# Creating a More Equitable and Inclusive Environment:
Bridging to 2025 by Enhancing Current Staff
Hiring and Retention Practices

UC-CORO Systemwide Leadership Collaborative
2016 Northern California Cohort

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EXECUTIVE SUMMARY

Workforce diversity. It has been examined at Regents' meetings, industry conferences, and higher education symposia—as well as a recurring theme in national and regional news coverage. Touted as the key to improved employee performance, engagement, and an increase in the bottom line, it is also critical to an organization's ability to attract, leverage, and retain talent. In 2006, the University of California published "UC 2025: The Power and Promise of Ten," which envisioned a system "that is cross-disciplinary, nimble, innovative, and responsive to the needs of society…grounded in a renewed social contract with the people of California that is a reaffirmation of its…longstanding commitment to serving the needs of…the state's diverse population."[1] A diverse workforce is an integral part of this vision.

Fast forward a decade, and the good news is that, for the most part, UC and its campuses have the tools needed to continue efforts to build a robust culture of equity and inclusion, one that can sustain a diverse workforce well into the future. What's missing, however, is a focus on fully 80% of that workforce—the over 140,000 staff members, vital to the day-to-day operations of the university, comprising the majority of UC's leadership positions, and whose contributions and expertise are critical to the continued delivery of UC's mission, now and in the decades ahead. The need for action is particularly urgent, with one in three current employees predicted to retire by 2024 and women and minorities still underrepresented in positions of leadership.

To get a better understanding of how UC can improve its ability to further embed principles of equity and inclusion in its workforce, the 2016 UC-CORO Northern California Cohort considered the following question: *What best practices would enable the UC to excel in having the most equitable and inclusive staff hiring and retention practices in higher education?*

As explained in the following report, we conducted an extensive literature review regarding staff equity and inclusion efforts in higher education; reviewed available UC data and information about staff equity and inclusion practices at the campuses and the Office of the President; interviewed approximately 100 individuals and met with key constituency groups across the entire UC system; and examined practices at other companies and institutions.

While much research to date has focused on "diversity" (i.e., individual differences, especially racial and ethnic ones), our report looks more broadly at the concepts of "equity" and "inclusion" (i.e., how to create an environment in which employees feel fairly treated and

included). With regard to current UC practices, the sheer number of efforts alone that we uncovered – nearly 200 examples of trainings, programs, groups, specialized positions, statements of principles, and leadership communications—speak to the passion, innovative spirit, and creativity with which people are working toward positive changes. However, staff recruitment and retention efforts are inconsistent and lag those for students and academics. Among other things, managers are not necessarily held accountable for equity and inclusion outcomes, relevant metrics regarding turnover and promotions are difficult to obtain, and there are inconsistent practices with regard to recruitment committees and candidate pools.

In comparison, we found a set of common attributes and practices that have benefited private industry and other institutions and that can assist UC as well. The key cornerstones are for leaders to champion the goals of equity and inclusion and for everyone throughout the organization to "own" the responsibility for improving equity and inclusion in order to achieve sustained and measurable change. Five industry best practices that we identified are:

1. COMMUNICATION AND CULTURE: Clear and consistent communication of the commitment to equity and inclusion and the ownership of these goals by all employees.

2. LEADERSHIP AND ACCOUNTABILITY: Establishing organizational metrics on specific equity and inclusion goals and including such metrics in performance reviews.

3. RECRUITMENT: Ensuring diverse candidate pools, training hiring managers and committee members, knowledge of and adherence to diversity and/or affirmative action goals, examining position announcements and evaluation matrices.

4. RETENTION: Creation and support of formal sponsorship and mentoring programs, Employee Resource Groups, and work-life balance and other professional development programs.

5. PROMOTION: "Promoting from within" whenever possible, developing internal candidates as well as non-traditional candidates with different educational or training backgrounds.

To capture and build on the University's ongoing initiatives, to address persisting challenges to these efforts, and to incorporate industry best practices, the 2016 UC-CORO Northern California Cohort proposes the following seven recommendations:

1. COMMON DEFINITIONS FOR EQUITY AND INCLUSION: Develop UC-wide definitions for equity and inclusion, building on the Regents' Statement on Diversity to form a broader framework that supports and sustains long-term diversity initiatives and provides a common reference point for efforts and outcomes.

2. CULTURE OF ACCOUNTABILITY: Create a pervasive culture of accountability and shared responsibility across UC and at all levels of the organization for equity and inclusion.

3. MEASUREMENT AND ASSESSMENT OF STAFF RECRUITMENT, CAREER PROGRESSION, AND RETENTION PRACTICES: Measure the outcome of all recruitment, career progression, and retention efforts for UC staff with particular emphasis on data for staff from diverse and underrepresented groups.

4. STAFF RECRUITMENT: Determine and implement strategies to substantively improve hiring of staff from diverse and underrepresented groups.

5. STAFF RETENTION: Actively and formally support promising diverse and underrepresented staff in their career progression. Strengthen affinity groups/employee resource groups available locally. Managers and supervisors utilize available staff retention options.

6. TRAINING IN EQUITY AND INCLUSION COMPETENCIES: Develop and support cultural competency and best practices in equity and inclusion throughout the organization.

7. COMMUNICATION: Positively and continually influence the cultural shift towards an equitable and inclusive environment at UC through communications and outreach to all UC stakeholders.

Our goal is not a "one size fits all" set of equity and inclusion initiatives; as we have seen from our time in the UC-CORO program this year, each UC campus has its own distinct personality and culture, and each has developed "home grown" programs and policies. Even so, we recommend a shared understanding of key terms, goals, and best practices to create a more cohesive and prevalent experience of equity and inclusion throughout the UC system.

We give our heartfelt thanks to those in the UC System who nominated us for this program and to the UC-CORO program for the opportunity to undertake this study of our institution. We have thoroughly enjoyed this leadership development training, getting to know the University of California better, and building relationships across the system. We look forward to continuing to apply the lessons we have learned as we work together to pursue an institutional culture characterized by equity and inclusion.

ACKNOWLEDGEMENTS

INTRODUCTION

The UC-CORO Systemwide Leadership Collaborative is a leadership program to develop current and future administrative and faculty leaders.[2] The year-long program focuses on the benefits of inter-campus and cross functional involvement, and it ends with a capstone project sponsored by a UC leader who also serves as a project advisor. The 2016 UC-CORO Northern California Cohort was made up of staff members from the UC Office of the President (UCOP), Agriculture and Natural Resources (ANR), Lawrence Berkeley National Laboratory (LBNL), UC Berkeley, UC Davis, UC Merced, UC San Francisco, and UC Santa Cruz.

Our project sponsor, Yvette Gullatt, Vice Provost & Chief Outreach Officer for the University of California, offered the following problem statement: What are the barriers to improving campus climate at UC for students, faculty, and staff, and what opportunities exist or can be created to improve campus climate? As we began to look at the available data, we realized there was a need for a greater understanding of equity and inclusion practices with regard to UC's staff. Thus, we further refined the problem statement to read: *What best practices would enable the UC to excel in having the most equitable and inclusive staff hiring and retention practices in higher education?* What follows is our assessment of current practices and our recommendations about how UC could leverage these practices to more effectively embed the principles of equity and inclusion throughout the institution.

Why Staff?

For the University of California, staff comprise the vast majority of the workforce, over 140,000 individuals – fully 80% of the total number of UC employees.[3] In addition, UC looks to staff to fill the majority of its leadership positions, including such key positions as the Senior Vice President for Research Innovation and Entrepreneurship, Executive Vice President and Chief Financial Officer, Vice President of the Office of the National Laboratories, Vice President & General Counsel, campus Chancellors and Vice Chancellors, and the President of the University of California.

Further, through management of much of the day-to-day operations of a university, staff enable academics to focus on their strengths: innovative teaching, cutting-edge research, and engagement with students. However, staff in higher education are now playing an increasingly

central role in enabling the delivery of UC's core mission. This is the result of three key developments: the growth of information technology; changes in the delivery of higher education; and the development of an "enterprise culture" within higher education.[4] The University of California—as are virtually all institutions of higher education across the nation—is grappling with these developments while striving to meet the challenges of flat funding environments, effectively equipping students for a knowledge-based workforce and finding ways to incorporate innovation everywhere—from the dorm room to the classroom. As UC replenishes its workforce, it will increasingly seek staff with higher-level skills, especially those with information technology expertise and fiscal management experience.[5] In California, these challenges are bleaker than they would be elsewhere, as UC vies for talented staff in competition with healthy and well-capitalized local industry, and as potential job candidates from out of state shy away from California's high cost of living.

To best serve UC students and faculty, UC must reflect the rich diversity of California. The demographics of UC campus locations—along with the entire state of California—are changing. The Hispanic population is now the largest race or ethnic group in the state, with a population of over 15 million; the white non-Hispanic population is just under 15 million. Asians are the third largest race or ethnic group in the state at over 5 million.

FIGURE 1: CALIFORNIA POPULATION BY RACE/ETHNICITY[6]
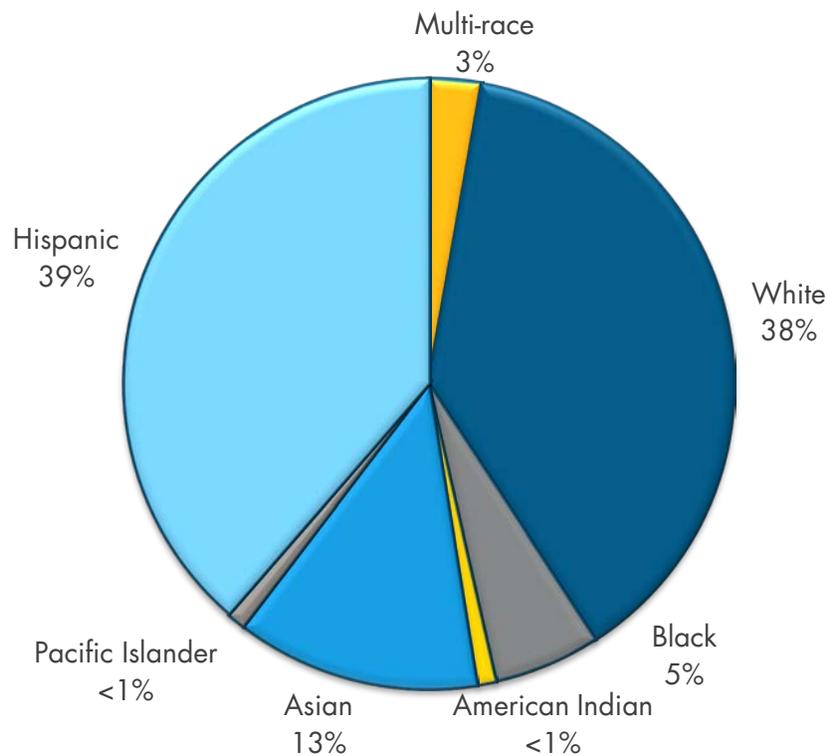
While UC has made some strides toward achieving workforce diversity that more closely resembles the diversity of the State, there is still work left to do to meet the challenge laid out a decade ago: to establish UC as a system "that is cross-disciplinary, nimble, innovative, and responsive to the needs of society…grounded in a renewed social contract with the people of California that is a reaffirmation of its…longstanding commitment to serving the needs of…the state's diverse population."[7]

This report looks at how a focus on staff can help UC can improve its ability to further embed principles of equity and inclusion and diversify its entire workforce.

University of California Staff: A Look at the Data

The University of California 2015 Accountability Data and 2014 Workforce Profile Data together constitute two of the most recent longitudinal surveys of data for staff. Staff demographics are disaggregated by age, gender, racial/ethnic diversity representation, and intersections of these categories.

2015 Accountability Data – Key Findings:

AGE DISTRIBUTION: There is an aging career staff population (most are aged 30–59), but a flat rate of turnover. In addition, the ages for the Manager and Senior Professional (MSP) group maps along a normal distribution, but *the Senior Management Group (SMG), the highest position classification in the system, is dominated by staff aged 50+; who account for over 80% of staff in this classification.*

FIGURE 2: SMG AGE DISTRIBUTION[8]
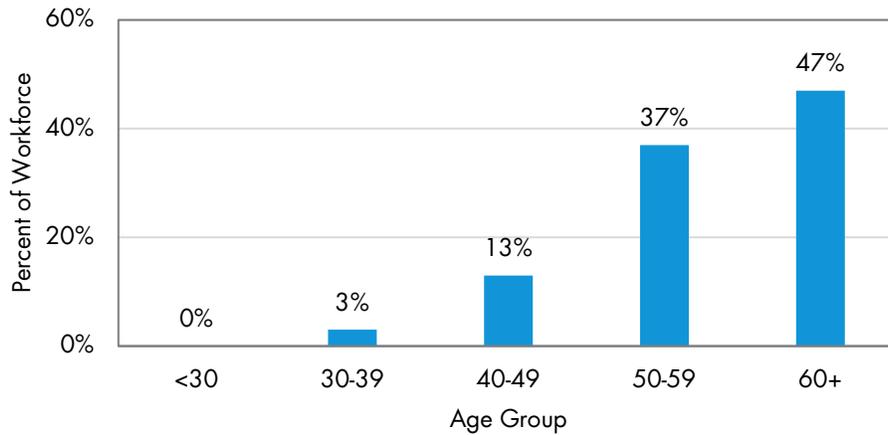
GENDER DISTRIBUTION: The Professional and Support Staff (PSS) are among the entry levels of the staff ranks and are predominantly occupied by women. About 2/3 of PSS are women, while the MSP level is the most evenly distributed among men and women. *At the highest levels, the staff are more heavily represented by men.* While overall UC employs about two women for every one man across all staff positions, at the SMG level this ratio is reversed with nearly two men employed for every one woman.

FIGURE 3: CAREER STAFF – STAFF WORKFORCE BY PERSONNEL PROGRAM AND GENDER[9]
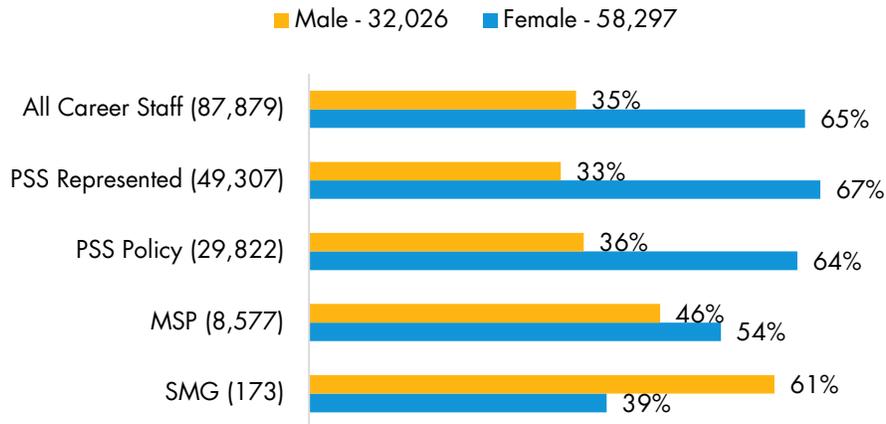
RACIAL AND ETHNIC DISTRIBUTION: In terms of racial and ethnic composition, the highest percentage of staff across all position classifications is White. Over 65% of staff in MSP and SMG groups are White; however, the PSS racial and ethnic composition of the PSS group is more distributed across the ethnic/racial groups (African American, American Indian, Asian, Chicano/Latino, White, and unknown). These current ethnic/racial distributions reflect a slight

improvement from eight years ago, when 75% of the senior management and executives were white males.

FIGURE 4: CAREER STAFF – STAFF WORKFORCE BY ETHNIC DIVERSITY REPRESENTATION[10]
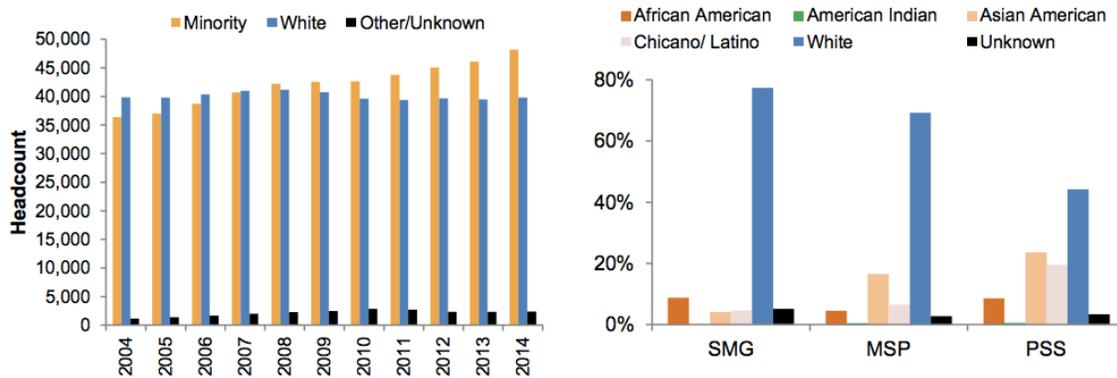
KEY DIVERSITY CATEGORIES NOT INCLUDED IN THE SURVEY: Data on the following diverse categories were not uniformly available and therefore are excluded from our results: U.S. Military Veteran Status; Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA); and religious affiliation. These data are not collected consistently across UC, or are not collected at all, so we are not able to empirically examine trends that might show a more or less inclusive workplace. It is important to note, however, that in the 2012 UC Climate Survey, anonymous LGBTQIA responders reported a higher incidence of unwelcome or hostile acts in the workplace. In addition, religious affiliation, tolerance for atheism, and/or no religious affiliation are elements of any workplace climate.

2014 Workforce Profile Data – Key Findings:

Based on the UC Workforce Profile Data and Climate Survey results, the PSS category is more inclusive of all ages and has a more diverse racial and ethnic composition; however, the same is not true for the MSP and SMG groups. This was also a finding of the UC Staff Diversity Council Report in 2008, an ongoing indication of persisting challenges and barriers to achieving diversity in upper management, even over several years. In addition, historically marginalized staff (underrepresented minorities, transgender, genderqueer, women, etc.) reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct in the workplace climate survey. Our review of staff responses across the PSS, MSP, and SMG categories within the context of the climate survey suggests that we need to examine and question more closely UC's systematic efforts aimed at retaining and promoting staff across all dimensions of diversity.

A key reason why barriers to this understanding exist is because UC systemwide promotion and retention data are not easily accessible. While some campuses do have this data, there is a lack of consistency in both the types of data gathered and the proliferation of voluntary use of existing fields. This includes tracking employees who transfer between campuses. Our research did reveal that the UC Davis Health Center data may be considered a current best practice for metrics to measure equity and inclusion as it relates to retention and promotion, but since it only measures the health center of a single campus, we could not use it for this present study. That similar data are not available across UC locations is especially noteworthy. Eight years ago, the UC Staff Diversity Council stated, "The lack of a coherent personnel information system is a significant barrier to monitoring workforce issues, progress with diversity, professional development, and career advancement."[11] To meaningfully understand the UC workforce, challenges, trends, and the effect of any targeted program, the UC Path project cannot be fully operational soon enough.

From a UC Chief Diversity Officer:

"It is a great oversight by UCOP that when they ask for data on campus diversity, they only ever ask for faculty and student data—never staff data."

The University of California 2015 and 2016 Accountability Data echo the findings of the 2014 Workforce Profile Data—and suggest a need for urgent attention to the issue of recruiting, retaining, and promoting a diverse workforce. For example, one in three current employees are predicted to retire by 2024, and high turnover rates are anticipated in the near term. In addition, within the current staff, women and minorities "remain underrepresented in positions of leadership." In 2016, in California, these findings reflect the need for greater efforts in equity, inclusion, and diversity throughout the organization.[12]

LITERATURE REVIEW

The ultimate rationale of any strategy for the enhancement of …
equity, in higher education and other sectors, is its potential to
advance human freedoms.[13]

In 2007, the Board of Regents adopted the University of California Diversity Statement as policy.[14] The University of California's "Diversity" home page states that, "we cultivate a community reflective of the richness and diversity of the state."[15] The impressive number and variety of diversity initiatives and programs across the campuses demonstrate UC's commitment to creating a diverse institution. And yet, it is not clear how effective these programs are at building a culture of equity and inclusion for all university employees and students, an underlying condition for successful diversity initiatives. Most diversity reports that track and assess UC's progress on this issue have focused on undergraduates, graduate students, lecturers, and ladder faculty – but not staff. To be serious about establishing a truly diverse organization, understanding how staff— 80% of the UC workforce—can play a critical role in building such an environment is an opportunity that must be addressed.

A note about terminology: While diversity may be one characteristic of an institution's workforce, the extent to which its employees feel fairly treated and included in that organization is a critical component of successful diversity efforts. Equitable and inclusive practices inherently embrace and promote diversity within the community and, therefore, undergird all efforts to develop and maintain a diverse workforce. Consequently, this report looks to expand the discussion beyond merely ethnic or racial diversity to the greater field of "equity and inclusion."

This review examines studies of higher education institutions' human resource initiatives in general, and equity and inclusion efforts in particular.[16] However, while there is a substantive body of research on matters related both to student and faculty diversity, and equity and inclusion efforts for those same populations, staff are rarely mentioned. Further, much of the literature focuses solely on diversity, rather than the broader category of equity and inclusion. Thus, to help establish a framework for this report, this chapter reviews topics that are similarly aligned to staff equity and inclusion efforts within higher education.

First, terms that are often used interchangeably in discussions around diversity must be clarified. The Merriam-Webster's Learner's Dictionary (2016) defines equity as: "fairness or justice in the way people are treated." Inclusion is defined as "the act of including – the state of

being included – a relation between two classes that exists when all members of the first are also members of the second." And, given the importance of "diversity" in these discussions, we use the definition provided by the UC Regents: "Diversity…refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more."[17]

Each of these three terms is as distinctive as it is integral to constructive conversations around improving the health, well-being, and productivity of our workforce. Treating people fairly and ensuring that the organization unstintingly welcomes all of its employees are prerequisites to a successful diversity program. Indeed, the concepts of equity and inclusion have significant influence over the form and approach of this present report. The goal of this report is to identify a path to a best practices approach for the UC system in which UC promotes fairness

> *Treating people fairly and ensuring that the organization unstintingly welcomes all of its employees are prerequisites to a successful diversity program.*

(equity) and builds a community where all members are valued (inclusion) for their individual differences (diversity). Can this be done? Yes. The following section offers compelling arguments for such an approach.

Marginson[18] and Smith[19] each argue that the viability and vitality of a college or university are directly related to how the organizational climate and culture have evolved around the notion of equity. Specifically, Marginson argues that equity is representative of both fairness and inclusion in the academy. His discussion is similar to that of Evans and Chun[20] and centers on the role of institutions to develop and communicate clear processes that are free of bias, advance fairness, and facilitate access to opportunity. Further, he argues that we must break from old notions of "status" and "hierarchy" within the academy to shift the landscape and achieve an institutional state where fairness is part of the social fiber, the culture, and climate. Evans and Chun assert the need for even stronger institutional action, saying that we cannot achieve organizational change regarding equity and inclusion without a combination of human resource policies, institutional support mechanisms, and professional development on issues of inclusion and diversity.

Adding to the argument that equity and inclusion must be interwoven into an institution's organizational fiber, Smith makes the case for a clearly articulated process of community engagement. She observes that institutional leaders' persistent focus on changing existing patterns of inequity inadvertently supports an environment that continues to exclude, not

From a UC Provost:
"Leaders must always be thinking about how every issue can be informed by diversity and could impact diversity. This means a lot of self-examination."

include, our community partners. Instead, she proposes a new framework that reflects our commitment to and interest in inclusive excellence. This framework respects what Smith refers to as the dimensions of diversity—the voices within the community—to align and build institutional capacity. Further, an intentional process of community engagement allows the perspectives of these dimensions of diversity to both influence and reflect the values and mission of the institution. She warns that such a change in the culture and climate will not be without issues, particularly if leadership is not attuned to how the culture permeates the organization. Leadership that seeks to understand and know the values, customs, traditions, methods of staff communication, and dimensions of the organization can disrupt the isolation of a fractured community.

Leaders seeking to institute a strong culture of equity and inclusion can be aided through, as Williams and Wade-Golden[21] suggest, a variety of mechanisms, including informed, collective decision-making processes. As reflected in the findings and recommendations of this report, buy-in and shared responsibility for equity and inclusion initiatives are vital to a campus and systemwide sense of commitment to change.

The previously discussed studies demonstrate how deeply these concepts of equity and inclusion—or their opposites—can permeate the fabric of higher education institutions. It should be no surprise then that key drivers of that culture, such as strategy, policy, practice, and leadership, are factors that contribute to much of the dialogue around diversity, equity, and inclusion in higher education. Can we leverage these drivers to advance equity and inclusion in the workforce? Norman-Major offers a useful outline to achieve and measure equity in organizational administration with three simple criteria to assess and facilitate equity: "Simple fairness and equal treatment; distribution of resources to reduce inequalities in … programs and services; and redistribution of resources to level the playing field through targeted programs."[22]

Drawing from organizational theory, Norman-Major argues that the goal of an administration is to create and maintain an equality of opportunity for those within the community. Like Smith, she acknowledges the difficulty associated with organizational changes to bring equity into the culture; it's an imperfect science. Norman-Major further suggests that, if the hope is to prioritize equity, training programs that address the challenges of achieving equity in organizations are essential for our administrators and leaders.

As Norman-Major points out, our ability to effectively advance equity and inclusion must first be informed by our benchmarking of current conditions. And, of course, training is critical to establishing common understandings of the problems at hand. In addition, as Kezar, Glenn, Lester, and Nakamoto observe, the use of data is key to the success of equity and inclusion initiatives.[23] Kezar, et al., note that in large organizations, community members often operate and draw assumptions or conclusions from anecdotes, not data. But a comprehensive understanding of the climate requires history and facts in addition to stories. The contextual conditions that support equity and inclusion initiatives are tied to the mission and vision of the institution, as well as how leadership prioritizes diversity, equity, and inclusion; the clarity of data and communication; and the resources dedicated to the effort. Indeed, in the absence of data, community members can sometimes tragically misunderstand the inequity and lack of inclusivity in an equity and inclusion initiative. Kezar, et al., propose the development of a socially constructed framework for the institution's diversity initiative that recognizes the contextual conditions and clearly articulates the desired impact or outcome. They further suggest that the absence of a framed approach can blindside leadership and derail well-intentioned efforts.

In addition to using cultural drivers such as strategy and policy, Eckel, Green, Hill, and Mallon make the case that leadership is a key complementary driver.[24] In fact, they argue that because it puts in place an institutional framework for implementation, the strategy and process established by campus leadership are critical to the success of equity and inclusion initiatives. But this is a complex process that requires the understanding and full participation of leadership throughout the organization. One suggestion to help embed equity and inclusion into the culture is to start with the leadership themselves. Williams and Wade-Golden

From a UC Chief Diversity Officer:
"The key thing with leadership is fundamentally trust. If you can engage in ways that help you develop trust, you'll be in the game."

advocate for the introduction of formal processes to include equity and inclusion in the official responsibilities and annual evaluation of campus leaders. They also suggest the review and implementation of best practices in strategic diversity leadership. Finally, they advocate for campus engagement through a variety of mechanisms including informed, collective decision-making processes.[25]

But what kind of leadership makes a difference? Ng and Sears studied 'transformational' and 'transactional' leadership styles and their impact on the implementation of organizational diversity practices.[26] While a transactional leader approaches and responds to diversity issues as a matter-of-fact circumstance, a transformational leader responds to the moral imperative of diversity, equity, and inclusion efforts as a community welfare and wellness issue. Ng and Sears's study suggests that both styles are integral to advancing equity and inclusion across an institution. Transactional leadership is required to implement diversity practices broadly; transformational leadership is required to root the change initiative deeply within the culture and climate. What is needed in the university leadership is a balance of both of these leadership types, one who is more structural and procedural, and one who can appeal to our core values and inspire action.

From a UC Chancellor: "There are a lot of people who see [equity and inclusion] as a cause, but isolated from the rest of their job. For us, this is all part of the job."

Assuming such a balance of transactional and transformative leadership is achieved within a single organization, what are the key roles of leadership with regard to advancing equity and inclusion? It starts with people. Kezar, Glenn, Lester, and Nakamoto recommend that the president (and as would be the case across the UC, the chancellor) is involved in "hiring and supporting the 'right people'" to develop, implement, and facilitate [an equity and inclusion] strategy.[27] To ensure accountability of these influential figures, Williams and Wade-Golden advocate for the introduction of formal processes to include equity and inclusion in the official responsibilities and annual evaluation of campus leaders. They also encourage the review and implementation of best practices in strategic diversity leadership.[28] Further, they suggest that the campus create a faculty mentoring program. However, we argue that an equity and inclusion mentoring program open to all university employees, not disaggregated by role or hierarchy, would be of more significant value toward achieving the goal of transforming the UC into the most equitable and inclusive organization in higher education.

> *From a UC Chief Diversity Officer:*
> *"People need to understand [equity and inclusion are] a real challenge and a real opportunity ... the thing that solves it isn't a program or money, but true commitment."*

Along with the president or chancellor supporting critical hiring decisions linked to the implementation of equity and inclusion initiatives, Kezar, Eckel, Contreras-McGavin, and Quaye suggest that one strategy for building a strong web for the implementation of an equity and inclusion initiative is to engage key stakeholders.[29] In addition to engaging such community partners, raising the visibility of this stakeholder network could help not only to highlight the leadership's commitment to equity and inclusion, but also to build greater momentum for it.

As leadership begins to communicate about its equity and inclusion efforts, it should keep in mind the timescale needed to achieve progress. As Williams and Wade-Golden caution, fostering an institutional environment that truly embraces equity and inclusion takes years of conscious effort. Thus, it is vital that we neither become impatient in our quest for results nor lose focus.[30]

A key member of institutional leadership who can keep the focus on this issue and who can champion and lead campus equity and inclusion efforts is most often a Chief Diversity Officer (CDO). Drawing from the work of Bolman and Deal[31] and Birnbaum,[32] Williams and Wade-Golden suggest that CDOs approach their leadership for campus diversity, equity, and inclusion initiatives through five lenses: organizational, structural, political, symbolic, and collegial. These frames are particularly important because of the complexity of the work of CDOs to achieve the goals of the institution. In addition, Williams and Wade-Golden encourage CDOs to consider developing and following four goals as overarching institutional efforts:

- Increase access and equity for historically underrepresented groups;
- Create a multicultural and inclusive environment for every member of the campus community;
- Develop curricular and co-curricular initiatives to prepare students for a diverse and global world; and
- Advance diversity-themed research to expand our understanding of diversity issues at the domestic and global levels.[33]

Such goals will help to break cycles and curb incidents that negatively impact campus diversity initiatives. They will also help to establish common targets for the organization's leadership.

As the nation struggles to become more diverse across academia, industry, and government, these goals may seem pretty lofty. Fortunately, Williams has operationalized the goals into a framework he calls the Strategic Diversity Leadership Scorecard (SDLS). In a compendium text to his work with Wade-Golden on CDOs, *Strategic Diversity Leadership* outlines objectives, goals, and methodologies for any campus leader at any level to engage effectively in efforts to embed diversity, equity, and inclusion into the fabric of the campus.[34] As pictured in Figure 5, the SDLS outlines a framework for monitoring, measuring, and evaluating leadership's diversity work.

FIGURE 5: STRATEGIC DIVERSITY LEADERSHIP SCORECARD[35]

The SDLS—which could certainly be adapted for institutional use in a way that recognizes the distinct characteristics of each UC campus—helps to identify specific objectives, goals, tactics, and indicators associated with the same four overarching themes described in Williams and Wade-Golden: Access & Equity; Learning & Diversity; Multicultural & Inclusive Campus Climate; and Diversity Research & Scholarship.[36] The SDLS framework offers each campus partner a means to generate a table that identifies the specific methods and mechanisms

to be employed, monitored, adapted, and measured as part of a campus diversity initiative. The SDLS also offers an emphasis on the perspective and commitment of leadership to engage intentionally in an equity and inclusion effort. Williams, advocating for the strategic inclusion of multiple viewpoints in diversity leadership, stresses *perspectives*. However, as suggested in Ng and Sears, an entirely transactional approach such as the SDLS can broadly serve to expand equity and inclusion efforts.

When considered in the context of the other key sources of data informing this report, the studies reviewed in this section demonstrate a path forward to deeply embed equity and inclusion in the fabric of the UC system. These ideas can help to identify effective efforts and leverage those in such a way that will provide the tools needed to continue to create a sustainable organizational environment that allows for equity and inclusion to flourish in an environment where the constituents are engaged, where stakeholders at all levels share responsibility for progress, and where the leadership's commitment is clear.

METHODOLOGY

The complexity of the charge and purpose of this project necessitated a carefully planned and executed methodology that would capture both the big ideas and nuanced details that ultimately inform the recommendations. This section of the report outlines the processes for gathering and analyzing data to generate valid and reliable findings (heretofore referred to as recommendations).

Research Design

Recognizing that while some best practices may exist from which results could be drawn, this report is intended to be generative in nature. The approach is grounded in drawing on an exploration and examination of multiple detailed sources to create local, contextualized recommendations specific to UC, and adaptable to the respective campuses. The first step, though, was to delineate a clear and attainable scope for the project and its outcomes.

The scope determined by the group, and in conjunction with the project sponsor, was to focus on *"What best practices would enable the UC to excel in having the most equitable and inclusive staff hiring and retention practices in higher education."* While boldly stated, it was clear that without careful project management, it could easily spiral in a near-infinite number of directions. To ensure continued focus on specific areas of research and analysis, two group members volunteered to serve as "scope police," identifying potentially undesirable scope expansion. This aspect alone kept the project moving forward from a methodological perspective, maintaining the focus on what ends would be feasible and reasonable to achieve within the constrained time frame.

Within the scoping process, several key elements of equitable and inclusive recruitment became areas of focused inquiry, including: search committee composition, applicant evaluation, candidate review, and selection. Likewise, equitable and inclusive career advancement practices became areas of focused inquiry. An early literature review identified clear gaps that were used as a lens when considering how recruitment and retention practices are cultivating change and the level of impact involved. Serving as guiding principles in this area, the following questions were generally asked: Is this recruitment/retention practice inclusive and equitable? Does it minimize

inherent biases? Is the respective communication effective? Are the resources prioritized, allocated, and aligned with leadership who can carry out the work?

Process

To facilitate answering the guiding questions, several sources of information were first identified that would be relevant in generating themes and recommendations. The sources of information included: UC Internal Practices and Processes (website information), UC Internal Data, Comprehensive Literature Review, Interviews, and External Practices and Processes. There were also various opportunities provided through the UC-CORO program to hold data gathering sessions with UC Chief Diversity Officers (CDOs) and UC Chief Human Resource Officers (CHROs). To cover as many sources as possible, extensive interviews with internal stakeholders and external peers were conducted with the goal of grounding the data gathering and website information gathering in actual practice. The ability to cross-check findings across data sources was critical to identifying best practices and recommendations that show real potential of impacting policy, practice, and the culture of staff recruitment and retention across UC.

Procedure

To examine the plethora of data available, five subgroups within the cohort were formed. The first subgroup focused on conducting an extensive literature review of the field. To ground the research, a review of extant literature on staff equity and inclusion efforts along with human resource initiatives, all within the context of higher education institutions, was conducted. Furthermore, much of the extant literature focuses on the specific issue of diversity, not the preferred focus of our cohort on equity and inclusion (of which, diversity is an element). Thus, a review of the extant literature on similarly aligned topics was undertaken to establish a framework for this report and for future research on staff equity and inclusion efforts within higher education.

The second subgroup focused on internal UC Data relevant to the project topic. In an effort to assess the current UC systemwide landscape as it relates to equitable and inclusive opportunities for staff, an analysis was conducted on the previous assessments of the system: the

2012 Climate Survey results, the Annual Accountability Report data (which draws on many other data sources such as the Corporate Personnel System), and other systemwide staff assessments.

The third subgroup focused on internal UC Practices and Processes. This subgroup reviewed current practices across the UC system regarding diversity, equity, and inclusion for staff. The subgroup conducted this review by researching the Office of the President and campus websites dedicated to diversity, equity, and inclusion staff issues and reviewing responses from the systemwide interviews conducted by the cohort (including group meetings with the CHROs and CDOs). The subgroup also identified concerns and suggestions for improvement raised in the interviews. The subgroup then organized its findings into a "SWOT" (Strengths, Weaknesses, Opportunities, and Threats) analysis. In doing so, specific areas of leadership and culture were explored, along with an exploration of general equity and inclusion activities, incentives/metrics, strategic plans, advisory processes, HR policies and practices, events, trainings and workshops, affinity groups, environment, values, and certificate programs.

The fourth subgroup focused on External Practices and Processes. This subgroup looked at DiversityInc's 2016 list of Top 10 most diverse companies to understand the kinds of increases in racial, gender, and ethnic diversity these companies have been able to achieve, and to examine how each company pursued diversity and inclusion to try to identify patterns that could potentially be relevant to this larger report on UC staff. In addition, institutions outside of this list were looked at to see if there were any policies and/or practices that could be especially pertinent to our study. For example, these include Chevron, SAP, Stanford University, and the U.S. military.

The fifth, and final, subgroup focused on UC Interviews. We collectively interviewed nearly 100 UC leaders (e.g., cabinet members) and staff (e.g., representatives from the Council of University of California Staff Assemblies, a.k.a. CUCSA). The entire cohort generated an interview protocol and question template to ensure question quality and consistency across interviews that would help identify common themes that emerged (see Appendix for interview questions). Interviews were secured via email invitation requests, along with the delivery of pre-interview information materials. Interviews were conducted in-person, if at all possible, and on the phone if in-person was not possible. For each interview, there was one lead and one additional cohort member serving as recorder to capture everything that was said as accurately as

possible. Those recorded interview notes were then input into a spreadsheet for thematic analysis.

Beyond the five subgroups collecting data from various relevant sources, the cohort was provided with the unique opportunity to collect data from two key UC leadership groups: the Chief Human Resource Officers and the Chief Diversity Officers. Provided access to these groups by our UC-CORO partner Donna Salvo (UCOP), a subgroup of our cohort attended the annual meeting/retreat for both groups. At each meeting, the cohort members were given one hour to solicit information and insights from those in attendance. To maximize the amount of information generated in that hour, both groups engaged in a CORO tool learned earlier in the program titled "Start, Stop, and Continue." The groups were informed about our project and then asked to individually write down what they would start, stop, and/or continue at their respective campus around the recruitment and retention of staff. After individuals had written their notes on separate post-it cards, they were asked to place them on the wall under the appropriate heading. At that point, an open conversation was facilitated where the group members could reflect on and speak to the common themes and outliers they saw on the collective wall categories. The detailed notes from the discussions provided further insight into our overall thematic development and recommendations.

Throughout the data collection, and then during the analysis process, working on the cohort's collective thinking was imperative. To maintain coherence across the cohort in terms of project status, early findings, trajectories of examination, and execution, the cohort first identified a group of three cohort members who would serve as project managers (PMs). Shepherding the overall process, the PMs held weekly Friday conference calls for the entire cohort to provide updates and discuss important items. We also met as a cohort the evening prior to each monthly UC-CORO session for more detailed updates, debriefs, discussion items, and next steps.

As testament to the high quality of the UC-CORO program in which the cohort was engaged, and the value of the many tools learned throughout the monthly sessions, the cohort employed several of these tools to great success in advancing this project to its completion—and thus an important component of our methodology. To expedite meeting facilitation, effectiveness, and value, the cohort consistently relied on OARRS (Outcomes, Agenda, Roles, & Responsibilities). Guiding the examination of UC data, internal practices, external practices, and

interviews was the WIGO tool (What Is Going On?), enabling us to take a more concerted exploratory perspective in collecting data. Decision-making is not simple with a group of almost twenty UC leaders. To facilitate that process and gather consensus whenever possible, the cohort relied on the Fist to Five tool for all of decision-making voting processes. For example, it was used for overall project selection, refining the scope, determining our methodology and interview questions, and ultimately the final recommendations. Knowing the importance of having valid and reliable interview questions, and that understanding that potentially sensitive questions would be asked, the cohort adhered to the 4W/H tool, which prescribes not asking "why" questions because asking "why" can often put the respondent in a defensive position when answering. To elicit the most robust answers, we started questions with what, where, when, who, and how. Finally, we employed the Start, Stop, Continue tool at the CHRO and CDO meetings, as well as with ourselves about halfway through the project to make certain we were all on the same page and headed in the right direction.

Analysis

The process of analyzing the extensive data collected from our various sources was, at first, a daunting challenge in coming up with what would be the final recommendations in this report. The cohort's collective task was to create a method for analysis, and then to execute it.

The method for analysis decided upon was to identify themes from the data at the subgroup level, and to then share those with the entire cohort. After data collection, each subgroup composed a report from that data that included an analysis with themes and emerging findings to be considered by UC. This included looking at measures of equity and inclusion far beyond mere number counting and focused toward the cultural impact on an organization.

On Monday, October 17, 2016, the cohort met for an all-day data analysis activity to develop final recommendations. Each subgroup laid out the themes from their data collection and analysis. This allowed members of the cohort to visualize the considerable overlap among each subgroup's findings. Overlapping themes were then organized into five categories: leadership, recruitment, retention, definitions, and communications. From these clear and evident categorical themes, the final list of recommendations was collectively composed and the driving themes and categories were defined for each area of this report. The end result is that

each area of analysis in the report can directly speak to how and why a recommendation is important and worthwhile for UC to embrace.

A final point about the analysis and overall methodology: Our goal was never to produce all-encompassing or universally applicable/applied practices and solutions. Rather, in conducting this research the members of this cohort have become convinced that the recommendations that have emerged are prescriptive, but not restrictive, in terms of their implementation. We recognize that while we are one UC, each campus and the Lab has very unique contexts and cultures that must be attended to if these recommendations are to be successfully implemented. Therefore, the recommendations that emerged from this analysis are meant to be guiding and informative, so that each campus and the Lab can create policies, services, programs, activities, and resources to advance equity and inclusion in due consideration of the local context and culture.

ASSESSMENT OF CURRENT UC EQUITY AND INCLUSION PRACTICES

Using a variety of source materials, current practices were reviewed from across the UC system regarding diversity, equity, and inclusion for staff. The findings for this chapter are informed by research from the Office of the President and campus websites dedicated to diversity, equity, and inclusion for staff, as well as from our analysis of responses from the systemwide interviews conducted by the cohort (including group meetings with the Chief Human Resource Officers (CHRO) and Chief Diversity Officers (CDO)).

Analysis of Interview Responses

With guidance from our project sponsor, the literature, and preliminary interviews with campus leaders, the cohort developed a set of twelve questions (see Appendix) to understand individual perspectives on campus equity and inclusion efforts. These questions focused on equity and inclusion related to staff recruitment and retention efforts. We conducted nearly100 interviews with individuals in targeted campus leadership positions across the UC system. Below are the general themes, observations, and related recommendations.

Definition of Equity and Inclusion (Questions 1, 2, and 10)

There was a broad range of responses to the questions about how to define equity and inclusion, although many leaders offered definitions reflecting fair treatment, providing equal access and ensuring that everyone feels part of the whole. Leaders highlighted that equity can exist without inclusion. Some leaders exclusively focused on race and/or pay when defining equity and inclusion.

> RECOMMENDATION: Establish common definitions of equity and inclusion for the entire UC System, these will provide the foundation for a shared vision and successful implementation of goals for all constituents (i.e., students, faculty and staff).

Benefits, Communications, and Structures to Address Staff Recruitment and Retention with regard to Equity and Inclusion Efforts (Questions 4, 5, 7, 9, and 11)

Many leaders shared a number of benefits related to staff equity and inclusion. Several leaders cited research findings that demonstrated improved decision-making, increased productivity and engagement, improved employee retention, and overall better results attributable to a more diverse workforce. Leaders overwhelmingly agreed that communication was the key for advancing this effort. Most, but not all, leaders interviewed acknowledged their role in ensuring equity and inclusion. Additionally, they highlighted a number of formal structures, such as the Chief Diversity and AA/EEO offices, Staff Assembly and affinity groups. However, several leaders expressed frustration that some others in leadership positions often do not understand that "equity and inclusion are everyone's job."

RECOMMENDATION: Building on the common equity and inclusion definitions, a high profile communication plan should be developed and launched to help all UC employees understand that "equity and inclusion are everyone's job." The plan should include communications from senior leadership, with reinforcing communications from leaders at various levels. Ideally the communication plan would highlight the values, goals, and benefits of UC's equity and inclusion efforts.

Dilemmas and Opportunities to Achieving Equity and Inclusion Related to Staff Recruitment and Retention (Questions 3, 4, 6, 8, and 12)

There are a number of dilemmas and opportunities to achieve equity and inclusion in the staff recruitment and retention process. One leader shared that managers are committed to equity and inclusion until they engage in recruitment efforts for their own team. For example, they may not conduct outreach due to the need to fill a position immediately. Others may not be aware of their biases in selecting candidates. Several themes and recommendations emerged as a result of an analysis of all of the interviews.

First, with regard to the lack of accountability and metrics, several respondents noted that performance is not tied to equity and inclusion outcomes.

RECOMMENDATION: Include equity and inclusion initiatives in senior leaders' and managers' performance goals and subsequent evaluations. Discuss the school's, division's, or department's metrics as part of quarterly updates.

Secondly, some metrics, such as turnover and promotions, are difficult to obtain.

RECOMMENDATION: Expand metrics to include additional data, such as turnover and promotions. Implement exit surveys to collect metrics and provide insight into trends.

Third, there are inconsistent recruitment practices at odds with effective recruiting. Examples include homogenous recruitment committees and varied approaches to building candidate pools.

RECOMMENDATION: Similar to what is known to be an effective practice for academic recruitment, implement training for search committees (e.g., a diversity certificate program, implicit/unconscious bias training), ensure search committees are diverse, and ensure that search committees have access to and use recruitment resources (e.g., Hispanic Association of Accountants job board) for building candidate pools. Challenge hiring manager descriptions of vacancy-filling-urgency outweighing best practice recruitment processes.

Finally, there are an insufficient number of retention resources and programs available for staff, and those in existence are not widely known.

RECOMMENDATION: Educate managers on the various retention resources (e.g., telecommuting, campus child care options), which may be used to attract and retain employees.

RECOMMENDATION: Introduce other retention options, such as staff mentorship programs, feeder programs, and other leadership development opportunities.

Equity and Inclusion are Everyone's Job

The SWOT Analysis

The following analysis provides a foundation for understanding where UC stands and better determining what changes can ensure UC is the premier institution for equitable and inclusive practices for staff recruitment and retention.

FIGURE 6: UC EQUITY AND INCLUSION PRACTICES

STRENGTHS
Posted principles of Community (all UCs)
Engage in a variety of diversity, equity, and inclusion efforts
Growth in PSS underrepresented staff

WEAKNESSES
Efforts are inconsistent
Questions about the need to prioritize staff
Diversity goals not consistently part of recruitment efforts
Inconsistent communication

UC EQUITY AND INCLUSION PRACTICES
Staff Recruitment and Retention

OPPORTUNITIES
Provide top-down leadership
Move from "diversity" to "equity and inclusion"
Improve recruitment processes
Enhance retention efforts
Ensure accountability

THREATS
MSP and SMG staff will not reflect California demographics in the future
Not able to recruit and retain talent
Not able to serve diverse student body

Strengths

The UC campuses have several strengths that advance equity and inclusion for staff and potentially offer advantages over other top higher education institutions and private companies. Reflecting the ideals it seeks to uphold, the campuses have developed Principles of Community. Additionally, they are currently engaged in a variety of efforts to advance staff equity and inclusion goals, all of which make UC an attractive and competitive higher education employer. These efforts vary by campus, but include training and programs, affinity groups, and designated personnel. Such efforts include:

1. Staff training on equity and inclusion issues is conducted through various sources, including specific offices devoted to these issues, individual departments, affinity groups organized by staff themselves, and also student organizations that open some of their events to all

community members, including staff. While highly variable in implementation across UC, examples of supportive training programs are:

    a. Staff diversity certificate programs that cover a variety of topics and other diversity awareness programs

    b. Training on equity and inclusion issues for new managers or staff that interact with students

    c. Training about recognizing and addressing unconscious biases or micro-aggressions, particularly with academics or students

    d. Professional development and succession planning training for staff

2. Various programs to educate, support, and promote equity and inclusion interests among staff are available on campuses. These include:

    a. Mentorship, fellowship, and internship programs

    b. Staff recognition awards

    c. Websites devoted to sharing information about campus equity and inclusion resources and programs (including some websites specifically devoted to staff)

    d. Panel discussions and presentations about and of interest to the diverse communities at UC (e.g., Black Lives Matter presentations, etc.)

    e. Cultural celebrations, such as MLK Day, Latino History Month, etc.

    f. Orientations for new hires that provide information about equity and inclusion resources and/or a "buddy system" that pairs new employees with more experienced employees

    g. Staff Assemblies who advocate on behalf of staff, including in the area of campus climate, equity, and inclusion

3. Most campuses have affinity groups (a.k.a. employee resource groups) that provide fellowship and support for its employees who self-identify with or are otherwise interested in issues concerning certain communities. Campuses may provide some financial support for these groups, but they are typically organized and run by staff members on their own initiative and in addition to their official UC job duties. Affinity group foci range from various ethnic groups to the LGBTQIA community to veterans.

4. All campuses have designated personnel that are specifically focused on promoting equity and inclusion issues, some at high executive levels. These include:

    a. HR, talent acquisition

    b. EEO/AA staff

    c. Vice Chancellors of Diversity, Equity, and Inclusion or Chief Diversity Officers

        i. Departmental diversity officers

5. Leadership Commitment and Communication

    a. Leadership commitment to equity and inclusion manifests primarily in the presence of a leadership position for diversity, equity, and inclusion that champions (supports, models, advocates, implements) those ideals.

    b. Leadership commitment is also demonstrated with a campus advisory committee, typically at the chancellor level or other access to senior leadership, e.g. through roundtables.

    c. Several chancellors explicitly sponsor staff diversity awards, grants, or initiatives to promote awareness of equity and inclusion.

Weaknesses

Weaknesses consider areas in which the UC is not performing to its full potential and could possibly be at a competitive disadvantage. With regard to UC being the premier institution for equity and inclusion, interviewees identified weaknesses they perceived in current UC staff recruitment and retention practices. The major themes included the following:

1. Inconsistent staff equity and inclusion efforts

    a. While the UCs are engaged in equity and inclusion efforts, these efforts are inconsistent across the system, or even within a particular campus or location.

    b. Units with equity and inclusion responsibilities (including offices for diversity, equity and inclusion, the EEO/AA office, Disability or Counseling Centers, Talent Acquisition groups, or other Human Resource departments) may not work together.

2. Staff efforts in equity and inclusion significantly lag those for academics and students

    a. During the project interviews, some UC leaders questioned the need to focus on staff (as opposed to faculty and student) equity and inclusion efforts.

    b. Equity and inclusion training related to recruitments was more evident in academics than in staff. Similarly, performance expectations related to equity and inclusion were more evident in academics than within staff processes.

    c. Management or supervisory training for staff inclusive of equity and inclusion is lagging.

3. Diversity goals are not consistently part of the staff recruitment process

a. Leader interviews and some of the cohort experiences revealed that diversity goals are not consistently part of our staff recruitment processes.

b. Diversity goals are not always shared transparently within units.

4. Inconsistent communication about staff equity and inclusion efforts

a. Some leaders are not aware of all of the practices in place across their campus.

b. Relevant information may be difficult to find on websites or other locations.

c. Efforts are not consistently coordinated, resulting in inefficiencies and inconsistencies across and within campuses.

Opportunities

Opportunities are a list of untapped UC practices or growth initiatives. Interviewees identified many suggestions for introducing new practices and expanding upon existing efforts, some of which are already mentioned above. They include:

1. Provide top down leadership

a. Chancellors could expand their support of staff equity and inclusion initiatives and clearly communicate these priorities, including explicit references in their strategic plans.

b. Chancellors should continue to ensure they have direct reports and/or advisory groups addressing staff equity and inclusion issues.

c. Chancellors and senior leadership should infuse their communications with expectations and consideration of equity and inclusion—several interviewees explicitly mentioned this.

2. Move from "diversity" to "equity and inclusion." Several interviewees mentioned the importance of moving beyond focusing solely on the numbers of certain underrepresented minorities to focusing more broadly on our culture in general and how our diverse communities are treated and perceive their treatment. This shift includes:

a. Considering not just race and gender, but LGBTQIA individuals, veterans, individuals with disabilities, and all aspects that make people feel comfortable and valued.

b. Managers being more open to discussing and affirmatively encouraging staff to raise climate issues and to participate in groups or activities promoting equity and inclusion.

    c.   Regular events and programs that include faculty, staff, and students learning with and from each other via panels, fairs, workshops, town halls, and multi-cultural social events.

    d.   Responding promptly to climate survey results and regularly following up on new or ongoing issues.

    e.   Engraining awareness and action as ongoing values, not a "one and done" initiatives to "solve" our diversity "problem."

3. Improve recruitment processes in staff recruitment, particularly in making best practices more consistent throughout the system. Examples include:

    a.   Diversify search committees and make equity and inclusion training mandatory for search committees.

    b.   Train staff on equity and inclusion issues for recruitment and hiring committees. Lessons can be learned from the way academic recruitments are handled. Target outreach, including systemwide contracts for where and how we advertise. Adopt active recruiting to trades, K-12, UC's own students, and underrepresented groups through community engagement, events, or job fairs as a norm.

    c.   Fundamentally change our culture about expanding search pools and not compromising equity and inclusion goals for expediency.

    d.   Clarify internal hiring and promotion practices and consider where flexibility is warranted.

    e.   Ask scored interview questions to gauge candidates' abilities/efforts around equity and inclusion

    f.   Clarify job descriptions and consider how the application process may include bias.

4. Enhance retention efforts by doing the following:

    a.   Share best practices among campuses and departments. Prioritize and coordinate efforts more effectively.

    b.   Add special emphasis on mentoring/sponsorship for a better understanding of career advancement paths and opportunities.

    c.   Invest in staff professional development, from diversity certificate programs to career development training to management training inclusive of equity and inclusion.

5. Ensure accountability. Interviewees noted that we achieve what we are measured by, and aspirational goals must be acted upon to achieve actual results. Suggestions for making sure all employees help advance UC's staff equity and inclusion goals include:

    a. Making equity and inclusion efforts part of job descriptions, evaluations, and promotions.

    b. Improving consistency of measuring and enforcing these requirements in performance reviews and job searches.

Threats

Threats explore consequences to UC from its weaknesses or failure to capitalize on opportunities. Interviewees were asked to identify the benefits of staff equity and inclusion. The flipside is what we miss or lose by not effectively achieving our staff equity and inclusion goals. These consequences include:

1. Under the current trend, UC will soon not reflect California demographics.

    a. Based on previous growth, there will be a significant gap between management (i.e., SMG and MSP) staff and California demographics in 2030.

2. UC will not be able to recruit and retain the best staff for important and necessary functions.

3. UC will not be able to effectively serve its increasingly diverse student body.

    a. During times of protest or conflict, students may feel that administration is out of touch or do not understand their perspective.

EQUITY AND INCLUSION PRACTICES IN INDUSTRY, THE MILITARY, AND NON-UC ACADEMIC INSTITUTIONS

Background

Organizations which effectively manage diversity reap many rewards beyond attracting, leveraging, and retaining talent.[37] In fact, research demonstrates that organizations see a positive impact of diversity in the form of an increase in both their performance and their success.[38] A recent McKinsey report concluded that, "even as the case for greater diversity becomes more compelling," and "more diverse companies and institutions are achieving better performance," there is still much more work to be done to achieve racial, ethnic, and gender diversity among industries around the world.[39] Happily, some companies have been able to demonstrate tangible shifts in the composition of their workforce. Figure 7 suggests the scale of their success:

FIGURE 7: SHIFTS IN WORKFORCE COMPOSITION[40]

SENIOR MANAGEMENT

🟨 Blacks, Latinos and Asians 🟦 Women

39.2% / **18.5%**	**33.3%** / **15.0%**	**28.8%** / **13.0%**

DiversityInc Top 10 DiversityInc Top 50 U.S. Companies

MANAGEMENT

47.6% / **31.2%**	**41.4%** / **24.8%**	**39.0%** / **22.5%**

DiversityInc Top 10 DiversityInc Top 50 U.S. Companies
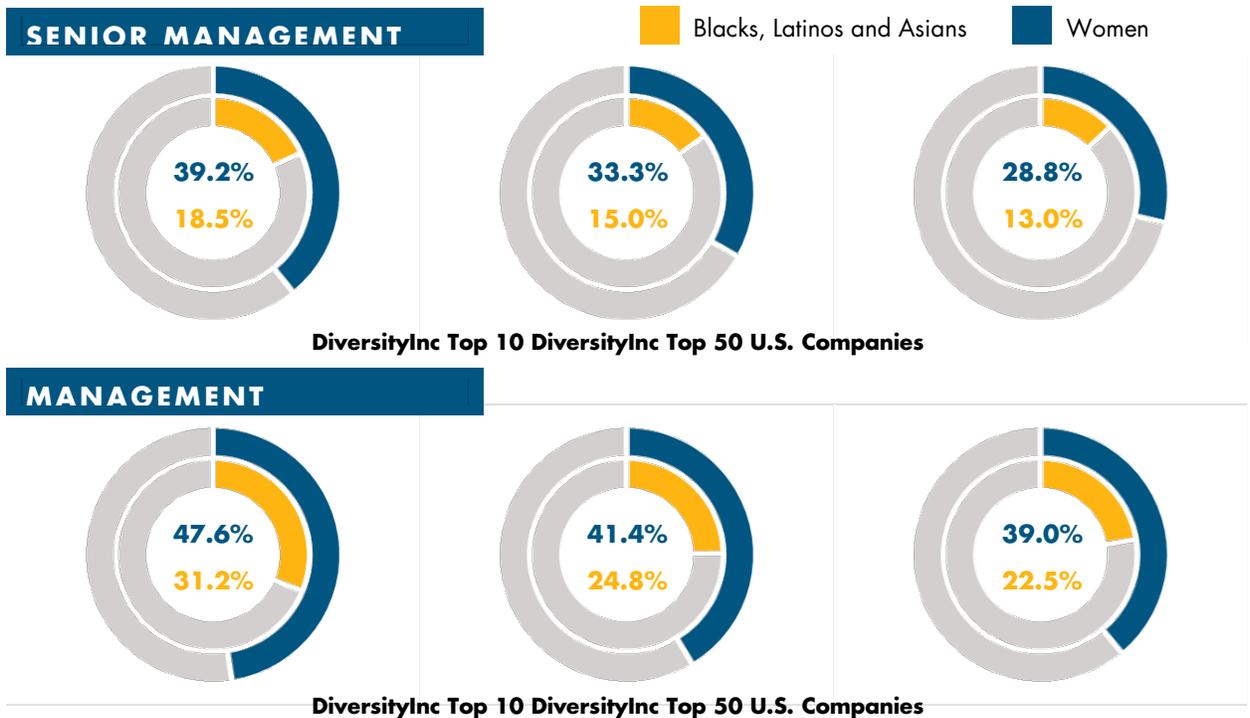
How did these companies do it? DiversityInc's 2016 list of Top 10 most diverse companies shows increases in racial, gender, and ethnic diversity that these companies have been able to achieve. An examination of how each company pursued equity and inclusion identifies patterns that could potentially be relevant to the larger report on equity and inclusion within the

UC staff. In addition, other institutions outside of this list were found to have policies and/or practices that are especially pertinent to this study. These include Chevron, SAP, Stanford University, and the U.S. military.

Identified Themes & Practices

Functional organizational "homes" for diversity and inclusion

At Kaiser Permanente, rated the most diverse company in the nation, their labor force reflects no racial majority, with nearly 60% of the staff comprising people of color. Additionally, three-quarters of all employees, nearly half of the executive team, and more than one-third of their physicians are women. Kaiser notes that, "Maintaining industry-leading levels of diversity through deliberate planning, development, and outreach is critical to fulfilling our mission, sustaining our business objectives, and providing the best level of care to our members and patients."[41] While it is clear that extremely successful organizations such as Kaiser Permanente ensure that diversity permeates their company, among the 14 institutions studied, equity and inclusion practices and policies seem to generally cluster around distinct organizational areas:

FIGURE 8: COMPARISON OF TOP 10 AND TOP 50 COMPANIES[42]

COMMUNICATIONS AND CULTURE: This includes a range of efforts, including the practice of defining what is meant by diversity, equity, and inclusion (e.g., the U.S. military); including diversity, equity, and inclusion as key components of the organization's brand (both to external and internal stakeholders) (e.g., Kaiser Permanente); and creating a climate of accountability—i.e., an expectation that all employees were responsible for helping the

organization to shift to a more diverse workforce and a more inclusive environment (e.g., SAP, Novartis).

Additionally, clear, visible, and consistent communication by the entities' leadership regarding their commitment to equity and inclusion seems to be a common factor for many of these organizations.

LEADERSHIP: The participation of all levels of management has been critical to these organizations' success in achieving more diversity in their workforce. From CEOs personally signing off on executive performance reviews that include equity and inclusion metrics (e.g., Prudential), to creating a management group that "owns" the equity and inclusion strategy (e.g., Ernst & Young), to management-led conversations about diversity, all of these efforts require meaningful engagement from those at the top (e.g., PriceWaterhouseCoopers, Marriott).

From a UC CUCSA Member: "Public remarks and statements must have diversity, equity, and inclusion in every thought. It needs to be embedded in everything."

RECRUITMENT: Practices incorporating equity and inclusion in recruitment efforts range from providing hiring committees with resources on best practices (e.g., Stanford University), to partnering with appropriate non-profits to identify candidates (e.g., Chevron), to creating a strategic plan for outreach and recruitment (e.g., U.S. military). While there is no shortage of ideas about how to recruit candidates, these practices tend to be informed by the particularities of the organization and their needs, e.g., do they need women in STEM fields? Do they need to identify talent from the local, regional, state, national, or global population? Thus, while there may be some useful ideas from this study, we did not find many of these practices to be widely applicable across organizations.

RETENTION: Across the list of DiversityInc's 2016 Top 10 most diverse companies, much of the effective diversity metrics were focused in the area of retention. Each of the 10 could claim significant percentage points higher than the national average in categories such as minorities in management, promotions for women in management, women in senior leadership, and mentoring/sponsorship by managers. For example, Johnson and Johnson showed that the number of Latinos in senior leadership was 53.7% higher than the Top 10 and double the Top 50 average; the number of women in senior leadership was 27.7% higher than the Top 10,

50.2% higher than the Top 50, and double the national average. At AT&T in 2014, almost 9 of 10 employees who were female or people of color had been with the company for a year or longer.

Other examples of retention practices identified as successful by industry are seen at Chevron, where personnel development committees were established to help promote managing work/life priorities by offering flexible work schedules, on-site child care at some facilities, adoption assistance, dual-career couple support, as well as scholarships and tuition reimbursement. These types of personnel development committees are noted by Chevron as serving as a vital asset in advancing the diversity of their workforce.

In addition, all of the organizations surveyed for this chapter had established some sort of employee resource group, a practice that not only facilitates mentoring and helps to foster an inclusive environment, but also helps women and underrepresented staff to more effectively navigate their careers.

Three practices emerged as critical to virtually all equity and inclusion efforts across these 10 companies and are perhaps among the most translatable to the UC system: **employee resource groups, mentoring and sponsorship,** and **promoting from within**. The next section discusses these practices in more detail.

Employee Resource Groups

In each organization studied, there was some form of an employee resource group (ERG) that was formally recognized by the institution. In most cases, these were groups who organized around a shared set of interests, experiences, and perspectives. In some, such as Chevron, employee networks celebrate cultural and lifestyle differences. In others, such as Stanford, staff groups provide members with opportunities for professional, educational, and social support. Most often, groups have a range of activities that can include personal and professional development, assisting with recruiting efforts, providing formal mentoring and coaching, engaging in community outreach, and supporting the business. ERGs provide employees with opportunities to network, exchange views, and continue professional growth and development. This, in turn, strengthens employee commitment and enhances business performance. In addition, these groups help to facilitate an inclusive environment within their organization.

FIGURE 9: EMPLOYEES IN ERGS[43]

Employees in ERGs
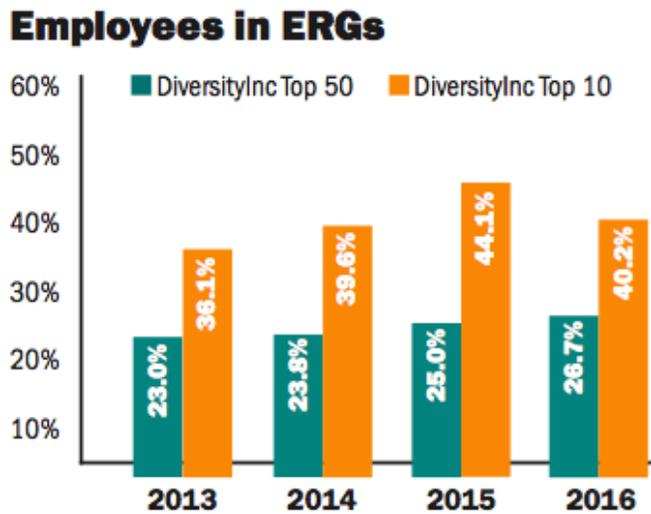
Many companies credit ERGs with having a positive impact on their business. For example, Novartis notes that, among other benefits, its ERGs support recruitment, retention, and career development strategies and initiatives; greater multicultural awareness and respect among all employees; and support for the company's community outreach and philanthropic efforts. SAP has over 80 such groups, where individuals with common backgrounds, interests, causes, or concerns can connect and directly influence the culture and success of SAP. According to one SAP executive, "These employee networks highlight one of the best parts of our culture—the authentic connections formed among people who come to SAP from a wide variety of backgrounds. They help ensure that everyone is heard and every voice counts."

At Prudential, where ERG membership is 34% higher than the Top 10 and double the Top 50 average, these groups are quite formal: their performance is reviewed twice a year in such areas as talent-sourcing support and diversity awareness and education; individual group leaders are assessed by their contributions to the organization, and feedback is provided to management. Finally, Prudential CEO Strangfeld meets quarterly with these groups. MasterCard has a similar program, as does Marriott.

Mentoring and Sponsorship

While ERGs thrive in a community environment, other effective diversity practices rely on benefits gained from interpersonal relationships. While mentoring and/or sponsorship is a time-honored practice in academia, industry, and the military, when it comes to creating a more diverse workforce and a more inclusive environment, many organizations have radically re-imagined—and in some cases formalized—this practice.

For example, Ernst & Young created EY Unplugged, which brings together ethnically diverse staff from around the nation to network, connect, and be mentored by minority executives within their first four months with EY. They also have the Inclusiveness Leadership Program, which pairs high-potential partners and principals with an executive coach, as well as with members of the Americas Executive, who serve as mentors. These programs were in response to their realization that, "white men are far more likely to be sponsored than women and ethnic minorities."[44] The consulting firm's numbers demonstrate the level of engagement in these and other programs: of the number of their managers in mentoring, they are 36.5% higher than the Top 10, double the Top 50 average, and more than double the average of U.S. companies. Mentoring by all managers is 56.8% higher than the Top 10 and nearly twice the average of the Top 50.[45]

FIGURE 10: MANAGERS IN MENTORING[46]

Managers in Mentoring

DiversityInc Top 50 / DiversityInc Top 10

2014: 34.4% / 53.4%
2015: 37.0% / 58.5%
2016: 36.6% / 63.8%
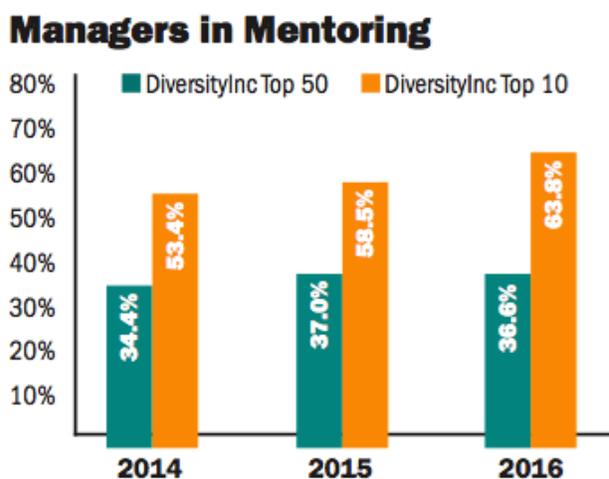
Some companies blend mentoring with training and coaching. For example, Novartis' Executive Female Leadership Program provides high-potential women with a year of coaching, mentoring, and workshops, helping them realize their ambitions. Since it debuted in 2010, 50% of participants have been promoted. Tuition reimbursements of up to $35,000 are available to those seeking MBA degrees, and professional lessons are further explored in three women's networks. SAP's Leadership Excellence Acceleration Program for women was just recognized by HR.com as best in class[47]; the program enables participants to expand self-awareness, build targeted leadership capabilities, increase exposure to key leaders, and foster mentor and sponsor relationships. In a decidedly innovative program, SAP also established an Internal Sponsorship Program where leaders and managers "sponsor" one to two candidates for promotional opportunities. They focus on people who may not be a traditional fit or who may not currently be in direct alignment with their skills or current role, but who show potential and promise.

Several companies have formal mentoring programs in which everyone participates. For example, Price Waterhouse Coopers has full participation in a formal, corporate-sponsored mentoring program. All managers at Price Waterhouse Coopers participate in formal mentoring, including every one of the senior partners in the top levels. The Senior Select Program is designed to train diverse, high-performing senior associates as future leaders. And the numbers? Price Waterhouse Coopers mentoring by second-level senior managers is 47.8% higher than the Top 10 and 80.5% higher than the Top 50. Additionally, mentoring by third-level senior managers is 59.5% higher than the Top 10 and double the Top 50 average.

The U.S. military also has a robust mentoring program, designed to work in unison with a service member's entire career trajectory, optimizing their ability to make informed career choices from accession to retirement. In fact, mentoring and career counseling start *before a member makes their initial career decision* and runs throughout their entire career.

From a Chief Diversity Officer at a UC Peer Institution: "Academic excellence is imperative in academia. Therefore, we move away from justifying equity and inclusion efforts simply because they are the right or moral decision, and we move toward what works best for the core mission of the university. It's the only way to win when there are competing goals for a university with shrinking resources."

Internal Promotions

For many of the organizations studied, the community-based networks and the interpersonal relationships encourage internal promotion practices that create a deep and diverse bench of leadership expertise. The considerable investments made in each individual staff member through training, mentoring, and other programs mean that organizations have a ready slate of diverse "home grown" talent.

Cited by DiversityInc.'s Top 10 report as "well known for its proven commitment to promoting women into management positions,"[48] Novartis Pharmaceuticals Corporation's numbers for promoting women into management are 37.8% higher than the Top 10 and 52.2% higher than the Top 50. Indeed, promoting from within was a common theme among those companies on the Top 10 Diversity list. For example, at Sodexho, promotions for Blacks into management are almost double the Top 10 average and double the Top 50 average.

Another example noted previously, SAP's Internal Sponsorship Program, combined with their other programs focused on women, such as their Leadership Excellence Acceleration Program (LEAP) and Women's and Professional Growth Webcast Series, led to SAP being named the first technology company in the United States to be awarded the Economic Dividends for Gender Equality (EDGE)[49] certificate in recognition for its commitment to gender equality in the workplace. This commitment is reflected in the increase of women in leadership roles by over 5% since 2011.

By providing criteria, formal processes, and requirements, the U.S. military ensures transparency throughout promotion systems so that service members may better understand performance expectations, promotion criteria, and processes. Additionally, they ensure that guidance is provided to hiring and promotion committees regarding alternative assignments and career paths (more frequent in underrepresented minorities) and how to assess and consider candidates to avoid bias.

Conclusion

This review of top companies, the US military, and other academic institutions shows that there are common attributes and practices that have been impactful and have served to create both a more equitable and inclusive workforce and workplace. Most importantly, this study finds that the organizations' leaders must champion the ideals and goals and must also hold themselves accountable. They need to "walk the talk," communicate their commitment, and help all staff embrace this commitment. Once the leadership is engaged, the responsibility for, and opportunity to, improving equity and inclusion needs to be "owned" by everyone throughout the organization to achieve sustained and measurable change.

List of Best Practices by Theme

Communication and Culture

Create an organizational "home" for work supporting equity and inclusion. Clear, concise communication regarding a commitment to develop strategy and an organizational plan to support equity and inclusion is critical. Consistent communication by the leadership regarding commitment, strategy, and plan is also crucial. Finally, communicating that, for the success of

the organization, all employees must "own" or share in the responsibility for creating and supporting a culture of equity and inclusion is imperative.

Leadership and Accountability

Establish organizational metrics on specific equity and inclusion goals; with a commitment from the highest level of leadership to sign off on executives' performance reviews that include equity and inclusion metrics. Create a management group that "owns" the equity and inclusion strategy. Encourage open discussion of issues related to equity and inclusion.

Recruitment

Develop a robust recruitment strategy that ensures diverse pools and trained hiring managers and/or committee members. The plan may include: review and discussion of equal employment opportunity and affirmative action requirements relative to the particular position being filled, review of best practices, suggestions regarding the position announcement, evaluation matrix, and a recruitment plan as appropriate. This plan may also include setting diversity goals for recruitment firms along with additional training of the hiring committee members.

Retention

Create and support formal sponsorship and mentoring programs; create and support Employee Resource Groups; and provide work-life balance programs as well as internal training programs and tuition assistance.

Promotion

Create a culture that seeks to "promote from within" when possible; creatively expand candidate pools looking for "sponsored" candidates as well as non-traditional candidates with different educational or training backgrounds or paths.

RECOMMENDATIONS

Common Definitions for Equity and Inclusion

Objective

Develop UC-wide definitions for equity and inclusion, building on the Regents' Statement on Diversity to form a broader framework that supports and sustains long-term diversity initiatives and provides a common reference point for efforts and outcomes.

Recommended Action

Vice Provost & Chief Outreach Officer and Vice President, Human Resources to convene a broadly representative group of staff, students and faculty from across the UC system to develop recommended definitions.

Culture of Accountability

Objective

Create a pervasive culture of accountability and shared responsibility across UC and at all levels of the organization for equity and inclusion.

Recommended Actions

1. Demonstration of equitable and inclusive behavior is expected, measured and evaluated. Chief Human Resources Officers at each location to integrate measurable equity and inclusion expectations in the annual performance management process for all leadership, management and staff.

2. Leaders model expectations and practices for equity and inclusion. Chancellors at each location to name campus leader(s) at the cabinet level to develop and implement a cabinet-level and campus-wide strategy for shared responsibility in support of improving campus culture of equity and inclusion.

3. All communications with new hires reinforces a culture which values staff equity and inclusion. Chief Human Resources Officers to develop consistent personnel position description language that asserts UC's commitment to staff equity and inclusion.

Measurement and Assessment of Staff Recruitment, Career Progression, and Retention Practices

Objective

Measure the outcome of all recruitment, career progression, and retention efforts for UC staff with particular emphasis on data for staff from diverse and underrepresented groups.

Recommended Action

Chief Human Resources Officers and UC Path Center leadership to develop and implement a common/standardized strategy to effectively measure and assess staff recruitment, career progression, and retention data for diverse and underrepresented groups across all UC locations.

Staff Recruitment

Objective

Determine and implement strategies to substantively improve hiring of staff from diverse and underrepresented groups.

Recommended Action

1. Leverage outreach resources for diverse recruitments. Executive Director of Systemwide Talent Management and Staff Development to strengthen tools and resources for access to diverse staff talent pools internally and externally.

2. Heighten awareness of implicit bias, improve knowledge of affirmative action and other local/systemwide recruitment goals, and grow the level of diversity in staff talent pools. Executive Director of Systemwide Talent Management and Staff Development, together with Chief Diversity Officers and in consultation with local talent acquisition leadership, to establish a required training curriculum for all staff recruitment decision-makers.

3. Chief Human Resources Officers to continue fully implementing Career Tracks.

Staff Retention

Objective

Actively and formally support promising diverse and underrepresented staff in their career progression.

Recommended Action

Chief Human Resources Officers and Chief Diversity Officers to create a robust, structured sponsorship program and leverage best practices from the private sector and the military, such as stretch assignments, senior leadership mentoring, longer term succession planning (i.e., "grow our own"), and enrollment in training or coaching which grow competencies necessary for advancement.

Objective

Strengthen affinity groups/employee resource groups available locally.

Recommended Action

Staff Assembly leadership at each location to review and assess Employee Resource/Affinity Groups and make recommendations to bolster and formalize where appropriate.

Objective

Managers and supervisors utilize available staff retention options.

Recommended Action

Chief Human Resources Officers to name appropriate HR staff to assess manager and supervisor awareness of staff retention options such as flex time, child care, and other non-financial incentives; and to develop and implement a communication plan where improvement is warranted.

Training in Equity and Inclusion Competencies

Objective

Develop and support cultural competency and best practices in equity and inclusion throughout the organization.

Recommended Action

Executive Director of Systemwide Talent Management and Staff Development, in consultation with Chief Diversity Officers and campus staff development leadership, to examine and leverage existing training programs that establish and strengthen equitable and inclusive behaviors.

Communication

Objective

Positively and continually influence the cultural shift towards an equitable and inclusive environment at UC through communications and outreach to all UC stakeholders.

Recommended Action

Systemwide and campus communications leadership leverage existing UC communications principles and practices, and incorporate best practices (i.e., from word choice to visual communications), to support equity and inclusion in all formal internal and external UC communications.

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APPENDICES

A: Interview Questions

B: Promising Practices

C: 2016 UC-CORO Northern California Cohort Members

A: Interview Questions

1. How do you define equity?
2. How do you define inclusion?
3. What are some dilemmas you have observed or experienced in campus efforts to achieve equity and inclusion for staff, specifically as it relates to recruiting and retention?
4. What are the benefits or opportunities to advancing equity and inclusion as it relates to staff?
5. Describe how your role incorporates themes of equity and inclusion on campus.
6. Including and thinking beyond your role, what has worked on your campus and what have you observed working in other organizations specifically as it relates to recruiting and retention for staff?
7. What made it work and how do you know it's working?
8. How do you help move the campus community, processes, and procedures from a service orientation (e.g., working or doing for equity and inclusion) to a state of engagement (e.g., working together with equity and inclusion)? *(Optional)*
9. How does communication fit into the success of equity and inclusion efforts?
10. In thinking about the other key leaders you work with, how does your definition of equity and inclusion differ?
11. What are the formal structures to address equity and inclusion for staff in your organization, and how successful do you think they have been?
12. Is there anything else you would suggest? (Resources, people, etc.)

B: Promising Practices

Over the course of the research for this project, 200 current practices across the UC campuses were identified. It is clear that UC is intentionally building a culture of equity and inclusion, but it is not always clear how these efforts can be coordinated across campuses and scaled up for maximum effectiveness. These practices are included as a reference tool.

Campus	Category	Description/URL for more information
ANR	Leadership & Culture	Equal Opportunity Advisory Committee http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/EO_Advisory/
ANR	Leadership & Culture	Principles of Community http://ucanr.edu/About_ANR/Principles_of_Community/
ANR	Employee Resource Groups	Cultural Resource Teams http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/Cultural_Resource_Team/
ANR	Other Activities	Gender-inclusive bathrooms http://ucanr.edu/sites/anrstaff/Diversity/GenderInclusion/
ANR	Communication & Culture	Affirmative Action Training http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/Affirmative_Action_Training/
ANR	Communication & Culture	Robust training program, new employee orientations http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/Affirmative_Action_Training/
ANR	Recruitment	Applicant Tracking Form http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/Resources/
ANR	Recruitment	Jobs link for Veterans http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/Veterans_185/
ANR	Staff Recruitment	Publications regarding Employment http://ucanr.edu/sites/anrstaff/diversity/affirmative_action/resources/policy-related_downloads/
Berkeley	Employee Recognition	Chancellor's Award for Advancing Institutional Excellence and Equity http://diversity.berkeley.edu/programs-services/grants-awards

Campus	Category	Description/URL for more information
Berkeley	Leadership & Culture	UC Berkeley Strategic Plan for Equity, Inclusion and Diversity http://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf
Berkeley	Diversity	Diversity Website http://diversity.berkeley.edu/
Berkeley	Leadership & Culture	Equity & Inclusion Innovation Grants http://diversity.berkeley.edu/programs-services/grants-awards
Berkeley	Leadership & Culture	Chancellor's Advisory Council on Campus Climate, Culture, and Inclusion http://diversity.berkeley.edu/about/committees-boards/advisory-council-campus-climate-culture-and-inclusion
Berkeley	Leadership & Culture	Equity & Inclusion Advisory Board http://diversity.berkeley.edu/about/committees-boards/equity-inclusion-advisory-board
Berkeley	Leadership & Culture	Dr. Na'ilah Suad Nasir, Vice Chancellor for Equity and Inclusion http://diversity.berkeley.edu/about/vice-chancellor-nailah-nasir
Berkeley	Leadership & Culture	Principles of Community http://diversity.berkeley.edu/principles-community
Berkeley	Communication & Culture	Centers for Educational Justice & Community Engagement http://ejce.berkeley.edu/
Berkeley	Employee Resource Groups	Chicanx Latinx Taskforce http://diversity.berkeley.edu/about/committees-boards/chicanx-latinx-taskforce
Berkeley	Employee Resource Groups	Network for lesbian, gay, bisexual, transgender, intersex and queer employees http://lavendercal.berkeley.edu/
Berkeley	Training	Gender Equity Workshops http://ejce.berkeley.edu/geneq/geneq-workshops
Berkeley	Training	Multicultural Education Program http://mep.berkeley.edu/workshops/staff
Berkeley	Staff Prof. Dev.	NOW (Next Opportunity at Work) annual conferences http://diversity.berkeley.edu/programs-services/staff/events/2016now
Berkeley	Recruitment	Ban the Box http://hr.berkeley.edu/news/berkeley-bans-box

Campus	Category	Description/URL for more information
Berkeley	Mentoring	BSA Mentorship program http://bsa.berkeley.edu/committees-programs/mentorship-program
Davis	Communication & Culture	Multiple: Understanding Diversity, Cross-Cultural Competency http://occr.ucdavis.edu/diversity/education-series.html
Davis	Leadership & Culture	Academic Diversity is part of strategic plan http://interimchancellor.ucdavis.edu/reports/twoyear_summary_2013-14.pdf
Davis	Training	Diversity Education Website http://occr.ucdavis.edu/diversity/
Davis	Resources	Diversity Resources Website https://www.ucdavis.edu/diversity/resources
Davis	Leadership & Culture	Staff Diversity Administrative Advisory Committee (to Provost) https://occr.ucdavis.edu/sdaac/committee_sdaac.html
Davis	Leadership & Culture	Rahim Reed, Assoc Exec Vice Chancellor, Campus Community Relations http://occr.ucdavis.edu/about/index.html
Davis	Leadership & Culture	UC Davis Health System created the position of Associate Vice Chancellor for Diversity and Inclusion http://studentaffairs.ucdavis.edu/campus-diversity/avc-academic.html
Davis	Leadership & Culture	Principles of Community http://occr.ucdavis.edu/poc/
Davis	Employee Resource Groups	https://occr.ucdavis.edu/constituent_groups.html
Davis	Training	Living the Principles of Community online course http://occr.ucdavis.edu/poc/living_poc_online_course.html
Davis	Training	2 Day Diversity Awareness Program https://occr.ucdavis.edu/diversity/training/fall_workshops.html
Davis	Leadership & Culture	Director of Campus Dialogue and Deliberation https://cdd.ucdavis.edu/
Davis	Leadership & Culture	Campus Community Council http://interimchancellor.ucdavis.edu/campus_community_council/index.html

Campus	Category	Description/URL for more information
Davis	Leadership & Culture	Police Accountability Board (PAB) http://pab.ucdavis.edu/
Davis	Communication & Culture	Hate-Free Campus Initiative (HFCI) http://occr.ucdavis.edu/hatefree/
Hastings	Staff Recruitment	Legal Education Opportunity Program http://www.uchastings.edu/academics/education/leop/index.php
Irvine	Prof. Development	Diversity Development Program (DDP) open to staff and faculty http://www.oeod.uci.edu/ddp.html
Irvine	Communication & Culture	Office of Inclusive Excellence website http://inclusion.uci.edu
Irvine	Leadership & Culture	Advisory Council on Campus Climate, Culture and Inclusion http://www.chancellor.uci.edu/strategic-priorities/councils/campus-climate/index.html
Irvine	Leadership & Culture	Dr. Douglas M. Haynes, Vice Provost for Academic Equity, Diversity & Inclusion http://inclusion.uci.edu/about/
Irvine	Leadership & Culture	Principles of Community (Student) https://aisc.uci.edu/policies/pacaos/principles-of-community.php
Irvine	Employee Resource Groups	http://www.oeod.uci.edu/affinity/
Irvine	Employee Resource Groups	UCI Transgender Task Force http://lgbtrc.uci.edu/
Irvine	Communication & Culture	Global Equity Games at Aldrich Park http://www.chancellor.uci.edu/strategic-priorities/councils/campus-climate/anteater-equity-games.html
Irvine	Communication & Culture	New Narratives Series: Conversations on Identities & Culture http://studentaffairs.uci.edu/newnarratives/index.php
Irvine	Training	Other training programs by Office of Equal Opportunity & Diversity http://www.oeod.uci.edu/training.html
LBNL	Diversity	Diversity & Inclusion at Berkeley Lab website http://diversity.lbl.gov/

Campus	Category	Description/URL for more information
LBNL	Leadership & Culture	Diversity & Inclusion Council http://diversity.lbl.gov/dio/diversity-inclusion-council/
LBNL	Leadership & Culture	Principles of Community (Principles of Diversity) http://www2.lbl.gov/LBL-PID/ethics/
LBNL	Employee Resource Group	LGBT group https://sites.google.com/a/lbl.gov/lambda-alliance-lbnl/
LBNL	Communication & Culture	Workplace gender transition guidelines http://diversity.lbl.gov/2016/06/28/lab-launches-workplace-gender-transition-guidelines/
LBNL	Employee Resource Group	http://diversity.lbl.gov/dio/employee-resource-groups/
LBNL	Communication & Culture	Cultural Festival http://diversity.lbl.gov/2015/10/01/berkeley-labs-5th-annual-diversity-cultural-festival/
LBNL	Training	Implicit bias awareness website http://diversity.lbl.gov/resources/implicit-bias-awareness/
LBNL	Training	With UCB's Haas School of Business, provides intensive leadership training for "emerging leaders" and dept. and program heads http://www2.lbl.gov/BLI/
LBNL	Staff Recruitment	Berkeley Lab worked with Project Search, a national program that provides job training for adults with autism and other developmental disabilities, to hire four new employees with developmental disabilities https://newscenter.lbl.gov/2014/09/18/berkeley-lab-makes-three-permanent-hires-through-project-search/
LBNL	Staff Recruitment	Veterans Recruitment http://diversity.lbl.gov/2016/07/13/npower-veteran-internship-program-launched-at-lab/
LBNL	Leadership & Culture	The Diversity & Inclusion Council, worked with division directors to recommend strategies for strategic recruitment http://diversity.lbl.gov/dio/
LBNL	Leadership & Culture	Director's Diversity & Inclusion Initiative, including "listening project" http://www2.lbl.gov/Ops/atwork/dilp-faq-allhands.html

Campus	Category	Description/URL for more information
Los Angeles	Employee Recognition	Academic Senate Diversity, Equity and Inclusion awards http://newsroom.ucla.edu/dept/faculty/recipients-of-2016-diversity-equity-and-inclusion-awards
Los Angeles	Leadership & Culture	Chancellor's Diversity Leadership Institute Scholarships https://www.chr.ucla.edu/news-and-events/chancellor2019s-diversity-leadership-institute-scholarships
Los Angeles	Leadership & Culture	Diversity is a chancellor's priority http://chancellor.ucla.edu/priorities
Los Angeles	Leadership & Culture	Equity, Diversity & Inclusion https://equity.ucla.edu/
Los Angeles	Leadership & Culture	EDI Funding Opportunities https://equity.ucla.edu/programs-resources/funding-opportunities/
Los Angeles	Leadership & Culture	Jerry Kang, Vice Chancellor for Equity, Diversity and Inclusion https://equity.ucla.edu/about-us/our-teams/vice-chancellor/
Los Angeles	Leadership & Culture	Principles of Community http://www.ucla.edu/about/mission-and-values
Los Angeles	Employee Resource Groups	Lesbian Gay Bisexual Transgender Resource Center http://www.lgbt.ucla.edu/
Los Angeles	Training	The Staff Diversity and AA/EEO Compliance Office offers a course during the Spring Quarter as part of the In-Service Supervisory Development Series ("Managing a Diverse Workforce") https://www.chr.ucla.edu/staff-diversity/in-service-training-programs
Los Angeles	Training	Training Programs by Staff Diversity/aa/eeo compliance office range from half-day workshops to multiple-day training programs which are tailored to meet specific needs of departments https://www.chr.ucla.edu/staff-diversity/diversity-education-programs)
Los Angeles	Leadership & Culture	Equity Advisors – Academic https://equity.ucla.edu/about-us/our-teams/equity-advisors/
Merced	Training	Diversity Certificate Training Program http://hr.ucmerced.edu/training/programs-and-certificates/diversity-certificate-program

Campus	Category	Description/URL for more information
Merced	Communication & Culture	Diversity, Equity and Inclusion, Office of Campus Climate website http://diversity.ucmerced.edu/
Merced	Leadership & Culture	Diversity, Equity and Inclusion Grants http://diversity.ucmerced.edu/funding/diversity-equity-and-inclusion-grants
Merced	Leadership & Culture	Advisory Council on Campus Climate, Culture and Inclusion http://chancellor.ucmerced.edu/campus_climate
Merced	Leadership & Culture	Deidre "De" Acker, Director of Campus Climate http://oc3.ucmerced.edu/
Merced	Leadership & Culture	Principles of Community http://www.ucmerced.edu/principles-of-community
Merced	Communication & Culture	Reflection Room http://oc3.ucmerced.edu/resources
Merced	Communication & Culture	SafeZone http://safezone.ucmerced.edu/
Merced	Leadership & Culture	Chancellor's Dialogue on Diversity and Interdisciplinarity (Diversity Dialogue) http://chancellor.ucmerced.edu/node/311
Merced	Training	Social Justice Initiatives – programs, workshops and training http://studentlife.ucmerced.edu/social_justice_initiative
Merced	Staff Recruitment	Comprehensive diversity outreach program with a special focus on veterans and individuals with disabilities has been developed to attract qualified, diverse candidates to fill staff positions http://cacsw.ucmerced.edu/
Riverside	Training	Chancellor's Diversity Education Program – Making Excellence Inclusive http://diversity.ucr.edu/staff/mei/
Riverside	Communication & Culture	Diversity Website http://diversity.ucr.edu/
Riverside	Leadership & Culture	Chancellor's Advisory Committee http://out.ucr.edu/ourcampus/chancellorsadvisorycommittee.html
Riverside	Leadership & Culture	Mariam Lam, Associate Vice Chancellor for Diversity and Inclusion http://diversity.ucr.edu/diversity.html

Campus	Category	Description/URL for more information
Riverside	Leadership & Culture	Principles of Community https://chancellor.ucr.edu/documents/community.pdf
Riverside	Training	Education and Training http://diversity.ucr.edu/resources.html
San Diego	Communication & Culture	Equity, Diversity, and Inclusion website http://diversity.ucsd.edu
San Diego	Leadership & Culture	Campus Climate Enhancement Grant opportunities http://diversity.ucsd.edu/_files/092616%20Engaging%20Principles%20of%20Community.pdf
San Diego	Leadership & Culture	UC San Diego Equity, Diversity, and Inclusion Advisory Council http://campusclimate.ucsd.edu/policies-and-initiatives/edi-advisory-council/index.html
San Diego	Leadership & Culture	Becky Petitt, Vice Chancellor for Equity, Diversity, and Inclusion http://www.diversity.ucsd.edu/about/index.html
San Diego	Leadership & Culture	Principles of Community http://ucsd.edu/about/principles.html
San Diego	Communication & Culture	Committee on the Status of Women (faculty and staff) http://statusofwomen.ucsd.edu/
San Diego	Communication & Culture	EDI Inclusive Excellence Speaker Series http://www.diversity.ucsd.edu/policies-and-initiatives/index.html#EDI-Inclusive-Excellence-Speake
San Diego	Leadership & Culture	Office for the Prevention of Harassment and Discrimination http://oPh.D..ucsd.edu/
San Diego	Mentoring	General staff programs (not diversity-specific): mentorship http://blink.ucsd.edu/HR/training/career/CC/mentorship/index.html
San Diego	Prof. Dev.	General staff programs (not diversity-specific): promotion project – promoting career employees via reclass or open recruitment http://blink.ucsd.edu/HR/training/career/CC/promotion/index.html
San Diego	Employee Resource Groups	Staff associations http://blink.ucsd.edu/HR/services/associations/index.html

Campus	Category	Description/URL for more information
San Diego	Training	LEAD Fellow http://diversity.ucsd.edu/policies-and-initiatives/lead/index.html
San Francisco	Training	Diversity and Inclusion Certificate Program https://diversity.ucsf.edu/dicp
San Francisco	Leadership & Culture	Chancellor's Diversity Awards (faculty, staff and students) https://diversity.ucsf.edu/community/awards
San Francisco	Leadership & Culture	Great People, Great Place http://great.ucsf.edu/awarding-great-people
San Francisco	Leadership & Culture	Chancellor's Priorities include Equity and Inclusion https://chancellor.ucsf.edu/priorities/culture-equity-and-inclusion
San Francisco	Communication & Culture	Diversity and Outreach website https://diversity.ucsf.edu/
San Francisco	Leadership & Culture	Council on Campus Climate, Culture, and Inclusion https://diversity.ucsf.edu/resources/committees/3296616
San Francisco	Leadership & Culture	J. Renee Navarro, Vice Chancellor, Diversity and Outreach https://diversity.ucsf.edu/
San Francisco	Leadership & Culture	Principles of Community http://diversity.ucsf.edu/resources/principles-of-community
San Francisco	Leadership & Culture	PRIDE values (in Mission) https://www.ucsfhealth.org/about/our_mission/
San Francisco	Staff Recruitment	https://diversity.ucsf.edu/initiatives/recruitment-and-retention
Santa Barbara	Communication & Culture	General Diversity, Equity, and Academic Policy website covering faculty, staff, and students (not staff-specific) http://diversity.evc.ucsb.edu/
Santa Barbara	Leadership & Culture	Campus Climate Survey Implementation Committee https://chancellor.ucsb.edu/committees/CCSIC/
Santa Barbara	Leadership & Culture	Maria Herrera-Sobek, Associate Vice Chancellor, Diversity, Equity, and Academic Policy http://diversity.evc.ucsb.edu/about/

Campus	Category	Description/URL for more information
Santa Barbara	Leadership & Culture	Principles of Community http://diversity.evc.ucsb.edu/principles.of.community/
Santa Cruz	Training	Diversity and Inclusion Certificate Program http://diversity.ucsc.edu/training/certificate_program/
Santa Cruz	Leadership & Culture	Chancellor's Achievement Award for Diversity http://diversity.ucsc.edu/diversity/caafd/index.html
Santa Cruz	Communication & Culture	Office for Diversity, Equity, and Inclusion website http://diversity.ucsc.edu/
Santa Cruz	Leadership & Culture	Co-funding program for events http://diversity.ucsc.edu/diversity/co-funding_info.html
Santa Cruz	Employee Recognition	SAB Staff Recognition Program http://sab.ucsc.edu/outreach-committees/staff-recognition.html
Santa Cruz	Leadership & Culture	Chancellor's Diversity Advisory Council http://diversity.ucsc.edu/diversity/cdac.html
Santa Cruz	Leadership & Culture	Ashish Sahni, Assoc. Chancellor, Office for Diversity, Equity, and Inclusion http://diversity.ucsc.edu/about/index.html
Santa Cruz	Leadership & Culture	Principles of Community https://www.ucsc.edu/about/principles-community.html
Santa Cruz	Employee Resource Group	Staff Diversity Group http://sdg.ucsc.edu/index.html
Santa Cruz	Leadership & Culture	Diversity Performance Standards diversity.ucsc.edu/diversity/images/diversity_performance_standards.pdf
Santa Cruz	Leadership & Culture	Divisional Diversity Coordinator http://diversity.ucsc.edu/partners/oncampus_partners/div_diversity_coordinators.html
Systemwide	Leadership & Culture	Yvette Gullatt, Vice Provost & Chief Outreach Officer http://www.ucop.edu/diversity-engagement/staff/Bios/yvette-gullatt.html
Systemwide	Training	Systemwide training on Restorative Justice http://universityofcalifornia.edu/news/uc-explores-restorative-justice-improving-campus-climate

Campus	Category	Description/URL for more information
Systemwide	Work/Life Balance	Accommodations for Nursing Mothers Policy http://policy.ucop.edu/doc/4000609/PPSM-84
Systemwide	Staff Recruitment	CUCSA Report on Veterans http://cucsa.ucr.edu/StaffVeterans2.pdf
Systemwide	Communication & Culture	UC Sexual Harassment and Sexual Violence Policy http://policy.ucop.edu/doc/4000385/SHSV
Systemwide	Work/Life Balance	Dependent Care: SitterCity http://ucnet.universityofcalifornia.edu/compensation-and-benefits/other-benefits/family-care-resources.html
UCOP	Climate	General Next Steps from the Climate Survey http://campusclimate.ucop.edu/_common/files/pdf-climate/next-steps-factsheet.pdf
UCOP	Employee Recognition	UCOP recognizes employees through UC Link http://link.ucop.edu/category/10-second-bio/
UCOP	Leadership & Culture	Principles of Community http://www.ucop.edu/local-human-resources/op-life/principles-of-community.html
UCOP	Employee Resource Groups	UCOP Staff Assembly; Black Staff and Faculty Organization (BSFO); Family Resource Network; Latino Staff Association; Young Professionals Association; Asian/ Pacific Islander Staff Association; and UCOP Pride http://www.ucop.edu/local-human-resources/op-life/staff-affinity-groups/index.html
UCOP	Communication & Culture	The PACSW (President's Advisory Committee on the Status of Women) has a monthly speaker series titled "Women We Admire" http://www.ucop.edu/pacsw/events-programs/women-we-admire.html

C: 2016 UC-CORO Northern California Cohort Members

BART AOKI
Director, Tobacco-Related Disease Research Program
UC Office of the President

Bart Aoki, Ph.D., serves as Director of the Tobacco-Related Disease Research Program (TRDRP) within the Research Grants Program Office at the UC, Office of the President (UCOP). In this role, he develops and manages the research grant program funded by state tobacco tax revenue and interacts on an ongoing basis with external organizations and constituent groups including investigators, both UC and non-UC, to develop research priorities and strategies. He has 20+ years of experience in the development and management of research programs at UC and in non-profit settings including having served as Associate Director of the California HIV/AIDS Research Program (CHRP).

As part of his ongoing engagement in the community, he has served in leadership roles on numerous boards and task forces. He currently serves as chair of the board of directors of the Asian and Pacific Islander Wellness Center, a community health center serving San Francisco's Tenderloin and the city's LGBT communities. He holds a bachelor's of science degree in psychology from the University of Washington and a doctor of philosophy degree from the University of Colorado. He is a California licensed clinical psychologist and has been active in the national activities of the American Psychological Association (APA).

LORAINE BINION
Executive Director of Finance and Administration for
University Development and Alumni Relations;
Treasurer, UC Berkeley Foundation; and
Treasurer, Berkeley Endowment Management Company
UC Berkeley

Loraine Binion is currently the Executive Director of Finance and Administration for the University Development and Alumni Relations unit at the University of California, Berkeley. Loraine also serves as Treasurer of the UC Berkeley Foundation and Treasurer of the Berkeley Endowment Management Company. Prior to coming to UC Berkeley, Loraine held a number of senior Finance positions including 18 years at Levi Strauss & Co and she has operated her own CPA and consulting firm. Loraine has an MBA from UCLA, and a B.S. degree in Business Administration from California State Polytechnic University in Pomona. Loraine is also an educator, having served as adjust professor at two Bay Area Universities and several Colleges.

Community involvement and service is a high priority for Loraine. She serves on several Boards and supports many Community organizations in the Greater Bay area. She has received many awards recognizing her professional accomplishments and commitment to create social change. In addition to Community service, Loraine loves to mentor young adults at Cal and beyond, and supports various student and staff organizations.

Loraine is a fitness enthusiast and enjoys all types of aerobic and outdoor activities. Loraine is married to Joseph Hardy, a retired photographer and artist. Her two daughters, Allyson and Alicia, live on the East Coast.

JENNIFER BUNGE
Director, ANR Resource Planning and Management
UC Agriculture and Natural Resources

Jennifer Bunge joined the University of California in 1999 as temporary employee, straight out of college. Navigating career opportunities at UC, she now serves as the Director of Resource Management and Planning (RPM) for UC Agriculture and Natural Resources (UCANR.)

Her team is responsible for managing approximately $190M for a statewide network of researchers and educators with programs in every county in California and on four campuses. She facilitates development of policies, procedures and guidelines and advises senior leadership in all areas related to utilizing UCANR's resources.

Jennifer serves on the President's Advisory Committee on the Status of Women (PACSW) and mentors others through the UCOP mentorship program. She has also been known to periodically show up at UCOP's craft fair with homemade soap and knit wear.

Jennifer's past jobs include assisting a Medical startup, and instructing for H&R Block as a tax professional. She also continues to pilot CPE courses for the CalCPA. Jennifer is a graduate of California Polytechnic – San Luis Obispo, where she majored marketing and accounting. She is also an active Certified Public Accountant.

KELLIE BUTLER
Assistant Dean, Graduate Studies
UC Davis

Kellie Sims Butler, Ph.D., is the Assistant Dean in the Office of Graduate Studies at the University of California, Davis, where she has overall responsibility for the management and operation of the Office of Graduate Studies.

Kellie has considerable experience in higher education administration. Previously, she served as the Executive Director of the Center for Civic Engagement at Rice University in Houston, Texas. Her work at Rice involved collaborating with faculty and university staff to serve students through a variety of research, outreach and engagement projects, as well as overseeing the Office of Fellowships and Undergraduate Research. Kellie has been a faculty member at the Pennsylvania State University, teaching Political Science to both graduate and undergraduate students. She has also worked in MBA admissions at the Texas A&M University Mays Business School.

In addition, she is a committed volunteer who enjoys working with young people and serving her local community. Kellie is married to David Butler, MD, and they have a son, David Jr. (a high school sophomore) and a daughter, Sidney (a junior at NYU Tisch School of the Arts). They currently reside in Folsom, CA.

SONJA COLBERT
Business and Technology Services Executive Officer
Office of the Chancellor and Provost (OCP)
UC Davis

Sonja Colbert serves as the Business and Technology Services Executive Officer for the Office of the Chancellor and Provost (OCP) at the University of California, Davis. For OCP, she oversees the unit's finance, business, human resources, and information technology groups.

Sonja joined UC Davis in 2006, and has held a variety of positions during her tenure. She has served the campus as the Shared Services Center Operations Manager, the Information and Educational Technology Fiscal Officer, and as a Capital Asset Accountant. Before joining UC Davis, Sonja worked in the private sector in various positions, such as Business and Contract Services Director, Management Consultant, and Senior Systems Supervisor. In recognition of her leadership in administrative areas, she was selected for a three-year Financial Management Development program, which included finance and management curriculum, executive mentoring, and job rotations in various departments.

While Sonja was born in Mississippi, she spent her early years abroad in various countries. She received her BS in Accounting from California State University Sacramento and her MBA from UC Davis.

MARGARET DICK
Special Assistant to the Chief of Staff and
Leadership Communications Advisor
Lawrence Berkeley National Lab

Margaret Dick is the Chief of Staff at Lawrence Berkeley National Laboratory. A communications professional with a wide range of strategy, media, client relations, and business development skills, she previously served as executive director of an environmental organization (Avoided Deforestation Partners), where she helped to build alliances among public and private sector organizations, convened international events that influenced global policy, and advised producers of major media projects on the critical links between protecting forests and fighting climate change. She also served as strategic communications director for Showtime's climate change series, "Years of Living Dangerously," with executive producer James Cameron. Previously, she was assistant professor of Communications at St. Mary's College of California, and the University of San Francisco. She holds an M.A. and Ph.D. in Communications and Rhetoric from Purdue University, and a B.A. in Rhetoric from UC Berkeley.

KELLY DRUMM
Managing Counsel – Land Use
UC Office of the President

Kelly Drumm is Managing Counsel of the Business Transactions & Land Use Group in the University of California's Office of General Counsel. UC's Office of General Counsel provides legal services and strategic support to the Board of Regents, the Office of the President, the UC system's 10 campuses, five medical centers, the Natural Reserve System and Agricultural and Natural Resources.

Ms. Drumm has been an attorney in the Office of General Counsel since 2006. As Managing Counsel her legal team includes construction, real estate, energy, land use/permitting and environmental health and safety professionals. She supervises legal services related to the University's capital development/building program, including public-private partnerships and donor developments. As a strategic partner to the University's business enterprise and real estate/development units, she develops strategies for meeting stakeholder objectives, such schedule, budget and community engagement. Identifying win-win solutions in litigation, contract negotiations and partnership agreements is at the core of her legal practice.

Prior to joining the University, Ms. Drumm worked as a land use attorney at Barg, Coffin, Lewis & Trapp in San Francisco and for the non-profit California Environmental Law Project. She is a graduate of UC Hastings College of the Law.

ELLEN FORD
Interim Chief Human Resources Officer
Lawrence Berkeley National Lab

Ellen Ford is currently serving as the Interim Chief Human Resources Officer (CHRO) at Lawrence Berkeley National Lab (LBNL) until a new CHRO is named. Previously, Ellen was the Senior Advisor to the Chief Operating Officer/Associate Laboratory Director for Operations. The Operations Area of LBL is comprised of centralized operations for Finance, Human Resources, Information Technology, Protective Services, Facilities, Project Management, Environment Health & Safety, Contract Assurance and Public Affairs serving ~4,000 Laboratory employees. Prior to her role in centralized operations, she was the Chief Operating Officer of the Joint BioEnergy Institute for seven years.

Ellen joined LBNL in 2002 as the Business Manager for the Physical Biosciences Division, managing financial and administrative operations for the division. She was a key contributor to the Joint BioEnergy Institute's proposal development and submission. During her time at LBNL, she has contributed to numerous initiatives focused on the development and implementation of improved business practices and procedures, several of which were in partnership with UC Berkeley. Prior to her work at LBNL, Ellen was the Director of Corporate Operations for Gap, Inc.

HELEN SCHURKE FRASIER
Assistant Vice Provost & Chief of Staff
Office of the Vice Provost & Dean
for Undergraduate Education
UC Davis

Helen Schurke Frasier, Ph.D., serves as Assistant Vice Provost & Chief of Staff for the Office of the Vice Provost & Dean for Undergraduate Education at the University of California, Davis. Dr. Frasier is responsible for broad oversight of the administration of campuswide academic programs offered through Undergraduate Education. She works closely with Academic Advising, the Center for Leadership Learning, the Testing Center, and the Office of Summer Sessions. In addition, Dr. Frasier provides leadership for the team that monitors academic enhancements and programmatic activities in support of undergraduate student success, student retention and persistence, and timely degree completion. She leads and coordinates strategic decision efforts in collaboration with the colleges and divisions, the Offices of the Chancellor & Provost, and with other campus units.

Her academic research focuses on institutional barriers to degree completion, attrition, and time to degree in higher education. She teaches research methods courses with the University Honors Program to assist UCD honors students prepare for their capstone experiences or theses. Also an accomplished violinist, her performances include symphonic, soundtrack, and solo appearances. Dr. Frasier previously served as the Director, Analysis and Policy for Graduate Studies at the University of California, Davis; Manager of Best Practice Initiatives with the Council of Graduate Schools; and Associate Director for Academic & Student Affairs with the Graduate School of Arts & Sciences at Georgetown University. Dr. Frasier received her Ph.D. in Higher Education from the University of Maryland, College Park. She also holds an Ed.M. from Oregon State University and a B.A. in Music from the University of Puget Sound.

RICHARD FREISHTAT
Director, Center for Teaching and Learning
UC Berkeley

Richard Freishtat, Ph.D., serves as Director of Berkeley's Center for Teaching and Learning. Richard has co-created, and currently leads and facilitates a variety of programs. Such programs include the Teaching Excellence Colloquium for new faculty, and the re-envisioned Presidential Chair Fellows Curriculum Enrichment Grant program, which aims to develop, improve, transform, and examine core areas of the undergraduate curriculum. Having consulted within each School and College across the campus, Richard provides individual and small group consultations with faculty on course-level pedagogy, oftentimes coupling consultations with classroom observations of teaching. In addition, he is frequently invited to deliver custom workshops to faculty groups and departments on teaching and learning topics. Active in his efforts to help faculty improve and innovate their pedagogy, and spotlight their successes, he launched and continually writes for the Berkeley Teaching Blog, and authors content for the Teaching@Berkeley newsletter.

Richard holds a Ph.D. in Education and an MA in Rhetoric & Public Address. He has been teaching courses at both the undergraduate and graduate levels since 2001. He has published and presented widely on topics such as: An evaluation of student evaluations, How the public pedagogy of social media impacts student use of technology in the classroom, Ways to leverage faculty enrichment efforts to broaden participation and impact, and Engaging students in lecture (particularly large enrollment courses). Richard continues to work extensively with departments, schools and colleges across campus to improve teaching through programmatic and faculty-led initiatives.

LAURA E. MARTIN
Executive Director, Office of the Academic Senate
Accreditation Liaison Officer
UC Merced

Laura E. Martin, Ph.D., is the Executive Director for the Office of the Academic Senate and serves as the Accreditation Liaison Officer for the University of California, Merced. Dr. Martin previously served as the founding Director of the Office of Periodic Review, Assessment, and Accreditation Support (OPRAAS). Under her leadership and in direct consultation with the Provost, OPRAAS worked to advance evidence-based continuous improvement and quality assurance processes, academic and administrative, at UC Merced. Previously, Laura was the Assistant Director of the Center for Research on Teaching Excellence where, as an assessment and accreditation coordinator, she coordinated UC Merced's Initial Accreditation and supported faculty development in teaching, learning, and assessment.

Laura is a graduate of the WASC Senior College and University Commission (WSCUC) Assessment Leadership Academy and has offered numerous workshops for WSCUC, as well as served on a number of WSCUC accreditation teams. She earned her Ph.D. in Biology at the University of California, Los Angeles, and has worked as a researcher, university lecturer, outreach education specialist, and middle school science teacher.

JAN ANDOW MENDENHALL
Associate Vice Chancellor of Development
UC Merced

Jan Andow Mendenhall is the Associate Vice Chancellor of Development at UC Merced. She oversees the Development unit to cultivate external resources for the campuses by building long term relationships with corporations, foundations and major donors. She also works with the Vice Chancellor of Development and Alumni Relations in support of the UC Merced Foundation Board. Jan has been with UC Merced for 17 years.

Prior to UC Merced, she was the Vice President of Research and Development for International Food Solutions, a division of Unilever. Responsible for new business development, strategic planning, and the development of successful new marketing concepts and products for their Fortune 500 clients, she led a team that was considered one of the most creative and successful R&D groups in the food industry.

SUZANNE M. MURPHY
Executive Director, Finance & Administration
Executive Vice Chancellor & Provost's Division
UC San Francisco

As the Executive Director of Finance & Administration for the Executive Vice Chancellor & Provost's organization at UCSF, Murphy has responsibility for the overall leadership and management of fiscal and administrative operations supporting an organization with an annual budget of $200M, 28 departments and over 973 staff & faculty. The Executive Director advises and collaboratively develops plans related to the overall EVC&P organizational goals and budget, funding strategies, space planning and assignments, personnel management and development, and new strategic initiatives. Serving as an institutional resource, Murphy provides financial guidance and strategic support to the Executive Vice Chancellor and his direct reports as well as to the Chancellor's Office and the Vice Chancellor for Diversity & Outreach. Operationally, Murphy has developed and leads a team of skilled administrators and analysts in supporting the EVC&P's organization.

Participating actively on numerous campus committees, Murphy is currently a member of the Budget and Investment Working Group, the Research Administration Board, the funding subcommittee of the Office of Sponsored Research Advisory Board, the Block 33 Programming Committee, and is the Co-Chair of the Human Resources Advisory Board.

With more than 30 years of nonprofit and higher education management, accounting, budgeting, and strategic planning experience, Murphy's former roles include the Director of Enterprise & Endowment Programs for the San Jose State University Research Foundation, working on innovative university and city collaborations such as the San Jose BioCenter; Director of Administration & Finance for Redefining Progress, a public policy organization focused on smart economics, environmental preservation, and social justice; and Controller with Golden Gate National Parks Conservancy, the nonprofit partner supporting the National Park Service's educational and environmental stewardship programs and projects in the Golden Gate National Parks.

CATHY O'SULLIVAN
Chief of Staff to the Chief Operating Officer
for the UC System
UC Office of the President

Cathy O'Sullivan is Chief of Staff to the Chief Operating Officer for the UC system, Rachael Nava. Cathy has been at UC for over 13 years. Prior to her current role, she directed a systemwide administrative efficiency program dubbed "Working Smarter," which aimed to achieve $500 million in new revenue or direct savings through a portfolio of projects tracked across 5 years. With amazing work from UC project leads, it only took 4 years to hit the goal and at 5 years, the program logged $664 million. Cathy's first role at UC was in UC Procurement, one of the first in a group establishing and negotiating truly UC-wide contracts.

Before coming to UC, Cathy was at Intel Corporation in various roles, both in the global IT division and later for several years at Intel Capital, where she worked directly with startup companies in which Intel had made strategic venture investments. Cathy has also worked in other high tech companies, both large and start-up stage. She is a double-degree holder from UC, with a Bachelor's Degree from UC San Diego and an MBA from UC Davis Graduate School of Management.

JANINE ROETH
Director, Client Services and Security and
Chief Information Security Officer
UC Santa Cruz

Janine Roeth is Director, Client Services and Security and Chief Information Security Officer (CISO) for the UC Santa Cruz where she has worked since 1997. She currently oversees client support, IT service management and information security.

As CISO, Janine has overall responsibility for the information security program at UC Santa Cruz. Her unit directly oversees information security governance, policy, compliance, campus incident response, education and awareness. Janine works collaboratively across campus to establish IT strategic directions and to ensure the alignment of information security initiatives and activities with same.

Janine has led the adoption of IT Service Management (ITSM) since UC Santa Cruz unified IT under one CIO in 2004. She and her staff were responsible for the first IT service catalog, service level agreements and many other aspects of ITSM at UC Santa Cruz. Her team of IT Service Managers and multiple support teams work to deliver IT support and services of value to diverse campus clients of faculty, staff and students.

Janine has a B.A in Computer Science from Brown University and began her career in higher education as a faculty technology developer at Stanford University. Between Stanford and joining UC Santa Cruz in 1997, Janine worked in Silicon Valley for technology or educational technology companies such as Apple, Kaleida Labs and Computer Curriculum Corporation.

JOHN SCROGGS
Chief of Staff
Division of Academic and Facilities Planning
UC Berkeley

John Scroggs is the Chief of Staff for the Division of Academic and Space Planning at UC Berkeley. In this role, John provides strategic guidance, advising, and analyses of programs and initiatives for the Vice Provost. He executes a variety of activities delegated in the areas of academic and space planning, short- and long-range policy and program development, global engagement, and communications. The purview of the Division includes campus-level academic planning; space planning; the Academic Program Review process; interdisciplinary initiatives such as the New Initiative Centers, and the Global Engagement Office.

Prior to his work with the Vice Provost, he spent two years as the ASUC Student Union as a Transition Implementation Manager. In that role, he was instrumental in the transition of the ASUC Student Union from the Division of Administration and Finance to the Division of Student Affairs. He shared oversight for the $223M Lower Sproul Redevelopment Building Project, was the liaison to the ASUC Student Union Board of Directors, and collaborated with the ASUC and the Graduate Assembly on many initiatives, including most recently the rewriting of the Commercial Activities and Student Services Agreement, governing the relationship between the student government and the university administration.

Before moving to California, John served for many years at Texas A&M University as the Chief of Staff for, first, the Office of the Associate Provost and Dean of Faculties and, later, the College of Veterinary Medicine & Biomedical Sciences. Other roles included lecturing in the Undergraduate Research Initiative and directing the Organizational Development and Diversity program, both in the Office of the Vice President for Research. He earned both an M.S. in Science and Technology Journalism and a B.A. in English and Philosophy from Texas A&M.

MOLLY VITORTE
Director of Development for Undergraduate Education
UC Berkeley

Molly Vitorte, Ph.D., is the Director of Development for Undergraduate Education at the University of California, Berkeley. In her role as director, Molly has fundraised for undergraduate education initiatives at Berkeley since 2012. She has dedicated her career to K-16 education access and success programs, particularly for underrepresented communities.

After receiving her Ph.D. from Berkeley in 1999, Molly worked in the UC Office of the President in Educational Outreach and served as the Associate Director of the Center for Latin American Studies and a Lecturer at Stanford University. From 2006 to 2012, Molly worked with two San Francisco-based national nonprofit organizations: at the Hispanic Scholarship Fund as the National Director of Outreach for K-12 and families and at GreatSchools as the VP of Local Engagement.

Molly grew up in South America, but has lived in the San Francisco Bay Area since 1991. She is fluent in Spanish and Portuguese. In her spare time Molly is a world traveler and a baseball fan.

MARGARET WU
Managing Counsel - Litigation
UC Office of the President

Margaret Wu is Managing Counsel for the Office of General Counsel's Litigation group, which represents the University and oversees outside counsel in litigation throughout the system. She supervises eleven attorneys and also helps manage the team's paralegals and legal support specialists. In addition, she directly handles and monitors outside counsel in academic affairs and other complex litigation in a variety of areas, including student and faculty free speech, public records requests, and privacy and data breaches. At the Office of the President, she has served as the Chair of the President's Advisory Committee for the Status of Women and of UCOP Pride, the LGBT staff association. She also actively participates in the National Association of College and University Attorneys, including as a panel speaker and a past Chair of the NACUANOTES Editorial Board.

Prior to joining the University in 2007, Ms. Wu worked as a litigation attorney at Morrison & Foerster in San Francisco and at Boies, Schiller & Flexner in Oakland. Ms. Wu also clerked for U.S. District Judge Claudia Wilken. Ms. Wu is a graduate of Stanford University (A.B. 1991) and of the University of California, Berkeley (Boalt Hall) (J.D. 1996), where she was a member of the California Law Review and Chair of the Moot Court Board.

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