



Leading with Diversity: UC as a National Model for Cultivating Diverse Leaders

2018 UC-CORO Systemwide Leadership Collaborative
Northern California Cohort



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UC Northern California CORO 2018 Cohort Members:

Paul Atwood, Office of the General Counsel	Leti McNeill Light, UC Berkeley
Donald Barclay, UC Merced	Mary McNally, UC Davis
Gwynn Benner, UC Santa Cruz	Matthew Mednick, UC Santa Cruz
Emily Bustos, UC Merced	Stephanie Metz, UC San Francisco
Cynthia Chiarappa, UC San Francisco Health	Zishan Mustafa, UC Davis Health
John Elliott, Lawrence Berkeley National Lab	Christopher Payne, Lawrence Berkeley National Lab
Jim Farrar, UC Agriculture & Natural Resources	Alejandra Rincón, UC San Francisco
David Gilbert, Lawrence Berkeley National Lab	Rachael Sak, UC San Francisco
Molly Greek, UC Davis Health	Stacey Sketo-Rosener, UC Santa Cruz
Brett Henrikson, Office of the President	Holly St. John, Office of the General Counsel
Jennifer Johnson-Hanks, UC Berkeley	Kira Stoll, UC Berkeley
Ermias Kebreab, UC Davis	Theresa Triplett, Lawrence Berkeley National Lab
Adrienne Lawson, UC Davis Health	Seamus Wilmot, UC Berkeley

Project Sponsors:

Ron T. Coley
Vice Chancellor Business & Administrative Services, UC Riverside

Yvette Gullatt
Vice Provost for Diversity and Engagement and Chief Outreach Officer



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Executive Summary

The 2018 UC-CORO Leadership Collaborative, Northern Cohort (hereafter “the Cohort”) undertook this study at the behest of its sponsors with the goal of surfacing ways of increasing the diversity of senior leaders across the University of California (UC) system. There is no question that there is a lack of diversity among senior leaders in UC, as well as in U.S. higher education across the board. Davis and Maldonado (2015) report that of all U.S. college presidents (including presidents of historically black colleges and universities), only 4% were women of color and only 6% were African American. Wolfe and Dillworth (2015) similarly report that only 9.4% of all administrators in American higher education were African American and that “about 80% of all college and university presidents are White.” Kwon (2016) finds that, in U.S. public universities in 2013, whites comprised 76.6% of full-time managerial staff even though whites comprised only 62.6% of the total U.S. population.

Within the University of California (UC) itself, a study published in 2015 states, “Whites make up 77% of employees in the Senior Management Group (SMG) and 69% employees in the Manager and Senior Professional (MSP) personnel program. And though they comprise 65% of the total UC career staff workforce, women represent only 54% of all MSP employees and only 39% of SMG employees.” In 2017, the population reflecting racial and ethnic diversity (that is, those who are Asian/Pacific Islander/Native Hawaiian, Hispanic/Latino(a), Black/African/African American, American Indian, two or more/other/unknown, or international) comprised 75% of the UC student population but only 35% of the Senior Management Group (SMG). Ideally, the diversity of UC’s SMGs would reflect the rich diversity found throughout the State of California and the SMG population should achieve UC’s stated Affirmative Action Goals.

Cohort members gathered information about diversity in academic leadership via a literature survey that included both scholarly and popular sources, conducted sixty-two (62) interviews with both UC administrative and academic leaders as well as leaders from non-UC institutions and private industry, and reviewed documents relating to UC policies and demographic data. The Cohort also identified a number of best practices, some found within UC as well as some from outside, for increasing diversity among academic leaders.

The Cohort’s findings are summarized in three key points:

1. There is extensive variation in diversity recruitment practices across UC—some locations do well at fostering diversity among leadership, while others do not. The good news is that, for many locations, diversity is becoming a topic of increasing importance. The bad news is that, in many ways, UC is still just talking without doing much.
2. There is uneven accountability when it comes to increasing diversity among senior leadership.
3. Developing and retaining underrepresented senior leaders in UC is a hit-or-miss proposition.

Based on its findings, **the Cohort issues a Grand Challenge to the University of California:** Make UC the model for diversity in senior leadership.

The Cohort recommends four actions to meet this challenge:

1. **Create a New Senior Management Group Recruitment Policy:** The most effective best practices the Cohort identified should be consistently employed to provide systemwide uniformity and equity in hiring of senior leaders.
2. **Promote Accountability and Recognition for Increasing Diversity:** There must be greater individual accountability for increasing diversity among academic and administrative leadership in UC. There also must be greater transparency in reporting to the Regents in the area of leadership diversity. The Office of the President should develop incentives, such as presidential awards or other celebratory recognition.
3. **Focus on Development, Retention, and Succession Planning/Mentorship in Future Study:** UC should ensure that, once UC has hired diverse candidates, they feel welcome, supported, and appropriately mentored. Best practices for ensuring retention should be in place along with succession planning for each local campus, health center, lab, extension/research sites (e.g., ANR), and the Office of the President.
4. **Employ a Standard Recruitment and Retention Tool:** A tool has been developed by the Cohort in the form of a printable accessible guide providing tips and strategies on recruitment and retention basics that help to ensure diverse and inclusive practices.

The Grand Challenge: Make UC the model for Senior Leadership Diversity by

1. **Setting the culture:** Make a bold statement from the top, creating urgency and demanding accountability—learn from those campuses that are making great progress.
2. **Setting the policy:** Implement the recommended recruitment policy across UC by June 2020.
3. **Setting the expectation:** Measure progress and make it visible.

The Cohort proposes that these recommendations comprise a Presidential Initiative supported by an Executive Steering Committee, an Advisory Committee, and an Implementation and Monitoring Committee. The Cohort is eager to serve within this framework to execute the recommendations of this report.

Business Issue and Project Goal

As a premier research and land-grant university and provider of essential health care, extension services, outreach, education, and public service, the University of California (UC) is uniquely positioned to lead the nation in creating truly diverse and inclusive campuses, national laboratories, and health systems. UC has a projected all-funds annual budget for 2018-19 of \$35.6 billion (Legislative Analyst's Office, 2018) making it comparable in size to many Fortune 100 companies with annual revenues ranging from \$30 billion to \$500 billion. However, UC has fallen short in shaping the diversity of its senior leadership, a group that does not reflect the diversity of either UC's students or the statewide population UC serves. UC must develop an institutional model for a future in which higher education teaching and research will serve an increasingly diverse state, nation, and world.

The Business Case for Diversity

The University of California should subscribe to the benefits of a diverse workforce, including a diverse leadership group. The benefits are many and include:

Employee and Overall Benefits

- Diverse faculty and leadership bring new ideas and approaches to the institution while also helping to identify what is potentially stifling diversity.
- A diverse student body, faculty, and staff increases creativity, innovation, and problem-solving.
- Diversity in workforce and processes results in better decision-making.
- Workforce diversity motivates employees by promoting equity, achievement, and camaraderie (Springer, 2003).

Healthcare Benefits

- Patients are more likely to receive quality preventive care and treatment when they share race, ethnicity, language, and/or religious experience with their providers.
- A diverse workforce contributes to enhanced communication, health-care access, patient satisfaction, decreased health disparities, improved problem solving for complex problems, and innovation (Nivet, 2009).

Student Benefits

- Diverse learning environments improve student learning outcomes, increase cognitive abilities, enhance reflective thinking, promote persistence, and create greater engagement with learning.
- Students—especially URM (underrepresented minority) students—are more likely to pursue graduate studies when their learning environments are more diverse.
- In diverse learning environments students more easily form cross-racial friendships, express greater satisfaction with the college experience, and develop enhanced leadership abilities (Springer, 2003).

Organizational Benefits

- Workforce diversity is positively associated with higher business performance outcome measures.
- Racial diversity is positively associated with higher performance in organizations that integrate and leverage diverse perspectives as resources for product delivery.
- Gender diversity is positively associated with more effective group processes and performance in organizations with people-oriented performance cultures.
- Employee engagement is a validated predictor of organizational performance; diverse workplaces with culturally competent workforces have the highest employee engagement.
- Community relations improve when higher-education leadership is seen as diverse and reflective of the community rather than as elitist and exclusive (Stevens, et al., 2008).

Project Goals

The UC-CORO Leadership Collaborative, Northern California cohort's project goals were to:

1. Assess the **current state of diversity** in UC leadership by reviewing the demographic profiles of UC locations and surfacing any causes of difference among UC locations.
2. Provide an assessment of system or process **barriers** to leadership positions that uniquely affect members of underrepresented groups and **identify solutions** that will eliminate those barriers
3. Recommend leadership development and **pathways** suited to the needs of emerging leaders from underrepresented groups.
4. Examine and recommend leadership development **practices** and programs that successfully produce diverse leaders for UC.
5. Identify and recommend **incentives** for the current President, Chancellors, and cabinet members to promote greater attention to, and action around, developing future URM leaders.
6. Validate final **actionable recommendations** with project sponsors and executive leadership for distribution and implementation throughout the UC system.

Project Scope

The scope of this project initially focused on the analysis and assessment of the following categories of senior leaders: Management (MSP, including Manager level 3 and 4 as defined by Career Tracks) and Senior Management Group (SMG) for all staff, academic, and faculty positions. These categories are consistently used across all UC locations and, therefore, all locations could leverage the Cohort's recommendations.

In the interest of maintaining a sharp focus, and due to limitations in the data available, the scope of the project was narrowed to an analysis and assessment of only those in the Senior Management Group (SMG) in both academic and non-academic positions. However, the Cohort suspects that the highest levels of the MSPs are a major feeder group to the SMG candidate pool, and as such, the Cohort suggests that the recommendations in this report be applied to the MSP group as well.

Definitions

The following working definitions are used in the report:

- **Diversity:** A core value that embodies multiple perspectives, including all such aspects of human differences as socioeconomic status, race, ethnicity, language, nationality, size, height, gender, identity, sexual orientation, religion, geography, disability and age. Due to limitations in data available, the focus of this report is generally limited to race/ethnicity and gender.
- **Inclusion:** A climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community. Inclusion is achieved by nurturing the institutional climate and culture through professional development, education, policy, and practice.
- **Institutional Diversity:** The collective mixture of differences and similarities that includes, for example, individual and organizational characteristics, values, beliefs, experiences, backgrounds, preferences and behaviors.
- **Cultural and Linguistic Competence:** A set of congruent behaviors, knowledge, attitudes, and policies that come together in a system, organization, or among professionals that enable effective work in cross-cultural situations.
- **Culture:** Integrated patterns of human behavior that include the language, thoughts, actions, customs, beliefs, and institutions of racial, ethnic, social, or religious groups.
- **Competence:** The capacity to function effectively as an individual or an organization within the context of the cultural beliefs, practices, and needs present within a societal or organizational community.

Methodology

Investigative Framework: Roles, Rules, and Tools

An important component for changing organizational outcomes to meet goals is understanding the systemic forces that structure organizational behavior. Organizations have structures that help determine outcomes. Three key elements of these structures are:

1. Responsibilities that are given to specific people within the organization to take certain actions.
2. Policies that guide intended processes of making decisions or taking actions.
3. Business processes or systems that enable employees to efficiently achieve intended outcomes.

The Cohort summarizes these three elements using the mnemonic “**Roles, Rules, and Tools.**”

Organizations are not simply collections of people. Members of an organization each have specific responsibilities. Working together, these organization members allow the achievement of organizational aims. The **Roles** people hold within an organization are critical to understanding and altering organizational behavior.

Similarly, policies can also shape organizational behavior, including (for example) defining who is perceived as qualified for a given organizational role. **Rules** include these organizational policies. In addition to formal written policy, **Rules** also include norms of group behavior. If people within an organization share an understanding of “the way things are done,” that shared understanding itself defines rules of accepted behavior.

Finally, organizational business processes are put in place to help coordinate the work of people throughout the organization. Those processes include physical systems like the buildings in which people work, the IT systems they use, the forms they fill out, etc. Each of those support systems carries with it a specific intended outcome. Together, these are the **Tools** with which organizations process outputs. Tools are designed with particular outcomes in mind, but they also tend to constrain the choices available.

Therefore, to examine how the UC system as an organization can change its outcomes to enhance diversity in senior leadership, the Cohort conducted interviews that focused on these questions of Roles, Rules, and Tools related to senior leadership hiring and how those Roles, Rules, and Tools may be changed to enhance the likelihood of greater diversity in recruiting, hiring, and retention.

Interviews

All ten campuses, Lawrence Berkeley National Laboratory (LBNL), Agriculture and Natural Resources (ANR), medical centers, and University of California Office of the President (UCOP) were included in the interviews.

- Cohort members conducted **sixty-two interviews** with:
 - Campus leadership, including provosts, vice chancellors and vice presidents, associate and assistant vice chancellors, deans, executive directors, and senior advisers.
 - Representatives from four executive recruiting firms used regularly by the UC campuses, labs, and medical centers.
- Cohort members conducted **additional interviews** with:
 - Corporations (e.g., Chevron)
 - Professional associations (e.g., Association of American Medical Colleges)
 - Other non-UC campuses (e.g., Cornell University, MIT), and laboratories (e.g., Argonne National Lab)
 - Representatives from UC offices including: Equal Employment Opportunity/Affirmative Action; Office of Diversity and Engagement; Human Resources and Talent Management/Acquisition; Employment and Outreach; and Student Affairs.
- See the complete list of all interviewees in Appendix C. Interviewees cited a variety of assets and tools they found helpful to recruit and retain senior leaders, as well measure the success of their efforts. These assets and tools are listed in Appendix B.

Literature Review

Cohort members conducted a literature review on diversity and organized the results into the following matrix:

	<i>Pipeline (Development) Recruitment</i>	<i>Retention</i>
<i>Current State</i>		
<i>Barriers</i>		
<i>Solutions</i>		

The literature review (see Appendix D) includes:

- Peer-reviewed articles from academic journals;
- Relevant articles from popular sources (such as *Inside Higher Education*, *Chronicle of Higher Education*, *New York Times*). Citations and abstracts are included.
- Sixteen doctoral dissertations.
- Resources provided by interviewees, including reports, UC and Regental policies, sample job descriptions, and affirmative action plans.

Data Collection/Metrics

- Cohort members reviewed quantitative data from the UC Info Center. These data covered leaders represented by the SMG and students. Faculty are not represented in these data except to the extent that faculty members hold SMG positions. National laboratories are also not represented in these data. Quantitative data was collected for Lawrence Berkeley National Laboratory from the demographics pages of their Diversity, Equity & Inclusion website.

The National Trends of Diversity in Higher Education

While there is a wealth of literature on the topics of student and faculty diversity, comparatively little has been written about diversity among academic leaders, and scholarly research in this area is in short supply. For this project, the focus was on more recent publications, both scholarly and popular, that had relevance to the topic of diversity in academic leadership. While the literature does not provide a clear solution to such a complex and long-standing problem as creating more diversity among academic leadership, it does provide information on the current state of affairs, the barriers to and benefits of diversity, and best practices for increasing diversity among academic/administrative leaders.

The Current State of Affairs

If there is one thing on which the literature agrees, it is that numbers show a lack of diversity among leaders in higher education. Davis and Maldonado (2015) report that of all U.S. college presidents (including presidents of historically black colleges and universities), only 4% were women of color and only 6% were African American. Wolfe and Dillworth (2015) similarly report that only 9.4% of all administrators in American higher education were African Americans and that “about 80% of all college and university presidents are White.” Kwon (2016) finds that, in U.S. public universities in 2013, whites comprised 76.6% of full-time managerial staff even though whites comprised only 62.6% of the total U.S. population. Within the University of California (UC) itself, a study published in 2015 states, “Whites make up 77% of employees in the Senior Management Group (SMG) and 69% employees in the Manager and Senior Professional (MSP) personnel program. And though 65% of the total UC career staff workforce, women represent only 54% of all MSP employees and only 39% of SMG employees.”

Barriers to Diversity

The idea that long-standing, highly traditional institutional structures are the biggest barrier to diversity in academic leadership is summed up by Wolfe and Dillworth (2015), whose findings arise from “a review and synthesis of historical and contemporary research to examine the concept of diversity leadership in higher education as it pertains to African American administrators at predominantly White colleges and universities.” Wolfe and Dillworth’s argument, which is based in Critical Race Theory, contends “that due to a historical pattern of exclusivity, the title of administrator is considered whiteness property in higher education. As a consequence, the disparity between African American administrators and their White counterparts has become an organizational norm in higher education.” Similarly, Minor (2014) concludes that academic tradition—particularly in the hiring of faculty who comprise the academic leadership pipeline—effectively cancels out the proclaimed good intentions of colleges and universities to move the needle on diversity. Minor warns, “Merely relying on the improvement of external circumstances as a possible solution will only lead to another 30 years of woeful underrepresentation of minorities among American faculty and senior administrators.”

While citing positive trends in the form of overall commitments to diversity and efforts to both cultivate and recruit diverse candidates for leadership positions, Tomlin and Leske (2013) acknowledge

that intense competition for qualified candidates, insufficient pipelines, and URM candidates jaded due to over-recruitment represent significant barriers to diversity. Similarly discouraging is research finding that women and minorities who promote diversity are penalized for doing so (Johnson and Hekman, 2016; Heckman et al., 2017).

The small number of underrepresented minorities (URM) in positions of academic leadership can often leave these leaders feeling isolated among their mostly white fellow administrators. A qualitative study finds that adjustment issues, institutional factors, and career dynamics are barriers to career success for URM academic leaders. (Gardner, Barrett, and Pearson 2014).

Benefits of Diversity

Adserias, Charleston, and Jackson (2017) outline three principle rationales for diversity:

1. the social justice rationale
2. the educational benefits rationale
3. the business rationale

While not necessarily comprehensive, one or more of these three rationales inform most arguments for the benefits of diversity.

Focusing on the business rationale, Ledesma (2017) considers the successful efforts of U.S. military programs to prepare personnel of color for leadership positions to be a model for higher education. A key to the military's success in this area is the recognition that diversity in leadership is an organizational necessity rather than something undertaken for altruistic reasons alone. Similarly, Zaitouni and Gaber (2017) find that cultural diversity enhanced organizational performance at the two universities (one U.S., one Middle Eastern) they studied.

Best Practices

Research conducted by Adserias, Charleston, and Jackson (2017) and Aguirre and Martinez (2002) consider whether transactional leadership styles (carrot and stick) or transitional leadership styles (taking the moral high ground) are more effective at building diversity; however, neither study concludes that one leadership style is more effective than the other. In contrast, in a later study Aguirre and Martinez (2006) contend that more transactional leadership styles “transpose diversity as a wrinkle rather than an integrated process in the organizational culture” and conclude that transitional leadership is necessary for genuine change.

Benitez et al. (2017) report on a five-campus consortial workshop that brought together a mix of two-thirds faculty of color and one-third white (mostly tenured) faculty to build allies and address problems ranging from microaggressions to the “cultural tax” paid by URM faculty as a result of being too frequently asked to serve on hiring committees and do work relating to diversity. The report concludes that, while hiring more diverse faculty is key, “It is also crucial to create conditions under which faculty members, once recruited, will experience a sense of belonging and to foster intellectual communities

and places of nurture that will enable them to thrive. To recruit but fail to retain faculty of color amounts to leaving a promise unfulfilled.”

Brannon et al. (2018) provide theory-based insights for instituting diversity initiatives that are inclusive in ways that allow institutions to reap the benefits of diversity while reducing backlash from members of the dominant group. They identify the sources of backlash as “(1) perceived or actual restriction of independence or autonomy, (2) preference for the status quo and colorblindness, and (3) beliefs that racial and other social equalities have been reached.”

Succession planning is called out as a key tool for increasing leadership diversity. Both Gonzalez (2010) and Klein and Salk (2013) cite failure to implement succession planning as a too frequent occurrence in higher education.

Innovative hiring practices are yet another tool for increasing diversity. Stacy et al. (2018) find that, in the case of faculty hiring, diversity is enhanced when the position is described in a way to reach pools of women and URMs, when search descriptions mention research interests that include women or minorities, and when promising women and URM candidates are encouraged to apply. Leske (2016) finds that search committees whose members undergo implicit bias training are better able “to evaluate a candidate’s competencies, values, and motivators without any details of the person’s race, background, gender, or other such factors.”

Mentorship is seen as key to preventing both isolation and feelings of imposter syndrome among URM leaders and would-be leaders. Chan (2017) cites a program at UC Berkeley in which senior executive administrators help advocate for those looking to advance to higher positions at the university.

Finally, there is the caution offered by Williams (2013) regarding the failure of so many crisis-based, highly reactive efforts to bring diversity to campuses. Williams compares such failed efforts to the hunting strategy of cheetahs: quick sprints based on the uncoordinated efforts of individuals. Successful efforts, Williams argues, should be more like the collaborative, highly coordinated, pack-based strategies of wolves:

In developing strategic diversity initiatives, institutions of higher education need to become more wolf-like. Yes, when diversity crises occur, these institutions need to act quickly and decisively. However, overall, most successful programs take time, thoughtful consideration, and coordinated effort to design and implement. Moreover, to create a truly diverse and inclusive academic community, our actions must reflect a larger purpose. Like the wolf pack, members of an institution must understand their roles and work collectively toward clearly defined and mutually agreed outcomes.

The Role of the Chief Diversity Officer

From 2005 to 2015, U.S. colleges and universities established over 60 inaugural chief diversity officer positions (Parker 2015). One research study found that successful chief diversity officers “strike a balance between addressing a campus’ past racial incidents and developing a hopeful and forward-looking mindset” while also finding that they must, at times, “use White surrogates to be heard at

work and distinguish executive advocacy from activism to their racial ethnic community” (Takami 2017). While one article (*“From Diversity Chief to College President”* 2018) reports on a minor trend which has seen a few leaders move from the role of chief diversity officer to the role of president, several studies report that the lack of institutional power and/or support from the highest levels of the campus administration can hamper the ability of chief diversity officers to achieve meaningful change (Gravley-Stack, Ray, and Peterson, 2017; Hancock, 2018; Thompson, Forde, and Otieno, 2017).

Diversity, Equity & Inclusion in the University of California

The current state of UC with regard to diversity of senior leadership can be described via demographics, culture, and processes for hiring and retention. The sources of information for this description include the UC Info Center, UC policy documents, and interviews conducted for this project.

The Current State at UC

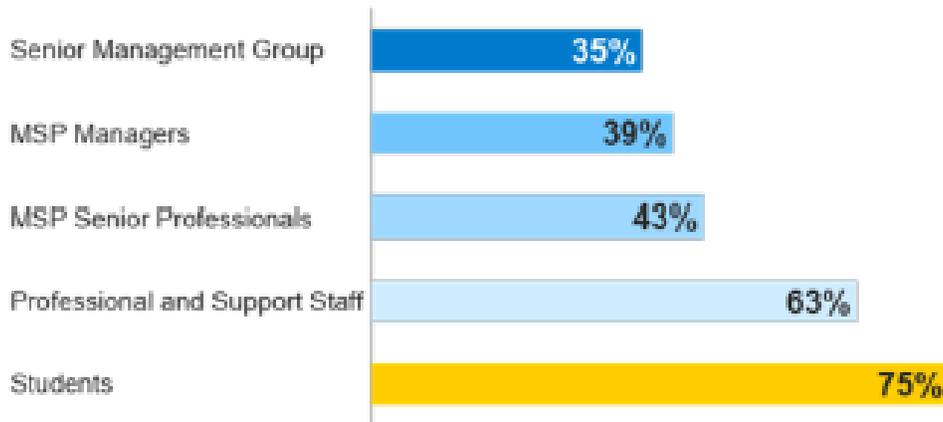
Demographics

Demographic data from the UC Info Center indicates that the SMG population is much less diverse than both the UC student population and other UC employee groups in terms of both race/ethnicity and gender.¹

In 2017, the population reflecting racial and ethnic diversity (that is, those who are Asian/Pacific Islander/Native Hawaiian, Hispanic/Latino(a), Black/African/African American, American Indian, two or more/other/unknown, or international) comprised 75% of the UC student population but only 35% of the SMG.

Representation of racial and ethnic diversity decreases at higher levels within the organization, dropping from 63% in professional and support staff to 39% in MSP managers (Figure 1). These data indicate a “leaky pipeline” to racial and ethnic diversity in senior management.

Figure 1: Representation of Racial and Ethnic Diversity in UC Students, Staff and SMG (2017)

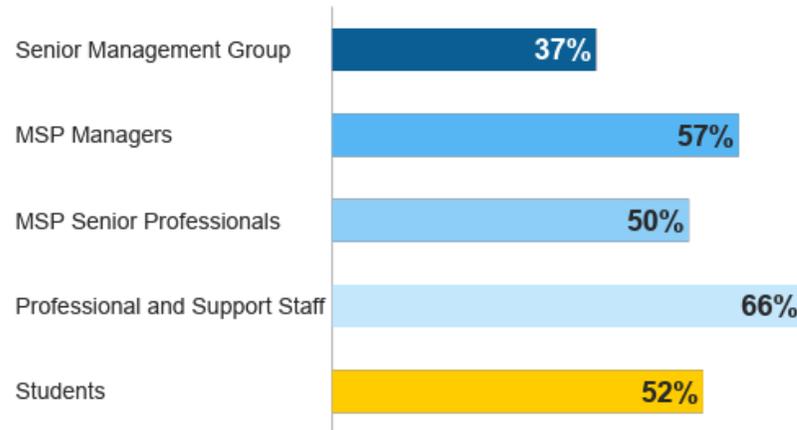


In 2017, 52% in the student population was female while only 37% of the SMG was female. Female representation among staff at different levels of the organization ranges from 50% to 66% (Figure 2).

¹ See <https://www.universityofcalifornia.edu/infocenter>. Data includes campuses, health centers, ANR, and UCOP but no National Laboratories.

These data indicate a “glass ceiling,” with high female representation in staff generally but low representation among the SMG.

Figure 2: Female Representation in UC Students, Staff and SMG (2017)



Race/ethnicity and gender diversity vary significantly across campuses.² In 2017, the groups reflecting racial and ethnic diversity accounted for 18% to 57% of the SMG across UC campuses. For the same year, the percentage of female SMG members ranged from 12% to 67% across UC campuses. These ranges, broken out by gender and racial/ethnic categories, are provided in Table 1.

² UC Information Center data includes campuses, health centers, and UCOP but no National Laboratories. ANR data was not reported for 2017.

Table 1: Range of Representation in the SMG across UC Campuses (2017)

Groups	Lowest Representation in SMG	Highest Representation in SMG
Male	33%	88%
Female	12%	67%
Non-Hispanic White	43%	82%
All Groups Below Combined	18%	57%
Hispanic/Latino(a)	0%	22%
Asian/Pacific Islander/Native Hawaiian	0%	21%
Black/African/African American	0%	20%
Two or more/Other/Unknown	0%	17%
International	0%	8%
American Indian	0%	0%

Data for Berkeley Lab, while not available specifically for the SMG, is available for senior leadership and indicates a similar lack of diversity.³ As of 2017, Berkeley Lab senior leadership was 33% female and 11% non-white (which may include non-U.S. citizens).

Culture

UC cultural norms and behaviors in relation to diversity, equity, and inclusion are in transition. There appears to be widespread acknowledgement that increased diversity, equity, and inclusion is positive, but a level of SMG diversity that more closely reflects California’s population is lacking. UC cultural norms and behaviors are reflected in procedures and standard practices at each location but should, at least in theory, conform to UC policy.

The UC Board of Regents series 7000 policies address issues related to appointment, review, and compensation of SMGs. These policies include:

- 7101: Policy on Appointment of the President of the University,
- 7102: Policy on Appointment of Chancellors,
- 7103: Policy on Compensation for Chancellors,
- 7104: Policy on Selection of Laboratory Directors,

³ See <http://diversity.lbl.gov/berkeley-lab-workforce-demographics>.

- 7701: SMG Appointment and Compensation,
- 7702: Performance Management Review Process, and
- 7705: SMG Hiring Bonus.

In addition, UC Regents have hiring sign-off responsibility for SMGs at most locations.

According to information obtained during the interviews, UCOP and some UC locations follow a policy not listed above for recruiting and hiring SMGs: *PPSM-20: Recruitment and Promotion Policy*. *PPSM-20* describes recruitment requirements for staff appointments in the Professional and Support Staff, Managers & Senior Professionals, and Senior Management Group personnel programs. *PPSM-20* applies to all aspects of competitive recruitment as well as internal promotions, exemptions from recruitment, and waivers of recruitment. Competitive recruitments must be conducted in accordance with this policy as well as local procedures. Locations may choose to be more restrictive in their local procedures than the provisions of *PPSM-20* as long as such restrictions are in accordance with University non-discrimination policies. The goal of *PPSM-20* is to seek a broad and diverse pool of qualified candidates to fill vacant positions and is in line with UC's recognition, as explicitly stated in *PPSM-20*, "that a diverse workforce is essential to serving the needs of our communities and to ensuring that our institution continues to demonstrate excellence."

During the course of the interviews the Cohort learned that, while some UC locations have formal procedures to recruit and hire executive/senior leaders, several UC locations have no written local procedures on the recruitment process. For other UC locations, policies, and processes are based on best practices. These organizations want to do the right thing but need a process to show how it is done. Some UC locations follow guidelines from the UC Office of the President *Academic Personnel Manual (APM)*. The *APM* contains policies and procedures pertaining to the employment relationship between an academic appointee and the University of California. The *APM* policies and procedures are issued by UC's Provost and Executive Vice President of Academic Affairs.

UC cultural norms and behaviors are also reflected by the beliefs and actions of individuals when it comes to recruiting and retaining senior leaders. Based on the interviews, there are issues related to unwritten rules such as the abstract concept of "fit" and the perception that diversity is a checkbox that must be ticked. Within UC there is an over-reliance on a concept of fit that is manifested as a tendency to look for people who can mesh with the culture as it exists or who have pre-existing familiarity or connections with UC. This tendency to value fit conflicts with open-minded thinking about how diverse people might expand and strengthen UC culture.

Time pressure becomes the ally of unconscious bias. By engaging the part of the brain that is intuitive and uses pattern recognition, unconscious bias drives those making hiring decisions to look for fit. Pressured for time, people go with hunches rather than basing hiring decisions on concrete reasons. People experiencing time pressure end up using statements about fit as a way of achieving a quick and easy resolution to a complex choice.

A related tendency is finding easy solutions by favoring a narrow band of preferred employment experience and educational attainments. In the extreme, this tendency becomes an exercise in elitism. For example, considering only candidates from flagship public or elite private universities disadvantages underrepresented minorities who are likely to have worked for and/or been educated at state colleges and universities that lack the name-recognition of a Berkeley or a Harvard. Elitism is driven by the desire to maintain excellence, but it squeezes out excellent candidates who have followed less privileged paths. Similarly, “preferred” job qualifications are too often viewed by search committees as required qualifications and are used to exclude otherwise competitive candidates of diverse backgrounds. Similar is the concept of “cloning” which leads a search committee member to reason, ‘This candidate looks like me and I am successful, so the candidate will be successful at UC as well.’

Some of those interviewed feel they are just “checking a box” and that diversity is a potential liability during the recruitment process. What's missing from the norms and behaviors of too many search committees is a focus on intentionally seeking to hire diverse SMGs. Holmes (2015) argues that many in higher education believe that talk about diversity is sufficient even if nothing results from all the talk. As long as an organization is talking about diversity, the reasoning goes, it proves the organization is working on the issue. This leads to an ambiguous, consequence-free endpoint that produces no change to the *status quo*. Brannon, et al. (2018) state that ambiguous measures of success lead some to believe that racial inequities have been resolved. The successful integration of diversity, equity, and inclusion into hiring and retention begins with top leadership articulating explicit incentives, consequences, and accountability.

Among some UC leaders interviewed, there is a (largely unfounded) fear that UC cannot explicitly seek diversity in recruitment because of Proposition 209, a state law prohibiting race- and gender-based preferences in state hiring, contracting, and state university admissions. In fact, Proposition 209 does not prevent UC recruitment committees from creating diverse pools of qualified candidates.

Current Practices for Recruiting Senior Leaders

There are many mechanisms used across the UC System to recruit and hire SMGs, including tools and processes developed by the UC Office of the President (UCOP), internal recruitment/interview committees (search committees), external recruitment/talent acquisition firms, and personal networks. For example, SMG recruitments at ANR are managed by Office of the President Systemwide Talent Management. Some UC locations rely on their own networks to bring in people they trust. However, these networks generally look like the existing leadership, which is typically not diverse. At some UC locations, outside talent acquisition firms may be used, especially for national searches for high-level candidates. It is not known, however, if the contracts with these firms have specifications related to outreach, candidate pool diversity, or tracking and reporting requirements. On the other hand, at some UC locations there are no formal requirements to assemble a diverse pool of candidates.

Hiring managers typically determine the make-up of search committees, oversee the actions of these committees, and provide a charge detailing what the search committee should be looking for in a candidate. Often times, SMG search committees are comprised of the most senior people at a UC

location and, as a result, are usually less diverse than the UC location itself. To bring balance to search committees, interviewees stated that it is important to have on each search committee a person with diversity, equity, and inclusion training whose role is to ensure that attention to diversity is embedded in the recruitment process. Ideally, this person is the search committee chair and is proactive about expressing the idea that diversity must be a standard and an expectation throughout the recruitment and hiring process.

Some UC locations have rules for populating SMG search committees with diverse stakeholders from across the organization. For example, at UCSF School of Medicine, each search committee must be balanced to include representation of women and underrepresented minorities in medicine. The School of Medicine uses a template to determine who has been on a search committee to ensure that the same individuals are not overburdened by serving in this capacity. In addition, rules specify that the final candidate pool for a position in the School of Medicine should not be greater than five and must include at least one female or one person from an underrepresented group. At other UC locations, there are recruitment processes that include meeting with focus groups from across a campus or laboratory in order to get the kind of broad input that tends to lead to greater diversity. On the other hand, the selection of a search committee is sometimes based on meeting local internal political needs, an expediency that can trump efforts to promote diversity.

While search committee practices vary by UC location, examples of efforts to improve diversity at the search-committee level include:

- At some, but not all, UC locations, the importance of diversity is called out in the charge to the search committee and/or during the initial committee meeting.
- At UC Santa Cruz, larger search committees include a member who serves as a “diversity liaison” to ensure consideration of diversity is embedded in the process. The liaison is not necessarily a diversity expert but is identified after agreeing to serve on the committee.
- Some UC locations conduct an independent review of the candidate pool. For example, UCR has a practice of providing the list of candidates in senior leader pools to the Equal Employment Opportunity (EEO) office for approval before moving ahead. The EEO office compares the pool to relevant benchmarks to determine if the pool has appropriate representation.
- Some UC locations use the UCOP Hiring for Success training module, which is available to all locations through the UC Learning Management System and includes implicit bias training.
- Some local search committees receive implicit bias training either as a prerequisite to serving on a search committee or during the initial meeting of the search committee.
- UC Riverside requires online training to demystify what is and is not allowed under Proposition 209. The reason for this is that some people interpret Proposition 209 as a total barrier for considering diversity during leadership searches even though the law allows for some flexibility regarding developing diverse recruitment pools.
- As a method for focusing on position criteria, search committees at UC Santa Cruz formally examine every applicant against every criterium for the position.

- Across UC locations, hiring managers use their search committees differently. For example, some hiring managers have search committees interview candidates without the hiring manager and then make recommendations; other hiring managers participate more actively on search committees. The impact on diversity of these different approaches has yet to be assessed.

Some interviewees noted that some UC locations do more than others to leverage local affirmative-action plans. Affirmative-action plans contain information on current diversity as well as benchmarks for improving diversity in specific areas. For example, the UC Santa Cruz Affirmative-Action Plan has campus-wide hiring goals for veterans and persons with disabilities. However, the UC Santa Cruz Affirmative-Action Plan has no benchmark goals for ethnic diversity, possibly out of fear of violating the restrictions (actual or perceived) of Proposition 209. Rather than shying away from anything that could remotely be attacked as a “quota,” one interviewee commented that “we are in a different point in time where we should be looking at affirmative action, looking at hard numbers and data, and not euphemisms like diversity.”

Working with Recruiting Firms

UC works extensively with a number of national recruiting firms to recruit senior leadership candidates. To gather more information about that process and gain insights into what best practices might be recommended when using recruiting firms, the Cohort interviewed five recruiters from three different recruiting firms with extensive experience working with the UC over the past 20 years. The Cohort also interviewed a representative from UC San Diego’s Executive Recruiting Services.

Recruiting firms play a number of distinct roles in facilitating the recruitment and hiring of diverse candidates. They facilitate conversations (primarily with the hiring manager or search committee chair) on diversity goals, expectations, and anticipated outcomes; vet candidates; communicate the local contexts by serving as the liaison (go between) between the campus/unit and prospective candidates; and lightly monitor the candidates’ success upon hire. Recruiting firms typically receive as payment a sum equal to one-third of the successful candidate’s first-year salary. This intimate vantage point gives recruiting firms a unique perspective.

“It’s not about the numbers,” noted one recruiter, but rather, what “you are really doing.” It is the concrete actions that leadership must take to make a difference. They must “put their reputations on the line, [be] willing to operationalize. Demonstrate it [diversity] matters,” noted the recruiter. There needs to be a “mind shift,” noted another recruiter. Search committees need more training, but they also need someone in the room accountable for pointing out implicit bias and the lack of diversity. “We need to be having these conversations out loud, pointing these subtle things out,” noted another recruiter.

The recruiting firm’s role in framing and raising these issues is nuanced. The recruiters’ role is, first and foremost, to work on behalf of their clients; in this case, the UC. Thus, their client's priorities become the priorities of the recruitment firms. “Our work reflects their priorities,” noted one recruiter. Each of the recruiting firm representatives interviewed for this project confirmed they would raise the importance of diversity when recruiting and point out lack of diversity when in discussions with the search committee chair (or hiring manager) regarding moving forward with a pool of candidates. “I’m

not bringing you all white males,” noted a recruiter, “I will have failed in my job if I do.” While the firm won’t impose their perspective on the committee, they will ask questions such as, “Are you comfortable with where this is at?”

As a liaison with prospective candidates, recruiters have a key role to play in building the candidate pool. Prospective candidates want answers to questions regarding things like, “Will I find a hairdresser? Will I be pulled over by the police driving to work? Will my family be okay?” Conversations get “very real” early on, noted one recruiter. Their role is to encourage candidates who might not have originally applied, but they also provide very frank replies to the candidate’s questions. No “candy coating or glossy marketing,” notes a recruiter, because their reputation is on the line. Prospective candidates are expecting what they learn will be “real, accurate, and true.” They are looking for honesty, noted a recruiter.

The recruiter serves as coach for candidates that make it beyond the pool and to the interview phase. Diverse candidates, said one recruiter, often don’t interview in the same way as non-diverse candidates. They are often soft spoken, not as apt to say, “This is what I’ve done.” The recruiter can help the candidate navigate the interview process. Implicit bias training can also help committees understand the impacts, while recruiters can call out implicit bias when it occurs.

Recruiters serve to communicate the value of the candidates to the search committee. For diverse candidates, this means being prepared to justify and explain to the hiring manager or committee chair what “non-traditional” candidates bring to the table. This is “not lowering the bar,” stated one recruiter, but encouraging a contextualized interpretation. For an example shared by one recruiter, a recent UCSF recruitment surfaced one candidate who did not have enough research papers. The prospective candidate was a woman who had to take time out for maternity leave and had served on numerous committees. Working with the recruiter, the search committee chair was able to contextualize this female candidate’s contribution and explain the rationale for giving her further consideration rather than summarily removing her from consideration after the paper review. In ways such as this, recruiting firms can help point out skills and abilities of diverse candidates who have charted alternative paths.

Recruiting firms also stay in touch with successful candidates during their first year of service. The role/relationship, said one recruiter, goes beyond a year. This recruiter checks in regularly and, in fact, uses a calendar-forcing function that requires contact with the new hire at three-month, six-month, and one-year intervals. The recruiter must prove they have contacted the new employee with whom they worked. They also will check in with the hiring manager or committee chair to help understand how they might tweak things that need addressing for future hires and provide context to the new employee. More might be done to close the recruitment-to-hire cycle by creating a feedback loop between the recruiter and the hiring manager/search committee chair to ensure the candidate thrives in their new position.

Recommendations when working with a recruiting firm include:

- Work with recruiting firms that will challenge UC to achieve diversity goals.
- Ensure recruiting firms understand the diversity goals of the UC systemwide.
- Provide multiple opportunities for recruiting firm representatives to openly express their concerns and thoughts on recruiting diverse prospective candidates throughout the entire process.
- Require recruiting firms to report on diversity throughout the entire process, not just for the candidate pool. For example, a report should be generated and shared on the diversity of the candidates who:
 - the firm contacted
 - applied for the position
 - were included in the hiring pool
 - made it to the interview phase.
- Explore extending the relationship between the recruiting firm and the hiring manager/search committee chair to ensure feedback is shared, any issues are addressed, and that the candidate's success as a new employee is affirmed as being as much a part of the recruitment as the hire itself.

Current Practices for Retaining Senior Leaders

Retaining diverse senior leaders may be a more difficult challenge than recruiting new ones because retention often involves changing organizational culture through such means as compensating people fairly, instilling feelings of community, and employing creative retention strategies.

Personal biases and elitism within a culture hinder retention of diverse talent. Some individuals who come from diverse backgrounds may feel they are selling out if they rise to leadership positions in administration. They may feel that they will have to go along and not speak out. One interviewee stated the importance of emphasizing to every diverse leader that their role requires them to absolutely not sell out. Instead, it requires them to cultivate a relationship with the Chancellor and the Provost so they can speak the truth and develop the kind of relationships that inspire change.

The investments that are needed to retain diverse talent include mentorship and affinity networks. Mentorship is important for the success of new senior leaders to help them onboard, navigate the unwritten roles and rules of the local organizational culture, and ease the impact when obstacles surface. SMG members at the Office of the President employ a buddy system to help new leaders navigate obstacles. Similarly, at UC Merced, the Executive Vice Chancellor & Provost provides mentoring to senior leaders. Davis, et al. (2015) established through a longitudinal study that African American women benefit from mentors in academic leadership. The UC System does not have a structured, systemwide mentorship or networking program for leaders. Currently, senior leaders must develop mentorship and peer network connections informally.

Another factor related to retaining senior leaders is the tension between developing and promoting existing UC staff from underrepresented groups into senior leader positions versus the open

recruitment/search process. Existing UC staff in Management Senior Professional (MSP) classifications may have ties to the local community and informal support networks in place. Data from UC Info Center documents that MSPs are a more diverse population than SMGs; however, it was not possible to separate the higher level MPS classifications in the data. (It is important to note that MSPs, though diverse, are not as diverse as UC students or California residents as a whole.) Several interviewees commented that hiring managers often have in mind an internal candidate for whom the job would be a promotional opportunity. It is inauthentic and counterproductive to go through a recruitment when an internal candidate is qualified for a promotional opportunity. There is an advantage to developing and capitalizing on internal employees who already have the institutional knowledge and may also come from diverse backgrounds. The recent revision of *PPSM-20* describes the conditions under which an internal recruitment is allowed. There appears to be a lack of understanding of internal recruitment and its application in UC.

What's Working? Best Practices & Approaches UC Could Leverage

Looking through the lens of “Roles, Rules, and Tools,” the Cohort documented best practices and “what is working” throughout the University of California system. Information provided during the interviews substantiated the effectiveness of these approaches to diversity. The Cohort also collated ideas for best practices—some of which surfaced during interviews with outside entities and some of which the Cohort learned of while conducting the literature review—so that they can potentially be leveraged by the University of California to increase diversity among senior leadership. Specific examples from around the UC System, and elsewhere, of what is working and best practices follow under these four headings:

1. Culture Setting: The Tone at the Top
2. Best Recruitment Practices
3. Best Retention Practices
4. Best Practices Identified in the Literature

Culture Setting: The Tone at the Top

According to those interviewed, an overriding factor in recruiting and retaining diverse senior leaders is the “tone at the top” manifested by the highest-level leaders at each UC location. Interviewees stated that if the tone at the top does not prioritize creating and maintaining diversity among senior leadership, then achieving diversity among senior leadership becomes less likely. Specifically, some interviewees spoke directly about tone at the top as being a key driver of best practices related to diversity and inclusion:

At UC Riverside:

- The Chancellor and Provost play key roles in recruiting and hiring diverse senior leadership. Together they ensure that search committees and candidate pools are diverse and make a habit of instructing search committee chairs to go back to the recruitment firm for more candidates if the pool is not diverse.

At UCLA:

- The UCLA Chancellor actively promotes diversity in hiring. The Chancellor appointed women into the Dean and Chief Executive Officer roles at UCLA Health, and since then there has been a significant uptick in diverse senior leaders at UCLA Health.

At UC Davis:

- The practices and guidelines surrounding diversity goals have been revised to be much clearer under the leadership of the recently appointed Chancellor, Gary May.

At the California State University (CSU):

- Chancellor White has made a deliberate commitment to improve diversity at the top levels of CSU. As a result, in only five years he has increased the number of women among the twenty-three CSU

presidents from three to twelve. Chancellor White is also improving things on the URM front, with twelve of CSU's twenty-three presidents being under-represented minorities. Since UC's President Napolitano arrived in 2013, two of her four Chancellor appointments have been diverse (UC Davis and UC Berkeley), a trend demonstrating awareness and commitment to the need for diverse leadership.

Recruitment Best Practices

Examples of recruitment best practices at UC locations include:

At UC San Francisco:

- The School of Medicine requires that search committees be comprised of at least 50% women or underrepresented minorities.
- The School of Nursing (where men constitute a URM) requires search committees be comprised of 25% men or minorities.
- The Schools of Dentistry and Pharmacy require search committees to be comprised of 25% women or minorities. Every committee is reviewed and approved before the recruitment moves forward.

At UC Davis:

- SMG and academic administrator positions do not move forward with interviews if there is not a diverse pool.
- The pool is evaluated by the chair of the committee on the basis of the position's diversity goals (as defined by the campus' Affirmative Action Plan), and the diversity of the pool is reported to the Provost before the committee moves ahead.
- The practices and guidelines are much clearer now under Chancellor Gary May, who has been chancellor for just one year. (This is also an example of "Tone at the Top.")

At UC Riverside:

- Many best practices have been formalized to encourage diversity in recruitment, including:
 - Requiring a diverse committee for senior leadership recruitments;
 - Requiring unconscious bias training for all committees (instituted three years ago);
 - Training search committee members in the practice of non-confrontational call-outs in which committee members are taught to immediately speak up, without fear of conflict, when they hear something contrary to encouraging diversity.

At UC Santa Cruz:

- The Executive Vice Chancellor recruiting process must give everyone an opportunity to be involved, even if it is just a chance to attend an open forum such as a town hall session.
- Committee composition aims to balance not only gender and ethnic diversity, but also representation across academic disciplines and the greater campus community.
- Search committees always have undergraduate and graduate student representation.

At Several UC Locations:

- There are standardized interview questions, assessments for rating candidates, and questions for reference checks.
- Implicit bias training is used throughout the search process. (Required at some locations; strongly encouraged at others.)
- Open positions are advertised for at least two weeks in addition to outreach to potential internal candidates, minority-serving professional organizations, America's Job Exchange, etc.
- External executive search firms are used for senior level (SMG) recruitments
 - This practice is common throughout UC.
 - The hiring manager decides whether or not to use an external executive search firm.
 - At one campus a national executive search firm is largely used for executive/senior leader recruitment because this firm has experience in higher education and understands UC culture and UC's desire for diversity.

Recruitment Best Practices Anecdote 1

An interviewee shared that, while recruiting a Vice Chancellor for Student Affairs, the campus followed best practices and recruited a candidate from a diverse background. However, while recruiting a Dean for the College of Engineering they did not employ best practices listed above and they ended up with four white-male finalists. While it is true that the pool for a student affairs leadership position may be more diverse than for an engineering leadership position, the campus community took note and was upset about the lack of diversity among the four finalists.

Recruitment Best Practices Anecdote 2

Even though it is not required, a recent SMG IT hire included on the committee a diversity liaison to take on the role of ensuring that consideration of diversity is embedded in the hiring process. Due to this positive example, campus deans have now made the commitment to include diversity liaisons on hiring committees.

Best Retention Practices

The following are considered best retention practices within higher education:

- Buddy systems to help new senior leaders acclimate
- EVCPs providing mentoring
- Structured proactive mentorship mechanisms

- Leadership training (e.g., Harvard’s Senior Leadership program)
- Programs like the UC Black Administrators Council that provide a sense of community

Retaining senior leaders, especially URM senior leaders, involves an openness to thinking differently, a willingness to be challenged, and acceptance of disruption. UC representatives frequently highlighted buddy or mentoring programs as a best practice for retaining senior leaders. Other identified best practices included formal community organizations for URM leaders and URM-focused succession planning tools.

Retention Best Practices Anecdote

One example of a UC location that is exhibiting forward thinking in the area of succession planning is the Lawrence Livermore National Laboratory (LLNL):

LLNL places strong emphasis on succession planning by identifying rising stars and grooming them through a formal Leadership Ladder Program. This program gives emerging leaders special projects and leadership development opportunities to prepare them for the next level.

LLNL tracks the diversity of those in the program and focuses on recruiting diverse leaders into program. Thirty-percent of the leaders who have gone through program have earned promotions.

Best Practices Identified in the Literature

The literature reveals additional best practices for advancing diversity among senior leaders, including:

- Hancock (2018) noted that campuses that leverage the Chief Diversity Officer (CDO) role to expand diversity have had the most success hiring diverse candidates. Gravel-Stack, et al. (2016) concluded that CDOs, who too often lack the institutional authority to have real impact, are the most successful when they have the support of senior leadership.
- Cornell has an onboarding program that involves a group of six to seven people who help a newly recruited leader acclimate to Cornell. In addition, the campus has enrolled new leaders in the Cornell Leadership Program—a well-reviewed program that is in demand. Lastly, Cornell has an active number of affinity groups for faculty and staff—such as veterans’ groups, LGBTQ groups, etc.—that help with retention.

See Literature Review Summary for additional details.

What's not Working? Improvement Opportunities at UC

While the Cohort's research identified several best practices employed at certain locations, the University suffers from inconsistent or non-mandatory implementation of these best practices on a systemwide basis. Moreover, despite perceived commitment to achieving increased diversity in the senior leadership ranks, research suggests there is an overall lack of accountability when it comes to attaining desired diversity results in senior leadership.

Inconsistent Recruitment Retention and Inclusion Practices

As previously discussed, individual UC locations currently employ several tools and processes that can be fairly characterized as best practices. These include implicit bias training for search and selection committees, diversity requirements for search committee composition, and diversity requirements for interview/finalist pool composition. However, these best practices are used inconsistently within any given UC location and across the UC system. Moreover, these best practices are typically voluntary or only mandatory within limited organizational areas.

Research also indicates that the diversity-focused training and orientation provided to those with key hiring roles—hiring managers and search committee members—is inconsistent across the system. Frequently, hiring managers and search committee members do not receive implicit bias training or orientation on diversity, equity, and inclusion policies and guidelines. Moreover, affirmative action goals and plans are not consistently communicated or emphasized to these individuals. Hiring managers often have sole discretion over which diversity-related information and training, if any, is provided to search committee members.

In some locations, access to diversity-related training and orientation for hiring managers and committee members is limited. In other locations, resources may be readily available but there is inconsistent awareness of the availability of such resources. Opportunities for improving the quality of the training were also identified.

According to those interviewed, the retention of diverse senior leaders also suffers from an inconsistent application of the best practices employed at various UC locations and elsewhere. For example, best practices such as mentorship, buddy programs, or networking programs for new or existing leaders are either not available or inadequately supported at all UC locations. Opportunities exist for improving the development and tracking of the metrics related to the identified best practices for retaining diverse senior leaders.

Uneven Accountability

Interviews indicate that there is inconsistent accountability for failures to implement diversity practices or achieve desired diversity outcomes among the senior leadership ranks.

For example, some UC locations employ outside search firms expressly to recruit a national pool for senior leadership positions. However, these firms are not consistently held accountable for providing a

diverse interview pool or delivering a diverse pool of finalists. If diverse interview/finalist pools are lacking, search firms are not consistently requested to start over or refine their search to obtain a more diverse pool. Hiring managers and department leaders also face varying levels of accountability for non-diverse pools.

Similarly, it also appears from the interviews that accountability for failures to achieve hiring goals or follow diversity, equity, and inclusion policies is lacking or inconsistent across the system.

Accountability for adherence to diversity practices or achievement of desired outcomes is not always included in the formal performance-management process.

Related to accountability is the development and tracking of key metrics. Opportunities exist for improving the development and tracking of the metrics related to the identified best practices for recruiting diverse senior leaders.

Myths of Succession Planning

Interviewees mentioned rules requiring formal searches but were also aware of the possibility of getting an exception for a highly qualified candidate. While less formal local recruitments can be used to move well qualified URM employees into senior leadership positions, they can also be misused to hinder diversity by short circuiting best practices for recruiting diverse candidates. There also may be waiver policies that allow a search committee to move forward with no diverse candidates because they have put forth their best effort. In order to avoid the overuse of local recruitments and waivers, there is a need to track which departments use it, and how often, in order to detect trends that work against diverse hiring. Similarly, there was mention of sham searches in which search committees go through the motions even when the individual who will get the position has already been chosen.

Hiring faculty to fill administrative positions for which they are not actually qualified and which could be filled by non-faculty candidates can also work against increasing diversity. A factor that seemed to influence such hiring was faculty having campus connections that enabled them to be hired over other candidates who were equally or more qualified.

Challenges Faced by Diverse Candidates and Incumbents

As previously noted, the concept of “fit” can be an invisible barrier for candidates from diverse backgrounds. In many cases, selection is based on personal preference, with committee members favoring candidates who have degrees from elite institutions of higher education, a preference that can be a barrier to some applicants. Up-and-coming leaders of diverse backgrounds are often not considered for positions because they have not come from a top school, have not previously performed the exact job for which they are applying, or have followed less traditional career paths. Many such candidates attend state institutions close to their childhood homes instead of distant elite institutions. They also spend more time mentoring fellow URMs (both employees and students) than performing traditional academic activities that may be more highly valued by search committee members.

Even if a diverse candidate meets all of the target qualifications (including having their degree from an elite institution, equivalent publications, is a noted expert in their field, etc.), as one recruiting firm representative noted, “There is a gauntlet the diversity candidates have to run with extra scrutiny. What I hear [from the committee] is things like, ‘That candidate is the wrong kind of Mexican. He’s not Hispanic enough.’”

Finally, hiring a diverse candidate can be seen as a risk due to uncertainty over whether the local organization environment can take a chance on a candidate who does not fit one or another traditional mold. As a consequence, comfort and familiarity are conflated with excellence. Fit, elitism, and cloning all create barriers to increasing diversity.

In the case where a diverse leader has been selected, they may not easily succeed without the backing from those at the top. The most senior leadership needs to be vested in the success of diverse senior leaders. Some diverse senior leaders may suffer from feelings of isolation or of not being truly qualified for their job (the notorious “imposter syndrome”), with such feelings being amplified by passive-aggressive institutional cultures. Unwelcoming organizational cultures, be they overt or subtle, make it difficult, if not impossible, for even the most able leader to thrive. In particular, institutions sometimes fail to retain URM senior leaders because such leaders do not have a sense of belonging—often because are the lone URM in their area or at their level. Reaching a critical mass of diverse hires and adding on to this pool year after year will go a long way toward retaining URM senior leaders.

The Cohort’s interviews with senior leaders revealed that women are often pushed out of the workforce because of a lack of genuine flexibility in work hours and structures, organization cultures that encourage extreme work hours, a disconnect between policies on flexibility and leave and the actual application of those policies, the absence of female role models and managers, and high demands for travel. As was noted by a recruiting firm representative describing the first-year experience of a female recruited to a high leadership position, “what happened to her [as a result of the] exclusive ‘boys club’...it would have made the hair on back of your neck stand up.”

Compensation practices can also be a deterrent to attracting diverse senior leaders. Non-competitive compensation, especially in comparison to elite private universities, makes the high cost of moving to, and living in, many parts of California—including the Bay Area, Los Angeles, San Diego, and Santa Barbara—unattractive to people from out of state. This is particularly important when there is little diversity among local people who are qualified for a leadership position.

Finally, UC actions are watched closely by candidates. When a diverse candidate is selected, fails to thrive, and/or resigns shortly after their appointment, then prospective candidates take note. Retention thus adversely impacts recruitment and perpetuates a vicious circle. As noted by one recruiting firm, “when two chancellors made offers to two individuals, then pulled the offers back for fear of backlash...when that kind of thing happens, I promise you then those individuals, those minorities, hear about it. Candidates are also checking you [UC] out.”

Conclusions

Expanding diversity among senior leadership is not only a moral imperative for UC, it is vital for the health and sustainability of the organization. As the State of California and the nation as a whole become more diverse, the University of California cannot afford to fill the majority of its leadership positions with candidates who come from the contracting segment of the population that is identified as white and who meet a very narrow set of qualifications traditionally associated with leadership potential. In order for UC to thrive as an organization, the leaders of the organization must be aware of, and acknowledge, the Cohort's three key findings.

1. There is extensive variation in diversity recruitment practices across UC.

The culture of diversity, equity, and inclusion at UC can best be described as uneven across the ten campuses and other UC locations. UC prints laudable policies in its human resources manuals, yet these policies can often be sidestepped without penalty by local hiring processes. There still appear to be many unwritten rules about overall fit of a particular candidate, as well as flagrant elitism, at work in hiring processes.

Current challenges include:

- Search committees that over-emphasize the abstract concept of a candidate's fit with UC or local cultures.
- Numerous unwritten rules relating to cloning and elitism that are present but not talked about.
- Search committees that are often less willing to consider candidates who have followed less-privileged paths to leadership.
- Diversity sometimes being seen as a liability to manage.
- Formal policies, such as those found in the *Academic Personnel Manual* and *PPSM 20*, that support diversity can be too easily sidestepped by academic leaders, hiring managers, and search committee members.
- Proposition 209 being perceived as a barrier to diversity when, in fact, diversity criteria can be used along with other criteria in developing qualified candidate pools.
- Recruitment processes varying widely by UC location, with local hiring managers having the discretion to appoint search committees without regard for diversity and without ensuring that search committees follow affirmative-action guidelines.

In spite of such shortfalls, there are notable local examples of exemplary human-resources processes in place for training senior leaders, hiring managers, and search committee members on the best practices for recruiting and retaining diverse senior leaders.

Examples of exemplary processes include:

- Employing a unified "tone at the top" that encourages in impactful ways the hiring of diverse leaders.

- Using the UCOP module *Hiring for Success*, a tool which has produced good results at several UC locations.
- Requiring implicit/unconscious bias training for all search committee members, as is a standard practice at UC Riverside (UCR).
- Providing training on Proposition 209 (another UCR standard practice) to inform hiring managers and search committee members on what is and is not legally allowed when it comes to recruiting and hiring diverse candidates for leadership positions.
- Requiring that search committees for senior leadership positions include a diversity liaison among their membership, a practice that is already required at UCSF, UC Berkeley, and UC Irvine.

2. There is uneven accountability when it comes to increasing diversity among senior leadership.

There is no carrot and no stick when it comes to fostering diversity among senior leadership in UC. Without incentives for increasing diversity, or penalties for failing to produce results, nothing will change. Tying progress in the area of diversity to performance evaluations, annual goals, and/or compensation would be a good start. There is also the example of UCSD, which annually posts scorecards to measure changes in their hiring of URM and women among the faculty and senior leadership.

3. Developing and retaining senior leaders is a hit-or-miss proposition.

Even more so than with recruitment practices and policies, retention programs are largely non-existent throughout all of higher education and, where they do exist, they are inconsistent from one location to the next. This is true in spite of the fact that diverse leaders who are effectively mentored by being introduced to professional networks within their organizations stay longer than those who must sink or swim on their own.

A bright spot is that some UC locations have effective mentorship programs and succession planning practices:

- UC Riverside has implemented successful mentorship programs that help diverse leaders manage impostor syndrome.
- Cornell University has active professional networks for the LGBTQ community and the veteran community, among others.
- Los Alamos National Laboratory has a robust succession program with a focus on retaining diverse leaders. Done right, succession planning can create a pipeline to help mid-level managers from diverse backgrounds move up the ladder to the highest levels of administration.

To enhance diversity, equity, and inclusion in its workforce, the UC leadership—both systemwide and at each campus/organization—must demonstrate:

- **Institutional commitment**—UC talks about diversity without doing the hard work of taking concrete actions.
- **Consistent messaging**—All the players, including Chancellors, Provosts, Chief Human Resources Officers, etc., must deliver a common, consistent recruitment message: UC needs a diverse leadership. Friction and critical dialogue are required to move the organization forward.

Recommendations

The cohort has identified best practices that it recommends be broadly disseminated across UC to assist in expanding diversity among the SMG. The CORO Northern Cohort is committed to following through to see its recommendations put in to action.

The Cohort proposes these Actions to Make an Impact:

1. Create a New SMG Recruitment Policy
2. Promote Accountability and Recognition for Increasing Diversity
3. Focus on Development, Retention, and Succession Planning/Mentorship in Future Study
4. Employ a Standard Recruitment Tool

More to the point, the Cohort proposes a **Grand Challenge** to the UC system. The Cohort recommends the following four specific practices should be adopted across the UC System:

Action 1: Create a New SMG Recruitment Policy

Inspired by some of the best practices related to hiring that are already in place at some UC locations, as well as at non-UC organizations, the Cohort recommends requiring, through a new 770x Policy focused specifically on SMG recruitment, that the following best practices be consistently employed to provide systemwide uniformity and equity in hiring of senior leaders.

- All search committees for senior leaders should **include an equity advisor**. At UC San Francisco, UC Berkeley and UC Irvine, faculty search committees make use of equity advisors. These advisors review rubrics and interview questions to ensure that implicit bias is avoided in the recruitment process.
- All searches for senior leaders should require a **diversity statement from candidates**. Not only should UC be interested in recruiting a diverse pool, it should also be ensuring that those leaders hired at SMG levels have demonstrated the ability to grow and support diverse communities.
- Ensure **position descriptions** and advertisements include language that is **welcoming to diverse groups**. Both UCSB and LLNL use software (Textio) to remove and replace less-than-welcoming language from their recruitment documents.
- All **search committee members** must have completed **diversity training** within the previous two-year period to be eligible to participate on a search committee. Examples of acceptable diversity training include:
 - Prop 209 training
 - Imposter Syndrome Training
 - Implicit/Unconscious Bias Training
 - Non-Confrontational Call-Outs
- Best practice training examples:

- UCR requires Unconscious Bias Training (UBT) for all search committees. Search committee members learn the technique of non-confrontational call-outs to enable them to respond to bias in the moment.
 - UCR also requires Proposition 209 training to ensure that all search committee members understand what the law does and does not allow.
 - UCLA Health and LLNL both use fifteen-minute, just-in-time refresher videos to convey a strong diversity, equity, and inclusion message to members of newly formed search committees.
 - UCOP has a successful, widely viewed *Hiring for Success* training module that contains UBT training and is available via a learning management system for broad use.
 - Georgia Tech is holding its 10th annual Diversity Symposium this year. The symposium has been embraced by the campus and serves as a venue where participants can learn and discuss diversity in non-confrontational ways.
- Require that **search committees have a diverse composition**. The UCSF School of Medicine requires that search committee membership includes at least 50% women and/or URMs.
 - The human resources offices at every UC location should **review applicant pools to ensure a diverse pool** for all senior leadership positions as well as to measure the success of outreach programs. If the initial outreach efforts result in little-to-no diversity, the location will make and document additional efforts at outreach. For senior leadership recruitments, UC Davis and UCR require a review of the applicant pool by either the Provost/Chancellor's or the EEO offices before recruitment is permitted to move ahead. At the twenty-three campus CSU system—which in just five years increased the number of female presidents from three to twelve—presidential recruitments begin with open forums early in the search in order to hear from students and faculty what they want to see in a new leader. The campuses post videos of these forums online so that prospective candidates can gauge the job and the campus while they are still considering if their skills align with the needs of the campus.
 - **Recruitment firms** must be held to the same standards as local human resource offices with respect to diversity in recruitment efforts. Both UCLA Health and UCSD found that creating their own internal recruitment teams for executive recruitment improved diversity in hiring compared to outsourcing the process to a firm. Both campuses cited increases in the number of diverse candidates and, importantly, diverse hires.
 - **Remove names of job candidates**. UCLA removes the names of all job candidates from their application materials for committee review.

Action 2: Promote Accountability and Recognition for Increasing Diversity

The Cohort recommends greater individual accountability and recognition for increasing diversity among academic leadership in UC. This can be accomplished through annual and public reporting and recognition programs, including the following:

- **Achieve greater accountability by including specific criteria in SMG Performance Management Evaluations** related to diversity, equity, and inclusion. This is the stick and carrot approach which specifically impacts management goals and development in an objective fashion. Specific requirements regarding diversity training, community building, coaching/mentoring of all direct reports, and performing annual equity analyses of all direct reports would create incentives to promote diversity. Without some specificity, there is no impetus to do anything differently, something everyone has seen in the case of affirmative-action plans going unenforced. UC Davis Health includes reporting on URM hires in the five-year review of every dean (SMG). UC Davis Health departmental dashboards compare departmental URM faculty ratios to national averages, and department chairs (not SMGs but academic leaders nonetheless) are required to review and comment on the faculty ratios for their departments.
- **Create more accountability by increasing communication on progress** systemwide, including reporting to the Regents. This would require annual reporting of SMG diversity-building goal achievement at each UC location. Publishing this data will aid potential students and employees in determining the level of diversity inclusion at each UC location while also signaling to the broader community that UC values diversity, equity, and inclusion. This requirement is possible. For example, as part of their Strategic Diversity Plan UC San Diego has a scorecard that measures URM hiring progress for each unit on campus.
- UC Office of the President should develop **presidential awards and recognition** for achievements in diversity, equity, inclusion, and community building. A strong message from the top is necessary. At CSU, Chancellor White made a very visible commitment to diversity and is seeing results, with the number of female presidents increasing over the last five years from three to twelve. Some UC locations already have awards for diversity, equity, and inclusion: UC Davis offers the Chancellor's Achievement Awards for Diversity and Inclusion, while UC Berkeley's Chancellor's Award for Advancing Institutional Excellence and Equity includes a \$10,000 departmental account award.

Action 3: Focus on Development, Retention, and Succession Planning in Future Study

The Cohort's third recommendation is to focus a future study in the areas of SMG leader development, retention, and succession planning. The focus would be to ensure that, once diverse candidates are hired, they feel welcome, best practices are in place to ensure their retention, and solid plans for succession have been developed. Because the topic of leader development, retention, and succession planning is so broad that the Cohort was unable to study it in depth, the Cohort recommends this topic receive future study and consideration.

The Cohort uncovered two main areas that should be addressed in the future:

- **It's lonely at the top.** Underrepresented minority and female leaders sometimes feel left to themselves when it comes to finding a mentor who can help them navigate the unwritten norms and rules and learn to thrive in their leadership career.
- **UC needs to do better at developing the pipeline it already has.** There is a rich pipeline of diverse talent in front-line and mid-level positions at UC. The UC system must do a better job of developing and promoting internal candidates into senior leadership roles.

What might UC do to address these mentorship issues?

- Some UC locations, as well as other universities outside of UC, have successful leadership and mentorship programs. Broader adoption of some of these programs across UC could help increase development and retention of minority and female leaders, further building the pipeline for diversity in senior leadership at UC. Examples include:
 - Lawrence Livermore National Laboratory has a successful “Leadership Ladder” program that has resulted in 30% of participants receiving a promotion at the lab.
 - UCSB’s Senior Women’s Council is designed to mentor junior female faculty members and has had success clarifying the path to senior administration.
 - Cornell University’s Onboarding Program for senior leaders assigns a committee of 6-7 leaders from across the University to a new leader for one year. While the onboarding program is not specifically focused on under-represented minorities and female leaders, it has helped members of these groups.
 - Columbia University is cited as having an excellent faculty mentoring program worth further investigation by UC.
 - UC Riverside considers interim roles as a great way for diverse candidates to gain experience.
 - UC Riverside also embraces the UC CORO program to ensure both promising faculty and senior staff have the opportunity for leadership training to move to the next level of administration.
 - Some universities, including Cornell, make a concerted effort to introduce underrepresented minority leaders, such as veterans and LGBTQ individuals, to professional networks on campus, and these leaders appear to stay longer as a result.
 - Coaching senior leaders to handle the impostor syndrome as part of a mentorship program has, according to leaders from UC Merced and UC Riverside, helped improve retention.
 - Los Alamos National Lab has a formal succession planning program with a focus on diversity.
 - Lastly, UCSF Health is experimenting with executive extended visits to academic medical center systems across the country as a method of learning from others and developing leadership. In a large system such as UC, there seems to be an opportunity to create a leadership exchange program in which SMG leaders learn from other campuses.

Note: The Cohort’s recommended policy would address talent development by specifically requiring that the SMG’s Manager, as well as the new SMG leaders themselves, monitor the mentoring, development and leadership opportunities of each of their direct reports.

Action 4: Employ a Standard Recruitment Tool

The fourth and final recommendation is to broadly distribute a tool that will assist in creating the standard work for SMG recruitments and can assist with tips on retention. A tool has been developed

by the Cohort in the form of a printable accessible guide providing tips on recruitment and retention basics that help to ensure diverse and inclusive practices. The Cohort believes this tool is transferable to other levels of recruitment, not exclusively for SMG recruitments.

The tool/guide describes in detail four key steps to recruitment:

1. Take active steps to attract a large and diverse pool of applicants.
2. Form the search committee well; train them well.
3. Design a strong evaluation plan.
4. Create an effective recruitment plan.

The tool/guide also describes in detail three key steps for retention:

1. Start with the basics regarding equitable pay and working conditions. Consider the leadership tone and the workplace climate.
2. Support the people that report to you.
3. Continue learning how to create a more inclusive work environment.

The Grand Challenge for UC Leadership Diversity

In conclusion, the Cohort wants to set a Grand Challenge:

Make UC the model for diversity in senior leadership.

To achieve this the Cohort recommends the following:

- **Set the culture:** Make a bold statement from the top, creating urgency and demanding accountability—learn from those campuses that are making great progress.
- **Set the policy:** Implement the recommended recruitment policy across UC by June 2020.
- **Set the expectation:** Measure progress and make it visible.

The Cohort proposes that the recommendations be implemented as a Presidential Initiative supported by:

- an **Executive Steering Committee**, comprised of a subset of the UC President’s cabinet, who will serve as the sponsors and champions of the initiative;
- an **Advisory Committee**, comprised of leaders that have demonstrated a commitment to and track record of applying best practices in their own organizations; and
- an **Implementation and Monitoring Committee**, comprised of the Cohort to start, and augmented as needed, to execute the recommendations of this report.

Overall the Cohort is committed to ensuring that the recommendations of this report are brought to fruition and aims to continue to serve the University of California—as individual leaders throughout the system, and as a cohort—to affect meaningful positive change.

Appendix A—Works Cited

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Appendix B—Assets and Tools

Materials Obtained from Interviews

Interview Material Document #	Document Name	Description	Program Type
1	UC Report of the Staff Diversity Council (April 2008)-PDF	Twenty-member council first report to Senior Leadership on setting an agenda to promote staff diversity through the system.	recruitment/retention
2	Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance With Proposition 209-PDF	The following guidance is intended as a resource for University administrators considering measures that the University can legally implement to support the University's commitment to diversity.	recruitment/retention
3	UCSC Affirmative Action Plan 2017-PDF	UCSC's current equal employment opportunity and affirmative action position and its desired future achievements, numbers, percentages, and statistics.	accountability
4	Berkeley Lab Talent Acquisition and Search Committee Guide. An Operations Pilot-May 2018-PPT	The Berkeley Lab Talent Acquisition and Search Committee Guide is designed to support a new approach to a streamline process in how we attract, screen, interview and hire new talent in the Operations Area at Berkeley Lab and incorporate Diversity, Equity and Inclusion best practices in the process.	recruitment
5	Jerry Kang Interview Materials Sent as Follow Up (Mindmap) PDF	Brainstorm documented in Mindmap and published as PDF. Brainstorm depicts Course Correction, Mindset and Correction with branching trees with topics such as Mindest-5.	training
6	Regents Policy 4400: Policy on University of California Diversity Statement-PDF	Regents Policy 4400: Policy on University of California Diversity Statement	recruitment
7	UC Davis Health Executive Recruitment Process-PDF Flow Chart	Flow chart depicting the Executive Recruitment Process at UC Davis Health	recruitment
8	UCOP - From Nancy Chen Lane - Additional resources- Word Document Capture of Email	Email to David and Gwynn related to the interview that performed for cohort. Email includes her recommendation for additional websites with information.	recruitment/retention
9	UCSC - Fair Hiring Links to Documents-Word	Reference document that provides UCSC fair hiring links	recruitment
10	UCSC Hiring Briefing	Collection of materials that help audience understand implicit bias	training
11	UCSC On Boarding- VC IT to Support Transition	UCSC table of content of items to cover with the incoming VCIT	onboarding
12	UCSC- VCIT Job Flyer	UCSC- VCIT Job Flyer	recruitment
13	UCSC- Vice Chancellor for Information Technology Job Description	Cited as an example in the Fair Hiring Links UCSC document	recruitment

Interview Material Document #	Document Name	Description	Program Type
14	UCSC-VICE PROVOST, STUDENT SUCCESS UNIVERSITY OF CALIFORNIA, SANTA CRUZ	Cited as an example in the Fair Hiring Links UCSC document	recruitment
15	UCSC Senior Leader Recruitment Process Flow-PDF	Process Flow Map documenting the UCSC Senior Leadership Recruitment Process	

Existing Program Documents

Existing Program Document #	Document Name	Description	Program Type
1	CUCSA: Diversity and Inclusion Working Group Presentation June 2018-PPT	2018- CUCSA information on Diversity and Inclusion	accountability
2	CUCSA: Diversity and Inclusion Action Report July 2018-PDF	2018- CUCSA information on Diversity and Inclusion	accountability
3	CUCSA Slide 1: Summary Findings 2018	2018- CUCSA information on Diversity and Inclusion	accountability
4	CUCSA Slide 2: Key Actions Items 2018	2018- CUCSA information on Diversity and Inclusion	accountability
5	MSP and SMG Definitions	Policy definitions	accountability
6	UC Berkeley Strategic Plan for Equity, Inclusion and Diversity	UC Berkeley Strategic Plan from 2009 to 2020, included in document is a Glossary of Terms (page 33)	accountability

Campus Tools

Campus	Program	Contact	Program type
UCSB	Senior Women's Council	http://diversity.ucsb.edu/resources/committees/	mentorship
UCR	UBT	https://diversity.ucr.edu/Lam_Implicit_Bias_slides_1.pdf and https://diversity.ucr.edu/learning.html	training
Cornell U.	Executive Leadership Program	https://www.ecornell.com/certificates/leadership-and-strategic-management/executive-leadership/	training
UCSD	Diversity Scorecard	https://www.collegefactual.com/colleges/university-of-california-san-diego/student-life/diversity/	accountability
UCLA	Prop. 209 Primer	https://equity.ucla.edu/wp-content/uploads/2016/12/Prop-209-FAQs-primer-2016-12-05.pdf	training
UCSB and LLNL	Textio software	https://textio.com/products/	welcoming language - job ads
UCR and UCB	CORO Leadership Program	https://www.ucop.edu/human-resources/coro/index.html	training
UCSD	internal executive recruiting group	https://blink.ucsd.edu/HR/supervising/hiring/outrreach/executive/index.html	recruitment
Georgia	Diversity Symposium	https://diversity.gatech.edu/2018-diversity-	training

Campus	Program	Contact	Program type
Tech		symposium-0	
Cornell U.	Active professional groups	https://hr.cornell.edu/colleague-network-groups	mentorship/retention
UCSB	EEO Office Rep on all search committees	https://blink.ucsd.edu/HR/supervising/hiring/ou-teach/executive/index.html	recruitment
UCOP	<i>Hiring for Success</i> Training Module	http://link.ucop.edu/2014/10/27/new-training-courses-available-for-managers-and-supervisors/	recruitment
UCR	EEO Office reviews applicant pools and compares to benchmarks before recruitment committee moves ahead	https://hr.ucr.edu/docs/recruit_hiring/recruitment_guidelines.pdf	recruitment
UCLA Health	Just in Time training offered as a refresher including DEI message for recruitment	https://www.uclahealth.org/medical-staff/training-modules	recruitment
UCI	Equity advisors for ladder rank recruitments	https://inclusion.uci.edu/advance/equity-advisors/	recruitment
Cornell U.	Onboarding program	https://hr.cornell.edu/welcome	retention
Columbia U.	Faculty mentoring program	https://provost.columbia.edu/content/faculty-mentoring	retention
LANL	Succession planning program with diversity focus	https://www.lanl.gov/careers/diversity-inclusion/index.php	recruitment
LLNL	Leadership Ladder program	http://efcog.org/wp-content/uploads/2015/09/bp106.pdf	retention

Appendix C—Interviewees

The UC-Coro Northern Cohort would like to thank everyone who took the time to provide their insight and expertise on this critical subject. Your participation not only informed this report, but is also required in order for this initiative to succeed going forward.

Last Name	First Name	Title	Affiliation
Acosta	David	Chief Diversity and Inclusion Officer	Association of American Medical Colleges
Aldana	Raquel	Associate Vice Chancellor for Academic Diversity	UC Davis
Alivisatos	Paul	Executive Vice Chancellor & Provost	UC Berkeley
Antrum	Sheila	Chief Operating Officer	UC San Francisco Health
Bacino	C.J.	Program Manager, Diversity and Strategic Staffing	Los Alamos National Laboratory
Barabino	Gilda	Dean, Grove School of Engineering	CCNY/CUNY
Benedetto	Ciel	Assistant Director, Equal Employment	UC Santa Cruz
Bertschinger	Edmund	Professor of Physics; Affiliated Faculty, Women's and Gender Studies	MIT
Bigelow	Tracy	Senior HR Partner, Earth & Environmental Sciences Division	UC LBNL
Breyer	Renee	Associate Director of Strategic Resource Management	UC LLNL
Burkgren	Kathryn	Associate Vice President of Organizational Development and Talent Management	Cornell
Carl	Rachel	Senior Manager, Talent Management	UC LBNL
Carlson	Susan	Vice Provost for Academic Personnel and Programs	UCOP
Chen Lane	Nancy	Senior Director, Systemwide Talent Management	UCOP
Cohen	Andrea	Special Project Manager, Campus Provost/Executive Recruiter	UC Santa Cruz
Duckett	Dwayne	Vice President, Systemwide Human Resources	UCOP
Dubon	Oscar	Vice Chancellor for Equity and Inclusion; Professor for Material Science	UC Berkeley
Durham	Lisa	Director of the ANL Leadership Institute	Argonne National Laboratory
Eversole	Nick	Assistant Vice Chancellor & Chief of Staff	UC Davis Health
Fairfield	Linda	Executive Recruiter/Senior Management Administrator, Human Resources	UC Davis
Forbes Berthoud	Diane	Assistant Vice Chancellor - Equity, Diversity and Inclusion	UC San Diego

Last Name	First Name	Title	Affiliation
Fox	John	Executive Director of Human Resources	UC ANR
Gonzales	Ralph	Associate Dean, Chief Information Officer	UC San Francisco
Grandis	Jennifer	Associate Vice Chancellor	UC San Francisco
Gullatt	Yvette	Vice Provost and Chief Outreach Officer	UCOP
Gwendolyn	Kuhns Black	Senior Associate Director, Office of Equal Opportunity & Diversity	UC Irvine
Hermalin	Ben	Vice Provost for the Faculty	UC Berkeley
Herrera-Sobek	Maria	Associate Vice Chancellor - Diversity, Equity, and Academic Policy	UC Santa Barbara
Huling	Lydon	Employment and Outreach Consultant	UC Davis
Idos	Lady	Chief Diversity, Equity, and Inclusion Officer	UC LBNL
Johansen	Bill	Senior Advisor to the Deputy Laboratory Director for Research	UC LBNL
Kang	Jerry	Vice Chancellor for Diversity, Equity & Inclusion	UCLA
Kim	Tae-Sun	Manager for Strategic Diversity Initiatives	UCOP
King	Talmadge	Dean School of Medicine	UC San Francisco
Kubiak	Glenn	Laboratory Deputy Director for Operations / Chief Operating Officer	UC LBNL
Kuhns Black	Gwen	Senior Associate Director, Office of Equal Opportunity and Diversity	UCI
Lam	Mariam	Associate Vice Chancellor - Diversity and Inclusion	UC Riverside
Lee	Jadie	Associate Vice Chancellor - Human Resources	UC Riverside
Lubarsky	David	Vice Chancellor of Human Health Sciences; Chief Executive Officer	UC Davis Health
Matlock	Teenie	Interim Vice Provost for the Faculty	UC Merced
Navarro	Renee	Vice Chancellor, Diversity & Outreach	UC San Francisco
Perry	Matt	Chief People Officer	Kapor Center
Pimentel	Alberto	Co-founder and Managing Partner	Storbeck/Pimentel & Associates
Pluzdrak	Nancy	Executive Director of Systemwide Human Resources	UCOP
Porter	Chong	Associate Vice Chancellor, Health Sciences Development and Alumni Relations	UC Davis Health
Reed	Raheem	Associate Executive Vice Chancellor, Office of Campus Community Relations	UC Davis
Robin	Mamlet	Managing Partner and Practice Leader, Education	Witt/Kieffer

Last Name	First Name	Title	Affiliation
Robinson	Charles	General Counsel and Vice President Legal Affairs	UCOP/OGC
Schement	Jorge	School of Communication & Information Professor	Rutgers University
Schreiber	Jenny	Assistant Vice Chancellor, Campus Human Resources	UC San Francisco
Seneriz	Cynthia	Human Resources Director	UC Santa Barbara
Sepulveda	Jaime	Executive Director, Chancellor's Cabinet	UC San Francisco
Shintaku	Rich	Director of Diversity and Inclusion; VC Student Affairs Office	UC Davis
Sidney	Mary	Senior Advisor, Energy Technologies Area	UC LBNL
Simon	Horst	Deputy Director, Research	UC LBNL
Singh	Bill	Senior Recruiter, Talent Acquisitions Manager	UC LBNL
Takeuchi	Susan	Chief Human Resources Officer	UCLA Health
Teer	Suzanne	Executive Consultant, Education, Nonprofit and Government (Northern CA)	Witt/Kieffer
Ton	Hendry	Interim Associate Vice Chancellor for Diversity and Inclusion	UC Davis Health
Tromp	Marlene	Campus Provost & Executive Vice Chancellor	UC Santa Cruz
Turner	Rubi	Talent Acquisition Manager	UC Merced
Watson	Lars	Chief of Staff to Chancellor White	California State University
Williams	Van	Vice Chancellor for Information Technology	UC Santa Cruz
Yates	Michael	Senior Director Talent Acquisition & Equal Opportunity Services	UC San Diego

Appendix D—Literature Review

Literature on Diversity in Academic Leadership

Click on any link to be taken to a summary of each publication list below.

Current State

Develop

- [What Style of Leadership Is Best Suited to Direct Organizational Change to Fuel Institutional Diversity in Higher Education?](#)
- [Presidential Succession Planning: A Qualitative Study in Private Higher Education](#)
- [Chief Diversity Officer Position Is New Path to Presidency](#)
- [UC Staff Workforce Profiles](#)
- [Diversity and Senior Leadership at Elite Institutions of Higher Education](#)
- [How Search Committees Can See Bias in Themselves](#)
- [Hidden Curriculum, The: Candidate Diversity in Educational Leadership Preparation](#)
- [Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference](#)
- [Pay and Representation of Racial/Ethnic Minorities in Higher Education Administrative Positions: The Century So Far](#)

Recruit

- [Is Recruiting on the Right Track?](#)
- [How Search Committees Can See Bias in Themselves](#)
- [Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference](#)
- [Hidden Curriculum, The: Candidate Diversity in Educational Leadership Preparation](#)

Retain

- [African American Administrators at PWIs](#)
- [Diversity Science and Institutional Design. Policy Insights from Behavioral and Brain Sciences](#)
- [A Report Card on Latina/o Leadership in California's Public Universities: A Trend Analysis of Faculty, Students, and Executives in the CSU and UC Systems](#)
- [UC Staff Workforce Profiles](#)

Barriers

Develop

- [Breaking the Black/White Binary in Higher Education Leadership](#)
- [Diversity in Leadership](#)
- [Does Diversity-Valuing Behavior Result in Diminished Performance](#)
- [Has 'Diversity' Lost Its Meaning?](#)
- [Unlocking the Benefits of Diversity: All-Inclusive Multiculturalism and Positive Organizational Change](#)
- [Women and Minorities Are Penalized for Promoting Diversity](#)
- [Faculty Diversity and the Traditions of Academic Governance](#)
- [Inclusion, Diversity and Leadership: Perspectives, Possibilities and Contradictions](#)

- [Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference](#)
- [Shattering the Glass Ceiling: The Leadership Development of African American Women in Higher Education](#)
- [Diversity and Senior Leadership at Elite Institutions of Higher Education](#)

Recruit

- [Is Recruiting on the Right Track?"](#)
- [The Role of Managerial Fit in Determining Organizational Performance: An Empirical Assessment of Presidents in U.S. Higher Education](#)
- [Transitioning Normalcy: Organizational Culture, African American Administrators, and Diversity Leadership in Higher Education](#)
- [Gender Pay Gap and the Representation of Women in Higher Education Administrative Positions, The: The Century So Far](#)
- [Ratings for Non-White and Female Leaders?](#)
- [Gender-Based Barriers to Senior Management Positions: Understanding the Scarcity of Female CEOs](#)
- [Why Are There so Few Female Leaders in Higher Education: A Case of Structure or Agency?](#)
- [Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference](#)
- [Hidden Curriculum, The: Candidate Diversity in Educational Leadership Preparation](#)

Retain

- [African American Administrators at PWIs](#)
- [Is managing academics “women’s work”? Exploring the glass cliff in higher education management](#)
- [Problematizing Authentic Leadership: A Collaborative Autoethnography of Immigrant Women of Color Leaders in Higher Education](#)
- [Experiences of Women of Color University Chief Diversity Officers](#)
- [Gender Pay Gap and the Representation of Women in Higher Education Administrative Positions, The: The Century So Far](#)
- [Ratings for Non-White and Female Leaders?](#)
- [Gender-Based Barriers to Senior Management Positions: Understanding the Scarcity of Female CEOs](#)
- [Camouflaging Power and Privilege: A Critical Race Analysis of University Diversity Policies](#)

Solution

Develop

- [Leadership as Mission Critical: Latinas/os, the Military, and Affirmative Action in Higher Education.](#)
- [Gender Pay Gap and the Representation of Women in Higher Education Administrative Positions, The: The Century So Far](#)
- [Ratings for Non-White and Female Leaders?](#)
- [Moving Beyond the Stained Glass Ceiling: Preparing Women for Leadership in Faith-Based Higher Education](#)
- [Leadership, Diversity and Succession Planning in Academia. Research & Occasional Papers Series: CSHE 8.10](#)
- [Report of the UC Staff Diversity Council](#)
- [Sustainable, Culturally Competent Approach to Academic Leadership, A.](#)
- [Understanding the Subjective Experiences of the Chief Diversity Officer: A Q Method Study.](#)
- [Unlocking the Benefits of Diversity: All-Inclusive Multiculturalism and Positive Organizational Change](#)
- [Big Picture of Campus Diversity, The: An Essential Resource for Making Diversity Work](#)

- [Women in Leadership: Why So Few and What to Do About It](#)
- [Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference](#)
- [Diversity and Senior Leadership at Elite Institutions of Higher Education](#)
- [Leadership Practices and Diversity in Higher Education: Transitional and Transformational Frameworks](#)
- [Strategic Diversity Leadership: Activating Change and Transformation in Higher Education](#)
- [Advancing Diversity Agendas on Campus: Examining Transactional and Transformational Presidential Leadership Styles](#)

Recruit

- [Best Practices in Achieving Workforce Diversity](#)
- [Paradoxes of Inclusion: Understanding and Managing the Tensions of Diversity and Multiculturalism.](#)
- [Searching for a Diverse Faculty: Data-Driven Recommendations.](#)
- [Talk About Diverse Hiring Often Means Faculty. What About Staff?](#)
- [Why Are There so Few Female Leaders in Higher Education: A Case of Structure or Agency?](#)
- [How Search Committees Can See Bias in Themselves](#)
- [Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference](#)
- [Hidden Curriculum, The: Candidate Diversity in Educational Leadership Preparation](#)

Retain

- [African American Administrators at PWIs](#)
- [Best Practices in Achieving Workforce Diversity](#)
- [Paradoxes of Inclusion: Understanding and Managing the Tensions of Diversity and Multiculturalism.](#)
- [‘Someone Who Looks Like Me’: Promoting the Success of Students of Color by Promoting the Success of Faculty of Color.”](#)
- [Report of the UC Staff Diversity Council](#)
- [From Backlash to Inclusion for All](#)
- [Talk About Diverse Hiring Often Means Faculty. What About Staff?](#)

Adserias, Ryan P., LaVar J. Charleston, and Jerlando F. L. Jackson. “What Style of Leadership Is Best Suited to Direct Organizational Change to Fuel Institutional Diversity in Higher Education?” *Race Ethnicity and Education* 20, no. 3 (May 4, 2017): 315–31.

<https://doi.org/10.1080/13613324.2016.1260233>.

Summary: Literature synthesis on leadership impact on diversity in higher education. Focus on transformative and transactional leadership styles. Found that “...there is no singular style of leadership best suited to leading the implementation of the diversity agenda in colleges and universities.”

Aguirre, A., and R. O. Martinez. 2002. “Leadership Practices and Diversity in Higher Education: Transitional and Transformational Frameworks.” *Journal of Leadership & Organizational Studies* 8 (3): 53–62.

Summary: By contrasting two frameworks we show that how higher education responds to diversity depends on its decision to either transform or transition the organizational culture and institutional environment.

Aguirre, A., and R. O. Martinez 2006. *Diversity Leadership in Higher Education*. ASHE-ERIC Higher Education Report 32 (3). San Francisco, CA: Jossey-Bass.

Summary: The purpose of chapter three is to discuss and examine leadership models associated with diversity initiatives in higher education to assess the relative effectiveness of organizational strategies focused on diversity. The final chapter uses the conceptual framework for organizational strategies focused on diversity leadership developed in the previous chapter to discuss the effect of diversity leadership on the organizational culture and institutional climate in higher education, especially its effect in target areas such as student recruitment, curriculum reform, academic support, faculty recruitment, administrator recruitment, and institutional mission and vision. This monograph is intended to serve as a primer on organizational theory regarding the association between leadership and diversity in higher education.

Beer, Janet. "Diversity in Leadership." *Perspectives: Policy and Practice in Higher Education* 19, no. 2 (April 3, 2015): 40–42. <https://doi.org/10.1080/13603108.2015.1021402>.

Summary: Transcript of an address on the topic of diversity in higher education in the United Kingdom. Includes a few statistics about diversity among higher education students and staff in the U.K. *Possibly* useful for comparison purposes.

Benitez, Michael, Mary James, Kazi Joshua, Lisa Perfetti, and Brooke S. Vick. "[Someone Who Looks Like Me': Promoting the Success of Students of Color by Promoting the Success of Faculty of Color.](#)" *Liberal Education* 103, no. 2 (2017).

Summary: Despite focused efforts by many colleges and universities, the racial and ethnic composition of college faculty has not increased significantly in more than twenty years. To provide an educational environment that promotes the success of students of color, it is imperative to develop structures that promote the retention and success of faculty of color. Five liberal arts colleges in the Pacific Northwest (Lewis and Clark College, Reed College, Whitman College, Willamette University, and the University of Puget Sound) formed a consortium to create opportunities for faculty and administrators to work across campuses on challenges of mutual interest. In 2014, the consortium held its first workshop for faculty of color, the focus of which was on understanding the challenges and barriers to success experienced by the faculty of color and what they felt they needed to thrive in their careers. The authors describe the design and assessment of this workshop, as well as providing ways their framework can be adapted for other institutions.

Bichsel, Jacqueline, and McChesney, Jasper. "Gender Pay Gap and the Representation of Women in Higher Education Administrative Positions, The: The Century So Far." *CUPA-HR Research Brief*, February 2017. https://www.cupahr.org/wp-content/uploads/cupahr_research_brief_1.pdf.

Summary: Emphasis on gender pay gap. Data heavy analysis based on 50 years of CUPA-HR data collection. Findings include: "The gender pay gap in higher ed administrative positions is not narrowing. It has been fairly consistent for the past 15 years. Women are equitably represented in administrative positions as a whole; however, there are fewer women in higher-

paying leadership positions. In positions where women are drastically underrepresented, women are typically paid more than their male counterparts, which may indicate efforts to attract and retain women in these positions.” Provides very brief thoughts on next steps/solutions.

Bichsel, Jacqueline, and McChesney, Jasper. “Pay and Representation of Racial/Ethnic Minorities in Higher Education Administrative Positions: The Century So Far.” *CUPA-HR Research Brief*, March 2017. www.cupahr.org/surveys/briefs.aspx.

Summary: Report in CUPA based on CUPA HR data - set to examine representation and pay equity for the intersection of two groups: women and individuals who identify as either Black/African American or Hispanic/Latino. Analyses encompass all higher education positions, separated into four broad categories: administrators, faculty, professionals, and (mainly non-exempt) staff. Includes descriptions of the kinds of inequity women and ethnic minorities experience, how these inequities intersect for women of color, and how inequities differ by position type. Report includes graphs to show pay equity. Graphs are a comparison between women/ men of white and of color visually depicting the statement -“A common finding of intersectional studies is that individuals in two under-privileged classes face greater inequities than individuals in only one class”. Study shows that some pay inequities exist due to more than one factor. They call this “intersection”. “ Women of color thus experience the intersection of two challenges, one owing to their gender and the other to their race/ethnic.” (pg9) Article contains steps to address pay inequity. (pg 10)

Brannon, Tiffany N., Evelyn R. Carter, Lisel Alice Murdock-Perriera, and Gerald D. Higginbotham. “From Backlash to Inclusion for All: Instituting Diversity Efforts to Maximize Benefits Across Group Lines” *Social Issues and Policy Review* 12, no. 1 (January 2018): 57–90. <https://doi.org/10.1111/sipr.12040>.

Summary: Focuses on diversity in higher education across the board rather than on leadership. “This article offers theory-based insights for instituting diversity initiatives that can afford inclusion for all—allowing institutions to reap the benefits of diversity efforts while reducing the costs of backlash. Using an inclusion for all framework we highlight three salient, interrelated, sources of backlash tied to dominant group members’ goals and motivations: (1) perceived or actual restriction of independence or autonomy, (2) preference for the status quo and colorblindness, and (3) beliefs that racial and other social equalities have been reached.”

Chan, J. Clara. “Talk About Diverse Hiring Often Means Faculty. What About Staff?” *The Chronicle of Higher Education*, June 29, 2017. <https://www.chronicle.com/article/Talk-About-Diverse-Hiring/240484>.

Summary: As of June 2017, a program in the works at the University of California at Berkeley is looking at new ways to elevate an overlooked cohort: minority staff in non-academic areas, like student-affairs administrators and office managers. The program, created by Berkeley’s human-resources department in partnership with the university’s Division of Equity & Inclusion, involves sponsorship by senior executive administrators - who can help advocate for those

looking to move up to different or higher positions at the university - for 24 employees at a time over a program including four sessions over four to six months. The push for the program was bolstered by a dissertation by Jenny Kwon, a special-projects administrator in the office of the chancellor. In two studies — one on Berkeley and one on 10 other public universities — she found that staff diversity at the management level was not increasing at the same rate as student diversity. While minority students made up about 58 percent of the student body at the 10 public universities, minority staff members accounted for only about 35 percent at the management level. By comparison, 65 percent of managerial staff members are white, while just 42 percent of students are white.

Chang, Mitchell J. 2000. "Big Picture of Campus Diversity, The: An Essential Resource for Making Diversity Work." *About Campus* 5(5): 30–32.

Summary: Truly understanding how to "inhabit the gap" means examining which of our own espoused values, beliefs, and things we know are not congruent with our own actions. This examination includes intense reflection on what keeps us from acting congruently, what new skill we need, what context or experience would allow for practicing new ways of being, and what commitment is needed to practice this congruence.

"Chief Diversity Officer Position Is New Path to Presidency." Accessed May 29, 2018.

<https://www.insidehighered.com/news/2018/05/07/chief-diversity-officer-position-new-path-presidency>.

Summary: This magazine article reports on a small trend unfolding over the last 5-7 years that has seen academic administrators move from the position of Chief Diversity Office to the office of President. One of the individuals profiled in the article is quoted as saying, "Issues of diversity, equity and inclusion permeate all sectors of the institutional structure: student affairs, academic affairs, student support. The position [CDO] requires that you intersect across the university and these traditional silos, across the spectrum of what we traditionally think of as divisions of the university. It provides a bird's-eye view and training for leadership that is second to none."

Davis, Deanna R., and Cecilia Maldonado. 2015. "Shattering the Glass Ceiling --The Leadership Development of African American Women in Higher Education." *Advancing Women in Leadership* 35: 48–64.

Summary: The African American women who demonstrated resilience, integrity, intrapersonal characteristics, and social skills were more likely to climb the career ladder within their respective organizations, with the support of a mentor and/or sponsor. Thus, African American women who aspire to become leaders must be willing to step outside their comfort zones to establish a network of people who are different from them and who hold higher rank or positions. Establishing strategic relationships in the academy is a valuable tool for African American women to gain access to higher-level promotions and career opportunities.

Ferdman, Bernardo M. "Paradoxes of Inclusion: Understanding and Managing the Tensions of Diversity and Multiculturalism." *The Journal of Applied Behavioral Science* 53, no. 2 (June 2017): 235–63.

<https://doi.org/10.1177/0021886317702608>.

Summary: Inclusion is a process and practice that involves working with diversity as a resource. Working toward inclusion in diverse organizations and societies can often be experienced as polarizing and presents many challenges and tensions. These tensions can productively be understood and addressed as paradoxes involving self-expression and identity, boundaries and norms, and safety and comfort. Acknowledging and openly addressing these paradoxes can help to manage these tensions and achieve a productive balance between polarized positions.

Gardner, Levester, T. Gregory Barrett, and L. Carolyn Pearson. "African American Administrators at PWIs: Enablers of and Barriers to Career Success." *Journal of Diversity in Higher Education* 7, no. 4 (2014): 235–51. <https://doi.org/10.1037/a0038317>.

Summary: This qualitative study explores the lived experiences of successful African American student affairs administrators at predominantly White institutions and factors that serve as enablers of and barriers to their career success. Factors considered are: "adjustment issues," "institutional factors," and "career dynamics."

Gasman, Marybeth, Ufuoma Abiola, and Christopher Travers. 2015. "Diversity and Senior Leadership at Elite Institutions of Higher Education." *Journal of Diversity in Higher Education* 8(1): 1–14. <http://doi.apa.org/getdoi.cfm?doi=10.1037/a0038872> (June 11, 2018).

Summary: This article explores the lack of diversity at the 8 Ivy League institutions using a Critical Race Theory lens. It includes a comprehensive literature review of the scholarship related to diversity in academe, but especially within the areas of elite institutions and administration. The article also provides data pertaining to the senior leadership at the Ivy League institutions juxtaposed with data on senior level administrators throughout the nation, using the American Council on Education's On the Pathway to the Presidency report. Lastly, the article provides recommendations to presidents and institutions for bolstering high-level diversity among high level administrators. The authors stress the importance of addressing the historical and current policies and practices that either facilitate or negate the goals of diversity. They also encourage Ivy League institutions to create internal committees or task forces that focus on racial and ethnic disparities in senior administration. Provides data on percentages of senior leadership by race and sex from 8 Ivy league universities.

Gonzalez, Cristina. "Leadership, Diversity and Succession Planning in Academia. Research & Occasional Papers Series: CSHE 8.10." Center for Studies in Higher Education. University of California, Berkeley, 771 Evans Hall #4650, Berkeley, CA 94720-4650., May 2010. 762466674; ED512031. ERIC. <https://files.eric.ed.gov/fulltext/ED512031.pdf>

Summary: Although academia is becoming more like business in many respects--not all of them positive--it has not borrowed one of the best attributes of business culture: its tradition of developing leadership through succession planning. As a result, much talent is underutilized. This includes, most prominently, that of women and minorities, who tend not to be perceived as leadership material. This paper makes a distinction between two levels of academic administrators: deans and above, who are professional administrators, and department chairs

and below, who could be characterized as casual administrators, since all faculty members engage in managerial activities as directors of academic programs, principal investigators of grants, committee members or chairs. In Clark Kerr's terminology, casual administrators are members of the guild, while professional administrators are members of the corporation. At present, women and minorities are having considerable trouble moving from the guild to the corporation. This paper proposes that the connection between the guild and the corporation be strengthened and become more of a two-way street. As William J. Rothwell suggests, people should have dual-career ladders and be able to move back and forth between academic and managerial jobs. Such problems as recency bias, the halo or horn effect, the Pygmalion effect, and pigeonholing must be addressed head on. This will require courage, imagination and training.

Gore, A. "Best Practices in Achieving Workforce Diversity." Washington, DC: US Department of Commerce and Vice President Al Gore's National Partnership for Reinventing Government Benchmark Study, 2000.

Summary: A U.S. government report on workforce diversity. It is somewhat dated (2000) and does not focus on higher education. The report makes the case that "the benefits of diversity are for everyone" and diversity is "an essential component of any civil society."

Gravley-Stack, Kara, Chris M. Ray, and Claudette M. Peterson. "Understanding the Subjective Experiences of the Chief Diversity Officer: A Q Method Study." *Journal of Diversity in Higher Education* 9, no. 2 (June 2016): 95–112.

<https://search.proquest.com/docview/1871572879?accountid=14515>.

Summary: The research presented within this study focuses on the work of postsecondary institutional leaders, chief diversity officers (CDOs), who are change agents within the academy to address historical inequalities in education. Applying the Inclusive Excellence Change Model as the theoretical framework to guide this Q Method study, the researchers investigated the subjective perspectives and experiences of CDOs who are actively engaged in efforts to support Inclusive Excellence. CDOs were asked to address the degree of institutional infrastructure, support, and understanding for their efforts to create change in institutional policies and practices that support Inclusive Excellence for students, faculty, and staff. The article concludes with several recommendations for practice and further research into efforts to support and advance the role of the CDO in postsecondary settings. OVERALL: CDO professionals provide vision and leadership for institutions as they enact policies and practices consistent with the IE ideal. However, those serving in this role often experience a lack of adequate institutional authority to influence the academy, presidential support that wanes during conflict, and institutional peers who neither understand nor support IE.

Hancock, Merodie A. "Equity, Inclusion, and Beyond: Today's Urban Chief Diversity Officer." *Metropolitan Universities* 29, no. 1 (February 2018): 53–63.

<https://search.proquest.com/docview/2034279311?accountid=14515>.

Summary: Explores "the need for, and means of leveraging, the chief diversity officer's role in

creating an equitable and inclusive environment within the distributed world that is Empire State College's "campus" and, specifically, within SUNY Empire's urban environments." Focuses on student enrollment rather than employees.

Hekman, David R., Stefanie K. Johnson, Maw-Der Foo, and Wei Yang. "Does Diversity-Valuing Behavior Result in Diminished Performance Ratings for Non-White and Female Leaders?" *Academy of Management Journal* 60, no. 2 (April 2017): 771–97. <https://doi.org/10.5465/amj.2014.0538>.

Summary: The article looks at leader's across the board rather than focusing on higher education. An telling statistic cited to support the organizational value of diversity, "Google plans to invest \$150 million, Intel plans to invest \$300 million, and Apple plans to spend \$50 million in order to increase organizational racial and gender balance in the coming years (Kelly, 2015)." The authors conclude, "Diversity valuing behavior was only negatively related to evaluations of leaders who were non-White or female. This finding suggests that minorities and women might be able to advance their own careers by engaging in lower levels of diversity-valuing behavior. We argue that diversity-valuing women and non-Whites are rated lower than their non-diversity-valuing counterparts because diversity-valuing behavior activates subtle and unconscious stereotypes about women and non-Whites as being less competent." The authors also find, "Across two samples (field and laboratory), we found clear and consistent evidence of our conceptual model, suggesting that ethnic minorities and women who engage in diversity-valuing behavior tend to be negatively stereotyped, and, thus, receive lower competence and performance ratings."

Holmes, Anna. "Has 'Diversity' Lost Its Meaning?" *New York Times*. October 27, 2015, sec. Magazine. <https://nyti.ms/1Lz8i9B>.

Summary: Holmes argues that the ubiquitous use of the term "diversity" has, "become both euphemism and cliché, a convenient shorthand that gestures at inclusivity and representation without actually taking them seriously. ... It can give a person or institution moral credibility, a phenomenon that Nancy Leong, a University of Denver law professor, calls "racial capitalism" and defines as "an individual or group deriving value from the racial identity of another person." It's almost as if cheerfully and frequently uttering the word "diversity" is the equivalent of doing the work of actually making it a reality." Advises settling on an universal definition, as well as diverting the emphasis towards "inclusion" and "belonging."

Iverson, Susan VanDeventer. 2007. "Camouflaging Power and Privilege: A Critical Race Analysis of University Diversity Policies." *Educational Administration Quarterly* 43(5): 586–611. <http://journals.sagepub.com/doi/10.1177/0013161X07307794>(June 11, 2018).

Summary: Analysis reveals four predominant discourses shaping images of people of color: access, disadvantage, marketplace, and democracy. These discourses construct images of people of color as outsiders, at-risk victims, commodities, and change agents. These discourses coalesce to produce realities that situate people of color as outsiders to the institution, at risk before and during participation in education, and dependent on the university for success in higher education. Using critical race theory as an analytic framework, this article aims to

enhance understanding about how racial inequality is reproduced through educational policies. The findings suggest that well-intentioned attempts to create a more inclusive campus may unwittingly reinforce practices that support exclusion and inequity.

Johnson, Stefanie K, and David R Hekman. "Women and Minorities Are Penalized for Promoting Diversity." *Harvard Business Review*, March 23, 2016, 5. <https://hbr.org/2016/03/women-and-minorities-are-penalized-for-promoting-diversity>.

Summary: The authors surveyed 350 executives on several diversity-valuing behaviors – e.g., whether they respected cultural, religious, gender, and racial differences, valued working with a diverse group of people, and felt comfortable managing people from different racial or cultural backgrounds. They found that engaging in diversity-valuing behaviors did not benefit any of the executives in terms of how their bosses rated their competence or performance. Even more striking, they found that women and nonwhite executives who were reported as frequently engaging in these behaviors were rated much worse by their bosses, in terms of competence and performance ratings, than their female and nonwhite counterparts who did not actively promote balance. They replicated these results in a follow-up study of 307 working adults.

Johnston, Keith, and Jennifer Garvey Berger. "Guide to Adaptive Challenges and Action Learning." *Cultivating Leadership* (blog). Accessed June 18, 2018. <https://www.cultivatingleadership.co.nz/site/uploads/Adaptive-challenges-and-action-learning.pdf>.

Summary: Not focused on diversity or higher education. Article title says it all. [Did not add to grid above; could be squeezed into Solutions > Develop.]

Karaxha, Zorka, Vonzell Agosto, and Aarti P. Bellara. "Hidden Curriculum, The: Candidate Diversity in Educational Leadership Preparation." *Journal of Research on Leadership Education* 9, no. 1 (April 2014): 34–58. <https://doi.org/10.1177/1942775113498374>.

Summary: "The authors describe a process of self-assessment attuned to equity and justice in the policies and practices that affect student diversity, namely, those associated with the selection of candidates. The disproportionate rate of rejection for applicants from underrepresented groups and the unsystematic process of applicant selection operated as hidden curriculum affecting the opportunities for the program to enhance meaningful relationships among diverse groups of students. The authors describe institutional and sociopolitical conditions, and individual actions reflecting a faculty's will to policy. Faculty efforts supported and challenged systemic change to increase racial and ethnic diversity among aspiring educational administrators."

Kezar, A. J., and P. D. Eckel. 2008. "Advancing Diversity Agendas on Campus: Examining Transactional and Transformational Presidential Leadership Styles." *International Journal of Leadership in Education* 11 (4): 379–405.

Summary: This study draws on the experiences and insights of current college and university presidents to understand whether transactional, transformational or a combination of these leadership strategies advances an institution-wide diversity agenda. The qualitative elite

interview study demonstrates that both styles of leadership appear important and that most presidents used both approaches to reach different audiences and with different effects, but both are necessary. Certain presidents may be more successful using transactional leadership, based on their race, while other presidents may have a personal preference for transactional or transformational leadership or be in a culture that suggests one over the other at a particular point in time.

Klein, Melissa F., and Raintry Jean Salk. "Presidential Succession Planning: A Qualitative Study in Private Higher Education." *Journal of Leadership & Organizational Studies* 20, no. 3 (August 2013): 335–45. <https://doi.org/10.1177/1548051813483836>.

Summary: Twenty-five in-depth qualitative interviews with presidents, board chairs, and search firms at private higher education institutions in Wisconsin were conducted. A significant percentage of participants reported a lack of succession planning in higher education and identified academic tradition as a challenge to succession planning.

Ledesma, María C. "Leadership as Mission Critical: Latinas/Os, the Military, and Affirmative Action in Higher Education." *Journal of Hispanic Higher Education* 16, no. 2 (April 2017): 123–43. <https://doi.org/10.1177/1538192717697756>.

Summary: The U.S. military supports of affirmative action as a military necessity that is critical to national security. The military has established well-crafted leadership development programs to provide personnel of color with the skills needed to attain leadership positions.

Leo, Elizabeth, and Len Barton. 2006. "Inclusion, Diversity and Leadership: Perspectives, Possibilities and Contradictions." *Educational Management Administration & Leadership* 34(2): 167–80. <http://journals.sagepub.com/doi/10.1177/1741143206062489>(June 11, 2018).

Summary: Drawing on research from a longitudinal case study of a large urban secondary school, this article examines senior leadership of and in a school struggling to be inclusive. The analysis focuses on the effect of senior leadership on: the ways in which inclusion is conceptualized and practiced in this school, in particular by teachers; student intake profiles and diversity; teacher motivation and educational outcomes. The study illustrates how senior leaders are reconciling their commitment to moral values of inclusion and diversity to tackle disadvantage and underachievement, with the dominance of the Standards Agenda and associated pressures of short-term performance targets; the study also offers significant insights into the ways in which leadership conceptualizes and operationalizes contested concepts of inclusion and diversity. The article argues that simplistic distinctions between, for example, moral leadership, curriculum leadership, distributed leadership and other theories of leadership mask the multidimensional nature of leadership.

Leske, Lucy A. "How Search Committees Can See Bias in Themselves." *The Chronicle of Higher Education*, November 30, 2016. <https://www.chronicle.com/article/How-Search-Committees-Can-See/238532>.

Summary: Discusses broad representation on hiring committee, but warns that this is not enough to overcome implicit bias. Provides five questions that search committees should

discuss prior to assessing candidates. Also suggests committee members take an “Implicit Association Test” (from Project Implicit) and make use of assessment tools “...to evaluate a candidate’s competencies, values, and motivators without any details of the person’s race, background, gender, or other such factors.”

Longman, Karen A., and Shawna L. Lafreniere. “Moving Beyond the Stained Glass Ceiling: Preparing Women for Leadership in Faith-Based Higher Education.” Edited by Susan R. Madsen. *Advances in Developing Human Resources* 14, no. 1 (February 2012): 45–61. <https://doi.org/10.1177/1523422311427429>.

Summary: Women in faith-based higher education institutions face theological challenges, in addition to the challenges at secular higher education institutions. The 110-member institutions of the Council for Christian Colleges & Universities (CCCU) developed a Women’s Leadership Development Initiative consisting of several specific leadership development activities and resources. Ten years in to the program, participants were surveyed about the impact of the program. 60% had moved into a new position with higher leadership responsibilities.

Lozano, Adele. “Breaking the Black/White Binary in Higher Education Leadership.” *About Campus* 21, no. 6 (2017): 27–31.

Summary: Universities that are predominately white institutions (PWI) continue to view diversity as a black/white binary. This view excludes Latinx students, faculty and leaders.

McChesney, Jasper. “[Representation and Pay of Women and Minorities in Higher Education Administration, The: Institutions That Are Getting It Right. A CUPA-HR Research Brief.](#)” College and University Professional Association for Human Resources. 1811 Commons Point Drive, Knoxville, TN 37932., August 2017. 2011262611; ED577333. ERIC.

Summary: Comparison of 16 years of pay equity data for women and minority administrators in higher education. Only 11 institutions used in study, list is outlined on page 7 and may not be good comparisons for the University Of California as they are not large academic research institutions.

Minor, James T. 2014. “Faculty Diversity and the Traditions of Academic Governance” *New Directions for Institutional Research* 2013(159): 49–61. <http://doi.wiley.com/10.1002/ir.20053>(June 11, 2018).

Summary: Faculty diversity is a long-standing challenge for higher education institutions. While leaky pipelines and career choices among minority candidates are among the external explanations offered for the lack of progress, the role of internal factors in contributing to this result remains less clear. Critical race theorists might argue that institutions are inherently racist environments where discriminatory views and practices produce a lack of minority representation and retention. But even institutions committed to improving faculty diversity within their administrative ranks face similar problems. The idea that rich institutional traditions and culture stand in the way of improving faculty diversity is an uncomfortable hypothesis—one deserving of careful consideration all the more so as a result. There is ample evidence to indicate that conventional efforts to diversify faculty composition and to promote

minorities equitably in higher education have failed. Until now, institutions have been largely excused for failing to meet these goals because of their perceived intentions and propensity to mimic the positive practices of peer institutions. Good intentions in addressing the challenge of faculty diversity, however, must be linked to practices that effectively account for institutional culture and norms. Merely relying on the improvement of external circumstances as a possible solution will only lead to another 30 years of woeful underrepresentation of minorities among American faculty and senior administrators.

Nixon, Monica L. "Experiences of Women of Color University Chief Diversity Officers." *Journal of Diversity in Higher Education* 10, no. 4 (December 2017): 301–17.

<https://search.proquest.com/docview/2011268887?accountid=14515>.

Summary: "This qualitative study of 5 women of color drew on critical race theory (CRT) and critical race feminism (CRF) to build on existing research. . . . Four themes emerged: [1] the ways that the CDOs came into and approached their work connected with how they navigated educational institutions as marginalized "others," [2] identity- and role-related isolation affected the CDOs, [3] navigating microaggressions and stereotypes weighed on the CDOs, and [4] the CDOs balanced competing expectations related to identity and role." "Since 2000, no fewer than 60 institutions have established CDO positions or repurposed existing administrative roles to centralize diversity functions, improve inclusion, and integrate diversity more fully (Williams & Wade-Golden, 2013, p. 46)." Includes a data table showing "Senior Administrator Demographics" in higher education circa 2008.

Ngunjiri, Faith Wambura, and Kathy-Ann C. Hernandez. "Problematizing Authentic Leadership: A Collaborative Autoethnography of Immigrant Women of Color Leaders in Higher Education." *Advances in Developing Human Resources* 19, no. 4 (November 2017): 393–406.

<https://doi.org/10.1177/1523422317728735>.

Summary: "The Problem. Authentic leadership literature is often seen as acontextual and unproblematic—leaders merely need to "know thyself" and "to thine own self be true." Even when scholars like Eagly argue authenticity is a relational concept, it remains uncontextualized for those whose social identities set them apart from the majority within organizations and society.

The Solution. Through this collaborative autoethnography, we aim to illustrate the complexity of enacting authentic leadership as immigrant women of color who are leaders within predominantly White institutional contexts.

The Stakeholders. One audience for this article is other women of color with whom our experiences may resonate. A broader audience includes those in power within organizations who might use this article as fodder for crafting more inclusive spaces that support both the development of authentic leaders and the practice of relational authenticity."

Oakley, Judith G. "Gender-Based Barriers to Senior Management Positions: Understanding the Scarcity of Female CEOs." *Journal of Business Ethics* 24 (2000): 321–34.

Summary: Private industry focus on gender inequality in leadership positions. Abstract: “Although the number of women in middle management has grown quite rapidly in the last two decades, the number of female CEOs in large corporations remains extremely low. This article examines many explanations for why women have not risen to the top, including lack of line experience, inadequate career opportunities, gender differences in linguistic styles and socialization, gender-based stereotypes, the old boy network at the top, and tokenism. Alternative explanations are also presented and analyzed, such as differences between female leadership styles and the type of leadership style expected at the top of organizations, feminist explanations for the underrepresentation of women in top management positions, and the possibility that the most talented women in business often avoid corporate life in favor of entrepreneurial careers.”

Peterson, Helen. “Is Managing Academics ‘Women’s Work’? Exploring the Glass Cliff in Higher Education Management.” *Educational Management Administration & Leadership* 44, no. 1 (January 2016): 112–27. <https://doi.org/10.1177/1741143214563897>.

Summary: “Sweden is among the countries with the highest per cent of women university Vice Chancellors in Europe. In “She Figures 2012” the average proportion of female Vice Chancellors in the 27 European Union countries is estimated to be 10 per cent. In Sweden the number is much higher: 43 per cent. Swedish higher education management has witnessed a demographic feminization during the last 20 years. Which factors can explain that women have been so successful in gaining access to these senior management positions in Swedish academia? This paper discusses the demographic feminization, drawing on qualitative interviews with women in senior academic positions in Swedish higher education. The paper suggests that women’s position in higher education management can be analysed using the concept “glass cliff”. This metaphor describes a phenomenon when women are more likely to be appointed to precarious leadership roles in situations of turbulence and problematic organizational circumstances. The findings illustrate that women have been allowed to enter into senior academic management at the same time as these positions decline in status, merit and prestige and become more time-consuming and harder to combine with a successful scholarly career.”

Plaut, Victoria C. “Diversity Science and Institutional Design.” Edited by Susan T. Fiske. *Policy Insights from the Behavioral and Brain Sciences* 1, no. 1 (October 2014): 72–80. <https://doi.org/10.1177/2372732214550164>.

Summary: “Ideas about diversity and how to deal with difference—for example, to avoid race or attend to it—reside at the center of debates on how to build fair, inclusive, diverse environments. Social-psychological research in diversity science can inform policy makers about the implications of different approaches. Several key patterns emerge: (a) colorblindness sometimes produces more, not less, stereotyping and prejudice, and the opposite generally occurs for multiculturalism, though evidence is mixed; (b) avoiding race generally leads to worse outcomes in interracial interaction; (c) signals of organizational colorblindness generally predict negative outcomes, whereas organizational multiculturalism predicts positive

outcomes, except that multicultural approaches can inadvertently send the message of valuing persons of color only for their group identity; (d) practices and policies that encourage colorblindness can leave discrimination undetected, relative to race-conscious approaches, but diversity programs can invoke a fairness illusion; and (e) majority group members may feel excluded or threatened by multicultural approaches to diversity. Overall, although attending to difference may be complicated, ignoring or avoiding it may not be as conducive to building fair, inclusive environments. The article discusses implications for the design of institutions in education, business, and public agencies, such as those that administer public services in housing, juvenile justice, and child protection.”

“Report of the UC Staff Diversity Council.” University of California Office of the President, April 2008. <https://diversity.ucsd.edu/files/reports/accountability/staff-diversity-council.pdf> **Summary:** Although now ten years old, this report includes data on staff diversity in UC and makes recommendations for increasing diversity within UC.

Rutherford, Amanda. “The Role of Managerial Fit in Determining Organizational Performance: An Empirical Assessment of Presidents in U.S. Higher Education.” *The American Review of Public Administration* 47, no. 7 (October 2017): 764–78. <https://doi.org/10.1177/0275074016642569>. **Summary:** “The question of managerial fit—the congruence between a manager and his or her environment—has become widely debated by policymakers, practitioners, and scholars from a number of fields as the occurrence of non-internal management hires has increased across many types of organizations. Although many assume that higher levels of fit in an organization will generate better performance, others argue that misfits are better suited at leading organizations as motivated change agents. In this study, a measure of person–organization fit is created using original cross-sectional time-series data on U.S. university presidents from 1993 to 2009. Findings indicate that maximizing fit is not always ideal and that fit has a nonlinear relationship with organizational performance such that some fit is healthy but high fit can be detrimental for student performance measures.”

Santos, José L., and Nancy Acevedo-Gil. “Report Card on Latina/o Leadership in California’s Public Universities, A: A Trend Analysis of Faculty, Students, and Executives in the CSU and UC Systems.” *Journal of Hispanic Higher Education* 12, no. 2 (April 2013): 174–200. <https://doi.org/10.1177/1538192712470844>. **Summary:** “The article examines the status of leadership in two California public higher education systems: California State University (CSU) and the University of California (UC) from 2001 to 2009. Findings reveal that the representation of Latina/o faculty and administrators does not reflect the density in the Latina/o undergraduate student and general population. The level of success in hiring faculty and administrators within the two California public higher education systems is analyzed.” Rich source of California data but most recent numbers are 2009.

Shepherd, Sue. “Why Are There so Few Female Leaders in Higher Education: A Case of Structure or Agency?” *Management in Education* 31, no. 2 (April 2017): 82–87.

<https://doi.org/10.1177/0892020617696631>.

Summary: A significant gender imbalance remains at executive management level within higher education despite a number of initiatives to increase the number of women in the leadership pipeline and ensure they are better prepared for these roles. This article presents findings from a recent study on the appointment of deputy and pro vice-chancellors in pre-1992 English universities that provide fresh insights into why this might be the case. These findings challenge the notion of women's missing agency - characterized by a lack of confidence or ambition and a tendency to opt out of applying for the top jobs – as an explanation for their continued underrepresentation. Rather, they highlight the importance of three structural factors associated with the selection process: mobility and external career capital, conservatism, and homosociability. An approach of 'fixing' the women is therefore unlikely to be sufficient in redressing the current gender imbalance within university executive management teams.

Stacy, Angelica, Marc Goulden, Karie Farsch, and Janet Broughton. "[Searching for a Diverse Faculty: Data-Driven Recommendations](#)." University of California, Berkeley, March 2018.

Summary UC Berkeley Study of four years of data drawn from two sources: its online search system, and a survey of search-committee chairs about the search practices they used. Positive practices supported by the research results Intensive outreach Departmental discussion of its diversity priorities in relation to other priorities Appointment of women and URM faculty to search committees. While often recommended, some other practices did not show positive statistical associations with diverse hiring. These include the following: Using comparative data Using weighted rubrics for assessing application, Encouraging implicit-bias training, Creating job criteria that included evidence of commitment to diversity. Report includes, metrics, tables and survey results.

Stevens, Flannery G., Victoria C. Plaut, and Jeffrey Sanchez-Burks. "Unlocking the Benefits of Diversity: All-Inclusive Multiculturalism and Positive Organizational Change." *The Journal of Applied Behavioral Science* 44, no. 1 (March 2008): 116–33.

<https://doi.org/10.1177/0021886308314460>.

Summary: As the demographic composition of organizations in the United States rapidly shifts, such that minority groups are becoming the numerical and economic majority, organizations are grappling with ways to manage diversity in the workplace. The two forms of diversity initiatives most frequently implemented in organizations—colorblindness and multiculturalism—have clear benefits; however, each also contributes to feelings of exclusion by different organizational members. In this article, the authors describe problematic issues raised by these two approaches to diversity and offer an alternative perspective—all-inclusive multiculturalism, or the AIM model. The authors posit that AIM serves as a catalyst for positive and effective organizational change through the development of social capital and positive relationships at work and enables organizational members to grow to their fullest potential.

Surawicz, Christina M. 2016. "Women in Leadership: Why So Few and What to Do About It." *Journal of the American College of Radiology* 13(12): 1433–37.

<http://linkinghub.elsevier.com/retrieve/pii/S154614401630802X>(June 11, 2018).

Summary: The numbers of women in medical school and in medical training have increased dramatically and are near 50% overall, but the number of women who advance to senior and leadership positions is not nearly this high. There are many reasons why the number of women in leadership roles in academic medicine has not kept pace with the number of women entering the field of medicine. Two popular themes are the glass ceiling (referring to an invisible barrier to advancement) and the leaky pipeline (the loss of women faculty along the path, or pipeline, to advancement). I believe that both come into play. Glass ceiling issues tend to be of two types: those related to the institutional culture and those related to problems of bias, especially unconscious bias. Leaky pipeline issues include the challenges of work–life integration and the need for leadership development for women. There are solutions to all of these challenges. These include improving institutional culture; making sure women advance as quickly as men and are paid equitably; ensuring that there are resources to help with work–life balance, related not only to family but to all aspects of life; and providing adequate mentoring and leadership training. These measures will help all faculty, as factors that hamper women’s advancement may hamper men as well. Although these themes are broadly applicable, there are strategies that can address them all. We just need to be aware, and be proactive, and we will succeed in breaking the glass ceiling and patching the leaky pipeline.

Teague, Leah Jackson. “Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference.” *Forum on Public Policy Online 2* (2015): 20.

Summary: Strong argument for diversity in academic leadership roles. “Although study after study show the strength of women as innovative, productive, and successful leaders, barriers still exist to their advancement. As a result, the number of women in leadership positions lags greatly behind. The overall percentage of women leading colleges and universities remains disproportionately low at 26% despite the fact that 59% of students served by those colleges and universities are women. This article calls for current senior leadership to be intentional in working to increase the diversity in leadership by establishing inclusive cultures on campus and implementing accountability for its achievement.”

Thomas, David A, and Clayton P Alderfer. “Influence of Race on Career Dynamics: Theory and Research on Minority Career Experiences.” In *Handbook of Career Theory*, edited by Arthur Michael B., Douglas T. Hall, and Barbara S. Lawrence, 549. New York: Cambridge University Press, 1989.

Summary: Data from the 1980’s. Not keyed into leadership nor academic world. [Did not include in table above.]

Thompson, Sherwood, Timothy Forde, and Tom Otieno. “Sustainable, Culturally Competent Approach to Academic Leadership, A.” In *Building Leadership Bridges*, edited by Jean Lau Chin, Joseph E. Trimble, and Joseph E. Garcia, 279–305. Emerald Publishing Limited, 2017.

<https://doi.org/10.1108/S2058-880120170000003014>.

Summary: The chapter develops roles and traits of the sustainable, culturally competent leader, identifying three central themes: (a) the sustainable, culturally competent leader helps solve

problems related to campus diversity issues; (b) he or she builds trust among diverse campus populations, and (c) he or she involves all members of the president's leadership team and the academic community in working to meet the institution's diversity mission. To perform these tasks, the institution's diversity leader (often called the chief diversity officer) must be empowered to execute the goals of the diversity initiatives on campus in concert with the institution's strategic plan. Each member of the president's leadership team has a role to play in making sure these diversity goals are operational, through working collaboratively with the chief diversity officer. Data characterizing student population diversity is available on page 283.

Tomlin, Oliver, and Lucy Leske. "Is Recruiting on the Right Track?" *Insight Into Diversity*, August 2013. http://www.wittkieffer.com/file/Leadership%20Diversity_Tomlin%20Leske.pdf.

Summary: Current state of diversity efforts show positive building blocks such as commitment to diversity, cultivating leadership in lower ranks, leadership training programs, chief diversity officers, recruiters interest in diverse candidates. Article explores high level topic of building pipeline and growing candidates from within. Cited Barriers include: Competition for candidates, Thin Pipelines and jaded candidates.

"UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity: Pathway to Excellence." Berkeley California: University of California, Berkeley, 2009.

http://diversity.berkeley.edu/sites/default/files/speid_appendices_webversion.pdf

Summary: It is what the name implies. Includes data (now somewhat dated) about UC Berkeley.

"UC Staff Workforce Profiles." UC Institutional Research and Academic Planning, 1990-2017.

<https://www.ucop.edu/institutional-research-academic-planning/content-analysis/employees/workforce-profiles.html>.

Summary: A rich source of data on UC staff diversity. Data from 1990 to 2017. Includes data broken down the level of position (e.g. SMG, SMP, SP, etc.).

Williams, D. A. 2013. *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. Sterling: Stylus Publishing.

Summary: It offers an overarching conceptual framework for pursuing diversity in a national and international context; delineates and describes the competencies, knowledge and skills needed to take effective leadership in matters of diversity; offers new data about related practices in higher education; and presents and evaluates a range of strategies, organizational structures and models drawn from institutions of all types and sizes.

Wolfe, Brandon L., and Paulette Patterson Dilworth. "Transitioning Normalcy: Organizational Culture, African American Administrators, and Diversity Leadership in Higher Education." *Review of Educational Research* 85, no. 4 (December 2015): 667–97.

<https://doi.org/10.3102/0034654314565667>.

Summary: "In this article, we present findings from a review and synthesis of historical and contemporary research to examine the concept of diversity leadership in higher education as it pertains to African American administrators at predominantly White colleges and universities.

Through the use of critical race theory, we first argue that to understand the leadership disparity of African Americans and other administrators of color in higher education, one must begin by examining the cultural context in which predominantly White institutions originate, exist, and operate through the intersection of group relations. Second, we argue that due to a historical pattern of exclusivity, the title of administrator is considered whiteness property in higher education. As a consequence, the disparity between African American administrators and their White counterparts has become an organizational norm in higher education. Last, we posit that if true diversity leadership is to exist within the administrative rankings at predominantly White institutions, the conceptualization and inclusion of minority experiences must not only inform stakeholders but also shape the recruitment, retention, and assessment of minority representation at the university administrative level." Page 683 provides data on the racial/ethnic/gender diversity of U.S. academic administrators.

Zaitouni, Michel, and Amani Gaber. "Managing Workforce Diversity from the Perspective of Two Higher Education Institutions." *International Journal of Business Performance Management* 18, no. 1 (2017): 82–100.

Summary: While a growing number of research studies on diversity in higher educational institutions provide a broad evidence for the positive influence that workforce diversity has on performance, this study drawn from one American (n = 539) and one middle eastern (n = 145) university revealed that cultural diversity and equality and diversity were positively related to organizational performance in both universities. Our hypothesized relationship between multicultural diversity and performance was not supported in the middle eastern university; this is due to the fact that even when non-western universities use the US model, they still confront many challenges resulting from the lack of completely not partially integrating the US model in the whole strategy of the university.