

FULL REPORT

ADVANCING UC: RETAINING OUR WORKFORCE

2021 UC-Coro Systemwide Leadership Collaborative
Southern Cohort Project | March 2021



Advancing UC: Retaining Our Workforce

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1. Executive Summary

The objective of the 2021 UC-Coro Systemwide Leadership Collaborative program's Southern Cohort (Southern UC-Coro Cohort) project is to provide insights and a framework to help UC managers and supervisors retain and advance high-performing and high-potential staff.

For the past five years, retention of high-quality UC employees has been a growing challenge. Close to half (43%) of respondents to UC's spring 2021 Employee Engagement Survey reported that they are considering leaving UC.

To better understand this challenge and how best to address it, the Southern UC-Coro Cohort conducted primary and secondary research to shape a set of strategic goals and recommendations for UC, and to create relevant resources and tools for managers, supervisors and staff.

We conducted a review of literature covering the state of business management, human resources and trends within the human resources subcategory of employee retention and paired it with a qualitative pulse survey of the network of current and former UC-Coro participants across the system. Taken together, this research identified five key themes important to retaining talent:

- Adopt a Relational Rather than a Transactional Management Approach
- Invest in Employee Training and Development
- Provide Reasonable Scheduling Flexibility
- Offer Competitive Compensation
- Streamline Processes for Resources and Retention

These themes informed a proposed framework to enhance UC retention through three primary goals supported by seven tactical recommendations that could be implemented without overly

burdensome financial investment. In tandem with several of these recommendations, we also propose helpful tools for managers, supervisors and staff.

Goal 1: Promote Strategic Partnerships

Recommendation A: Increase engagement among supervisors, managers and human resources staff to enhance shared knowledge of career advancement policies and best practices

To foster better collaboration and consultation, we offer two examples of replicable best practices from UC Irvine and UC ANR.

Goal 2: Communicate Policies Clearly and Apply Them Consistently

Recommendation B: Clarify terminology related to career advancement

Our research reveals that terminology is a significant barrier to a shared understanding of career advancement opportunities. We encourage reviewing definitions of terms, including “promotion,” in the next policy update cycle. And to help staff, managers and supervisors better understand terms, we have created a table of Career Advancement Scenarios.

Recommendation C: Make internal recruitment and promotion procedures clear and accessible for all

As part of this recommendation, we suggest that campuses create a visual workflow for initiating and approving internal recruitment/promotion requests, and provide a sample visual we worked with UCI to create.

Recommendation D: Streamline internal recruitment and promotion procedures

Because current timelines for request, review and approval vary across the UC system and often tend to be quite long, we recommend limiting the process to less than 12 weeks at each campus and offer specific action steps to achieve that goal.

Goal 3: Empower Staff, Supervisors and Managers

Recommendation E: Actively promote systemwide tools and resources

While there are many excellent tools and resources already available, many need to be better communicated. In addition, more visual tools would be helpful. We propose a Career Advancement Decision Tree to help staff better understand and pursue their advancement options.

Recommendation F: Encourage managers and supervisors to routinely evaluate roles and provide opportunities

To assist in this effort, we have created a Talent Planning Worksheet to guide managers and supervisors when evaluating advancement opportunities for their teams. In addition, we curated a list of Manager Training Opportunities and Resources as a quick reference sheet for conducting successful talent-planning conversations and assessments.

Recommendation G: Create a series specifically on retention and talent management

We recommend that systemwide HR establish a core curriculum based on best practices and skill-building to retain and advance talent, customizable to each campus and offered on a quarterly or semiannual basis.

In summary, our seven recommendations call upon actors across the UC to take action as we work to retain our workforce.

- Campus and Location Leadership: Prioritize and share your commitment to the employee experience through explicit communication and, as is possible, dedication of resources.
- Systemwide Human Resources: Review and update policies to ensure terminology is defined and consistent across all locations.

- Chief Human Resource Officers: Ensure all campus divisions and departments apply policies consistently. Prominently display systemwide resources (e.g., Talent Management, UCnet's My UC Career) on campus websites.
- Managers and Supervisors: Use the resources referenced above and the tools provided here (Career Advancement Decision Tree and Talent Planning Worksheet) to enhance the career development of your teams.

We believe that the goals, recommendations and tools offered within this report will contribute to a more inclusive and equitable career advancement environment, which, in turn, will foster a greater sense of belonging and engagement, increase work satisfaction and morale, and ultimately lead to a more committed, empowered and high-performing UC workforce.

2. Introduction: Retention Problem at the University of California

“Recruiting and retention have been challenging the last 12 months. Small and unqualified applicant pools. Lucrative opportunities outside of public service. Inflation has increased, which has exacerbated anxiety and the need for employees to make short-term choices for more monetary gain without regard for long-term consequences.”

“The work-life balance is precarious right now due to everyone taking on more responsibilities, doing more with fewer people (attrition), and consequently being overworked. Without the work-life balance, we are just employers who don’t pay the market rate.”

— Responses from 2021–22 Pulse Survey

Retention of high-quality University of California (UC) employees is an ongoing challenge that the pandemic has only heightened. The UC Employee Engagement survey shows retention steadily declining since 2017. In the spring 2021 survey, 43% of respondents reported that they are considering leaving UC, which is significantly higher than the U.S. norm for responses to this question.

More than ever, UC managers and supervisors must try to retain high-performing and high-potential employees tempted to leave for better-paying private-sector positions, enhanced work-life balance or other perceived benefits. To better understand this challenge and how to approach it, the UC-Coro Systemwide Leadership Collaborative program’s 2021–22 Southern Cohort (Southern UC-Coro Cohort) conducted a literature review covering the state of business management, human resources and trends within the human resources subcategory of employee retention.

To supplement the literature review, which captures national norms, the Southern UC-Coro Cohort distributed a qualitative pulse survey to the network of current and former UC-Coro participants across the system (see [Appendix 1](#) for full survey instrument and findings), and collected responses from December 2021 and January 2022. This survey assessed sentiment among managers and supervisors within the UC system, particularly as they have confronted

the challenges of the pandemic and shifting workplace expectations. The 181 respondents represent participants from all 10 campuses, the Office of the President, the Division of Agriculture and Natural Resources (UC ANR) and Lawrence Berkeley National Laboratory.

In spite of a general familiarity with UC systems and policies, managers and supervisors who responded to the pulse survey reported confusion related to employee retention and advancement, and frustrations with perceived barriers. Some noted ongoing challenges, while others reported challenges unique to the current, evolving situation. Taken together, the literature review and pulse survey yielded five themes important for retaining talent:

- Adopt a Relational Rather than a Transactional Management Approach
- Invest in Employee Training and Development
- Provide Reasonable Scheduling Flexibility
- Offer Competitive Compensation
- Streamline Processes for Resources and Retention

These themes informed the Southern UC-Coro Cohort's group project, which focuses on providing a framework for managers and supervisors to retain and advance high-performing and high-potential staff. Retention is important to both individual UC employees and to the health of the UC system. Managers and supervisors will benefit from a better understanding of best retention practices and systemwide policies related to retention, increased awareness of potential barriers and access to resources to help them navigate their staff's career advancement and job satisfaction.

This report builds on our research, identifying three goals the Southern UC-Coro Cohort proposes the UC system pursue, and seven recommendations designed to realize those goals. Ultimately, if enacted, the recommendations and the resources we have compiled will

assist UC managers and supervisors in their efforts to retain staff and to empower their continued success in the UC system.

3. Findings: Best Practices in Employee Retention

Much has been written in the last year about the “great resignation” driven by the pandemic. A recent *Harvard Business Review* article, “Trends That Will Shape Work in 2022 and Beyond,” posits that the “great resignation” will shift to the “sustained resignation” with “continued, higher turnover rates compared to any historical norm.” However, since retention has long been a managerial challenge and consideration, our literature review and survey were not limited to pandemic-related factors and impacts, but covered larger, or longer, trends in the workforce: how employees perceive their work, their companies and career prospects, and how these elements work together to influence whether an employee stays with a current employer or moves on to perceived greener pastures.

We focus on five factors managers and supervisors should consider to help retain high-performing and high-potential members of their teams. These factors contributed significantly to the evolution of our goals and the resulting recommendations we set forth below.

3.1 Adopt a Relational Rather than a Transactional Management Approach

One of the most important changes managers can make to help improve employee satisfaction and retention is to move from a transactional to a relational mindset, which research indicates is preferred by employees. Companies and institutions tend toward discrete actions based on *transactional thinking*. When issues arise, managers often want to apply a fix to curtail and solve the problem as if it were a spill to wipe up, a localized problem to be addressed by a specific action. Unfortunately, the “fix the leak” approach does not work well in retaining employees, especially high-performing ones.

Instead, the literature review revealed that employees are more focused upon *relational aspects* of their job and workplace. A recent *MIT Sloan Management Review* [analysis of 34 million online employee records](#) revealed that the discrete actions that employers typically take to retain key employees greatly differ from the actions employees list as important to them.

The bottom line for employers is that transactional efforts overcome neither shortcomings in institutional culture nor how employees feel about their colleagues, team constructs and institutional mission. This research reveals that the single most important factor to employee retention is emotional security. Employers need to allow employees to bring their whole selves to work, to be comfortable in being themselves, while contributing meaningfully to the work mission. Retention is not about *discrete action when the time comes*, it is rather about a *continual flow of actions that are built into* the daily workplace environment.

3.2 Invest in Employee Training and Development

Research suggests that, in addition to engaging with employees as whole humans rather than labor assets, employers need to focus on providing career advancement and professional development opportunities. Younger employees, especially, consider upward mobility a key factor when evaluating their workplace status and whether they should leave. Workplace culture has a role, but individual managers largely decide on the training and development of employees. Regular coaching sessions and check-ins, encouragement to participate in or continue a training program, and use of individual development plans are key factors to retaining high-performing employees. *The Society for Human Resources Management Newsletter*, dated October 4, 2021, [referenced a 2014 IBM study](#) that revealed “employees who do not feel they are developing at a company are 12 times more likely to leave it.” Paying attention to each employee’s career trajectory pays dividends. As the same IBM study further noted, “Many times ... companies see employee training as an expense rather than an investment and end up paying dearly for it in terms of low productivity and higher turnover.”

3.3 Provide Reasonable Scheduling Flexibility

Flexibility is the topic *de jour* in employment literature today. The fact is, schedule and location flexibility are increasingly becoming an employee expectation. Much as the five-day work week became the standard in the United States during the past century, flexible working arrangements will become more common for employment that does not require physical, onsite presence. However, managers should also understand that adding flexibility can

increase stress if boundaries are not put in place. Reducing a “boundaryless” working style — in which an employee has daily freedom but must also be available 24/7 — is essential to providing parameters that employees can comfortably work within.

In the UC pulse survey, managers and supervisors highlighted flexibility as one of the top themes being discussed with their staff. They noted that remote work is preferred by many employees; however, there is inequity in how departments are able to accommodate flex work arrangements. Establishing long-term policies around flexibility could improve recruiting and retention, while inconsistent policies create confusion.

3.4 Offer Competitive Compensation

Compensation’s importance to employee retention receives less attention than one might expect in human resource employee retention literature. And, surprisingly, perspectives on its importance range from viewing it as so critical that nothing else matters, to not including it among the top 10 retention factors. This wide gamut of opinion is affected by industry or field, the demand level for specific positions and existing market conditions.

Given the range of perspectives on compensation’s importance, we felt it was vital to ascertain the sentiment at the UC. Our pulse survey of UC managers and supervisors identifies compensation levels as the primary driver of UC employee retention struggles. These managers noted that salaries are too low to be competitive, particularly when combined with the rising cost of living and a less compelling benefits package than was offered by UC before 2013. Compensation is a relevant issue for UC manager and supervisor retention strategies and, like flexibility in the workplace, must be competitive with what is offered elsewhere.

3.5 Streamline Processes for Resources and Retention

The majority of respondents to the UC pulse survey reported familiarity with people management (69%), as well as policies around retention offers (59%) and reclassification (66%). In spite of this general familiarity with UC systems and policies, UC managers and supervisors reported confusion related to employee recruitment and retention, and frustration

with perceived barriers. Throughout the survey, managers and supervisors emphasized the need for process improvement, especially given the lengthy processes and weak support mechanisms for internal promotion and reclassification.

Managers and supervisors also noted a recent trend of smaller-than-normal pools of qualified applicants. These recruiting challenges highlight the need for stronger retention efforts and for more responsive processes to both recruit and retain quickly.

4. Recommended Approach

The key finding of our literature review and survey is this: Successful retention of high-performing and high-potential employees is ultimately about alignment of an employer's management goals and initiatives with the employee's values, and the maintenance of that alignment over time. Efficient and clear processes, reasonable compensation, company culture, flexible work arrangements, career growth opportunities and mission orientation are all important to employee retention. To retain the best employees and maintain their high performance, the literature recommends employers adopt a well-rounded approach, blending these strategies to enhance job satisfaction and the work environment.

It is important to consider the shared wisdom of the managers and supervisors we surveyed, as the UC is a distinct workplace. In the pulse survey, UC managers and supervisors identified the following strategies to improve the retention of our workforce:

- Streamline HR processes related to retention, reclassification and equity reviews; provide clear and consistent policies
- Provide resources for retention and career development
- Build positive working relationships with HR partners
- Provide tools, resources, and training for hybrid work and maintaining flexible schedules
- Improve compensation

The Southern UC-Coro Cohort project is focusing largely on the first three strategies in the list above, and the Northern UC-Coro Cohort project is focusing on the fourth strategy related specifically to hybrid work. (The final strategy, improving compensation, was determined to be beyond the scope of our project, but will be discussed in our report's conclusion.) Together, the two UC-Coro Cohort projects strive to provide insights and recommendations to help UC — at the system, university and unit levels — retain and advance a high-performing workforce.

5. Improving the Career Advancement Process

“When I received an employee resignation letter, I tried to initiate a competitive offer letter, only to be told that it likely wouldn’t come through for another 2–3 weeks — and UC couldn’t offer more than 5–10%. How are we supposed to retain people when the process isn’t built to retain people?”

“...There is no mechanism to reward excellent staff. Equity increases address pay equity issues; reclassifications address jobs that have grown and should be classified at a different/higher level. For those employees who do an excellent job in their current/correct job title, there is no true ‘merit’ salary increase mechanism.”

“Career Tracks has made it difficult to differentiate skill sets needed for staff who have the same general role (e.g., administrative assistant) but whose level of experience, critical thinking and/or skills are vastly different. It then becomes exceptionally challenging to reclassify an employee or get them to a salary that is competitive with those they can get outside the university.”

— Responses from 2021–22 Pulse Survey

This section of our report focuses on the career advancement of all staff within the UC system. The term “career advancement” is used as an umbrella term for all identified merit, equity, promotion, professional development and other retention strategies available to supervisors, managers and staff. This section’s overall goals are to: (1) provide a synopsis of current UC policies, processes and procedures; and (2) provide recommendations to enhance consistency, clarity, transparency and equity of career advancement at UC. The observations and recommendations shared below support the development, advancement and retention of staff within the UC system, thereby allowing us to maximize and leverage the incredible potential of one of our most valuable assets, our staff.

Managers and supervisors at the UC face a complicated and often confusing process to promote and retain staff. The Personnel Policies for Staff Members (PPSM) provide guidance

that applies to all UC employees. Specifically, [PPSM-20: Recruitment and Promotion](#) contains the provisions regarding competitive recruitment, internal recruitment and promotions. To understand career advancement within the UC, and the ease with which staff can access local procedures, we reviewed online retention and promotion resources for each campus. In the summary of our findings, we document the current state, gaps, best practices and recommendations in the local PPSM-20 procedures (see [Appendix 2](#) for a Review of Systemwide Policies for PPSM-20 and Career Advancement). For example, two out of the 10 campuses do not use or reference “promotion” in their local procedures, potentially making it difficult to identify and/or navigate career advancement materials. While all campuses refer to the systemwide policy, the use and content of local procedures varies widely. It is clear that, for those campuses where local procedures are defined, procedures can often be exhaustive. This level of detail may be challenging for managers and supervisors to interpret or adhere to if they lack overall familiarity with human resources processes.

Generally, systemwide policies allow for flexibility in the implementation of local procedures to accommodate the varying needs of each UC location. To that end, locations create and implement their own criteria and eligibility standards for career advancement, which may result in significant disparities across the campuses as to how and when employees may advance in their careers. On campuses where local procedures are delegated to the department/unit level, some departments, units and programs also see this disparity when they compare themselves to their local counterparts. This lack of consistency, clarity and transparency has led to frustration experienced by staff, supervisors and managers, and may contribute to inequities in staff retention and promotion.

The University of California 2021 Staff Engagement Survey results indicated that career development is a priority focus area. In response to the statement, “I am confident I can achieve my personal career objectives within the UC system,” 64% of the 11,256 survey participants responded favorably, which is 11% lower than the national norm. In addition, endorsement of career development opportunities was not equal across campuses or ethnicities. Staff who identified as Black, multiracial or unknown had the lowest favorable responses to the career development statement. Only 37% responded favorably to the

statement, “I feel my campus/location does a good job of matching pay to performance.” This is below U.S. norms and was identified by the survey report as an opportunity and priority focus area. Actions suggested in the survey report were to: (1) help employees better understand how they can meet their career goals; and (2) improve connection between pay and performance.

UC is committed to ensuring our workforce reflects the populations we serve by embracing equitable, approachable practices in all career advancement processes. We must demystify these processes to ensure that managers, supervisors and staff understand and are able to follow UC’s various policies and procedures.

6. Our Goals and Recommendations for Equitable UC Career Advancement

All UC employees should be aware of UC's career advancement policies, processes and procedures. Career advancement opportunities should be transparent and easily understood. The recommendations shared below are designed to support the development, advancement and retention of employees via enhanced consistency, clarity and transparency of UC policies, processes and procedures systemwide.

6.1 Goal 1: Promote Strategic Partnerships

In any organization, managers and supervisors are responsible for developing a strategic direction, cultivating an inclusive workplace and managing talent. Human resources staff are a critical partner to achieve organizational goals and desired outcomes by helping with understanding and navigating career advancement challenges and opportunities, while also protecting the institution and ensuring that policies are upheld.

6.1a Recommendation A: Increase engagement among supervisors, managers and human resources staff to enhance shared knowledge of career advancement policies and best practices

Human resources professionals are critical experts in career advancement policy and procedures. Thus, staff, supervisors and managers may turn to them for consultation regarding retention and promotion. Ideally, HR professionals work with staff, supervisors and managers to understand how to navigate various career advancement opportunities. Human resources teams should be highly encouraged to be proactive on the career advancement topic by providing learning opportunities, such as supervisory training, newsletters, town halls and open office hours.

We provide the following two examples as best practices, and recommend that other UC locations foster similar collaboration and consultation:

- UC Irvine has an organizational model with both consultative employees (Human Resource Business Partners) and more transactional team members (Human Resource Generalists). Additional training and a certificate program are required to become a Human Resource Business Partner.
- At UC ANR, managers and supervisors are highly encouraged to reach out to their Human Resource Business Partners to discuss career development opportunities for their staff. The supervisor and manager are then better prepared to work with their staff employees on their professional goals, explain promotion comprehensively and discuss various options for development.

6.2 Goal 2: Communicate Policies Clearly and Apply Them Consistently

All employees, their supervisors and managers should understand human resource policies and processes related to career advancement. Furthermore, human resource policies for career advancement and pay increases should be clear and implemented in a consistent manner across the system and within locations. Policies and practices are to be applied equitably and transparently across the system to eliminate campus disparities.

6.2a Recommendation B: Clarify terminology related to career advancement

Through our review of policy, and after consultation with UC leaders, we determined that terminology is a significant barrier to a shared understanding of career advancement opportunities. For example, the term “promotion” is often used as an umbrella term for career advancement, yet “promotion” also signals only a subset of career advancement opportunities.

We recommend that the [Systemwide Human Resources](#) policy and compensation groups review for clarity all definitions currently included in PPSM-2 and PPSM-20, and consider adding definitions during the next policy update cycle. Some additional recommended definitions are equity, merit, local procedure, succession planning, policy and promotion. Note that some of the recommended definitions are listed in other UC policies and local procedures, but we recommend that all terms used in PPSM-20 be defined there.

To help staff, managers and supervisors better understand terms, we have created a table of Career Advancement Scenarios (see [Appendix 3](#)).

6.2b Recommendation C: Make internal recruitment and promotion procedures clear and accessible for all

In our review of campus policies and procedures, it was revealed that the relevant policies were (1) not always easy to find and (2) not always presented in a manner that could be easily understood by all employees. It is our recommendation that the campuses clearly display on each campus' human resources website an easily accessible, step-by-step local procedure for internal recruitment/promotion. It should include:

- How to initiate the request
- The types of positions and classifications eligible for the program
- Identification of relevant systems
- Naming by title those who are touchpoints in the process

The procedure should also provide a visual workflow for initiating and approving the internal recruitment/promotion request. As an example, we worked with UCI to develop a visual that can accompany the written local procedure for the UCI Internal Promotion Request Process (see Figure 1 and [Appendix 4](#)).

CAMPUS INTERNAL PROMOTION REQUEST PROCESS

To ensure fairness and equity, the campus internal promotion request process requires approval from all of the following:

- Department Head
- Vice Chancellor or Dean
- Campus Human Resources Executive Director, in consultation with the Office of Equal Opportunity and Diversity



For additional information, please review Personnel Policies for Staff Members 20: Recruitment and Promotion [PPSM-20: Recruitment and Promotion](#).

For Health Sciences or Medical Center, please reach out to your Human Resources Business Partner to prepare request.

Figure 1. UCI Internal Promotion Request Process

6.2c Recommendation D: Streamline internal recruitment and promotion procedures

Current timelines for request, review and approval vary across the UC system. However, a common theme across the campuses is that the timelines for review are often slow and demoralizing to those awaiting an outcome. To reduce the chances of an employee's finding a

new position during the long wait time, we recommend the review and approval process take less than 12 weeks at each campus location.

It is our recommendation that each location:

- Leverage technological solutions and improve efficiencies by identifying ways to migrate paper-based request and approval processes into online workflows
- Review existing approval processes, identify redundant steps that can be eliminated
- Reevaluate the need for each of the current approvers, including identifying places where approval can be consolidated or delegated
- Review approval timelines and prioritize the career advancement of current high-performing employees as well as filling mission-critical positions or vacancies

The following response from the pulse survey illustrates the acute need to expedite the process:

“We have had a near impossible time trying to reclassify staff. We have good justification to reclassify about 8 staff positions. We put in our first requests in March 2021 and it has been a struggle to even get a single one reviewed and approved. During this time, we tried to motivate HR to look at and approve our requests; many staff became disillusioned and frustrated. There is a lot of negative feeling from staff that the university does not appreciate the work done by staff, even though all members of our faculty, senior staff and deans fully support the reclassifications. The career tracks system has boxed in staff so it is nearly impossible for a staff member to receive a promotion unless the supervisor leaves their job.”

It is critical to demonstrate to staff that they are valued and have a future with UC. Providing a clear and easy-to-follow process, with completion time frames that are measured in weeks

rather than months, will go a long way to assist human resources staff and supervisors in retaining and advancing valued employees.

6.3 Goal 3: Empower Staff, Supervisors and Managers

Employees should be aware of and understand their options for career advancement and be able to advocate for themselves and take advantage of career advancement opportunities (e.g., professional development) that align with their career goals. All managers and supervisors should be equipped to create a climate of career staff support by evaluating team needs, considering succession planning and regularly monitoring the likelihood of turnover and development opportunities to assist staff and provide them with the career advancement tools they need.

6.3a Recommendation E: Actively promote systemwide tools and resources

Resources already exist at the systemwide level that could be better promoted and communicated to staff. For example, [My UC Career](#) portal, an online development tool available to all UC faculty, academic personnel, staff and students seeking to advance their careers, is available on [UCnet](#). This should be prominently displayed on each campus' human resources site, without requiring extensive searching. There are also various resources on the systemwide [talent management](#) site intended to be used to aid managers and supervisors in supporting their employees' career and professional development. These tools are excellent, and would be more effective if known to all.

Based on the review of the resources available and the desire for more visual tools, we have created a Career Advancement Decision Tree (see Figure 2 and [Appendix 5](#)) to help staff better understand their options, advocate for themselves and take advantage of career advancement opportunities.

Career Advancement Decision Tree



Figure 2. Career Advancement Decision Tree

6.3b Recommendation F: Encourage managers and supervisors to routinely evaluate roles and provide opportunities

Managers and supervisors can and should assist employees with discovering where their talents lie and how to best utilize those talents within the UC system. Professional development is a critical component of a manager and supervisor's role, and supporting an employee with the skill development and training needed to be competitive for promotional opportunities should be better integrated into a manager or supervisor's job expectations and routine activities.

To assist in this effort, we have created a Talent Planning Worksheet (see Figure 3 and [Appendix 6](#)) to guide managers and supervisors when evaluating their teams, focusing on needs and wants, contributions to the department and risk of leaving. Used regularly and properly, it allows for standardized discussions across a team and provides managers and supervisors with a record of employee objectives to be tracked and achieved. This confidential tool proactively addresses retention and career development and is designed to be usable for most positions within the UC system (although managers and supervisors may need to modify it for their specific needs).



Figure 3. Talent Planning Worksheet

Recognizing that not all managers and supervisors will be approaching these retention and talent management conversations with the same level of skill or experience, we also curated a list of Manager Training Opportunities and Resources (see [Appendix 7](#)) to provide managers and supervisors with resources at a glance to enhance their ability to conduct successful talent planning conversations and assessments. These focus on training that addresses general leadership skills, active listening, coaching, difficult conversations, implicit bias and more. The list includes training opportunities that are offered mostly within the UC system, at both a UC and campus level, and also highlight select external sources well known in the field.

Through enhanced marketing, centralization of resources and active promotion of the above resources, we can build a stronger culture of appreciation and development by equipping managers and supervisors with tools and skills to manage the talent on their teams.

6.3c Recommendation G: Create a series specifically on retention and talent management

Although supervisory and leadership training can be found within the UC system, guidance on best practices for retaining staff and enhancing their experience as a UC employee is difficult to find. Systemwide HR could take the lead in establishing a core curriculum based on best practices and skill building that each campus could customize and offer on a quarterly or semiannual basis. The creation of this course could serve as a catalyst to promote existing leadership trainings (as described in the Manager Training Opportunities and Resources).

7. Conclusion

The UC system has an amazing breadth and depth of resources available to its staff, managers and supervisors, and human resource professionals. By deepening and better promoting what already exists, and augmenting practices with the resources provided here, it is our belief that a more inclusive and equitable career advancement environment can exist. This, in turn, will foster a greater sense of belonging and engagement, increase work satisfaction and morale, and lead to a more productive and stable work environment. Implementing our recommendations in support of the three main goals will improve the consistency, clarity and transparency of career advancement at UC.

As referenced in the introductory section, our literature review and pulse survey did raise two other important elements that should be considered when seeking to improve the overall advancement climate of the UC system: flexibility and compensation. It was the UC-Coro Southern Cohort's intention to focus as we did and *not* address these two issues, in the hope that we put forward recommendations that could be implemented immediately, without necessarily securing additional fiscal resources or extensive changes to policy.

Our seven recommendations call upon actors across the UC to take action as we work to retain our workforce.

- Campus and Location Leadership: Prioritize and share your commitment to the employee experience through explicit communication and, as is possible, dedication of resources.
- Systemwide Human Resources: Review and update policies to ensure terminology is defined and consistent across all locations.
- Chief Human Resource Officers: Ensure all campus divisions and departments apply policies consistently. Prominently display systemwide resources (e.g., Talent Management, UCnet's My UC Career) on campus websites.

- Managers and Supervisors: Use the resources referenced above and the tools provided here (Career Advancement Decision Tree and Talent Planning Worksheet) to enhance the career development of your teams.

By promoting strategic partnerships, communicating clearly and applying policies consistently, all while providing resources to empower staff, managers and supervisors, we can advance the UC and retain our excellent workforce.

8. Acknowledgements

The members of the 2021 UC-CORO Leadership Collaborative Southern Cohort would like to express our sincerest gratitude for the expert input, insight and invaluable feedback of our project sponsors: *Cheryl Lloyd*, UC Vice President for Systemwide Human Resources; *Yvette Gullatt*, UC Vice President for Graduate and Undergraduate Affairs, and Vice Provost for Equity, Diversity and Inclusion; *Kate Klimow*, UCI Chief Administrative Officer and Director, External Relations, Beall Applied Innovation; *Mariam Lam*, UCR Vice Chancellor and Chief Diversity Officer; *Michael Yates*, UCLA Manager, Talent Acquisition and Workforce Training; and *Ramona Agrela*, UCI Chief HR Officer and Vice Chancellor, Human Resources.

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In addition, we want to thank our respective nominators and campus leaders for providing us with this one-of-a-kind collaborative leadership opportunity. We are thankful for UC's commitment to developing current and future administrative and faculty leaders.

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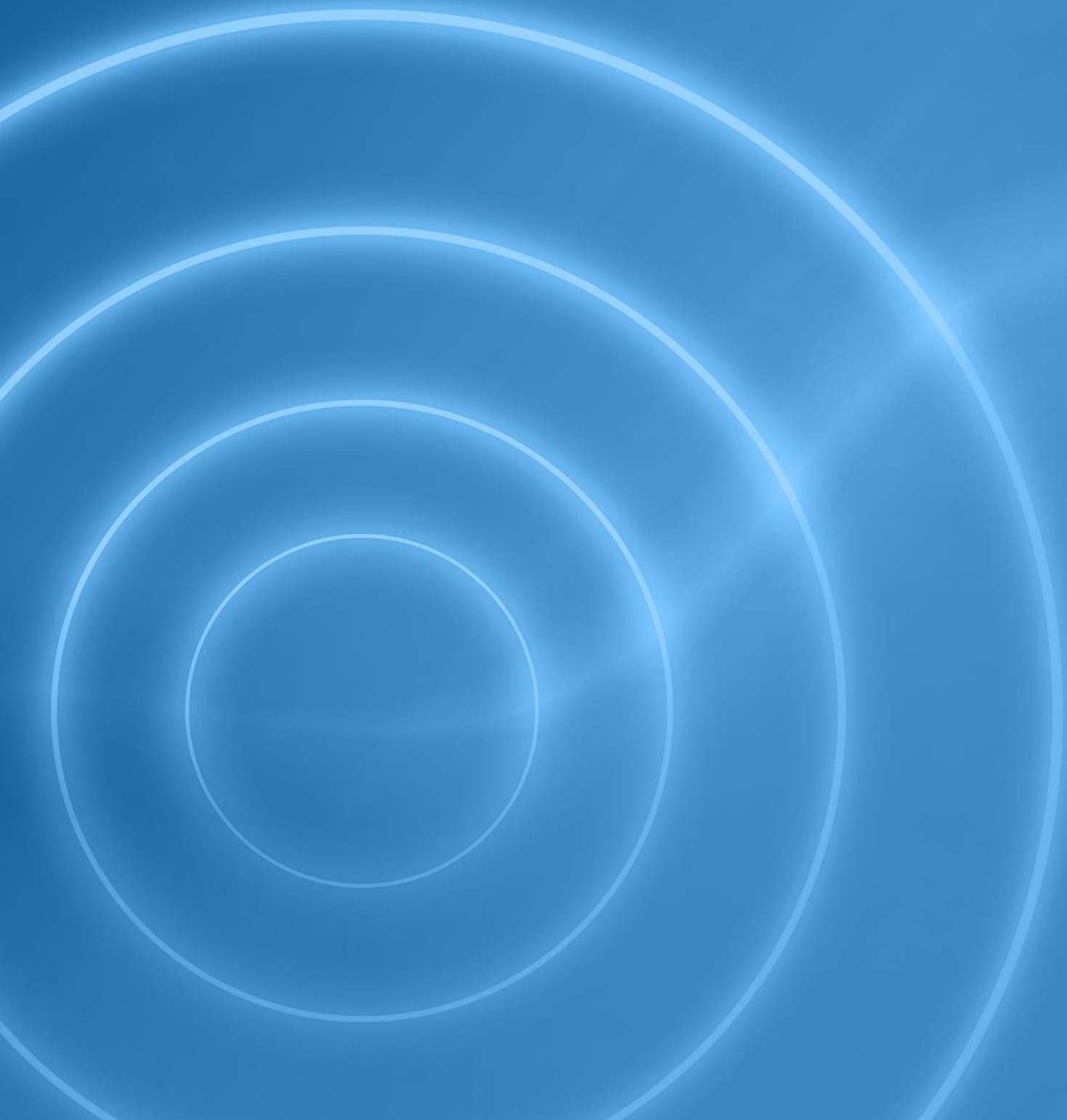
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Appendix 1: Pulse Survey and Results

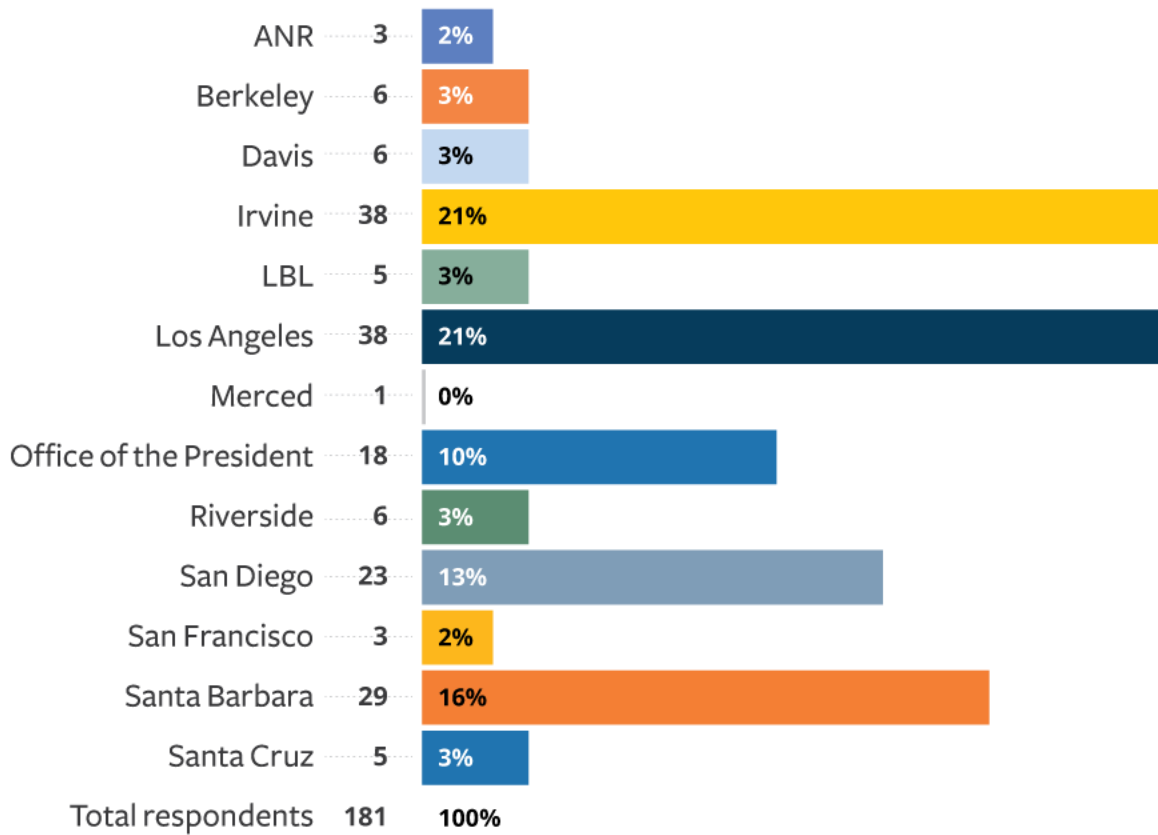
PULSE SURVEY AND RESULTS

2021 UC-Coro Systemwide Leadership Collaborative
Southern Cohort Project | March 2021



UC-Coro Manager Pulse Survey – Final

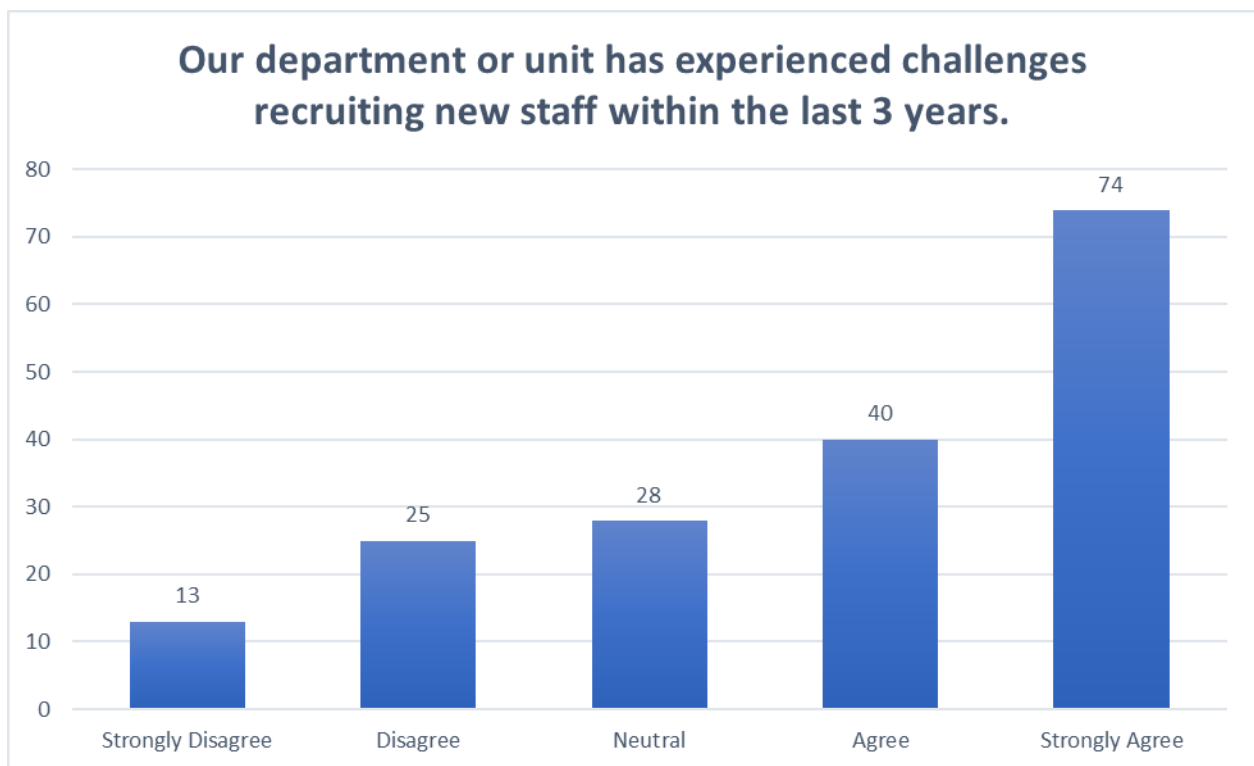
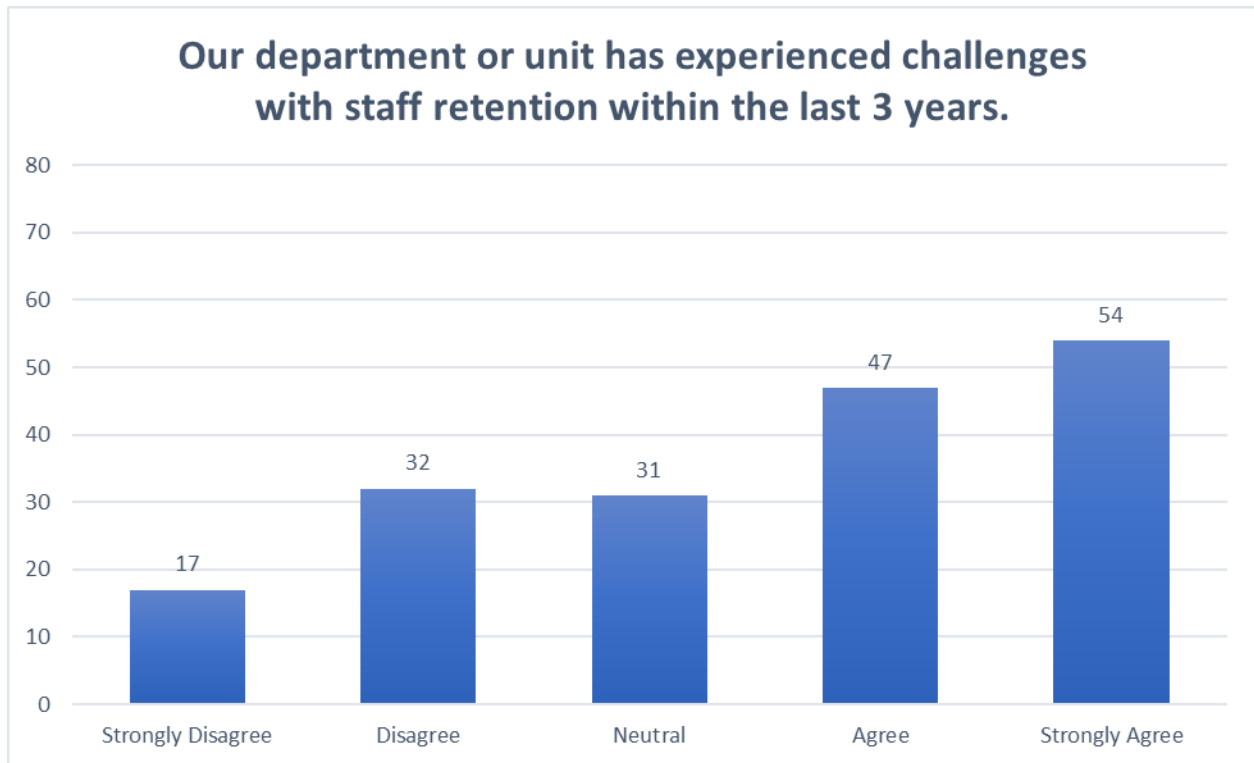
Survey respondents, by UC location

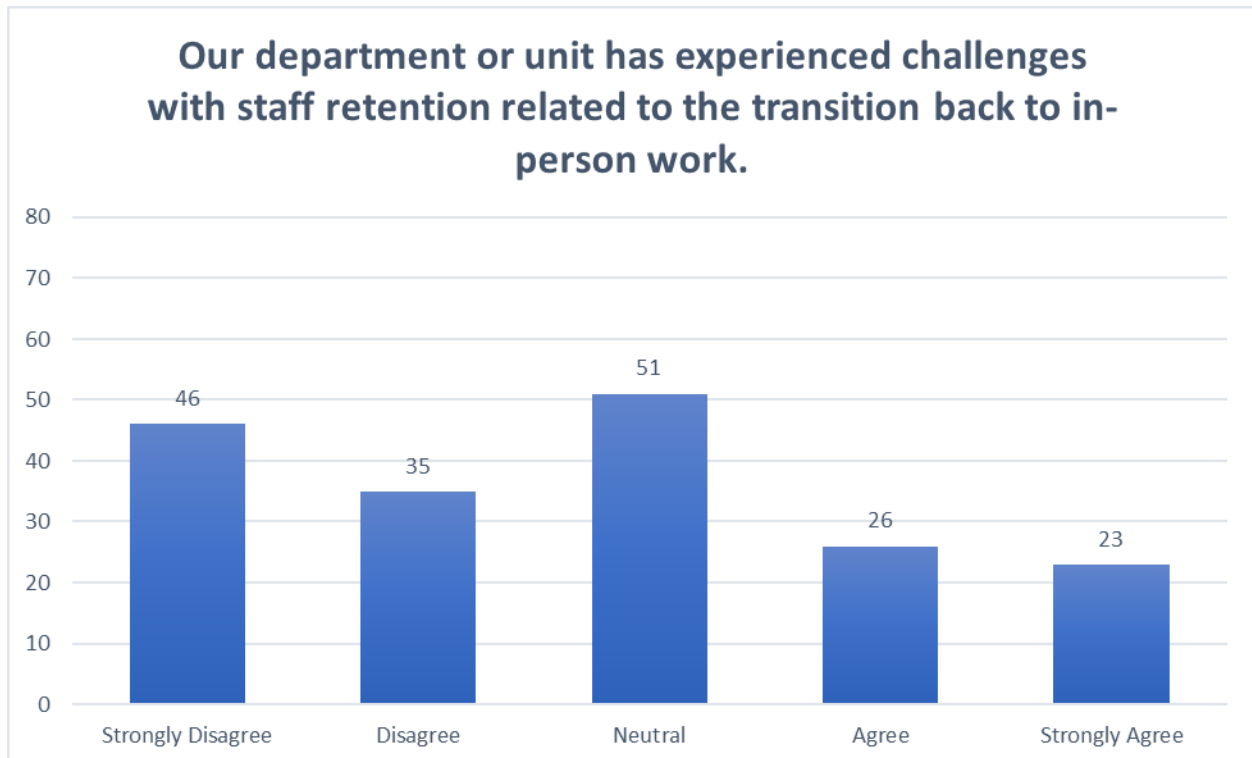
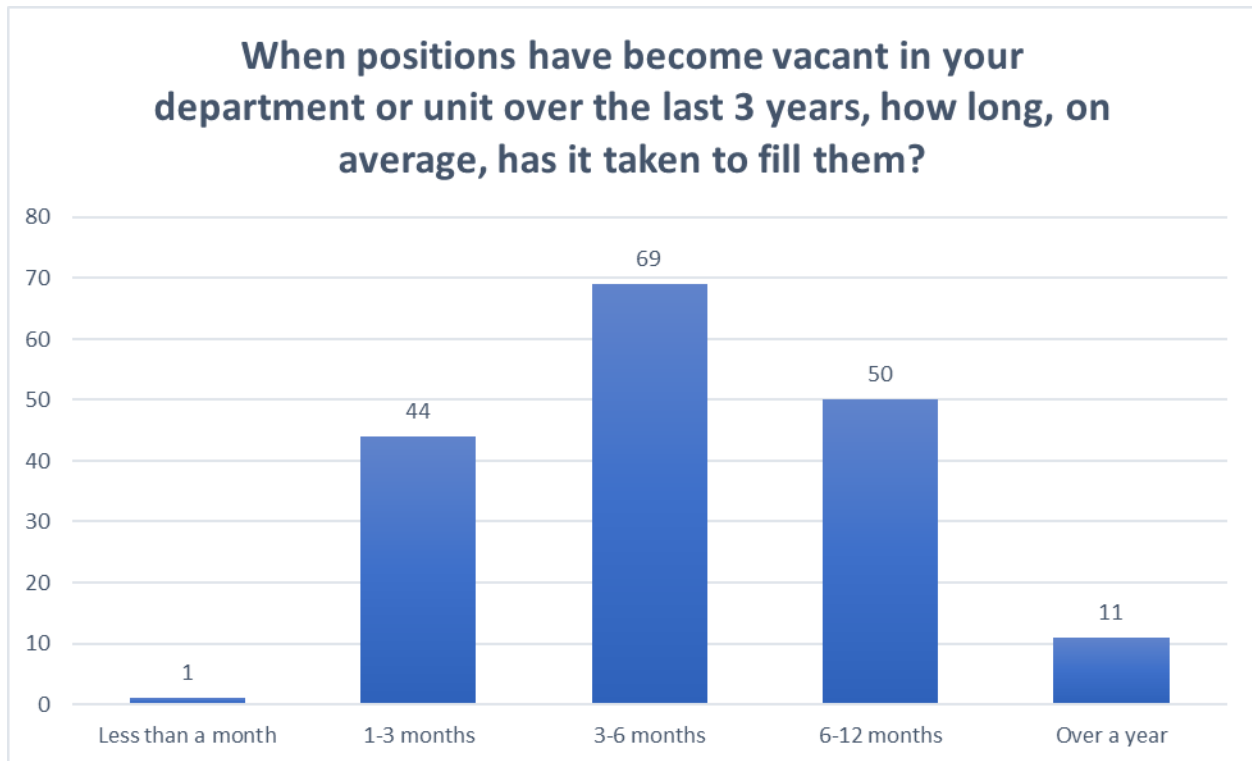


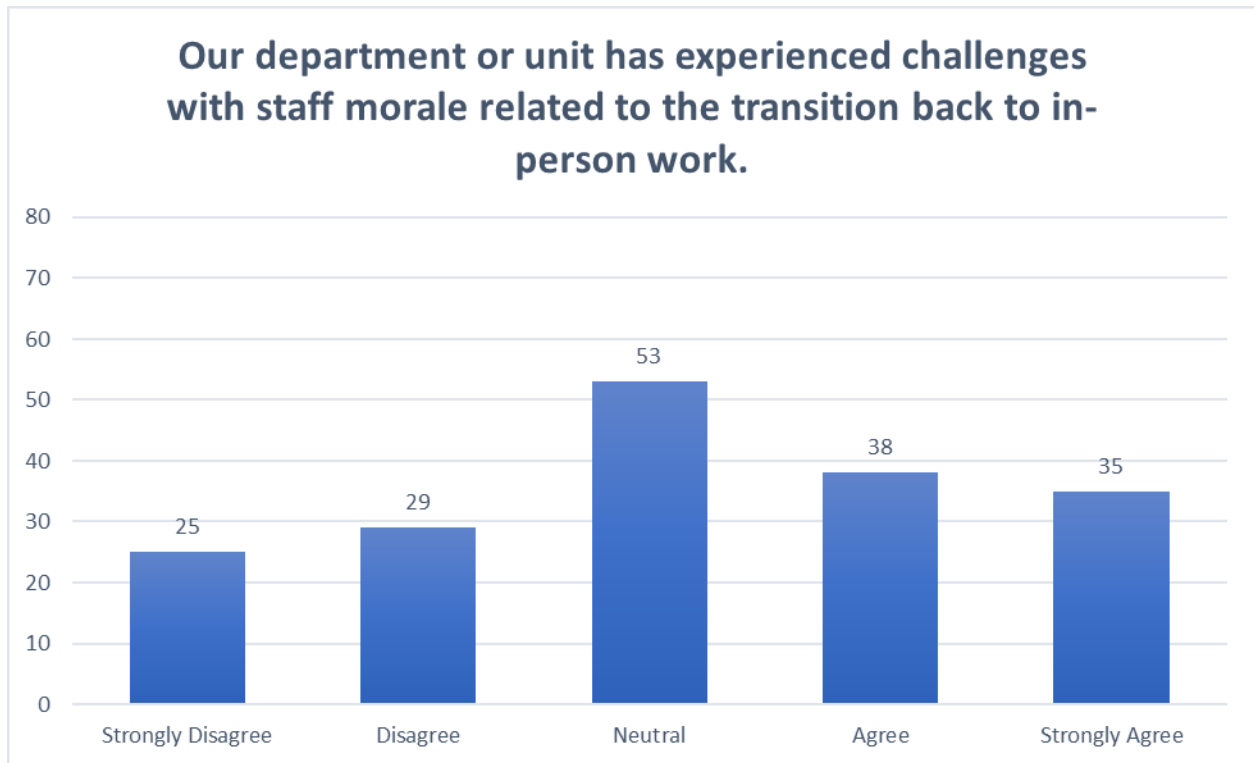
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employees in your area?

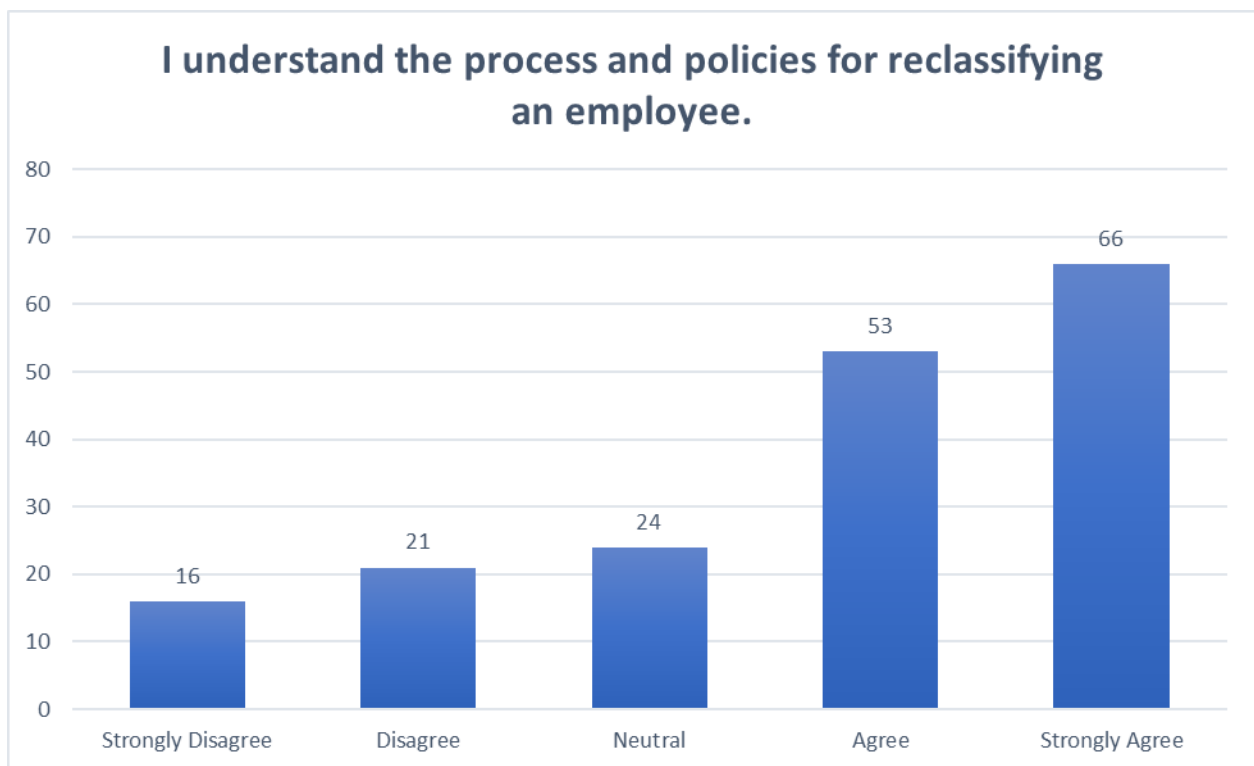
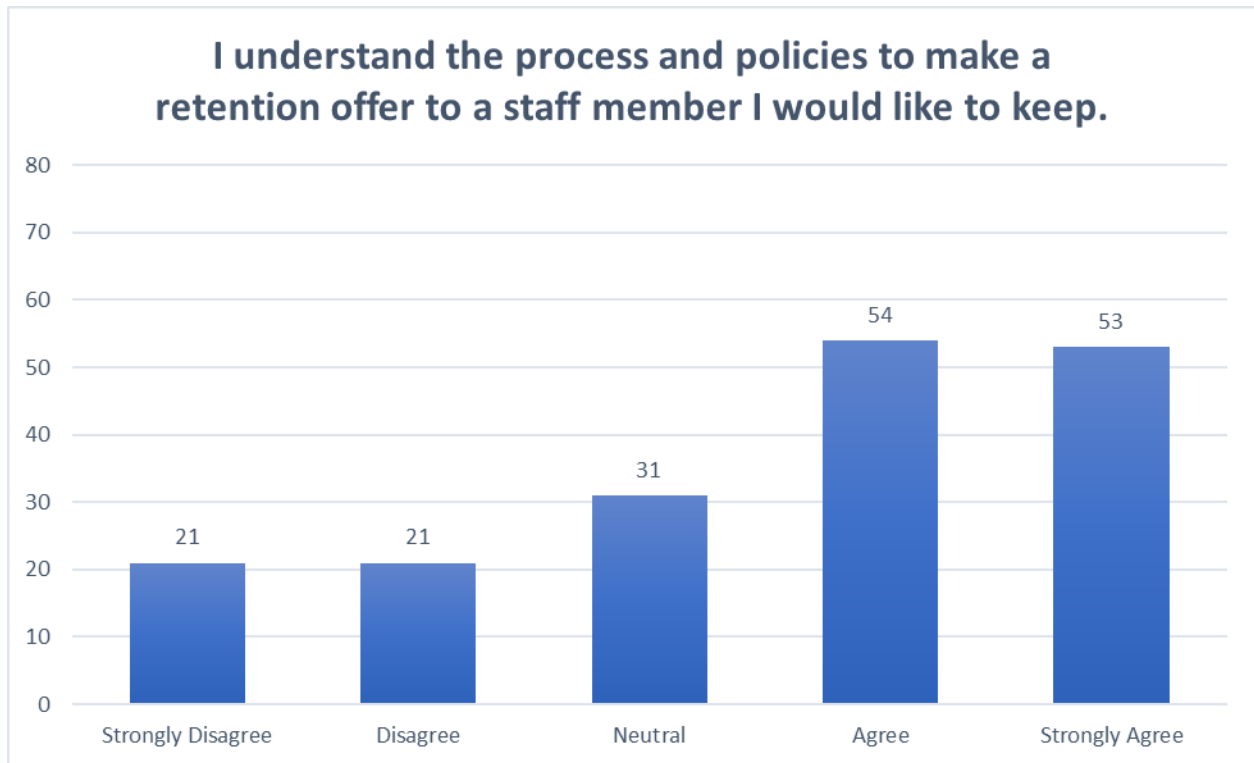
181 respondents

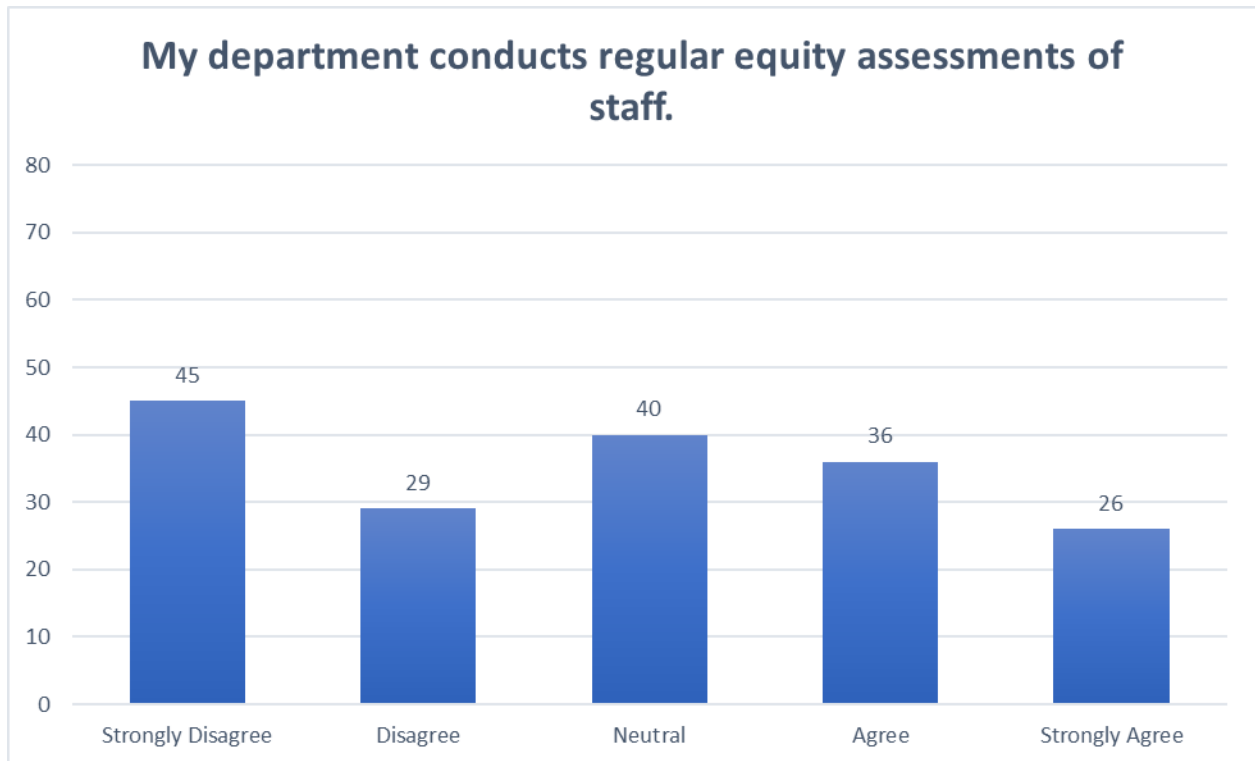
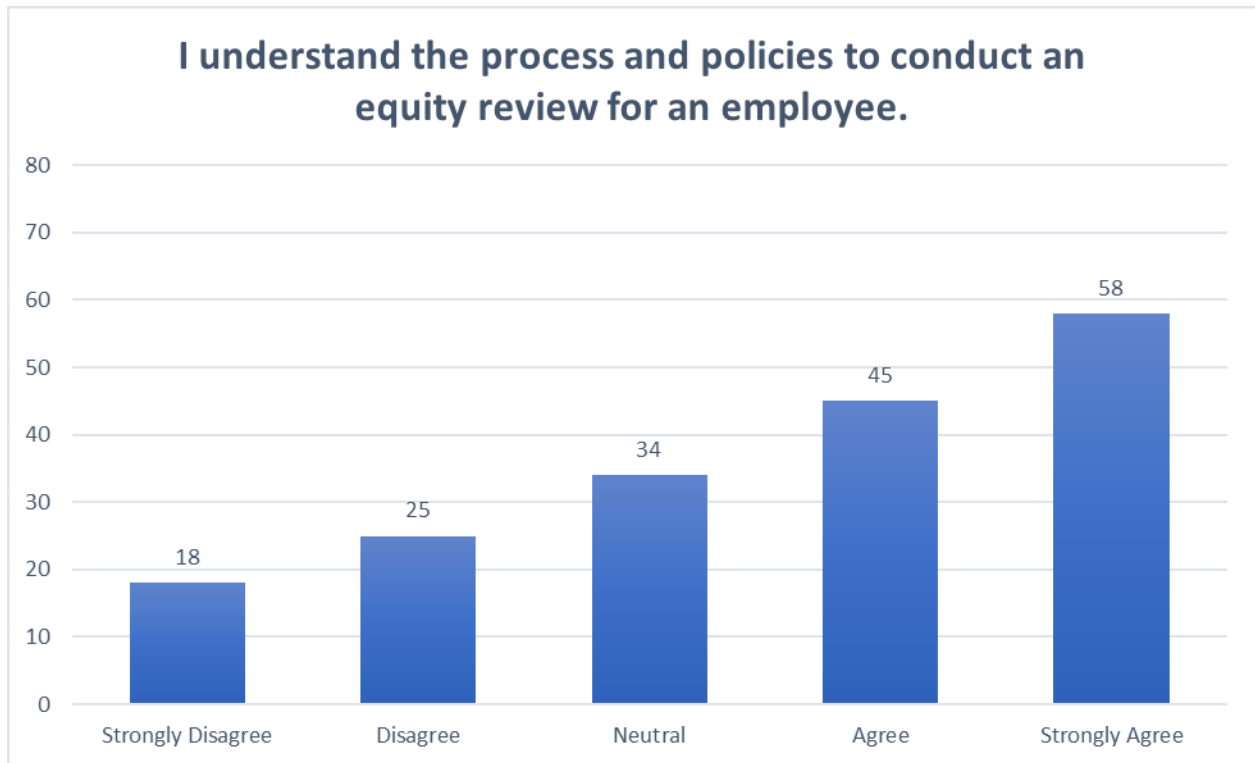


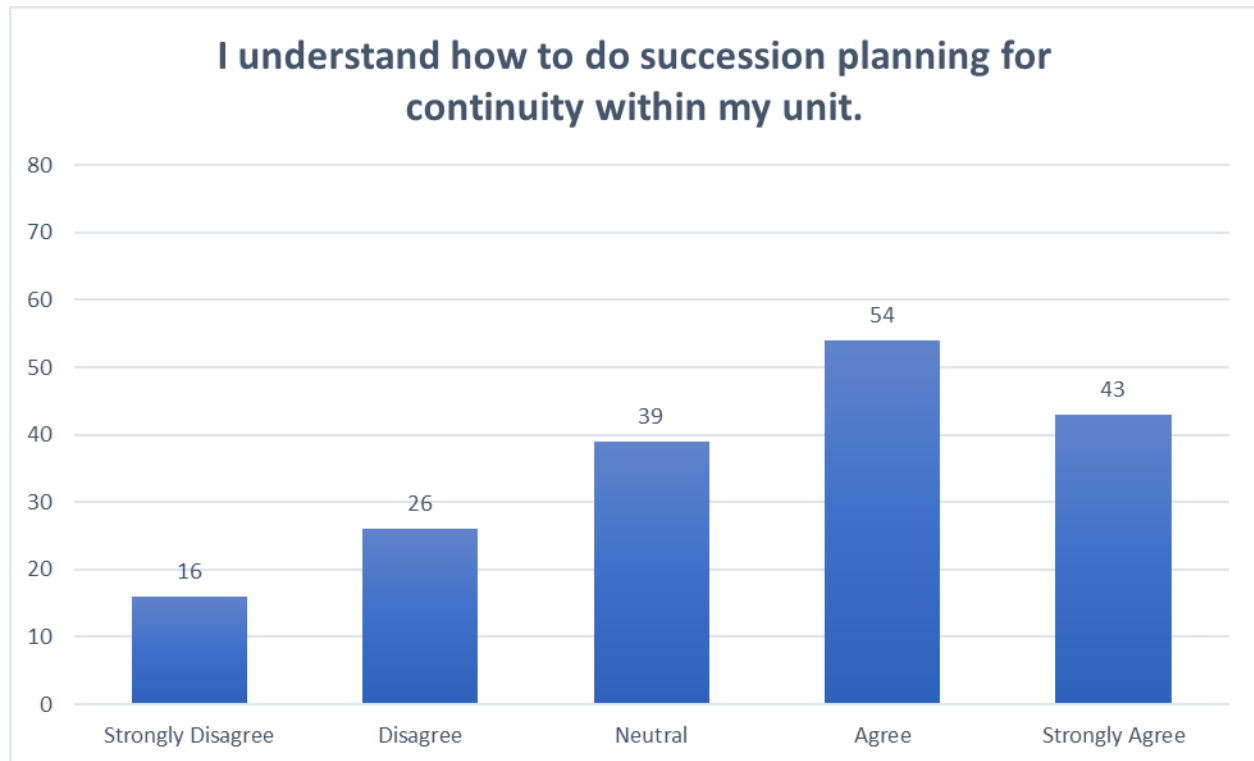












Q1: Please describe the challenges you have experienced in recruiting or retaining staff.

- Ongoing UC Challenges
 - **Compensation:** Salaries too low to be competitive; high cost of living; benefits less compelling
 - **HR challenges:** Lengthy processes; weak internal promotion; reclassification hurdles
- Unique Recent Challenges
 - Smaller-than-normal **applicant pools**
 - Desire to **work remotely**

Difficulty finding qualified candidates, higher salary expectations than we can offer, staff leaving for remote positions, staff wanting more time working remotely, staff wanting more flexibility in their work schedule.

Q2: Please describe what has worked well for you with recruiting and retaining staff.

- Recruitment Successes:
 - Personal outreach, word-of-mouth, reputation, patience
- Retention Successes:
 - **Flexibility** (remote, hybrid, work-life balance)
 - **Salary**
 - **Career development**
 - **Mission**

Acknowledging excellent/exceptional performance, allowing for lateral training and growth opportunities, creating an excellent environment — these sometimes work to retain staff. Sometimes, staff want something that's not possible, higher salary, higher title, full time remote work.

Q3: If it has taken longer than three months, please describe what caused the delay.

- Reasons for Delays:

- Lack of qualified candidates
- Salary not acceptable, forcing positions to be reopened
- Need for process improvement
- Short-staffed, both on the HR side and among those pushing forward the interviews
- Lack of remote work options
- Budget shortfalls/bureaucracy

Q4: Please briefly describe any challenges or successes you have experienced related to your staff's return to in-person work.

- Challenges
 - Remote work preferred
 - Concerns about safety in the workplace
 - Managing hybrid schedules
 - Inequity in departments' policy on flex work
 - Difficulty covering shifts because of hybrid schedules and general staffing issues
- Successes
 - Ability to implement hybrid work schedules

Q5: Please describe any policy or process changes you believe would help you to better address the recruitment, retention, and/or morale challenges mentioned above.

- Changes Needed
 - Need to streamline HR processes related to recruiting and “promotion”
 - Need for clear and consistent policies
- Compensation
 - Regular equity adjustments
 - Reward options for high performers
- Flexible Work Arrangements
 - Long-term flexibility improves recruiting
 - Inconsistent policies create confusion

Equities for exceptional performance. Many people are not motivated to go above and beyond if there is no carrot in the form of salary. Some people are motivated internally to work their hardest and those are the people who I see burning out because they are far and few between. They try to keep everything going knowing full well they are not even appreciated for their considerable hard work and dedication, which is unfortunate.

I don't know if HR policies are unclear or inconsistent, but I never seem to get the same answer twice if I ask multiple times or different people. Often, I do what is instructed, only to find out later that the process is different than what I was told to do.

Q6: Please describe any tools, resources, or training you believe would help you to better address the recruitment, retention and/or morale challenges mentioned above.

- Training Suggestions

- Manager training on recruiting, hiring, promotion, retention
- Tools/equipment/training to support hybrid work
- Streamlining and simplifying HR policies and procedures
- Better compensation, and empowering managers to reward and retain high performers
- Increase staffing levels

Training at the supervisor level. Right now we have great variability among supervisors: some known to be very strict, others known to be very laissez-faire. It would be good if we could be more consistent (and somewhere in the middle) across campus. Workplace environment, and our open and inclusive community, are a key selling point, especially in terms of retention.

Reduce administrative burden of HR processes (do a serious LEAN project); respect workers by prioritizing replacement of staff who leave; do not require risk of flight to achieve equity promotions and raises.

Q7: To what extent have you been able to leverage your understanding of these areas to successfully retain, reclassify, promote and/or give equity increases to staff? Please explain your answer.

Two thirds of responses indicated that existing tools and processes are unsuccessful or insufficient

- Top Challenges
 - Too cumbersome
 - Intended to promote fairness across the institution, yet failing to deliver on that

- HR perceived as a barrier
- Policy or process perceived as a barrier
- Processes are too slow
- Final decisions seem arbitrary and inconsistent

I think that for the “average” manager, who doesn’t work in HR, the processes for retention offers, equity reviews, and reclassifying staff are a black box and/or are not applied consistently across units.

Q7 (cont.): To what extent have you been able to leverage your understanding of these areas to successfully retain, reclassify, promote and/or give equity increases to staff? Please explain your answer.

One third of responses appreciate the tools that do exist

- Top Positives
 - Able to overcome challenges to leverage tools like equities, reclassifications and succession planning
 - Successful managers stressed the importance of a good relationship with HR
 - Equities and retention offers are useful tools
 - Reclassifications useful as well

I have also set up biweekly meetings with my HR analyst so we can collaborate and partner on initiatives. This open line of communication helps with knowledge transfer and getting things done.

Seeing respected and committed existing staff get considered and sometimes hired for promotional opportunities improves morale. I have retained staff who received outside offers. I have improved morale through the provisioning of stipends for those staff who have extra work covering for missing colleagues.

Q8. Is there any other information, challenges or recommendations you would like to share regarding staff recruitment, retention, succession or morale?

- Remaining Challenges
 - Bureaucracy needs to be streamlined and need more flexibility and transparency
 - Staff shortages exacerbate the situation
 - Lack of training opportunities for staff surrounding complicated HR issues at UC
 - Budgetary constraints
 - Hybrid vs. remote work is underutilized to attract staff
 - Departments struggle to adjust salaries to be competitive
 - Low morale created from all the above

I need more HR administrative support to be able to actively implement the strategic planning efforts.

The increase in bureaucracy — our processes are more and more complicated. It does take some joy out of work.

Appendix 2: Review of Systemwide Policies for PPSM-20 and Career Advancement

Review of Systemwide Policies and Campus Procedures for PPSM 20 and Career Advancement - Current State, Best Practices, Recommendations, Deliverables

Topic	UC Systemwide/Campus	Policy/Procedure	Link, Web Resources	Gaps, Issues, Needs, Challenges	Is there something we could recommend as a promising best practice systemwide?	What can be done to address the current state or challenge?	How would a recommendation be incorporated into any deliverables?
General	UC systemwide	Systemwide Policy	https://policy.ucop.edu/advanced-search.php?action=welcome&op=browse&subject=9				
Compensation	UC systemwide	Systemwide Policy	https://policy.ucop.edu/doc/4010400/PPSM-30				
Recruitment and Promotion	UC systemwide	Systemwide Policy	https://policy.ucop.edu/doc/4010393/PPSM-20				
Recruitment and Promotion	Berkeley	Local PPSM Procedures		Document is draft and dated August 2020.	Local implementing procedures for PPSM20 are very clear, identify who is responsible, links to applicable forms in context of the procedure.	Update/finalize the procedures (remove "draft").	If a policy is necessarily long because it is thorough, there should be some effort to provide charts or visuals that can give a basic overview for overwhelmed/non-experts reviewing the policy
				14 pages long. Would benefit from a flow chart.	Does good job of describing and defining words, procedures, when to use which HR actions.	Create a visual/flowchart to accompany the written procedure.	
General	Davis	Staff Policies - PPSM	https://hr.ucdavis.edu/departments/elr/policies/ppm	Local procedures are to require open recruitments with very limited circumstances a waiver can be provided. Waivers are for limited term, per diem, student employees and for transfers/reinstatement of current employees. Delegation of authority for waivers is at the CHRO level.	Provides a waiver of exception option for: Employee's job title or responsibilities have changed because of reorganization or reassignment of functions among positions within the same organizational unit.	The waiver exception for an employee's position change is very limited and not approved regularly or consistently.	
Recruitment and Promotion	Irvine	Staff Procedure 20 Recruitment and Promotion	Procedure 20: Recruitment Policies & Procedures UCI	UC definitions for PPSM-20 are not listed, only 3 are listed (Internal Candidate, Internal Recruitment, Internal Promotion).	Promotion is defined and procedure is clearly laid out step by step, see section E.	Add definitions.	Provide UCI's procedure, including all current UC PPSM-20 definitions and additional definitions (Promotion, Merit, Reclassification, Policy, Local Procedure, and Equity) along with visual/flowchart
				No visuals.	Skills Assessment Template for Internal Promotion Request is included with procedures.	Create a visual/flowchart to accompany the written procedure.	
				"Promotion" is not listed on any drop menus on HR website, but you can access the local	Waiver/Exemption to Recruitment UC policy is listed in addition to local procedure.		
Recruitment and Promotion	Los Angeles	Procedure 20 - Recruitment	https://www.chr.ucla.edu/hr-administration/procedure-20-2013-recruitment	Clearly lays out recruitment procedures, as well as exceptions to the recruitment procedure and waivers to the procedure.	Explains the Waiver of Recruitment criteria and process. Lists the reasons why an Exception to Recruitment would be granted.	Promotion is not mentioned at all in this procedure. Internal recruitment could use further elaboration in understanding how the criteria are met.	Further elaboration on the Exception criteria would be helpful. Flowchart or other visual could be helpful in aiding managers in making the correct choices when it comes to a recruitment or filling a vacant position.
Recruitment and Promotion	Merced	Recruitment Procedure	https://hr.ucmerced.edu/supervisor-resources/policiesand-procedures	Local procedure for recruitment is well laid out.	Waiver of Recruitment is clearly stated in this process.	Visual flowchart would be helpful for the recruitment process.	Decision tree of flowchart could be useful here, especially if making distinctions between Internal and External recruitments.
				Somewhat dense, but has good headers that are helpful.		Internal Promotion is not addressed. Further explanation of Internal Recruitment could be developed.	
Recruitment and Promotion	Riverside	Recruitment and Promotion Procedure	https://hr.ucr.edu/document/local-procedure-20-recruitment-and-promotion	Includes a number of informative definitions (although not all).	Sets forth the goals of a competitive recruitment (aka why it's the default) upfront.	Charts or visual representations of the process and/or a decision tree to simplify.	If a policy is necessarily long because it is thorough, there should be some effort to provide charts or visuals that can give a basic overview for overwhelmed/non-experts reviewing the policy.
				Very word dense (15pgs), would be helpful to have a visual flowchart.	Lays out processes for internal promotion and recruitment, including necessary documents. Lists out the roles and responsibilities of various individuals who touch the process.		
Recruitment and Promotion	San Diego	Staff Internal Promotion Program	https://blink.ucsd.edu/HR/employment/promotion.html	Since March 2021, local procedures were announced for the UC San Diego Staff Promotion Program.	Goals are clearly defined in the opening paragraph.	Complement the process workflow section with a visual representation of the steps.	Include visual process workflow of the steps.
				It is clearly outlined on the HR website.	Internal promotion is clearly described and how it can be used.	Complement the eligibility criteria section with a visual element such as a decision tree.	Include decision tree for managers to decide whether internal promotion is the most effective option for career advancement.
				From March-September 2021, 39 employees were promoted via this program.	Clear explanation of equal employment opportunity considerations and reasons for review.	In the step-by-step process, include screenshots of the system (HireOnline) used to submit the request, approval routing, and submission. If not here, then include in the HireOnline system directly so HR manager can reference.	Include assessment and evaluation recommendations such as how to measure utilization and effectiveness of outcomes.
				Internal promotion process is integrated into the HireOnline system including an electronic approval workflow.	Clear and concise local procedures outlined on the website including how to initiate the request, eligibility criteria, which system to use, types of positions and classifications eligible for the program.	Include estimated timeline and estimated process times from when initiate request to approval.	Include a questionnaire; As part of your application for this promotional opportunity application, please answer the following questions:
					Includes a step by step process workflow for both hiring manager and hiring department from initiating request and required approval routing to how to notify interested employees to post-approval for promotion.	Include HR contact information for more information or questions—either a specific individual or email address.	What sparked your interest in this opportunity? How does this role align with your career goals?

Review of Systemwide Policies and Campus Procedures for PPSM 20 and Career Advancement - Current State, Best Practices, Recommendations, Deliverables

Topic	UC Systemwide/Campus	Policy/Procedure	Link, Web Resources	Gaps, Issues, Needs, Challenges	Is there something we could recommend as a promising best practice systemwide?	What can be done to address the current state or challenge?	How would a recommendation be incorporated into any deliverables?
					Includes communication toolkit for notifying career employees within the organizational unit of the promotional opportunity.	Include a link to list of positions that are not eligible for the promotional program; currently PSS and MSP positions through P4 level are included but no reference link.	Please share with us any experience or education that you feel has helped you prepare for this position.
					Website is clear and concise; information organized in drawers that can be expanded or minimized.	Information presented from the view of the HR manager so may be helpful to include information for the hiring department manager such as what other options are available for career advancement and internal promotion is an additional option; others are competitive recruitment, internal recruitment and upward classification (include links to those resources).	What has been one of your greatest accomplishments related to your current position at UC San Diego?
					Instructions on how to run the employee roster report to identify career employees coming soon.	Provide background information for why program was created such as longitudinal survey results from Staff@Work Survey regarding level of satisfaction with career advancement.	If selected for this opportunity, what do you hope to accomplish or learn in this role within the next six to twelve months?
					Includes an employee questionnaire to collect data on interest, accomplishments and professional goals.	Include assessment data such as quarterly or annual review to measure overall utilization of the program, utilization rates disaggregated by division and/or departments, and effectiveness in achieving affirmative action goals.	Provide recommendations on how to communicate the internal promotion opportunity to HR contacts throughout the organization so they are aware of the opportunity and view it as a viable option for their clients.
					intentional efforts to notify employees in the organizational unit of the promotional opportunity; included in the business workflow.		Provide recommendations on training materials on how to use the hiring system to initiate, process, route for approval, and complete the request. Provide recommendations on how to make the approval process more efficient such as elimination of certain steps, identify CHRO designee to review and approve requests, move employee questionnaire to the post-approval process. Provide recommendations for other avenues to support career advancement such as a Staff Internship Program, Staff Internal Recruitment Program, Staff Mentorship Program.
General	San Francisco	Systemwide Policy	https://hr.ucsf.edu/blog/hr-tools	Policy links directly to Systemwide policy, no campus procedures listed.	Anything developed at the Systemwide level would be easy to implement since it would not contradict with any local procedures.	Having local procedure defined would be helpful for managers to better understand the process.	
Recruitment and Promotion	Santa Barbara	PPSM 20	https://www.hr.ucsb.edu/hr-policies-procedures	UCSB does not have separate local procedures for this policy. Note: it seems as though there are probably campus-specific procedures, but it's not clear why HR has not defined them as such publicly	In theory, if there is no local procedure defined, anything developed for Systemwide would be easy to implement.	Having local procedure defined would be helpful for managers to better understand the process.	Flowcharts/decision tree could be beneficial here. Translating some of the policy language into actual steps that managers should take will be helpful.
Recruitment and Promotion	Santa Barbara	Internal Promotion Procedure	https://www.hr.ucsb.edu/hr-units/talent-acquisition/recruitment	Per UCSB HR, in order to be eligible, must meet these requirements: only for policy covered positions (may not be for promotions from represented positions); position does not have Affirmative Action requirements or placement goals; promotion must be considered as part of natural progression of the position (~2 level jump or less).		Clearly listing the criteria used for eligibility for Internal Promotion.	
Recruitment and Promotion	Santa Cruz	Campus Only Recruitment	https://shr.ucsc.edu/procedures/campus_only_recruitment/index.html	Indicates the Campus Only Recruitment process is not an option after June 30, 2020. (An Internal Promotion process was not approved for use at UC Santa Cruz as per AVC Staff Human Resources' August 22, 2018 memo.)			

Review of Systemwide Policies and Campus Procedures for PPSM 20 and Career Advancement - Current State, Best Practices, Recommendations, Deliverables

Topic	UC Systemwide/Campus	Policy/Procedure	Link, Web Resources	Gaps, Issues, Needs, Challenges	Is there something we could recommend as a promising best practice systemwide?	What can be done to address the current state or challenge?	How would a recommendation be incorporated into any deliverables?
				<p>Document has other elements including Authority, Criteria, Process Overview, Forms and Resources however it seems the entire process is not currently authorized or available. For the two years (August 2018 to June 2020) the Campus Only Recruitment process was authorized, the following applied.</p> <p>Effective through June 30, 2020, the use of campus-only recruitment process has been approved for UC Santa Cruz.</p> <p>A Campus Only Recruitment could be approved by the CHRO in consultation with the Affirmative Action Officer. However this section III uses seemingly inconsistent terminology i.e. "limiting competitive recruitment to internal candidates" as opposed to "Campus Only Recruitment."</p> <p>"The Chief Human Resource Officer in consultation with the Affirmative Action Officer has the authority to approve limiting competitive recruitment to internal candidates."</p> <p>Section V Process Overview indicates any employee must submit an application via an Internal Candidate Gateway to be considered by the hiring unit.</p>			
Recruitment and Promotion	Santa Cruz	From AVC Staff Human Resources: Talent Development and PPSM 20 (August 18, 2018)	Talent Development and PPSM 20	The document lists Q+A's and only addresses the Campus Only Recruitment process. The language seems to have inconsistent terminology. Staff may search for internal recruitments at jobs.ucsc.edu. Campus Only Recruitments are subject to two additional constraints, one of which seems to establish a particularly high requirement in that the entire campus must be compliant with EEOC/OO obligations. You may elect to conduct a "Campus Only" recruitment when you have a reasonable expectation that there is a qualified candidate pool in the campus community, and has met its Equal Employment Opportunity/Affirmative Action obligations. Campus Only recruitments may only be used for policy covered positions (PSS and MSP).		Clarification as to the current availability of the Campus Only Recruitment process or other internal promotion options may be beneficial.	

Appendix 3: Career Advancement Scenarios

Career Advancement Scenarios

References from UC Personal Policies for Staff Members (PPSM) and UCnet

Career Advancement Scenario	Term	Definition
<p>You feel your employee deserves a higher salary due to their performance on the job.</p>	<p>Merit Increase PPSM-30 (pdf)</p>	<p>A salary increase is granted to employees in career positions based on performance and other factors such as the position in range. Merit opportunities are designated through a systemwide controlled process and differ from year to year. In any given year, the policy may or may not include differentiation based on performance. Sometimes people who do not meet expectations are excluded, other times they are also included in receiving “merit.”</p>
<p>You have noticed that your employee’s salary is below that of their peers in the same job classification.</p> <p><i>-or-</i></p> <p>You want to retain an employee who has received a bona fide offer of employment at another organization.</p>	<p>Equity Increase PPSM-30 (pdf)</p>	<p>A pay increase made to appropriately align an employee’s base salary with the level of compensation provided to internal or external comparators.</p>
<p>Your employee is performing a new skill in a new functional area.</p>	<p>Reclassification PPSM-2 (pdf)</p>	<p>The movement of an employee's current position to a different class or salary grade.</p>
<p>Your employee has gained skills or received training that make them competitive for an open position above or different than their current classification. The position requires open recruitment.</p>	<p>Promotion - Open Recruitment PPSM-20 (pdf)</p>	<p>The change of an employee from one position to another position which has a higher salary range maximum. Open recruitment is required.</p>
<p>You need to hire an employee to address the University’s immediate operational needs</p>	<p>Promotion – Waiver of Recruitment PPSM-20 (pdf)</p>	<p>Under special circumstances and in accordance with local procedures, a waiver of competitive recruitment for career and contract appointments may be approved after consultation with the Equal Opportunity/Affirmative Action Officer. The primary concern in considering approval of a waiver is whether the University’s operational needs outweigh our commitment to competitive recruitment.</p>

Career Advancement Scenarios

References from UC Personal Policies for Staff Members (PPSM) and UCnet

Career Advancement Scenario	Term	Definition
<p>You want to recruit a current employee into an open position which is eligible for a waiver of open recruitment.</p>	<p>Internal Promotion PPSM-20 (pdf)</p>	<p>Internal promotions are intended to recognize growth and development in the professional skills, knowledge, and responsibilities of current career staff employees. Internal promotion opportunities must be consistent with the University's equal employment and affirmative action objectives, as well as the employee's qualifications and job performance.</p>
<p>Your employee has received the opportunity to develop into a position at a higher level.</p> <p style="text-align: center;"><i>-OR-</i></p> <p>Your employee is temporarily taking on duties at a higher level, and you want to compensate them appropriately.</p>	<p>Stipend PPSM-30 (pdf)</p>	<p>Stipends are temporary and non-base-building compensation (not permanently added to the base salary).</p> <ul style="list-style-type: none"> • For career employees who are temporarily assigned responsibilities of a higher-level position (also known as an "acting appointment"), or • For career employees who are temporarily assigned higher-level duties which, if permanent, would result in an upward reclassification.
<p>Your employee wants to develop, but you are not sure what titles or opportunities are appropriate for training.</p>	<p>Professional Development UCnet (website)</p> <p>Career Tracks UCnet (website)</p>	<p>Professional development is the continuous process of acquiring new knowledge and skills that relate to your profession, job responsibilities, or work environment.</p>
<p>A critical employee is leaving, and you need to plan for their succession.</p>	<p>Succession Planning UCnet (website)</p> <p>Career Development UCnet (website)</p> <p>Stipend PPSM-30 (pdf)</p>	<p>"Succession planning is having the right people, with the right skills, in the right places, at the right times."</p> <ul style="list-style-type: none"> • Eugene Whitlock, AVC and Chief People & Culture Officer

Appendix 4: UCI Internal Promotion Request Process

CAMPUS INTERNAL PROMOTION REQUEST PROCESS

To ensure fairness and equity, the campus internal promotion request process requires approval from all of the following:

- Department Head
- Vice Chancellor or Dean
- Campus Human Resources Executive Director, in consultation with the Office of Equal Opportunity and Diversity

The following is the process flow for all campus internal promotion requests:



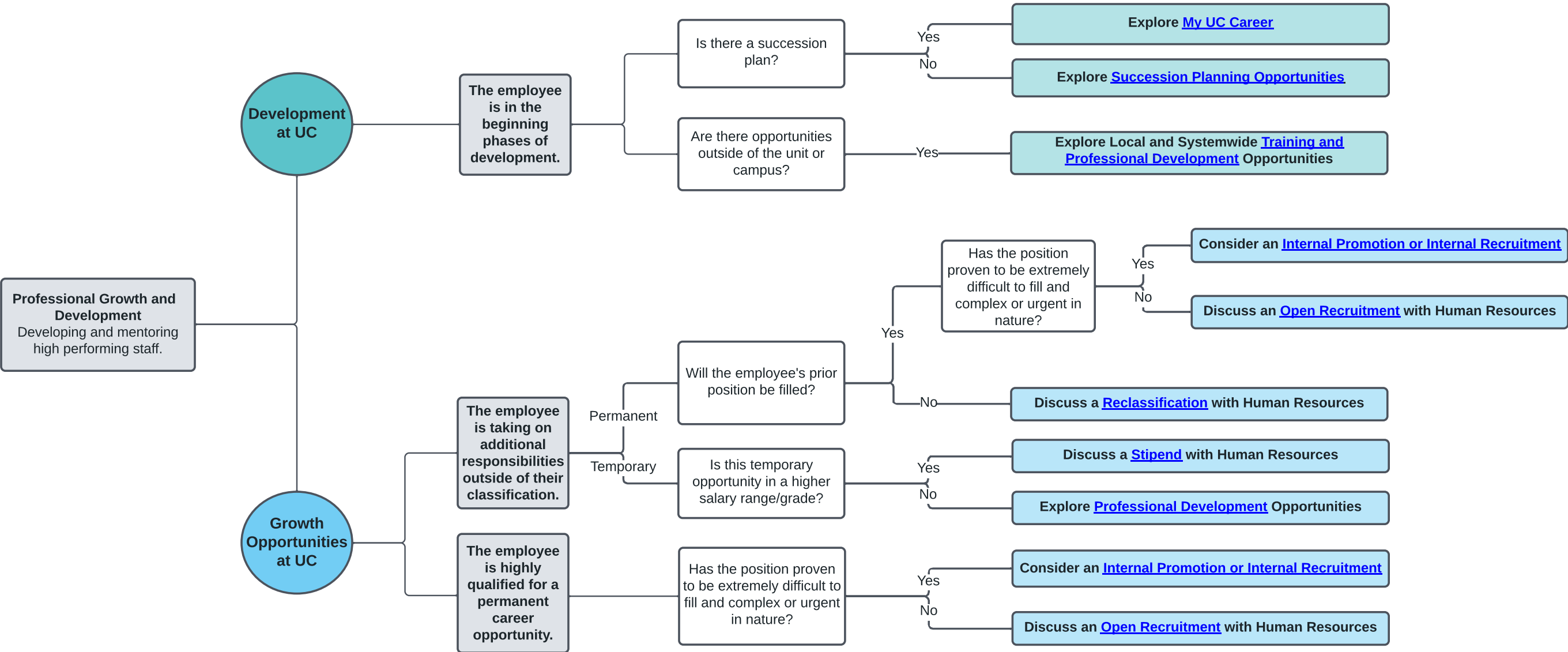
For additional information, please review Personnel Policies for Staff Members 20: Recruitment and Promotion [PPSM-20: Recruitment and Promotion](#).

For Health Sciences or Medical Center, please reach out to your Human Resources Business Partner to prepare request.

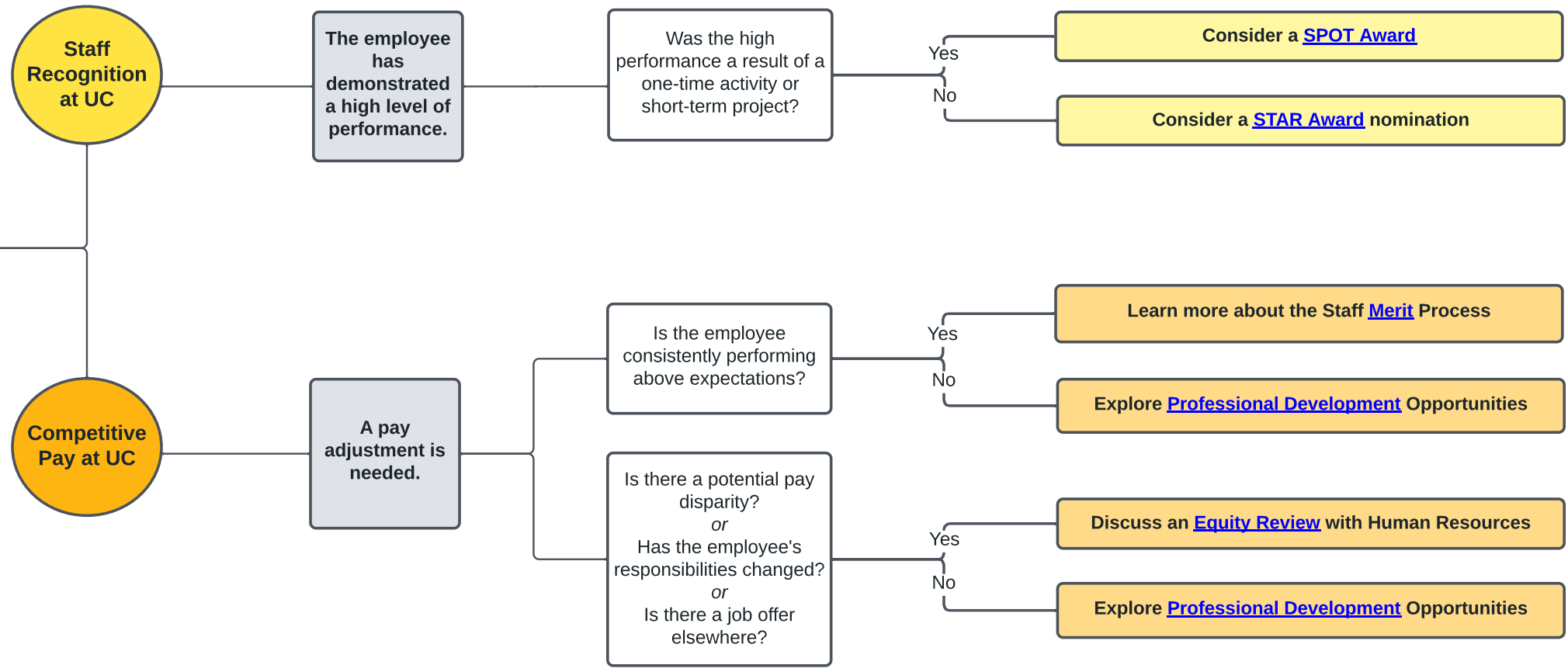
Appendix 5: Career Advancement Decision Tree

UC Career Advancement Decision Tree

[Definition of Terms](#)



Recognition and Awards
Valuing high performing staff.



Appendix 6: Talent Planning Worksheet

Talent Planning Worksheet

This is a confidential tool for your own use as a manager or supervisor. We suggest you use this tool once or twice per year to proactively address retention, succession and career development for your employees. The worksheet is designed to be usable for most positions within the UC, but you should feel free to modify it to meet the needs of your local context.

Date _____

Employee name _____

Employee job classification _____

Employee title _____

Years in role _____



Assess

Assess

Succession Planning

1. On a scale from 1 to 10 (1 = least impact, 10 = greatest impact), rate the potential operational impact of the employee's departure.
2. Who are the potential interim or permanent successors?
3. What training and how much lead time does the potential successor need for a successful transition?

Proactive Retention and Engagement

Note: Consult relevant administrative policies or union contracts for guidance on what may be possible for a specific position. Contact your local HR representative if you have questions.

1. What is likeliest to lead to dissatisfaction/departure for this employee (professional growth opportunity, higher salary, retirement, etc.)?
2. What are this employee's career goals?
3. How can I support this employee's career goals?
4. What are this employee's preferences/needs regarding work/life balance?
5. How can I support these work/life balance preferences/needs?
6. What are this employee's preferences for receiving recognition?
7. Is this employee's position appropriately classified? When was the last time the job description was reviewed? Does it need to be updated?
8. Is the role of this position clearly defined, communicated and integrated into the overall team? If not, what is needed to clearly define, communicate and integrate the position?
9. What other proactive retention strategies might be helpful?

10. How has implicit bias potentially inhibited the development, advancement or retention of this employee?

Planning for Potential Counteroffer

Note: Job offers can happen quickly. Are you prepared to counter if needed?

1. Do HR policies/union contracts allow a salary counteroffer if necessary? (Talk to your local HR representative.)
2. What non-salary options could you include in a counteroffer (schedule flexibility, hybrid/remote work, professional development opportunities, etc.)?



Communicate

Communicate

Plans and Timelines

Note: Proactive retention is an ongoing activity. What are your plans for the future?

1. When did you last have an engagement, stay or career development conversation with this employee?
2. What is the target date for your next engagement/stay/career development meeting with this employee?
3. What information do you hope to gather at this next meeting?



Measure/Implement

Measure/Implement

Implementation of Insights and Use of Campus-Based/Systemwide Resources

Note: What have you implemented in response to discussions with this employee? What insights are available from various campus and systemwide survey tools and other initiatives that might be relevant to this employee?

1. Based on the outcome of your last discussion with this employee, what items have been addressed and which need further attention during this period?
2. Have you considered how campus or systemwide resources (engagement surveys, climate surveys or other resources) may be utilized in your efforts with this employee?

Appendix 7: Manager Training Opportunities and Resources

Campus-Specific Implicit Bias

	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Santa Cruz	UCSC Diversity Resources	https://diversity.ucsc.edu/	<p>The Diversity and Inclusion Certificate Program consists of:</p> <ul style="list-style-type: none"> Attending a mandatory orientation course in October 6 required courses 2 elective courses of your choosing Attending a capstone seminar and presentation session where program graduates will apply the knowledge gained in the program to their work on campus. 	<p>Diversity & Inclusion Certificate Program</p> <p>This program provides a valuable professional development opportunity at no cost to the participants or their respective units. It is designed to offer participants an in-depth examination of diversity and differences in order to gain a greater understanding of how we can and why we should work together to build a stronger and more inclusive UC Santa Cruz community. Participants will gain valuable knowledge and skills that will enable them to more effectively and enjoyably work and lead in a multicultural, diverse environment.</p>	Year-Long Each course is 3 hours	Local UC learning center (online)	Yes
			N/A	<p>Committees & Initiatives: The Office for Diversity, Equity, and Inclusion supports several committees and initiatives:</p> <ul style="list-style-type: none"> o Antiracism Programs, Projects and Resources o Campus Inclusive Climate Council o Co-funding Committee o Diversity Facilitators Team o Hate/Bias Response Team o MLK Convocation Committee o We Are Slugs (online program) 	N/A	N/A	N/A
			Will start in 2022	<p>Dialog series: The overall goal of this series is to have productive and honest discussions, oftentimes about challenging subject matter, to continue to build and foster a healthy campus climate. We hope to provide our UCSC community with tangible "takeaways" and "best practices" that they can put to good use.</p> <p>The ODEI Dialogue Series has been developed to achieve the following learning objectives for participants:</p> <ul style="list-style-type: none"> o Experience interacting respectfully with members of the campus community whose approaches to issues differ o Identify potential partners and collaborators across campus o Explore creative solutions to concerns, questions and issues o Understand how individuals' experiences at UCSC are complex and multilayered o Hone critical skills to build communities of support o Learn about various support resources on and off campus 	Unknown	Unknown	Unknown

Campus-Specific Implicit Bias							
	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Santa Barbara	UCSB Diversity Resources	https://diversity.ucsb.edu/	Varies depending on program	<p>Workshops: Best Practices with a DEI-Lens: You will be guided through: <ul style="list-style-type: none"> o he 6-Step Process that takes your committee from start to finish o Incorporate the 5 Critical Elements to be addressed; e.g., Recruitment o Setting SMARTER Goals o Developing Strategies to meet Goals o Utilizing a standardized 4-Component Template to focus on each Element </p> <p>Faculty Search Briefings From a DEI-Lens: You will be guided through: <ul style="list-style-type: none"> o Starting with your departmental DEI strategic plan to identify the targets of your search (e.g., historically underrepresented faculty of color) o Reviewing Prop 209 – we do not have to be “blind” o Utilizing DEI encouraging/welcoming non-biased language o Reviewing and rating a Statement of Contributions to DEI o Setting up the Rules for Search Committees o Assigning Roles for Search Committee members o Utilizing Rating Matrices </p> <p>Implicit Bias & Racial Microaggression: This workshop will provide an overview of how (Racial) Microaggressions are the enacted form of Implicit Biases. We will explore the internal dilemma victims experience; the types of racial microaggressions; their hidden messages; offenders' typical responses and stated intent; the impact on injured party; and what one can do to mitigate the offenses.</p> <p>This workshop will provide an overview of how (Racial) Microaggressions are the enacted form of Implicit Biases. We will explore the internal dilemma victims experience; the types of racial microaggressions; their hidden messages; offenders' typical responses and stated intent; the impact on injured party; and what one can do to mitigate the offenses.</p> <p>Participants are required to review the following Implicit Bias video series from UCLA</p> <p>Power & (White) Privilege Prerequisite: Implicit Bias & Racial Microaggression workshops</p> <p>This workshop will provide an overview of how USA Power and Privilege operate in our daily lives. We will begin with a review of the wealth distribution and who has authority and control over rules that direct us. We will explore some of the historical events that cemented generational advantages and differences between people of color and whites. We will discuss how being part of the majority white culture is seen as “the normal” and thus individuals are granted “the benefit of doubt.” Lastly, we will look at how disadvantage and oppression are the other side of privilege; and end with a working definition of racism.</p> <p>Navigating Difficult DEI Discussions & Situations (Advanced/Dialogue) Preferred prerequisite: Racial Microaggressions and Power + Privilege Workshop</p> <p>This workshop will allow us to discuss how to create a “DEI Learning Space” within the classroom, in meetings, and within the larger campus. Participants will learn to take advantage of openly discussing diversity, equity, and inclusion issues that matter.</p>	Varies	Unknown	N/A

Campus-Specific Implicit Bias

	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC San Diego	UCSD Diversity Resources	https://diversity.ucsd.edu/	21 short assignments, including readings, videos, and podcasts Challenge is completed with a group. 'Facilitating Your Own 21-Day Anti-Racism Challenge' is available for download.	<p>21-Day Anti-Racism Challenge: Promotes a deeper understandings of race, power, privilege, supremacy, and oppression</p> <p>Completing the Chancellor's 21-Day Anti-Racism Challenge Includes:</p> <ul style="list-style-type: none"> o Review all materials from beginning to end o Journal thoughts and observations; notice learning edges and points of discomfort; think about what the content is bringing up for you, your background, and your understanding o Watch the corresponding webinar debrief sessions for each challenge section* o Use weekend breaks for rest and reflection 	3 weeks	Online	Unknown
			N/A	<p>Black Academic Excellence Initiative (BAEI): BAEI Advisory Committee develop recommendations that improve the presence and experience of Black faculty, undergraduate and graduate students, and staff.</p> <p>Black Academic Excellence Initiative (BAEI) Includes:</p> <ul style="list-style-type: none"> o Undergraduate Scholarship o 6th College African/Black Diaspora Living-Learning Community o Black Studies Project Seed Funding o Black Resource Center Expansion o Black Student Union (BSU) Overnight Program Augmentation o Expansion of Academic Success Support o BAEI Co-sponsorships 	N/A	N/A	N/A
			N/A	<p>Other Initiatives:</p> <ul style="list-style-type: none"> o Equity, Diversity, and Inclusion (EDI) Advisory Council: Focus on institutional access and representation, campus climate and intergroup relations, and institutional transformation. EDI (Equity, Diversity, & Inclusion) Unit Plan: Created to recruit talented underrepresented students and faculty, increase retention, and ensure a welcoming campus environment. o Latinx/Chicanx Academic Excellence Initiative: Designed to ensure that California's fastest growing student population feels welcome, supported, and able to thrive at UC San Diego. o Leaders for Equity Advancement and Diversity (LEAD) Fellows: LEAD Fellows are campus champions who engage and lead crucial conversations around improving organizational learning and campus climate. 	N/A	N/A	N/A

Campus-Specific Implicit							
	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Riverside	UCR Diversity Resources	https://diversity.ucr.edu/	Varies depending on program	<p>The training titles below reflect some of the options already offered on campus. DEI also work with units to produce training that is specific to a department.</p> <ul style="list-style-type: none"> o Creating and Sustaining an Inclusive Departmental Cultural Climate o Improving Diversity, Equity & Inclusion in Search Hiring Processes o Inclusive Excellence & Unconscious/Implicit Bias: Understanding the Principles & Vocabulary o Diversity, Equity & Inclusion on the American Campus for Student Financial Aid Administrators o Inclusive Working Climates for Facilities Employees o Diversity, Equity & Inclusion in Academic Professionalization for Graduate Students o How to Write a Diversity Statement o Diversity, Equity & Inclusion Initiatives at UC Riverside o UC Systemwide Diversity, Equity & Inclusion Initiatives o Inclusive Cultural Competence o Decolonizing Leadership Models in Higher Education o Diversity, Equity & Inclusion Work in Residential Life o Diversity, Equity & Inclusion for Student Staff Employees o Diversity, Equity & Inclusion in Classroom Instruction/Pedagogy and Course/Syllabus Design o Institutional Racism and Improving Climate o Discrimination and COVID-19 	Varies	Unknown	Unknown
			N/A	<p>Video Resources:</p> <ul style="list-style-type: none"> Racial Microaggressions: Comments that Sting Microaggressions in the Classroom Implicit Bias: Real World Consequences Implicit Bias: Countermeasures 	Varies	Online	No

Campus-Specific Implicit Bias

	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Merced	UC Merced Diversity Resources	https://diversity.ucmerced.edu/	Website links, dashboards, and reports	Initiatives include: <ul style="list-style-type: none"> o Valuing Black Lives Initiative: o Equity & Justice Advisory Board o Campus Experience Survey Workgroup (CESW) o Inclusive Excellence Institute o EDI External Review & Organizational Design Workgroup o People First Workgroup 	Self-paced	Online	No
			The DACP consists of four core diversity workshops, two elective courses and completion of a service-learning project.	Diversity Awareness Certificate Program (DACP) Participants who complete the DACP will: <ul style="list-style-type: none"> o Report increased self-awareness of own identities and intersections of those identities. o Report increased awareness of concepts of diversity, equity and inclusion. o Accumulate social justice concepts as they relate to power, privilege and oppression. o Articulate and demonstrate how to be an ally to marginalized communities. o Develop strategies to meet specific challenges that may arise in the workplace or personal life. o Fulfill UC Merced's Diversity Core Competency requirement. o Develop skills to become a facilitator for one or more of the Diversity Awareness Certificate Program core requirement course(s). 	DACP as stand-alone programs: two-day Diversity Awareness Workshop DACP as a series: four core diversity workshops, two elective courses and completion of a service-learning project	Online/In Person	Yes
			7 seminars provided throughout the semester - 6 are required (3 mandatory) to earn certificate	Uprooting Inequities Seminars Uprooting Inequity offers in-depth, evidence-based remote seminars on the history, economics and behavioral science of structural racism. The first five seminars trace the history of anti-Black racism in the US and build on each other, and thus ideally taken in succession.	90 minutes per session + optional 1 hour discussion after	Online	Yes

Campus-Specific Implicit							
	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Los Angeles	UCLA Diversity Resources	https://equity.ucla.edu/	Website links, articles, and media. Also provides available services at UCLA.	Includes Equity, Diversity, and Inclusion (EDI) Toolkits: A collection of valuable resources, guidance, and information for the campus community. Preventing Discrimination: Anti-Asian Discrimination Preventing Discrimination: Anti-Black Discrimination Principles Against Intolerance Supporting Our International Communities Supporting Our Native American and Indigenous Communities	Varies	Varies	Unknown
			Unknown	Establishing Equity and Inclusion in the University Setting: Strategies, Resources and Best Practices This workshop provides essential tools for recognizing bias, preventing discrimination, and creating an equitable environment in the university setting. The workshop covers laws and University policies addressing discrimination and harassment, supervisors' responsibilities, and case studies of situations that may arise in the university environment, including gray areas that may lead to complaints. The workshop also provides strategies, resources and best practices for creating a respectful, equitable and inclusive environment for all members of the University community.	Unknown	Live Workshop	Unknown
			Videos linked via YouTube created by BruinX, the R&D unit within UCLA's Office of Equity, Diversity and Inclusion.	Implicit Bias Video Series: Preface: Biases and Heuristics (5:14) Lesson 1: Schemas (3:12) Lesson 2: Attitudes and Stereotypes (4:13) Lesson 3: Real World Consequences (3:45) Lesson 4: Explicit v. Implicit Bias (2:49) Lesson 5: The IAT (5:14) Lesson 6: Countermeasures (5:23)	Approx. 30 minutes	Online	No
			Guides & Reports: pdfs published by the Perception Institute	The Science of Equality , Vol. 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care The Science of Equality, Vol. 2: The Effects of Gender Roles, Implicit Bias, and Stereotype Threat on the Lives of Women and Girls	Self-paced	Online	No

Campus-Specific Implicit							
	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Irvine	UCI Diversity Resources:	https://uci.edu/diversity/index.php	Varies depending on program	Programs include: <ul style="list-style-type: none"> o UCI Black Thriving Initiative: Recognizes and responds to anti-Blackness as an existential threat to UCI's mission as public research university. o This is What a Scientist/Engineer Looks Like: A series of talks/film presentations focusing on diversity in STEM. o Perspectives on Bias, Prejudice, & Bigotry: Series of talks throughout the year focusing on issues such as Racial Bias in America, among others. • Advisory Council on Campus Climate, Culture & Inclusion: Vision - To be an active and trusted inclusionary body that connects with members of our community. 	Varies	Varies	Unknown

Campus-Specific Implicit Bias

	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Davis	UC Davis Diversity Resources	https://diversity.ucdavis.edu/	Varies depending on program	<p>Diversity & Inclusion Education Program provides educational opportunities through courses, seminars, trainings, and workshops to campus units and departments. Diversity & Inclusion Education Program has facilitated unit and department courses around topics including:</p> <ul style="list-style-type: none"> o Avoiding Bias in the Hiring Process o Conducting Culturally Inclusive Trainings o Conflict Management: Diversity in Conflict Modes o Culturally Inclusive Language o Disability Awareness in the Workplace o Diversity Awareness for New Supervisors and Leads o Implementing the Diversity and Inclusion Strategic Vision o Inclusive Advising, Inclusive Classrooms, Inclusive Leadership, Inclusive Tutoring o Intercultural Communication and Competence o Intercultural Recruitment and Selection o Living the Principles of Community – Debrief o Is it Bullying? Awareness, Understanding & Strategies in Dealing with Abrasive Behaviors in the Workplace o Leading and Managing in a Multicultural Community o LGBTQIA+ Inclusion in the Workplace o Living the Principles of Community (online) o Making the Unconscious Conscious: Understanding and Mitigating Bias o Microaggressions: Towards Greater Awareness and Understanding o Understanding Diversity and Social Justice o Understanding Generational Differences o Understanding Religious Differences in the Workplace 	Varies	Unknown	Unknown

Campus-Specific Implicit							
	Resource	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Berkeley	UC Berkeley Diversity Resources	https://diversity.berkeley.edu/about	Varies depending on program	Programs: <ul style="list-style-type: none"> o Faculty Equity Advisors: Information and resources to support Faculty Equity Advisors in promoting equity and diversity in their departments. o Diversity Planning: Tools, resources and support for departmental planning on equity, inclusion and diversity. o Faculty Dialogues: Creating Inclusive Classrooms: Peer-led departmental conversations on inclusive teaching and learning practices. o Teaching in Troubled Times - Discussion Series: Dialogue series exploring the ways that current social/political challenges and concerns are impacting faculty, students, classrooms, and the Berkeley campus. o Diversity Consulting and Facilitation: Consulting, facilitation, and training for faculty and departments on issues of equity, inclusion, and diversity o Teaching Resources: Research and tools from the Multicultural Education Program for improving classroom climate and creating learning environments where all students can thrive. o Faculty Mentoring: Resources and best practices to support faculty mentoring, success, and belonging. 	Varies	Unknown	N/A

UC Systemwide Management							
	Program	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Systemwide Resources	UC People Management Series	https://ucnet.universityofcalifornia.edu/working-at-uc/your-career/talent-management/people-management-series-and-certificate/index.html	16 core courses, plus 4 electives courses which include systemwide eCourses and locally identified online and instructor-led courses.	<p>Core Courses:</p> <p>1) Performance Management Overview 2) Setting Expectations and Individual Performance Goals 3) Giving & Receiving Feedback 4) Engaging & Developing Employees 5) Conducting Performance Appraisals 6) Motivating, Recognizing and Rewarding Employees 7) Coaching for Performance 8) Managing Corrective Action 9) Hiring for Success 10) Strategic On-Boarding 11-16) Managing Implicit Bias Program (6 additional courses)</p> <p>Elective Courses:</p> <p>1) Managing People 2) Administration & Operations 3) Change Management 4) Communications</p>	Self-paced	Local UC learning center (online)	Yes
	UC Management Development Program	https://ucop.edu/human-resources/management-development-program/index.html	The program consists of completing 4 modules focused around the UC Core Competencies of people management, employee engagement and change management. 1) Manager Redefined 2) Employee Engagement 3) Exercising Influence 4) Leading Change and Managing Transitions	The Management Development Program (MDP) is a dynamic systemwide training program that's designed to enhance and strengthen your leadership capabilities in the UC core competencies and ensure you have the skills, knowledge and resources to effectively lead, engage, and develop your team.	Self-paced	Enrollment specifics vary by location.	Unknown
	Management Skills Assessment Program (MSAP)	See individual campus websites for information	Certificate Program or Training Series Fee for Assessee Free for Assessor	MSAP is designed to assess, on an individual basis, the management skills of UC supervisors and managers. The program enables participants to identify managerial strengths, gain information on skills they need to improve, learn about the range of skills necessary for effective management, practice these skills in a supportive environment, and work with a manager trained to identify professional development activities. Participants demonstrate management skills in role-playing exercises that simulate typical management activities. The participant works with their assessors to design an individualized development plan based on the assessment of strengths and improvement opportunities.	Offered fall and spring yearly. 4 day program Assessors receive a 2 day training in advance of their first MSAP and additional training on-site to prepare them for their role	In person - offsite Will resume in 2022.	Yes
	UC Performance Management Series	https://ucnet.universityofcalifornia.edu/working-at-uc/your-career/talent-management/performance-management/index.html	An eight-part series providing the fundamentals of performance management, including important information, tools and resources needed to support UC people managers in their roles,	The series provides the fundamentals of performance management, including important information, tools and resources needed to support UC people managers in their roles. Series includes: 1) UC Performance Management Overview 2) UC Setting Expectations 3) UC Giving & Receiving Feedback 4) UC Engaging & Developing Employees 5) UC Conducting Performance Appraisals 6) UC Motivating, Recognizing & Rewarding Employees 7) UC Coaching for Performance 8) UC Managing Corrective Action	Self-paced	Local UC learning center (online)	Unknown
	UCnet: Succession, Organizational Readiness and Retention	https://ucnet.universityofcalifornia.edu/working-at-uc/your-career/talent-management/succession-readiness-retention/index.html	Online resource with slides and PDFs for each step.	An effective organizational readiness strategy encompasses seven steps : Step 1: Vision of the Future Step 2: Structure and Key Roles Step 3: Competencies for Key Roles Step 4: Talent Review Step 5: Gap Analysis Step 6: Gap Resolution Step 7: Sustainability and Successes	N/A	Online via website	No
	UC Systemwide Leadership Collaborative – CORO	https://www.ucop.edu/human-resources/coro/index.html	Participate in one of two cohort groups: Northern California or Southern California	The UC-Coro Systemwide Leadership Collaborative program focuses on enhancing leadership skills and developing intercampus and cross-functional collaboration. Program Purpose: To enhance leadership skills and foster relationships, networking and collaboration across UC while building a pipeline for executive leadership positions.	Eleven sessions, consisting of three, two-day intensives held at various UC locations, plus five, interactive virtual sessions	In Person/Virtual for 2021	Graduation ceremony at completion.
	The Search Advisory and Hiring Committee Best Practices Training	https://ucnet.universityofcalifornia.edu/working-at-uc/your-career/talent-management/talent-acquisition/employment/search-hiring-committee.html	eCourse	The Search Advisory and Hiring Committee Best Practices training eCourse will help participants identify and review: Federal and state laws and UC policies and procedures that govern hiring practices Strategies and techniques for ensuring equity through identification and management of biases that may influence search or hiring processes The important roles committee chairs and individual committee members play in making a successful hire The training is relevant and recommended for any individuals or committees engaged in search advisory and/or hiring functions.	Self-paced	Local UC learning center (online)	Unknown
	UCOP's Leadership-Development Cohorts Aspiring Leaders Development Program (ALD)	https://link.ucop.edu/2021/11/15/learn-about-ucops-leadership-development-cohorts/	The ALD program includes five two-hour interactive workshops that are organized around research-based practices on the key skills that differentiate effective leaders. Workshops focus on 'tipping point' skills — small changes that can quickly make a big impact. 30 minute info session is offered.	Give participants an opportunity to explore leadership roles and skills before holding a formal manager position.	Five 2-hour interactive workshops. Five class sessions take place every two weeks	Unknown	Unknown
	UCOP's Leadership-Development Cohorts UCOP People Management Integrated Learning Program (PM-ILP)	https://link.ucop.edu/2021/11/15/learn-about-ucops-leadership-development-cohorts/	PM-ILP complements the online People Management Series and Certificate program. Participants take online courses in a designated sequence, then meet monthly as a cohort to deepen their knowledge. Cohort sessions include guest speakers, opportunities to engage in best practices with peers and resources for workplace use.	PM-ILP complements the online People Management Series and Certificate program. Participants take online courses in a designated sequence, then meet monthly as a cohort to deepen their knowledge. Cohort sessions include guest speakers, opportunities to engage in best practices with peers and resources for workplace use.	Eight class sessions take place monthly. Between live classes, participants must complete online People Management Series and Certificate courses	In-person/online	Unknown

UC Systemwide Implicit Bias Series							
	Program	Website	Framework/ Requirements	Content/Description	Duration	Platform	Certificate(s) Provided
UC Systemwide Resources	UC Managing Implicit Bias Series	https://ucnet.universityofcalifornia.edu/working-at-uc/your-career/talent-management/professional-development/managing-implicit-bias.html	6 eCourses designed to increase awareness of implicit bias and reduce its impact at the University. These courses are part of the core courses required to complete the UC People Management Series and Certificate, but can be taken individually.	Series includes: 1) What is Implicit Bias? 2) The Impact of Implicit Bias 3) Managing the Influence of Implicit Bias: Awareness 4) Common Forms of Bias 5) Managing the Influence of Implicit Bias: Mindfulness and Conscious Debiasing 6) Managing Implicit Bias in the Hiring Process	Self-paced	Local UC learning center (online)	Yes
	UC Systemwide Diversity Resources	https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html	Website with links	Systemwide resources include: o Faculty diversity initiatives o Office of the General Counsel: Guidance on enhancing diversity at UC o Accountability Report o Systemwide Advisory Committee on the Status of Women o Report of the Staff Diversity Council o Equal Employment Opportunity, Affirmative Action and Diversity Administrators	Not applicable	Online	Not applicable
	UC Systemwide Diversity Resources Staff Diversity	https://diversity.universityofcalifornia.edu/programs/staff-diversity.html	Website with links	Data provided as well as campus-specific initiatives to ensure staff diversity (view links)	Not applicable	Online	Not applicable

Non-UC Management Training							
Program	Website	Framework/Requirements	Content/Description	Duration	Platform	Certificate(s) Provided	
Non-UC Resources	Harvard Business Review	https://hbr.org/	Fee-based Books and articles for purchase	Samples, o Interpersonal Communication o Leadership and Management o Implicit Bias o Having Difficult Conversations	N/A	Online	N/A
	LinkedIn Learning Courses	https://www.linkedin.com/learning/	Fee-based	Sample of Courses Offered: Leadership and Management Courses o Business Strategy o Coaching and Mentoring o Communication o Crisis Management o Decision-Making o Executive Leadership o Leadership Skills o Management Skills o Meeting Skills o Nonprofit Management o Organizational Leadership o Talent Management o Teams and Collaboration	Varies	Online	Yes
				Having Difficult Conversations Course: A Guide for Managers (6 part series): Conflict is inevitable—in work and in life. Managers must address performance issues, and colleagues with competing priorities must figure out how to work together. These situations call for having difficult conversations. In this course, Marlene Chism explains how to have difficult conversations, build your communication skills, and improve your relationships, teamwork, and business performance. She explains how to identify underlying differences in work styles, goals, and power dynamics and change the way you view conflict. She provides a model to move the conversation in a positive direction and to determine next steps. Plus, learn how to check for resistance with a single useful phrase.			
	Coursera	https://www.coursera.org/	Fee course material without certificate included Fee for Course + Certificate, Guided Projects, Specializations, Professional Certificates, MasterTrack Certificates, Degrees Offered via other institutions	Sample of Courses Offered: Coaching Conversations By the end of this course, you will be able to demonstrate appropriate and effective strategies when engaging in coaching conversations with those that you lead. Modern Supervisor Skills This course provides the essential skills and knowledge that you as a supervisor will need to understand and communicate effectively with employees and customers from a wide variety of backgrounds. The Manager's Toolkit: A Practical Guide to Managing People at Work At the end of the course we hope you will be better equipped to choose a suitable employee, to motivate and appraise your team, to manage conflict in the work place and to lead and make decision on a day to day basis.	Varies	Online	No for free courses Yes for paid courses
	Stanford Graduate School of Business Executive Education	https://www.gsb.stanford.edu/exec-ed/programs/sharpen-your-communication-skills	Fee-based Self-guided on-demand course / 60 day access	Sharpen Your Communication Skills: Sharpen Your Communication Skills will explore the behavioral science research behind effective communication practices to help you refine your communication skills — and be sure that your message is heard. This on-demand online course is designed to help you become a more savvy communicator, and to use your communication skills to elevate your impact. o Examine key concepts of communication theory and practices including: communication biases, communicating through behavior, delivering praise, persuasive communication, and compelling presentations to further hone your communication style and expand your impact. o Explore examples of leaders who successfully managed their communications to demonstrate how key communication frameworks can be applied to real-life situations o Reflect upon your own communication style and engage in experiential exercises designed to build keen communication skills that you can apply across all of your communications and interactions.	10-15 hour time commitment	Online	Yes
				Designed for o Highly-motivated individuals who see the value in improving their communication skills across all of their interactions to increase their personal and professional impact o Professionals who want to use nuanced communication skills to extend their influence and embrace larger leadership roles o Leaders who want to elevate their communication delivery and practices to craft compelling messages and presentations to their teams			
	Skillssoft	https://www.skillssoft.com/	Fee-based Courses, books, audiobooks, and channels offered	Sample of Courses Offered, o Difficult Conversations: Many people avoid difficult conversations. Explore different techniques for handling these situations while preserving your relationships. (2 courses, 8 books, 10 audiobooks) o Dealing with Conflict: Conflict in the workplace can be either disruptive or productive. Learn how to deal with both to achieve better business outcomes. (7 courses, 8 books, 11 audiobooks) o Adapting to Change: Organizations need to change to remain competitive and vibrant. Discover how to embrace change in your organization. (3 courses, 9 books, 10 audiobooks) Leadership Development Content (pdf): https://www.skillssoft.com/pdf/CSG_LeadershipDevelopmentProgram.pdf	Courses - 288 18m in total Audiobooks - 407h 26m in total	Online	Digital badge Can be shared on any social network or business platform.
	Cornell	https://cornell.cornell.edu/courses/leadership-and-strategic-management/leading-challenging-conversations/	Fee-based	Leading Challenging Conversations Overview: Sometimes there's a person, a situation, or an issue that really drives you crazy. Often, the only way forward is to face the issue head on by having a conversation about it with those involved. While that may sound simple, the situations are often emotionally charged, and people tend to avoid these conversations at all costs. Generally, issues that require these conversations don't rise to the level of a conflict and aren't considered performance issues, making it even harder for those involved to know how they should move forward. Leading challenging conversations is about facing your discomfort and dedicating yourself to the conversation that needs to happen. You'll learn to identify issues that require a conversation, and to self check if you are the correct person to have the conversation. Once you've identified a conversation, you'll follow a process that helps you create a plan, conduct the conversation, and follow up.	2 weeks (3-5 hours per week)	Online	Yes
	American Management Association	https://www.ama-net.org/how-to-manage-difficult-conversations/	Fee-based	How to Manage Difficult Conversations: Even in the best corporate cultures, some conversations are tricky. Explore why these conversations are so difficult, how to manage emotions that result from this, and what strategies to apply as managers, leaders, or individual contributors, to navigate these challenging conversations. o Become familiar with the science behind emotional responses to challenging conversations o Recognize signs of fight or flight and respond to triggers in themselves and others o Shift from an adversarial stance to a collaborative approach to conversations o Define the objective of a challenging conversation and keep the conversation on track o Use communication techniques to manage a challenging conversation and produce better outcomes	2 sessions / 2.5 hours per session	Online or your company location	Unknown
		https://www.ama-net.org/handling-difficult-conversations-at-work/	Fee-based	Handling Difficult Conversations at Work: After completing this course, you will be able to: o Understand how to prepare for and carry out a difficult conversation o Know how to use improv techniques to create an effective dialogue in a challenging situation	90 minutes	Online (webinar)	Unknown
Udemy	https://www.udemy.com/course/search?ac_difficult_conversations&sc=stock&difficult_conversation	Fee-based	Courses include, How to Manage Difficult Conversations: Beginner's Guide. Become more confident holding conversations about difficult topics. Learn communication skills and successful mindsets. Difficult Conversations: Master Difficult Conversations introduces you to the key tools and know-how that you need to effectively communicate in order to build stronger relationships and better outcomes! Dread-Free Difficult Conversations: Speak Up with Courage. Overcome your discomfort and assertively lead productive, empathetic conversations with win-win outcomes. Manager's Guide to Difficult Conversations: Communication techniques & scripts for handling difficult conversations, conflict management & managing emotions. Difficult Conversations at Work Made Easier Step by step guidance for managing difficult conversations at work	varies	Online	Unknown	

UC Systemwide Implicit Bias Series							
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	UC Systemwide Diversity Resources	https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html	Website with links	Systemwide resources include: o Faculty diversity initiatives o Office of the General Counsel: Guidance on enhancing diversity at UC o Accountability Report o Systemwide Advisory Committee on the Status of Women o Report of the Staff Diversity Council o Equal Employment Opportunity, Affirmative Action and Diversity Administrators	Not applicable	Online	Not applicable
	UC Systemwide Diversity Resources Staff Diversity	https://diversity.universityofcalifornia.edu/programs/staff-diversity.html	Website with links	Data provided as well as campus-specific initiatives to ensure staff diversity (view links)	Not applicable	Online	Not applicable