Advancing Inclusive Excellence Practice Among UC Leaders

2022 UC-Coro Systemwide Leadership Collaborative
Northern Cohort

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Executive Summary

In alignment with President Drake's vision for a UC system that is diverse, equitable and inclusive, we recommend that UCOP advance systemwide excellence and consistency in its approach to diversity, equity, and inclusion (DEI) leadership effectiveness. In order to achieve this goal we recommend that UC:

- identify current and develop new educational opportunities and experiences for leaders and managers to expand proficiency through the frameworks of **business case for diversity, anti-racism, and a growth mindset** to advance DEI at **all** UC locations;
- develop new educational and learning materials consistent with these frameworks alongside reviewing and incorporating **current best practices** that create additional opportunities for campuses to learn from each other;
- update **Regents policy and campus diversity statements** where merited to make them more ambitious, responsive, action-oriented and well-suited for ongoing engagement; we recommend that UCOP play its unique role as convener and coordinator to aggregate, facilitate, display, disseminate, and promote wider use of these materials; and
- identify and promote a corresponding set of innovative and relevant **accountability tools** that will allow the UC leadership to track success and identify areas for improvement on an ongoing basis.

Building on the work of past UC-CORO SLC cohorts, and in conversation with DEI leaders on most UC campuses and at UCOP, we have learned that though a variety of programs have been implemented at the campus level, there are few established metrics of success and accountability is difficult to measure. In addition, some educational courses are mandated, while others are optional. Even in areas where mandates are successful (DEI training for all who serve on senate-faculty recruitments, for example), there is no system-wide education that is available to all UC employees who participate in all types of recruitments.

In review of current UC policies and statements, our focus is to aggregate, disseminate, and promote current materials, with an emphasis to socialize important DEI values. Types of documents include: diversity principles, principles of community, land acknowledgements, and accountability reports. A complexity is that DEI is dynamic and ever-evolving, and yet, documentation tends to be static and to require lengthy review periods to implement change. To that end, two important steps are needed. UCOP can be a convener for campus leadership to keep these materials and concepts responsive, contemporary, engaged, and applied. Also, we note the importance of living documents and how strategies for engagement and socialization are part of these continued commitments.

Inclusive leadership fosters supportive team environments and advocates for participation in DEI initiatives and integration of equitable practices. Leaders are expected to uphold UC values to create a climate of inclusion and belonging within their teams and departments. Consistent with these expectations, leaders can leverage learning and professional development resources to meet or exceed specific measures in support of these goals.

Key recommendations:

- Implement mandatory DEI learning and development for those in senior management groups (SMGs) who have accountability for and often approve or deny faculty and staff appointments at lower levels. As such, it is of utmost importance that senior managers become conversant with, cognizant of, and accountable for existing DEI best practices. This can be implemented by leveraging policies that are being developed at campuses and UCOP that need to be considered while still in draft phases.

- Create a task force to identify new system-wide education avenues and analyze existing programs at the campus level and determine if (1) program deliverables have had productive and impactful results and (2) it is feasible to implement program elements such as workshops, tools, or metrics across multiple UCs.

- Extend DEI learning and development initiatives to include search committees for leadership career staff positions such as Directors, Graduate Directors, Department Chairs, Department Heads, Group/Faculty Leaders and other comparable level positions. While faculty searches require mandatory DEI training for search committees, this practice does not currently extend to other positions UC-wide.

- Leadership performance should be measured against practices to advance inclusive excellence during each of the leader's annual performance evaluation. These specific measures indicate that leaders have: promoted education and development, fostered an inclusive climate, adopted equitable recruitment and retention practices, built awareness, offered mentorship opportunities and pursued intentional recognition. Campuses should provide, as warranted, resources to access the expertise needed for the development and refinement of these measures.

Introduction

In alignment with President Drake's vision, we recommend that UCOP advance systemwide excellence and consistency in leadership effectiveness and mandate that all senior leaders and managers acquire proficiency to understand and apply key organizational frameworks grounded in **the business case for diversity, anti-racism, and a growth mindset** to advance equity, diversity and inclusion (DEI) at **all** UC locations; and identify a corresponding set of innovative and relevant **accountability tools**.

The UC-CORO SLC Northern Cohort proposes that, in order to create equitable environments across the University of California system, it is critical that leadership (inclusive of academic and administrative managers and supervisors) develop proficiency in their personal knowledge and professional application of equity and antiracism. To do so, in an informed way, they need to engage and understand the content of the theory and elements of equity as well as have a grasp of the motivational aspects needed to effect culture change. Further, these competencies should be linked to behaviors and outcomes that reflect UC system's core values and commitment to serving the state of California. To build capacity for all UC leadership, we propose a comprehensive approach – drawing from three well-documented frameworks in this equity proficiency model.

- We believe all UC leadership is equipped to provide a justification for the question "Why does diversity matter?" for the UC system, our communities, and California. The **business case for diversity** demands proficiency by leadership to steward all resources to achieve fiscal success.
- The second framework is **antiracism**, which captures the elements of, needs for, barriers to, and practices that achieve equity.
- Finally, leadership that embodies a **growth mindset** provides the basis for motivational aspects of culture change. It is insufficient to simply know the business justification for diversity and the content of antiracism, leadership needs to embrace it as a viable goal for personal, team, and institutional improvement and success.

The second part of our recommendation revolves around the creation of innovative and relevant accountability measures. The UC System is informed by the data it collects and those associated tangible outcomes. It uses these data and metrics to design and launch its future. In much the same way, we hold our leadership accountable to develop competencies in DEI through the use of evidence-based practices and monitor tangible outcomes. With competencies in place, all current and future DEI actions will be bolstered to then improve our community, expand our commitment to equity, and activate our service to California. Therefore, clear measures of success for equity should be written by leadership and published on an annual basis. We recommend campus leadership define goals for increasing DEI leadership competencies and on an annual basis share goals, tangible outcomes, and benchmarks, with a home campus and among campus leads for a UC perspective. This step animates and builds from UC's recent annual accountability reports which summarize diversity principles, goals, and institutional metrics. Sharing can take the form of regular leadership forums like town halls and a diversity initiative dashboard, for public access and reference. Thus the current set of recommendations lists many

dimensions that can be developed and incorporated into every element of evaluation, from the hiring and on-boarding processes to merit and promotion actions as well as in annual performance reviews (see also Suggested Metrics to Assess Impact over Time).

Our approach aligns well with the priorities President Drake identified for the UC system in September 2022. The "UC Presidential Priorities Plan" stresses the need to strengthen the UC system as an inclusive, respectful and safe community as one of four key priorities recognizing that many of the policy and budget challenges facing the University are increasingly rooted in justice, equity, diversity and inclusion issues, including access, affordability and institutional climate. In its specific recommendations, the plan explicitly calls for "improving cultural competency of leaders at all levels" and describes a commitment to "fully train and develop all UC leaders to foster inclusive campus environments, comply with non-discrimination policies and actively address population-based biases by 2025".[22]

Framework for Action Plan

We recommend an elevated proficiency by senior leaders that supports justice, equity, diversity, and inclusive excellence through a multi-pronged strategy, guided by three frameworks:
1) Business Case for Diversity
2) Growth mindset
3) Anti-racism

These three frameworks are integrative to each other to sustain a comprehensive and long-term DEI action plan for all UC campuses.

Business Case for Diversity

Overall, the business case for diversity means that the inclusion of people from different backgrounds, experiences and perspectives will increase an organization's bottom line through innovation, increased teamwork, and creativity. The following illustrative examples of excellent research connect diversity to five key drivers of enhanced financial performance:

(1) **Improved Innovation**: "There is statistically significant correlation between the diversity of management teams and overall innovation. Companies that reported above-average diversity on their management teams also reported innovation revenue that was 19 percentage points higher than that of companies with below-average leadership diversity."[6]

(2) **Increased Teamwork and Productivity**: "While homogenous groups may be susceptible to groupthink, diverse teams can leverage a greater variety of perspectives and are likely to consider information more thoroughly and accurately."[4]

(3) **Greater Access to Talent and Improved Retention**: "Employees report experiencing trust and increased engagement at work when they both feel included and perceive that their employer supports diversity practices, such as recruiting diverse job candidates"[14]

(4) **Greater Access to Purchasing Power**: "Teams are as much as 158% more likely to understand

target consumers when they have at least one member who represents their target's gender, race, age, sexual orientation, or culture."[5]

(5) **Enhanced Reputation**: "The Gender Forward Pioneer 2016 Index shows that those companies designated with a Fortune "Most Admired" status have twice as many women in senior management as those with lesser regarded reputations."[7]

The **Business Case for Diversity** provides evidence that supports the inclusion of people from different backgrounds, experiences and perspectives to increase productivity through a rise in innovation, increased teamwork, and creativity. We firmly believe that Diversity, Equity, and Inclusion (DEI) skills must be embedded in the organization's culture, values, and all roles (not just left to Human Resources and people leaders). A best practice is to include professional development in DEI into all onboarding programs as well as in annual/biennial refreshers/follow-up training. Individuals must act daily to create a culture of inclusion and belonging. Equity mindsets and intentional acts are critical throughout all employee ranks, especially for managers and leaders. Why, then, do we need to provide a business case for diversity? We are keenly aware that fiscal success and innovation largely drives organizations. Leaders are often asked to justify the return on investment. A business case for investment in diversity should no longer be a requirement since extensive research has shown that investment in diversity is investment in us all *AND* is simply the right thing to do.

Michelle Kim, an activist in the field of diversity, equity, and inclusion, suggests that the numerous benefits of diversity are self-evident that we should no longer rely on a return on investment calculation to justify investment in diversity. In Ms. Kim's perspective, the creation of a workplace culture enables all people to bring their full potential and improves performance.[8] A 2015 survey of Harvard Business School alumni revealed that 76% of those in senior executive positions believe that "a more diverse workforce improves the organization's financial performance."[9] To amplify, the research summary from UC Berkeley's Center for Equity, Gender, and Leadership (UCB EGAL, Figure 1) identifies that "Diversity is not just a moral imperative; it's a Strategic Competitive Advantage."[15]

Research Summary

Research Connects Diversity to Five Key Drivers of Financial Performance:

1) Improved Innovation
- Increased patents & new product offerings due to an interdisciplinary approach to problem solving, and openness to contributions from lower-level workers

2) Increased Teamwork & Productivity
- Increased the ability of teams to work together more effectively through increased collective intelligence, psychological safety and mutual learning

3) Greater Access to Talent & Improved Retention
- Increased job satisfaction, lower turnover and enhanced employee engagement through the creation of a more inclusive environment

4) Greater Access to Purchasing Power
- Increased access to underserved markets/ overall market share and improved product/ market fit through better understanding of customer needs

5) Enhanced Reputation
- Increased overall ability to recognize harmful internal policies/ practices, mitigate risk, and maintain legal compliance

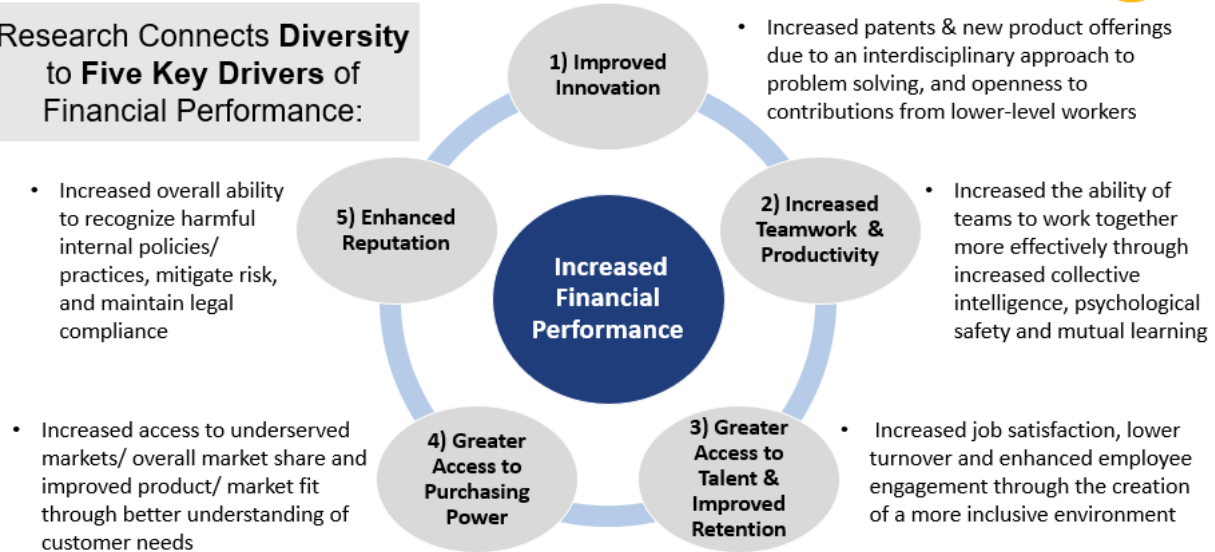**Increased Financial Performance**

Figure 1: UC Berkeley's Center for Equity, Gender, and Leadership diagram illustrates the Five Key Drivers of Financial Performance [10]

When a business case needs to be established, it is helpful to consider the beneficial business outcomes of a diverse organization in addition to the consequences associated with insufficient diversity. The diverse organization generates increased revenue, is more adaptable, and can provide expanded marketing opportunities. Less diverse organizations do not thrive because of a culture of underappreciated and less engaged diverse employees and also creates liability exposure.[5]

Increased productivity, creativity, facilitation in solving bigger problems, and profitability are key findings that advocate for diversity in groups.[13] In addition, priority towards diversity and inclusion expands workforce opportunities and ensures that our institutions (higher ed, medicine, government, etc.) have the benefit to incorporate the perspectives and contributions of all stakeholders. The UC system was primarily created to serve the state of California. Our highest benchmark of diversity achievement is to align our organization to our state demographics as much as possible, beginning with admissions and follows through the hiring practices and retention of faculty and staff. Imagine the impact of leadership actions informed by this rationale and active and consistent application in interactions with employees, students, and community members, in job applicant reviews, and in the development of new practices, structures, and policies!

Business Case Challenges:
There are some challenges associated with the Business Case for Diversity as well as counter actions that can be taken:

(1) It may seem counterintuitive, but to make a case for diversity inherently implies that the value of diversity is debatable. Diversity must be core to an organization's values just like integrity,

customer satisfaction, teamwork and learning. Diversity should be a value that is and supports all other organizational values.[8]

(2) To increase diversity does not, by itself, increase organizational effectiveness. There is little research support for the notion that simple diversification of the workforce automatically leads to improvements in culture or inclusion.[3]

(3) DEI must be embedded in the organization's culture, values, power structure, and all roles. The counter opinion may view employees from underrepresented groups as a means to an end, such as a quota system or even promote tokenism. In order to ensure that these challenges do not arise, businesses must redefine and reshape the organizational power structure into a system that truly embraces diversity.

Overall, the business case for diversity supports the inclusion of people from different backgrounds, experiences and perspectives and increases the company's bottom line through a rise in innovation, increased teamwork, and creativity. In order to implement a business case for diversity, the UC system should:

1. Establish a campus-specific business case that includes current costs and determine a new budget for DEI.
2. Underline the potential benefits and align them with UC goals/objectives.
3. Decide how and what to measure through key performance metrics, assessments and educational events.
4. Implement the business case at one campus and expand systemwide.

Growth Mindset

The growth mindset focus provides the intellectual curiosity and psychological safety necessary for DEI action planning. Adoption of a growth mindset increases creativity, lessens risk aversion, lengthens persistence, reaps positive mental and physical health outcomes, by learning more and inspiring others. First articulated by Carol Dwek in her 2007 book, those with a growth mindset (rather than a fixed mindset) believe that individuals can develop their talents, e.g. through hard work, good strategies, and input from others. They tend to achieve more than those with a more fixed mindset (i.e. the belief that talents are innate gifts). This is because they place value and commit energy to learn and worry less about the appearance to look smart or accomplished.[2]

A growth mindset in leadership is key to meaningful institutional change.[24,25] To make meaningful progress towards inclusive excellence requires continual work and timely adjustments. This work is never just "done." At a minimum, UC leaders should adopt and maintain a growth mindset to encourage continuous innovation and self-evaluation. Growth mindset may be a buzzword that can obfuscate conversations about difficult issues[26] since individuals tend to believe "I already have, and have always had, a growth mindset" or that effort alone is enough, i.e. "Just adopt a growth mindset and everything will be fine." In this sense, the integration with the business case and anti-racism is key to activate and apply a growth mindset to DEI goals as part of core leadership competencies.

To adopt a growth mindset is important, teachable, and a choice. Further, we want to advance the idea of 'growth mindset for others,' whereby leaders replace their implicit biases or outright group-based expectations with confidence in the abilities and talents of their staff and/or students. With a growth mindset orientation, leaders will possess, communicate, and help facilitate the potential of those in their ambit. People rise to the level of expectations conveyed to them. We will achieve so much more individually and collectively if we believe in the people who have already advanced beyond the criteria of admission or hiring. We need to simply provide an environment conducive to their support (vs. not believing in them) and success. To adopt a growth mindset and apply it to one's own and others' experiences would facilitate the adoption of inclusive practices. Leadership so equipped would be change makers and forgers of a future that is inclusive and equitable. Ultimately, core leadership competencies in DEI are on a continuum and part of development. It's not a fixed end, but rather a complex set of actions over time – in need of constant analysis and improvement.

Anti-racism

Anti-racism as the content framework advances educational and inspirational leadership development in relation to equity and inclusion. Anti-racism addresses understanding, reflection, and action steps that eliminate disparities in opportunity, treatment, and outcomes across diverse groups.[10] To the extent UC leaders understand and apply principles of equity, we can ensure that systemwide values are infused within all work they undertake and oversee. Leadership and managers are key levers to foster inclusive climate and culture change.

Anti-racism, generally, is an orientation that can be adopted by choice by anyone who promotes fairness and actively opposes policies, behaviors, and beliefs that perpetuate racist ideas and actions. It takes a willingness to view inequalities in terms of power and politics, rather than blaming them on racial groups' inherent characteristics. Anti-racism is rooted in the acknowledgement that race is not a biological category but instead a socially-constructed system created by people in power in order to maintain control of resources and legitimize the dominance of white people over non-white people. Race has, in fact, changed in meaning and taxonomy over the course of history for the primary purpose of power and wealth accumulation. Anti-racism particularly addresses slavery and its long-lasting impacts as the core worldview component of our country and its treatment of Black people in particular, and people of color, in general. Indeed, a recent UC-CORO SLC project (2020) described the history of racism that was present at the founding of the University of California, and also addressed patterns of exclusion that persisted.[9] We need not look far to see that even in contemporary times, members of certain racial categories have incurred penalties or been denied opportunities as a function of their ascribed race/ethnicity (and skin color).

We echo the 2020 UC-CORO SLC cohort that to effectively advance proficiency in equity and inclusion, it is imperative that the UC system adopt an anti-racist orientation which requires UC leaders to engage with equity on the following three levels.

(1) On a <u>personal level</u>, one must hold the belief that there are no inherent deficits within or between racial groups and eschew white supremacy as an ideology.

(2) On a <u>systems level</u>, leaders need to a) recognize that racism is reflected as a system of indoctrination and is an essential part of American history, b) understand that racist practices, structures, policies and beliefs, historically and currently, exist in our nation that benefit white people; and c) acknowledge that racism shapes society in both obvious and subtle ways which limit our nation's ability to become a better place for all people.

(3) On a <u>behavioral level</u>, we all need to a) identify ways in which the white race benefits from systems of discrimination, b) raise awareness to show how racism impacts people of color, and c) actively dismantle racist systems and institutions (inclusive of racist practices, structures, policies, and beliefs) at all levels.

It is important to recognize that anti-racism reflects an intentional orientation and approach, with activist steps. It is independent of one's social identities, including race. An anti-racist is simply a person who engages in behavior to advance fairness and equity. That is what good leadership is about—an intentional choice to understand and model fairness and equity and to infuse these values in their multiple spheres of influence. This orientation is in alignment with the UC system values.

As an anti-racist organization, UC leadership should be committed to acknowledging the existence of systematic racism within all associated workplaces by employing critical assessment to examine how existing workplace procedures, practices, and policies can be made more equitable. This orientation and its application are expected to open up paths of opportunity to employees, students, and patients, who have previously been denied access and advancement.

Anti-racism Opportunities: The success and competitiveness of the UC system depends upon its ability to embrace diversity, provide a safe and anti-racist environment and subsequently realize benefits such as:

(1) **Increased adaptability**: A diverse workforce can supply a greater variety of solutions to improve education, advance research, and provide a safe and equitable healing environment.

(2) **Broader service range**: A diverse collection of skills and experiences allows the UC organization to provide education and patient care to all members of its community.

(3) **Variety of viewpoints**: A diverse workforce with open communication of varying viewpoints provides a larger pool of ideas and experiences. The UC system can exploit this pool to further advance scientific research and patient care.

(4) **More effective execution**: A UC system, which promotes diversity in the workplace, inspires all of its employees and learners to be their best/authentic selves. This leads to highest levels of performance and results in increased productivity, profit, and return on investment.

Anti-racism Challenges:

We recognize that culture change, in and of itself, faces resistance. To establish an anti-racist environment and take advantage of the benefits of a diverse workforce may similarly face detraction. We recommend, in particular, that the ultimate designers of any proposed educational tools be prepared to address the following dimensions.

(1) **Communication**: Perceptual, cultural, and language barriers need to be overcome for a diverse and anti-racist environment to succeed. It's particularly essential to avoid a "blame and shame" communication style and emphasize that an anti-racist environment is about continuous learning and improvement (see Growth Mindset, page 9).

(2) **Resistance to change**: As there may be employees who refuse to accept the fact that the social and cultural makeup of their workplace has changed, executive leadership support is essential. We recommend championship, through voice and action, of this effort by the Chancellor at each campus. To establish an anti-racist work culture will be sustainable with sufficient resources, support, and prioritization from senior management/leadership.

(3) **Successful management of diversity in the workplace**: With increased diversity throughout the UC across all levels, it is essential that anti-racist education and action becomes a core component of the UC's overall management plan for onboarding and performance evaluations. Additionally, it is essential to include anti-racism into the UC values and mission in order to ensure that a culture of diversity permeates every UC department and function.

(4) **Reliance on quotas and DEI managers**: Representation does not equal inclusion, and establishment of an equitable environment in science, education, and healthcare is an imperative. It will be the obligation of every UC staff member and faculty to establish and promote an anti-racist culture.

Overall, the anti-racism case provides a variety of benefits, with distinct challenges. By emphasizing anti-racism principles as part of leadership competencies, the UC can expect to see growth in inclusion and adaptability. This is key to not only actively address equity issues with access and advancement, it is part of the overall mission of inclusive excellence in the UC system.

In summary, we propose a comprehensive and integrative set of frameworks to shape DEI action planning, as a basis for leadership competencies. While each framework has significant institutional and developmental benefits – from adaptiveness to inclusiveness – these frameworks are not without some formidable challenges, as part of change management and professional growth. An important commitment on the part of UCOP and campuses will be to provide responsive resources, in support of competency development and expansion.

Review of Associated Regents Policy and Individual Campus Statements

In discussing his priorities for the University of California, President Drake said "[F]rom the very beginning, the University of California's mission has centered on building a better world — with open doors and open minds."[2] Among the rich resources that document this legacy, the current UC Regents Policy on Diversity Statements[18] and individual campus and departmental diversity statements are noteworthy. These UC records were reviewed for scope in order to anchor our reflection on where we currently stand as a university system and where gaps could be identified. A priority consideration is how to connect important developments at our various locations and how to continue the spirit of

building a better world, with open doors and minds, through ongoing conversations about, and refinement of policies and statements.

The UC CORO SLC Northern Cohort has reviewed a wide swath of diversity mission statements and related materials at UCOP, UC campuses, and some individual offices or departments that have created their own. Currently there is no complete set or clearinghouse listing of such statements, and these documents generally are not clearly identified or public-facing. One UC site[19], for example, houses some statements; however, it is not fully comprehensive of local materials.

Diversity statements are important because campus leaders reference them as the "official" statement of community, DEI principles, and/or land acknowledgment. We recommend that campus leaders refer to diversity statements as source materials that can spawn companion living documents that are more easily updated without need for Regents or campus approvals. This resource could be the center of gravity for ongoing communities of practice and initiatives. As the source documents for UC DEI initiatives, we believe the messages of these documents should incorporate the frameworks we have described in the first section of this report. As the UC continues to achieve its diversity goals, UCOP and our campus communities (staff, faculty, and students) and campus units will expect a more inclusive environment as a platform for success. As we describe above, research also increasingly supports the business case for DEI. Policies and statements can serve to anchor DEI efforts in well articulated institutional principles. It can also articulate and disseminate the business case, and keep an ongoing dialog between principles and business cases.

Similarly, while UC has a central diversity statement linked above (Regents Policy 4400[18]), there is no corresponding aggregated UC list of campus diversity statements like UC Merced's Diversity Statement.[20] UCnet provides a site that describes and aggregates Principles of Community across its campuses. This site with its campus links is a useful model to follow for other diversity initiatives. UC campuses have begun to develop and post Land Acknowledgement statements like UCSF's Land Acknowledgement. Unlike the example of Principles of Community, however, we could not identify a system-wide aggregation of campus land acknowledgments. At a deeper level than individual campuses, many campus units have developed diversity statements that are widely distributed and nowhere aggregated, like the Diversity, Equity and Inclusion Statement of UCLA Health, or the Diversity, Equity, Inclusion, Belonging, and Justice Statement in support of entrepreneurs and innovators by UC Berkeley's Intellectual Property and Industry Research Alliances office.

From public health to innovation and entrepreneurship, these unit level diversity statements demonstrate the breadth, robustness and fecundity of UC's commitment to diversity. Consolidation of these statements will help more people to make greater study and use of this wealth of UC commitment to DEI.

Finally, in addition to UC and campus DEI statements as mission statements, we also note the crucial role of leadership priorities. UC President Michael Drake's priorities[2] emphasize strengthening an inclusive, respectful and safe university community. It is important to connect stated leadership priorities like President Drake's with mission statements as guides and motivational tools that can be

easily found, and that serve as inspiration for continuing conversations and change initiatives to foster DEI goals at UC.

UC already has significant data to build upon to enhance its mission statements and inspire the companion living documents and initiatives described above. Notably, annual accountability reports focus on diversity, with principles, goals, data, and metrics (2022 Accountability Report - Chapter 7, Diversity). From our consultations with stakeholders and sponsors, it is notable that equity generation has a set of competencies. At the same time, this is a dynamic topic with extensive interdisciplinary research that could inform how strategic plans are shaped. For example, areas of excellence may emerge from institutional and academic research.

To remain open to those possibilities, we recommend UCOP adopt the following continuing projects:

(1) Convene system-wide collaboration: Many UC campus materials are diffusely located. In its unique role as convener and coordinator of many campus initiatives, UCOP can help coordinate, display, and facilitate discussion on the variety of diversity statements, principles of community, land acknowledgments, and other disparate efforts spread out across the System. UCOP can ensure that key innovations in one place are distributed across the system, facilitate dissemination, and ensure that particular campuses learn about key DEI developments at other campuses.

(2) Create a UC system-wide repository: encourage voluntary contribution of DEI materials from campuses, including statements, educational modules, achievements, histories, and celebrations. This can encourage discovery and sharing across the system. It will be a living resource to help those who seek to create new materials and update their knowledge. This recommendation aligns with the UC's strategic goals for diversity, in supporting university culture and climate, improving the environment for all UC stakeholders, and continuing to be transparent in policy and statement conversations.

(3) Living documents: The statements noted above are designed to be summative, which has great value for planning. Ongoing perspective taking is important, however, as this work should be socialized and adapted to living situations. To keep an open and dynamic discussion activates what might otherwise be only catch phrases. As an example, Principles of Community statements reviewed as a word cloud might help illustrate a shared vocabulary and important patterns. It could also be a gap analysis to inform a stronger and more inclusive set of documents. A format for these living documents would need to be inclusive, for a total perspective. Incorporation of these living documents to the business case discussion on page 4, UC remains an institution that fosters thoughtful discourse and becomes an advantage in recruitment. It evolves over time and reflects the community that it serves.

(4) Land acknowledgments: Land acknowledgments from campuses are not presently aggregated at the UC system level or fully integrated into UC's overall diversity efforts. UCOP should aggregate and display these statements at the systemwide level.

(5) Disseminate and promote consistent materials: UCOP can help develop and disseminate a clear and shared expression of what diversity statements, Principles of Community, land

acknowledgements, and other similar materials are meant to do, who they are for, and why they are essential.

(6) Annual panel discussion with campus leadership: Another way to create and feature the dynamic nature of DEI and build capacity for competencies is to offer annual campus discussions led by campus leadership. A proposed deliverable by our cohort is a town hall with our sponsors to highlight discussion topics within this focus area. This serves as a model and a toolkit for how campus leadership can "keep the conversation going."

Existing DEI Resources and Gaps

The UC CORO SLC Northern Cohort met with DEI leaders at most UC campuses and in systemwide offices (including UCOP and LBNL) to discuss existing DEI learning and development programs (see Appendix B). In addition to listing available and required DEI leadership education, interviewers asked the following questions:

- What is your campus doing now that works well to promote DEI (or appropriate campus adopted acronym) and what can be better? What about UC systemwide?
- What do you think is needed that is not currently offered?
- What's happening on your campus related to senior leadership training for DEI efforts? Who is involved?
- How can our cohort project provide support for your efforts?

The cohort learned that, without exception, campuses have placed considerable effort into the development of programs to cultivate knowledge and skills in diversity, equity, inclusion, justice, and belonging. Appendix B details these programs, in association with the frameworks put forward by the cohort. As can be seen, however, a key finding of the cohort is that only a few of the programs have established metrics of success, making accountability difficult to measure. We believe the lack of measures for accountability are directly related to the perceived "optional" status of these programs for participant's professional success and promotion.

One significant justification for mandatory DEI training of senior management groups is that senior managers – including senior staff – have accountability for, and often approve or deny, faculty and staff appointments. As such, it is of utmost importance that senior managers become conversant with, cognizant of, and accountable for existing DEI best practices. When taking this approach, it is essential that these DEI professional development programs have established metrics of success and accountability practices are built in at the outset.

Past UC-CORO SLC Cohorts

Previous UC-CORO SLC cohorts have made a strong case to diversify the staff, faculty, and administrator profiles of the University of California System, both to reflect the existing demographics of the State of

California, and to provide a model for higher education. There are high-impact practices that can be used to cultivate a stronger culture of equity and inclusion. These practices include: informed and collective decision-making (co-creating), creation of a wide sense of buy-in and shared responsibility for DEI across campuses and the system, the incorporation of equity and inclusion in the official responsibilities and the annual evaluation of campus leaders, as well as in faculty mentoring programs (see Suggested Metrics to Assess Impact over Time).

However, to acknowledge these goals is only the first step of the proposition. For instance, as the members of the 2016 Northern California CORO Cohort note, "The impressive number and variety of diversity initiatives and programs across the campuses demonstrate UC's commitment to creating a diverse institution. And yet, it is not clear how effective these programs are at building a culture of equity and inclusion for all university employees and students, an underlying condition for successful diversity initiatives".[1] The report goes on to point out that while there are substantial metrics for student and faculty diversity, metrics for staff diversity – comprising 80% of the UC workforce – are largely unavailable.[1] They cite Williams and Wade-Golden to recommend that diversity and inclusion be a normative expectation and criteria for evaluation of campus leadership.[23] Following Kezar, et al,[11] the 2016 CORO Cohort recommends engagement of leadership as a network of stakeholders who engage with diversity initiatives, which will in turn increase the visibility of diversity initiatives across the institution. It is important to acknowledge, however, that such efforts take years of steady and incremental development to implement successfully.

In a similar vein, the 2018 Northern California CORO report argues that: "[t]here is uneven accountability when it comes to increasing diversity among senior leadership" and that "[d]eveloping and retaining underrepresented senior leaders in UC is a hit-or-miss proposition."[12] Among other things, they recommend creation of a senior leadership recruitment policy and promote accountability and recognition for increasing diversity. The business case for diversity on an individual level, they argue, includes advances in "creativity, innovation, and problem-solving," better decision-making, and increased motivation and camaraderie. Organizational benefits of a diverse workforce include higher performance outcome measures and employee engagement.[24]

Finally, while both the 2016 and 2018 CORO reports recommend a number of strategies to further DEI initiatives in the UC system, they do not directly address the efficacy of systemic DEI professional development programs in appointment and retention of diverse faculty, staff, and administrators.

Existing Professional Enrichment Opportunities

There are a large number of DEI training and accountability programs that exist as discrete entities within each of the campuses that target different constituencies (e.g. staff, faculty, SMG, students; as well as blended versions of these groups). Most campuses require members of a search committee to undergo DEI and implicit bias education as a component of faculty and staff employment. A few campuses require comparable mandatory DEI modules at enlistment of senior academic administrators

(e.g. Vice Provost/Chancellor titles) that is comparable to the faculty modules.[19] At UC Davis, for example, faculty are required to take STEAD training (Strength Through Equity and Diversity)[20] at least once every three years in order to participate in recruitments. Similar programs exist on all UC campuses in part through the direct efforts of the UC Office of the President to launch programs such as the Advancing Faculty Diversity Initiative. These efforts by the UC Office of the President have created structural changes that elevate future faculty contributions to DEI, as well as how recruitment committees consider these contributions, within the limitations of Proposition 209. Despite these successes, it is neither clear nor transparent that senior manager appointments require mandatory diversity education across the system. Even when mandates exist, actual assessment of compliance remains problematic. As a cohort, we see an immediate opportunity for the UC Office of the President to play a pivotal role to require and shape DEI education for SMGs across the system.

While each campus has many dedicated resources for educational courses and events with a DEI lens, few have established courses specifically tailored to Senior Leadership, and only a few were mandatory (see Appendix B). Many of the courses offered across the various campuses have a mixed participant demographic (i.e. not simply SMG participants), which confounds development of an accurate metric. It seems feasible to implement a multi-campus professional development program, as many professional development modules are now offered on the UC Learning Center (SumTotal) platform or using technologies such as Zoom and can be delivered via a hybrid model.

The following campuses were identified to have fully established programs that might be adopted to fit the frameworks of Anti-Racism, Growth Mindset, with Business Case for Diversity put forward by the cohort:

Managerial Focused with an Established DEI lens:
University of California, Los Angeles: Management Enrichment Program (MEP)

Non-Managerial Focused with an Established DEI lens:
University of California, Davis: Diversity, Equity and Inclusion Education Program
University of California, Irvine: Equity Leadership Programs
University of California, Santa Cruz : Diversity and Inclusion Certificate Program

Note that there may be other existing programs that are not documented or publicly accessible, such as broader pedagogical practices for undergraduate and graduate students, mandatory department chair support programs, and various learning communities.

DEI in Hiring

As noted above, DEI competence is most often required in the context of faculty and staff hiring. Each campus requires faculty and staff search committees to target bias in the hiring process. While the implementation of these practices is slightly different across each campus, it is universal that members of a search committee must complete DEI education programs prior to service on the committee. It is less evident or clear, however, that campuses take the same approach to career staff positions, including those in the Senior Management Group (SMG) series. This cohort was unable to find clear examples of this employed over a wide-scale on any of the campuses (there are pilots currently taking place such as in Academic Affairs on the Santa Cruz campus).

While the inclusion of DEI education in Senate faculty recruitments has been a welcome structural change, there is room for improvement in the metrics for outcomes and for accountability. For example, the UC System administered a [Systemwide Climate Survey](#) in 2015-16, but despite the systemic issues that were highlighted in the results of the survey, there were few actions that originated from these results and no systemic programmatic development to address many of the issues. Most UC campuses have incorporated the [Harvard COACHE](#) exit survey for departing faculty, but the data from these surveys are not widely shared. Subsequent analysis of hiring practices among faculty indicated little movement to improve overall faculty diversity.

The work to hire diverse faculty is an effort in progress and shows promise for how similar approaches might be used in all senior management staff recruitments. Specific high-impact practices noted by the cohort include the following: (i) requirement of statements of contributions to diversity, equity, and inclusion; (ii) implicit bias training search committees; (iii) competence to evaluate a statement of contributions to diversity, equity, and inclusion; (iv) attention to outreach and advertising efforts; (v) attention by deans and other SMGs on pool diversity at multiple steps in the recruitment process; (vi) more attention to DEI language in job positions; (vii) first-round screening based on a limited number of statements including the contributions to DEI statement; (viii) facilitated calibration sessions for committee-specific training on assessing contributions to DEI statements; (ix) more attention to conflicts of interest within search committees; and (x) the inclusion of positions within recruitments specifically to advise on issues of equity and inclusion.

Recommendations Based on Existing DEI Resources

UC-CORO SLC Northern Cohort's analysis of existing DEI resources and gaps have led the cohort to the following specific recommendations:

- Create a task force to identify new system wide educational avenues and analyze existing programs at the campus level and determine if (1) program deliverables have had productive and impactful results and (2) if it is feasible to implement program elements such as workshops, tools, or metrics across multiple UCs.
- Recognize that DEI-related policies are being developed both at campuses and UCOP that need to be considered by the task force while still in draft phases.
- Extend DEI learning and development initiatives to include search committees for leadership career staff positions such as Directors, Graduate Directors, Department Chairs, Department Heads, Group/Faculty Leaders and other comparable level positions. While faculty searches require mandatory DEI training for search committees, this practice does not extend to other positions UC-wide.

Suggested Metrics to Assess Impact over Time

Campuses adopt unique diversity initiatives and pursue different ways to brand their respective DEI programs. In doing so, a common practice is to track workforce composition. Indeed, a laudable goal is to have more diverse and equitable institutions that will best serve the State of California, the nation, and the world. Most actions taken thus far have focused on hiring diverse faculty and staff. There are many actions and resources already established to support this strategy of supporting initiatives that increase the representation of historically underrepresented populations and fostering inclusive living, learning, and working environments. The data tracked to represent this effort is important to monitor the progress to attract, hire, and retain diverse talent and should fundamentally exist at the institutional, department, and group level.

Consistent integration of DEI principles and practices among leaders is a necessary and complimentary element encouraged through the establishment of performance evaluation measures. This section presents a set of recommendations for assessment and evaluation metrics that should be leveraged in leadership annual performance reviews to build excellence in the area of DEI within the context of their respective organizations (departments/divisions/units). In addition to the measures, participants in the performance evaluation process are encouraged to have conversations about relevant DEI data during the evaluation dialogue and assess leadership impact on effort and progress in this area. The underlying goal is to shift the culture of our organizations, which coincides with President Drake's goal to "Strengthen[...] an inclusive, respectful and safe university community."[22]

The direction of many of the actions taken by peer organizations within and outside higher education settings cover assessment on a wide variety of functional areas and target different populations (students, teaching, administration). A review of meta analyses and samples of tools led the group to focus on the need for assessment at multiple levels of impact within the organization primarily at the individual, unit/departmental, and organizational levels.

Performance Evaluation Metrics

In accordance with the goals stated above, we recommend the elements outlined in Figure 2 below be considered as part of performance evaluations for leaders across the University of California system. It is important to note the metrics delineated herein should be incorporated into the performance evaluation discussions between supervisors and reportees, and the qualitative responses should then inform the final evaluation. Figure 2 captures efforts and impacts of leadership at multiple levels (individual, divisional/department/unit, organizational/campus-wide). The following are the elements noted:

Promote Education and Development

DEI is an area that constantly evolves. Continuous learning is necessary to stay abreast of changes and new data informs actions to integrate DEI. Leaders can encourage their teams to participate in learning and development efforts related to DEI such as countering bias in various employment situations related to recruitment, performance evaluation, career development opportunities and promotions. Other topics include allyship, becoming an upstander, hosting inclusive meetings, and using the language of equity fluent leaders. Leaders may also choose to require education as appropriate and relevant to individuals or groups given their business needs.

- Recommended metrics: education efforts and initiatives (individual impact), measuring unit completion rate (unit/department and organizational impact)

Foster an Inclusive Climate

Leaders may also be assessed on the organizational climate within their respective teams and organizational impact. Assessments in this area may be informed by the assessment of team knowledge of policies and employee rights, such as how to report discriminatory behavior and harassment. In the context of a larger group, organizations may closely monitor and assess patterns in complaints and violations including rates of discrimination and/or harassment complaints made against individuals or groups within teams, rates of those complaints that lead to investigations, and rates of those allegations investigated and substantiated. Whereas number of complaints may reflect the team's awareness and understanding of related policies and employee rights, investigations may reveal either substantiated allegations and/or deviation from good business practices, which may require immediate attention to support a positive DEI climate.

Feedback through surveys can assess the climate of a unit or department. At the individual level, performance feedback should be obtained from all stakeholders including direct and indirect reports, peers that work closely with the leader, and members of matrixed organizations. Pulse and climate surveys and the leader's efforts to pursue any recommended actions as a result of those instruments can also be a performance measure at the organizational/department/work unit level.

- Recommended metrics: departmental DEI plan is developed and implemented (unit/department impact), DEI data collection and analysis (unit/department and

organizational impact), transparency and staff knowledge of related policies and procedures (unit/department and organizational impact)

Adopt Equitable Recruitment and Retention Practices

There are many ways to help promote fair and equitable practices in the recruitment process at all levels. Leaders can be assessed on their efforts to promote the diverse composition of search committees, advocate for fair decision-making in the hiring process through fair and objective criteria, expand resource networks that include underrepresented minority groups, and adopt standardized behavior-based interviews.

> Recommended metrics: efforts to integrate DEI in hiring practices such as including equity advisors and educating search committee members on potential biases, retention and promotion (unit/department and organizational impact) rates; number and percentage of searches that yielded a diverse pool of candidates, finalists, and eventual hires; underrepresented status of voluntary departures.

Build Awareness

Although similar to the promotion of education and development, leaders are in a distinct position to build DEI awareness with their teams. Leadership participation and engagement in DEI related talks, lectures or events are effective to build an organizational culture of DEI principles that is current and consistent. Leaders can demonstrate their support and advocacy by actively hosting or facilitating discussions and/or group events to hold space for broader dissemination of DEI knowledge and efforts. The idea is to demonstrate inclusive leadership that encourages their team to participate in professional events and to create collective safe spaces to promote progressive actions in support of DEI initiatives.

- Recommended metrics: Lead or participate in (internal, external, or professional) discussions, lectures, events (individual, unit/department, and organizational impact). Sponsor/host/attend professional events (individual impact). Convene discussions, lectures, events, or other efforts (unit/department or organizational impact); demonstrate inclusive leadership behaviors by ensuring team members have fair input and opportunities to contribute where appropriate (individual) and measure this by gathering feedback during the performance evaluation stage or assessing climate surveys.

Offer Mentorship Opportunities

Many campuses have mentorship programs where employees participate either as a mentor, someone who provides support and guidance to help build professional confidence and chart a career path, or as a mentee. Assessment may include activities that support and augment a mentor program (organize, promote, develop structure for) or gives recognition for and rewards participation.

- Recommended metrics: individual mentorship activities (individual impact), percent of unit managers/department chairs/division leaders involved in mentorship activities (unit/department impact), lead or participate in activities that grow cohesion and belonging (organizational impact).

Pursue Intentional Recognition

Many leaders throughout the UC system dedicate themselves to the ever changing and complex DEI work. Organizations benefit greatly when they provide individual and team recognition for those that help support progressive DEI actions. This can come in the form of one-time awards, in-the-moment verbal recognition of acts of inclusivity, performance assessment in evaluations, or promotion.

- Recommended metrics: nominations for campus level or external awards (unit/department or organizational impact).

Inclusive leadership fosters supportive team environments and advocates for participation in DEI initiatives and integration of equitable practices. Leaders are expected to create a climate of inclusion and belonging within their teams and departments. Consistent with these expectations, leaders may leverage the vast available educational and professional development resources to meet the measures listed in Figure 2 below. Leadership performance can then be measured against these practices to advance inclusive excellence during each of the leader's annual performance evaluation. Appendix A contains a representative list of existing DEI assessment tools.

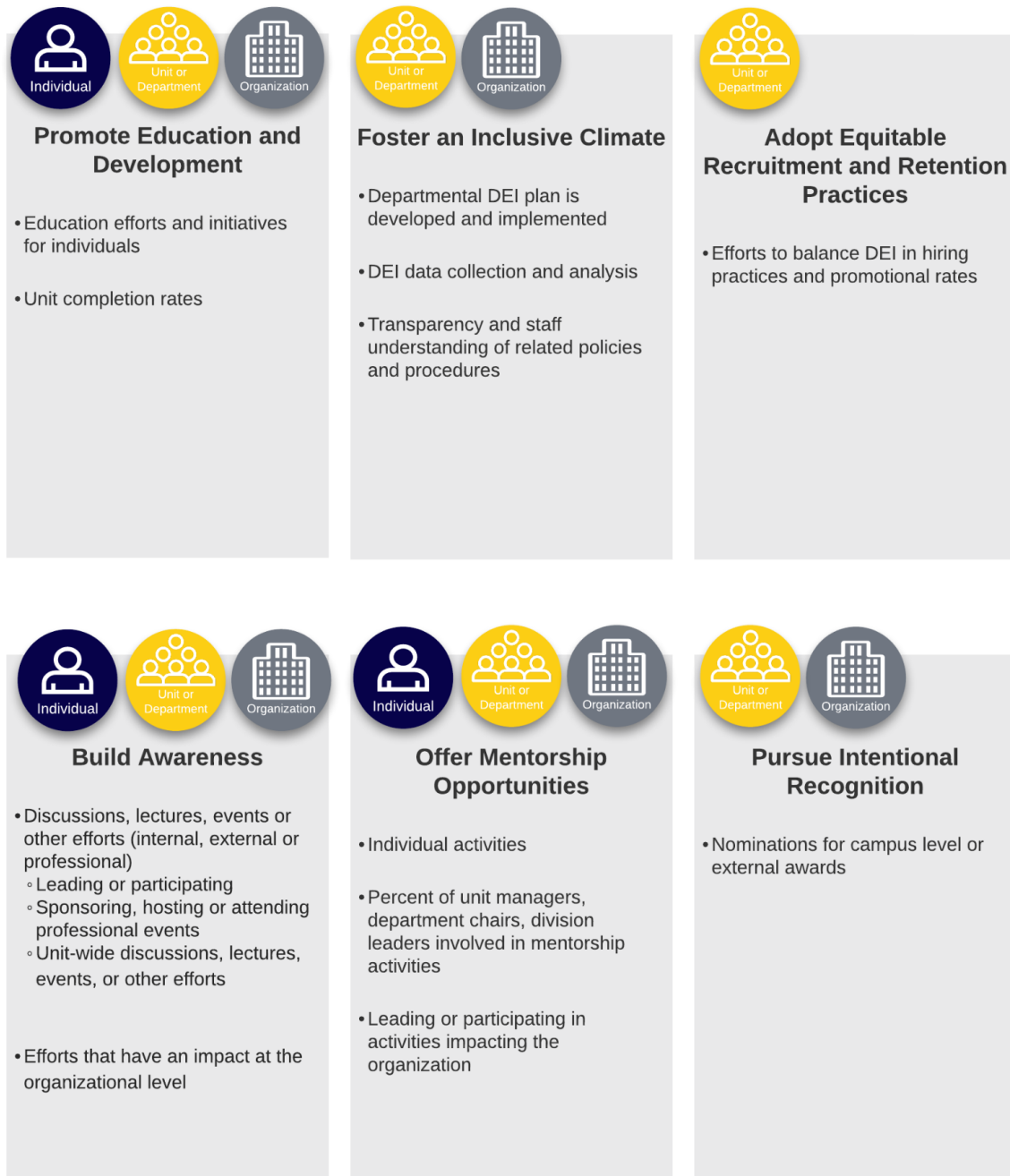## DEI Metrics to Consider During Performance Evaluations of UC Leaders

Promote Education and Development

- Education efforts and initiatives for individuals

- Unit completion rates

Foster an Inclusive Climate

- Departmental DEI plan is developed and implemented

- DEI data collection and analysis

- Transparency and staff understanding of related policies and procedures

Adopt Equitable Recruitment and Retention Practices

- Efforts to balance DEI in hiring practices and promotional rates

Build Awareness

- Discussions, lectures, events or other efforts (internal, external or professional)
  ◦ Leading or participating
  ◦ Sponsoring, hosting or attending professional events
  ◦ Unit-wide discussions, lectures, events, or other efforts

- Efforts that have an impact at the organizational level

Offer Mentorship Opportunities

- Individual activities

- Percent of unit managers, department chairs, division leaders involved in mentorship activities

- Leading or participating in activities impacting the organization

Pursue Intentional Recognition

- Nominations for campus level or external awards

Figure 2: DEI Metrics to consider during performance evaluation of UC Leaders. The recommended metrics are described in more detail above.

Conclusion

We hope this report has helped demonstrate that the UC system's approach to promoting diversity, equity and inclusion could benefit from a more cohesive approach, especially as it relates to providing engaging learning and development resources to senior leaders, and requiring that they be held accountable for DEI outcomes in the unit(s) they oversee. We also believe that a more cohesive and unified approach would help campuses avoid the costly and time-consuming replication of efforts the current approach seems to favor.

Our exploration of existing DEI resources and programs, conversations with DEI leaders, and review of some of the current literature in this field, revealed that UC can do better to meet President Drake's 2022 vision for improving cultural competency of leaders at all levels and making a meaningful commitment to adopt more consistent proficiency and develop all UC leaders to foster inclusive campus environments, comply with non-discrimination policies, and actively address population-based biases by 2025. As outlined above, an immediate next step would be to convene a task force to identify new system-wide learning and development avenues, analyze existing programs at the campus level and determine which program deliverables have had the most productive and impactful results. If there are gaps, new resources based on the principles of anti-racism, growth mindset and a deep understanding of the business case for diversity should be developed and made available across all UCs. Since effective DEI training programs influence both individual behavior and drive long-term organizational change, they are a critical investment in the future of the UC system.

We hope you share our vision of imagining a University of California where all those who are in positions of power become conversant with, cognizant of, and accountable for DEI best practices. This environment will transform how our leaders engage in everyday interactions with employees, students, and community members, and influence structural, policy, and practice-based changes that will ultimately make the University of California an even more inclusive and welcoming institution.

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Appendix A: Assessment Tools to Improve Leadership Accountability to Advance Diversity and Inclusion

The University of California has been a model for innovation and continues to develop the most creative solutions to some of the world's most complex problems. In the same way, the University can strive to intentionally break down the barriers that preclude UC from achieving diversity, equity, and inclusion across its missions and its student, faculty, and staff communities. Applying quality improvement principles and metrics to address institutional racism and improve DEI systemwide is necessary for progressive change to occur.

Although the metrics recommended in the report focus specifically on performance evaluations for those in leadership/management positions, the following also describes a set of accountability tools that can be modeled by departments/units to assess progress in meeting their institutional and departmental DEI goals. Among numerous tools identified in the literature review conducted, these are select examples that can be referenced by UC locations as they develop measurable objectives for strategic planning and criteria for measuring performance.

Organizational Assessment Tools

The Diversity, Equity, and Inclusion Metrics Inventory (accessible by log-in)
This tool published by Gartner 2022, is a compilation of metrics collected by organizations to demonstrate DEI outcomes and progress. It is designed to help leaders and their teams better assess the metrics tracked and reported for different audiences in organizations. The 2020 version of the tool provides a summary of the 2022 edition.

Diversity, Equity, and Inclusion Organizational Assessment Tools: A Resource Guide
This is a point-in-time snapshot of instruments done by Health Equity Strategies, LLC in partnership with the Institute for Economic and Racial Equity at Brandeis University. This resource guide provides a list of assessments by organization type; an overview of the benefits and limitations of each assessment; and direct links and references to encourage further reading. This guide is designed to assist organizations in a change process to identify, define, and achieve goals related to diversity, equity, inclusion, and racial justice.

DEI 1.0 Evaluation Toolkit User Guide
The University of Michigan DEI Evaluation Toolkit provides departments/units with structure to support their self-evaluations of DEI efforts. The Toolkit provides an overview of the unit self-evaluation process, proposed timeline, and includes detailed information about unit-level data that will be provided centrally; required and optional components of the self-evaluation; report templates and processes for reporting; and appendices with resources and examples for new data collection and data analyses.

[**Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education**](#)

As a tool to measure development of institutional DEI practices, the rubric is designed to establish a set of criteria upon which a college or university may measure its progress towards the institutionalization of diversity. The results of this assessment can help to identify which institutionalization components or dimensions are progressing well and which need more attention. In addition, by using the tool at another point in time to reassess the status of diversity on a campus, the actual growth of each component and dimension over time can be measured. The rubric was developed by the New England Research Center for Higher Education Multicultural Affairs Think Tank.

[**A Framework for Advancing Anti-Racism Strategy on Campus**](#)

The National Association of Diversity Officers in Higher Education developed this comprehensive tool for higher education leaders to foster diversity, equity, inclusion, and justice on their campuses and to support students, faculty, and staff as they work to shift the culture on their campuses. The Framework identifies ten priority areas where anti-racism strategies would improve conditions for Black, Indigenous, and People of Color students, faculty, and staff. For each priority area, the tool includes areas of concern and areas of effort to help campus leaders identify where changes need to be made and resources allocated.

[**Diversity, Equity, and Inclusion Checklist**](#)

Produced by the Center for Equity, Gender, and Leadership at Berkeley Haas, this checklist can be used to identify gaps in organizations and inform action for DEI through organizational policies and practices.

[**Continuum on Becoming an Anti-Racist, Multicultural Institution**](#)

From Bread for the Journey produced by Crossroads Ministry, illustrates the continuum on which an institution may fall, from monocultural to anti-racist multicultural. Each step is illustrated by specific behaviors and practices to allow for identification of where an institution may currently be and what behaviors and practices can move it forward.

Performance Evaluation Tools

[**Anti-Racist Learning and Reflection Tool**](#)

Developed by the 2020 Northern Cohort of the UC Coro Systemwide Leadership Collaborative, this tool is designed to facilitate learning, reflection, and performance assessment processes with respect to anti-racism among UC supervisors/leaders. Based on literature review, they identified ten anti-racist principles and practices as the backbone of this tool. Implementation examples are provided for each on a 5-point scale that ranges from "resists" to "champions."

[**Sample Inclusion, Diversity, Equity, and Accountability Goals and Accomplishments for Performance Management Process**](#)

Produced by Berkeley Lab, this document provides a menu of DEI activities that managers can lead and participate in to reflect their efforts to improve their leadership performance.

[**Performance Appraisal Guidance on DEI Goals**](#)

The Office of Diversity, Equity, and Inclusion at Brookhaven National Lab developed a guidance document intended to assist departments and staff in further developing DEI goals for performance appraisals.

Additional Educational Tools

Taking Action Today to Build an Equitable Tomorrow – A Guide for Health Equity, Diversity, and Inclusion
This toolkit is designed to serve as an initial guide for individuals, teams, and departments to increase awareness and drive change towards greater equity, diversity, inclusion and anti-racism within the UCLA Hospital System. The toolkit consists of selected readings, videos, and discussion questions to increase the understanding of important DEI and anti-racism principles and practices. The toolkit is designed to encourage self-reflection, guide group discussions, and inspire collective action to create a work and clinical environment that actively opposes racism and bias, ensures equitable treatment and outcomes, celebrates diversity and creates an environment that is welcoming to all staff and patients.

Equity Fluent Leaders Glossary of Key Terms
The Equity Fluent Leader™ (EFL) Glossary of Key Terms by the Center for Equity, Gender, and Leadership at Berkeley Haas, provides an overview of language to build one's equity fluency. The first tab defines key words and terms. The second tab identifies words and terms that EFLs should be aware of, or that may be problematic. For terms that are problematic, a preferred term is offered. The third tab includes an overview of gender pronouns and rules of thumb related to gender pronouns.

Appendix B: Overview of Existing Training Opportunities at UC Campuses

The following is an attempt to provide an annotated overview of existing training opportunities at various UC locations. We hope that this directory will be useful to help identify synergies, identify opportunities for making training available to a broader set of constituents and avoid replication of effort.

UC Berkeley

Equity Training Resources

UC Berkeley offers multiple training opportunities. The Berkeley Equity Training Series is an intentional sequence of three-hour topical sessions facilitated by subject matter experts and equity practitioners available to employees within title codes: S1, M1, P3, P4, P5. UC Berkeley also has an Inclusive Leadership Academy tailored to anyone with direct reports. This resource is dedicated to managers and has tools to help managers and leaders in different areas of their leadership journey, and is specially related to policy and internal processes. There is a section on diversity that provides resources focused on diversity, however, this training was not mandatory.

- Which frameworks would this program apply to? Growth Mindset
- Can DEI be incorporated? Some adaptation may be necessary. Resources appear focused on managers only.
- Can this be expanded to other campuses? Yes, this can be expanded to other UC's.

UC Davis

Diversity Courses

This program offers various educational opportunities to staff, faculty and students on fostering an inclusive and respectful environment that honors the UC Davis campus community and operationalizes the UC Davis Principles of Community. The DEI Education Program includes workshops, training, presentations, courses, seminars and other educational initiatives that enhance our understanding of and appreciation for the diversity that makes up our campus community. As part of UC Davis's approach to help the campus build stronger working and learning communities within and beyond the larger UC Davis community they focus on seven key initiatives; Dialogues on Diversity, Department Requests , Consultations, Diversity Awareness Workshop, Diversity, Equity and Inclusion in Advising, Student Leadership Development in Diversity , services for Organizations Beyond UC Davis. This program is open to all staff and faculty

- Which frameworks would this program apply to? Growth Mindset and Anti-Racism
- Can DEI be incorporated? Yes, this was DEI focused already however was not tailored to senior leadership roles. Classes were focused on all users.
- Can this be expanded to other campuses? Yes, this can be expanded on fairly easily to other UC's.

UC Irvine

[Academy for Inclusive Excellence](#)

The Academy for Inclusive Excellence program at UC Irvine is robust. Staff work with equity Advisors, DECADE Mentors and invited guests to share time via an in-person training session, where they review roles and responsibilities and embark on change strategies connected to the UCI Action Plan for Inclusive Excellence and the UCI SEA Change priorities. This program as the following modules :

> Black Thriving Initiative Modules : These courses are free and open to all campus members – undergraduates, graduate students, faculty staff, and UCI Alumni. Participants will meet online for one hour per week, for a total of five weeks. Each meeting will be organized around a theme that serves as a focal point of moderated discussion. The purpose of this three-part course sequence is to examine anti-Black racism in the United States while advancing UCI's commitment to inclusive excellence

> Chancellor's Inclusive Excellence Awards: The Chancellor's Inclusive Excellence Award is a two-year, non-renewable appointment for selected new UCI Senate faculty – from newly hired advanced assistant professors to associate professors and professors or equivalent. The award: Recognizes the distinguished accomplishment to advance inclusive excellence Provides $50,000 to awardees to support continued scholarship, pedagogy, and exemplary service leadership contributing to diversity, equity, and inclusion at UCI Engages the campus and community in conversations and explorations of stellar research and awardee contributions during an annual public forum

> Comparing Relevant Equity Advisor Tools to Empower (CREATE) THE aims of CREAT are to Translate inclusive excellence strategies into demonstrative systemic change for diversity, equity and inclusion, extend an equity advisor model as an effective lever for change in earlier pathways to the professoriate, Promote holistic and meaningful measures of climate, Enhance the accountability of institutions for inclusive excellence through their equity advisors, programming, cultural consciousness, and best practices for change

> Inclusive Excellence Certificate Program: Learning Outcomes: By successfully completing the certificate program, faculty, staff and students will be able to recognize how diversity, equity, inclusion, and free speech intersect; appreciate the experiences and perspectives of diverse constituencies; compare and contrast the experience of different campus communities; apply strategies to advance the success of diverse campus constituencies; and operationalize UCI's commitment to equity, diversity, inclusion, and free speech.

> Institute for Equity, Diversity, and Inclusion: host annual events base on various topics, this years was 2022 Institute: "Impacting Inclusive Learning in our Lifetimes"

● Which frameworks would this program apply to? Growth Mindset and Anti-Racism
● Can DEI be Incorporated? Yes, was DEI focused already however was not tailored to senior leadership roles. Classes were focused on all users and offered a plethora of foundational information.
● Can this be expanded to other campuses? Yes, this can be expanded fairly easily to other UC's.

UC Los Angeles

Management Enrichment Program (MEP).

The Management Enrichment Program is designed to provide a framework for enhancing decision-making and leadership skills, particularly in critical areas such as strategic planning, financial management, and human resources, along with understanding the context in which decisions are made at UCLA. MEP consists of eight half-day (4 hr) sessions between February and June 2022, MEP's target audience is Manager 1 and above in Career Tracks or equivalent MSP classifications. Ideally, participants have experience as chief administrative/financial managers of academic and administrative departments. Each session includes a presentation by subject experts, case studies or group work, presentation/discussion by a panel of UCLA senior managers, and time for Q and A throughout the session. Each section is cohesive and has a specific focus.

- Which frameworks would this program apply to? Growth Mindset and Anti-Racism
- Can DEI be Incorporated? Yes, was DEI focused already and can be leveraged throughout other campuses.
- Can this be expanded to other campuses? Yes, this can be expanded fairly easily, all sessions are zoom and can be expanded to house a variety of speakers and events across various UC's.

UC Merced

Programs

UC Merced has very few resources dedicated to training on leadership programs. The Office of Equity and Justice has resources and learning campus wide. There is a newly established program focused on DEI but it is not dedicated to senior leadership. UC Merced has an opportunity to expand the training development page to incorporate a leadership training program and add a course focused on DEI would be part of it.

- Which frameworks would this program apply to? Anti-Racism
- Can DEI be incorporated? Yes
- Can this be expanded to other campuses? Not yet, courses are under development.

UC Riverside

Leadership Skills Development

UC Riverside offers three courses that can be used to meet the above feasibility needs of DEI enhancement.

> Management Skills Assessment Program: The Management Skills Assessment Program (MSAP) is a long-standing UC management development program offering an intensive off-site assessment center experience for early career managers. The goal of MSAP is to address skill deficits and grow competencies that will prepare internal employees for future role opportunities in their UC workplaces. This courses is intended for individuals who have 1-5 years of supervisory

experience, Applicants must have a minimum of one year of service at UC (past probation, career status) as of the application deadline, Career Tracks Level P3 or above; Administrative Officer 3 (or equivalent) or above; Supervisor support is essential to the success of MSAP

People Management Certificate: The UC Systemwide People Management Series and Certificate is a program for all People Managers and aspiring managers. It consists of Core and Elective Courses, which include local and systemwide programs and eCourses, as well as in-person learning experiences. individuals in this sessions will complete 10 Core courses, 6 UC Managing Implicit Bias Series courses, 4 elective courses (one from each topic area) Elective courses include systemwide eCourses and locally identified online and instructor-led courses

Building Core Supervisory Competencies Program: The Building Core Supervisory Competencies program emphasizes participation and practice of supervisory skills through the use of self-assessment inventories, case studies, homework assignments, and small group exercises. Comprehensive program courses offer skills and techniques that help supervisors develop their leadership skills, helping them successfully manage and develop their teams. The program is specifically designed for employees with two to five years of supervisory experience who want to develop a broad range of skills that can enhance their performance in carrying out supervisory duties

- Which frameworks would this program apply to? Growth Mindset
- Can DEI be incorporated? Yes, was focused on building the pipeline for management but needs a DEI component.
- Can this be expanded to other campuses? Yes, this can be expanded upon fairly easily to other UC's.

UC San Diego

[Managerial and Leadership Development](#)

The Managerial and Leadership Development program is focused on development and is organized by "subway stops." Each subway stop includes specific resource options according to the different stages of managerial development and reflects the diverse range of skills for each stage. It starts with individuals who are interested in supervisory and leadership roles to those in senior leadership roles.

- Which frameworks would this program apply to? Growth Mindset
- Can DEI be Incorporated? Yes
- Can this be expanded to other campuses? Yes, this can be expanded fairly easily to other UC's, but would need a specific section on DEI. Many courses were online and can be shared across the UC system easily.

UC San Francisco

[Anti-Racism Training Resources](#)

As part of its comprehensive [Anti-Racism Initiative](#), UCSF offers a very [comprehensive set of training programs, workshops and certificate programs](#).

- Which frameworks would this program apply to? Growth Mindset and Anti-Racism
- Can DEI be Incorporated? Yes, DEI focused already however was not tailored to senior leadership roles. Classes were focused on all users and offered a plethora of foundational information.
- Can this be expanded to other campuses? Courses are already being used across the UC system.

UC Santa Barbara

[Manager and Supervisor Resources](#)

The UC Santa Barbara Human Resources page has different People management educational programs and resources. Individuals can search by topic in order to identify courses. HR has created this page for managers to help with different aspects of people management. It provides tools and learning opportunities. There is a link to the DEI page within the extended resources section of the page.

- Which frameworks would this program apply to? Unknown
- Can DEI be incorporated? Unknown
- Can this be expanded to other campuses? Unknown

UC Santa Cruz

[Diversity and Inclusion Certificate Program.](#)

The Diversity and Inclusion Certificate Program is sponsored by the Office for Diversity, Equity, and Inclusion. The program is open to staff, faculty, and graduate students and focuses on building an inclusive environment that promotes diversity and inclusion. The program consists of: Attending a mandatory orientation course in October, 6 required courses, 2 elective courses of your choosing, the attendance of a capstone seminar and a presentation session where program graduates will apply the knowledge gained in the program to their work on campus. This program provides a valuable professional development opportunity at no cost to the participants or their respective units. It is designed to offer participants an in-depth examination of diversity and differences in order to gain a greater understanding of how and why users should work together to build a stronger and more inclusive UC Santa Cruz community. Participants will gain valuable knowledge and skills that will enable them to more effectively and enjoyably work and lead in a multicultural, diverse environment. Each offering is a 3-hour course and will be taught by various internal and external instructors in different formats. The 6 required courses are offered twice during the academic year while the elective courses are offered once.

- Which frameworks would this program apply to? Growth Mindset and Anti-Racist Practice
- Can DEI be Incorporated? Yes, DEI focused already however was not tailored to senior leadership roles. Classes were focused on all users and offered a plethora of foundational information.
- Can this be expanded to other campuses? Yes this can be expanded fairly easily to other UC's.

UCOP/ANR

UCOP Human Resources

Learning and Development

Organization, Leadership and Supervisor Development

Leadership and Career Development Cohort Opportunities

Inclusive leadership link for UCOP was under manager's resources for managers and guides to promote inclusiveness. Also under the organization leadership and supervisory development page, there are multiple resources offered that are for both current leaders or those moving to leadership roles. In addition there are systemwide leadership training sessions such as CORO that have few DEI related information. "Series and Cohorts for Managers and Supervisors" at UCOP has listed programs specific for leadership but none are specifically tailored toward DEI. UCOP as a representative of all systemwide training has an opportunity to include the DEI specific courses so all campuses can have consistent training material even if it is not hosted by UCOP.

- Which frameworks would this program apply to? Growth Mindset and Anti-Racism
- Can DEI be incorporated? Yes, this can be expanded upon fairly easily to other UC's. There is already an existing leadership training list and this is a perfect place to include the DEI training for leadership. For ANR specific training , the DEI course and training can be added to the existing page as an extension.
- Can this be expanded to other campuses? Yes, this can be expanded fairly easily to other UC's.