

## **Academic Affairs Staff Affirmative Action Program Activities (2013-14) and Plan (2014-15)**

### **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 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.

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. Over the past 7 years, the percentage has dramatically increased, with the percent representation of POC exceeding parity in 2012 at 27% and holding steady at parity (25%) for the past 2 years.

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 902 employees across 63 departments in VCAA use the interface to complete their performance appraisals. This represents a 10.8% increase in the evaluations completed. Taking into consideration that the number of appraisals currently in progress (561) and that there are 13 new departments using the tool, we expect that the actual number of appraisals completed will be much higher by the end of the appraisal cycle process. In VC Student Affairs' second year of use, the Tool was used by 11 units for 40 completed performance appraisals. This represents a 14% increase in the evaluations completed and a 4% increase in the number of departments that participated. Taking into consideration the number of the appraisals currently in progress (129) and the number of new departments (3) that have started using the Tool, we expect an even higher number of completed appraisals by the end of the appraisal cycle process.

**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
- Leadership Academy for Functional Managers (LAFM)
- UExplore
- Financial Management Academy (FMA)
- Business Officer Academy (BOA)

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 2013-2014, two new business officers were hired. One opted out of the ABA Mentorship Program since she had developed a deep network of contacts from her time in the Business Officer Academy training program. The other new business officer was hired recently, and we are currently identifying a more senior manager to mentor her. 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. Leadership Academy for Functional Managers (offered AYs 2012-2014). LAFM has been offered twice to a total of 27 participants, of which 19 (70%) are POC. This is the highest POC representation of all our programs. To date, 5 graduates have already attained promotions and/or upwards reclassifications, with 4 representing POC. This shows that 80% of the career advancement came from the POC population. This statistic also show that a higher proportion of the POC in LAFM (21%) have had career advancement compared to its non-POC population (13%). Considering that this program has only existed for a 2.5 years, this is a notable achievement. LAFM has exceeded our expectations as a high-quality program that develops strong managers and supervisors.

UExplore (offered 2008-2011, 2012-2013, 2014-2015). After hosting LAFM for its second consecutive year, we offered UExplore for its 5<sup>th</sup> session. 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 graduates, a total of 49 (56%) have attained at least one upward reclassifications and/or promotions, with 23 of those representing POC. After hitting an impressive benchmark last year wherein more than half of all our graduates had achieved career advancement, we saw a continuation of that success with 7 new promotions. Specifically, 5 employees obtained a second promotion, and 2 obtained a first promotion. Looking at the POC population rate of promotion/reclassification, in particular, 58% of all POC graduates from UExplore have attained upward reclassification and/or promotions. This is a higher rate of advancement than the non-POC graduates (55%). UExplore also expanded to include employees in two other VC areas: VCRMP and VCSA.

Financial Management Academy (offered AY 2010-2011). FMA has been offered once to 19 staff, of which 63% (12 employees) represent POC. This is one of our highest POC representations for our training programs, second only to LAFM. Since its original offering, 10 (53%) of the participants have attained upward reclassification or promotions, with 7 of them representing POC. Over the last year, 2 employees achieved career advancement: 1 via an upward reclassification and 1 via a promotion. Both employees are POC and, for one of those, it was his second promotion in 3 years. Overall, this career advancement activity raised the overall rate of promotions/reclassification by 5%. This means that the majority of the career

advancement of the FMA participants has come from its POC population. This statistic also shows that a higher proportion of the POC in FMA (58.3%) had career advancement than its non-POC populations (42.8%). 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. Future offerings of this program are still being considered. Timing of a future offering depends upon the development of a new VCR sponsored research training program and is constrained by the available staff to manage VC-wide training programs. Based on the feedback from the departments over the past couple years, we have focused our efforts on LAFM and UExplore. It should be noted that in the most recent iteration of LAFM, about half of all the participants were SMEs in financial administration. Thus, while we have not had a session strictly devoted to FMA, those fund managers with the potential to be our next generation of financial managers have received significant leadership and cross-functional training in the areas of academic personnel, human resources, student affairs as well as financial management.

Business Officer Academy (offered AYs 2005-2009, 2010-2011). Although it has been on hiatus for the past four 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, 34 (76%) have attained at least one upward reclassification and/or promotion, with ten representing POC. This is 71% 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. Also, this statistic reflects that nearly  $\frac{3}{4}$  of all our POC graduates compared to 77% within the non POC populations who have advanced in their careers. Over the last year, 4 employees achieved career advancement via promotion, with 2 representing POC. One of those employees achieved her first promotion, and the other 3 achieved their second or third promotion since graduating from BOA. Overall, this career advancement activity raised the overall rate of promotions/reclassification by 2%. Future offerings of this program are possible, but demand for the program has been mitigated by the fact that our more senior business officers have already attended BOA and because LAFM has been a successful tool to train and develop both future business officers and functional unit heads/managers.

Reflecting upon the statistics, we see an overall average of 48% POC representation across our training programs. This is a 1% increase over last year, even with the addition of our most recent and largest incoming class from UExplore. From our earliest training program to our more recent programs, we see a distinct improvement in the diversity of our staff accepted, moving from rate of 31% (BOA) to 46% (UExplore) and 70% (LAFM). Simultaneously, the career advancement among the POC continues to grow, with a high of 76% for our 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).

The UAAC Training and Professional Development Committee once again organized a series of summer workshops for its constituency of undergraduate academic advisors. The topics focused on recognizing and responding to students in distress; understanding how sexuality, race and gender play a role in student success; effectively navigating the Integrated Student Information Systems (ISIS) campus online tool; and managing student academic records. 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 fifth annual Women's Conference in March 2014 with the theme: "Re/Defining the UC San Diego Woman: Be The Change You Want To See." 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 approximately 600, 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 2015 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, 26 additional Academic Affairs staff members attended the Diversity Education program offered through Staff Education. This represents a 30% increase over the number of staff who attended last year. 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. In 2015, the VC HR Contact will begin to serve as an instructor for this course so that the training may be offered more frequently across the University.

Last year, 40 staff members from Academic Affairs received approximately \$17,165 in Staff Enrichment Equal Opportunity Program (SEOEP) funds to assist them with tuition, book and related expenses for career development activities. This represents a 29% increase over the prior year's numbers of approved awardees and a 12% increase in the dollar value of funds awarded. Two groups also received \$4,000 in SEOEP funding. Altogether, the overall funding received for Academic Affairs (\$31,165) was greater than the amount received last year (\$29,300) and the year before (\$30,500). Considering that more applications were received this year and that it was more competitive to receive max funding (\$500) per applicant, a double digit percentage growth in the number of applicants and funds awarded is notable and 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 2008, increasing by 92 (4.6%) during the past year. This is a 2% increase over the prior year 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 47% (25) of the 53 nominations for the campus wide Equal Opportunity/Affirmative Action (EO/AA) and Diversity Award Program, increasing 13.6% over last year's submissions. This is the second consecutive year where Academic Affairs has set a new internal high while, at the same time, the number of proposals received campus-wide has stayed the same. As well, this is the third consecutive year where Academic Affairs will have the most awardees recognized by the Chancellor as Diversity Champions. Of the 8 awards available for employees, 63% (5) will be from VC Academic Affairs. These honors attest to the quality of nominations put forward by our VC area.

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. VC-EDI has selected Shaun Travers for as its VC Diversity Champion, and VCR has selected Michael Norman. The EVC's recipient for the VCAA Diversity Champion is Brian Keating.

For 13 years, Shaun Travers has been at the forefront of enhancing UC San Diego's campus climate for faculty, staff, and students. He was hired in 2001 to develop a LGBT Resource Center and, under his direction, the Center has grown from a small office of 1 to one of the largest of its kind at a higher education institution. He has done this collaboratively with campus colleagues on issues including: securing transgender health benefits and gender inclusive housing; developing signature programs to celebrate and promote LGBT pride (i.e. Q camp, LGBT Family Day, Out and Proud Week and the Chancellor's LGBT Community Leaders Reception, Out at the Fame Reception with the Athletes); teaching about diversity, equity and inclusion (i.e. Chancellor's Undergraduate Diversity Leadership Institute, Building Communities for Social Justice Practice Institute, Culturally Competent management Training Program, and the LGBT Curriculum for the UC San Diego School of Medicine." For all these reasons and more Dr. Shaun Travers is VC – EDI's diversity award recipient.

Mike Norman has nurtured the establishment and growth of five Centers of Excellence (COE) in his tenure as the Director of SDSC. These centers of excellence include the Center for Large-Scale Data Systems (CLDS), Center for Applied Internet Data Analysis (CAIDA), Predictive

Analytics Center of Excellence (PACE), Trustworthy Cloud Computing Systems (Sherlock Cloud) and the Data Science Workflows Center of Excellence (WorDS). 60% of the COE leaders are female. Mike has also been supportive of inclusion efforts including a new program, Ada's Lunch Club, named for Ada Lovelace, the world's first computer programmer. The program's aim is to connect students with female role models in leadership (both business and research) at SDSC. Overall, Mike creates an environment that allows people of all backgrounds and genders to compete and succeed based on their own merit through constructive mentoring, leadership opportunities, and enthusiastic support for women. Mike provides an environment where women are encouraged to engage in rigorous intellectual and business discussions without stereotype-biased responses. That is, SDSC's working environment allows all people to be outspoken, confident and questioning. He cultivates a leadership culture of active listening and inquiry, based on his scientific training, but also as a practitioner of great emotional intelligence.

Brian Keating's mentorship and educational outreach efforts have had incredible results. Three mentoring relationships, in particular, are highlighted. He mentored one student (Stephanie Moyerman), who successfully went on to win the Einstein Fellowship – the most prestigious postdoctoral fellowship in Physics. He mentored an undergraduate student researcher (Daniel Gonzalez) that is Hispanic and a former Marine, who successfully went on to win the Dean's Award for Excellence. Brian also mentored a student from Morehouse "Bridge Collaboration" who said that this was the "best experience in my life." Besides mentoring, he has volunteered to teach on campus and throughout San Diego. These include teaching for the Osher Life Long Learning Institute (age diversity), Sally Ride Foundation (gender diversity), UCSD Summer Training Academy for Research (underrepresented minorities in STEM), Math for America (math education at low-performing schools), and the Young Physicist Program. Brian also serves as faculty advisor for COSMOS and presenter for Aaron Price Fellows. On top of these mentorship and educational outreach efforts, he personally donates money to various causes (UCSD's Women in Physics program, Women's Resource Center, and the LGBT Center) and coordinates fundraisers to support physical sciences. As part of his outreach, he also formed a team of students (underrepresented minorities in physics) to invent/build a radio telescope (Triton Cam). With Triton Cam, these undergraduate students, as well as local high school students, spend a summer working with their own custom radio telescope, located on the roof of the SERF building. They are able to get hands-on experience with radio instrumentation, as well as take interesting astronomical data. With this telescope, students have been able to map the galactic rotation curve, recreating a measurement that led a profound scientific discovery: the existence of dark matter.

### **Selection and Monitoring:**

**Workforce Statistics:** After seeing an increase in 2013 in its overall career staff workforce for the 1<sup>st</sup> time in 4 years (20 positions, 1 % gained compared to 2012), Academic Affairs saw a reduction in staff in 2014. Overall, there was a loss of 43 positions (2%) in one year. Breaking it down further, there were 1% decreases each in the representation of males (39% to 38%), Asians (22% to 21%) while there were 1% increases each in the representation of females (61% to 62%) and Hispanics (14% to 15%) and the representation of White, Black, and American

Indian remained the same. The 1% increases and decreases were not drastic; rather, falling in line with an overall pattern of the past 7 years. More dramatically, the percent representation of POC has changed over the last 7 years, exceeding parity in 2012 at 27% and holding steady at parity at 25% for the past 2 years. Overall, POC representation remains at a 6-year high of 40% despite a 1% decrease in the overall employee population. The PSS population also maintained its 6-year high of 42% POC representation. The POC representation in the MSP program, however, decreased by 2% (from 27% to 25%), but still at least matched the availability in the population for the third year in a row.

Of 320 total job placements in 2013-2014, 49% either met a goal or diversified the workforce. This is a 2% increase over last year's statistic and moves us closer to the 2011-2012 record high of 51%. When looking at job placements, we like to see that the percentage of POC new hires, promotions, and reclassifications each exceed the percentage of POC separations. This year, the statistics show that separations of POC (44%) were higher than those other categories (new hires-41%; promotions-42%; reclassifications-42%). Compared to last year's statistics, the separations of POC increased by 6% while the new hires decreased by 1%, promotions decreased by 3%, and reclassifications increased by 3%. In other words, there was a greater change in the rate of separations than in the other categories. Even though the percent of POC new hires dropped by 1% from last year, the significance of the percent POC new hires is important in contributing to the maintenance of a 6-year high of POC representation at 40% overall.

As we look ahead, our efforts will continue to focus on areas with the greatest underutilization. We've seen great success in the career advancement from the graduates of our training and professional development programs. However, in the overall workforce population of POCs, we have decreases in our rates of hire, promotions, and reclassifications. If we are to further our progress in these areas, we must find ways to expand our current tools and/or develop new methods to ensure that recruitment efforts and that our career advancement mechanisms at least match our rate of separations of POC staff in the workforce.

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 eleventh year of participation, Academic Affairs' response rate increased by 1% compared to last year, moving from 58% to 59%. This recaptures our highest rate of participation in the annual survey, which was first reached in 2012. Ratings on 43 of the 53 questions decreased from 2013, 6 increased and 4 remained



steady. Of those with statistically significant changes, all were decreases. One of the questions with a decline is attributed with the Leadership dimension (“understands mission”); two to the Department dimension (“annual department goals” and “all welcome”); and three in the Employee dimension (“influence community,” “career advancement,” and “valuable training”). Of those 6 statistically significant decreases, 3 are still in the Excellent range and the other 3 have not been greater than 3.8 for the past few years. This decline seems to indicate less certainty about the university’s and department’s mission/goals and support for the advancement and training of its employees and the role of the employee in influencing his/her surrounding community. This may be due to the campus-wide project going on at that time which sought to define the new strategic plan. Putting this in to perspective, though, 34 of the 53 questions (64%) still had scores in the Excellent range, 37 of the 53 questions (70%) were higher than the overall campus average and “understands mission” ranks as one of the highest scores in Academic Affairs.

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” (4.3), “promotes a work environment where all people are welcomed” (4.2) and “active support of a diverse working environment” (4.1). 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:**

Key accomplishments of the EDI office over the last twelve months have involved: strategic planning, building the EDI infrastructure, campus engagement on issues of diversity, and the development and implementation of programs, initiatives, and activities to support an equitable and inclusive campus climate for students, faculty, and staff.

#### **Roll-out of the UCOP Climate Survey Findings**

The Office of the Vice Chancellor for Equity, Diversity, and Inclusion (VC EDI) worked closely with Office of the President to provide both the larger 13 campus wide report and the UC San Diego report to our campus community. The Analytical Studies Officer conducted additional analysis of the data to report specific findings for the UC San Diego campus. The findings were presented to the Climate Council, Associated Students, the UC San Diego Climate Survey Committee, and the Academic Senate Committee on Diversity and Equity.

To share Climate Survey results and gather additional feedback Listening Sessions were held. Six undergraduate student Listening Sessions, two graduate student Listening Sessions, and five staff Listening Sessions occurred over six weeks. The Listening Sessions validated the findings from the UCOP Climate Survey. Summaries of the Listening Sessions were shared with the Provosts, Chancellor, and Executive Vice Chancellor.

The combined information collected through the survey results and listening sessions was used to inform our strategic planning.

### **Strategic Planning**

Our strategic planning was largely informed by the 2013 UCOP Campus Climate Survey results and additional climate data collected by the VC EDI office through a series of Listening Sessions held in conjunction with the release of the UCOP Campus Climate Survey results in March 2014. Additional sources of information used in the planning included existing quantitative data from various campus institutional research units, Chancellor's Advisory Committee discussions and reports, a series of faculty, staff and student Feedback Sessions conducted by the VC EDI office in early 2013, and the UC San Diego Campus Strategic Plan.

Senior staff in the EDI office developed four overall arching goals. Initiatives to accomplish these goals were developed during EDI planning and evaluation retreats held on August 15, 2014 and September 3, 2104. A final document with goals, activities, and metrics was completed in fall 2014. The VC EDI office is currently working with publications to create a public facing document of the unit plan.

As a result of the strategic planning, VC EDI implemented several new programs and developed new organizational infrastructure. The programs and organizational changes are discussed below.

### **Building the VC EDI Infrastructure**

#### ***Development of guidelines for EDI sponsorship of campus diversity efforts***

UC San Diego allocated resources to the Office of the Vice Chancellor for Equity, Diversity, and Inclusion to establish funding mechanisms designed to foster a more inclusive campus climate through enhanced diversity efforts across campus. Guidelines for four levels of programming support were developed: 1) *Co-Sponsorships* (\$50 - \$3,000) – small to medium sized diversity events held on campus, 2) *Special Events* (\$3,000 - \$5,000) – large scale diversity events held on campus (e.g. Cesar Chavez, Black History Month), 3) *EDI Innovation Grants* (\$5,000 - \$15,000/yr for up to two years) - faculty driven projects that advance the UC San Diego Strategic Plan diversity goals; and 4) *EDI Excellence Awards* (\$10,000 - \$20,000) – funds for new faculty who propose pilot projects in their *Contributions to Diversity Statements*.

#### ***Development of online electronic sponsorships and grant submissions***

VC EDI worked with the Application and Data Development office to create an online interface for sponsorship and grant requests. This interface automates the collection and storage of all financial support requests and allows for electronic review and approval. The interface went live in fall 2014.

#### ***Restructuring of existing campus community center programming***

The new areas of focus for all campus community centers are: Outreach and Yield, Retention and Success, Community and Inclusion, Faculty Engagement; and Health and Well Being. Under

this rubric the VC EDI office will carry out assessment of the campus community center programs as they relate to the campus strategic plan.

***Reorganization of the Associate Vice Chancellor position and responsibilities***

A faculty committee appointed to review the previous AVC position recommended that the position be divided into two, each appointed at 50% time. An internal recruitment for the two AVCs was held in winter 2014, resulting in the appointment of Natalia Molina and Mary Blair Loy. AVC Molina's portfolio includes recruitment, hiring, retention, and training and AVC Blair-Loy's portfolio has an equity focus, including research on current practices to inform and develop policy. They will work together to assess and improve faculty climate. The Associate Vice Chancellors for Faculty Diversity and Equity are experienced campus leaders leading change through policy development, community building, and training on best practices. They work closely with Faculty Equity Advisors and are available to deans, chairs, search committees, and faculty for guidance on issues related to diversity and equity.

***Creation of equity, diversity and inclusion analytics***

In March 2014 an Analytical Services Officer was hired to assist with the creation of VC EDI analytics to guide policy and program development, provide accountability for equity, diversity and inclusion, and evaluate the effectiveness of existing and new programs implemented by the VC EDI office and its Campus Community Centers. Below are projects that were developed and implemented:

- Develop, implement, and maintain a **UC San Diego Equity, Diversity, and Inclusion Dashboard**. This is a demographic dashboard to measure and communicate progress on set diversity goals. The first version is anticipated to go live January 2015.
- Develop and Implement a **faculty diversity scorecard**. This is an internal mechanism to measure the success of EDI-related faculty efforts and provide accountability within and across campus divisions. A faculty scorecard evaluating gender, race and ethnic diversity across divisions was develop and implemented in fall of 2014. The goal of the scorecard is to provide Deans and Department Chairs with the data needed to improve the faculty recruitment and retention efforts within their units, as well as provide them with an opportunity to seek the advice and consultation of the AVCs regarding best practices.

***Employment of new staff***

The VC EDI completed five staff recruitments during the reporting period: a Raza Resource Centro (RRC) Director in February 2014, an Analytical Studies Officer in March 2014, a Black Resource Center Coordinator in May 2014, an Administrative Assistant in June 2014, a RRC Coordinator in July 2014, and two Graduate Student Interns to support the BRC and RRC in program development.

***Opening and dedication of the new Raza Resource Centro***

The Raza RC opened on April 23, 2014. A well-attended campus-wide open house was planned and held. RRC programming was launched with the start of spring quarter.

***Review and assessment of current Native American student outreach and support services***

Multiple meetings were held with Native American Staff, faculty, and students to discuss how UC San Diego can best meet the needs of Native American students. With other faculty, students and staff from UCSD, IVC Padden visited the San Pasqual reservation on July 21<sup>st</sup> to discuss with community members what steps UC San Diego can take to increase enrollment, retention, and support of Native American undergraduates. VC EDI staff continue to meet regularly with UC San Diego members of the Native American community to continue planning and dialogue.

***Review and assessment of current API student outreach and support services***

In spring of 2014 VC EDI met with student representatives to discuss the current support structure for API students. Over the summer VC EDI staff met with various offices, including Counseling and Psychological Services, CREATE, Institutional Research, and key faculty to discuss the needs of the students and to plan coordinated responses to best support the students. Meetings continue between the VC EDI office, student representatives, and faculty to continue discussions and planning around developing support services for UC San Diego's API students.

***Overhaul and re-launch of VC EDI website***

VC EDI worked with campus web management to develop a new VC EDI website. The website went live on March 5<sup>th</sup>. We continue to add content and update it regularly.

***Selection of Chancellors Post Doctoral Fellows and expansion of fellow training***

VC EDI managed the selection of the FY 14-15 fellows as well as the renewal of existing fellows. The Chancellor provided additional resources to make more than two offers. A faculty committee was convened to review the applications. Four offers were made and two accepted. A training partnership was developed with IRACDA to include the Presidential and Chancellor's fellows in the FY 14-15 IRACDA program.

***Creation of New Programming***

Based on the UCOP climate survey data, Climate Survey Listening Sessions, and the campus Strategic Plan VC EDI developed new programs in collaboration with other campus units to improve climate, equity, and diversity at UC San Diego. Brief descriptions are provided below.

- ***Speaker Series***: This is an annual series to bring to campus two to three high profile speakers who can promote discussion in current and relevant issues in equity, diversity, and inclusion. In partnership with Visual Arts, VC EDI is planning to bring prominent African American Artists to campus during AY 14-15. Plans continue in regards to securing a prominent speaker for the 50<sup>th</sup> anniversary of the Civil Rights Act. The VC EDI staff involved in this planning include Edwina Welch, Stacia Solomon, Glynda Davis, and Frank Silva.

- ***Equity, Diversity and Inclusion Training:*** VC EDI is partnering with UC San Diego Staff Development to develop and implement training based on a program developed by EDI Center Directors in 2012 for Student Affairs staff, which was rated as excellent or good by 96% of the participants. A work committee has been formed and the VC EDI Center Directors will be course instructors. The curriculum will be both on-line and in person. VC EDI Center Directors will be course instructors. After completing the e-learning participants will be able to:
  1. Recognize the diverse makeup of the UC San Diego community
  2. List how to respectfully explore the culture of our campus
  3. Identify the influence they have in interactions with others
  4. Recognize their contributions to the campus climate

The e-learning is scheduled to be ready for review in March 2015.

EDI staff are also in the process of developing a one day classroom training that would build upon the concepts introduced in the e-learning. VC EDI staff leads are Marnie Brookolo and Shaun Travers.

- ***Chancellor Associate Scholars Retention Programming:*** IVC Padden and VC EDI staff (Edwina Welch, Frank. Silva, Gerardo. Arellano) worked with VC SA staff and other collaborators from the colleges and academic advising to create retention programming: *Transfer and Freshmen Summer Transition Program* (Welch, Arellano); *Mentoring* (Padden), and *Family Engagement* (Silva). The Summer Transition Program is based on an EDI leadership development model developed by the Campus Community Center directors in 2009. The transition program was held in the summer of 2014. The VCSA – through the hiring of a coordinator - continues to lead this initiative with involvement for campus partners.
- ***Teaching Diversity Conference:*** Slated for January 2015, a planning committee was formed in October 2014 consisting of faculty, staff, and students. Edwina Welch and John Moore, Provost of Muir College, will co-chair the committee. The conference goals are to explore identity and develop student centered pedagogy and practices with an aim to build a more inclusive campus environment.
- ***Student Success Institute/Student Success Pipeline:*** The Black Resource Center and the Raza Resource Centro Directors created high touch service programming to increase the yield and retention of URM and disadvantaged students. The programming consists of evidenced based programming and new pilot programs. Programming was implemented fall 2014.
- ***Diversity Statement Pilot Awards:*** The awards were developed as a mechanism to incentivize recruitment of faculty with strong Contributions to Diversity Statements and to support faculty innovators in diversity. A call for nominations was submitted to the campus in fall 2014.

- **EDI Innovation Grants:** Designed to pilot innovative faculty-driven projects to advance UC San Diego Strategic Plan diversity goals, six grants have been funded to date.
- **Student Leader EDI Training:** Implemented in fall 2014, this is a two-day EDI training for student organization leaders developed in collaboration with Education Studies Department (F. Contreras) and OASIS. VC EDI staff leads are Gerardo Arellano and Stacia Solomon.

### **Enhanced the Efforts Towards Recruitment and Retention of a Diverse Faculty**

Faculty Equity Advisors from each division met twice to discuss how to provide training on best practices in hiring diverse faculty. Vivian Reznik, Assistant Vice Chancellor for Faculty Affairs in the Health Sciences, discussed how she provides search committees a basic orientation to best practices when recruiting for teaching positions at Health Sciences. FEA's are using her presentation as a template for developing their own materials, keyed to concerns and issues in their own divisions. The VC EDI also met individually with each FEA to review activities in the past year, then with them and their Deans to discuss plans for recruiting in the 2014-2015 hiring cycle. With the hiring of the new AVCs for Faculty Diversity and Equity new programs and initiatives were developed over summer 2014 and implemented in the fall of 2014. Those programs are briefly described below.

- **Faculty Leadership Seminar:** This half-day seminar convened UC San Diego Chairs, Deans, and Faculty Equity Advisors to attend a seminar specifically designed to build and nurture a productive, inclusive academic climate. The seminar was held on October 20<sup>th</sup> 2014. This is pilot program in partnership with University of California Office of the President.
- **Creation of Joint Task for on Family Accommodation:** The goal and charge of the task force is to develop a competitive and flexible family accommodation policy to better support the scholarly efforts of faculty who care for children, elder family members or family members with serious illness. This policy is an asset in our efforts to recruit and retain talented faculty, and it should mitigate actual or perceived negative impacts on faculty members' advancement and their collegial relationships with departments. The task force is slated to provide their report by summer 2015.
- **Pilot National Center for Faculty Development and Diversity (NCFDD):** NCFDD is an independent professional online, development, training, and mentoring community of graduate students, post-doctoral researchers, and faculty members. UC San Diego invested resources into institutional membership to provide additional professional development support for our faculty. The focus of NCFDD is to enhance retention and success of all faculty, with a focus on diverse faculty. Pilot programming began in fall 2015 and is slated to continue through 2016. As part of this new program 10 professors and postdoc scholars were sponsored by the VC EDI office in the fall to participate in the

NCFDD's Faculty Success Program (a 15 week program). An additional 15 are slated to participate in the program in winter 2015.

- **Design and Launch of New Website for Faculty Excellence and Diversity** (facultyexcellence.edu). This site is intended to serve as a portal for information on faculty recruitment, development, and advancement, including: a digital library, important campus resources, professional development opportunities, and funding opportunities.
- **Revision and update of the “Roles and Responsibilities for Achieving Equity, Diversity and Inclusion in Academic Searches”**: The AVCs reviewed and updated this document that was originally created in 2013. The new document is being used to clarify expectations, roles and responsibilities of FEAs, Deans, Search Committees, and AVCs in the faculty recruitment process.
- **Fall Annual Faculty Equity Advisor (FEA) Retreat**: This new annual retreat was designed to provide FEAs opportunity to plan the year's activities related to recruitment and retention of faculty, including developing training paradigms to support the FEAs in their work.
- **Annual Faculty of Color Reception**: The AVCs hosted the second annual reception for URM faculty in fall 2014. The Chancellor and EVC were in attendance. Over 50 faculty attended the event.

### **Enhanced the Campus Climate Through Programming at EDI Campus Community Centers**

#### ***Women's Center***

The UC San Diego Women's Center initiated over 80 educational and community building programs during 2013-2014. New programming launched this year includes the establishment of the Black Women's Collective, a professional development forum for Black women at UCSD, the Real World Career Series, a program which provides students with the opportunity to learn how to solve real world issues. During winter quarter, a Wellness Series was initiated in partnership with Counseling and Psychological Services. The Women's Center continues to serve as a campus resource dedicated to student retention by providing information and referral resources, facilitating leadership and learning opportunities, providing training and consultation, conducting student outreach, and creating a dynamic space for the campus community to meet, learn and grow. Highlights from some of the programs are below:

- Equity Minded Education for Resident Assistants (RA) – trained 200 RAs to be equitable student leaders
- Diversity Education Training – Provided training to staff through staff education introducing them to the cultural competence model of diversity
- Women's Center Intern Gender Action Projects - This year's projects focused on a wide range of topics including the experiences of Latina migrants, gender and social justice in

popular culture, power and privilege within relationships, and the experience of introverts in an extroverted world.

- UCMom - Women's Center staff provided consultation on the development of UCMom. UCMom is an online lactation room reservation system for mothers at UCSD. The system went live in fall 2014.
- Breastfeeding Workshop - Each quarter the Women's Center hosts breastfeeding workshops led by Lactation Consultant, Corey Anaka, RNC, LCCE, IBCLC, from UCSD Medical Center.
- Financial Aid Workshop – increasing access to information, this workshop was led by the Financial Aid Office and hosted by the Women's Center.
- The San Diego County Women's Hall of Fame – strengthen UC San Diego's connection to community, the Women's Center is one of the four co-hosts of this annual event. Women's Center staff take an active role in planning and implementing the program each year.
- Film Series – a quarterly film screening focused on gender, feminism, and social justice with UC San Diego faculty discussants leading a critical conversation on the films' themes.

### ***Black Resource Center***

As a unit which emphasizes the recruitment, yield, retention and graduation of historically underrepresented students, programming in the BRC promotes scholarship, fosters leadership and cultivates community. The BRC spent its inaugural year creating collaborations and assessing the campus environment to determine what types of programs/services will meet needs and concerns related to the Black experience at UC San Diego, and the student experience in particular. The BRC adopted the BSU Overnight Program and Black Graduation as signature events. (*The BSU Overnight Program hosted the largest number of admitted students to date for its 2014 program.*) The BRC also co-sponsored the Real World Career Series and the Black Studies Project as well as other one-time events: Conversations with Harold Brown (San Diego Civil Rights Activist) and A Brown-Bag Lunch Discussion with Dr. Ruth Nicole Brown of the University of Illinois. Regular programming included finals study jams and mid-term study sessions with tutors from OASIS in specific disciplines, hosting weekly groups/organizations for meetings & events, outreach to schools, and the Campus Black Forum (CBF)- a series in collaboration with Counseling and Psychological Services (CAPS). The CBF provides a safe space for students to air concerns and access professional advice relative to their psychosocial well-being. In summer 2014, the Black Resource Center hosted one Summer Bridge (OASIS) course, emphasizing the scholarship pillar of the Black Resource Center mission. This exposure of incoming students to the various campus resources is integral in their overall success at UC San Diego. This collaboration with OASIS represents a larger initiative to offer academic support services within the Black Resource Center. Also, in summer 2014, the BRC worked collaboratively with the UC-HBCU program to plan extracurricular activities for the participating students. The extracurricular events involved current UCSD students as well as program participants.

This year also signified the launch of the BRC Success Institute. The purpose of the BRC Success Institute is to create a circle of support while connecting first-year and transfer students with



support services available for academic success. Participants were introduced to campus leaders and administrators, provided information about campus resources, and encouraged to network with continuing students to learn about campus leadership/involvement opportunities.

### ***Cross Cultural Center (CCC)***

Notable activities of the CCC include training with graduate TAs on critical pedagogy, the *Faculty-in-Residence* program, joint sponsorship with the Critical Asian-American Studies Coalition lecture series, outreach to URM high school students, training and consulting to college and student affairs staff, the Triton Day Community Luncheon, and hosting the 20<sup>th</sup> annual California Council of Cultural Centers in Higher Education (CaCCCHE). CCC staff worked with the Center for Teaching Development, Sixth College, Muir College, and the Economics Department to create inclusive classrooms using critical pedagogical practices. Over 40 TAs were involved. Dr. Dennis Childs was the fifth CCC *Faculty-in-Residence* and he worked with over 300 students. This past spring quarter, the Coalition for Critical Asian American Studies worked with the Cross-Cultural Center and the Pan-Asian Staff Association (PASA) to bring a series of scholars to campus to address issues of Asian American history, culture, and identity; these scholars shared the latest research and discussions about the APIA experiences, as it relates to higher education. The CCC provided 101 student centered programming events, 35 outreach events, 38 EDI student trainings, 17 Gallery Art programs, 10 staff consultations, and 5 staff trainings.

### ***Raza Resource Centro***

The UC San Diego Raza Resource Centro is a new campus community center emphasizing the yield, retention, psychosocial wellbeing, and academic success for students who self-identify as Chicana/o or/and Latina/o. The RRC opened in April 2014 and spent its inaugural year creating collaborations and assessing the campus environment to determine what types of programs/services will meet needs and concerns related to the Raza experience at UC San Diego. Signature events to date include Black and Brown solidarity mixer, Raza Awareness programs, Raza RC grand reopening, and our Raza RC UCSD Chicana/o Alumni event. Regular programming includes workshops on academic writing, research skill development, critical review and analysis of peer reviewed publications, and transitioning to academic culture. In addition, Raza RC worked to develop partnerships with the School of Medicine, Jacobs School of Engineering, Cognitive Science, Department of Education Studies, Ethnic Studies, Biological Sciences, OASIS, and EAOP, as well as San Diego City College. In summer 2014 the RRC worked on their strategic plan, trained and hired 8 student interns, and co-developed and implemented training for Academic Advisors called “Cultural Competence at the Intersections of Race, Class, Gender and Sexuality: Implications when Advising Students.”

In the fall of 2014 the RRC implemented its Success Pipeline – a high-touch retention program. The program kicked off with *Avazando Juntos*, a transition program designed to engage incoming students and parents with UCSD resources, bridge the cultural gap, debunk any college life myths and inform students and parents about the growth and transition for their first academic year.

***LGBT Resource Center***

The UC San Diego LGBT Resource Center continued its signature events, regular programming and community building efforts, while offering new and unique opportunities in 2013-2014. Signature events included Q Camp – the orientation for incoming LGBT students, World AIDS Day, Out and Proud Week, Rainbow Graduation and our participation in San Diego LGBT Pride. Regular programming included hosting weekly groups and organizations, staff- and intern-led educational programs, consulting and training with faculty in the School of Medicine. Unique opportunities this year included a series focusing on the Career Paths of Queer Black Women and hosting New York Times bestselling author and transgender advocate Janet Mock. The LGBT RC supported peer-led LGBT 12 step recovery group, Fluid Sexuality group, transgender group and an LGBTQIA Women's Coalition. The LGBT Resource Center worked with SPACES on their 2014 summer summit, providing both space and expertise regarding connecting around sexual orientation and gender identity issues. The LGBT Resource Center also worked closely with OSAIS to provide training for the Summer Bridge staff on LGBT issues. As the Chair for Education, the LGBT Resource Center Director, Shaun Travers, led the nation-wide Consortium of LGBT Resource Professional Summer Institute at the University of Vermont. This institute brought together over 150 regional LGBT community members of higher education and affiliated services to learn about diverse topics ranging from current legislation, to transgender empowerment, to inclusive practices for queer communities of color.

## **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)