

Academic Affairs Staff Affirmative Action Program Activities (2012-13) and Plan (2013-14)

Dissemination and Training of EO/AA Policy:

The Academic Affairs equal opportunity/affirmative action (EO/AA) plan emphasizes a collaborative relationship between the Executive Vice Chancellor (EVC), academic Deans and managers of other operating units within Academic Affairs. The plan focuses on education and outreach, with a strong focus on information sharing, training and professional development. Our programs target a wide audience of faculty and staff, from Deans to business officers and managers to entry-level staff. Through the breadth of our efforts, we encourage local accountability, good decision-making, open communication and cultural diversity.

Information and training is disseminated in a variety of ways, including regular meetings sponsored by the Office of the EVC for faculty, managers and personnel in charge of human resources, financial administration and student services. Under the leadership of the EVC, Academic Affairs has a number of advisory and other staff groups through which information is shared:

- Assistant Deans and Academic Business Administrators (ABA) groups
- Human Resources Advisory and Contact Groups
- Fiscal Officers Advisory and Contact Groups
- Student Affairs Undergraduate Academic Advising Council and Organization of Department and Program Advisors

The efforts of these groups include sharing best practices and promoting issues of affirmative action, and they have been key partners in identifying local strategies to meet our diversity goals. As part of Academic Affairs' culture of collaboration and local empowerment, these groups work in partnership with staff in the Office of the EVC to design, implement, participate in and sometimes lead our diversity initiatives. Through these cumulative efforts, we work to achieve a workforce makeup that mirrors the availability in the population.

EVC staff participate in campus-wide committees and groups that regularly address EO/AA-related issues, including the HR Council, VC Affirmative Action Workgroup and Outreach Council. These groups review relevant University policies and campus procedures and discuss strategies for implementing and promoting campus and Academic Affairs affirmative action program. EO/AA policy and diversity resources are also disseminated via the Academic Affairs HR website.

Outreach Programs and Efforts to Increase Diversity and Remedy Underutilization:

Academic Affairs is committed to the assurance of fairness and nondiscrimination by encouraging departments to closely monitor the staff selection process for recruitments and promotions, focusing on areas with underutilization. For MSP and other key positions, department hiring managers work closely with campus HR's Executive Recruiters and Outreach Manager to design recruitment plans that will attract qualified applicants to positions, with a focus on enhancing workforce diversity.

In 2012, the VCAA HR Contact served on the Equal Employment Opportunity Staff Advisors Advisory Committee, charged with designing a pilot program intended to improve the selection process of higher PSS level and MSP employees. Academic Affairs participated in this committee to identify ways to carry forward the diversity of the applicant pools from the time of referral to the time of hire. The orientation for this program took place in January 2013, and at least one representative from each VC area attended. During fall 2013, the VCAA HR Contact met with the Director of Talent Acquisition & Outreach

Services and the Director of Equal Opportunity/Staff Affirmative Action to design a customized version of the orientation for Academic Affairs. This 2-part workshop series will be open to all Academic Affairs business officers and HR contacts and take place winter 2014.

For MSP recruitments, Academic Affairs expects units to develop a recruitment plan for vacancies prior to job posting. This plan should include information on avenues to be utilized for outreach and advertising, the composition of the search committee (diversity is expected in all MSP search committees) and the name of the individual responsible for the affirmative action aspects of the search. The results of these efforts have paid off, with positive improvements in the representation of POC in these upper-level administrative titles. The fact that the percentage has dramatically increased over the last 6 years would, in and of itself, be a good indicator. What is even more noteworthy, though, is that the percent representation of POC reached 27% in 2012 and held steady in 2013. This outpaced the percent of POC available in the population (25%) and the campus POC representation in MSP titles (26%).

In 2012, the online performance appraisal tool was rolled out for widespread use throughout Academic Affairs. In fall 2013, this tool was further expanded for use by VC Student Affairs. The tool was designed to replace the paper-based process and adopts VC-wide performance standards that contain detailed descriptions and examples of job values and work principles. This initiative promotes greater consistency in the conduct of employee evaluations across all of our units and, in its third year of use, we saw a significant increase in activity. Approximately 814 employees across 63 departments in VCAA used the interface to complete their performance appraisals. This represents a 79% increase in the evaluations completed and a 103% increase in the number of departments that participated. In VC Student Affairs' first year of use, the tool was used by 8 units for 35 completed performance appraisals.

Nine Academic Affairs units participated in Community Outreach activities this past year – Center for Human Development, Chemistry and Biochemistry, Division of Social Sciences, Office of Graduate Studies, Philosophy, Physics, Preuss School, the Qualcomm Institute (formerly Calit2) and University Extension. Having this continuous visibility in the community is important as we target our external outreach efforts to ethnic and community groups, veterans and people with disabilities. We will encourage additional units to participate in these valuable activities over the coming year. It is difficult to accurately measure the impact of these efforts because current tracking tools only allow applicants to select one option as their source of where they learned about job openings. However, based on anecdotal evidence, we believe that these efforts have improved our visibility with underutilized populations.

Employee Career Development: Academic Affairs continually strives to create and endorse training and development opportunities for staff in order to promote a culture of tolerance, understanding and equal opportunity. As part of the annual performance appraisal process, supervisors are expected to develop career development and training plans with their employees. By holding this as a standard, Academic Affairs promotes the professional development of all staff.

Programmatically, the EVC HR unit is charged with the creation and implementation of career development programs, which are an integral part of our efforts to retain high performing staff and support our succession planning efforts. Our body of staff enrichment programs now includes:

- ABA Mentorship Program
- UExplore
- Financial Management Academy (FMA)

- Business Officer Academy (BOA)
- Leadership Academy for Functional Managers (LAFM)

Program descriptions are detailed in the addendum to this report. Status updates are provided here:

Since its inception, the ABA Mentorship Program has provided mentoring to 50 business officers. In 2012-13, five new business officers were hired and three of them were formally paired with more senior managers. The two who opted out of the ABA Mentorship Program only did so because they were graduates of BOA or LAFM and, so, had already formed strong relationships with their business officer and Assistant Dean instructors from the training programs. Thus, between the ABA Mentorship Program and Academic Affairs' other training programs, our department business managers have resources to support them as they transition into these new leadership roles.

Due to the reduction in staff in the Office of the EVC devoted to managing Academic Affairs' training and professional development programs, we only had the resources to coordinate one program for 13-14. After receiving feedback from business officers and HR contacts, analyzing our application numbers, and reviewing the possible pool of potential future applicants for each program, we decided to offer LAFM for a second, consecutive year. This meant that our other signature programs – UExplore, Financial Management Academy, and Business Officer Academy – would go on hiatus.

UExplore (offered 2008-2011, 2012-2013). Past participants have worked in a wide variety of functional areas in units across Academic Affairs and represent a diverse population, with at least 46% (40 employees) representing people of color (POC). This program has been successful in providing professional development resources to these employees. Of UExplore's 87 participants, a total of 51 (59%) have attained upward reclassifications and/or promotions, with 24 of those representing POC. These statistics are important for a few reasons. Firstly, this is a significant gain (23%) over last year's overall number. Secondly, this marks the first time in UExplore's 5-year history that more than half of its participants have achieved career advancement. Thirdly, this statistic shows that a higher proportion of the POC in UExplore (60%) had career advancement than its non-POC population (57%).

Financial Management Academy (offered AY 2010-2011). FMA has been offered once to 19 staff, of which 63% (12 employees) represent POC. Since its original offering, ten (52%) of its 19 original participants have attained upward reclassifications and/or promotions, with six of those representing POC. This means that the majority of the career advancement of the FMA participants has come from its POC population, which is on par with their percent representation in the program. Openings for Academic Affairs financial managers do not often become available, so the career advancement among this group demonstrates that FMA's participants have been competitive and successful for those placements.

Business Officer Academy (offered AYs 2005-2009, 2010-2011). Although it has been on hiatus for the past three years, graduates from the BOA continue to find success in advancing their careers, either through promotion, reclassification or transfer to new positions throughout UCSD. Of the 45 participants who have successfully completed the BOA, 36 (80%) have attained upward reclassifications and/or promotions, with nine representing POC. This is 64% of the total POC (14) who have completed BOA, a commendable statistic because it is the highest rate of advancement of a POC population for our staff enrichment programs. Within the non POC population, 87% have advanced in their careers via upward reclassifications and/or promotions.

Leadership Academy for Functional Managers (offered AYs 2012-2014). LAFM accepted 12 staff members for its inaugural class, with 50% (6) representing POC. In its second offering, LAFM added another 15 participants, with 87% (13) representing POC, bringing the overall POC representation to 70%. This is the highest POC representation of all our programs. Of the 27 participants to date, four have already attained upward reclassifications, with three representing POC. This statistic is impressive because it shows that a higher proportion of the POC in LAFM (21%) had career advancement than its non-POC population (13%). Our hope in designing this program was for it to mirror the success of UExplore, FMA and BOA in cultivating strong managers and supervisors, spreading the use of best practices and developing a strong pool of high-quality professionals ready to take on leadership roles in the University. Given the impressive statistics thus far and the potential in those numbers, our expectations have already been exceeded.

Reflecting upon the statistics, we see overall average of 47% POC representation across our training programs, with our newest training program (LAFM) demonstrating an overall 70% POC representation over the past 2 years. Additionally, within each individual program, the proportion of career advancement among the POC population within each individual program has been at least 21% (LAFM) and reaching a high of 64% (BOA). The career advancement is a testament to our succession planning efforts to build deep bench strength in our organization and diversity in our group of current and future managers/leaders. We have strategically positioned our initiatives to promote upward mobility and training for entry-level staff (UExplore), middle managers across all functional areas (FMA, LAFM), and the lead administrative managers (BOA) in the departments and divisions. With an increasing number of retirements expected in the upcoming years, we expect to have even greater levels career advancement and increased placements that meet diversity goals.

In addition to coordinating staff training and development programs, the Office of the EVC supports professional development initiatives spearheaded by the ABA Human Resources/Professional Development Committee (HR/PDC, Undergraduate Academic Advising Council (UAAC) and UCSD's Committee on the Status of Women (CSW).

In 2013, two members of the ABA HR/PDC attended WACUBO's Business Process Mapping seminar in Tucson, Arizona. When they returned, they taught a mini-workshop on process mapping to the ABA HR/PDC and HR Advisory Group as part of these group's roles in the implementation of the UCPATH in Academic Affairs. As the system-wide UCPATH project continues and the campus strategic plan is implemented, we are excited that the ABA HR/PDC and HR Advisory Group are poised to be of continued assistance.

The UAAC Training and Professional Development Committee once again organized a series of 6 summer workshops for its constituency of undergraduate academic advisors. The topics focused on recognizing and responding to students in distress, understanding how to work with today's young people (also known as "Generation Me"), and understanding how sexuality, race and gender play a role in student success. The workshops were well-attended, and the UAAC is evaluating post-workshop survey results to determine a future training agenda.

An EVC HR analyst serves on UCSD's Committee on the Status of Women (CSW), which hosted its fourth annual Women's Conference in March 2013 with the theme: "Re/Defining the UC San Diego Woman: We've Come a Long Way, But We're Not There Yet." The conference also included a resource and vendor fair to acquaint attendees with UCSD work/life programs and career and professional development services. Always immensely popular, this year's conference drew an audience of more

than 650, either in-person or via webcast. The Office of the EVC will continue to have a representative on CSW to ensure a strong presence for Academic Affairs in the development of the 2014 Women's Conference.

Participation in Campus Programs: Academic Affairs encourages all employees to take advantage of career development classes, programs and opportunities made available through Staff Education and elsewhere. In the past year, 20 additional Academic Affairs staff members attended the Diversity Education program offered through Staff Education. Departments are routinely encouraged to send their new supervisors and staff to diversity training to enable them to instruct their staff and faculty on EO/AA and diversity issues.

Last year, 31 staff members from Academic Affairs received approximately \$15,300 in Staff Enrichment Equal Opportunity Program (SEOEP) funds to assist them with tuition, book and related expenses for career development activities. This represents a slight increase (of one) from the prior year, but a 13% increase in the dollar value of funds awarded. Two groups also received \$14,000 in SEOEP funding. Altogether, the overall funding received for Academic Affairs (\$29,300) is close to the amount received last year (\$30,500). This is a positive indicator that employees will partake in training activity to further their professional development and assist in career advancement.

A total of 1294 staff members from Academic Affairs units have now participated in UCSD Career Connection activities since its inception in 1996, increasing by 88 (7%) during the past year. This is the same as last year's increase and reflects a strong continuing desire of staff for professional development opportunities. Academic Affairs staff members are also active as organizers, participants and facilitators in leadership training and development programs offered at both the campus and University level, including the Culturally Competent Management Program (CCMP), Professional Development Program, Middle Management Advance (MMA), Management Skills Assessment Program (MSAP), Business Officer Institute (BOI) and Business Leadership Forum (BLF).

This year Academic Affairs submitted 42% (22) of the 53 nominations for the campus wide Equal Opportunity/Affirmative Action (EO/AA) and Diversity Award Program, increasing 6% over last year's submissions and setting an all-time high in Academic Affairs nominations submitted to this program. This increase in the total number of VCAA nominations is particularly notable when considering that the campus received the same number of proposals as last year. Of the 11 nominations selected for recognition by the Chancellor, 4 were from Academic Affairs—the most of any VC area for the third year in a row. This attests to the quality of the nominations put forward by our VC area.

In 2014, the Diversity Award Program will be celebrating its 20th anniversary. The VC HR Analyst has initiated discussions with the Offices of the VC-EDI and EO/SAA and the VC Affirmative Action Workgroup to organize a large, campus-wide Diversity Symposium commemorating all of our diversity efforts on campus – an event that showcases our passions and accomplishments and brings our community together for real and profound discussions surrounding diversity and equal opportunity. This event would bring together staff, faculty, students, alumni, and community members alike and complement the vision of “one UC San Diego.”

As part of the annual campus wide EO/AA and Diversity Awards program, each VC selects an individual or group whose contributions to equal opportunity/affirmative action and diversity during the past year are worthy of recognition. This year, the VC-EDI and VCR were each invited to select their first recipients. VC-EDI has selected Edwina Welch for the Diversity Champion award, and VCR has chosen

Carlos Molina as its inaugural honoree. The EVC's recipient was the Division of Arts & Humanities High School Outreach Program.

Edwina Welch has served as the Director of the UCSD Cross-Cultural Center since spring of 1996. In this capacity, she works with students, staff and faculty on issues of climate and multiculturalism for UC San Diego. She is a well-known and well-respected trainer and speaker on these topics. Edwina is also an advocate on these issues in the San Diego Community. She volunteers at the San Diego Foundation as a Working Group member for Civil Society and is a founding member of the California Council for Cultural Centers in Higher Education (CaCCCHE), a region-wide collaborative of higher education cultural centers. Her research and specialty areas include social justice training and practice, retention and campus climate issues, organizational capacity building and small group communication. Under her leadership, the Cross-Cultural Center has had many recent achievements that are further detailed in "Cross-Cultural Center" section of this report.

Carlos Molina is commended for his adoption, practice and mentoring of UC San Diego Principles of Community and Diversity. Throughout his career, he has embraced the celebration of numerous diversity programs at UC San Diego as a member of Staff Associations. He has raised the awareness of Diversity and Cross Cultural practices within the Office of Contract & Grant Administration through numerous special speakers and events. He has volunteered on his own at numerous events and attended numerous functions and conferences. In 2012, he was awarded UCSD Veteran of the Year and Native American Combat Veteran of the Year, and was nominated as San Diego County Veteran of the Year. These awards and recognition were highly regarded by Carlos as the highest honor as a representative of the Native American culture. The breadth of activities and volunteer time reflect his commitment to these principles and recognition of the diverse nature of our campus and broader community.

The Division of Arts & Humanities High School Outreach Program was initiated 3 years ago and partners with the Preuss School, Reality Changers and the Music Department's Children's Universal Language Orchestra to encourage underrepresented minorities in middle and high school to become the first in their families to attend college. Currently serving 50 San Diego high schools, the Program helps parents and kids realize that a college degree is within reach through sponsored on-campus visits, guidance from/meetings with top UCSD faculty and grad students, exclusive (and interactive) musical and theatrical performances, and behind-the-scenes tours of our finest campus facilities devoted to the performing arts. The Program also coordinates activities with high school students wherein they learn to build their own instruments and compose and perform their own music. The underrepresented minorities build their confidence and soft skills as well as relationships with high school administrators and educators through these activities. These personal connections generate new strategies for serving, new diverse groups of students and families. The Program highlights the collaboration of faculty, staff, students towards a shared mission of inspiring passion for the arts and improving access to higher education.

Selection and Monitoring:

Workforce Statistics: For the first time in four years, Academic Affairs saw an increase in its overall career staff workforce. After seeing a cumulative reduction of 180 positions (8.4% drop) since 2008, Academic Affairs gained 20 new positions in 2012. This represents an overall gain in positions of 1% compared to 2012 and a 11% recovery of the positions lost since 2008. Breaking it down further, Academic Affairs saw an increase of 1% in each of these groups: Females, Hispanics and Asians. These

gains translated into an overall 1% increase, also, in the POC population, taking the representation to a 5-year high of 40%.

Breaking down the POC statistics, the overall gain as a percentage of the workforce was fueled by an increase of 35 staff (4.6%), from 762 to 797, which outpaced the growth of the overall number of staff. The PSS program continued to climb and hit a new high, increasing from 40% to 42% in 2013. Likewise impressive, the MSP program held onto its record-high level of 27% POC representation, outpacing campus' POC representation (26%) and the availability in the population (25%) for the 2nd year in a row.

Of 338 total job placements in 2012-13, 47% either met a goal or diversified the workforce. Although lower than last year's record high of 51%, it is equivalent to the campus' numbers for this measure. Of particular note is the fact that for POC, their percentage of new hires (42%) and promotions (45%) significantly exceeded their percentage of separations (37%). These figures illustrate that Academic Affairs has not only succeeded in increasing staff diversity by recruitment, but also via advancement and retention. And our emphasis on increasing diversity of our MSP population continues to show positive results. While our total number of MSP positions has decreased 5% (from 240 to 228) over the past five years, the number of POC in those positions increased 36% (from 45 to 61) during that same period. This has raised the POC representation of MSP in Academic Affairs significantly, from 19% to 27%, outpacing total campus growth from 21% to 26%.

Last year, we speculated that the growth in POC representation of MSP in Academic Affairs may have reached a point at or near that of "critical mass," where the proliferation of POC throughout the organization creates an environment that allows diversity efforts to become more self-sustaining. As we look ahead, future progress and improvement in our representation numbers may help confirm this supposition. In the meantime, however, our efforts will continue to focus on areas with the greatest underutilization. Although this year we saw progress across all employee groups, our representation of both Black and Hispanic employees still lags workplace availability in more than half of the job groups tracked. We must strive to increase these numbers such that our workforce is more reflective and representative of our community. As always, we will emphasize the recruitment and advancement of POC into MSP and other leadership and supervisory positions, which have a significant impact on hiring.

Following our annual EO/SAA progress briefing with campus HR, we review current Academic Affairs' affirmative action issues, efforts and activities at both an Assistant Dean and HR Advisory Group meeting. We provide managers with statistics on the composition of the Academic Affairs staff workforce, summary data and detail on employment activities by unit. This information is then disseminated and discussed with department business officers, who are expected to incorporate it into their unit's staff diversity efforts.

Academic Affairs Climate and Culture: To help gauge workplace climate, Academic Affairs participates in UCSD's annual Staff@Work Survey, an employee satisfaction measurement tool that gauges employee sentiment with 53 questions across four dimensions (employee, supervisor, leadership and department). In our tenth year of participation, Academic Affairs' response rate dipped slightly compared to last year, from 59% to 58%, but this response rate still represents our 2nd highest to date. One reason for the 1% decrease may be that the survey was conducted 2-3 months sooner than in past years and the lead time for promotion/marketing of the survey was much more shortened. Ratings on 48 of the 53 questions increased from 2012, 2 decreased and 3 remained steady. Five of the questions showed statistically significant improvement. Three of the questions with improvement are attributed to the Employee dimension ("ethical conduct," "manage workload" and "feel valued."); one to the

Department dimension (“all welcomed”); and one to the Leadership Dimension (“valued member”). These improvements seem to indicate a more positive community climate, more recognition and better ability to perform work. On 43 of 53 questions surveyed, Academic Affairs rating is higher than the overall campus average.

Four questions which deal specifically with issues related to diversity at the department level continue to be among the highest-rated for Academic Affairs. These questions ask about “fair treatment of people of all ethnic groups, cultures and backgrounds” (4.3 rating out of 5), “fair treatment of people of all sexual orientations” (4.4), “promotes a work environment where all people are welcomed” (4.2) and “active support of a diverse working environment” (4.2). For all four of these questions, Academic Affairs’ rating exceeded the campus average. We will continue to participate in the annual survey so that changes in employee sentiment can be measured over time and areas of concern can be identified and targeted for improvement.

Vice Chancellor Equity, Diversity and Inclusion:

Activities of the new VC EDI office are described below. The 2012-2013 activities of the EDI office focused on EDI infrastructure development, campus engagement on issues of equity, diversity and inclusion, strategic planning, and the development and implementation of programs, initiatives, and activities to enhance the campus climate for students, faculty and staff.

Developed the VC-EDI Office: In fall 2012, following a comprehensive nationwide search, the Chancellor announced the appointment of the first Vice Chancellor for Equity, Diversity and Inclusion (VC-EDI). The newly appointed VC-EDI joined the campus in January 2013. Throughout the year, EDI office worked on multiple projects to enhance the campus climate as well as created unit procedures and processes and hired staff to support the VC EDI efforts. Key highlights of the office’s efforts are described below.

Provided Oversight of Climate Survey: In January 2013, the EDI Office championed broad campus participation in the University of California Campus Climate Study Survey. The survey provided an opportunity for students, faculty, staff, and trainees to report their experiences with diversity and inclusion here at UC San Diego. The data is being used to assess the learning, living and working environment—or “campus climate” for UC San Diego. The EDI office represented (and continues to represent) UC San Diego at the UC System wide climate survey meetings held throughout the year.

Additionally, the EDI Office convened a UC San Diego Climate Survey Committee, composed of faculty, students and staff, to review and comment on the climate survey drafts, provide feedback to the system-wide consultant hired to create and administer the survey, and plan survey results communication and community engagement activities for UC San Diego. EDI will continue to work with the system-wide team until the results are released by the Office of the President in spring of 2014.

Conducted Campus-wide and Unit Strategic Planning: Throughout the winter, spring and summer quarters of 2013, EDI participated in the campus wide strategic planning town halls and meetings, as well as conducted its own strategic planning outreach which consisted of town halls, listening sessions, and focus groups to student groups (Black, Latino, LGBT, Muslim, Jewish, Native American), faculty (Latino, Stem Women, Black) and Chancellor Advisory Groups (Diversity Council, CSW, Gender Identity and Sexual Orientation). In total, EDI organized 14 events to get feedback from faculty and students on how UC San Diego could improve its recruitment, retention, and experience for under-represented minority students, staff, and faculty. EDI played an integral role in the development of the campus strategic plan with representation on the Teaching, Learning, and Student Experience workgroup and

Academic Priorities strategic planning workgroup. Lastly, EDI co-convened a diverse team of faculty from all disciplines to provide input and feedback on the Academic Priorities draft.

Diversity Opportunities Database: In early spring 2013, EDI created the Diversity Opportunities Database to assemble a comprehensive listing of all of the campus' diversity efforts. It currently includes 286 unique entries from across all the VC areas and captures the efforts of students, staff and faculty. It reflects budgetary and staffing information and includes but is not limited to activities such as research, mentoring, teaching, and community outreach.

Enhanced Support for Underrepresented Students: In the winter and spring quarters 2013, the EDI office presided over four meetings of the Chancellor's Climate Council on Equity, Diversity, and Inclusion. In those meetings, Climate Council members evaluated campus progress on the 2010 administrative commitments, provided feedback on the developing Campus Strategic Plan, and also hosted a campus-wide meeting devoted to improving the admissions yield of undergraduate underrepresented minority students.

EDI collaborated with student, staff, faculty, and community leaders to open two new student centers – The Black Resource Center and the Raza Resource Centro to foster both academic and co-curricular engagement and positive climate for UC San Diego students. These new centers, in collaboration with EDI's Cross-Cultural Center, Women's Center, and LGBT Resource Center, are the backbone of UC San Diego's commitment to a positive climate for all and to the maintenance of diverse places where all UC San Diego students can find academic support, non-academic counseling, and leadership development resources.

The senior EDI Campus Community Centers continued their highly successful Integrated Academic Internship Program – a credit-earning undergraduate course administered in partnership with the Academic Internship Program, Critical Gender Studies Program, LGBT Resource Center, Women's Resource Center and Cross-Cultural Center. This program is vital in ensuring that EDI is able to meet the needs of the campus community, as the interns provide hundreds of hours of staffing to the three participating Centers. The interns engage in outreach, lead peer workshops, provide training, ensure night time coverage for expanded hours of operation, and develop educational programs. Additionally, EDI leadership and staff worked with Student Affairs to expand the Chancellors' Associate Scholarship program.

Enhanced the Efforts Towards Recruitment and Retention of a Diverse Faculty: The EDI office worked closely with the Executive Vice Chancellor for Academic Affairs, Suresh Subramani, to jointly craft a document that affirms UC San Diego's expectation that Deans will take a leadership role in the development of diverse faculty interview and finalist pools. That document, *"Roles and Responsibilities for Achieving Equity, Diversity and Inclusion in Academic Searches"* outlines best practices to improve and expand on UC San Diego's outreach, recruitment, and selection of faculty.

Additionally, throughout the fall, EDI conducted 16 Faculty Search Leadership Development Workshops for Deans, Faculty Equity Advisors, and Search Committee Chairs to address cognitive and unconscious bias that occur during the faculty search process.

In early October 2013, the EDI office hosted the first-ever UC San Diego receptions in appreciation of our new and returning women faculty and underrepresented minority faculty. The Chancellor, the Executive Vice Chancellor, the Vice Chancellors, Deans, and Academic Senate leaders attended the receptions.

Developed and Supported Diversity Programming: The EDI office collaborated with academic units (Ethnic Studies, African Studies Minor, African American Studies minor) on diversity programming for both the campus and their units, as well as consulted to and provided in-kind support (staffing and space from Community Centers) to departments and units. Additionally, EDI funded various student, staff, and faculty sponsored campus-wide diversity events.

Enhanced the Campus Climate Through Programming at EDI Campus Community Centers: The campus community centers are a vital part of the equity, diversity, and inclusion efforts of UC San Diego. They serve to improve the climate at UC San Diego through education, training, scholarship, leadership, consultation, and cultural programming for students, staff, and faculty. Annually, the Centers conduct programming focused on enhancing campus climate. Key highpoints of the myriad of activities conducted by the EDI campus community centers are described below.

Cross Cultural Center (CCC). At UC San Diego, the Cross-Cultural Center supports UC San Diego through a network of programs and services designed to enhance campus climate, enrich the experience of undergraduate and graduate students, provide professional development for UC San Diego staff, connect students to faculty, showcase faculty research, and serve as a link to community outside of campus.

This year the CCC expanded its support of graduate students through targeted programming which included the development of a new program called “Works in Progress” which are a series of graduate student peer-review sessions designed to provide opportunities for graduate students to receive feedback on their research and publications.

The CCC also provided space for 10 graduate students to hold office hours, hosted 7 departmental graduate symposia with a total reach of 450 faculty, staff, and students, provided two college writing TA sessions, provided 3 graduate student mixer trainings on research and quality of life issues, and consulted with individual graduate students on conflict resolution and how to manage difficult subject matter (race, gender, sexual orientation, etc.) in classroom settings.

For the undergraduate students, the CCC programming focused on enhancing the student experience in order to increase retention. These trainings and programs focused on well-being, leadership development, social justice knowledge, and how to work effectively with diverse teams. Sixty-seven CCC sponsored programs for undergraduate students were provided to the campus, as well as 61 co-sponsored programs with student organizations and/or departments.

In support of the overall campus, the CCC staff served on 11 campus-wide search committees, delivered 112 hours of cultural and climate consultation to staff members and departments, provided 543 hours of professional development to UC San Diego staff in various departments/units on topics such as cultural competence, cross-cultural communication, same-sex benefits, bystander intervention, and diversity education trends.

In regards to faculty specific support, the CCC hosted and coordinated 10 faculty sponsored lectures, provided classroom space for 3 academic classes per quarter and office hour space for faculty. The CCC also offered consultation to faculty in the areas of diversity, equity and inclusion.

Women's Center. The UCSD Women's Center is a space in which people work collaboratively to foster the educational, professional, and personal development of diverse groups of women. The Center provides education and support to all members of UCSD regarding gender issues, with the goal of promoting an inclusive and equitable campus community.

This year the Women's Center conducted 80 educational and community building programs on a wide range of gender issues including body image, sexual assault, parenting, politics, and women in Science Technology Engineering Mathematics and Medicine, hosted over 300 meetings and events, and supported over 200 registered mothers in accessing lactation accommodation.

Additionally, the Women's Center staff provided information and referral services, informal advising, consultation, and functioned as a first point of contact for basic crises counseling to members of the campus community. The Women's Center also connected the campus community with resources on gender and social justice issues, including a library with more than 4,000 books and over 300 registered patrons. Through its e-newsletter it provided information on campus and community events, job postings, and scholarship opportunities focused on women and diversity issues to over 2,400 active contacts each week.

Black Resource Center. This reporting period marked the opening of the BRC. The BRC is supportive of students in various leadership roles on campus and supports student organizations through consultation & planning assistance. Since its opening in the summer 2012, the BRC has participated in Residential Advisor training, various resource fairs for incoming /potential students & community/outreach events. Additionally, the Black Resource Center used its inaugural year to build relationships and position itself as a viable resource on campus to faculty, students and staff. As such, several types of events have been and are continuing to be held in the space. These events include: Staff/Faculty Meetings (Black Studies Research Project, UJIMA & OASIS); Student Organization Meetings, Retreats & Events (BSU, NSBE); Academic Events (African American Studies Minor Kick-off Reception); Academic Workshops (OASIS). In addition to the events held, the Black Resource Center also partnered with various units to offer activities which target historically under-represented students.

Raza Resource Center. The RRC is the newest Campus Community Center under the new Vice Chancellor of Equity, Diversity, and Inclusion at UC San Diego. Opening in fall 2012, the RRC focuses on the access, retention, and graduation of students as well as creating strong connections with the surrounding community. The fall 2012 quarter events were designed to foster the academic, professional, and cultural development of our students. They included a series of workshops on pursuing graduate and professional schools, orientations for transfer and new students, cultural and art celebrations, and workshops on study abroad opportunities. A permanent director has been recruited and is slated to begin in February 2014.

LGBT Resource Center. UC San Diego's Lesbian Gay Bisexual Transgender (LGBT) Resource Center is an open, diverse and public space for all members of the University community to explore issues relating to sexual and gender identities, practices and politics. Unlike classroom and office environments, the Center provides a distinct community space on campus that has been shown to be integral to student retention and to increase employee satisfaction (UCSD Staff@Work Survey, 2010).

The LGBT Resource Center had a mean of 271 visits per week. The Center hosted 41 events focused on community building for faculty, staff and students and 34 focused on education and training of students

and staff. Staff of the LGBT Resource Center provided numerous hours of consultation to various departments on LGBT related matters, and provided space for student and staff support groups.

NEXT STEPS: The EDI office will continue to work with staff, faculty, campus leaders, and students to finalize and implement the EDI strategic plan as well as assess our initiatives and activities to shape and inform new and on-going programs in 2013-2014.

Addendum – Academic Affairs Advisory Groups, Training and Development Programs

Academic Business Administrators (ABA) Mentorship Program– A staff enrichment program that pairs experienced UCSD managers from academic departments and units and central administration with newer business officers seeking to enhance their management skills, better understand the UCSD organizational culture and develop a network of resources on campus to assist them in their daily work. (Launched 2004)

Academic Business Administrators Human Resources Professional Development Committee (ABA HR/PDC) - An advisory committee representative of the various units reporting to the EVC to facilitate professional development for academic business officers and to provide feedback and consultation to the EVC and the Assistant Vice Chancellor, Human Resources, regarding issues relating to Human Resources policies and procedures.

Business Officer Academy (BOA) - A nine-month staff enrichment program launched in 2005 that provides training, guidance and support to staff members with an interest in becoming business officers. The BOA centers on case study, small group discussions and personal interactions such that the participants gain an understanding and appreciation of the role of the business officer at UCSD. The BOA features seven modules covering the functional areas for which a business officer is typically responsible (staff HR, academic personnel, fiscal management, student affairs, instructional technology, facilities management/safety and leadership). (Launched 2005)

Financial Management Academy (FMA) - An eight-month staff enrichment program designed for finance professionals and intended to supplement existing courses taught through Staff Education and Development. The FMA emphasizes strategic thinking for financial operations, teaching them the concepts behind financial processes and requirements. (Launched 2010)

Fiscal Officers Advisory Group - Comprised of lead financial managers from each academic division and major unit, members meet regularly to discuss financial policies and procedures and provide recommendations on training and development programs related to financial management and online and analytic tools. (Launched 2009)

Fiscal Contact Group - Comprised of financial services representatives from each academic division and major unit, members meet regularly to ensure consistency in financial procedures and proper adherence to protocols and compliance efforts. (Launched 2009)

Human Resources Advisory Group - Comprised of lead human resources representative from each academic division and major unit, members meet regularly to serve as a sounding board for new policies and procedures that could be initiated in Academic Affairs and to identify, develop and implement strategies to effectively inform department administrators about issues pertaining to EO/AA. (Launched 2001)

Human Resources Contact Group - Comprised of human resources representatives from each department/unit, this group meets regularly to discuss general good business practices and promote the UCSD Principles of community. Members are asked to keep units informed and up to date about the campus affirmative action program as a whole, and that of Academic Affairs in particular. This group acts as a key conduit to disseminate information coming from campus HR out to our units, as well as

ensuring that “the pulse of Academic Affairs is taken” when policy changes are proposed that may affect staff. (Launched 2001)

Leadership Academy for Functional Managers - A nine-month staff enrichment program launched in 2012 designed to help new and existing functional managers understand their leadership role and enhance their ability to work effectively with other functional managers and the MSO for the optimal functional of the department/unit. LAFM employs the Leadership Pipeline theory and emphasizes case studies, small group discussions, role play, and formal group presentations as part of its curriculum. (Launched 2012)

UExplore - A nine-month staff enrichment program launched in 2008 designed for early-career and entry-level Academic Affairs employees. The mission of UExplore is to assist participants in identifying realistic and appropriate professional development goals, providing them with the tools to make educated decisions regarding their careers. (Launched 2008)

Undergraduate Academic Advising Council (UAAC) – Comprised of student services representatives, members meets regularly to discuss campus issues related to undergraduate advising, share best practices, network with colleagues and develop leadership skills. (Launched 2010)