

Staff Perspectives (May 2019) Overview

Attendees: 99 RSVPs, 72 attendees

The theme for BSA Staff Perspectives event, hosted on Tuesday, May 7, was Embracing and Supporting Greater Equity and Inclusion Efforts on Campus. The goal of this year's program was to determine what Berkeley staff most value and have concerns about regarding Equity & Inclusion.



The event was attended by staff from across campus. VC of E&I, Oscar Dubon, Director of Staff Diversity Initiatives, Sid Reel, and EEO Analyst, Tim Fuson, also joined for a welcome and presentation of our current racial diversity standing with regard to recently compiled report.

Questions included:

- Why should all staff promote/contribute to fostering and inclusive community and what can we as individuals do?
- What are effective training tools or courses that staff can take to become better co-workers in a diverse environment?
- What institutional barriers/challenges would account for the limited representation of all community members in middle and upper management positions? And what could be changed?
- Would you be in favor of a UC paid family leave policy that took the equivalent portion of your salary to provide benefits like CA State Parental/Family Leave? Explain why yes, or no? Or alternatively, would you recommend a shift to the CA State system or other option?

High-level Summary of responses:

1. The feeling of not being able to bring full self to work adversely impacts both the individual and the institution and diversity and inclusion leads to better outcomes so campus training/accountability/funding similar to what has been implemented for other important initiatives is important.
2. Multicultural Education Program workshops, Staff Ombuds workshops, Berkeley People Management Courses, and Lynda.com, are a few of the resources cited as available to get training for working in a diverse environment.



3. A need for cultural sensitivity/competency and open discuss about bias for upper level hiring on campus as well as having managers promote high performers in lower level positions to higher level ones as they become available, since there appears to be hesitation for some managers to promote from within the org.
4. Staff would appreciate paid family leave that is aligned w/CA system. Other benefits like child care options on campus for staff and better support/flexibility for return to work are also important to consider. Finally, the lack of family leave policy is setting up UC to not attract young talent that will commit to the institution.

Summary results follow in the next section.

Summary

Question 1: Why should all staff promote/contribute to fostering and inclusive community and what can we as individuals do?

Why's:

- Diversity and inclusion leads to better outcomes
- Diversity transcends race, culture, ethnicity, and is also applied to one's educational experience, socioeconomic stats, disabi/able bodied
- High-level of engagement equals a high-level performing team
- The feeling of not being able to bring full self to work adversely impacts both the individual and the institution
- Less compartmentalizing our roles and garnering more involvement
- It should be a worker's right to a healthy and self working environment
- Public institutions have a responsibility to be reflective of the local demographics
- Minority groups should not "carry all"/ hold burden of improving inclusivity in the workplace

What:

- Have awareness of unconscious bias
- Transition from a colleague to "work friend" dynamic to create sense of approachability and foster more inclusivity among staff
- Serve as "educators" to others and oneself
- Recruit individuals across various disciplines
- Foster inclusivity as the "nature" of one's working title/position
- Senior leadership should model behavior supportive of diversity and inclusion initiatives and there should be required training and accountability for successful compliance
- Campus training/accountability/funding similar to what has been implemented for other important initiatives (e.g. Sexual Harrasment, Budget Deficit, Title IX, IT Security, EH&S)

Question 2: What are effective training tools or courses that staff can take to become better co-workers in a diverse environment?

- Multicultural Education Program workshops (series of three)
- Staff Ombuds workshops on workplace communication and collaboration, resource for personalized group trainings
- DISC Assessment - work and communication styles
- Linda.com online courses on inclusion, conflict/resolution
- Berkeley People Management Courses - two Diversity & Inclusion workshops for managers
- UCOP Online Training - six workshops on unconscious bias
- HR Organizational Development: offers retreats/team-building
- Whole Brain Assessment for work styles, communication, change management
- Roberts Center for Intercultural Leadership - communication style workshops
- Berkeley International Office - anyone can attend student workshops
- UC Staff Orgs, Communities of Practice, Communities of Identities: workshops, events, speakers
- Womens Leadership Program (requires nomination)
- Leadership and Career Enhancement Program for staff of color (requires nomination)
- NOW conference - seminars and workshops on career development

- Staff Diversity Initiatives Resource Guide: <https://campusclimate.berkeley.edu/staff/resource-partners>

Question 3: What institutional barriers/challenges would account for the limited representation of all community members in middle and upper management positions? And what could be changed?

- There is double burden on minority groups - 1 - they can do job + 2 - culturally they are capable
- Support system impact; same situation can result in different experience for a white person with more support and a person of color or other smaller groups having less support
- Some Managers don't want to promote their staff especially the high performers
 - Hesitation to hire someone in lower position
 - Sometimes minority groups are the ones performing very well especially due to double burden of proving they can do the job well and they are culturally capable
 - So, these groups are more impacted by manager's hesitation to promote"
- Need for cultural sensitivity/competency and open discuss about bias for upper level hiring on campus
- Lack of resources/training.
- Create hiring committees for upper level positions which include diverse staff members and staff from lower level positions, include CESO

Question 4: CA State Parental Leave policy, to which we are not eligible, provides up to 6 weeks of partial pay (roughly 60-70% of salary) to employees who take time off from work to care for a seriously ill family member (child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner) or to bond with a new child entering the family through birth, adoption, or foster care placement. This benefit is funded by less than 1% of employee salaries; would you be in favor of a UC paid family leave policy that took the equivalent portion of your salary? Explain why yes, or no? Or alternatively, a shift to the CA State system or other option?

- Staff would appreciate paid family leave that is aligned w/CA system
- Concerns that the lack of family leave policy is setting up UC to not attract young talent that will commit to the institution
- Recommendation that if staff feel supported to take care of their families they would be more willing to support the institution
- How would (A) this new policy interact with current VL + SL usage policies(I.e before FMLA)
- How about child care options on campus for staff? Perhaps something to enroll in like legal benefits. Other campus support may be as important as leave benefit.
- The event was attended by staff from across campus. VC of E&I, Oscar Dubon, Director of Staff Diversity Initiatives, Sid Reel, and EEO Analyst, Tim Fuson, also joined for a brief welcome, presentation of our current racial diversity standing with regard to recently compiled report, and participated in the conversations. Provision of more flexible schedules for return to work

