

UC Staff Diversity

Workgroup Report - 2016-2017

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Executive Summary

The Council of UC Staff Assemblies (CUCSA) is a group of elected delegates, two from each University of California (UC) location including the Office of the President, the Lawrence Berkeley National Lab and UC Agriculture and Natural Resources. The purpose of this Council is to maintain and enhance communication with the University, Office of the President and UC Regents on matters of interest to staff employees. This workgroup report focuses on diversity efforts related to staff, specifically diversity training of hiring supervisors and search committees, the promotion process and professional development opportunities offered to staff.

After reviewing diversity statistics, researching current initiatives, analyzing reports and obtaining staff input via survey results and interviews, the workgroup determined the areas of strength and the areas where UC can make improvements. It was clear that all campuses and locations were taking steps to improve diversity, such as offering various diversity trainings such as implicit bias awareness training, establishing Employee Resource Groups (ERGs), using committees which include diverse members and offering diversity and inclusion resources on campus/location websites.. However, there is a need for better alignment of initiatives and more training should be given to hiring managers and search committees. This will help address issues of diversity, specifically looking at concepts of bias and microaggressions. Taking these steps will help address the race and gender inequities at the manger and senior manager level that have stayed constant for nearly twenty years. Our UC staff should represent and correlate the diversity of California and the students of UC.

It is important to remember that staff are part of the central UC mission of advancing and discovering knowledge. Staff work to ensure the success of faculty and students so that the teaching, research and public service provided to the local and global community is among the best. For this reason, it is critical to always keep diversity of staff at the forefront, as it results in increased innovation and productivity.

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Highlight of Issues:

- Diversity training of hiring supervisors and search committee members
- Diversity and the promotion process, especially up the leadership ladder
- Diversity in staff development opportunities
    - Equity in development opportunities

Highlight of Recommendations:

- Establish a UC systemwide approach for developing and initiating diversity and inclusion initiatives to ensure a common framework
- Invest in and develop systematic approaches for inventorying staff capabilities and experiences and communicating of various staff development and promotion opportunities. By maintaining an inventory of staff skills, knowledge, abilities and experience, it would be easier to identify where development is needed, which training are needed, and succession planning.
- Develop a core training module available to all campuses that includes the following components: (1) concepts of bias, (2) micro aggressions, and (3) how to train search committees
- Leverage CUCSA and local staff assemblies for brainstorming, communicating and sharing diversity and inclusion practices/initiatives, development opportunities and promotion opportunities

The recommendations presented by this workgroup can be applied both systemwide and by each UC campus location.

Introduction

The Council of University of California Staff Assemblies (CUCSA) Staff Diversity workgroup first came together on September 7, 2016, at an in-person quarterly meeting. This workgroup was given a charge to research the following:

Staff Diversity Initiatives – University of California is committed to achieving diversity throughout the system and this workgroup will turn its lens on diversity efforts related to staff. The workgroup will review staff diversity statistics, research current initiatives, and obtain appropriate staff input. In addition, the workgroup will assess progress on campus action plans that were created as a result of the 2012 UC System Climate Survey. This information will help the workgroup identify best practices, challenges, and recommendations for improvement.

In this initial in-person meeting, the workgroup refined the project focus to two key factors: current staff and diversity awareness. For this research project, the workgroup met twice a month from September 2016 through May 2017.

> THE DIVERSITY OF THE PEOPLE OF CALIFORNIA HAS BEEN THE SOURCE OF INNOVATIVE IDEAS AND CREATIVE ACCOMPLISHMENTS THROUGHOUT THE STATE'S HISTORY INTO THE PRESENT.
>
> **REGENTS POLICY 4400: POLICY ON UNIVERSITY OF CALIFORNIA DIVERSITY STATEMENT**

In order to manage the scope of the project, group members were assigned UC campus locations to review diversity data, the 2012 UC Climate Survey responses and the 2015 UC

Engagement Survey responses. Based on the review of this information, the workgroup easily determined that "diversity" is a broad topic and was able to narrow the scope of their research to the following:

- Diversity training of hiring supervisors and search committee members
- Diversity and the promotion process, especially up the leadership ladder
- Diversity in staff development opportunities
    - Equity in development opportunities

The workgroup research would focus on key deliverables which are aligned with Regents Policy 4400: Policy on University of California Diversity Statement: "to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented." (par. 4). For this project, while conducting its research, the group concentrated on reviewing current UC diversity and inclusion initiatives that impact staff; recommending general diversity and inclusion best practices; and identifying ways campus Staff Assemblies and CUCSA can be leveraged to serve as partners to staff diversity and inclusion initiatives. The recommendations presented by the workgroup can be applied both systemwide and by each UC campus location.

Research and Findings

Research Methodology
The workgroup used both quantitative and qualitative research methods. The workgroup reviewed the survey data from the 2012 UC Climate Survey and the 2015 UC Staff Engagement Survey. Next, the workgroup reviewed demographic data. Initially it was hard to find "staff" demographic data, but UC Office of the President's Employee Relations office provided a link to staff diversity demographics. At the December 2016 in-person CUCSA quarterly meeting, the workgroup presented their proposed research focus and gathered additional feedback from CUCSA colleagues. Then, the workgroup developed a survey which was distributed in February 2017 (Appendix). The survey was sent to CUCSA delegates and the UC systemwide talent acquisition managers. the workgroup gathered responses from 20 individuals UC systemwide. The majority of the UC locations responded to the the workgroup survey. In addition, the group reviewed various UC and non-UC diversity reports and articles related to diversity and inclusion.

Findings
The University of California has a long-time commitment to improving staff diversity. In 2007, UC President Robert Dynes formed the UC Staff Diversity Council, which was focused on a broad range of staff diversity issues, including recruitment and retention. In its 2016 Accountability Report, Chapter 7 outlines the university's diversity goals. It says UC "must seek to achieve diversity among its student bodies and among its employees." (par. 3).

The issue of diversity and inclusion was also taken up by UC–CORO Systemwide Leadership Collaborative Northern California cohort. In 2016, the cohort released a 93-page report that identified areas within UC that are weak, and suggested recommended actions. One of its recommendations was to substantively improve hiring from diverse and underrepresented groups.

Six months before the UC-CORO report was released, the Council of UC Staff Assemblies decided to take a closer look at diversity and inclusion and created this workgroup. In

order to avoid duplicating efforts made by other UC entities (i.e., UC-CORO and systemwide and campus human resources departments), the group's efforts were focused on three workplace practices: staff hiring committees, diversity in staff promotions and diversity in staff development.

Staff Hiring Committees

The workgroup conducted a survey to gather information. All of the 20 survey respondents said their home campuses or locations use interview panels or hiring committees in the process of recruitment and hiring. Most offer the members of the panels and committees training resources, but required training is rare.

There were 20 responses to the question, "Does your campus require training for people who serve on interview panels or hire committees for recruited staff positions?" Fourteen respondents said "no," five respondents said "yes," and one responded "I don't know." It was more common for respondents to report that training is offered to hiring managers and committees to strengthen equitable and inclusive behaviors. To that question, 13 said they offer training or resources, and one has such training in the planning stages.

> EVERY HUMAN BEING HAS HER/HIS OWN SET OF BIASES ABOUT WHAT KIND OF PERSON MAKES A GOOD EMPLOYEE – NOT JUST GENDER OR RACIAL BIAS, BUT ALSO OUR PERSONAL IDIOSYNCRASIES. A GOOD WAY TO BEGIN THE SEARCH COMMITTEE IS TO ENCOURAGE MEMBERS TO VOICE OPINIONS FREELY, AND TO ASK EVERYONE TO SPEAK UP IF THEY SEE THE COMMITTEE BEING SWAYED BY AN ASSUMPTION THAT MAY NOT BE UNIVERSALLY TRUE.
>
> UCSC Fair Hiring Guide

The small number of respondents who reported their campuses require such training provide a manageable group of practices for further review. Redick Edwards, senior operations manager in the Office of Equal Opportunity/Staff Affirmative Action at UC San Diego; John Steele, programmer/analyst for Information Technology Services at UC Santa Cruz; and Bruce Mattos, employment manager for the Staff Recruitment Center of

Expertise at UC Davis Health were the three who said "yes," their campuses require "training for people who serving on interview panels or hire committees for recruited staff positions." A member of the workgroup, interviewed Edwards and Mattos by phone and corresponded with Steele via email. Following is information collected from the three respondents:

UC San Diego
Edwards from UC San Diego said that, at the time he completed the survey, he wasn't sure if training was required for staff or faculty jobs. After researching the question, he said there is mandatory in-person unconscious bias training for all faculty hiring panels. This was first implemented in July 2016. Training is administered by faculty equity advisors. No training is required for those serving on search panels for staff positions, he said, but the office of Equal Opportunity/Staff Affirmative Action is looking into offering an online program.

> Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees.
>
> **Regents Policy 4400: Policy on University of California Diversity Statement**

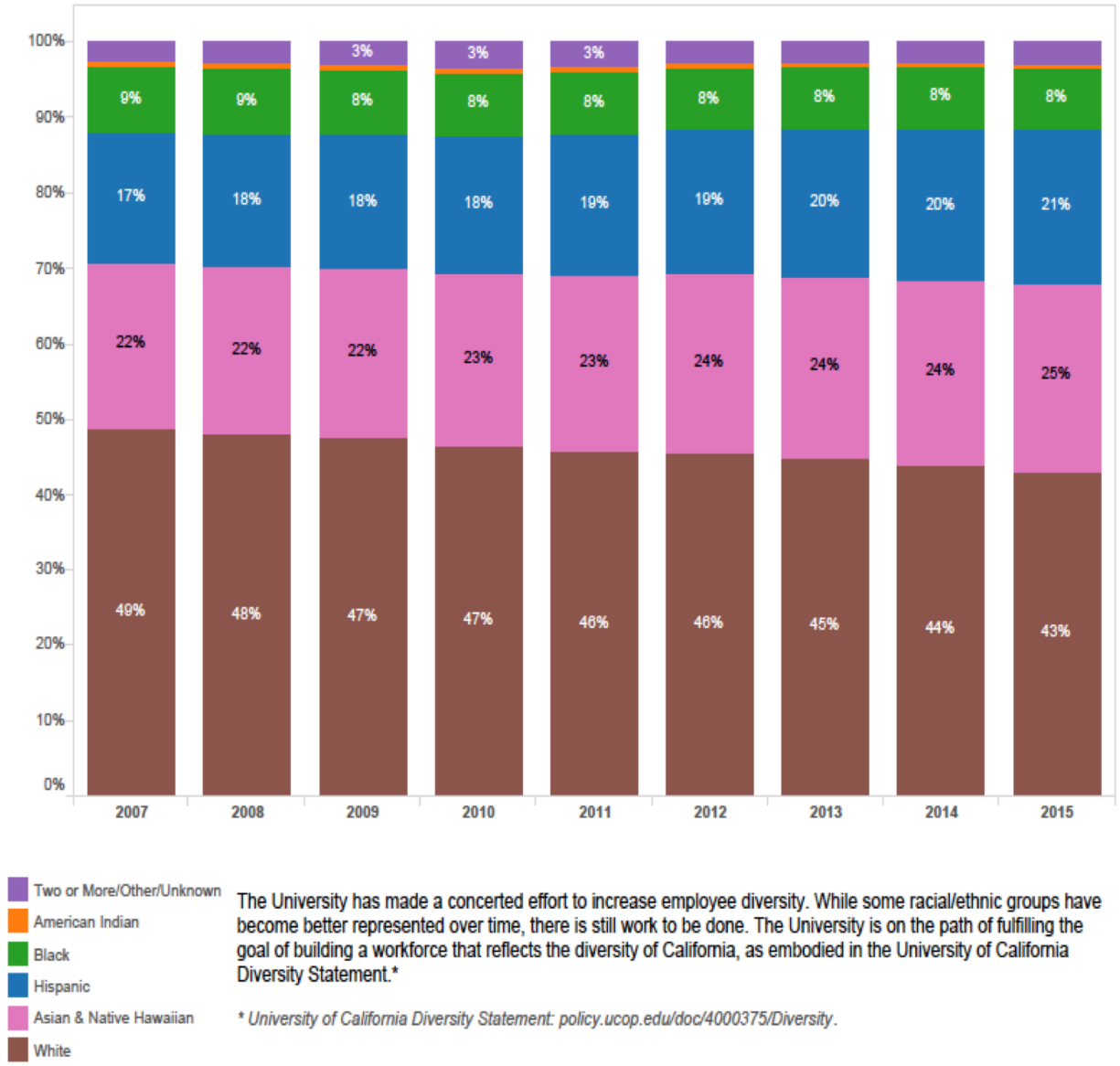
UC Santa Cruz
Steele shared that UCSC has a Fair Hiring Guide as part of local hiring procedures. It is published online and was last revised in November 2006. The guide says the purpose of using a search committee is to increase the likelihood that a better hiring decision is made. According to the procedures outlined, the hiring manager must ensure that the *chair of the search committee* has participated in the mandatory fair hiring training. This training is not required of the other members of the committee. One of the stated roles of the search committee is to "ensure that diverse applicants are given a fair evaluation." As part of the guideline FAQ, the question is posed, "What should we do if one person is biased?" The response is, "Every human being has her/his own set of biases about what kind of person makes a good employee – not just gender or racial bias, but also our

personal idiosyncrasies. A good way to begin the search committee is to encourage members to voice opinions freely, and to ask everyone to speak up if they see the committee being swayed by an assumption that may not be universally true."

UC Davis Health
Mattos indicated that UC Davis Health requires *hiring managers and supervisors* to attend an eight-hour, in person training session called Recruitment & Selection. The course includes training from recruitment and selection professionals in the hiring department, an employment law attorney, an industry human resources expert, a diversity educator and a campus recruitment specialist. Participants learn their responsibilities as a supervisor and campus hiring authority through a discussion of federal and state law and university policy. The course also explores the philosophical and practical aspects of best selection techniques including interview panels, behavioral interviewing, developing questions and performing reference checks. Topics include avoiding bias in the selection process and exploration of bias theory. A 90-minute brown bag training session is offered to search committee members who are not supervisors or managers.

After further review, it became clear that none of the campus policies reflected in the CUCSA survey requires training for members of interview panels or hire committees for recruited staff positions. This may be one of the reasons why UC has not seen improvements in gender, race/ethnicity placement goals as outlined by campus affirmative action plans. If promoting, screening and hiring practices and procedures are not in place to meet UC's mission reflected in the UC Diversity Statement, then status quo in diversity statistics will persist.

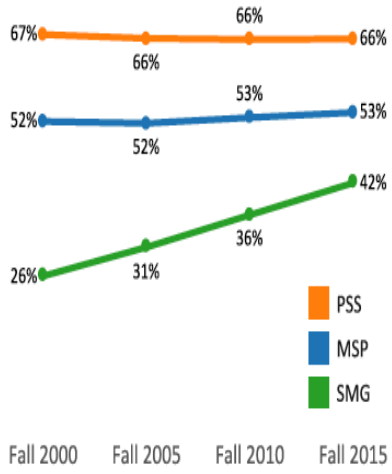
WP 11.1: Staff Workforce by Race/Ethnicity
October 2015, Universitywide, Career Staff Only



The University has made a concerted effort to increase employee diversity. While some racial/ethnic groups have become better represented over time, there is still work to be done. The University is on the path of fulfilling the goal of building a workforce that reflects the diversity of California, as embodied in the University of California Diversity Statement.*

** University of California Diversity Statement: policy.ucop.edu/doc/4000375/Diversity.*

KF 2.2 Career female staff by personnel program

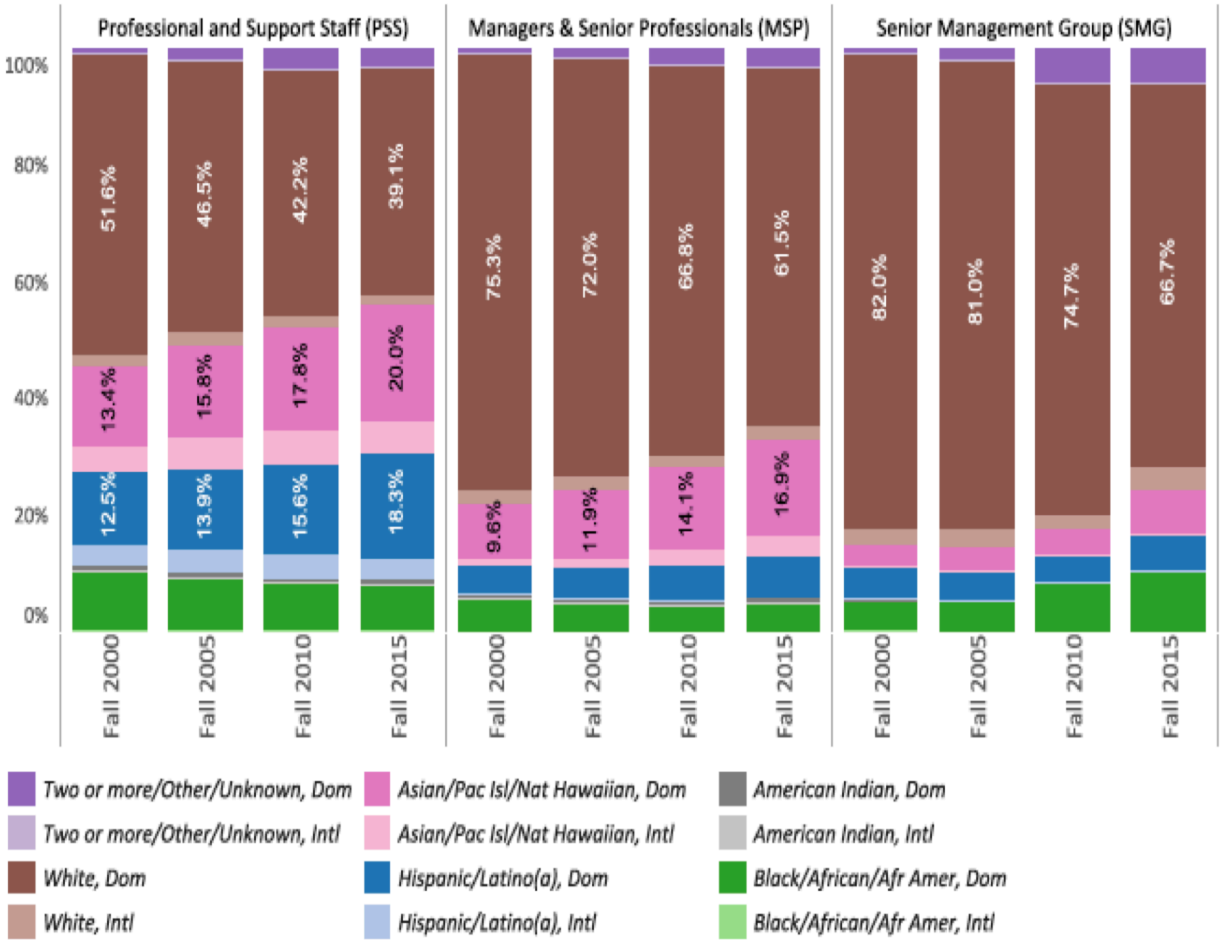


While overall representation of female employees at UC has remained high over time, female representation continues to remain lower in the most senior ranks of the workforce, as compared to the overall workforce.

Source: UC Staff Workforce Profile 2015

Diversity in Staff Promotions

While UC works hard to create an equitable and inclusive workforce, the workgroup looked into how inclusive it is at the top of the ladder. The demographics of senior management will show that there is a great disparity when it comes to race and ethnicity. This disparity is common across all UCs. According to the UC Annual Accountability report, 2016, in the graph depicted below, it demonstrates the distinct inequity, especially in the Senior Management Group (SMG).



To ensure best practice, we need to spend time and money developing and training mid-level managers. For example, at Duke Energy, a major electric power company, managers and HR representatives identify potential successors for specific positions through a process that helps ensure objectivity. Managers will submit a list of candidates to HR, then HR will analyze the fit of designated successors for a position based on matching the detailed position profile and the candidate's talent profile. On top of that, HR runs a query for alternative qualified successors based on the position profile, and then candidates from both lists are considered in all talent reviews. The goal is to ensure

the list includes only viable candidates and that all qualified candidates are being included, even those the manager might not know (Martin).

> What is the benefit to promoting based on best practices? Employees perform well, they are motivated and enhance the overall team performance.

At CEMEX, one of the largest building materials companies in the world, they use a data-driven tool that helps identify the best qualified candidates for open leadership positions. They use an Objective-Fit Analysis tool. This tool allows managers to type in the position and everyone that is qualified based on knowledge, experience, performance, potential, and personal profile is listed. The leader profile is compiled of a 360-degree review, performance evaluation, a personal profiling exercise, and an emotional intelligence test. This tool also allows real-time succession planning. This practice ensures that a larger, more diverse group with a broader skill set will be considered for leadership positions (Martin).

For most UC campuses, it is unclear what the promotion process is for staff and the criteria for staff promotions is not transparent. However, for faculty appointments, most campuses have clearly documented procedures for academic promotions. A benefit of promoting based on best practices is that employees are more likely to perform well, be motivated and enhance the overall team performance. A mixed message is sent when well-qualified and experienced employees are not given an equal opportunity to promote. If unfair and biased practices continue in an organization, that company will lose high-performing, qualified staff.

As mentioned in the UC-CORO report "...there are an insufficient number of retention resources and programs available for staff, and those in existence are not widely known" (p.32). In addition, report findings reinforce the need to address the issue and based on the SWOT analysis, "MSP and SMG staff will not reflect CA demographics in the future, not [be] able to recruit and retain talent, and not [be] able to serve diverse student body." (p. 33). The UC-CORO report states that eight years ago, 75% of senior managers and

executives were white males, and UC has only seen a slight change (p.14). This same challenge was also identified and highlighted in the 2008 UC Staff Diversity Council's Report.

Diversity in Professional Development Opportunities for Staff

Based on this workgroup's survey, it appears that all 10 UC campuses along with UC Agriculture and Natural Resources are engaged in providing some form of professional development for their staff. The most common opportunities provided at most of the campuses are mentoring programs, committee work, and internal training programs. Other types of professional development, such as offering stretch opportunities, cross-department work, out-of-class assignments, and promoting within using a transparent career track are available at less than half the UC campuses. A stretch opportunity or assignment is an activity that requires an individual to handle duties or tasks that are typically one level higher than the employee's current pay grade. An out-of-class assignment is a temporary job assignment that provides staff an opportunity to work in a higher-level position with a temporary increase in pay.

As this workgroup delved more deeply into the most common professional development opportunities available throughout the UC system, it appears that they are often not available to most employees. For example, representatives from the UCLA Staff Assembly reported that the only true campus-wide mentoring program at UCLA is actually part of their Professional Development Program (PDP). Every year, the UCLA PDP serves a cohort of 30 participants that generally span various departments across the campus. One aspect of the UCLA PDP pairs each participant with a mentor that has graduated from the program in previous years. That means out of over 30,000 employees at UCLA, less than 0.1% of UCLA staff has the opportunity to be part of a formal campus-wide mentoring program. Also, confirmed by another respondent from UCSD to question 17 on the the workgroup survey, professional development opportunities are not available campus-wide, but may be offered by specific Vice Chancellor areas or departments. The UC-CORO report identified that industry best practices for retention and promotion include "creation and support of formal sponsorship and mentoring programs," and "promoting from within whenever possible, developing internal candidates as well as non-traditional candidates." (p. 7). Therefore, if UC continues to maintain or even reduce the current levels of investment in professional development opportunities for staff, UC runs the risk of not maintaining or attracting a diverse workforce, especially in the diverse

and competitive California market.

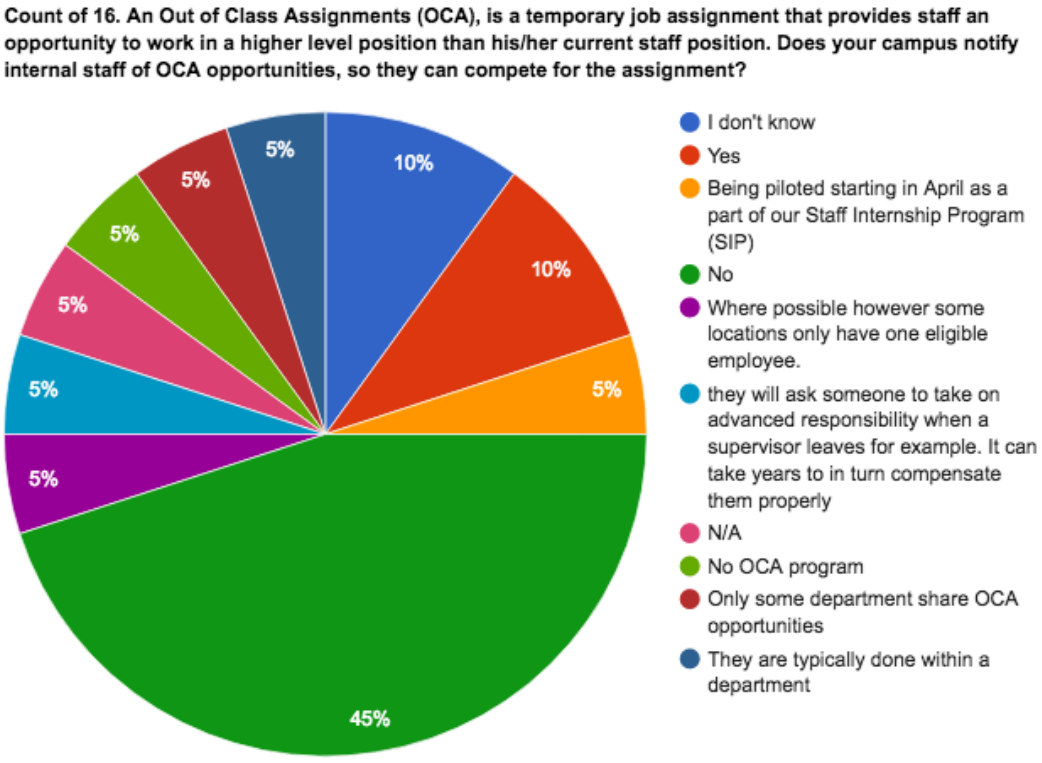
Equity in Development Opportunities for Staff

Employees can enhance personal job development in various ways. Typically, UC staff develop skills by excelling in their daily responsibilities, participating in stretch assignments, doing work at a higher level, such as an out of class assignment. According to the University of California System, Campus Climate Project Final Report, March 2014, 22.8% of UC staff stated that they had observed employment practices that were unfair, unjust or would inhibit diversity the community, specifically related to promotion and reclassification practices (p. 113). In an effort to help increase opportunities for development, hiring managers should be mindful of how they are dividing and delegating work. Managers often have a tendency to give work to their top performers, and they may not realize that they are not treating employees equitably. Often this action creates an insider/outside group mentality, where the "A" Team or "A" players get the opportunities for development and the "B" Team or "B" players continue with routine assignments. When the same employees are selected for stretch opportunities or opportunities to do work assignments beyond their day-to-day job, managers are "not giving others the opportunity to grow and develop strength and breadth" (Knight par. 3). Not allowing growth within the team or organization can result in lower productivity or higher attrition rates. In addition, studies have shown that "...diverse groups outperformed more homogeneous groups not because of an influx of new ideas, but because diversity triggered more careful information processing that is absent in homogenous groups." (Phillips et al. par. 1).

> Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.
>
> **Regents Policy 4400: Policy on University of California Diversity Statement**

It is the manager's responsibility to ensure employees are being recognized for the quality work they do. It is also the manager's responsibility to share development opportunities

and equitably offer opportunities and select individuals to participate in career development activities and trainings. According to the limited sample of UC staff surveyed for this project, employees indicated that even though Human Resources departments on campuses support staff career development, prospects are not widely made available to staff. Development opportunities are dependent on supervisors and department heads willingness to inform others. In addition, most survey respondents indicated that they are aware that out-of-class assignments are possible development opportunities on their campus, but managers typically appoint an employee into an out-of-class assignment. According to the workgroup survey, as depicted below, only 10% of the respondents indicated that out-of-class assignments prospects are shared with staff, so staff can compete for these career development opportunities.



Another major issue for UC to address is inconsistent communication and unsystematic investment in making professional development opportunities available to staff. Many staff across the campuses are unaware of the professional development options available for them at their respective campuses and those that do take advantage of them are likely agile people who are already actively seeking out promotion opportunities. A recent study by the CEB Corporate Leadership Council stated that organizations with "HIPO [high-potential] strategies focused on agile people are 17% less likely to have HIPOs ready for leadership roles" and "71% less likely to fill skill gaps with internal candidates." (p. 18). This is mainly due to the fact that organizations are seeing a decline in leadership bench strength since the strategy is focused on individuals and not agile processes.



Source: CEB - Designing a HIPO Infographic

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Recommendations and Conclusion

Overall, there is a wealth of diversity and inclusion activity and information available to UC staff and hiring managers through various UC resources. However, there are opportunities for UC to make improvements in this area. UC Staff Diversity workgroup recommends better alignment of diversity and inclusion best practices and training curriculum for staff, hiring managers and search committee members using a common framework from a UC systemwide perspective. Upon review of what is offered through each campus, the group discovered there are many best practices that each campus uses which can be leveraged and aligned systemwide. It is the group's recommendation that UC approach developing and initiating diversity and inclusion initiatives with a common framework.

HAVING DIVERSITY INCREASES INNOVATION

In an effort to leverage alignment of these best practices, UCOP systemwide HR, UC EEO/AA officers and chief HR officers systemwide should be encouraged to reach out to CUCSA and their local staff assemblies to communicate shared activities and topics that impact staff. CUCSA represents staff systemwide and can serve as a conduit for communicating and supporting diversity and inclusion efforts and activities. the workgroup has learned through its research that having diversity increases innovation. Therefore, HR should not be the only ones who need to identify, design and implement diversity and inclusion solutions alone. HR should reach out to CUCSA and their local staff assembly to help identify solutions from different perspectives.

UC should further research and analyze which employees are being promoted within the system. The group recommends that UC consider increasing the levels of investment and support for professional development opportunities for all staff to ensure diversity in the development and promotions processes. It maybe be worthwhile for UC to invest in an objective tool such as the one used by CEMEX. The UC-CORO report stated that "one in

three current employees are predicted to retire by 2024, and high turnover rates are anticipated in the near term." (p. 15). As a system with several world-class universities, UC must be better prepared to fill in the positions that are expected to be available as a result of higher retirement and turnover rates in the upcoming years. Without a solid succession plan and consistent professional development strategies in place, it will be challenging for UC to have a workforce that is ready and capable to step into the leadership roles that will be vacated.

> We need to better align diversity and inclusion best practices and training curriculum for staff, hiring managers, and search committee members and we need to do using a common framework

Based on our research and findings this workgroup recommends the following:

- Ensure that individuals who make hiring decisions, offer development opportunities and make promotion decisions are trained on diversity, equity, and inclusion practices.
- Create a core training module available to all campuses that includes the following components: (1) concepts of bias, (2) micro aggressions, and (3) how to train search committees. Examples of best practices found throughout the UC system are listed below.
    - Concepts of Bias (UCSF) - The UCSF Office of Diversity and Outreach offers a live, in-person unconscious bias training. This could be a model for other UCs. A list of excellent resources is available on UCSF Office of Diversity and Outreach website. https://diversity.ucsf.edu/resources/unconscious-bias-resources
    - Micro aggressions (UCSF) - The UCSF Office of Diversity and Outreach offers an Introduction to Diversity and Inclusion in a "Lunch and Learn" format, which is designed to strengthen understanding around foundations of diversity. The content of this training reviews the concepts of bias and micro aggressions, and presents cultural humility as a framework to support equity and inclusion.
    - Train the Search Committee (UCSB) - UCSB trains individuals on search committees by a series of briefings. These briefings address a search

committee's role and responsibilities under the Campus Affirmative Action Plan to address equal opportunity and to engage in active and effective good faith efforts to address a campus' placement goals. The briefings also address the role and impact of unconscious or implicit bias in the search process and the various methods to lessen this impact. Campus resources, which may help to attract a diverse pool of candidates are also identified.

- Invest in and develop systematic approaches for inventorying staff capabilities and experiences and communicating of various staff development and promotion opportunities. By maintaining an inventory of staff skills, knowledge, abilities and experience, it would be easier to identify where development is needed, which training are needed, and succession planning.
- UC systemwide needs to initiate a framework for each campus to use to shift its focus from viewing individuals for promotion towards more agile and objective processes so it can effectively develop the current and future workforce. As suggested in CEB's Designing a HIPO Strategy that Moves at the Speed of Business, "Organizations that use agile HIPO processes are 70% more likely to have a strong leadership bench." (Infographic).
- Maintain a reliable inventory of all available professional development opportunities at the respective UC locations and make sure that they are promoted well on each of the local staff assembly or staff association websites. With this action, we will begin to impress upon all staff that professional development is something that is highly valued throughout the UC system and information about them should be easily accessible to all staff. Based on one of the recommendations in the UC-CORO report, we can "positively and continually influence the cultural shift towards an equitable and inclusive environment at UC through communications and outreach to all UC stakeholders." (p. 51).
- Leverage the work and inventory of initiatives outlined in the UC-CORO report which list "promising practices." (pp. 60-70). Since the UC-CORO group has gathered current trainings, reports, resources offered UC Systemwide, it would be best to capture all best practices in one online resource, so UC locations can use existing models, programs and trainings that have already been successfully developed and launched.
- UC ought to leverage CUCSA and the local staff assemblies for brainstorming and communicating diversity and inclusion activities and new initiatives, especially those that support development and promotion opportunities.

- UC needs to review how it provides employees development opportunities. In an effort to provide equitable development, supervisors should be encouraged to communicate stretch assignments and temporary out-of-class assignments. These opportunities can be shared through the campus's local Staff Assembly.
- Hiring managers and HR should work with their local staff assembly to share internal open positions to help increase diversity in its workforce, especially at the SMG level.

In conclusion, data has been collected to show that, while some diversity-related activities and information are available, a poor pipeline toward and inequity in senior leadership positions remains an issue. Opportunities for promotion should be part of a wider policy to develop all employees in order to create equity and inclusion at the senior management level.

Appendix

UC Diversity, Equity & Inclusion Informational Survey

This informational survey is to help the Council of University of California Staff Assemblies (CUCSA) gain an understanding of various diversity, equity and inclusion services and resources that are available to UC employees at your campus location in support of Staff positions. This information will solely be used for CUCSA research purposes.

Please respond by close of business, Friday, February 24, 2017.

The work group members include:
Rachel Carl (chair) - Berkeley Lab
Adriana Collins - UC Irvine
Jeannette Warnert - ANR
Jennifer Mannix - UCSF
Julie Salgado - UC Riverside
Walen Ngo - UCLA

* Required

Your Name *

Your answer

Your e-mail address *

Your answer

Campus *

- ◯ UC Berkeley
- ◯ UC Davis
- ◯ UC Davis Health System
- ◯ UC Irvine

- ○ UC Irvine
- ○ UC Irvine Health System
- ○ UCLA
- ○ UCLA Health
- ○ UC Merced
- ○ UC Riverside
- ○ UC San Diego
- ○ UC San Diego Health
- ○ UCSF
- ○ UCSF Medical Center
- ○ UC Santa Barbara
- ○ UC Santa Cruz
- ○ ANR
- ○ LBNL
- ○ UCOP

1. Are you familiar with the Affirmative Action plan and programs for your campus?

- ○ Yes
- ○ No
- ○ I don't know
- ○ Other: _____

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2. Does your campus offer diversity training?

- [ ] Online
- [ ] In Person
- [ ] Both
- [ ] I don't know

3. If your campus offers diversity training, what topics are covered? A link to your campus diversity training and topics will be helpful, if available.

Your answer

4. Does your campus use interview panels or hire committees for open staff positions?

- ( ) Yes
- ( ) No
- ( ) I don't know

5. Does the recruitment strategy prior to hiring for staff positions include (check all that apply):

- [ ] Equal Employment Opportunity review
- [ ] Affirmative Action Placement Goals
- [ ] Affirmative Action underutilization
- [ ] Diversity recruitment best practices

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- [ ] Candidate evaluation matrix
- [ ] A Recruitment Plan between the hiring manager and recruiter
- [ ] Setting diversity goals
- [ ] Additional training or resources for interview panel/committee
- [ ] Other: _____

6. What tools and resources are available to ensure a diverse applicant pool for both internal and external applicants for staff positions?

Your answer

7. Does your campus review the diversity make-up of interview panels or hire committees for recruited staff positions?

- ○ Yes
- ○ No
- ○ I don't know

8. Does your campus require training for people who serve on interview panels or hire committees for recruited staff positions?

- ○ Yes
- ○ No
- ○ I don't know

9. Do hiring managers have access to interview questions which address equity and inclusion?

- ○ No
- ○ Yes
- ○ I don't know

10. Does your campus offer training programs to strengthen equitable and inclusive behaviors?

Your answer

11. Does your campus offer resources or training that reinforces a culture that values staff equity and inclusion?

- ○ Yes
- ○ No
- ○ I don't know

12. How does your campus share recruited job opportunities with current staff?

Your answer

13. Does your campus support professional development, so staff can be promoted?

- ○ Yes
- ○ No

- ○ Maybe
- ○ Other: _____

14. How are staff developed at your campus? Click all that apply

- ☐ Promotion using transparent Career Track
- ☐ Stretch opportunities
- ☐ Mentoring program
- ☐ Cross-department work
- ☐ Committee work
- ☐ External education through a degree or certificate program
- ☐ Internal education through a formal training program
- ☐ Out of Class assignments
- ☐ Other: _____

15. Does your campus develop succession plans for staff positions?

- ○ Yes
- ○ No
- ○ I don't know
- ○ Other: _____

16. An Out of Class Assignments (OCA), is a temporary job assignment that provides staff an opportunity to work in a higher level position than his/her current staff position. Does your campus notify internal staff of OCA opportunities, so they can compete for the assignment?

- ◯ Yes
- ◯ No
- ◯ I don't know
- ◯ Other: _____

17. Do you feel development opportunities for staff are fair and equitable on your campus?

- ◯ Yes
- ◯ No
- ◯ Maybe
- ◯ Other: _____

SUBMIT

Never submit passwords through Google Forms.

CUCSA 2016-2017 - Staff report: Staff Diversity

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