UNIVERSITY OF CALIFORNIA

OUR UC STORY: Impacts of 2020 and Recommendations to Advance UC Leadership in Supporting the Success and Well-Being of 21st Century Staff

2020 UC-Coro Systemwide Leadership Collaborative - Southern Cohort

This report is brought to you by the 2020 UC-Coro Systemwide Leadership Collaborative - Southern Cohort.

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EXECUTIVE SUMMARY

Background

Confidently looking forward to enhancing leadership skills, fostering relationships and networking with colleagues across the system, the 2020 UC-CORO Leadership Collaborative Southern California Cohort held its first in-person meeting on January 16, 2020. Then in March, the team met virtually for the first time one week prior to the declaration of a global pandemic. When the team gathered again virtually in late August in the midst of the multiple crises of the COVID-19 pandemic; social unrest resulting from systemic racism; and the worst economic downturn since the Great Depression, we were determined to develop a capstone project addressing the University's immediate need to examine its programs in support of staff when the situation is critical, the environment is uncertain, and the information is imperfect.

Project Scope and Core Questions

Unlike prior capstone projects, the team had no executive sponsor since developing and implementing the University's COVID-19 response was all-consuming. Staff experiences with COVID-19; social unrest resulting from systemic racism; and financial uncertainty vary widely and include differential impacts on women, people of color, essential employees, people with disabilities, and many others. Some of these disproportionate impacts are connected to longstanding issues in the University of California that have been exacerbated by the pandemic. During the course of preparing this report, the team was called upon to navigate our own experiences while simultaneously developing and implementing the University's programs and policies in response to these crises. This collaborative project describes the impacts of the crises on the UC staff, and makes recommendations for creating a more engaging, equitable and inclusive work environment for staff. This report identifies gaps and best practices in engaging and supporting staff during these crises and provides focused recommendations to UC senior leaders in response to two core questions:

1. What have been the impacts on the University of California staff members resulting from the COVID-19 pandemic, the ongoing economic crisis and social unrest in response to systemic racism?
2. What can the University of California do to identify, measure, and respond to the disparate impacts of multiple crises on staff, perform as an exemplary leader in higher education to support the needs and well-being of 21st-century employees, and maximize its beneficial effect on the environment and society?

Methodology

The team formed three workgroups to conduct comparative research. The workgroups reviewed and analyzed publicly available and accessible information to identify best practice

programs in support of staff that were quickly implemented in response to the COVID-19 pandemic by:

1. Industry (including leading technology-focused companies, health care corporations and not-for-profit organizations)
2. Comparable Higher Education Institutions
3. University of California campuses and health systems

After investigating these three sectors, the team obtained quantitative and qualitative data through three different methods:

1. The cohort reviewed University of California staff survey data to learn how staff evaluated the current University programs and practices.
2. The team performed a gap analysis to identify where University of California responses to the concurrent crises differed amongst one another; it also compared the University of California responses with those in private industry and peer higher education institutions to highlight exemplary University of California practices and pinpoint best practices that could be incorporated by UC.
3. Finally, the team interviewed a selection of 30 staff from UC's southern campuses to obtain and consider experiential feedback that could directly inform our evaluation of current practices and recommendations for desired future state practices in support of staff.

Recommendations

Our analysis explored staff experiences with respect to wellness and mental health; social and racial injustice; dependent care; returning to site; the financial crisis and assistance to staff; and communication and outreach to staff across the 20 University of California locations.

Recommendations are provided throughout this report with three key initiatives as follows:

Develop a systemwide staff engagement process and an accessible and consistent communication strategy

The University of California should establish digital communication and collaboration channels for staff and regularly disseminate campus-specific communications best practices throughout the UC system. All campuses and health systems should regularly deploy a standardized staff survey to solicit staff feedback by leveraging informal digital communication channels popular among employees to make it easy for them to ask questions and raise concerns.

Create and develop programs and structures that support UC telework and work-life balance

As we imagine work post-COVID-19, the University of California should support healthy work-life integration by institutionalizing important elements in supporting a remote workforce, which includes providing the technology, tech-support and equipment needed to be productive away from the campus work site. To achieve work-life balance, the University of California should provide wellness and mental health services for staff and their families in general and when the need arises.

Establish and strengthen structures and leadership that advance institutional equity, diversity and inclusion

To effectively address structural racism and inequality, the University of California must commit to providing sufficient funds to place Diversity, Equity and Inclusion faculty/staff/ student advisors at the campus level, administrative level and the department level. The University should expand systemwide training and research programs to dismantle systemic racism. Administrative units and departments must commit to improve faculty/staff/student diversity during recruitment and hiring as well as advocating for social justice for staff. The University of California should reinforce campus commitments in partnering with the local communities to address racism as a public health issue.

Leading through challenging times requires a willingness to act decisively and courage to recognize that unprecedented crises demand unprecedented actions. During the COVID-19 pandemic and concurrent crises staff have boldly demonstrated resiliency, flexibility and an impassioned commitment to mission. The University of California has a leadership opportunity to capitalize on staff engagement to fully harness their ingenuity, creativity and dedication. The 21st century workforce is diverse, with each member possessing different needs at different times of their lives and career with UC. No longer will one institutional solution work for every employee. Through reimagining the workforce and strategically allocating resources, the University can leverage these assets to emerge as an even stronger institution.

OUR UC STORY: IMPACTS OF 2020 AND RECOMMENDATIONS TO ADVANCE UC LEADERSHIP IN SUPPORTING THE SUCCESS AND WELL-BEING OF 21ST CENTURY STAFF

INTRODUCTION

Since March 2020, the University of California staff members have confronted and endured the confluence of the COVID-19 pandemic, social unrest resulting from systemic racism, and the worst economic downturn since the Great Depression. To understand similarities and differences in the response of comparable organizations to these multiple crises, and begin the work of conducting an in-depth analysis of best practices in support of staff, the cohort divided the project into three sections: Comparative Research, Experiential Feedback and Gap Analysis. The findings identified and informed the recommendations to UC leadership for a post-pandemic future.

COMPARATIVE RESEARCH

To begin the work of understanding the status quo and identifying best practices, our cohort divided into three groups to conduct research in three categories, Industry, Higher Education, and the UC System.

Industry Workgroup

Since University of California operations encompass many industrial sectors including retail, tech, health, and nonprofits, the team identified several leading organizations representing these sectors to examine what strategies and best practices have been implemented as a result of the COVID-19 pandemic. The team performed a literature review of organizations of comparable size and impact to the University of California to identify current and future state best-practice responses to issues that the COVID-19 pandemic has exposed and exacerbated among staff – wellness and illness, systemic racism and the economic downturn. Detailed research findings can be found in Appendix 2.

While many companies still struggle to formulate solutions that support lasting positive change, there is the acknowledgement that such change requires ongoing commitment using multiple strategies deployed at all organizational levels.

Higher Education Workgroup

The Higher Education Workgroup found that a majority of non-UC private and public higher education institutions learned from each other, as evidenced by a number of common best

practices and similar resources in response to COVID-19. The key concerns of UC peer higher education institutions are:

- How do organizations' scheduling practices affect employee engagement and well-being?
- What are the implications of creating customized schedules or giving employees more control over their schedules?
- Can we effectively balance the needs and desires of both the organization and employees?

The best practices found in the research and shared in Appendix 3 are relevant both during and after the pandemic.

UC System Workgroup

The findings in this report are based on publicly accessible information about UC location responses to the COVID-19 pandemic, social injustice, and the economic crisis and their disparate impacts on UC staff members. In addition to resources obtained from UC location websites, key contacts from across the system, including emergency managers, business continuity planners, and Staff Assembly leaders, provided useful context and additional information. In many cases, UC locations relied on decisions shared, or resources supplied, by UCOP to develop their responses, so this UCOP guidance, when available, is included to establish a baseline. Additional comments describe specific responses, programs, resources, etc. that are unique to a particular UC location.

A summary of this workgroup's research, including reference to an extensive summary of UCOP and UC location websites can be found in Appendix 4.

EXPERIENTIAL FEEDBACK

Background

It is a common practice for employers to solicit employee feedback on some regular basis, and this is practiced across UC. Perhaps most familiarly, the UC Staff Engagement Survey is conducted regularly in partnership with Staff Assembly organizations. Knowing that objective data from a broad variety of staff could validate anecdotal findings and offer the ability to compare the staff experiences across locations, staff experiential feedback surveys administered in 2020 were sought from the main University campuses, including UC Santa Barbara, UC Berkeley, UC Santa Cruz, UC Merced, UC San Francisco, UCLA, UC San Diego, UC Riverside, UC Irvine, and UCOP. When a medical center was located at one of these locations, similar survey data were also sought. The investigation focused on surveys that operated at the intersection of the pandemic, racial justice crisis, and the economic downturn. Surveys were considered when they met three criteria:

1. Staff were polled, either as an individually targeted group or as a subset of the surveyed population
2. The survey was designed and conducted in 2020
3. Questions were deliberately responsive to COVID-19, social justice or diversity, equity, and inclusion initiatives, economic challenges, and/or wellness or mental health

Human Resources departments, Staff Assembly organizations, Campus Diversity Offices, and Diversity Assemblies were solicited for knowledge of and access to such surveys and their data, though occasionally some other campus entities were the source.

In all, three examples stood out as best practices:
- **UC Merced COVID-19 2020 Experience Survey**, administered by the People First Workgroup
  - May COVID-19 2020 Experience Survey Summary
    - May findings dashboard
  - October COVID-19 2020 Experience Survey Summary
    - October findings dashboard
- **UC San Diego COVID-19 Impact Survey**, administered by Tritonlytics
  - UC San Diego COVID-19 Impact Survey Executive Summary
  - UC Santa Cruz COVID-19 Impact Survey Executive Summary
  - Tritonlytics benchmarking dashboard
  - Note: also administered (n=175) at UC Santa Barbara, but data were not available for this investigation
- **UC Berkeley Employee Morale Survey**, administered by the Office of People and Culture
  - Employee Morale Survey Summary Findings

Limitations

The approach to data collection was limited by access. Although some institutions made survey data public, and other data were made available by campus representatives, the analysis may not reflect all surveys performed or their findings. It may also be the case that some surveys have been administered since the initial investigation, or that entities at a UC location may have polled within their department or unit. For example, UCLA Administration conducted a staff survey at the department level, and in progress at the time of this writing, UCLA has initiated a campus-wide staff experience survey meeting some of the desired criteria. However, since significant pandemic impacts began in March 2020, and the peak of racial and social justice crisis in late spring 2020, it is appropriate to examine the UC's activities to collect staff experiential feedback during the period from March through December 2020.

Another challenge is the inability to compare responses across locations, partially due to the lack of access to raw data for our investigation. Beyond this practical limitation, each UC

location has different needs, and it is assumed that each location understands its individual needs best; this may explain why surveys varied so greatly in topics addressed, questions posed, and analysis strategies. Yet as we see in the regular UC Staff Engagement survey, there is great benefit in the ability to make direct comparison across locations via identical survey design and analysis, and to use those findings to design actions.

Findings from Best Practices

UC Merced COVID-19 2020 Experience Survey

Key references:
- May COVID-19 2020 Experience Survey Summary
- May findings dashboard
- October COVID-19 2020 Experience Survey Summary
- October findings dashboard

UC Merced's Office of Diversity, Equity, and Inclusion established the People First Workgroup to inform planning and response activities to COVID-19 with the goal of ensuring that decisions made consider people first, and this survey was administered in an effort to provide data to this initiative. This group administered the Experience Survey twice, in May and October 2020. In May, 301 staff completed the survey, with an overall response rate estimated between 24-31% of the campus population (n=622). Quantitative and qualitative response options were offered in each of three themes: Your Well-Being, Your Work, and Campus Response to the COVID-19 Pandemic.

84% of respondents indicated strong agreement or agreement that the campus cares about their well-being, though only 49% indicated their mood as being good or better. 61% of respondents felt connected to the campus community, though 54-72% of respondents, including 68% of staff, noted that they were either unaware of resources available to support their well-being, or that those resources were not applicable.

Looking at work impacts of the pandemic, 48% percent of staff indicated that they were expected to do more or much more compared with pre-pandemic productivity expectations (this was also analyzed across divisions). Qualitative responses offer more insight: it seems that staff in particular felt that the changes in efficiency of their work in the remote setting needed to be better understood by leadership or management. Respondents listed a number of items as most impactful on their work, including childcare (75%), elder/adult care (55%), schooling K-12 children (84%), and isolation (74% overall, staff slightly lower at 67%). Respondents were concerned or very concerned with compensation or salary (67%) and job security (66%). 68% of staff were also concerned or very concerned at the prospect of returning to campus during the COVID-19 pandemic, and from qualitative responses seemed to focus on both safety and

logistics, such as childcare, for this concern. 44% of staff were concerned or very concerned about the inability to participate in professional development activities, such as attending professional meetings, during the pandemic. Coupled with qualitative praise for the Office of Information Technology, respondents reported reliable internet (85%), equipment (84%), and technologies (91%) that enabled them to work remotely. In addition, 91% had enough supervisor contact to meet their work needs.

Overall, 88% of respondents agreed or strongly agreed that UC Merced managed its overall COVID-19 response well. Qualitative responses praised centralized communication, in particular the website and the biweekly messages from the Chancellor. Respondents agreed or strongly agreed that communications were comprehensive (79%), appropriately frequent (88%), and timely (82%).

Between the surveys, UC Merced took several actions. They used the feedback from this survey in planning resources and communication on campus. They conducted focus groups to drill down into some curious findings from the May poll. And last, they redesigned their experience survey to enable comparison across survey events and to collect more data on certain topics. In October 2020, the survey included six themes: Resources & Response; Work; Economic Concerns; Connection; Communications; and Instruction (note: no staff responses were available for sixth theme, instruction). Respondents could skip elements that were irrelevant to their experience or work, which likely improved response rates, but makes it difficult to estimate response rate, which is listed at 8-30% for the various survey items. Nevertheless, this version of the survey allowed UC Merced to compare community members' experience over time and to learn more about certain topics, again using a mix of quantitative and qualitative responses.

83% of respondents agreed or strongly agreed that UC Merced handled the response well, reflecting a 5% decrease from May 2020. 71-86% of respondents agreed or strongly agreed that UC Merced cares. Qualitative responses indicated staff's appreciation for the safety measures that the campus implemented.

In the Work theme, 28% of respondents indicated that their mood was somewhat or quite bad, an increase of 10% from the prior survey. 61% of staff indicated that they are expected to perform somewhat or much more work compared with pre-pandemic levels, a 13% increase from the May administration. Last, 60-80% of respondents reported feeling burned out half of the time, most of the time, or always. Nevertheless, most strongly agree that they have the equipment and technology necessary to perform their jobs, though only 40-47% of respondents agree or strongly agree that their ergonomic needs are met. A majority (81%) of staff wish to continue to work remotely, either fully or in a hybrid form, post-pandemic.

Based on prior feedback received, the October survey included a theme on Economic Concerns. Two remarkable findings are that 9% of respondents would be unable to cover a $400 expense

in an emergency, and that 12% of respondents report low or very low food security. Staff respondents are concerned or very concerned with job security (63%) and compensation (70%), and qualitative responses suggest a strong desire for transparent communications on these subjects.

Polling for connection, 2 out of 3 respondents, including 63% of staff, reported concerns about isolation. 59% of staff overall agreed or strongly agreed that they felt connected to the campus community, a very slight (~1%) decrease relative to May.

Respondents continued to be satisfied with the comprehensiveness (77%), frequency (86%), transparency (70%), and timeliness (76%) of communications, with particular praise for predictable messages, consolidation of messaging, and the chancellor's messages coming from qualitative responses. However, only 49% agree or strongly agree that campus communications have been appropriately transparent regarding the financial impact, and only 48% agree or strongly agree that communications about job security were transparent.

UC San Diego Tritonlytics' COVID-19 Survey

Key References:
- [UC San Diego COVID-19 Impact Survey Executive Summary](#)
- [UC Santa Cruz COVID-19 Impact Survey Executive Summary](#)
- [Tritonlytics benchmarking dashboard](#)

UC San Diego's Tritonlytics, a division of the Office of Operational Strategic Initiatives, developed a COVID-19 survey that was offered to a number of universities, including some UC campuses. Ten universities in total administered the COVID-19 survey. 3,090 responses were tallied from staff and faculty at UC San Diego that also collected information on respondents' gender. This survey was also administered at UC Santa Cruz, with 1593 respondents and a 32% response rate, including 1238 staff responses, and UC Santa Barbara, which received only 175 staff & faculty responses. (Note: Data for UC Santa Barbara was unavailable to our study.) Each university or campus had the opportunity to customize the survey somewhat—for example, the platform of administration might differ, or one campus might choose to collect gender of respondents where others did not—but the core questions were consistent. Some polled staff and faculty, whereas others polled only one of those groups.

The survey included six items polling for staff and/or faculty satisfaction with the university's response to the COVID-19, where respondents could select from a 5-point scale indicating their agreement. Impact elements were included, inquiring about how disrupted life was by a number of factors, including childcare, K-12 children's schooling, eldercare, and a number of others, again offering a 5-point scale to indicate the level of impact. Last, six open-ended items were included, where respondents could write a free response on their experience of the

following: communication, support for well-being, support for continued job performance, support from supervisors, staying connected, and suggestions for leadership.

At UC San Diego, staff and faculty polled rated the university's response to the COVID-19 pandemic as positive, with the average score for the satisfaction elements a 3.6 or above (good or excellent). Those polled were least satisfied with communications. Almost half of UC San Diego respondents were most impacted by schooling for K-12 children, spouse or partner employment, or childcare. These ratings were consistent for men and women, although women were more likely to report the impact of eldercare, as well. Across all institutions surveyed, staff were most satisfied.

Six themes were identified in response to the open-ended survey questions. Staff were particularly concerned about uncertainty of future employment. Staff also noted that they felt they were not being considered as much as students or faculty in campus communications, noting that occasionally they heard about things in the media first. They felt that the tools, such as Zoom, to enable remote work were adequate, and they adjusted well to remote work in general—in fact, there is widespread hope of continuing remote work in some form for the indefinite future. The main concerns with remote work were ergonomic. Last, support from supervisors was good, but staff still acknowledged the mental health toll of increased needs to be productive through continued disruptions.

As mentioned, locations that used this survey had the opportunity to customize to an extent. UC Santa Cruz (n=1593; staff n=1238), for example, seemed not to use the free response elements, instead categorizing the satisfaction elements based on their impact on overall satisfaction. Staff were largely satisfied with the University's response to COVID-19, with most scores rated good and one excellent. A clear strength is supportiveness of supervisors. Opportunities include active communication during and beyond the crisis, having the tools to perform job duties, the university's concern for staff well-being, and satisfaction with the University's level of communication. This last point is the greatest opportunity; staff were least satisfied with the level of communication, and it is identified as an influential strength, having great bearing on overall satisfaction. 45% or more staff respondents indicated that spouse or partner employment, schooling for K-12 children, or an unidentified other was most impactful or disruptive to their lives.

This survey is notable for the opportunity it presents to compare the UC experience with other institutions, and between locations, as well as the rich mix of quantitative and qualitative findings. The survey's questions are commendable for detailed investigation into impacts on the lives of staff and faculty, especially in the area of wellness. Social justice and EDI were not captured in this survey.

At UC San Diego, survey findings were used to inform actions about how to communicate with the campus community. A 2021 repeat administration of this survey, again offered to partner institutions free of charge, will launch on April 22, 2021, and offer comparison data for study.

UC Berkeley People & Culture Employee Morale Survey

Key reference:
- [Employee Morale Survey Summary Findings](#)

UC Berkeley's survey was distributed to 13,950 community members at UC Berkeley on three separate occasions, with a response rate of 41% in July (n=5,686), 31% in August (n=4,270), and 33% in September (n=4,567) 2020. Multiple administrations to the same population allowed comparison of the experience over time. Respondent gender, sexual identity, race, ethnicity, and whether or not the respondent has a disability were collected and responses were analyzed across these differences. Through a mix of standardized questions and responses and some optional guided free response options, there was a strong focus on well-being, especially as influenced by an immediate supervisor.

The survey opened with a basic question: How are you feeling in general? And offered respondents a 5-point scale from Pretty Good to Bad. Three more such questions targeted impressions of UC Berkeley's management of change around COVID-19, communications during the pandemic, and whether wellbeing was a priority for both the university and the respondent's immediate supervisor. Responses on average were positive; however, a slight negative trend can be observed over time—slightly more respondents disagreed or strongly disagreed to each of the three questions about UC Berkeley or immediate supervisor, and 7% more respondents felt bad or not so great in September versus July. These trends persist across most groups of respondents, though analysis by ethnicity in particular indicate differential experiences and impacts for some groups.

Optional items drilled down into the respondents' experience of feeling appreciated by an immediate supervisor. One question asked for selection of a category of action that could be taken by an immediate supervisor to help the respondent feel appreciated, and offered the opportunity for free response suggestions. Most commonly suggested were actions in the recognition of great contributions, active support for professional growth and development, and proactively caring about and encouraging individuals' well-being categories.

The final question posed was whether respondents would wish to return to campus were shelter-in-place orders modified. The resounding majority of those not already working onsite indicated a preference to continue working remotely when polled, with almost no change from July (73%) to September (72%).

General Findings and Implications

Because there are not surveys that collected information on the staff experience from all UC locations, conducted at the same time, there is no way to quantitatively compare staff experiences across all UC locations based on assessments performed during 2020. Although comparisons between campuses with survey data can be somewhat inferred, much is unknown.

What can be seen is a slight decrease in satisfaction and/or well-being at multiple locations over time. This is evident in UC Berkeley and UC Merced's survey data, which were each conducted multiple times in 2020. The downward trend is slight but sure.

In response to these trends, campuses who could identify them took action. UC Merced took feedback from their May survey and used it to improve where they were strong—communications—and to do more where there was need—sharing resources for mental health among the community, and creating focus groups to learn more about some topics. UC Merced subsequently added new questions to collect more specific information based on feedback and focus group findings, enabling them to support specific members of the community in great need. Even at locations where only one survey was administered, such as UC San Diego, the data was used to respond to staff needs.

Communications seemed to be a pain point. UC Berkeley, UC San Diego, and UC Santa Cruz data all suggest staff dissatisfaction with communications. Even at UC Merced, where satisfaction with communications overall was very high, staff wanted more transparency around job security and financial impacts.

Importantly, no survey found in this investigation included inquiry into the experience of racism or the social injustice crisis of 2020 in its survey. UC Berkeley did analyze responses according to a number of categorizations, including ethnicity, but this is the closest any survey came to directly addressing this experience.

Of interest, no medical center conducted a staff survey that could be located in this investigation.

GAP ANALYSIS

Our approach to the Gap Analysis was to identify relevant best practices and policies in support of staff members within UC, across comparable institutions and systems in higher education and across industry in 6 key areas. We paid particular attention to those that were quickly implemented in response to the COVID-19 pandemic. Our analysis was primarily web-based, and we acknowledge the limitations in such an investigation.
The areas we investigated included:

1. Wellness and Mental Health
2. Child/Adult/Family/Eldercare
3. Financial Assistance for Staff
4. Financial Crisis Response
5. Social Justice Response
6. Communication/Outreach to Staff
7. Staff Return to Work

For each area, we describe the current state, the desired future state, and the gap. Addressing the existing gaps then became the basis for our recommendations.

Wellness and Mental Health

Current State

UC is known for its generous support through insurance and other programs. Mental Health and Wellness services are provided to UC staff at both campus and systemwide levels. Support is provided for emotional, financial, nutritional and physical well-being, and reports documenting employee usage of the programming are posted on the [UC Living Well website](#).

The concurrent financial, social and COVID-19 related crises with their duration and reach are having profound impacts on the well-being of staff, and as a result additional support is needed. The social and political upheaval that preceded the viral pandemic were already having widespread impact for many staff, and we need to address how the university supports those disproportionately affected by social inequities. We are all too familiar with the additional challenges faced by our colleagues - staff with caregiver responsibilities or those dealing with illness or financial worry when their work was curtailed as a result of COVID-19. For many staff, the unprecedented social isolation has profound impacts on their mental health, and the accompanying uncertainty about their future employment exacerbates the stress.

Desired Future State

Staff want to feel encouraged, respected and whole; all staff should feel supported and valued at UC. This means the UC leadership should pay particular attention to supporting employees as they navigate the current pandemic, historical injustices and the resulting inequities, and their future outlook on their career.

The desired future state supports Black employees' mental health by providing access to resources and a work environment that values them; it supports families and those with caregiving responsibilities in ways that don't simply shift the burden to other staff; it ensures access to wellness resources and supports work-life balance, including recreation, mindfulness, and coping during the pandemic and beyond. Not only should UC provide wellness and mental

health support services for employees, but it should also seek to reduce stresses that have long been thought to be 'aspects of the job.'

Gap

There is no current plan in place that comprehensively addresses the multi-pronged challenges staff will face as we move towards our post-COVID reality. Though the University has made strides in documenting and addressing systemic inequities, much remains to be done.

STAFF PROFILE: WELLNESS AND MENTAL HEALTH

Carolina Munoz
Administrative Assistant, UC Riverside

The last year has been very challenging for everyone. In which areas did you feel the most impact - health, social justice, economic? Please elaborate.

"I feel like the most impact has been on overall health. For first-generation college students, being surrounded by a community of support on-campus is everything, especially if there is no support at home. The ability to connect with people and feel supported in one's day-to-day feels different for many students, and I see it affecting the mental health of the people around me. Because our lifestyles have become so disrupted, it's become more difficult to uphold healthy habits like exercising regularly, eating a well-balanced diet, and getting a good night's sleep. This, of course, affects people's physical and mental well-being. With the pandemic and the state of our political and social climate, a lot of things feel very fragile and uncertain. Everything that is going on in the world feels overconsuming to

think about but at the same time, necessary to think about. This can be a bit draining on one's mental health."

RECOMMENDATION 1: WELLNESS AND MENTAL HEALTH

Table 1 Recommendation 1: Wellness and Mental Health

OBJECTIVES	STRATEGIES
Support Work-Life Integration	Promote more Flexible Schedules and Remote Work options throughout the organization, including providing the technological support needed to be successful.
Support wellness and mental health for staff and their families	Provide expanded online resources and sessions for affinity groups such as healthcare workers, single employees, staff with caretaker responsibilities.
Enhance supervisory staff awareness and use of workplace wellness tools	Develop a training and development plan that focuses on incorporating wellness into skillsets for managerial and supervisory staff.

Child/Adult/Family/Eldercare

Current State

UCOP has provided a handful of resources to support dependent care situations. There is an existing resource for family care - Bright Horizons Care Advantage, which is an online resource to help one find and select pre-screened care for children, adults — even pets. Staff can select the caregiver that's right for them. For employees looking to learn more about what is provided by UC in support of Pregnancy, Newborn Child, & Adopted Child situations, the UC provides informational factsheets on health and life insurance options. Additionally, dependent care assistance plans in the form of flexible spending accounts (FSA) are offered to UC employees and provide a tax-free option for employees to pay for certain dependent care expenses.

Desired Future State

In the higher education review, Stanford University had developed an added layer of caregiver support by implementing a [Back-Up Elder Care](#) plan. Their literature noted that even the best planned elder care arrangements can be disrupted from time to time. "If your provider is

unavailable (due to illness or vacation) we offer the Bright Horizons Back-up Care.™" The program helps benefits-eligible faculty and staff to find high-quality temporary in-home care for adult and elder relatives through Bright Horizons.

From review of industry, we noted some expansion to caregiving leave policy:
- Google increased their policy from six (6) weeks to a total of 14 weeks
- Zillow offered 10 paid days for caregiver leave in 2020; employees are then eligible to apply for a 3-month period of reduced hours and pay while maintaining all other benefits

Gap

In evaluating the UC program offerings for dependent care resources, there exists a tacit connection with a vetted referred partner provider. Bright Horizons Care Advantage is not necessarily able to find affordable options for the most vulnerable staff populations. Additionally, while some campuses have child care solutions on campus or adjacent to campus, the staff need often outnumbers the availability of the services while questions of affordability for staff linger.

Providing for onsite child care solutions are challenging, the University may benefit from a formal policy on back-up care options - including policies that allow a parent to bring a child to work in an emergency. Back-up care is often needed to accommodate school holidays or closures, caregiver vacations, or other interim needs. While the pandemic long exceeded the expectation of the intent of a back-up care policy, it exposed a definite need across the UC.

In regards to leave policies within the UC, they are viewed as among the most accommodating and as a result there is no perceived gap.

STAFF PROFILE: CHILD/ADULT/FAMILY/ELDERCARE

What could the university do better?

"Affordable childcare, especially for staff who had to come to campus to work."

Yen Tran
Administrative Service Director,
Student Health, UCSB

STAFF PROFILE: CHILD/ADULT/FAMILY/ELDERCARE

Jessica Nakashima
Human Resource Analyst, UC San Diego

"Supervisors have been flexible with my work schedule during the day as long as I complete eight hours per day. I have two small children and the flexibility has been really helpful. The challenge is that I feel like I am working all day long since I am starting and stopping while taking care of children in between. Working from the time I wake up until I go to sleep. Appreciate being able to have a flexible schedule, but at the same time I feel burnt out and overwhelmed. It is the only

way I can work while having my kids at home. (Primary caregiver with two toddlers, ages 2 and 4, spouse working outside of home)

Previously had children in stay at home daycare with a provider over age 65 who is very worried about COVID."

RECOMMENDATION 2: CHILD/ADULT/FAMILY/ELDERCARE

Table 2 Recommendation 2: Child/Adult/Family/Eldercare

OBJECTIVES	STRATEGIES
Support staff with dependent care responsibilities	Establish system-wide back-up care policy.
Support staff with dependent or eldercare responsibilities	Promote flexible work schedules, but maintaining equity for those staff who do not have these responsibilities.

Financial Assistance for Staff

Current State

The University of California has developed a website-based information clearinghouse that features programs, services and resources that are geared to support employees' success during the COVID-19 pandemic.

UCOP has issued information pertaining to COVID-19 Related Leaves and Job Protections Guidance for Policy-Covered and Represented Staff Employees. This memo summarizes COVID-related leaves, job protections and additional resources, including most notably UC Expanded Paid Administrative Leave (PAL-128 hours), Federal Emergency Paid Sick Leave (EPSL - 80 hours) and Federal Expanded Family and Medical Leave (EFML-12 workweeks).

Of note, by executive order, all employees shall be eligible to receive a one-time allotment of up to 128 hours of paid administrative leave which may be taken: to deal with an employee or family members' COVID illness, and/or when an employee is unable to work due to child/dependent care, and/or when remote work is not operationally feasible (some Health

Care staff exempted). This is an area where UC has been very generous and has recognized that our employees need to be able to count on a safety net for family care, illnesses, etc.

Regardless of how the pandemic has altered the workplace environment, employees are expected to work to the fullest extent required to fulfill their responsibilities, whether working on-site or remotely in healthcare or other critical and essential operations. If employees are unable to work remotely, they must work with their supervisor to determine if they can be redeployed to another assignment they are capable of doing. If employees are unable to work, either because of illness or the need to care for others, they should work with their supervisor for information regarding appropriate leave options. Employees can also be reassigned in accordance with applicable policies.

In an effort to provide even more support, UCOP is allowing employees to use accrued sick leave for child care. This temporary policy change applies to employees at locations other than Lawrence Berkeley National Lab or UC Hastings).

Financial assistance was not addressed in experiential feedback surveys accessed by our study.

Desired Future State

The UC System's response has been exemplary in many respects from timeliness of decisions and programming to communications and service expansions. Nevertheless, the job of fortifying and improving UC resilience through employee support programming is an ongoing effort. The desired future state for the UC system includes the adoption of robust business continuity programming so as to provide for the following areas of concern:
- Job protections,
- Expanded paid administrative leave, and
- Hardship financial relief programming.

An example of which can be seen at UCSF where their COVID-19 Relief Program provides up to $1,000 in aid to assist employees who have experienced unexpected financial hardship resulting from the COVID-19 pandemic.

Gap

- Inconsistent use of the Federally Qualified Disaster Payment concept
- Limited viability of existing programming like catastrophic leave
- Limited HR systems support to deploy cross-functional team assignments
- Limited access to retirement funds
- Confusing communication on different leave options

STAFF PROFILE: FINANCIAL ASSISTANCE FOR STAFF

Shellee Stewart
Academic Specialist/Supervisor, UC Riverside

What has been the financial impact on you and your family? The financial impact has been increased electric bill and other utilities due to being at home all day. · Do you have any concerns about the short or long-term economic impact on UC and how that may directly impact you and/or your department?

"I do have some concerns about the long-term economic impact on the UC campuses because of the budget reduction. I know there is not much that we can do about it but I am sad to see limited funding and reduced funding for departments/programs that support our students. A personal concern of mine is that the reduction in funding will limit my personal financial growth and career trajectory (no raises or promotions) which is important to me."

STAFF PROFILE: FINANCIAL ASSISTANCE FOR STAFF

Jessica Nakashima
Human Resources Analyst, UC San Diego

What could the university do better?

"Salary freezes and lack of merit increases for non-represented staff are frustrating when staff are being asked to do so much. Staff are taking on more and more without being recognized. Yet represented staff are receiving increases.

Not filling a vacant position in the team during the hiring freeze led to unrealistic workloads for others that remained.

Multiple modes of communication (zoom, slack, email, MS teams, google chat) is helpful and too much at the same time."

STAFF PROFILE: FINANCIAL ASSISTANCE FOR STAFF

"Staff are tired and hiring freeze increase workload and concern if staff leave – will impact other staff even more."

Yen Tran
Administrative Service Director,
Student Health, UCSB

RECOMMENDATION 3: FINANCIAL ASSISTANCE FOR STAFF

Table 3 Recommendation 3: Financial Assistance for Staff

OBJECTIVES	STRATEGIES
Expand the concept of Remote Worker Support programming	Offer stipends or access to UC contracted office equipment purchase agreements for supplies or equipment. Enhanced training for all on online platforms and tools; specific communication training for managing virtual groups, meetings, and patient care. Offer IT systems support like providing hotspots or other connected smart devices.
Enhance Job Security	Develop HR systems that can quickly identify staffing need across the system with willing and sufficiently trained staff from other units who are unable to work in their home department because of operational or safety considerations.
Enhance supervisory staff awareness and use of workplace wellness tools	Develop a training and development plan that focuses on incorporating wellness into the required skill sets for managerial and supervisory staff. This would include in-depth skills training (beyond online platforms) – providing staff with training that will make them more competitive for higher-level roles once positions start opening up again, and would support retention.

OBJECTIVES	STRATEGIES
Expand emergency financial support programming	Allow for expanded catastrophic leave eligibility for hour donations to compliment other replacement hours schema. Allow for limited emergency access to UCRP funds as bridge loan to employees beyond current 403b offerings.

Financial Crisis Response

Current State

As of August 31, 2020, UCOP stated that total COVID-19 expenditures and revenue losses exceed $2.1 Billion for the entire system, partly due to a drop in state revenues that led Sacramento to cut UC's funding by nearly 13% for the 2020/21 fiscal year.

UC anticipates additional and substantial losses due to the pandemic and impact to California's economy. UCOP is aggressively pursuing federal funds to help alleviate some of these losses and, as of August 31, 2020, had received $779.6 million from the federal CARES Act, including $137.4 million for campuses, $130 million for student financial aid, and $512.2 million for UC Health.

In October 2020, UC President Drake proposed a 2020/21 curtailment program to aid in absorbing some of the one-time financial losses. After receiving feedback from each campus and a UC Regents discussion, the curtailment program remains optional for each campus to adopt if needed.

The State of California's draft 2021/22 budget proposes the restoration of $103.9 million of the $300 million in base budget cuts to UC in 2020, in addition to providing important new investments in programs like medical education training in underserved communities, student mental health services, and critical facilities infrastructure. Despite the proposed funding restoration, preliminary information indicates that some campuses may be required to proceed with a budget cut in 2021/22 as the financial impact from the pandemic is not yet over.

Desired Future State

Each UC campus worked through 2020/21 budget cut planning options during the spring and summer 2020, with final cuts ranging between 2-15% based on available information. Cost cutting measures were put into place including elimination of merit-based salary increases for policy covered staff, no cost-of-living adjustments for faculty, a hiring freeze for all titles at most

campuses, unfilled positions to be eliminated or remain vacant, and travel and expenses curtailed. In addition, COVID-related expenses and revenue losses are being tracked for reimbursement where feasible. It is worthy to note that UC Irvine's financial reserve helped cover many of its campus losses, thereby reducing the academic affairs cut to just 2%; building up a financial reserve should be best practice within UC.

If the State of California does provide funding increases to UC in the 2021/22 fiscal year, it is desirable to reinstate merit increases for policy covered staff.

Minimal information is available about the financial crisis response at other higher education institutions but an Inside Higher Education article states that many universities will be forced to lay off employees in 2021.

Minimal information is available for industry but a search resulted in a series of best practices recommended by the National Association of Counties (NACo), including
- Avoid layoffs and furloughs due to the negative impact on employee morale, instead manage overtime or address health care costs.
- Renegotiate favorable purchasing contracts, audit routine purchases, or eliminate non-essential contracts.
- Capital projects/asset management can yield savings by extending the useful life of assets, deferring maintenance or postponing projects as short-term solutions.
- Sharing more resources and maximize collaboration, including transferring unused equipment from one department to another, inventory can be jointly managed or staff can transition to assist with peak work periods, find opportunities to partner with other governments, non-profits or private organizations (e.g., borrow large equipment from neighboring jurisdictions rather than purchasing the asset or pursue managed competition opportunities for common services).
- Enhance revenues by exploring new options for increasing fee revenue or examining and improving existing billing and collection procedures.

Gap

While there are some recommended cost-cutting measures, there are considerable gaps in the financial arena. Part of the challenge is the unknown, including the total budget shortfall from COVID-19 and the long-term fallout due to changes in education offerings, reduced state and federal revenues, reduced donor support, reduced demand, etc.

Universities are primarily focused on the mitigation of short-term financial losses but would be well-served to explore alternative educational programs and long-term modes of delivery that meet demand, while diversifying their offerings and increasing revenues.

Additionally, existing academic offerings should be evaluated and administrative infrastructures re-envisioned to reduce long-term costs.

STAFF PROFILE: FINANCIAL CRISIS RESPONSE

"Budget concerns

Long-term impact to staff and resources, and the impact to students

EOP will likely have an increase in demand for services as students return, and with a hiring freeze and reduced budgets, there will be an increase in workload for staff, which can impact student support"

Osvaldo (Ozzie) Espinoza
Counselor Pre-Enrollment Services Manager,
Educational Opportunity Program, UCSB

STAFF PROFILE: FINANCIAL CRISIS RESPONSE

"Thankful for the way the University has been as a whole with very generous leave options. Comforting to know the time is there in case it is needed. Hear about other companies and people losing jobs. Grateful for what has been provided and continued full employment."

Sebastian Flores
Automotive Technician, UC San Diego

RECOMMENDATION 4: FINANCIAL CRISIS RESPONSE

Table 4 Recommendation 4: Financial Crisis Response

OBJECTIVES	STRATEGIES
Enhance rainy day funding	Require operational reserves.
Enhance revenue generating activities	Explore new options for implementing alternative education offerings and improve existing billing and collection procedures.
Improve efficiencies and effectiveness practices	Implement system-wide process improvement methods and resource sharing concepts.

Social Justice Response

Current State

The University of California has a Global Health Institute (UCGHI) which is a system-wide initiative that stimulates, nurtures, and promotes global health research, education, and collaboration to advance health in California and worldwide. UCGHI established the UCGHI Black Lives Matter (BLM) Task Force in June 2020 to address systemic racism. The task force is represented by 16 faculty, staff and student members from 8 UC campuses and the UCOP. Additionally, all 10 UC campuses have websites dedicated to diversity, equity and inclusion (DEI) and have issued statements of call to action on social justice and started various initiatives including anti-racism task forces, information sessions, online training materials.

Desired Future State

To effectively address structural racism and inequality, it requires:
- Leadership commitment in providing funds for creating DEI faculty/staff/student advisors at the campus' administrative and departmental levels in order to expand anti-racism training and research programs. There is a need to create an anti-racism roadmap for tracking campus-wide priority areas and progress as a way to foster regular dialogue with DEI faculty/staff/student advisors throughout the organization at various campus culture enrichment events,
- Organizational commitment to improve faculty/staff/student diversity during hiring and recruitment,
- Campus commitment to partner with local community groups to address racism as a public health issue and to advocate for social justice for faculty, staff and students.

Gap

In reviewing all ten campuses' chancellor's statements on call to action in response to social justice, there are obvious financial disparities across the UC campuses, i.e, some campuses are struggling for funding for hiring faculty/staff advisors, providing training and research grants. These financial gaps leave the work of equity, inclusion and diversity at risk of underperformance. Additionally, in evaluating other higher educational institutions response to concerns of social inequities, universities such as Columbia, Harvard, MIT, UT, UW, Georgetown, JHU, Duke, and University of Chicago have declared Juneteenth a holiday. However, none of the UC campuses have yet to formally recognize Emancipation Day which is seen by many as a missed opportunity.

STAFF PROFILE: SOCIAL JUSTICE RESPONSE

Carrie Frandsen
Systemwide Enterprise Risk Management Director, Risk Services, UCOP

How could the University improve its response to social injustice?

"The University has always been an advocate for social justice. Our UC students, our President – lead and breathe promoting social justice. The UC is not only responsive but leads the society, student protests are expected, we have researchers who are analyzing social injustice. The University supported Prop 16 to add race as a determining factor for admissions but the Californians voted for race blind admissions. UCD qualified to call themselves as Hispanic serving institution.

There are good people in leadership asking themselves everyday what else they can do to address systemic racism."

What else could the University do to address systemic racism?

"Some of it is the power dynamic and the traditional white males – it is just going to take time. They do not even realize the white privilege – we need to continue to educate the older white generation that takes for granted that they are here to be served. People who are benefitting from the privilege of superiority, they have no incentive to change – they need an incentive.
From the UC perspective – in the grad studies, UC is making a concerted effort to bring in a diverse pool. There was Prop 16/209 which failed so it is a challenge that they cannot admit students based on race."

STAFF PROFILE: SOCIAL JUSTICE RESPONSE

On social justice…

"I want the EDI [Equity, Diversity & Inclusion] work to stop feeling like a check box."

Liz Henry
Associate Director, Recreation, UC San Diego

STAFF PROFILE: SOCIAL JUSTICE RESPONSE

"There was no discussion about social unrest and injustices in the workplace. There is a culture of not discussing these types of issues and management did not bring it up. Might have been nice if management had acknowledged what was going on and say that they were available if needed."

Sebastian Flores
Automotive Technician, UC San Diego

STAFF PROFILE: SOCIAL JUSTICE RESPONSE

"Lack of diversity of students in CSE programs impacts ability to attract diverse faculty. I have 5 Black students in the program out of 2,000. Not 5%, 5 students. Becomes a Catch 22 situation when not able to attract diverse students and faculty when there is not adequate representation in faculty and students."

Veronica Abreu
Student Services Advisor – Computer Science & Engineering, UC San Diego

RECOMMENDATION 5: SOCIAL JUSTICE RESPONSE

Table 5 Recommendation 5: Social Justice Response

OBJECTIVES	STRATEGIES
Celebrate Diversity, Equity, & Inclusion (DEI) accomplishments	Formally recognize Emancipation Day as Juneteenth.
Create a culture of diversity and inclusion	Require campus-based DEI plans with actionable objectives and timelines.

OBJECTIVES	STRATEGIES
Create a culture of diversity and inclusion	Set aside funds for initiatives that are scalable and replicable across the system.

Communication/Outreach to Staff

Current State

The University of California communicates applicable information to staff members via the public-facing [Office of the President website](). Individual University of California locations decide which information to disseminate to staff members via e-mail and/or the location's website.

Desired Future State

Several University of California locations make efforts to communicate with staff members beyond e-mail and the location's website. A review of each location's communication strategies revealed that periodic town hall meetings are conducted at UCLA, UCLA Health, UC Riverside, UC Irvine and UC San Diego. Bi-weekly messages from the dean are communicated to staff members at UCLA Health, and weekly updates are provided at Lawrence Livermore National Lab. At UC San Diego, the Chief Human Resources Officer provides regular updates to all staff members. UC Davis Health communicates applicable information via a Deans Discuss Podcast, and video updates from the Chancellor are provided to staff members at UC Riverside. UCI sends a daily "COVID Update" to the entire campus community.

Within the industry segment, Gartner, among others, maintains frequent, two-way communication with employees and regularly solicits employee feedback by leveraging informal communication channels popular among employees to make it easy for them to ask questions and raise concerns.

Gap

Despite the efforts made to communicate with staff members throughout the University of California system, there appears to be a general lack of regular, two-way communication with staff members at all locations that utilizes a variety of formal and informal communication channels and media.

STAFF PROFILE: COMMUNICATION/OUTREACH TO STAFF

Chris Kelsey
Interim Director – Facilities Management (October 2019-March 2021 – Associate Director, Facilities Management, UCSB

"Communication from the university level has been helpful, however for many of the facilities management employees, large town halls are not the type of environment where they feel comfortable asking questions –

Better option is smaller, 1x1 meetings with managers and small groups of employees where they ask questions, where managers can clarify any misunderstandings, and where employees feel "heard" (can share their voice), where mutual trust and respect can be developed."

STAFF PROFILE: COMMUNICATION/OUTREACH TO STAFF

Edwina Welsh
Director – Cross Cultural Center, UC San Diego

"Often when campus information did come out, it was related to the experiences of students and faculty. The experiences of staff were implied, but not explicitly stated. Messages from campus HR were better about addressing staff. Invisible staff holding things up, making the campus go, but not feeling recognized.

Messages from campus coming out to take care of yourself, but the workload and expectations did not align (UCPath, FIS, EcoTime). Mixed messaging made people feel undervalued and that the campus does not care about staff. Perceived disconnect by leadership between what is really going on and what staff are being asked to do."

RECOMMENDATION 6: COMMUNICATION/OUTREACH TO STAFF

Table 6 Recommendation 6: Communication/Outreach to Staff

OBJECTIVE	STRATEGY
Improve communication with staff members	The Office of the President and each individual location should implement regular, two-way communication with staff members regarding all current and future topics of import (e.g., COVID-19, social justice, budget, remote work, natural disaster, etc.) using a variety of media (e.g., text, video, podcast, etc.) and both formal (e.g., e-mail, website, etc.) and informal (e.g., text messaging, social media, etc.) communication channels, in order to provide timely information and to invite staff members to ask questions and raise concerns.

Staff Return to Work

Current State

As the COVID-19 pandemic spread quickly across the globe, countries were forced to issue stay-at-home orders to stop the spread of the deadly virus. The University of California campuses had to quickly move to a remote workforce. The UCOP guidance was to comply with State and Federal guidelines when returning to work, allowing campuses to determine specific plans. Units on each campus had to submit plans for approval outlining how they were ensuring the safety of the environment.

As the campuses shifted to remote work, UC adhered to guidance from the State of California Department of Industrial Relations to determine essential and non-essential workers. Non-essential workers - staff that were able to accomplish their jobs remotely - were asked to work from home. Essential workers - staff that had to be onsite - were required to follow a daily health screening check, temperature checks upon arrival at the medical centers, and online training that provided guidance on how to stay safe and disinfect their work areas.

For non-essential workers, UC established guidelines for reimbursable expenses that supported remote work during the 'safer at home' period. The policy enabled some decisions to be made at the departmental level to support the borrowing of some office equipment and the reimbursement of some expenses.

Desired Future State

UC must strive to keep our workforce productive, effective, and engaged for us to retain the best talent. We should be committed to the health and well-being of our employees so that they can thrive. Despite the changes, the challenges, and the barriers, we need to aim to equip our workforce with the tools and resources to be able to continue to make an impactful contribution to UC.

Many higher education institutions and corporations are considering flexible working arrangements and remote work on a more permanent basis. Kaiser Permanente indicated that the "benefits of flexible working arrangement were well documented prior to the pandemic:

- **Healthier, more productive employees.** Remote workers were 35% to 40% more productive than their office counterparts. And 80% reported lower stress levels and improved overall health.
- **Substantial cost savings.** A typical employer can save about $11,000 per year for every employee who works remotely half of the time. Primary savings are from increased productivity, lower real estate costs, and reduced absenteeism and turnover. Employees can save between $2,500 and $4,000 a year, mostly through the reduced cost of travel, parking, and food.
- **Attracting and retaining top talent.** Employers who offered flexible work options had an easier time hiring and keeping high-performing employees. Flexibility was equally important as salary and benefits to 70% of employees, and 30% of employees said they had left a job due to a lack of flexibility.

Campuses may want to consider supporting some of their workforce to continue to work remotely. The benefits of continuing a remote workforce: less office space, less commuting, fewer business trips, shorter breaks and greater focus for employees. Remote working on a larger scale also offers organizations the flexibility to deal with unexpected events, such as a pandemic, in the future.

 As UC considers shifting to a more flexible and remote working arrangement, we will need to consider providing adequate support for remote workers.
- Technology and Remote Work setup
- Caregiving considerations
- Adequate training for supervisors
- Shift in management culture

As the shift to remote work is adopted, we cannot forget about the on-site workers, who may feel that flexibility provided to remote workers is not afforded to those that must continue to be onsite. In these instances, UC should consider re-imagining the 9-5 workday to allow some

scheduling flexibility for those workers that must be on-site, and other shifts to support an equitable work environment.

Gap

UC does not currently have a clear set of agreed upon guidelines across institutions that will allow UC to continue to make the workforce effective and dynamic.

For **non-essential staff that can telecommute**, UC has been treating remote work as a temporary measure and has not fully considered that as an option once the pandemic is over. Some campuses, like UCI, have put together a task force to determine if telecommuting on a regular basis is an option. UCI's Office of Information Technology has considered "hotelling" cubicles, where staff that normally telecommute could reserve a cubicle for those days where they must come into the office to work. Industry seems to be ahead in reducing their real estate footprint and allowing more employees to work from home but still provide space to develop in-person communities, mentorship, networking and creativity among the employees.

For **essential staff that must be onsite**, UC and higher education seem to be assuming that once the pandemic is over, people will return to the campuses and it will be business as usual. Industry seems to be ahead in determining which positions make the most sense to work remotely and which do not. They are already starting to reduce their real estate footprint to save on cost. Facebook is staying away from entry-level hires working remotely initially and are adjusting compensation based on the location of those employees that are working remote. There are opportunities for cross training. UC has the opportunity to increase skill sets for staff that may be interested in other types of work on campus.

As UC continues efforts to engage our staff, consider the following issues that were highlighted during the pandemic:
- *Childcare challenges and work-life balance:* Caregivers are particularly challenged during this time with pre-K-12 children at home during work hours.
- *People with no caregiving responsibilities:* It can be assumed that this group has more time and less responsibilities, and therefore, they may experience inequitable distribution of work. Equity considerations include examining power dynamics (those who call the meeting/assign work and those who need to attend the meeting/perform work).
- *Economic Challenges:* Employees may experience financial hardships that may be related to adjusting to and setting up remote work, or other concerns.
- *Workload and pace:* In a virtual environment, commuting and some mealtimes have been filled in with work meetings.
- *Initiative overload:* The virtual environment, in addition to personal, psychological, and professional stresses, have impacted employees' abilities to effectively respond and

focus on multiple initiatives simultaneously in an increasingly dynamic and complex environment.

- Longer hours

STAFF PROFILE: STAFF RETURN TO WORK

Keena Tracy
Administrative Officer, CFO – Risk Management, UCOP

How has the pandemic impacted your work life balance?

"I never want to go back to the office. I am equally efficient working from home. I have control of my time. I have more flexibility."

How do you think events of the past year will change your experience and your role at UC after the pandemic?

"The work from home has been the silver lining to this very difficult year and looking at the options of going 100% remote."

STAFF PROFILE: STAFF RETURN TO WORK

Edwina Welch
Director, Cross Cultural Center, UC San Diego

"Many staff have been reporting to campus for work every day over the past year. What happens when the people that have been remote have to reintegrate? All of the staff that left will have to be reintegrated which is no small task. We have had the largest change in how we work and the most privilege. There should be an explicit plan to make that transition as smooth as possible to prevent a cultural integration shock."

STAFF PROFILE: STAFF RETURN TO WORK

What could the university do better?

"Develop a crises team to address future crisis ASAP – like a "hotshot" firefighting team"

Anonymous
Student Facing Role, UCSB

STAFF PROFILE: STAFF RETURN TO WORK

What could the university do better?

"Create a surplus of supplies – there will be future crises, let's learn from this."

Kim Payne
RN BSN, Senior Director Ambulatory Care
Support/Enterprise Support, Patient Access Center
("PAC"), Referral Center, Central Authorization Unit,
UCI Health

RECOMMENDATION 7: STAFF RETURN TO WORK

Table 7 Recommendation 7: Staff Return to Work

OBJECTIVES	STRATEGIES
Accommodating remote workers	Within the industry, many of the tech companies have started shifting to a fully remote work environment. Square wants employees to be able to work where they want in an environment that suits them and will be able to work from home permanently. Twitter also indicated that if employees are in a role and situation that enables them to work from home and they want to continue to do so forever, Twitter will make that happen. As many as 50% of Facebook employees could be working remotely within the next five to 10 years.
Accommodating remote workers: meeting times	Managers need to consider times when meetings are set. Set meeting times where you know both the remote and non-remote workers are both available to attend.

OBJECTIVES	STRATEGIES
Accommodating remote workers: flexible work schedules	Consider a flexible working schedule that might include early morning hours, a break mid-day, and then working in the afternoon or early evening. This alternative schedule could accommodate those that need to assist family members with their needs for assistance. Re-envision the 9-5 shift. For example, much of the student population may actually want to have their academic advising session in the evening to allow them to accommodate dependent care issues during the day. Perhaps think about shifting hours to provide services after 5. MIT's job flexibility policies included: flex time, compressed workweek, job sharing, and off-site work; it may apply to one, a few, or all members of a group.
Accommodating on site workers: meeting times/work schedules	Re-envision the 9-5 shift. As much as this applies to remote workers, this could also apply to onsite workers. This will help reduce the campus density at certain points during the regular work day. Allow for staggered schedules with other staff members to allow them some flexibility in their work schedule. This seemed to be able to provide coverage during the pandemic, it should work during normal business hours as well.
Accommodating on site workers: office space	Consider guaranteeing office space versus cubicle space to those that must be onsite.

OBJECTIVES	STRATEGIES
Accommodating remote workers: tools to continue collaboration	Many leaders are trying to determine how best to have continued collaboration within their teams if some are working on site and some are working remotely. Group ePSA plans to redesign its offices to allow for in-person collaboration when needed, but is still planning on reducing their real estate footprint. The company said it will allow employees to have a better work-life balance and easier commutes. Box knows the power of having office hubs where in-person communities, mentorship, networking, and creativity can happen. Their future is a hybrid model. Their approach to building a digital workplace includes: • Through Jan. 31, 2021, all Box employees can work from anywhere, even when offices reopen • Weekly all hands meetings will remain fully virtual going forward • Stipends to help Boxers (whether they're remote or not) improve their work from home setup • New roles that will be eligible for remote work, with improved virtual interviewing, hiring and onboarding • More flexible work patterns and hours for those that work near office hubs (when offices reopen) • Increased virtual community and ERG support for Box employees • Additional virtual learning and development opportunities for all Boxers globally Source: Box future digital workspace

OBJECTIVES	STRATEGIES
Accommodating remote workers: office space efficiencies	UCI's Office of Information Technology is considering hotel cubicles where they reserve a cubicle for those days where they must be in the office, while the majority of the time they would be working from home. This will allow teams to have focused collaboration for the days that they are on site. This does not have to be limited to technical roles. Academic counselors could take a hybrid approach when counseling students. Some could be on campus to meet with students in person, while others could take virtual appointments. This allows flexibility to both the staff member and the student. The counselors could then rotate which counselors have to be on campus for a given week and the counselors that are not on campus at a given time could share the same office with those that are offsite.
Accommodating remote workers: compensation	Some things that the tech companies are considering when determining long-term remote work arrangements: • Entry-level hires will largely not be eligible for remote hiring at first. • Compensation in areas where the cost of living is much lower than California should be considered. Stipends to cover office equipment, supplies, internet, phone, technology costs. Some companies are providing up to $1,000 per employee (Twitter, Airbnb, Shopify, Indeed). For those staff members that must be onsite to accomplish their job, UC should consider additional perks for them. Stipends to cover transportation or parking costs.

OBJECTIVES	STRATEGIES
Accommodating all workers: caregiving considerations	Increase in caregiving leave policy • Google from six weeks to a total of 14 weeks • Zillow offered 10 paid days for caregiver leave in 2020; employees are then eligible to apply for a 3-month period of reduced hours and pay while maintaining all other benefits. If leave is provided to caregivers, ensure that adequate resources are available so that the workload is not shifted inequitably to those employees who are not caregivers.
Accommodating all workers: adequate training and resources for supervisors	Continue to train managers and reinforce clear and realistic expectations and cultivate flexibility, understanding, and compassion in our campus culture and leadership. Similar to zoom-free Friday afternoons, institute an 8 AM block from most meetings, unless absolutely necessary. Monitor and adjust the rate and volume of change across and within units. Cultivate compassionate and flexible management and supervision, including, where appropriate, metrics-based expectations (versus time-based). Guiding principles for supervisor should be: • Responsive • Equitable • Net-neutral or net-positive effect • Job-appropriate

APPENDICES

Appendix 1: Collection of Staff Profiles

Veronica Abreu
Student Services Advisor
UC San Diego

Length of UC Service
4.8 years

Time in Current Position
4 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **Pre-pandemic remote working allowed for a smooth transition for the department student affairs unit.**
- **Supervisor support is essential to employee success in balancing business and personal needs.**
- **Example of leadership in EDI issues and how to have open dialogue with staff about sensitive topics.**

On COVID

- Computer Science & Engineering (CSE) student services advising staff had been working remotely one day a week for over a year prior to March 2020. Group was ahead of the curve since they already had connectivity and infrastructure set up to work remotely successfully. Ability to work remotely has been essential.
- Campus has capability to do drop-in student advising for students through Virtual Advising Center (VAC).
- Staff brought home dual monitors, work chairs, ergonomic keyboard/mouse once they realized that remote work was going to be a long term situation.

- Internet connectivity has been hit or miss for staff. Had to upgrade home internet to support two adults working from home and three children attending school virtually. Has created additional costs at home with upgraded service required.
- CSE is a large department that has multiple undergraduate advisors that allow for coverage when someone needs to be out. Smaller departments with only one undergraduate advisor had more difficulty providing coverage.
- Staff in her unit have been utilizing the different forms of paid covid leave. Had one staff member exhausted all forms of paid leave.
- Faculty have adjusted well to staff working remotely. Prior strong relationships helped with the transition.
- Future plans: most staff are enjoying working remotely. Preference would be to have roughly half staff working on campus and half working remotely on any given day. One person on staff wants to return to the office 100% due to reduced distractions. Current thought is that others would be allowed to work on campus a couple days a week and remotely a couple days a week based on employee preference as long as the business need is being met.
- All advisors have separate offices. Two intake advisors and peer advisors share reception/intake space. Will need to coordinate schedules so they are at work on alternating days.
- Being a working parent has been stressful over the past year: having her niece living with them, two children of her own, working remotely, pandemic worries, remote school. Has been hectic. Own supervisor has been very accommodating and supportive which has meant the world to me. Would hope that UC would find a way to still be supportive of working parents once we begin to return to campus as many children may not be back in school 100% even in the fall.

On Social Justice

- Appreciated the 21 day anti-racism challenge that campus sponsored. While they were not able to participate when it was rolled out, the staff have been getting together as a group every two weeks to review materials and discuss. Allows time to process together. Has been challenging with triggering issues and has raised awareness for some that were not as knowledgeable. Veronica has taken own initiative to be sure these conversations are happening in her team.
- Planning to host a diversity book club in summer 2021 with campus department academic advisors.

- Wish that the university would take a more proactive role in advocating for political measures (proposition 16 in 2020 that would have repealed prop 209). Maybe they do and we just don't know about it.
- Lack of diversity of students in CSE programs impacts ability to attract diverse faculty. Have 5 Black students in the program out of 2,000. Not 5%, 5 students. Becomes catch-22 situation when not able to attract diverse students and faculty when there is not adequate representation in faculty and students.

General

- Communication: Veronica serves as chair of one of the staff academic advisors group. Academic advisors are hearing about changes that impact students AFTER students are getting the information. Even recently, the implementation of winter/spring pass/no-pass option. Students are finding out before staff leave academic advisors in a position where they aren't able to answer student questions and departments do not have an implementation plan in place. This leaves students with questions the department advisors are not able to answer for a couple days. This leaves staff feeling frustrated they do not have important information they need to do their job well and students not well served in a timely manner. Makes the university look uncoordinated.
- Appreciate that university has shared information about not returning to campus months ahead. Let staff know in December that they would not be returning to campus until May. Very helpful in planning for those with children and in school.
- Some staff have been working from other parts of the country for periods of time (east coast for a month). Have allowed flexibility to adjust work schedules to accommodate a shift in hours as well as staff juggling childcare needs.
- Supervising staff: used to be able to hear if there was a challenge when working on campus. Have had to be more deliberate in finding common challenges advisors are encountering to support students. Have weekly all advising staff meetings to discuss.
- Self-Care: subscribes to "Get Up Tritons". Easy exercises that can be done in office.
- Daily emails are sent at 10am, 12pm (Learn @ Lunch) and 2pm to provide instructional exercise videos you can follow from the comfort of your desk, office, or home. Our fitness instructors will teach you how to reverse the negative effects of sitting--all for free!
- Faculty Staff Assistance Program (FSAP) only able to see staff once/month. Have to go elsewhere if staff have more intensive issues and need additional services.

Albert Chang, MD/MPH
Medical Director
Student Health Center
UC Irvine

Length of UC Service
4 years

Time in Current Position
4 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
On-Campus and Remote

KEY FINDINGS

- **Working double the hours and 1-1/2 times the workload.**
- **Trust among the team is important. I trust 100% of my team.**
- **There are many opportunities for innovation.**
- **Vaccinate, vaccinate, vaccinate.**
- **Listen to students**

On COVID

"This is exactly what I came here to do."

What is impacting you the most at work and personally?

- Although it was initially rewarding, I am working double the hours and 1-1/2 times the workload.
- But it feels good to contribute. Work is therapy.
- I am very fortunate that my spouse also works in healthcare and respects the work I am doing.
- After 6-9 months, I began to realize the toll that it was taking. I have learned to focus more and to structure the team more efficiently. Use cascading delegation.
- Trust among the team is important. I trust 100% of my team.

What should the Student Health Center continue doing?

"Health care will never be the same."

- There are so many opportunities for innovation.
- Continue remote telehealth, advance infection control and screening to also ensure staff safety, increase efficiency of access and timeliness.
- Increase online services.
- Take advantage of technology.
- Vaccinate, vaccinate, vaccinate.

What should the University do or continue to do?
- Listen to students. There will be delayed impacts, particularly to mental health.
- Education comes in shapes and sizes. Educate students about personal health.
- Work with students to eliminate the fear, worry, and guilt, especially if they travel or go to a party and someone gets infected.
- There needs to be public health planning and communications.

On Social Justice

"I think back to early statements about the virus and masking. We had a lot to learn."

How could the University improve its response to social injustice and what can be done to address systemic racism?
- There is fear about Asia.
- Vaccine hesitancy is prevalent, but also there needs to be access that is culturally sensitive.

On Economic Impact

"We are frugal and fiscally minded."

- There was a cost to ramp up, but we took it slow and smart.

Johnny Chu
Administrative Officer/
Business Manager
UC Irvine

Length of UC Service
8 years

Time in Current Position
2.5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

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KEY FINDINGS

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- **I miss working in the office and do not feel as productive because I cannot feed off the energy of my co-workers.**
- **It seems like life is ticking away.**
- **Turn off the news.**

On COVID

What is impacting you the most at work and personally?

- My surroundings motivate me so it is hard to work from home 100% of the time.
- There are no barriers when you mix work and home.
- Not having to commute is good.
- I wonder about accountability and the efficiency of workers as a whole who are working from home.
- I make sure to run daily. If you feel trapped, get out of your space.
- Shut down with a hard stop at 5:00.
- Stay away from the news.

"If you see a butterfly, stop and say, 'WOW!'"

What should the University continue doing or stop doing?
- The University should continue to provide the resources for working at home, such as laptops and cell phones.
- Continue to provide COVID related leave.
- The University should cut down on the huge number of emails.

On Social Injustice

"I am a balanced person but the political climate is unbalanced."

- As an Asian, I am in my own bubble in Orange County.
- My primary level of exposure to social justice issues was at work.
- I have heard about and seen others experiences but personally have never experienced confrontations.
- I make it a point not to listen to the news.

On Economic Impact

- I am pleased at the way the UCI budget is going so far.
- You can't help but feel a little fear of the future.

Lee DeAnda
Professional Development Specialist / Math Instructor
Campus Learning Assistance Services (CLAS)
UCSB

Length of UC Service
25 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **University culture that is resistant to change and does not foster innovation and can stifle development of new ideas – consider training for management to allow for innovative solutions to bubble up from staff, this will better prepare the UC to respond to future crises**
- **Staff never "catch up" from lost cost of living adjustments during a crisis.**

On COVID

- Had to immediately transition from teaching math in person in a highly interactive class, to a remote platform.
- Although familiar with zoom, and other online tools, department initially directed him to record videos – which he felt was not pedagogically an effective way to teach the course. It also took a considerable amount of time.
- Initially felt department was not proactive to search for innovative ways to deliver an effective online experience for students – middle management not supportive of innovation, does not seem to "trust" staff to find solutions. This creates obstacles and makes staff have to work even harder to get things done in current environment.

What worked well?
- Did not feel campus was helpful initially.
- By Fall/Winter seemed to improve some
- Pandemic has accelerated greater openness from university to consider more innovative ways to teach and reach students.

What could the university do better?
- University culture that is resistant to change and does not foster innovation can stifle development of new ideas – consider training for management to allow for innovative solutions to bubble up from staff.
- Understand impact of resource decisions on students (equipment, software, etc.)

On Social Justice

- Has not been directly impacted by social justice issues, however he sees the impact on students and makes resources available to students (refers to units on campus)
- Perhaps more training for staff would allow them to better support students in this area? Staff can be better advocates for the university community.

General

Budget concerns
- Will the university "pay back" lost increase? Concern for ability to survive financially on current salary, especially if salaries are held flat another year.
- Staff never "catch up" from lost cost of living adjustments during a crisis.
- Pandemic will exacerbate dis-proportionate distribution of resources across campus (ex., campus seems to have money for real estate but not enough to invest in student support activities)
- Allow for maximum flexibility for staff to work from home after pandemic to help offset the costs in time and resources to come to campus every day.
- Long-term impact to staff and resources, and the impact to students

Ideas –
- University seems to own a lot of real estate and continues to develop property and buildings. Is this the best use of resources when students and some staff are under resourced? Perhaps university should consider using property to take out a loan or selling some property.
- "Budget like a family" create reserves and a rainy-day fund for emergencies.
- Leverage best practices in teaching from non-Senate faculty – to help university develop more creative ways to deliver course content and other services to students.

- Auction 10-20 admissions per campus to qualified, wealthy candidates to increase fundraising for student services / scholarships.

Alejandra Dubcovsky
UCR, History, Associate Professor
UC Riverside

Length of UC Service
5 years

Time in Current Position
5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

Represented or non-represented?
Represented

On COVID

Since the pandemic started, have you worked more hours, fewer hours, about the same?
- I have worked many more hours.

Has your salary changed during the pandemic (other than normal, anticipated changes)?
- No.

Have your benefits changed during the pandemic?
- No.

Work location prior to pandemic?
- Yes, I am working from home.

Due to pandemic did you face any job redeployment or reduction/increase in hours or pay or benefits?
- I face changes to my ability to do work, more class load, and no childcare.

Have you used services (campus/UC and/or benefit resources) that you have never accessed before and what services did you use? Were they helpful? Please explain.
- No.

In what ways has the UC (your campus/department) leadership been helpful? If you do not believe they have been effective and/or helpful, what should have been done differently?

- There has been issues with communication. I think I felt unsure where to go and ask for help.

How has the pandemic impacted your work life balance?

- What balance? I have lost all support.

What are some of the ways that you are supporting your health during COVID-19?

- Reduce teaching load; childcare support.

Are you an essential or remote staff?

- Remote staff: it has been so difficult to work with children in the house and no support.

On Social Justice

Did you face any gender inequality? If yes can you share the experience?

- Motherhood and my obligations; I can see men with and without children be able to get promoted and get ahead, while I have no ability to do my work.

Did you face any race discrimination? If yes can you share the experience?

- No.

Did you have access to quality healthcare? If yes can you share the experience?

- No.

How have your experiences during the past year either affirmed or changed your beliefs around race, social justice, and equity/inequality in the US and in the UCs?

- I learned UCR is not committed to my success or even well-being.

How do you think events of the past year will change your experience and your role at the UC after the pandemic?

- I am not sure. I love UCR students and remain committed to them. But I learned that UC is not concerned with my success or well-being.

On Economic Impact

Has working from home affected your productivity? If so, what would help you to be more productive working from home?

- IT is not working from home, it is childcare or lack thereof that has decreased my productivity.

Do you have any concerns about the short or long-term economic impact on the UC and how that may directly impact you and/or your department?

- I don't believe my level of productivity will ever recover or recover fast enough, and I am being evaluated and measured next to people who have no children or have lost productivity.

Andrea Eggins
Administrative Operations Manager - Security
UCLA Health

Length of UC Service
2.5 years

Time in Current Position
2.5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Site

Work Location During COVID
100% On-Site

- **Managing on-site staff can be frustrating with excessive leave available.**
- **The University needs to sustain its antiracism efforts.**
- **People in leadership roles need to hold other members of leadership accountable.**

On COVID

"Absences have been frustrating. The University response was appropriate but, unfortunately, some staff have taken advantage of the benefits afforded them."

How have you been most impacted by the pandemic?

- Mostly impacted at home with a wife and four-year old child who have been stuck indoors for a year.
- The family's second car has less than 200 miles on it since last March.

How have you been most impacted by the pandemic?
- Mostly impacted at home with a wife and four-year old child who have been stuck indoors for a year.
- The family's second car has less than 200 miles on it since last March.

Have you felt supported by the University?
- Felt supported by the University since day one.
- Very happy working at UCLA. Best job ever had.

Have you utilized any of the services the University offers like Faculty and Staff Assistance Program?
- No. Doesn't feel the level of stress others do.
- Recognizes that others feel and process stress differently.
- Heightened sense of stress at the Hospital.

How has that impacted work?
- Absenteeism is extreme. Prior to the pandemic, the University's generous leave benefits resulted in an average of 38 unplanned absences per month, which was high. The pandemic along with the additional COVID leave afforded by the University has led to an average of 70 unplanned absences per month.

On Social Justice

"We appreciate what the University is doing [in response] but we don't expect it to last."

How were you impacted by the social injustices of Summer 2020?
- Not impacted at all. Not something new to me or my race. Another year. Another month. Another week. Another day. Same events. Just more public.
- Appreciated the support and response from the University, UCLA Health, and especially the students.
- Appreciated the signage around Westwood. Had not seen that before.

Have you experienced any racism at UCLA?
- No.

Not even implicit bias or systemic problems?
- I haven't noticed any.
- From Louisiana where racism is in your face.

- Perhaps it's harder to see here.

How could the University improve its response to social injustice?

- The University is on the right track. Talking about it more. Encouraging departments to discuss it.
- A regular newsletter or communication dedicated to racial equality and the efforts the University is making.
- It can't be a six month thing.
- People in leadership roles need to hold other members of leadership accountable.

On Economic Impact

"I know we weren't given a raise, which is exactly the opposite of what should have occurred given the extraordinary circumstances of 2020, however I do understand the financial impact 2020 had on the University. I am very grateful to be employed!"

Osvaldo (Ozzie) Espinoza
Counselor Pre-Enrollment Services Manager
Educational Opportunity Program
UC Santa Barbara

Length of UC Service
27 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **Staff are dedicated to their work supporting students through any situation, and feel grateful to be working, and appreciate the priority the university has placed on job preservation**
- **There are concerns about the long-term impact on students and staff due to resource constraints**
- **University can do a better job ensuring that staff and students are trained and have access to necessary equipment to work remotely and provide high quality of services, especially to those students who are more likely to need support (first gen, lower income)**
- **(Social Justice) As a person of color in the UC system, it is "sad we're still dealing with this stuff, feels like we take one step forward and two steps back"**
- **Would like to see a focus on outcomes, "what investment is the system willing to make to create more positive, lasting change?"**
- **Regarding support for social justice issues, "How can the university fulfill its commitment going forward" especially in a budget constrained environment?**

On COVID

- Initially, a "shocking experience," major change in the reality of how they deliver services.

What worked well?
- Supervisors were supportive, although it was still very challenging the first few months (technology, training to work from home)
- By summer and fall, campus had created laptop program, connectivity hot spots, and a basic needs program for students.

What could the university do better?
- Initially, challenges getting access to technology, home office equipment, training, had to ask for resources, university could have been more proactive
- **University lacking a universal approach**, felt like "every person for themselves" (March through May)
- This negatively impacted students and parents of students, they were trying to support
- By Fall, much improved, however Student Affairs seemed overwhelmed and **EOP had to wait in line, a challenge since the students EOP serves are often first generation, lower income and less likely to have technology resources and training or a place to work in their home – and they often need more support**
- **Worried some students might be "falling off"**
- University could have proactively asked him "what do you and the students you support need"
- Perhaps create a resource pool of equipment for students in the event of a future crises (note, by Fall, campus did create

On Social Justice

- As a person of color in the UC system, it is "sad we're still dealing with this stuff, feels like we take one step forward and two steps back"
- Campus has made progress last 4-years: now a Hispanic serving institution, a center to support black students, DEI is working with student and alumni really hard to address issues, concern that reduced budgets will impact ability to continue to prioritize support in this area
    - Currently would give the university a C+, which is improved from a "D" 5-years ago
    - Would like to see a focus on outcomes, **"what investment is the system willing to make to create more positive, lasting change"**

General

- Budget concerns
- Long-term impact to staff and resources, and the impact to students

- EOP will likely have an increase in demand for services as students return, and with a **hiring freeze and reduced budgets, there will be an increase in workload for staff, which can impact student support**
- Regarding support for social justice issues, **"How can the university fulfill its commitment going forward" especially in a budget constrained environment?**

Sebastian Flores
Automotive Technician
UC San Diego

Length of UC Service
14.7 years

Time in Current Position
14.7 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% On-Campus

KEY FINDINGS

- **Impact of the direct supervisor on the employee experience**
- **Disparate impact between those that can work remotely and those that are on campus**

On COVID

- Took two weeks of Paid Administrative Leave in March/April 2020. The shop was asked to alternate who was working on campus with a skeleton crew. Remote work is not an option for Fleet Services staff.
- All staff in the garage back at 40 hours/week with changes to work schedules that have stayed in place and appear to be long-term without clear understanding as to why change is needed.
- No longer able to take vanpool into work due to schedule change. Now he has to drive to campus each day. Able to easily find parking with reduced congestion on campus and traffic is not as bad with decrease of others commuting.

- Communication: Lack of communication at the beginning of the pandemic was stressful. There was a perception that management did not know what was going on. Led to being up at night worried if he would lose his job. Worries that would use up all of his leave balances if he did become ill. He was told at one point that the department would be looking at reducing positions which increased fear. Communication later on from Chancellor and UCOP about jobs being secure was helpful.
- Co-workers taking large amounts of leave has had an impact on those that are still working. Felt that he could not take leave since he needed to cover for others that were out.
- Thankful for the way the University has been as a whole with very generous leave options. Comforting to know the time is there in case it is needed. Hear about other companies and people losing jobs. Grateful for what has been provided and continued full employment.

On Social Justice

- There was no discussion about social unrest and injustices in the workplace. There is a culture of not discussing these types of issues and management did not bring it up. Might have been nice if management had acknowledged what was going on and said that they were available if needed.

General

- Has not taken advantage of any employee assistance programs or other programmatic offerings designed to support staff.
- Miss seeing people from other areas that used to connect with at large campus gatherings (pancake breakfast). Does not attend virtual events. Hard to attend during working hours. Perception that administrative staff in the office are encouraged to attend but that the shop staff are not (lack of available computers to use is a barrier).
- Is focusing on taking care of self outside of work and enjoys hiking as a way to stay physically active.
- Feels that has the necessary PPE on campus and does feel safe in his workspace.

Carrie Frandsen
Systemwide Enterprise Risk Management Director, Risk Services
UCOP

Length of UC Service
21 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **Level of isolation and anxiety – limited contact was a challenge. Last year April through July – mostly focused on how to work fast. As part of the pandemic response, I picked up a new role, acting UC FEMA Recovery Coordinator, to support UC during the pandemic.**

On COVID

Have you used services (campus/UC and/or benefit resources) that you have never accessed before and what services did you use? Were they helpful? Please explain.

- I used the Notes and Chat functions in Box for the first time, and Slack.

In what ways has the UC (your campus/department) leadership been helpful? If you do not believe they have been effective and/or helpful, what should have been done differently?

- UC leadership has been really good about communicating
- For UC it has been Employees First
- Increased collaboration e.g. Underwriters have been amazed at how UC Health Centers' (HC) have collaborated successfully to bring about related policies
- Staff from UCOP, UC campuses and UC HC have supported each other during this time

How has the pandemic impacted your work life balance?

- Social Isolation and continuous meetings on zoom have been challenging - though now I'm more mindful of taking breaks.
- The news on the increase in the number of cases and vaccines followed by the Jan 6th incident at Congress upped the anxiety level –the country was very close to a constitutional crisis.
- The anxiety of the fragility of our democracy.

What are some of the ways that you are supporting your health during COVID-19?

- Careful about diet, make my own yogurt, organic produce delivery and low carb diet. Before the pandemic – was more regimented – now take the mental health and activity breaks more mindfully.

On Social Justice

How have your experiences during the past year either affirmed or changed your beliefs around race, social justice, and equity/inequality in the US and in the UCs?

- Greater awareness in general – that we need to be united in standing up for a fair and just society. It is scary how emboldened the white supremacists have become. Not acceptable during the Obama administration but emboldened during Trump administration.
- During the Reagan administration, Reagan got rid of the FCC Fairness Doctrine, this gave rise to media channels such as Fox – self-perpetuating the reality they chose. There is discussion about bringing the Fairness Doctrine back.

How do you think events of the past year will change your experience and your role at the UC after the pandemic?

- As far as experience – personally worked with a lot more people, developed some trusted partnerships. Also working on reinventing myself and how my role will be going forward.

How could the University improve its response to social injustice?

- The University has always been an advocate for social justice. Our UC students, our President – lead and breathe promoting social justice. The UC is not only responsive but leads the society, student protests are expected, we have researchers who are analyzing social injustice. The University supported Prop 16 to add race as a determining factor for admissions but the Californians voted for race blind admissions. UCD qualified to call themselves as Hispanic serving institution.

- There are good people in leadership asking themselves everyday what else they can do to address systemic racism.

What else could the University do to address systemic racism?

- Some of it is the power dynamic and the traditional white males – it is just going to take time. They do not even realize the white privilege – we need to continue to educate the older white generation that takes for granted that they are here to be served. People who are benefitting from the privilege of superiority, they have no incentive to change – they need an incentive.
- From the UC perspective – in grad studies, UC is making a concerted effort to bring in a diverse pool. There was Prop 16/209 which failed so it is a challenge that they cannot admit students based on race.

General

What isn't working?

- The pandemic has been a very difficult time – difficult on staff – everything was like a house on fire. We did not slow down and breathe, all out sprinting, we really wore the staff out. Also we need to think about how to support the leadership.

What works well?

- UC management is really good – we are people centered, census driven, risk averse, and good network.

Marian Gabra
***Director of Advising, Professional
Development & University Studies
UCLA College Academic
Counseling***

Length of UC Service
11 years

Time in Current Position
4.5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Site

Work Location During COVID
100% Remote

- **Virtual advising is an option the University should maintain after COVID.**
- **Difficult to maintain work-life balance.**

On COVID

"I don't think we'll ever go back to normal. We've created a demand for virtual advising, virtual support, and online teaching that has given greater access to students in higher education. Anytime you give options and choice, you are opening doors."

How have you been most impacted by the pandemic?

- Pros: spending more time with five-year old daughter, not needing to commute during pregnancy, more accessible to students.
- Cons: maintaining work-life balance, constant interruptions by child, little human interaction with others outside immediate family.

How have you been impacted at work?
- Used to leave work at exactly 5pm every day to pick up child from preschool. Now working later to make up for interruptions throughout the day.

How long was your daily commute?
- With pick up at preschool, probably close to three hours per day and only lives 13 miles away from campus.

Do you think you'll weave some of your current offerings into your traditional offerings when we return to campus?
- Yes, that would be a recommendation for both students and staff.
- Virtual advising provides greater access for students.
- And a hybrid environment would be mutually beneficial for both staff and the University, especially for UCLA where space is at such a premium.

How have you been impacted at home?
- Family doesn't interact with anyone, not even extended family due to extreme caution over pregnancy. Groceries delivered, only go to doctor appointments.
- Daughter misses her friends and has started throwing atypical tantrums. Difficult for grandparents and other family members.
- Putting in more hours overall by converting hours previously dedicated to commuting to project time.

On Social Justice

"As a woman of color, mother of a bi-racial daughter, and wife of a black male, the murder of George Floyd in broad daylight was very traumatic."

How has your department responded to the summer of 2020?
- Started having monthly antiracism dialogues.
- Made a commitment to be more antiracist in our work.
- Developing professional development content about understanding identities, systemic racism, and racial healing.

How can the University improve?
- The emails from the Chancellor have to happen and they are appreciated but the students want more.
- UCLA values equity, diversity, and inclusion and the next step is to focus on justice.

How?

- UCLA is an institution so, by definition, systemic racism is engrained.
- It goes beyond talking. It goes beyond attracting more students of color. What are we doing to make sure they have a sense of belonging and close the opportunity gaps in STEM disciplines and research.
- The same goes for faculty and staff.
- Justice needs to be restorative.

Have you faced any inequality or discrimination at work?

- Never experienced over racism or sexism.
- Has a desire to present and be perceived as intelligent rather than exotic.
- Feels like a need to be more aware of actions, especially when respectfully disagreeing with colleagues.

On Economic Impact

How have you been impacted economically?

- Fortunate that both she and spouse have been able to continue working remotely.
- Saved on preschool costs.
- Grateful to have a career she loves.

Liz Henry
Associate Director
Recreation
UC San Diego

Length of UC Service
15 years

Time in Current Position
2.5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **Can't see the impact of her work.**
- **Motivation is low and exhaustion is high.**
- **UC should consistently celebrate cultural and racial joy rather than only react to negative events, which is our norm.**

On COVID

"2020 was one of the hardest years of my adult life. I'm extremely extroverted and the challenges of the work environment don't have the positive offset of human interaction."

How have you been impacted at work?

- All the joy of interacting with coworkers, students, alumni, and colleagues and seeing the fruits of your labor is missing. Days seem to be filled with exhausting back to back Zoom meetings and email correspondence which does not allow your brain to process information as effectively as it should.

What is the University doing well?

- The University is being flexible and is trying to meet staff where they are in recognition of the challenges at home.
- Appreciates the campus commitment to safety and science.

What could the University do better?

- Communication was rough and added to the stress. Timing. Lack of Clarity. It often left so many unanswered questions.

What should the University continue doing?

- Adopting more efficient processes, including the increased usage of technology. When we went remote, the red tape and paper trail suddenly disappeared, and we were able to accomplish things in days that used to take weeks. The decrease in wet signatures and paper forms is a huge win!

Other impacts?

- No stress with traffic, commute, or parking.
- Constantly jumping from meeting to meeting is unsustainable and exhausting.
- Not having normal outlets like travel, boxing, sports, gatherings, and other stress relievers have made it a tough year both mentally and physically.
- The burn out is very real.
- Been so invested in the success of others that it exhausted ability to take care of myself.
- It will take just as much time and challenges to get staff reintegrated, if not more, so planning and resources for that should already be happening.

On Social Justice

"Sometimes I feel like Equity, Diversity, and Inclusion is a contest to see who can do it better and how many people of color you can get into your department brochure. It's not authentic and I want the EDI work to stop feeling like a check box."

How did the University respond to the social injustices of Summer 2020?

- The campus responded well. EDI is already part of our core values. The campus highlighted that fact and did what was expected.

How could the University improve its response to social injustice?

- Appreciated what the campus was trying to do with the 21-Day Anti-Racism Challenge but it felt rushed, and we missed out on an engagement opportunity that could have been more inclusive, created long-term impact, and cognizant of COVID impact.
- Webinar vs. community building and discussion.
- More resources seem to be provided when things are trending, lack of consistency and constancy.

What else could the University do to address systemic racism?

- We should consistently and continuously celebrate cultural and racial joy rather than only react to negative events, which is our norm.

"My hair, for example, is physical representation of multiple races coming together, and I invite people to ask about it rather than be afraid to offend and choose to not interact. Let's celebrate each other and our differences more."

- Experienced racism at UC San Diego but racial inequities have not been systemic to me, they've been personal. It was the individual not being educated enough – not the system per se. I've also experienced more discrimination based on sex and faith, yet race seems to be the main thing addressed. You can make better systems, but if you don't create buy-in and improve the people, the effort is moot.

Have you felt supported by leadership?

- Very

Do you feel that you are getting the resources you need?

- No. Faculty and staff support programs don't work via screen. So many of the challenges are caused by being on screen constantly and support programs delivered in the same manner are not effective.

On Economic Impact

How have you been impacted economically?

- Financially, no change.
- Not spending as much money on some of the things I used to.

Kevin Kawakami
Resident Director
Residential Life
UCLA

Length of UC Service
10 years

Time in Current Position
3 years

Status
Full-Time

Work Location Prior to COVID
100% On-Site (lives on campus)

Work Location During COVID
100% Remote (assignment but still lives on campus)

KEY FINDINGS

- **Appreciates the University's flexibility and willingness to retain employees.**
- **Difficulty maintaining work-life balance.**
- **Remote work requires work-specific equipment.**

On COVID

"People are working at all hours of the day and night. Even when my day is done, the pings of Outlook, Slack, or some other application keep calling me back."

How have you been impacted at work?

- Reassigned during the campus closure.
- Appreciates the University's thoughtful, strategic approach and is grateful that he was retained.
- Appreciates the opportunity for professional growth.
- Developed an appreciation for the work of others and have been able to flex some other skills during reassignment.

How else you been most impacted by the pandemic?
- Mother is immunosuppressed and retired early to avoid exposure. Father died four years ago. Hasn't hugged mother since February 2020. Could not see her for the holidays.
- There has been a silver lining. Had delayed meeting with a counselor after father's death but COVID forced me to seek support.
- Due to the new prevalence of remote access, was able to connect with an Asian male, LGBTQ affirming counselor out of the region who has the same lived experiences.

Have you been able to maintain work-life balance?
- As a Resident Director, has an office outside the home. Working from his residence out of respect of building closures and University policy.
- Using a personal computer for work makes it nearly impossible to ignore the applications you use for work when using the computer for other uses like Netflix, social media, or video games.

On Social Justice

"As an Asian, I've been impacted by the scapegoating of East Asians for COVID deaths. Trump calling it the "Kung Flu". I fear for my family."

Have you faced any inequality or discrimination at work?
- Early in his career he experienced the slanted eye gesture and didn't feel supported by his supervisor at the time.
- The students are very respectful.
- Feels bias more often in the off-campus community.

What is the University doing well to address antiracism?
- Social justice dialogues and having tough conversations about allyship.
- Support for students of color during the election cycle.
- Grateful to have the opportunity to collect and gather around figuring out solutions.

How could the University improve its response to social injustice?
- The University is good at getting people in the room but we're not good at having the tough conversation.
- The Coffee with Cops program after the murder of George Floyd was well-intended but entirely too shallow.

- The good work around social justice is often assigned to those that are already burdened by the injustice to begin with. We shouldn't re-burden those most affected.
- Emails are nice but doesn't always see the action.

Is the University providing you the services you need?

- I initially utilized the Faculty and Staff Assistance Program before utilizing the mental health benefits provided by the University.

On Economic Impact

How have you been impacted economically?

- Has been regularly buying groceries for his mother who lives forty minutes away.

Chris Kelsey
Interim Director, Facilities Management (October 2019-March 2021)
Associate Director, Facilities Management
UC Santa Barbara

Length of UC Service
10.5 years

Time in Current Position
1.5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% On-Campus

"Overall, campus has done a pretty good job with communications"

- **Considering this has been uncharted territory, overall, the senior leadership has done a really good job, erroring on the side of caution, prioritizing safety, people feel valued and that the university is looking out for them**
- **Regarding leave (EPSL, FMLA) – campus was very generous and allowed maximum flexibility in approving COVID-related leave, *however* some staff seemed to abuse it, became a "use it or lose it situation"**
- **Delays from UCOP in notifying campus, union reps were advising represented staff before campus and managers were aware of policy changes, created confusion**
- **Leadership at all-levels can help to ensure that all staff know that Facilities management is doing its best to ensure a safe work environment and they need everyone's support; especially when it comes to supporting our front-line workers.**
- **Concerned that budget cuts will result in less preventative maintenance of buildings and equipment, which may save some money in the short-run but creates bigger problems and higher-costs in the long-run.**

On COVID

Priorities changed for Facilities Management Team immediately – uncharted territory

- Safety was #1
- Research ramp-up in May, had to ensure research buildings were safe and clean and functioning after two-months of shut down
- Had to develop new protocols in a COVID environment, managing issues like people capacity, airflow, distancing, face covers, etc.
- Lots of uncertainty and lack of clarity on best practices initially, but that ramped up and trained other staff quickly

What worked well?

- Senior leadership met frequently and generally was good at communicating, staying up to date with UCOP and County guidelines
- Regarding leave (EPSL, FMLA) – campus was very generous and allowed maximum flexibility in approving COVID-related leave, however some staff seemed to abuse it, became a "use it or lose it situation"

What could the university do better?

- As the pandemic wore on, there seemed to be a disconnect between UCOP and campus on paid admin leave
- Delays from UCOP in notifying campus, union reps were advising represented staff before campus and managers were aware of policy changes, created confusion
- From a management and leadership standpoint, important to be on campus and working in-person with staff; 10-hours a day in zoom meetings, personal touch from in-person contact is missing
- Leadership at all-levels can help to ensure that all staff know that Facilities management is doing its best to ensure a safe work environment and they need everyone's support; especially when it comes to supporting our front-line workers.
- Communication from the university level has been helpful, however for many of the facilities management employees, **large Townhalls are not the type of environment where they feel comfortable asking questions** –
    - **Better option is smaller, 1x1 meetings with managers and small groups of employees where they ask questions, where managers can clarify any misunderstandings, and where employees feel "heard" (can share their voice), where mutual trust and respect can be developed**

On Social Justice

- Has not experienced any issue personally, however his department does take it very seriously if issues do arise
- Not aware of staff being directly impacted

General

Budget concerns

- Long-term impact to staff and resources
- Represented staff have organized a few times on campus to ensure their voice is heard – that their work is important, and staff hours should not be reduced, "ASPME/AFSCME is not expendable" (service employees)
- Concerned that budget cuts will result in less preventative maintenance of buildings and equipment, which may save some money in the short-run but creates bigger problems and higher-costs in the long-run. Maintenance should be:
    - o 75% preventative/25% reactive (ideally)
    - o 25% preventative/75% reactive (reality, especially during a budget shortfall)
- If campus reduces staff, service slows, fewer parts are available, and facilities impacted
- Campus should continue to identify strategic priorities (Research? Academic? Etc.?) ensure resources are available to support those areas

Brigette Lao
Clinical Nurse Manager
Student Health Center
UC Irvine

Length of UC Service
5 years

Time in Current Position
5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% On-Campus

KEY FINDINGS

- **We had to create processes and workflows.**
- **My training in disaster preparation and infection control proved to be invaluable.**
- **Visibility of leadership during a crisis is a must.**

On COVID

"Brigette is used to disasters."

What is impacting you the most at work during COVID?

- I could do remote work but it is so important as a supervisor to be visible to the front line staff.
- This situation has impacted the Student Health Center workflow. We still had to do the other aspects of healthcare (ex: see patients, birth control, vaccinations) in addition to COVID care.
- I am working more hours as an essential worker and it takes a toll.
- We are unsure of so much and there is a lot of uncertainty. Research is essential.
- There is a lot of emotional distress.

What are you doing to take care of yourself?
- 2021 is my year. I'm spending a lot of time devoted to energy and healing. I also practice shamanic healing.
- I am taking a writing class.
- My blood pressure was elevated so I have had to go to the doctor and take measures to care for myself.
- It is difficult to strike a balance so I now stop all emails at 6:00pm and make sure to get home earlier.
- I have thought about retirement.

What should leadership do or continue to do?
- Communication is important. Continue timely information.
- Check on your employees. Be visible.

On Social Justice

"The pandemic has made racial issues worse and shed light on race and health care workers."

There is a large mortality rate among minority health care workers.
- We have to take care of ourselves.
- Vaccine hesitancy is a big issue in minority communities, even among health care workers.
- There are a lot of false beliefs out there.

How could the University improve its response to social injustice and what can be done to address systemic racism?
- Work to combat false beliefs and misinformation surrounding minorities and vaccinations.
- When we do something or make decisions, think about is it just or equitable?

On Economic Impact
- Even though the clinic income went down, we have been able to keep everyone.

Other thoughts?
- Leadership must be present for the employees.
- When I got the Employee of the Month Award, I made sure that it was impactful for the team. It was a celebration of them, not just me. I was filled with pride for them.

Connie Malone
*Director of Housing Administrative Services
UC Irvine*

Length of UC Service
22 years

Time in Current Position
16 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
Mostly On-Campus (Occasionally Remote)

KEY FINDINGS

- **The biggest impact of COVID is that our annual Housing business cycles have been disrupted.**
- **New processes and adaptations have been needed.**
- **I have mixed feelings about Fall 2021. How will we guide students, will there be enough housing, etc,?**
- **Consider all aspects of the student experience when making decisions.**

On COVID

"All of this has heightened our creativity."

What is impacting you the most at work?
- There is a need for more problem solving skills and we have had to work in a highly collaborative way.
- Teamwork is essential.
- We have developed new processes and ways to work.
- There has been an increase in hours worked, including evenings and weekends.

What is impacting you the most personally and how do you maintain your wellbeing?
- Coming in to the office helps because I am around others.
- The isolation of living alone is hard.
- There is always more work to do.

I am doing volunteer work through my church to maintain connections.

- I call my grown sons and friends more often. I make sure to make opportunities for conversation every day.
- I cancelled my cable TV news subscriptions.
- Every weekend I try a new recipe.

What should the University continue doing?

- Continue using technology, such as DocuSign.

On Social Justice

"Find things to say or do to bring hope."

- I have ethnically mixed sons and they have encountered prejudice related to their ambiguous identity. I give them credit for taking action in the BLM movement.
- The past year has been difficult to live through.

On Economic Impact

What are your concerns?

- I have ongoing concerns about the UC budget.
- Thankfully we have not had job cuts yet.

What are you concerns about leadership?

- There are decisions being made about Fall without consideration of other aspects of the student experience, like the availability of housing under restricted occupancy guidelines.

Beth Miller
Teaching Assistant
UC Riverside

Length of UC Service
4 years

Time in Current Position
1.5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

Represented or non-represented?
Represented

KEY FINDINGS

- **I feel my physical and mental health have been most impacted. My depression has gotten worse during the pandemic, which in turn affects my motivation to maintain my physical health.**

On COVID

Since the pandemic started, have you worked more hours, fewer hours, about the same?
- Same as I was before the pandemic.
- Has your salary changed during the pandemic (other than normal, anticipated changes)?
- No

Have your benefits changed during the pandemic?
- No

How were you impacted prior to the pandemic, and how has your experience changed since the pandemic/social justice/pandemic/health/economic issues?
- Due to pandemic did you face any job redeployment or reduction/increase in hours or pay or benefits? I have not experienced any disruption in employment status, hours, or pay.

Have you used services (campus/UC and/or benefit resources) that you have never accessed before and what services did you use? Were they helpful? Please explain.

- I used telehealth services for an appointment off-campus. It was just as easy as an in-person visit, simple and productive.

In what ways has the UC (your campus/department) leadership been helpful? If you do not believe they have been effective and/or helpful, what should have been done differently?

- Leadership within my department (RLST) and CHASS F1RST has been amazing: maintaining lines of communication, providing information, working to protect and support all students.

How has the pandemic impacted your work life balance? My work-life balance has not been greatly affected.

- What are some of the ways that you are supporting your health during COVID-19? I have stayed mostly at home for nearly a year, wear a mask when leaving my bubble, and have been on a diet. I got a test when I had flu symptoms and quarantined until I received the results (negative).

Are you an essential or remote staff? Remote staff? Please share your thoughts and experiences as a result of working from home. Do you have the resources and training to be effective in your role?

- Yes, I feel I have adequate resources and training. What has been the impact of digital transformation in this environment? Adapting personal space to serve as work space; less interactions and weak relationships with students. What do you like the most and least about working remotely? I enjoy the flexibility of my schedule and not commuting to work. But I'm missing the connections I make with the students and interactions with my peers and colleagues. Do you have any concerns about the future of your position after the pandemic? I am not worried about my position.

On Social Justice

Did you face any gender inequality? If yes can you share the experience?

- No

Did you face any race discrimination? If yes can you share the experience?

- No

Did you have access to quality healthcare? If yes can you share the experience?

- Yes, I was able to access health services both on and off campus, and via telehealth. There have not been any disruptions in medication and when I needed a COVID test it was quick and simple.

How have your experiences during the past year either affirmed or changed your beliefs around race, social justice, and equity/inequality in the US and in the UCs?

- Having witnessed the events of the last year, my beliefs have been affirmed and confirmed. Social justice issues remain a key motivating factor for me.

How do you think events of the past year will change your experience and your role at the UC after the pandemic?

- I doubt my personal experience will change much. I am even more committed to social justice and will continue to work within my department, the graduate community, and in my role with CHASS Connect.

On Economic Impact

Has working from home affected your productivity? If so, what would help you to be more productive working from home?

- Working from home has definitely affected my productivity, but that's not due to a lack of resources. I was able to increase productivity by arranging a makeshift "home office" and implementing a daily routine.

What has been the financial impact on you and your family?

- We have not been financially impacted.

Do you have any concerns about the short or long-term economic impact on the UC and how that may directly impact you and/or your department?

- I am absolutely concerned that the short and long-term economic impact just means cuts to the budget. I am concerned that programs, services, jobs, students, and ultimately enrollment will all be negatively impacted. I am also concerned that the students will disproportionately feel the brunt of budget cut.

Carolina Munoz
Administrative Assistant
UC Riverside

Length of UC Service
3 years, 6 months

Time in Current Position
3.5 years

Status
Part-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **I feel like the most impact has been on overall health. For first-generation college students, being surrounded by a community of support on-campus is <u>everything</u>, especially if there is no support at home. The ability to connect with people and feel supported in one's day-to-day feels different for many students, and I see it affecting the mental health of the people around me. Because our lifestyles have become so disrupted, it's become more difficult to uphold healthy habits like exercising regularly, eating a well-balanced diet, and getting a good night's sleep. This, of course, affects people's physical and mental well-being. With the pandemic and the state of our political and social climate, a lot of things feel very fragile and uncertain. Everything that is going on in the world feels overconsuming to think about but at the same time, necessary to think about. This can be a bit draining on one's mental health.**

On COVID

Since the pandemic started, have you worked more hours, fewer hours, about the same?
- Slightly fewer hours - Due to the pandemic Summer and Holiday hours were impacted.

Has your salary changed during the pandemic (other than normal, anticipated changes)?
- No

Have your benefits changed during the pandemic?

- No

How were you impacted prior to the pandemic, and how has your experience changed since the pandemic/social justice/pandemic/health/economic issues?

- Prior to the pandemic and the socio-political activism of 2020, I was not as knowledgeable or sympathetic towards the issues of others, because I was much more focused on myself.

Due to pandemic did you face any job redeployment or reduction/increase in hours or pay or benefits?

- Due to the pandemic, my department was not able to provide me work hours during the summer. Campus-wide, work hours during the holidays have been reduced, as well.

Have you used services (campus/UC and/or benefit resources) that you have never accessed? Before and what services did you use? Were they helpful? Please explain.

- I did decide to become a Chicano Link Mentor for the Chicano Student Program at UCR as a way to stay more involved and connected with the campus community. This has been helpful, as I find my mentorship experience very fulfilling; I feel a bit more positive knowing that I'm able to help first-year students transition into the college setting, under such unusual circumstances. I discovered during the pandemic that The Well, a program at UCR, offers free short-term grocery support and free groceries. I have begun taking advantage of this opportunity! They have been helpful, and it feels reassuring to know that the help is there.

In what ways has the UC (your campus/department) leadership been helpful? If you do not believe they have been effective and/or helpful, what should have been done differently?

- I am very grateful for the leadership team at the program that I am an employee for. They demonstrate great consideration and are flexible in regards to the current situation that has been impacting different people. I feel like the campus does a good job of keeping the population updated on COVID regulations, plans for re-opening, plans for vaccinations, etc. I feel like the campus does their best to keep everyone informed on how they intend to maintain the community safe.

How has the pandemic impacted your work life balance?

- At first, it was difficult to structure my time, find physical space to work in, and limit any distractions when working remotely. There was definitely an adjustment period.

What are some of the ways that you are supporting your health during COVID-19?

- I try to maintain a positive attitude by daily journaling and enjoying hobbies. I try to incorporate physical activities throughout my day. I try to stay connected with others, who do not live in my household by video calling.

Are you an essential or remote staff? Remote staff? Please share your thoughts and experiences as a result of working from home. Do you have the resources and training to be effective in your role? What has been the impact of digital transformation in this environment? What do you like the most and least about working remotely? Do you have any concerns about the future of your position after the pandemic?

- I am a remote staff. I think that the community of people who work in my program came together to co-create resources and tools for everyone to do their jobs well. In terms of technology, there was definitely a learning curve to understanding how to use certain tools but I feel like I'm mastering some of these tools and learning new ones all the time.
- What I like the most about working remotely is that I have more time to think about ways to improve my position and the program. This moment in time has also allowed me to learn about digital tools that might be beneficial for my position even after the pandemic. What I dislike most about working remotely is the lack of face-to-face engagement with students. The majority of my job used to be interacting with CHASS frosh students and other student employees and volunteers and that aspect of my job is almost non-existent.

On Social Justice

Did you face any gender inequality? If yes can you share the experience.

- I cannot remember any instances that I've faced gender inequality in the past year.

Did you face any race discrimination? If yes can you share the experience.

- I cannot remember any instances that I've faced race discrimination in the past year.

Did you have access to quality healthcare? If yes can you share the experience.

- Yes, I have healthcare with Medi-cal which covers the cost of most of my medical and dental expenses. This year, I had to start a new medication and I was able to easily schedule an appointment with my primary doctor who then prescribes me the medication I need. This process was easy, quick, and charge-free.

How have your experiences during the past year either affirmed or changed your beliefs around race, social justice, and equity/inequality in the US and in the UCs?

- This past year, I heard a lot of stories from different people on issues of race, police brutality, and systematic racism. I think my views have become less radical through this experience. I've realized that politics should be about compromise among all people, and not something that is powered through the ideologies of just one side, especially an extreme side. I think people should listen more and speak less, especially in regards to issues that do not directly affect them. I think that true change happens in the day-to day interactions that we have with people at our jobs, schools, grocery stores, etc.

How do you think events of the past year will change your experience and your role at the UC after the pandemic?

- This experience has opened my eyes to the difficulties people face financially, mental health wise, and academically. After this experience, I feel more sympathetic towards others, I am more aware of sharing resources to others, and I have become more passionate about helping others feel heard and supported. Community building on UC campuses are SO important.

On Economic Impact

Has working from home affected your productivity? If so, what would help you to be more productive working from home?

- Due to the increased distractions that come with working at home, I have noticed that my productivity levels have become a bit low. Now, my productivity levels have returned to pre-pandemic levels. I really appreciate consistent communication because it helps to hold me accountable and supported in my role.

What has been the financial impact on you and your family?

- Because the main provider in my household is considered an essential worker, thankfully, the financial impact on myself and my family has not been significant.

Do you have any concerns about the short or long-term economic impact on the UC and how that may directly impact you and/or your department?

- I do wonder about how my department will be impacted by the economic impact on the UC system. In particular, I wonder if in the future my position will be able to work full-time over the summer, while the campus recovers.

Jessica Nakashima
Human Resource Analyst
UC San Diego

Length of UC Service
19.6 years

Time in Current Position
4.8 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **A more coordinated communication strategy would have been helpful in the beginning.**
- **Disparate impact of pandemic on working parents**
- **Flexible work schedule has been essential**

On COVID

- Supervisors have been flexible with my work schedule during the day as long as I complete eight hours per day. Have two small children and the flexibility has been really helpful. The challenge is that I feel like I am working all day long since I am starting and stopping while taking care of children in between. Working from the time I wake up until I go to sleep. Appreciate being able to have a flexible schedule, but at the same time I feel burnt out and overwhelmed. It is the only way I can work while having my kids at home. (Primary caregiver with two toddlers, ages 2 and 4, spouse working outside of home)
- Previously had children in stay at home daycare with a provider over age 65 who is very worried about covid. Provider is waiting to receive a vaccine then she will decide if she is going to reopen. Provider has not yet been successful in obtaining an appointment.

- Once campus opens back up, I would want to have a hybrid work schedule with going into the office some days and working from home some days. Office space on campus is currently a shared office with two people.   Worried about being in an office with another person at the same time. Would be more comfortable if was in the office on alternating days from the other occupant. Enjoy working from home, not driving into work, and the ability to throw a load of laundry in during the day. Don't know what supervisor has planned so keeping options open.
- Over the summer used some paid admin leave one day a week for a couple months while struggling to balance everything. Felt responsible to finish work and did not want to have a negative impact on co-workers and have them take on more to cover her work. Has not used more covid leave because feel bad and does not want to push work onto others.
- A disconnect from people doing the work and those in leadership positions. They expect everything now.

On Social Justice

- It has been an odd, awkward year for everybody. The fact that we are going through a pandemic you would think that people would be more forgiving of each other but they are not.
- Announcements through the Chancellor's Office, VC EDI, I know a lot of staff do not read them. I do feel like there has been a lot on our campus.
- In my direct work group, there has been some discussion about events, but has not been addressed as much as I thought it would be.

General

- Has been participating in the mom's group on campus for 0 - 5 year olds. A lot of moms on campus are struggling even more than I am. Participate in other programs run by the Women's Center occasionally. Has attended FSAP programs.
- ESR system implementation should have been pushed back. Covid impacts while transitioning into UCPath remotely was unrealistic. Campus team did the best they could to provide training. It was all too much to expect of staff.
- Salary freezes and lack of merit increases for non-represented staff are frustrating when staff are being asked to do so much. Staff are taking on more and more without being recognized. Yet represented staff are receiving increases.
- Not filling a vacant position in the team during the hiring freeze led to unrealistic workloads for others that remained.

- Multiple modes of communication (zoom, slack, email, MS teams, google chat) is helpful and too much at the same time.
- Not able to do much to take care of herself. Can hardly get time to take a shower, let alone go out for a walk. Gets steps chasing toddlers around the house.

Kim Payne, RN BSN
Senior Director Ambulatory Care Support/Enterprise Support Patient Access Center ("PAC"), Referral Center, Central Authorization Unit
UCI Health

Length of UC Service
6 years

Time in Current Position
6 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus (Health Center – off main campus)

Work Location During COVID
100% Remote

KEY FINDINGS

- **"I am so proud of the work we have done."**
- **Big disparity between Health and Campus – feels siloed and separate, need to pull together to problem solve.**
- **We must "…talk the talk and walk the walk" "demonstrate it" "not just talk it, we need to be it, live it." (Social Justice issues)**
- **Disparity of women of color at UCI, still only a handful of African American women**
- **UCI DEI initiatives – "major step in the right direction" pushing more out (good), and not just DEI, but other units on campus, like Law, and other units offering opportunities to focus on these issues, to learn and be heard.**
- **The UC Implicit Bias series was very good and "should be required for every single leader."**

On COVID

"We've had a lot of loss…patients and staff, loss of family members and friends."

- "Staff are listening to calls all day that range from the basic (lost clothes) to serious (suicidal)"
- COVID has doubled the workload…it has been daunting.

What worked well?

- Executive staff has given authority to get temporary help, created a permanent float pool.
- Vaccine program at the Bren Center on UCI Campus – Executive leadership team is trying to do the right thing, she appreciates being part of the team supporting the community, contributing to the successful planning and implementation of a distribution center.

"Erected a make-shift hospital in a week, nurses with tears in eyes watching community develop a hospital, just fantastic."

- **"I am so proud of the work we have done."**
- Wears UCI gear in public, even though not an alum, proud to be a member of UCI Health that is serving the community.
- Made work more collaborative.
- **"Works with a stellar set of people."**
- Proud to support their patients.
- What could the university do better?
- *During the Pandemic the emergency to implement a safe work environment and implement a work from home plan was a challenge*. (not enough computers or I.T. staff to support hospital and support department initiatives simultaneously) , We should have a surplus of equipment that can be utilized in a crisis.
- A plan to deploy staff with equipment we currently utilized was a challenge but needed. After several months, we were able to work through a plan and this was supported.
- **Create a surplus of supplies – there will be future crises, lets learn from this.**
- **Create workgroups to solve developing problems, prioritize needs, understand the interdependencies of different departments (for example, the call center is often first point of contact for patients) * Need a change management group**
- **Big disparity between Health and Campus – feels siloed and separate, need to pull together to problem solve.**

On Social Justice

- Personally, does not feel discriminated against, however she is used to being the only African American woman in her workplace and throughout her career. It saddens her to see there has been little change
- **Disparity of women of color at UCI, still only a handful of African American women**
- Does not know why – not a lot of women of color in different department and/or management at UCI (at least in Health), not many in leadership positions.
- UCI DEI initiatives – "**major step in the right direction**" pushing more out (good), and not just DEI, but other units on campus, like Law, and other units offering opportunities to focus on these issues, to learn and be heard.
- The **UC Implicit Bias series was very good** and "should be required for every single leader."
- Would like to see the university support people of different nationalities to purse advanced education.
- **Would like to see the campus extend its reach more into the Southern California community (and beyond just OC),** there are underserved areas close by (ex. in South LA) that would benefit by seeing a world that is beyond their area (yet close), this can positively impact UCI in the future.
- **Sometimes seems like "there are only a few raisins in a bowl of oatmeal" (people of color), the university needs to "sprinkle a little brown sugar" in the bowl (SMILE) Humorously said…**
- We must "…talk the talk and walk the walk" "demonstrate it."
- "not just talk it, we need to be it, live it."

Sarah Petro
Operations Director
UCLA Simulations Center

Length of UC Service
4 years

Time in Current Position
4 years

Status
Full-Time

Work Location Prior to COVID
100% On-Site

Work Location During COVID
90% Remote

KEY FINDINGS

- **Department expectations remain high regardless of the situation.**
- **Acknowledging staff needs ultimately resulted in productivity under difficult circumstances.**
- **Very grateful for the support the University has provided.**

On COVID

"I'm so impressed with my team, honestly. We've had minimal absenteeism because we're so committed to each other. Once we took a pause to better understand everyone's individual circumstances, our department stepped up to provide an important resource."

How has COVID impacted your work?

- Operationally, it's been a challenge figuring out how to reconfigure a highly interactive, 100% in-person training environment into virtual offerings
- From a personnel perspective, needing to take a pause and check-in with staff that expressed anxiety about being onsite or needing to take extended time off.
- Staff have children at home that require attention.
- Pets, partners, and roommates have an impact on staff's ability to deliver.

Has the University been supportive during the pandemic?

- The University offered so many resources, including management tools.
- Wellness Wednesday newsletter was helpful.
- Wellness experts joined all-staff meetings.

How have you been most impacted by the Pandemic?

- We had an exposure on the team so we all had to quarantine.
- Initially, separating work from home was difficult. 2020 was a blur.
- It's been difficult to rise to the challenge of work and the expectations of leadership while still protecting staff.

How could have the University improved its response to COVID?

- The University over-communicated to a fault in the beginning.
- Endless town halls became increasingly meaningless.

"One moment stands out: we were in multiple calls every day supporting SOM, research, the hospital. I was sitting in on town hall for my boss and temporarily checked out due to Zoom fatigue. When I couldn't recall some aspects of that call, I was reprimanded by my boss and I have never felt worse about my performance. In the moment, I was so afraid of not doing what was expected of me"

On Social Justice

"The team struggled to maintain focus during the summer of 2020. It was difficult to find value in the work they were doing when something so meaningful was happening outside."

How did your department respond?

- The School of Medicine was very responsive.
- Held bi-weekly open lunch discussions regarding difficult topics.
- The School of Medicine assigned a staff common-book How to be an Antiracist by Ibram X. Kendi.
- The SOM released the DGSOM Anti-racism Roadmap.

Have you felt supported by the University?
- I'm sure there are some people who are skeptical of whether or not the efforts will last, but they are laying the foundation for change.

On Economic Impact

How have you been impacted economically?
- Partner works in the restaurant industry so combined household income has been less.
- Grateful employees weren't furloughed.
- No merit increases and no bonuses were disappointing for many.
- Hiring freeze resulted in asking people to work harder. Thankfully, the Dean's Office recently made an exception to fill some vacancies.

Jenna Ryan
Accommodations
Coordinator/Disability Specialist
Disability Services Center
UC Irvine

Length of UC Service
5.4 years

Time in Current Position
5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **We're getting done what we need to get done.**
- **Don't take the UC System for granted. We are fortunate.**
- **UCI has done a good job with regular, asymptomatic testing.**

On COVID

"I miss those daily water cooler talks and the students miss it too." "We are trying to survive through a pandemic."

What is impacting you the most at work and personally?
- Prior to the pandemic, give me a task and I would get it done. Now it may take me longer. Zoom fatigue is real.
- I did a stress test and am using the CALM app.
- We shut down every day at 5:00 and take our 75-lb dog for a long walk.

What should the University continue doing?
- Continue to eliminate red tape.
- Be flexible.
- Have realistic deadlines.
- Allow for options such as a hybrid or continued work remote model.
- Continue to give us what we need to get the job done.
- Allow space for self-care.

On Social Justice

"Disappointing…"

- What are people willing to admit?
- I have a white husband and in-laws and have to be up front with them.
- Get women back into the work force nationwide.

How could the University improve its response to social injustice and what can be done to address systemic racism?
- UCI has been responsive up to a point.

On Economic Impact

- There is some concern because I do not want our department to lose any funding.
- People are nervous about losing jobs.
- UCI seems to have been forward thinking and it has paid off. We are fortunate not to have taken hits so far.
- My husband and I are very fortunate financially and it helps because the commute is gone. We are able to save.
- It made us aware that we need to get serious about planning for the future. We enrolled in the UC Retirement System workshops.

Alvin Samala
Industrial Hygiene Manager
Environmental Health & Safety
UC Irvine

Length of UC Service
30 years

Time in Current Position
4 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
97% On-Campus

- **The idea of working hours has changed - we're working more hours.**
- **EH&S and the work we do is more appreciated.**
- **Researching new methods and products is essential.**

On COVID

"Not many appreciate the preventative stuff...research has proven to be essential to finding solutions."

"We need to stop and control the fear."

What is impacting you the most at work and personally?

- There is the struggle to create something effective. We are looking for new ways to do things.
- I am always concerned about being able to provide support with the same quality.
- I find that I am micromanaging, even though I have never been a micromanager.
- Personally, I want the restaurants and personal services to open back up. I want to go to Catalina Island.
- There are blurred parameters now between working hours and personal time.

What should the University continue doing?
- We need to continue to invest money now, do research for future events now.

On Social Justice

"When I think about police and policing, I think about it in terms of personal relationships and the police that I know."

- EH&S and I have always worked closely with the police and that influences my perspective.
- Not a lot changed. As a gay, minority member over 50, I have always been aware.
- I am happy at how the Division of Finance and Administration (DFA) is responding by looking at diversity issues and inclusivity. A committee was started and there is sensitivity and attention being paid to DEI now.

How could the University improve its response to social injustice and what can be done to address systemic racism?
- We must always change and evolve.

On Economic Impact

"Absolutely there are budget concerns."

What are your concerns?
- How will we meet the looming budget cuts yet be able to provide the same quality level of support?
- We have been tightening our belts even though no cuts have been made and we are counting and recharging every penny.

Other impacts?
- EH&S was always behind the scenes, but now we are appreciated. People now see where we fit.
- We have done a lot of research, for example in finding the best disinfecting products. There has been a lot of research and digging.

Scott Scheffler
Lieutenant, Community Services Division
UCLA Police Department

Length of UC Service
23 years

Time in Current Position
6.5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Site

Work Location During COVID
90% Remote

KEY FINDINGS

- **Calls for the abolishment of UCPD are frustrating if not threatening.**
- **The University's desire to keep crime reports quiet leads to a transparency challenge where positive impacts are difficult to see.**
- **Recruiting the most desirable police officers is a challenge in the current environment.**

On COVID

"Getting some officers to consistently wear a mask is challenging. It reinforces the notion that some police officers believe the rules don't apply to them."

How have you been most impacted by the pandemic?

- Delivering groceries for parents weekly since March 2020. They are staying very isolated.
- Not being able to hug parents. Just dropping off groceries in the garage with a wave.

How have you been impacted at work?

- There was an outbreak in the department.
- Worried about on-site officers and dispatchers getting sick.
- Due to position in the Community Services Division, a majority of responsibilities involve interacting with the campus community which had largely moved to remote work, resulting in also working mostly from a home office.

On Social Justice

How were you impacted by the social injustices of Summer 2020?
- Some are calling for the defunding or abolishment of UCPD.

Does that feel threatening?
- Yes.

There may not be much general sympathy for police feeling threatened. How do you feel about that?
- I don't think defunding or abolishing the police is a viable solution but I understand that there are people out there that do. We may not be able to change each other's minds but I hope there is room to talk about the issues.

Is there a difference between UCLA PD and LAPD?
- Absolutely. It's easy to conflate the different dynamics of municipal police and campus police.
- Everything is different. Size and scope. Demographics. Students come and go every four years or so. This is not the residential home for faculty and staff. The sense of ownership is different.
- The sense of violation of someone breaking into your office and stealing a laptop is totally different than someone breaking into your home and stealing a laptop.

How do you feel about defunding police?
- It's expensive to operate a 24/7 service.
- Even if we spin up programs like adding mental health professionals to address students in distress, the police must be prepared to address potential violence.
- It's easy to suggest that non-police respond to calls but, unfortunately, there are situations where people try to kill themselves or harm others and if you don't have the properly trained people with the appropriate tools to protect the community, bad things can happen.

Do police departments have a transparency problem?
- Yes, we don't highlight the good or the bad. The University does not want to highlight that there is crime on campus because it may damage the brand. So, the positive impacts of the department are difficult to see sometimes.

What are some solutions to these problems?
- Hiring the right people is the key to success.
- Prefer to hire college-educated police officers but it's difficult to attract college graduates, especially when people are calling for the abolishment of the department.

- So it's a balance between attracting people with desirable qualifications and having enough people to staff the department.

Do you feel supported by the University?

- Generally, yes, but there is a desire for University administration to be supportive in a more public way.

Shellee Stewart
Academic Specialist/Supervisor
UC Riverside

Length of UC Service
3.5 years

Time in Current Position
3.5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **I felt the most impact with personal health. Finding work/life balance has been challenging and making sure to pay attention to my mental health has become even more important. Physically, my son and I got Covid over the winter break and had to quarantine from the rest of the family. We recovered well but it was stressful and caused a lot of anxiety.**

On COVID

Since the pandemic started, have you worked more hours, fewer hours, about the same?
- Worked about the same hours.

Has your salary changed during the pandemic (other than normal, anticipated changes)?
- No, my salary has stayed the same.

Have your benefits changed during the pandemic?
- Benefits have stayed the same.

How were you impacted prior to the pandemic, and how has your experience changed since the pandemic/social justice/pandemic/health/economic issues?
- Social justice has always been a concern because I have friends, family, and my children who are minorities and face inequalities. My children are half black and I worry about the challenges they may face when they get older with the police and unfair systems.

Due to pandemic did you face any job redeployment or reduction/increase in hours or pay or benefits?

- No

Have you used services (campus/UC and/or benefit resources) that you have never accessed before and what services did you use? Were they helpful? Please explain.

- No

In what ways has the UC (your campus/department) leadership been helpful? If you do not believe they have been effective and/or helpful, what should have been done differently?

- The UC leadership team has been helpful in their transparency and communication. The director of my department has provided spaces to be able to discuss difficult topics surrounding social injustice, economics, and health. She checks in with us to make sure we are doing well or to see if there is anything we need.

How has the pandemic impacted your work life balance?

- The pandemic has made it difficult to find consistent work/life balance because of the changing environments. The uncertainty of many things caused some stress and anxiety but I have learned to find ways that work for me to work at marinating balance.

What are some of the ways that you are supporting your health during COVID-19?

- I have been exercising to maintain my mental and physical health. I have been eating better since I am at home and can cook more meals.

Are you an essential or remote staff? Remote staff? Please share your thoughts and experiences as a result of working from home. Do you have the resources and training to be effective in your role? What has been the impact of digital transformation in this environment? What do you like the most and least about working remotely? Do you have any concerns about the future of your position after the pandemic?

- I have enjoyed working from home because it allows me the flexibility to spend time with my kids, help them with their school work, cook more meals instead of takeout, and reduced the stress of commuting to work. The downside to working from home is the many zoom calls which can cause fatigue and hurt my eyes. I miss the in-person interactions but I also love the flexibility that working from home provides. Onsite (essential) staff? Please share your experiences from having to be a presence on campus during a pandemic. What has changed since before the pandemic? Has

anything been better or more challenging as a result of the pandemic and related issues? N/A

On Social Justice

Did you face any gender inequality? If yes can you share the experience?
- No

Did you face any race discrimination? If yes can you share the experience?
- No

Did you have access to quality healthcare? If yes can you share the experience?
- Yes, UC provides excellent healthcare benefits at a reasonable cost

How have your experiences during the past year either affirmed or changed your beliefs around race, social justice, and equity/inequality in the US and in the UCs?
- The events within the past year have affirmed what I already believe, that there is social injustice in our society that has been systemic for many years. The protests and reactions to the protests reiterate that social justice is definitely an issue in our society and something needs to be done about it.

How do you think events of the past year will change your experience and your role at the UC after the pandemic?
- Events of the past year have opened the eyes of many people to become aware that inequality still exists. I think that this awareness will help others and myself do our jobs more effectively.

On Economic impact

Has working from home affected your productivity?
- If so, what would help you to be more productive working from home? Working from home has positively and negatively affected my productivity. In a positive way because I have the flexibility to work from home which means I get to spend more time with my kids and not experiences the stresses of the commute to work. Negatively in that constant Zoom calls have been causing Zoom fatigue.

What has been the financial impact on you and your family?
- The financial impact has been increased electric bill and other utilities due to being at home all day.

Do you have any concerns about the short or long-term economic impact on the UC and how that may directly impact you and/or your department?

- I do have some concerns about the long-term economic impact on the UC campuses because of the budget reduction. I know there is not much that we can do about it but I am sad to see limited funding and reduced funding for departments/programs that support our students. A personal concern of mine is that the reduction in funding will limit my personal financial growth and career trajectory (no raises or promotions) which is important to me.

Keena Tracy
Administrative Officer,
CFO- Risk Management
UCOP

Length of UC Service
9 years

Status
Part-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **Mostly health issues – my husband and step daughter work in the grocery store and are currently in quarantine due to exposure.**

On COVID

In what ways has the UC (your campus/ department) leadership been helpful? If you do not believe they have been effective and/or helpful, what should have been done differently?

- In the beginning – they were communicating. Now I am not clear on – what are we doing to protect the staff at OP and also around the system?
- I know UC is doing a lot of work with the vaccine – there is no communication on what UC is doing and what is UC's position on taking the vaccine?

How has the pandemic impacted your work life balance?

- I never want to go back to the office. I am equally efficient working from home. I have control of my time. I have more flexibility.

What are some of the ways that you are supporting your health during COVID-19?

- My husband and I work 4 days a week – 3 miles a day.
- I watch what I eat
- I have a self-care Sundays where I do facials

On Social Justice

How have your experiences during the past year either affirmed or changed your beliefs around race, social justice, and equity/inequality in the US and in the UCs?

- I think we have a lot of diversity at UC, but what is happening in the world has opened up my eyes on how bad racial justice is in the world.
- Personally I have not experienced any social injustice, though I am afraid for my husband when he goes out. I am facing more anxiety for my family. Last year has shown so much more racial tension, and the negative feelings towards the color of your skin. All these hate groups which have come to light.

How do you think events of the past year will change your experience and your role at the UC after the pandemic?

- The work from home has been the silver lining to this very difficult year and looking at the options of going 100% remote.

How could the University improve its response to social injustice?

- If I knew what the UC's response was then I can answer their question. There should be more transparency.

What else could the University do to address systemic racism?

- If I knew what the UC's response was then I can answer their question. There should be more transparency.

General

Do you have any concerns about the short or long-term economic impact on UC and how that may directly impact you and/or your department?

- Absolutely – I worry about lay-offs and the country in turmoil. I pray every day that I can work from home.

Have you felt supported by leadership?

- Yes - I do feel supported by my leadership. They are supporting me.

Do you feel that you are getting the resources you need?

- I do.

What isn't working?

- I miss the social interaction.

What works well?

- The support of the leadership, the resources, IT support and the learning development opportunities.

Other concerns:

- What will going back to work look like?
- What is the game plan?
- Are they going to make us take the vaccine?
- I don't want to get on the Bart (public transport) anymore.

Yen Tran
Administrative Service Director
Student Health
UC Santa Barbara

Length of UC Service
17 years

Time in Current Position
5 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% On-Campus

KEY FINDINGS

- **We have amazing staff who care about the university and the people we serve.**
- **Staff are tired, given increased workload and concern of hiring freeze if current staff leave.**
- **Affordable childcare is a need, especially for staff who had to come to campus to work.**
- **Sometimes our university culture prevents us from being flexible and thinking outside the box.**
- **University needs to become more agile, more responsive and to move faster to act to solve problems.**

On COVID

- Very "taxed" – especially in the beginning. Weekends, long hours, quick implementation, had to develop expertise in many things rapidly, like setting up tents, infection controls, etc., most staff continued to work onsite throughout the pandemic.
- Staff are tired   given increased workload and concern of hiring freeze if current staff leave – will impact other staff even more.
- Works with 6 different unions for represented staff, they are continuing to get contractually obligated wage increases, while non-represented staff salaries are frozen - - raises question of equity, especially for essential workers serving in a health care capacity with students.

What worked well?

- Vice Chancellor was very supportive.
- Underutilized staff on campus were re-deployed to support areas in need.
- **Staff have been amazing at pulling together to serve the students and campus community.**

What could the university do better?

- UC Policy and structure – everything seems slower than it needs to be - especially in a crisis; some plans are supported verbally but then slowed down by a multiple-step process for approval.
- University needs to become more agile, more responses and to move faster to act to solve problems.
- "Change is difficult at the UC" but we have adapted and proven that we can find innovative solutions to problems (Ex. Telehealth, zoom meetings, DocuSign, e-queue lists). We need to keep that momentum going in the future.
- Affordable childcare, especially for staff who had to come to campus to work.
- Some leave resources were not available to HC workers.
- Some campuses or other units on campus seem to have more resources than others, creating a sense of a lack of equity across the system – centralizing resources to respond to crises might be helpful.
- Communication from UCOP seems vague, other campuses seem to communicate more frequently or consistently than UCSB, although communication at the HC department level has been decent.
- Decision to move forward with UC Path implementation and other new systems and processes during pandemic has created additional frustration and delays and need to learn a new system when staff are already overburdened managing through the pandemic.
- Consider paying out vacation to staff who are maxed out and unable to take vacation due to workload – seems like they are punished for working too much when they are needed during a pandemic.

On Social Justice

- Issues did impact staff, another element in society not going well that adds more to the daily load, although they have been so busy, they cannot always take the time to process and address.
- They do see the stress and how it impacts the students and people they serve.

General

Budget concerns

- Wish university had been more strategic in thinking about economic downturns (reserves)
- Seems to be a lot of positive talk from leadership, which is good to hear, however there is **worry about the long-term impact** (e.g we are paying people who are underutilized now, which will create greater financial stress on the system in the future.)

Duyen Trang
Graduate Student Researcher
UC Riverside. Department of
Psychology. Ph.D. Candidate

Length of UC Service
4 years

Time in Current Position
4 years

Status
Part-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- **I felt the most impacts in areas of health and social justice. Regarding health, I have not been to the gym since the pandemic started, so most of my physical activities rely on outdoor and some indoor activities, which may be restricted sometimes. My mental health has also been affected due to less interactions with family and friends. With respect to social justice, I have gained a deeper understanding of the country regarding police brutality with Black individuals, discrimination against Asian Americans, and white supremacy during the election.**

On COVID

Since the pandemic started, have you worked more hours, fewer hours, about the same?
- Since the pandemic started, I have worked more hours.

Has your salary changed during the pandemic (other than normal, anticipated changes)?
- No, my salary has not changed during the pandemic.

Have your benefits changed during the pandemic?
- No, my benefits have not changed during the pandemic.

Work location prior to pandemic?
- I used to work on campus (in my office or in a classroom) prior to the pandemic.

How were you impacted prior to the pandemic, and how has your experience changed since the pandemic/social justice/pandemic/health/economic issues?

- Prior to the pandemic, with my health, I knew I should have improved and maintained a healthier lifestyle. Because I was always busy, I had to make a conscious habit to go to the gym weekly where I could remove all distractions. The pandemic made it very difficult to follow the same routine in my home setting. In addition, I was aware of social issues I mentioned in the previous question prior to the pandemic, but these topics became prominent and magnified during the pandemic because of the actions that people took and frequent focus on media on my part while I stayed at home more.

Due to pandemic did you face any job redeployment or reduction/increase in hours or pay or benefits?

- No, I have not faced any job difficulties during the pandemic. However, as I am closer to my graduation and trying to find a job, I anticipate a lot of challenges during the job searching and seeking process.

Have you used services (campus/UC and/or benefit resources) that you have never accessed before and what services did you use? Were they helpful? Please explain.

- Yes, I have used IT support more often due to the pandemic. For example, I was able to check out a hotspot to have more reliable internet at home.

In what ways has the UC (your campus/department) leadership been helpful? If you do not believe they have been effective and/or helpful, what should have been done differently?

- My UC employer in my current position has been very effective in communicating support, flexibility, understanding, and guidance during the pandemic. I always get reminders that we are a team and we will get through these challenges together, which is super motivating to make sure that I can work my best. In addition, I receive clear messages regarding expectations for my position, so I knew what to expect and when to complete it. However, in my department of studies, I was an instructor for a class when the pandemic started, and the communication was not effective. The primary problem was that the department chair did not provide a clear guidance on how to work with undergraduate students amidst the pandemic and racial tensions, so the communication was left to each individual instructor, which created major confusion for both instructors and undergraduate students. A lot of major events inside and outside of the university are happening during the pandemic, and I wish the UC leadership is transparent with staff and students, even if it means to admit uncertainties and share a potential future direction.

How has the pandemic impacted your work life balance?

- The pandemic has fused my work and personal life. Regarding space, I work, eat, exercise, and play with my dog in a small living room in my apartment. Regarding time, I have found it difficult to decline meetings, which may take place on evenings and during weekends. My work hours are really off as I may work until midnight or wake up at 4am to work because my work desk is only a few steps away from my bedroom.

What are some of the ways that you are supporting your health during COVID-19?

- I try to go outside where I know has less people to walk my dog. I also try to eat healthier given that I'm having a more sedentary lifestyle now.

Are you an essential or remote staff? Remote staff? Please share your thoughts and experiences as a result of working from home. Do you have the resources and training to be effective in your role? What has been the impact of digital transformation in this environment? What do you like the most and least about working remotely? Do you have any concerns about the future of your position after the pandemic?

- I am a remote staff. I am equipped with resources and training to be effective. I have the necessary computer software as well as a hotspot to have reliable virtual meetings. I enjoy certain aspects of the time and space flexibilities when working remotely. However, I miss interacting personally with my coworkers and with students to feel like I belong in a big organization. I believe my position can sufficiently continue staying remote after the pandemic, but it would be most effective to have a blend between remote and onsite.

On Social Justice

Did you face any gender inequality? If yes can you share the experience.

- No, I have not faced any gender inequality. If anything, compared to my male partner, I feel like I am handling more housework, in addition to my professional work, when I stay home more often.

Did you face any race discrimination? If yes can you share the experience.

- Yes, I encountered racial discrimination outside of the campus. In early days of the pandemic, because of my Asian heritage, I had heard unpleasant comments and racial slurs when I was in the community (e.g., park, grocery store) regarding the start and spread of the virus.

Did you have access to quality healthcare? If yes can you share the experience.

- I believe I have access to quality health care. I have always been able to seek care when I needed it.

How have your experiences during the past year either affirmed or changed your beliefs around race, social justice, and equity/inequality in the US and in the UCs?

- Regarding the US, I had thought the US was a more accepting and inclusive space, at least in Southern California. However, that was not the case after all the racial tension and social justice events that had happened this past year. My belief about a just America has changed, and I believe we are making some progress in terms of getting educated and trying to do better. In the UCs, I appreciate the message of diversity and inclusivity. However, I think the message is stronger now because I have seen more talks and events trying to create a safe space. However, even with some progresses, I still see academia is a rigid place that is difficult for minority members to succeed in leadership positions.

How do you think events of the past year will change your experience and your role at the UC after the pandemic?

- I believe the pandemic would extend my time at UCR given the delay in my research and job freeze at many universities. Therefore, I may stay an additional year to complete my dissertation and apply in the next job cycle.

On Economic impact

Has working from home affected your productivity? If so, what would help you to be more productive working from home?

- Working from home has definitely affected my productivity because I could hardly separate my personal space and workspace. Other than improving my own habits, I would appreciate the understanding and flexibility from my employers.

What has been the financial impact on you and your family?

- My family and I mostly did not experience any major financial impact by the pandemic.

Do you have any concerns about the short or long-term economic impact on the UC and how that may directly impact you and/or your department?

- Yes, I am worried that the pandemic leads to a major budget cut, which may impact my employment with my current department as well as my PhD department.

Edwina Welch
Director, Cross-Cultural Center
UC San Diego

Length of UC Service
23.75 years

Time in Current Position
23.75 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

KEY FINDINGS

- "Often when campus information did come out, it was related to the experiences of students and faculty. The experiences of staff were implied, but not explicitly stated." Messages from campus HR were more focused on addressing staff. Invisible staff holding things up, making the campus go, but not feeling recognized.
- Messages from campus coming out to take care of yourself, but the workload and expectations did not align (UCPath, FIS, EcoTime). Mixed messaging makes people feel undervalued and that the campus does not care about staff. Perceived disconnect by leadership between what is really going on and what staff are being asked to do. There is a continued need for specific, consistent messaging from all levels of leadership.

On COVID

- Student interns were key in moving programming remotely. The Cross-Cultural Center was already moving to more programming resources online so we were able to make the shift to full remote quickly with a content driven construct.
- All miss the connection hub that the Center provided. Putting effort into reaching first time freshmen that would traditionally just wander into the center pre-covid. Created an outreach apparatus to bring students in.
- Staff had to make significant adjustments to how they operate (student intern training) that has contributed to staff burnout.

- Zoom is exhausting and artificial. This has led to a need for increased staff work output in some cases to the point of burnout. Even when staff are told time off when needed to take care of themselves, they often did not feel that they could because of all the work that was needed to transition successfully to a virtual environment.
- Remote environment has allowed me to see family on zoom that are spread out across the country. As an extrovert, I have been able to check in on more people more often than when I was commuting to campus.

On Social Justice

- Continuing to offer social justice related programming such as roundtable discussions on social justice and the law, social justice in stem, social justice in media.
- Build infrastructure for groups that are already meeting rather than separate workshops to increase participation. The student interns have a strong portfolio of offerings they can come present.
- Trend seeing even before shift remote was that people were "transaction diversity"
- Listening for "Slot Machine EDI": Where people really have had an epiphany and want to do something and the thing is to call the Equity, Diversity and Inclusion office to do the work. Historically that is what you did and you probably had an implicit bias training. Have been having good conversations with folks about what it really means to do the work that is not transactional or check box. Been feeling better about working to empower people to move the campus forward.

General

- Believes that it will take three years to transition back once post covid. Doing significant contingency planning for multiple scenarios if able to back on campus in person, remain remote or a hybrid. Planning for all the what ifs.
- Supervising staff remotely: have been intentional about being more explicit about expectations. Enjoy knowing a bit more about staff personally (pets, children, homes).
- Has not taken advantage of FSAP programs and was initially not doing a good job of taking care of herself. Has decided to retire in June 2021. Staff programming often turns into work from an EDI perspective that requires giving that is not restorative.
- Level of angst amongst staff is high. People are worrying about when we are coming back to campus, what happens for staff that do not feel safe coming back, will they be able to get the vaccine, will they have to get the vaccine, what does it look like when we do come back.
- Many staff have been reporting to campus for work every day over the past year. What happens when the people that have been remote have to reintegrate? All of the staff

that left will have to be reintegrated which is no small task. We have had the largest change in how we work and the most privilege. There should be an explicit plan to make that transition as smooth as possible to prevent a cultural integration shock.

- Specific concern about higher education student affairs practitioners and how they have been impacted over the past year.

Anonymous

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

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KEY FINDINGS

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- **Staffing concerns with hiring freeze – more students will be in need and those needs will be more complex with COVID and Social Justice issues, and we will have less staff support, how will the university address these issues?**
- **Allowing staff flexibility to work from home and develop their own schedules is great and will serve as a good model in the future.**
- **Develop a crisis team to address future crisis asap – like a "hotshot" firefighting team.**
- **Students and staff from less affluent backgrounds experience more hardship and do not always know what resources are available, in a post COVID world the university needs to ensure the communication continues for all about what resources are available, not just emails but staff, faculty training and student awareness campaigns.**
- **Are staff and faculty trained to manage and refer students to campus resources? Will those campus resources be available to support more students in need? What is the impact on over-worked and stress staff?**

On COVID

- More hours
- Students feel a lot of stress working from home, some have basic needs issues, do not have the resources of campus at home, especially first generation or lower income.
- Misses collaboration with other staff, working as a team to solve issues.

What worked well?
- Leadership and communication from Student Affairs has been "amazing" collegial atmosphere of mutual support.
- Virtual events
- Preserve the workforce messaging has been reassuring for staff.
- Allowing staff flexibility to work from home and develop their own schedules is great and will serve as a good model in the future.
- Good for staff, but also good for students, allows staff flexibility to meet students "where they're at" when they are available – no longer bound by time and space constraints on campus.

What could the university do better?
- Develop a crises team to address future crisis asap – like a "hotshot" firefighting team.
- Training for staff on use of technology
- Consistency in support from IT at the campus level

On Social Justice

- Not directly impacted.
- However, students experience higher level of stress and fixate on it. **Are staff and faculty trained to manage and refer students to campus resources?** Will those campus resources be available to support more students in need? What is the impact on over-worked and stress staff?
- **Students and staff from less affluent backgrounds experience more hardship and do not always know what resources are available, in a post COVID world the university needs to ensure the communication continues for all about what resources are available, not just emails but staff, faculty training and student awareness campaigns.**

General

- Budget concerns
- Staffing concerns with hiring freeze – more students will be in need and those needs will be more complete with COVID and Social Justice issues, and we will have less staff support, how will the university address these issues?
- These issues impact not just staff, but faculty as well who will need to address more issues with students.

Anonymous
UCOP

Length of UC Service
9 years

Status
Full-Time

Work Location Prior to COVID
100% On-Campus

Work Location During COVID
100% Remote

- **Felt impacts in my health and of course social justice. The issue around social justice is not new but have not paid as much attention to it as maybe I should have. It could be maybe even though I was not a racist, I was not necessarily anti-racist. Even at UC there are embedded structures that support systemic racism and social inequity. I have been fortunate to have been engaged with issues around Black lives and careers at UCOP. Racism is easy to talk about. Implementing systems to eradicate it is a little bit more challenging, especially when the structures in place are advantageous to some. In some cases, getting ahead has very little with what you know and what you can bring to the table to effect change, but rather on how well you fit in with the quo. We call it a "good fit". The anti-racism taskforce at the UCOP level and the work being done in my department to carry that work through is extremely helpful. We must all do our part. Waiting for the President to eradicate racism is a lot of burden to put on the shoulders of one person. We must all become anti-racist. Staff surveys are excellent tools to gauge the temperature of staff. Using the results of these survey to implement changes is even better.**

On COVID

Have you used services (campus/UC and/or benefit resources) that you have never accessed before and what services did you use? Were they helpful? Please explain.
- Not really

In what ways has the UC (your campus/department) leadership been helpful? If you do not believe they have been effective and/or helpful, what should have been done differently?

- I am terribly lucky. My leadership is very helpful and understanding. No complaints related to my leadership. Any issues goes back to the structures that sustain systemic racism without accountability.

How has the pandemic impacted your work life balance?

- I restrict myself to start work at 8:30AM and shut down at 4:30AM because I don't take breaks due to my foot being in a cast. I eat once a day so I need to make food at 4:30PM.

What are some of the ways that you are supporting your health during COVID-19?

- I used to go for bike rides in the morning and step out at lunch time for ½ hour break – but have injured my leg. I pay close attention to weight and try to be mindful and do things which make me happy.

On Social Justice

How have your experiences during the past year either affirmed or changed your beliefs around race, social justice, and equity/inequality in the US and in the UCs?

- America clearly has two justice systems – one system for the privileged and another system for others. For example, President Trump got away doing things which President Obama will never have gotten away with. It is not enough to not be a racist. It is imperative to become an anti-racist. The issue of systemic racism is pervasive. It can be seen in the health, education, corporate, justice and prisons systems. 2020 brought all of this to my awareness.

How could the University improve its response to social injustice?

- Starting with the low hanging fruit, UC's first commitment is to the state of CA – let us figure out a way to increase representation that reflects the demographic of the state. Performance appraisal of senior management must be tied to equity, inclusion and diversity goals.

General

What isn't working?

- The quest for equity and inclusion when it comes to Black people.

What works well?

- We are one of the best research and academic institutions in the world. We have great faculty, staff and students. It is the people that makes this university what it is – as people become more aware and become anti-racist, change will come.

What should we do new?

- An acknowledgement of the problems that exist. You don't measure the heart of the institution only by the number of applications it receives but by the heart of its people.

Appendix 2: Industry Workgroup Research

Wellness and Mental Health

The key findings in relation to issues of wellness and illness during the pandemic are related to how the organization structures work and supports the well-being of staff. The literature supports the benefits of flexible working arrangements—for employers and employees alike—were well documented prior to the pandemic. Kaiser Permanente, one of the nation's largest not-for-profit health plans serving 12.4 million members and employing a work force of over 217,000 reported positive outcomes of remote work:

- Healthier, more productive employees. Remote workers were 35% to 40% more productive than their office counterparts. And 80% reported lower stress levels and improved overall health
- Substantial cost savings. A typical employer can save about $11,000 per year for every employee who works remotely half of the time. Primary savings are from increased productivity, lower real estate costs, and reduced absenteeism and turnover. Employees can save between $2,500 and $4,000 a year, mostly through the reduced cost of travel, parking, and food.
- Attracting and retaining top talent. Employers who offered flexible work options had an easier time hiring and keeping high-performing employees. Flexibility was equally important as salary and benefits to 70% of employees, and 30% of employees said they had left a job due to a lack of flexibility.

Financial Assistance (Impact) to Staff

At the outset of the pandemic, millions of Americans lost their jobs and countless businesses closed resulting in profound economic uncertainty. Half of all adults who say they lost a job due to the coronavirus outbreak are still unemployed. Losses were most acute for low-income, minority and female-headed households. Several news stories and studies summarize the fallout:

- Pew Report on Economic Fallout from COVID-19
- Brookings Institution Report: Why Has COVID-19 Been Especially Harmful for Working Women?
- Pandemic Impact on Healthcare Workers

The American Hospital Association reports that while America's hospitals have courageously confronted of COVID-19 to treat patients with the disease while protecting the health of hospital staff, but are facing unprecedented financial pressure.   Cost-reduction measures, include eliminating raises and delaying some capital projects, are only the beginning. Other measures significantly impacting staff are:

- Reduced operating costs by restricting travel
- Changing how it manages paid time off
- No pay raises in 2020

Response to Social Unrest Resulting from Systemic Racism

Equity considerations were at the forefront of industry best practices. Including broad recognition that certain populations have been disproportionately affected by the pandemic. The Harvard Business Review notes that the COVID-19 pandemic has highlighted occupational segmentation as certain demographic segments have the privilege of working from home while a large number of Black and Latino workers are considered "essential" and work outside of the home in lower paid occupations with greater exposure to the virus.

As a leading authority on next practices in human capital, i4cp conducted a weekly Diversity & Inclusion Action Call to help businesses and their DE&I leaders respond to the COVID-19 pandemic. Organizations must recognize the additional stress that social unrest causes Black, Latinx and Asian-American staff which leads to decreased productivity. i4cp noted that 40% of businesses reported that their organizational cultures required them to address and respond to employee stress as a result of systemic racism and social unrest. Corporate best practices included company leaders issuing statements to reinforce organizational values emphasizing zero tolerance of bias and the commitment to diversity, equity and inclusion. Other practices included starting conversations about racial issues, even if—especially if—it is uncomfortable or awkward. While there is no "right" way to begin this discussion, failure to try is not an option. Corporations are leveraging their Employee Assistance Programs and employee resource groups all other resources at their disposal to help staff develop the skills they need to interact more constructively. Airbnb has developed a Daring Discussions Toolkit as a conversation guide to be shared with all managers to lead conversations on race and racism.

While many companies still struggle to formulate strategies to support lasting change in support of the needs of a diverse workforce, there is the acknowledgement that such change requires ongoing commitment using multiple strategies deployed at all organizational levels.

Flex Schedules/Remote Work (Return to Work)

Current research supports advantages of agile work strategies. The most pressing concern of industry was business continuity and the need to rapidly expand the ability of staff to telecommute. Hybrid work models and the ability to work from home for those who do not need to be in the office were championed by Google and Twitter. Nationwide Insurance and Facebook moved towards permanent remote work with Facebook adjusting salaries based on employees' locales. Time-limited work from home options to be revisited based on conditions were implemented by Square, Salesforce, Spotify and Amazon. Industry also recognized the need to support staff working remotely by providing stipends for office supplies and equipment, internet, and phone with Indeed, Shopify, and Airbnb offering up to $1,000 per employee. Employees whose partners have been offered jobs in different locations were offered remote work options as a retention tool. The pandemic also forced significant changes to the delivery of health care; organizations such as Cleveland Clinic provided a Digital Health

Playbook and training for all on online platforms and tools with specific communication trainings for managing virtual groups, meetings, and patient care.

Industry leaders embraced the concept that flexible work, if done well, can enable a more inclusive workplace (e.g., family friendly arrangement for care providers). Industry also quickly responded to the needs of staff who encountered multiple stressors of balancing work with childcare and other responsibility by developing wellness resources in recognition of the need to facilitate work-life balance. Google increased its childcare leave policy from six weeks to a total of 14 weeks. Zillow offered 10 paid days for caregiver leave in 2020; then employees are eligible to apply for a 3-month period of reduced hours and pay while maintaining all other benefits. CNBC news summarizes how work from home might look in the future.

Appendix 3: Higher Education Workgroup Research

Wellness and Mental Health

- Cornell - Coping with the COVID-19 Pandemic (pdf) - Guidance from the Faculty and Staff Assistance Program provides tips for employees to help with coping during the pandemic.
- CSU Chico developed a resource on wellness and work-life balance: Work-Life Balance while Working Virtually – Human Resources Service Center
- Emory University – Provides telemental health services for faculty, staff, physicians trainees, and their families. Also COVID-19 support groups for specific groups.
- Johns Hopkins - Free 24/7 access to confidential counseling and referral services for help with stress at work or at home, emotional distress, a difficult life transition, or other challenges. The program offers other referrals and daily life assistance as well.
- Stanford - Access to professional development webinars, LinkedIn Learning courses, paid time for Well Time, virtual recreation classes, counseling and discussion groups.
- University of Washington (UW) - links professional development and wellness together but provides a comprehensive list of resources, including IT training for those with weaker tech skills under Professional Development and Wellness While Working from Home. Also includes free virtual mindfulness and wellness classes

Child/Adult/Family/Eldercare

- Duke - Duke Family Support Program
- Johns Hopkins - Subsidized backup childcare (up to 20 days/year); depending on qualifications, voucher up to $5k/year available
- Northwestern – Backup & Drop-in care options for short-term care when regular childcare arrangements fall through. Includes sick childcare support (for when children are ill).
- NYU – resources for parents
- Stanford - WorkLife: Resources to Help Your Family Navigate COVID-19
- University of Arizona - supplemental sick and family medical leave time
- USC - Backup childcare options at a subsidized rate
- Campus Life and Caregiving from Inside Higher Ed

Financial Assistance to Staff

As with the UC system, higher education is struggling with the financial crisis. Institutions are struggling with budget cuts, layoffs, furloughs, salary freezes. Some have avoided layoffs and furloughs. Here were their approaches:
- In May 2020, the University of Kentucky said that its 2021 budget would not include any "reductions in force," a sharp contrast to an April announcement when the university predicted 1,700 furloughs as a result of the pandemic. Instead, the university is planning

to weather its estimated $70 million revenue shortfall through a hiring freeze, changes to employee retirement fund contributions and by delaying an expansion of its family leave policy.

- The University of Arkansas, Fayetteville, also promised no planned layoffs in its 2021 budget, the Arkansas Democrat-Gazette reports. Revenue declines will be offset by other personnel spending reductions, including an ongoing hiring freeze, and halting some faculty and staff merit raises.
- Stanford - Employee Assistance emergency fund; Medical Contribution Assistance Program
- Cornell - inconvenience pay, pay continuance program
- Harvard committed to sustaining the pay continuity for its workforce.
- USC - Employee support fund; employees who continue working (remotely or on campus) will be paid as usual.
- UW – COVID-19 Employee Emergency Fund. Eligible employees may request up to $750 for a critical, temporary, and unforeseen financial hardship due to COVID-19. Grant does not need to be repaid and is not taxable.

Social Justice Response

- Columbia, Harvard, the Massachusetts Institute of Technology (MIT), declared Juneteenth a holiday, following weeks of protests over the death of George Floyd in police custody.
- Emory – Living & Learning About Race (Resource Guide)
- Stanford - Anti-Racism Toolkit
- Rochester University – Actions to address equity and inclusion
- University of North Texas – Surveyed the community for the campus climate for inclusion and developed webinar series and results that are curated for faculty, staff, and students. Data is behind a NT Log-in requirement
- UW – Anti-Racism Resource Guide

Flex Schedules/Remote Work

- California Community Colleges - depends on location - at El Camino: Some jobs cannot be converted to a full telecommuting arrangement. In some cases, supervisors/managers are arranging staggered, on-site work schedules to ensure that employees have access to the systems/equipment necessary to keep campus operations moving forward. If there is no work for a staff employee to do at home or on campus in their regular position, staff may be reassigned temporarily, in inverse order of seniority, to other jobs in a lower or equal pay range and maintain their regular class pay rate and work schedule. Management and the employee will consult on the alternate placement based on District operational needs. Classified staff who are reassigned to another job will be provided at least 5 business days' notice unless another number of days is

mutually agreed to prior to the job reassignment and will be provided training as needed.

- Emory – working remotely resources for managers and staff
- Harvard Business Review - Rethinking work schedules - consider these 4 questions
- Kent State – comprehensive guide on who is able to telework and how to determine
- Kentucky – dedicated website on telework
- UW - clear cut information for COVID-19 Accommodations for High-Risk Employees

Appendix 4: UC System Workgroup Research

An extensive review of public UCOP and UC location websites was conducted in late 2020. Additionally, the workgroup spoke with key contacts from across the system, including emergency managers, business continuity planners, and Staff Assembly leaders.

A summary of the findings, including any notable location-specific resources and/or responses to the crises, is listed below.

Wellness and Mental Health

UCOP
- A summary of [UC staff recourses and benefits](#), including wellness, mental health support through EAP programs, flex schedules, reduced time options (ERIT), dependent care, telecommuting, and other resources.
- UC responded to the pandemic by insuring no-cost coverage of COVID tests, increased flexibility with health plan coverage, ability to make mid-year changes, and the ability to make changes to flex spending accounts:
- UC also expanded vacation accruals.

Notable UC Location Responses
Each UC location responded to different aspects of the crises in various ways. Responses often included reference to UCOP resources, policies and guidance. In many cases, additional local resources or programs were offered to address more location-specific needs. Notable location-specific resources or programs are listed below.
- UCLA Health and the David Geffen School of Medicine at UCLA have established a COVID-19 Wellness and Mental Health Workgroup to provide emotional support for UCLA Health staff and faculty working on the front lines of the pandemic.
- Los Alamos - Employees can get more than 50 non-emergency conditions, including cold and flu, headaches, fever, nausea and behavioral health issues, treated from home via the LANL Medical Center.
- Lawrence Berkeley - Maintains an IDEA (Inclusion, Diversity, Equity, Accountability) website to develop tools for managing remote teams and fostering psychological safety in a virtual environment; to launch virtual community-building events to maintain connection and raise morale; and to focus on wellness and well-being in employee programming and resources, including mental and emotional health during a crisis.
- UC Merced - Conflict Resolution Coaching: This program offers a private partner for UC Merced employees to encourage and inspire change and action in times of challenge and conflict.
- UC Davis – Helped parents find tutors by connecting lab employees with young children and employees with college student at home.
- UC Irvine – In the early stages of the crises, an extensive *UCI Forward* website was created as a one-stop portal for UCI and UCI Health. Information for all topics related to

the UCOP, and campus response to COVID (including staff resources) is available and updated regularly.

- UC San Diego – Campus HR and UCSD Health HR partnered to develop a set of resources and learning modules entitled Maintaining Momentum through Challenging Times. A staff guide of "civil unrest" resources was also created.
- UC Riverside - Launched an "I Wear a Face Covering/Mask" social media campaign
- UC Santa Barbara – Developed an academic and staff assistance program (ASAP) to provide services in Counseling, Consultation, Threat Assessment & Management and Behavioral Health & Wellness Services

Child/Adult/Family/Eldercare & Financial Assistance for Staff (due to significant overlap of resource references, these two sections are combined in the appendix)

UCOP
- UCOP developed a [systemwide COVID-19 website](#) with updates and information on "all things COVID-19." The website also includes links to UC location COVID-19 sites as well as to the Center for Disease Control and World Health Organization sites.
- An extensive memo summarizes [COVID-related leaves, job protections and additional resources](#), including UC Expanded Paid Administrative Leave (PAL-128 hours), Federal Emergency Paid Sick Leave (EPSL - 80 hours) and Federal Expanded Family and Medical Leave (EFML-12 workweeks).
- All employees were eligible to receive a one-time allotment of up to 128 hours of paid administrative leave may be taken for a staff/family COVID illness, when employee is unable to work due to child/dependent care, and/or remote work is not operationally feasible (some Health Care staff exempted).
- UC employees were also eligible to use sick leave for child care (temporary change applies to policy-covered staff employees at locations other than Lawrence Berkeley National Lab or UC Hastings

Notable UC Location Responses
- UCLA – created "LACARES" offering childcare support for healthcare workers.
- UC Davis Health – developed an Early Childhood Lab School on the Davis campus offering remote early learning programs.
- Lawrence Berkeley - Maintains an IDEA (Inclusion, Diversity, Equity, Accountability) website to expand channels of work-life balance support, including the launch of Berkeley Lab Parents Network and promoting family-friendly resources.
- UC ANR - Staff Assembly created a reimbursement program to help staff grow their own food by providing $50 reimbursements to 100 staff members, on a first-come, first-served basis, to cover the cost of soil, seeds, transplants, compost, and gardening

supplies. Also, offered a webinar on "Navigating Parenting, Home Schooling/Academic Support, Working and All the Rest of It."

- UC Berkeley – developed UC Berkeley Basic Needs Center, committed to assisting any community members who are in need. Be Well at Work Employee Assistance is available for no cost confidential counseling and referral for UC Berkeley faculty, staff, visiting scholars, and postdocs.
- UC San Francisco - Financial Relief for COVID-19 Hardships -The UCSF COVID-19 Relief Program provides up to $1,000 in aid to assist employees who have experienced unexpected financial hardship resulting from the COVID-19 pandemic. Learn more about the COVID-19 Relief Program.
- UC San Francisco - Child or Dependent Care Service is provided for Staff. For example, the incremental cost of a camp or babysitter used during the pandemic because schools are closed versus the cost of before-care and after-care school programs used previously.
- UC San Francisco - Temporary Housing for Quarantine or Isolation – For example, the cost of a hotel room needed by staff to be close to a UCSF work site or for staff who are required to be in frequent direct contact with other people at work, which causes increased risk to their family members if together in one residence.
- UC Merced - Federal Qualified Disaster-Relief Payment: The program, known as QDP, provides payments for reasonable and necessary expenses incurred by designated employees after March 13 in connection with their essential, on-site work for the university.
- UC San Diego - Chancellor Supplemental COVID-19 Leave (Supplemental Leave) up to 80 hours is also available (in addition to UC systemwide leave)
- UC Riverside – created COVID-19 Employee Emergency Fund (up to $1000)

Financial Crisis Response

UCOP
- $2 Billion budget deficit initially forecast due to the pandemic: locations to be allowed to employ a mix of measures depending on what options best meet that location's financial and operational needs.
- UC's commitment to preserving jobs during the pandemic ([11.23.20 memo from President Drake](#)):
- While local measures will vary by location, all actions will be guided by our shared priorities:
    1. Protecting jobs and avoiding pandemic-related layoffs as much as possible.
    2. Supporting the health and well-being of employees and their families, including their long-term financial security, particularly for those in lower-paid positions.
    3. If salary actions are taken, in the spirit of equity and fairness, higher-compensated employees should carry a larger burden to protect employees with lower earnings. Each location will establish a pandemic relief fund, to be used to

minimize, to the extent possible, pandemic-related layoffs. One of the key goals of this approach will be to preserve lower-paid jobs that otherwise may not have sufficient funding. A program plan has developed a systemwide goal of $132.6 million in savings, funded by the campuses (range from $400K-$30M).

Notable UC Location Responses
- UCLA – EVCP and VC/CFO established a 10% operating expense reduction target between FY21 and FY23 (3-year targeted reduction).
- UC San Diego - Pause on recruitment and compensation Activities. Departments requested to defer equity increases, reclassifications and stipends. Vice Chancellor approval is required if these actions are pressing or critical to your operations.
- UC Riverside - Permanent budget cut 105M. Every major academic and non-academic unit on campus to develop plans to reduce their core budgets by a range of 10-15 percent over a two-year period (FY 2021 and FY 2022).
- UC Santa Cruz - 158.8M loss (20M in state funding and 130M in sales and service). Retain as many staff members as fully deployed as possible and to keep indefinite layoffs to a minimum. Launched a staff redeployment program.
- UC Santa Barbara - Project 160-210M loss. Hiring controls for administrative staff positions. Campuswide freeze on salaries for policy-covered staff.

Social Justice Response

UCOP
- A [systemwide staff website](#) for diversity includes UC's statement on diversity, last revised in 2010. Information for non-academic staff on social justice issues and the UCOP response as it relates to recent events in 2020 was not readily available.
- Developed implicated bias online training for all supervisors.

Notable UC Location Responses
- UCLA Health - Ongoing Conversations with Leadership to Advance Racial Equity-- monthly series with VC Health Sciences, CEO of Hospital & Clinic System, & Dean of DGSOM.
    1. Leadership Dialogue Series--ongoing series to create a DGSOM Anti-Racism Roadmap
    2. Reporting Resources Webpage
    3. Shared book among medical students and education leadership and staff
- UC Davis Health - Racial Justice Dashboard, Racial Healing Circles
- Lawrence Berkeley - Maintains an IDEA (Inclusion, Diversity, Equity, and Accountability) website to leverage Employee Resource Groups (ERG's) to understand the impact on intersectional and diverse communities, promote upstander behavior at the Lab, and build leadership capacity. Emphasizes the role of equity within decision-making,

evaluating performance, and work distribution, particularly in times of disruption and remote management.

- UC ANR - Developed a 21-Day Anti-Racism Challenge.
- Lawrence Livermore - Encouraged staff to take the day off to protest or reflect (stand down day). Communication and outreach to minority staff to assure diversity and inclusion are part of the lab culture. Outreach to Asian culture due to racial slur that coronavirus was coming from China.
- UC Irvine & UC Irvine Health – Developed Black Thriving initiative: advocates for a whole university approach to create a campus culture where Black people thrive. Includes not only outreach, but student experience, staff experience and faculty, as well as the alumni community and the Black communities that we serve. Developed UCI Great Big Read Series. Developed 5-week course for campus community on anti-blackness in the US.
- UC San Diego - Extensive resources available through EDI website. Developed Strategic Commitments to Address Anti-Blackness (Extensive plan developed August 2020). Committed $2.5M to the Black Studies Project, an interdisciplinary and cross departmental research collaborative and center that includes faculty, graduate and undergraduate students from across the campus. UCSD has also been given two grants totaling $700,000 to improve its faculty diversity. The grants were funded by the University of California Office of the President through the UC Advancing Faculty Diversity grant program.
- UC Riverside - Conducted Public Health Anti-Racism Survey in May and the report emphasizes the notion that racism has had a fundamental effect on the mental health of those affected, particularly on the Black Student Population. Many comments confirmed a common trend that there should be more resources and focus allocated to this population in particular. This will involve partnering with the appropriate programs, holding seminars and hiring speakers, and engaging in difficult but healthy dialogue in order to understand the issue fully. This will facilitate and identify potential solutions that will benefit the undermined black student population while making UCR an aware, responsible, united and healthy campus indefinitely in embracing the diversity and differences of our community. Conducted UCR Healthy Campus Public Health Anti-Racism Forum in August. Over 200 UCR members (including staff, faculty, students, and community members) registered to participate in the forum. A total of 157 members were selected to participate in the forum.
- UC Riverside - Some of the ways campus community is addressing race and racism pertain to staff include:
  1. Statements supporting Black Lives Matter
  2. Campaigns for more anti-racist policies
  3. Diversity, equity, and inclusion (DEI) trainings and certificate programs
  4. DEI services on structural racism/trainings/forums
  5. Book club and discussion on white fragility
  6. Campus culture task force

7. Cultural awareness programs
8. UCR Healthy Campus in partnership with the Well has established a Public Health Anti-Racism subcommittee dedicated to addressing racism as a public health issue

Communication/Outreach to Staff

UCOP
- Communication from UC is posted on UC website and often distributed through campus email communications and through campus websites. Major updates from UC President Drake are communicated via email.

Notable UC Location Responses
- UCLA Health - DGSOM: three town halls targeted at Faculty, Staff, and Students; biweekly message from the dean mailing. Hospital and Clinic System: Management Forum
- UC Davis Health - Resources for community providers;   Deans Discuss Podcast, Community Newsletter (public sign-up option)
- UC Irvine & UC Irvine Health (consolidated) - Strategic communications for entire campus community sent daily summarizing all news impacting students, faculty, staff and local community. Significant updates sent via email from HR VC, Provost and/or Chancellor; quarterly town halls with Chancellor, EVC and Chancellor's Cabinet

Flex Schedules/Remote Work and Staff Return to Work (combined here as research was conducted on current state of flex schedules & remote work in Fall 2020, and Staff Return to Work information was collected in Winter 2021)

Flex Schedules & Remote Work

UCOP
- Adheres to guidance from the [State of California Department of Industrial Relations](#) regarding essential and non-essential workers.
- UC has established [Guidelines for Reimbursable Expenses for Remote Work](#) during the pandemic.

Notable UC Location Responses
- Overall – most, if not all locations allowed for flexible work schedules instead of a standard M-F, 8-5 workweek. Department Head/Manager given discretion to determine "essential" vs. nonessential/telecommute eligibility.
- A notable exception are Health Centers: Positions that require direct patient care, support patient care, business continuity, or that rely on specific equipment or supplies to work on-site are considered critical. Examples of critical positions include, but are not

limited to, healthcare workers, patient service support staff, security agents, positions that support the health system's daily operations, and other employees that provide critical services to the Health Enterprise.

- Support was provided for remote staff, including:
    1. Temporary removal of some university equipment for remote work permitted
    2. IT support for remote work
    3. Telecommuting guides
    4. Ergonomic and equipment training resources
    5. Ongoing training for zoom calls, computer security
- UC Merced – Developed a "Keep Calm and Remote On" series of online workshops for sharing experiences and best practices of working remotely and building a supporting community.

Returning to Work

UCOP
- Guidance is to comply with State and Federal guidelines, allowing campuses to determine specific plans

Notable UC Location Responses
- Overall, most, if not all locations have developed required training; guidance for safer return to on-site work. Resumption of on-site activities plan review process; task force to oversee return to campus planning; building management operational changes, including enhanced cleaning by custodial services, signage, kits from Facilities Management at cost to campus personnel, HVAC changes (at least 6 air exchanges/hr; MERV 14 or higher rated filters in air handlers), daily symptom monitoring, and weekly or biweekly asymptomatic testing. Manager and staff training available with checklists and toolkit
- Los Alamos - promotes the Top 10 Things to Do When Coming on Site for Any Reason: 1) Masks are mandatory on Lab property. 2) Wash or sanitize your hands as often as you can. 3) Use the daily health screening self-assessment checklist to determine health and wellness. 4) Read the pre-job brief guidance to determine risk before coming on-site. 5) Use these control strategies to mitigate risk during on-site work. 6) Use these guidelines on cleaning and disinfection of work areas, PPE, face masks/coverings, and respirators to mitigate virus transmission. 7) Review this list of cleaning and disinfecting products from the American Chemistry Council to make sure you have the right supplies. 8) Use the verbal screening and temperature check protocols to frequently verify health and wellness. 9) Review the Lab's COVID-19 policies for on-site work and activities: COVID-19 Risk and Exposure Control Measures for On-Site Work Activities. 10) Employees returning on-site to work must complete UTrain module 49476 (also available via ExTrain) which explains how to protect yourself and your coworkers from spreading the

virus on Lab property — whether to perform mission-essential work or for periodic trips to the Lab to support ongoing telework activities.

Appendix 5: [University of Michigan - FAQ about Workflex](#)

If one person has a flexible schedule, won't everyone want one?
Everyone's needs are not the same, and people's needs often change over time at different stages of their lives. For flex start and stop times: some people are fine with the regular office hours, others have specific reasons for needing to come in earlier or later than colleagues. For flex place: many people enjoy the separation of their workplace from their home. They enjoy the interactions with their peers, and find the organization of the office more conducive to getting their work done. You may be surprised at the small number of employees who want to regularly work from home. For compressed work weeks: four ten-hour days also do not appeal to everyone, especially parents of young children. Child care is often not available for the twelve-hour span that such a schedule would require, and parents would not want to arrive home so late, making the evening even more hectic. For part-time arrangements: many employees cannot afford to reduce their incomes, even on a short-term basis. Among Fortune Magazine's 100 Best Companies to Work For, just 2% of professional employees and 10% of hourly or administrative workers work part-time on an ongoing basis. However, employees may have occasional need to work from a remote location, such as when family emergencies or severe weather make it difficult to come into work.

If one employee has flexibility it won't be fair to other staff. Don't all employees need to be treated equally?
The 21st century workforce is diverse and has different needs at different times of their lives. No longer will one solution work for every employee. Treating employees fairly means giving their needs and desires equal individual attention and respect. Also, unit business needs must be a priority for all employees as well as the manager. When an employee is requesting a flexible work arrangement, the unit's business needs, manager's needs and co-worker's needs all must be considered by both the employee and manager. Flexibility is a partnership with all parties affected. If approached together as a team, flexible arrangements can be beneficial for the whole group and can strengthen the trust and cohesion of a team.

To work as a team, doesn't everyone need to be in the office at the same time?
Managers can continue to set in-person staff meetings on a regular basis even if employees work different schedules or off-site. There is no reason not to have times when all employees can be scheduled to meet together. Also, with advanced cell phones, teleconferencing, email and electronic file sharing, team members can have meetings, work on documents together, and stay in touch in a number of different ways. Technology allows employees who might want to work from home as part of a workflex stay connected to their supervisor and colleagues.

Won't an employee on a flexible schedule require much more work to manage?
Supervision of an employee on a flex arrangement should not increase. As with all employees, work objectives must be defined and managers must use multiple strategies to communicate and monitor progress. With workflex, issues such as the initial agreement, setting goals and objectives, managing to outcomes rather than time, distribution of work for the team, and

communication strategies can be discussed in advance, put in writing and then reviewed regularly with the manager and employee.

Won't workflex create more work for the employee's colleagues?
The way co-workers communicate and work on projects with an employee who flexes may change, but the overall workload of co-workers should not increase. In the case of gradual return to work arrangements, co-workers may be asked to pick up some additional duties on a short-term basis, but this extra effort is preferable to the increased work and disruption that would be caused if a valued employee resigned to find a more flexible workplace. It's also important for co-workers to remember that they may need to rely on their colleagues for similar support in the future.

Can non-exempt employees have workflex given overtime rules?
Overtime rules do not prohibit alternative work schedules or work from home as long as the employee has agreed to the arrangement. Overtime pay at time and a half is required only if the flexible arrangement includes working over 40 hours in a single week. For most arrangements, this would not be the case.

Don't union rules prohibit workflex with bargained-for employees?
When a flexible arrangement is being developed with a union employee, the union contract should be consulted to confirm that the arrangement is permitted. In most cases, when an employee asks for a flexible accommodation, the union contract will support the request. In fact, it may be unionized employees who are most in need of flexible arrangements, given the high cost and limited availability of child care, the cost of gas, and long commutes. Union contracts may need to be revised to address flexible work options.

If everyone comes and goes as they please, how will we get the work done?
The business needs of the department take priority over individual scheduling changes. Allowing staff to schedule coverage has been shown to produce positive results when business needs are clearly defined. If scheduling decisions cannot be resolved among peers, the manager can make recommendations such as rotating schedules or when the opportunity arises, hiring new staff with specific schedule times identified to assure coverage.

How will staff be supervised if a manager is not always present?
When there is a climate of trust, employees appreciate the opportunity and perform to meet expectations. In the few instances where performance is questioned, disciplinary action can be taken or standard work schedules can be returned to for those employees in question.

What if no one is here to perform the needed coverage?
When business needs are established in advance, managers can work with the team to see how much flexibility is feasible. In some instances, employees may have to temporarily re-arrange their schedules to meet the unit's needs. In other instances, there may be an agreement for

employees to take turns to ensure the unit is covered. If some employees work a compressed work week (e.g. four ten-hour days) their schedules may be organized so that each one works a different four day schedule in order to ensure 10 hour coverage for all five days of the week.

What should be done about sick days and holiday schedule?
Several options are available depending upon the employee's schedule. For part time staff, holidays and vacation or sick hours are pro-rated in relation to their scheduled hours. For others, such as those on ten hour days, they may revert to a standard schedule on holiday weeks so that each holiday is allotted eight hours. Or, many units pro-rate time by the hour, so if there is an eight-hour holiday and the person works a 10 hour shift, adjustments are made accordingly.

Are there Federal or State laws that need to be considered?
Yes, for non-exempt employees who are subject to overtime (see FLSA regulations) the total hours worked in a week or pay period must be monitored in order to avoid paying overtime. Additional laws may need to be considered. Review State Labor Law Resource and contact the Office of General Counsel for guidance.