

Ranking Climate

Diversity	Diversity Efforts
1 Low	0
2	13
3	14
4	3
5 High	0
Average	

Diversity	Diversity Efforts
1 Low	0 (+3)
2	2
3	14 (-3)
4	5
5 High	0
Average	

7/29/2009

8/19/2009

Parking Lot

- Distinctions between student/staff/faculty

What Works

- Mentoring
- Focused recruiting on diversity
- Mentorship of future candidates
- Housing diversity training
- Chancellor's Advisory Committee on Diversity

7/29/2009

8/19/2009

Suggestions to Enhance

- More mentoring emphasized
- More dialogue, such as this meeting
- More education about diversity
- Use staff meetings to discuss diversity issues
- Chancellor's Forum
- Identify individuals for advancement
- More time flexibility for diversity training
- "State of Diversity" address
- Chief Diversity Officer
- Lateral Job change training class
- Diversity training for all staff
- Principles of community commitment
- 360 Evaluations
- Published message from the Chancellor on the importance of Diversity

Why? Explanation of Rankings

Positive:

- Student rankings – a little higher (3) than staff (2)
- Lots of effort
- Gender equity
- Some higher ranking

Negative:

- Should distinguish between numbers and perception of climate
- Passiveness
- Disconnect between faculty and student affairs
- Define diversity broader than just race
- Challenging in these economic times
- Not diversity in workplace
- Need to be able to get through to staff/faculty

Positive:

- Effort from some departments to do focus recruiting
- Mentorship efforts
- Student Affairs – a model to diversity

Negative:

- Focus on staff (opinion changed from 3 to 1)
- Issue hiring people of color, no programs for promotions Dead ended.
- Climate issues impacts retention
- Economics times – important programs (diversity) fall by wayside
- Challenge – budget no hiring, last hired, first fired impact
- No centralized source of learning
- Recommended state of diversity report and chief diversity officer
- Need opportunities for people to transfer departments, multidisciplinary training
- Student would like to see more faces represent African-American

7/29/2009

- Concern about layoffs w/higher minority staff
- HR effort to ramp up knowledge
- Discussion with no follow-through
- Better outreach to students, not enough once here (faculty/staff)
- Concern about numbers/percentages not seeing people of color
- Upper admin less diverse, speakers not diverse
- Better job w/hiring efforts
- Frustrating results
- Students not reflecting California population breakdown
- Less diverse staff
- Improve retention
- Hard to recruit qualified women

8/19/2009

- New employees should get diversity training, have all staff competent so no need for outside help
- Need mechanism to discuss issues on ongoing basis (Chancellor's Advisory Committee)
- Should be all-encompassing of our diversity (race, ethnicity, gender, sexual orientation)
- We should all post our principles of community
- Assess evaluate all staff
- CACSS – visit different departments
- Visibility – Chancellor address the campus integrate into performance evaluations for everyone (not just staff)

Deficits

- Unclear distinctions about framing diversity
- General passivity among undergraduate population, support for students
- Disconnection between faculty, staff and students, uneven follow up.
- Addressing magnification in current crisis to adverse effect on staff, especially regarding diversity
- Communication among different operational groups, staff, students and faculty
- Responsibility not shared among all units of campus
- Presenting diversity in campus publications
- Uneven diversity among different campus groups (students vs. faculty, staff vs. senior administration)

1. Changed rating from 3 to 1 or recruitment and advancement
Insufficient staff development, ie; recruitment and training, promotion opportunities and reflection.
2. Ratings unchanged
Retention efforts inadequate for staff, especially staff of color hired but leave communication, mentorship overshadowed by budget situation.
3. Awareness about diversity, but not good follow through, need improved communication or acquisition
4. Budget environment may affect diversity, ie; readmission for informal hiring deficit address adversity
5. Augmented staff development programs
2 to 4 range in rating, insufficient diversity among staff. More committees about diversity, higher level of education campus-wide
6. Uneven satisfaction level, depends on unit
Student affairs is trained, but other new employees are not
Broader diversity can penetrate through campus

Practical Solutions/Remedies

- Stronger Chancellor's statement about diversity
- Increased effort to diversify students, staff, and faculty, with recruitment, retention and tapping into under recognized community
- Mentorship for new staff + diversity senior management, etc
- Greater action on behalf of campus diversity commitment
- More chances around staff to facilitate conversation, including at scheduled staff meetings
- Continuously learning about diversity
- Definition of diversity needs to become more legible
- Support staff
- Evaluate search process (ie; HR)
- Create task force to address campus climate
- Chancellor's forum on diversity
- Greater accountability, ie; chief diversity officer to lead and monitor campus efforts and outcomes
- Diversity training/certification for managers
- Identify potential in ee and develop
- Communication opportunity trainings/Ask supervisors to support ee trainings, generally, especially with time off
- Mentoring programs
- Centralized source for highlighting diversity efforts
- Annual state of diversity report becoming more visible, help of chief diversity officer
- Vehicle for identifying and developing internal candidates for limited opening positions
- Committee dedicated to diversity for all campus communities (Chancellor's Committee on Diversity or Minority Affairs)
- Identify model departments (student affairs) in community to replicate
- New ee diversity as part of orientation
- Diversity everyone's job not just HR/Upper echelon management.
- Encourage all departments to have principles of community that include diversity
- Assessment of campus is same
- Measure/present impact/value of diversity to campus
- Consolidate/keep posts of content on diversity

- CACSS attend department meetings and talk about diversity
- All ee evaluations include involvement in diversity efforts. Use 360 evaluation
- Award for diversity written
- Communication from Chancellor that he is committed to diversity that is meaningful, substantial, and frequent
- Web based world café including additional options and affinity group feedback (different from mixed group feedback)

Potential Committees

- Recruitment, retention, and mentoring (identifying talent, promotional programs, career development)
- Diversity Education (visibility award, employee training, NEO, supervisor's commitment)
- Campus Climate: building bridges between faculty, staff and students
- Chancellor's Committee on Diversity (more focused)