University of California
Summary of Plans in Response to Climate Survey Results
By Location

BACKGROUND

In 2012, then-UC President Mark G. Yudof commissioned a systemwide campus climate study at the University which included the 10 UC campuses and three UC locations: the Lawrence Berkeley National Laboratory, the UC Division of Agriculture and Natural Resources, and the UC Office of the President. The goal for this study was to collect a comprehensive data set that would help the University better understand the strengths and challenges of the working and learning environments across the system and within each location. President Yudof committed to using the results of the study to make informed and targeted decisions and take action to improve the UC climate for students, faculty, and staff. The UC Office of the President contracted with Rankin and Associates Consulting who, in collaboration with the locations, conducted a survey during the 2012-2013 academic year. During that period over 386,000 individuals were invited to participate in the survey, making it the largest study of its kind in the United States. University community members completed 104,208 surveys over a six month period from November 2, 2012 to May 3, 2013.

The survey results were predominantly positive. A majority of respondents (79%) reported they were satisfied with the overall climate at UC, and 75% of respondents reported they were comfortable with the climate for diversity in their work unit, academic area, or clinical setting. A majority of respondents reported that UC values a diverse faculty (76%) and a diverse staff (81%), and 67% reported the UC is supportive of flexible work schedules.

The results also revealed areas for improvement. The charge moving forward was for each location to take a close look at its survey results and, based on those data and other knowledge, create a plan to address the challenges it found to be of particular concern. In most cases, the data from the climate survey confirmed issues that the locations were already aware of and were taking steps to address. A Systemwide Campus Climate Work Group comprised of representatives from each of the 13 locations surveyed was formed in the spring of 2014. Under the leadership of Provost Aimée Dorr, the work group met during the fall of that year to share their strategies, describe the work being done at their location, and learn from the successes and challenges at the various locations. Work group members collaborated with teams at their individual locations to develop an action plan with goals appropriate for their particular context. The action plans were completed in January 2015. Locations were asked to provide one or more goals and metrics toward measuring their progress in achieving their goal(s). The goals were to reflect specific, measurable and attainable results, and at least one metric was to be an item from the location's climate survey. A summary of each plan for the 13 participating locations is provided in the following pages.

The scope of the Climate Survey and the work that has ensued as a result reflect the University's commitment to fostering a diverse, respectful, and inclusive environment for all. Towards that end, this work is intended to be an ongoing process and will continue to evolve in response to the needs of the community.

Location: UC Berkeley

Identified Issue and Goal:

Based on the findings from the system-wide Campus Climate Survey conducted in 2013, the Berkeley-specific survey data indicate that we have ample reason to take pride in the progress we have made. However they also make clear that there is much more work to be done. For example, the survey found that 1 in 4 of people on campus reported some form of exclusion, intimidation, bullying or isolation. It also found that underrepresented minorities feel less comfortable at Berkeley than members of other ethnic groups. These, and other findings, are a clear, compelling signal that we must use the survey data to support and refine, new and existing initiatives designed to foster and sustain the values, ideals and commitments that are the core of who we are as an institution.

Goal: Based on these results the Berkeley campus seeks to create an environment where *all Berkeley students, faculty and staff feel respected, supported and valued.*

Action Plan Highlights:

Over the summer and early fall of 2014, the Office of the Vice Chancellor for Equity and Inclusion (E&I) formed a series of working groups and solicited ideas across the campus for ways in which to create a campus where all Berkeley students, faculty, and staff feel respected, supported, and valued. After reviewing several proposals and ideas, E&I provided funding and resources for the following projects for 2014-15 and 2015-16:

- Intergroup Dialogue Curriculum
- Innovation Grants for Improving Campus Climate.
- Town Halls and Symposia.
- GSI Training in Classroom Climate
- Faculty Leadership Series on Inclusive Classroom and Departmental Practices
- Multicultural Education Program.
- NOW Conference and Professionals of Color Leadership Development

Timeline and Metrics:

UC Berkeley will assess progress toward achieving the above goal through a variety of metrics or indicators, including but not limited to specific items from the UC-wide and UC Berkeley campus climate survey questionnaires,

The timeline for implementation is:

Spring 2015: Innovation Grants awarded
September 2015: Project Launch for all projects
Starting March 2016: Project evaluation and assessment
Spring 2018: Administer new climate survey, including Rankin items 57-65 regarding exclusionary behaviors.

Location: UC Davis

Identified Issues and Goals:

In the Rankin Campus Climate Survey Report for UC Davis, 24% of the respondents noted that they had either witnessed or directly experienced offensive, intimidating, bullying (abrasive) or harassment behavior, and 8% noted it interfered with their ability to do their job or learn. Although there was some peer-to-peer incidents of this nature, the report reflected a high number of these incidents occurred when a power differential existed between the perpetrator and the victim (i.e., supervisor/manager to subordinate; senior faculty to junior faculty; faculty to graduate/undergraduate student, etc.). This issue of "positionality" occurred in these incidents across racial, ethnic, gender and gender-expression lines and was frequently the main problem in the conflict.

Goal: UC Davis will develop a series of professional development trainings for staff supervisors and managers; faculty who hold administrative post with supervisory responsibilities; and student managers and supervisors. The professional development training will address the noted conduct and climate issues in the workplace and classroom

Action Plan Highlights:

The initial plan for the professional development training series has been assigned to the UC Davis Local Campus Climate Survey Workgroup. The AEVC for Campus Community Relations and the AVC for Diversity & Inclusion, UCDHS co-chair the group. The Workgroup will develop the initial outline for the training and work with the Diversity Education Training content experts on campus to create the series' course content, various training activities and final product. This professional development training for faculty, staff and student managers and supervisors will be integrated into the UC Davis Strategic Plan for Diversity & Inclusion.

Timeline and Metrics:

- The training will be made available to all faculty, staff and student managers and/or supervisors. We will track the number of participants who complete the training annually.
- We will track the number of incidents that occur each year over the next three years. We also plan to develop a learning measurement (a post training assessment instrument). Our hope would be to see a gradual reduction of these incidents reported over the course of the three-year period.
- We will develop a process for re-surveying the campus using some of the item questions from the Rankin Survey related directly to the finding that 24% of the initial survey respondents noted that they had either witnessed or directly experienced offensive, intimidating, bullying (abrasive) or harassment behavior. We will conduct a comparison analysis of the results.

The professional development training series is scheduled to be implemented in March 2015 and will run over the next three years. The training series will be evaluated annually as noted above. The first year evaluation assessment will serve as the benchmark for the annual assessment for the following two years. We hope to see a gradual reduction in the number of reported incidents and a corresponding increase in the number of faculty, staff and student managers and supervisors who complete the training over the three year period. A specific benchmark would be to have all those with managerial and supervisory responsibility complete the training by year three.

Location: UC Irvine

Identified Issues and Goals:

The Rankin report states: "23% of respondents believed that they had personally experienced exclusionary, intimating, offensive and/or hostile conduct." And, "a slightly higher percent of underrepresented minority and multi-minority respondents reported experiencing this conduct as compared to white respondents." When we analyze undergraduate students by ethnic/racial groups, we find that a higher percent of African American students (36%) experienced such behavior compared to other ethnic and racial groups. Similarly, UCUES results indicate that African American students feel the least comfortable on campus. Our conclusion is that individuals from underrepresented minority groups experience the least favorable campus climate.

The Rankin Report asked individuals who experienced exclusionary, intimidating, offensive, and or hostile conduct how they responded. Respondents listed several emotional responses, and they also indicated that they reported the conduct to a friend, family member, staff, administrator, faculty member, union representative, or peer counselor. But many respondents indicated that they failed to report; they ignored it, did nothing, didn't report due to lack of confidence that something would be done, or didn't know who to report to.

Goals:
1. Implement a clear process for all members of the campus community to report a campus climate-related incident.
2. Improve the visibility and quality of diversity training programs for faculty, staff and students by creating more interactive components that strengthen the effectiveness of such trainings.

Action Plan Highlights:

We worked with the Senate to strengthen our multicultural general education requirement. We initiated a Climate Council workgroup on African American Student Experience, which includes a mentorship program, events on Black history/culture, and a diversity training program for student orientation. Several of our other programs also seek to improve campus climate: What Matters to Me and Why lunch series, the annual Anteater Equity Games, and listening tour (all coordinated by the Climate Council). The campus initiated the New Narratives program (Student Affairs) and a Fall Harvest welcoming and networking event for African American students, faculty and staff (at which the Chancellor spoke), and hired a new staff member to oversee our new PRIDE mentorship program.

Timeline and Metrics:

We initiated the African American Student Experience workgroup in 2013/2014. The mentorship program was initiated in 2014/2015; the Climate Council sponsored one campus event (music presentation and discussion) in 2013/2014, and we plan to hold 3 larger and higher profile events in 2014/2015. The diversity training program is being developed and is expected to be completed by spring 2015. What Matters to Me and Why has been underway for three years and we will offer the second annual Anteater Equity Games in spring 2015.
To measure change we will analyze data from the 2014 and 2016 UCUES Survey on climate comfort, and will resurvey using Rankin items 57-65 regarding exclusionary behaviors.

Location: UC Los Angeles

Identified Issues and Goals:

UCLA has identified the following as actionable issues identified in the data:
- 57% percent of staff indicated that a mentorship program for new staff would be beneficial.
- Students with disabilities reported experiencing unfavorable climate, both in the classroom and on-campus in general, when compared to non-disabled students.

UCLA has established the following goals:
- Develop a voluntary Staff Mentorship Program for new employees to foster a sense of inclusion, maximize work productivity, improve retention, and nurture career opportunities.
- Address the needs of students with disabilities by:
  1. Conducting 1:1 interviews to help pinpoint specific areas of challenge in the UCLA environment so that interventions and programming can be targeted more specifically,
  2. Increasing educational outreach and training to broaden the campus awareness of disability related issues, and
  3. Strengthening the relationship between the Office for Students with Disabilities (OSD) and the research arm of the institution, particularly faculty, departments or research centers that have disability related focus.

Action Plan Highlights:

Staff Diversity Office and Training & Development unit in Campus Human Resources will collaborate with the UCLA Staff Assembly and other affinity groups to identify the "best practices" of current mentorship programs, both within and outside the University. The Mentorship Program would be introduced at New Employee Orientation programs, which take place during on-boarding.

Disability-related educational outreach and training will help ensure that students with disabilities will benefit from an informed UCLA community that will play a significant role in establishing positive campus climate for this specific population. Over time, a disability network will grow beyond the physical space of the OSD and create an ecosystem of allies across campus who may serve as advocates (e.g., positive bystander behavior) for students who might otherwise feel marginalized.

Timeline and Metrics:

Staff Mentoring
*During AY 15-16 develop a pilot program to launch in AY 16-17.
*Conduct participant interviews after one year to assess their satisfaction compared to their responses to baseline "expectations" measured at the time of enrollment.
*If pilot program implementation is successful, expand to departments campus-wide.

Students with Disabilities
*Execute and report on interview study by Fall 2015; incorporate recommendations into program planning and service delivery during AY 15-16.
*Resurvey using Rankin items 5-9 in 2016
*Convene a workgroup of key stakeholders to provide recommendations on educational outreach and trainings. Develop campus/community-wide campaigns to raise awareness of such engagement events.
*Increase educational outreach and training initiatives during AY 15-16.

Location: UC Merced

Identified Issues and Goals:

Survey results indicated that over 25% of faculty and lecturers were uncomfortable with campus climate. For under-represented minority tenure track faculty, 86% reported being uncomfortable with campus climate and 100% considered leaving. Colleagues and administrators across all groups were most often the source of exclusionary conduct. The response rate for ethnic and racial minorities was lower overall as compared to whites.

Goal: Improve overall comfort levels of under-represented minority faculty

Action Plan Highlights:

In order to collect more robust data for under-represented minority faculty, we will conduct a targeted survey for Senate and non-Senate faculty and use a robust communication campaign that encourages minority faculty to respond. We will enhance support structures and engagement opportunities for minority faculty through focus groups that allow administration to learn more about the challenges they face; encourage participation in and improve quality of the existing faculty mentoring program; clarify advancement procedures for all faculty; and enhance a sense of belonging among non-senate lecturers.

Timeline and Metrics:

Year 1
- Conduct targeted survey to faculty, including survey questions 5-9 from the Rankin Survey.
- Create, recruit and hire Director of Campus Climate to oversee and coordinate diversity, inclusion and campus climate initiatives.

Years 1 and 2
- Implement focus groups and faculty mentoring program

Year 3
- Re-survey

Metrics include:
- Significant improvement in reported comfort levels and in rates of considering leaving among under-represented minority faculty.
- 100% of new faculty recruitments include requirement for candidate diversity statement.
- Significant improvement in participation in, and satisfaction with, faculty mentoring program.

Location: UC Riverside

Identified Issues and Goals:

Results from the climate survey indicated that 28% of all respondents are not sure how and to whom to report instances of harassment. Survey results also reflected the need for a more supportive campus environment. We want to build a culture of respect for all employees and students at UC Riverside and to reflect an institutional commitment to diversity at all levels of the institution as a shared responsibility.

Goals:
1. Reorganize the campus compliance structure to ensure that senior leadership reports directly to the Chancellor.
2. Hire additional staffing to implement an enhanced commitment to a supportive campus environment for all students, staff and faculty.
3. Implement state of the research leadership training across all leadership positions at UCR.

Action Plan Highlights:

A professional staff will provide education and training in the areas of compliance and student advising to promote a welcoming and secure workplace. The Violence Against Women Workgroup will look at the staffing needs for the offices of Title IX, Affirmative Action, and corresponding Offices in Student Affairs. The Associate Vice Chancellor for Diversity, Excellence and Equity will work with the Associate Deans on campus to assess the student advisory needs. The Campus Climate task force sub-committee will work with campus partners to develop the educational and training programs for staff and faculty leaders, student leaders and student directors. Topics will include recognizing, reporting and establishing accountability measures for issues such as sexual harassment and sexual assault, micro-aggressions and verbal bullying.

Timeline and Metrics:

Year one: Assess needs for and critical hiring of compliance staff, develop face-to-face educational and training workshops, create new organizational structure to ensure that compliance policy implementation and programming are overseen by a senior university officer who reports directly to the Chancellor.
Year two: Tie additional hiring to strategic and budget plans, rollout face-to-face workshops, develop online workshops, integrate the training workshop into the Learning Management System and the Diversity Education workshop series.
Year three: Assess hiring needs based on annual evaluation of services to the campus community, hire new student advisors, assess and revamp workshops, update workshop and training materials.

Metrics will include analyzing the following outcomes:
- Are all compliance policy implementation and programming activities coordinated through one central office that reports directly to the Chancellor? Is this operation more effective in spotting trends, reporting data and information to the appropriate authorities both on and off campus?
- Are we able to produce information in a timely way?
- Have we established a "one-stop shop" for student advising and support?
- Have we substantially improved our time to service?
- Have we implemented our educational training programs and workshops with 100% attendance?
- Have we achieved 100% attendance for the educational training programs and workshops?
- We will conduct a follow-up survey including Rankin items 57-65 regarding exclusionary behaviors.

Location: UC San Diego

Identified Issues and Goals:

The UC San Diego Climate Survey Results indicate that there are concerns around hiring practices, promotion, tenure, and reappointment that are perceived to be unfair and unjust or would inhibit diversifying the community. Faculty responses also reflected concerns around work-life issues. Student concerns surfaced by the survey included level of comfort on campus, academic performance, feelings of inclusion, and availability of supportive faculty, staff, and administrators.

Goals:

1. Ensure campus wide collaboration, shared responsibility and accountability for equity, diversity and inclusion.
2. Improve faculty experience and retention rates.
3. Eliminate intergroup disparities in enrollment, retention, and graduation rates for students.

Action Plan Highlights:

1. Develop and implement diversity faculty scorecard to measure the success of equity, diversity, and inclusion related activities in alignment with campus strategic plans and goals. The faculty scorecard will use hiring trends presented in two-year averages measured against comparators. Deans, Department Chairs, and the EVC will use this tool to ensure accountability within and across divisions. Scorecards will be presented annually.
2. Pilot National Center for Faculty Development and Diversity (NCFDD). The NCFDD is an independent professional development, training, and mentoring community dedicated to supporting academics in making successful transitions throughout their careers. Our campus will promote this career development resource to junior faculty, postdoctoral scholars, and graduate students. The program's effectiveness will be assessed after two years of operation.
3. Facilitate Success of Chancellor's Associates Scholars (CASP). The goal of CASP is to increase access and improve retention of diverse students from underserved communities in the local San Diego region. In addition to scholarship awards, the program has several components to assist in the successful matriculation and retention of students for their entire tenure at UC San Diego.

Timeline and Metrics

Timeline for goal 1: Creation and presentation of initial baseline faculty scorecards to Deans by Spring 2015; Annual scorecards in 2016 and 2017; Measurable improvements noted in successive years through 2022.

Timeline for goal 2: Implement program in 2014-2016; assessment of program in 2016, including resurvey using targeted elements in item 20 from the Rankin survey; target of parity in retention and promotion rates for faculty within divisions and departments by Fall 2022 with incremental improvement annually beginning in 2017.

Timeline for goal 3: Fall 2014-Spring 2018 for inaugural program participants.

Location: UC San Francisco

Identified Issues and Goals:

UCSF Climate Survey results have helped to highlight areas in which our current campus initiatives have been successful and illuminated areas that provide challenges and opportunities. While 75% of the UCSF community is comfortable with the overall climate, 29% report experiencing exclusionary behavior. Patterns of differences exist between groups in both *comfort with the UCSF climate* and reports of *exclusionary conduct*, with underrepresented minorities, those with disabilities, and females reporting lower comfort and higher rates of exclusionary behavior; and staff members most likely to experience exclusionary behavior. Further, only about half of all staff and faculty members think salary determinations are clear, with female and URM faculty less likely to believe promotion standards are applied equally to all faculty. This Campus Climate Survey data indicates that we must increase efforts to: 1. Make UCSF more inclusive and to 2. Ensure equity among faculty and staff in hiring, salary and promotion.

Action Plan Highlights:

1. Improve/expand education and training
   - Develop and expand UCSF training programs for learners, staff and faculty
     Including: Unconscious bias; micro-aggressions; Principles of Community; Americans with Disabilities (ADA) Awareness and Rights
   - Implement Social Justice Sustained Dialog Education Series
   - Increase awareness/visibility of groups at UCSF by partnering with the Campus Committee on Disabilities Issues, The White Coat for Black Lives Initiative, etc.
2. For Staff: To ensure equity in hiring, promotion and salary:
   - Revise HR job description template to avoid non-essential potentially exclusionary requirements
   - Develop annual reporting of staff leadership composition by gender, race/ethnicity
   - Conduct staff salary equity analysis and develop action plan as needed
   - Expand support staff professional development
   - Integrate ongoing diversity/inclusion accountability into performance evaluations
3. For Faculty: To ensure equity in hiring, promotion and salary
   - Establish ongoing assessment of faculty advancement
   - Develop annual reporting of faculty leadership composition
   - Report on faculty exit interviews
   - Ensure transparency of salary equity analysis findings and develop action plan as needed

Timeline and Metrics

Summer 2015: Launch Unconscious Bias Education Website, Expanded trainings
Fall 2015: Launch Visibility Campaigns, staff and faculty initiatives
Spring 2016: Define Chancellor's Pillar of Inclusion, Assessment of progress on goals
Fall 2018: Consider launch of a targeted Re-survey of the Climate for Inclusion at UCSF

Location: UC Santa Barbara

Identified Issues and Goals:

Review of the results of the UCSB climate survey indicates three areas of particular concern. The first is the continued relatively high incidence of sexual violence and other types of violent activities taking place in Isla Vista - which is an integral part of the UCSB campus. Data from the Climate Survey also indicate that among students, LGTBQ and marginalized minorities feel least comfortable and least respected on campus and are most likely to consider leaving UCSB. The student data are consistent with the feelings of faculty and staff, with minority faculty less likely to feel the campus values a diverse faculty or staff. Finally, as a group, staff compared to faculty and students were the least comfortable with the overall climate of the campus and were the ones who experienced the most exclusionary conduct, with 46.4% of the staff noticing a decrease in morale among their group.

Goals:
1. Address sexual violence issues on campus and in Isla Vista.
2. Improve climate for all students (graduate and undergraduate) with particular attention to LGBTQ and marginalized minorities.
3. Improve climate for staff and boost staff morale.

Action Plan Highlights:

Three sub-committees composed of faculty, staff, and students have been organized to move forward efforts to meet each of the goals identified:
- The subcommittee on Sexual Violence is focusing on further assessing the sexual violence climate on and off campus (Isla Vista), implementing the UC Presidential Task Force recommendations, and looking at creating a comprehensive prevention plan.
- To improve climate for LGBTQ and marginalized minorities, this subcommittee is examining how funding is spent, assessing current programs and future plans for programming, and preparing focus groups with both undergraduate and graduate students in order to explore specific issues of concern.
- The subcommittee on Staff Morale is focusing on examining salary inequities, workload, career succession/planning, respect issues and training. Further assessment of these issues will be gathered through focus groups with staff.

Timeline and Metrics

Timeline for goal 1: Workgroup committees were formed in January 2015; plan for implementation of recommended actions is planned for AY 2015-16, and deployment of survey instruments is for June 2016.
Timeline for goal 2: Completed review of survey data in March 2015, focus group interviews to be completed in December, 2015, implementation of recommended actions in AY 2015-16, and assessment of programs in AY 2016-17.
Timeline for goal 3: Formation of staff morale working group in January 2015, focus group interviews completed in AY 2015-2016, recommended actions implemented in AY 2016-17, targeted follow-up surveys will be implemented in June 2017.
Several metrics will be used to determine progress toward all three goals. For each goal, items from the initial Campus Climate Survey will be reassessed and surveys will include additional items identified by the working groups.

Location: UC Santa Cruz

Identified Issues and Goals:

While the Climate Survey indicates that most students are comfortable on campus, we are focusing our attention on those few subpopulations where there is room for improvement. In a local climate survey administered in 2011, 55% of African American/Black respondents said they felt "insulted or threatened because of their race" at least sometimes, and 35% felt this way "often" or "very often". Similarly, the UC System-wide Climate Survey, administered in 2012, found similar concerns for African American/Black students along with other Underrepresented Students. In addition, 76% of respondents with disabilities and 78% of transgender or genderqueer students were comfortable with overall climate versus 86% of other respondents. 35% of transgender students and 32% of lesbian, gay, bisexual, queer (LGBQ) students experienced exclusionary conduct.

Goals:
1. Undergraduate Students: Visibility and impact of institutional commitment to diversity:
   a. Implement a UCSC Principles of Community Campaign.
   b. Address the climate for African American/Black students at UC Santa Cruz.
   c. Develop a leadership program and create a safe space for students with disabilities.
   d. Address the climate for LGBQ and transgender students at UC Santa Cruz.
2. Graduate Students: Develop a track for the Diversity and Inclusion Certificate Program.

Action Plan Highlights:

- Launch a comprehensive year-long campaign to promote the UCSC Principles of Community.
- The UCSC Black Experience Team (BET) will be appointed to provide recommendations on recruitment, retention and campus climate matters surrounding African-American/Black students.
- Create a welcome reception area at the Disability Resource Center (DRC) and develop a two-year program to hire students from the DRC into a sequential leadership program.
- Hire a program coordinator and graduate student intern who will be funded for at least 2 years for program support and assessment of the resource center for the LGBTQ community.
- Selected graduate students will participate in the current Diversity and Inclusion Certificate Program and develop a graduate student track based on electives.

Timeline and Metrics

2014-15: Bring awareness to the campus about the UCSC Principles of Community.
2014-15: DRC welcome reception area. The selection process is underway for the leadership program.
2014-15: The BET will convene and submit their report to the Chancellor.
2015-16: Implement the BET recommendations.
2015-16: Implement the modified certificate program for a cohort of graduate students.

Metrics will include:
- Tracking attendance at workshops hosted throughout the academic year and a post-evaluation tool to assess level of awareness of the UCSC Principles of Community.
- A targeted survey in 2-3 years to reassess the African American/Black, LGBQT, and students with disabilities sense of belonging, engagement, and academic success, including items from the Rankin survey.
- A post-evaluation tool to assess skills and knowledge gained through the certificate program.

Location: Agricultural and Natural Resources (ANR)

Identified Issues and Goals:

Overall, respondents to the assessment indicated a high degree of comfort with the climate in their work unit: 73% of all respondents were "comfortable" or "very comfortable." However, 31% of all respondents reported that they had experienced some type of "exclusionary behavior" in the past year.

UC ANR added a set of specific questions to the Rankin Survey template. When asked to agree or disagree with the following statement, "There is transparency in organizational decision making," respondents were equally divided: 50% agreed and 50% disagreed.

Goals:

1. Reduce the number of reported experiences of exclusionary behavior
2. Increase transparency in organizational decision making

Action Plan Highlights:

The first goal is to address the workplace environment by involving employees in discussions of the core values of the organization. UC ANR will use the development of "Principles of Community" as the mechanism for engaging in discussions about what it means to have a welcoming and inclusive work environment. These discussions will occur in a series of six regional workshops offered to all UC ANR employees, and directly address ways to improve communication and reduce the occurrences of exclusionary behavior in the workplace.

For the second goal, the formation of a UC ANR Staff Assembly will provide a new mechanism for staff input. Leveraging the regional workshops mentioned in Goal 1, the workshop agenda will also include a session with staff to introduce the concept of a Staff Assembly, and to get feedback on the planning process leading up to the first election of officers.

Timeline and Metrics:

- Participation by a majority of the employees in the six planned workshops in 2015.
- ANR Principles of Community completed and disseminated to every ANR office in 2016.
- Completion of the bylaws of the UC ANR Staff Assembly and election of the first officers in 2016.
- Conduct a targeted survey in 3-4 years to gauge progress, and identify ongoing or new issues.

Location: Lawrence Berkeley National Laboratory (LBNL)

Identified Issues and Goals:

Address the employee concern of fear of retaliation for bringing up issues of concern by creating, conducting, and evaluating appropriate training.

Goals:
1. Short-term goal: Training is conducted and evaluated.
2. Long-term goal: Reduce percentage of Berkeley Lab employees who are fearful of bringing up issues or concerns.

Action Plan Highlights:

Process steps:

Step 1: Research training programs in this arena

Step 2: Procure training material and/or hire training consultant(s)

Step 3: Design a training program, adapt for each division, as necessary

Step 4: Deliver training within division or ALD area: separate training for supervisors/manager and employees

Step 5: Measure results

Timeline and Metrics:

Short Term - Measure efforts:
- Has training program been procured or developed
- Are division and ALD management involved in conducting training
- How many Division Directors/ALD managers complete training
- How many employees complete training

Long Term - Measure outcomes/successes:
- Measure knowledge pre/post training (via a brief questionnaire)

Re-survey population annually for 5 years regarding comfort level about bringing up issues of concern without fear; goal 90% or more positive response.

Steps 1 and 2: Within first year
Steps 3 and 4: In years 2 and 3
Steps 5 and 6: In years 2, 3, and 4

Location: UC Office of the President

Identified Issues and Goals:

The survey results for the Office of the President revealed that 29% of respondents (306 people) indicated that they had experienced exclusionary behavior, and 11% of respondents (111 people) reported that this interfered with their ability to work at UCOP. Reports of direct experiences with exclusionary behaviors differed among categories within the demographic characteristics of birth gender, position, ethnicity, religion, citizenship, and disability. Feeling "uncomfortable" or "very uncomfortable" with the overall UCOP climate differed by at least 10% within the demographic characteristics of position, ethnicity, religion, and citizenship.

The plan will address the six specific exclusionary behaviors that had the highest reported prevalence in the Rankin survey results.

Goals:
1. Reduce instances of exclusionary behavior directly experienced by people at UCOP.
2. Reduce differences by staff position, by gender, and by religious affiliation in exclusionary behavior directly experienced by people at UCOP.

Action Plan Highlights:

We will approach these issues in a variety of ways. The following list includes some strategies that the workgroup is considering:

- Raising awareness of existing OP Principles of Community
- Educating staff about sources of assistance and support (Faculty and Staff Assistance Program, Ombuds Officer)
- Setting up a safe place/resource area where staff can go if they experience exclusionary behavior, also perhaps a dedicated email account to report incidents
- Including specific information at new employee orientation and orientation for new supervisors
- Giving examples of and rewarding positive, inclusive behavior
- Assessing annual performance of UCOP employees with respect to avoidance of exclusionary behaviors and employment of inclusionary, respectful behaviors.

Timeline and Metrics:

The Climate Survey Steering Committee begins meeting in April 2015.
All strategies for meeting our goals will be operational by fall of 2015.
We will resurvey staff at UCOP to assess the success of our plan in spring of 2016, with results available in the summer of 2016.

The metrics used will include a set of questions from the Rankin survey specific to the six most prevalent exclusionary behaviors reported at OP: I felt deliberately ignored or excluded; I felt intimidated/bullied; I felt isolated or left out; I was the target of derogatory verbal remarks; I received a low performance evaluation; I received derogatory written comments.

Location Climate Plan Contacts
August 2015

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