentoring program for senior women.

#### 4) Women Faculty Programs

- a) Joint Programming with CACSW - For the 10th year, CGE has partnered with the Chancellor's Advisory Committee on the Status of Women to offer 1-2 luncheon seminars a year specifically tailored to the needs of women faculty, including both academic and clinical track professionals. This year, over 70 women faculty attended a seminar featuring Maxine Singer, PhD, 2006 UCSF Medal recipient and Scientist Emeritus, National Cancer Institute to speak about, "Women Scientists & Engineers in Academia: What's Going On?" in which she addressed the unique challenges and opportunities women face in pursuing a career in academia.
- b) American Council on Education Conference, "When There's A Woman, There's A Way." CGE hosted and organized this regional event at the new Mission Bay Conference Center, featuring over 150 women faculty from UC, the CSUs and the Community College system. College presidents, deans, faculty members and administrators all joined together to learn and share strategies for navigating through the ranks of academe.

#### 5) Turnaround Mentoring Program (for women and men)

CGE launched the third cycle of its Turnaround Program this year, with six Mentorees and six Mentors participating. This program is targeted at Administrative Assistants in the AAI and AAll classification and pairs them with employees at the AAIll level or above. Mentorees receive one-on-one dedicated attention from their Mentors, as well as monthly training workshops designed to enhance their skill sets. At the end of the program, participants reported increased confidence in their abilities, improvement of skills and ability to demonstrate greater contributions to their departments and 4 of the six Mentorees received a reclassification and/or promotion either within their departments or obtained a new position in another department.

#### 6) Women of Color Professional Network (WOC-ProNet)

This year, CGE expanded an initiative designed to offer professional development, networking and resources to women of color at the university. The initiative, called the Women of Color Professional Network (WOC-ProNet), offers quarterly professional and personal development workshops and seminars, advocacy and consultation for faculty, students and staff and addresses issues that are particularly relevant to women of color. Over 160 women of color attended programs throughout the year and expressed great joy that these programs exist, remarking that it was the first time in their UC career that such attention had been paid to them.

See the CGE Web Site for more information at: <http://www.ucsf.edu/cge/>

#### 7) Other UCSF Programs

In addition to the Center for Gender Equity turnaround program, the UCSF Academic Business Officers Group sponsors an ongoing mentoring program for its members. For detailed information on this program, see: <http://www.ucsf.edu/abog/mentoring/index.htm>



## University of California Los Angeles

This information was provided by Elizabeth Monaco, Career Development/Training Professional in UCLA Campus Human Resources.

CHR's Training and Development Program offers several programs designed to enhance diversity in our workplace and also provide professional development opportunities to our diverse workforce.

Several classes are offered that deal directly and indirectly with diversity in the workplace including:

- Business English Skills for Non-Native Speakers of English
- Pronunciation Skills for Non-Native Speakers of English
- Working in a Team Environment
- Conflict Resolution
- Supervisory Principles
- Building Effective Work Teams
- Managing a diverse Workforce
- Managing Meetings and Small Groups
- Immigration Overview

Our two cohort-based professional development programs were actually designed with diversity in mind:

- The Staff Enrichment Program was originally created over 20 years ago as a Staff Affirmative Action program that was funded by the Department of Labor. The intent was to develop a program that would provide minorities and underrepresented groups in the support roles on campus the career development tools needed to excel. It has since evolved but the main goal remains the same.
- The Professional Development Program is a leadership development program at UCLA for professional level staff and also has as one of its main goal to provide professional and leadership development opportunities for our diverse workforce.

The Professional Development Program has a formal mentor and buddy program where the coordinator pairs up current participants with mentors and buddies.

## University of California Irvine

### *Diversity Development Program*

The Diversity Development Program (DDP) is a program that celebrates UCI's diversity while also addressing the unresolved issues and concerns that exist in a diverse university community. Resolving these problems is essential to working in a harmonious atmosphere. DDP explores the significance of the participants' backgrounds, cultures, and unique experiences in defining their identity and expectations. This six-month certificate program provides a unique opportunity for staff and faculty to engage in serious discussion on various topics concerning diversity.

### *Diversity in Medicine*

The Diversity in Medicine course, co-sponsored by the School of Medicine, the Office of Equal Opportunity & Diversity, and the School of Biological Sciences, provides information to assist healthcare professionals and medical students maximize the quality of patient care in a diverse society. Participants learn the customs, values, and behavior patterns of various cultures and how these factors affect health, illness, and the giving and receiving of health care. The course is open to faculty, staff, students, and community members.

### *Equal Opportunity & Your Role as a Supervisor*

In the Equal Opportunity module of the Human Resources' Effective Supervision Certificate Program, supervisors learn about UCI's nondiscrimination, affirmative action, and sexual harassment policies, as well as methods to identify and prevent any form of discrimination or harassment. Participants explore how valuing differences can help them successfully lead a diverse work unit toward enhanced quality and productivity. Information regarding resources available at UCI to address these issues is also presented.

### *Cultural Awareness Workshop*

The Cultural Awareness Workshop focuses on organizing collaborative efforts to improve communication and develop effective working relationships between cultures by examining changing demographics, diverse cultures, and differing manners of communication.

### *Intercultural Communication Workshop*

This workshop addresses multicultural issues in the workplace with special emphasis on intercultural communication. The backgrounds, cultures, and unique experiences of participants are highlighted in the context of intercultural relations and understanding of diversity.

### *Managing Conflict Across Cultures*

This workshop addresses multicultural issues in the workplace with special emphasis on managing conflict across cultures. The different approaches toward conflict resolution connected with cultural norms are explored to increase understanding and awareness, and to assist in the development of effective strategies for managing conflict in a diverse workplace.

### *Departmental Inservice Training*

This program provides training in the methods for teambuilding, improving communication between co-workers, and developing amicable working relationships in a multicultural workplace. The training sessions are tailored to the specific needs of individual departments.

### *Executive Briefings*

Executive briefings provide UC Irvine constituents with information regarding cultural sensitivity and the appropriate protocol for travel in other countries. The workshops include support materials such as special web sites and articles. The Office of Equal Opportunity and Diversity has sponsored briefings for executives, international medical doctors, deans, directors, and campus officials.

### *Consultations and Program Development*

Consultations are available to departments wishing to research and plan faculty and/or staff development programs in the areas of diversity, cultural competency, and conflict management. The Office of Equal Opportunity and Diversity can provide resources, concepts, and models to meet departmental training needs.