

# *Advancing Inclusiveness and Multiculturalism At UC Berkeley*



**Leadership Development Program  
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## Executive Summary

*As Chancellor, I see every day the critical role that Berkeley's outstanding staff plays in helping to build and support the excellence of our campus.*

- Chancellor Robert Birgeneau, Nov. 7, 2008

UC Berkeley is one of the best teaching and research institutions in the world. As such, advancing not only academics, but also excellence in administration and operations is key to our ongoing success. Staff contributions in these areas are essential. Diversity, equity, and inclusion are core to our mission as a public university. Currently, Berkeley has a newly established Office of Equity and Inclusion as well as a new performance evaluation form with inclusiveness as a core competency.

To better understand the meaning of inclusiveness, as well as how it can be supported through training and development, our LDP project team conducted a comprehensive research study. We began by consulting the literature on inclusiveness. We also administered a campus survey and conducted interviews and focus groups. In addition, we interviewed peer institutions for insights on best practices.

Our core findings indicate that diversity and inclusiveness are related but separate terms. Diversity is about differences, while inclusiveness is about the process. We discovered that strong campus support for advancing diversity and inclusion is tempered by a deep concern for honoring a longstanding Cal history of social justice efforts. Respect for differences, fairness, a sense of belonging, access and opportunity, shared information, and participatory decision-making are all essential to the practice of inclusiveness. Findings also indicate that transparency, accountability, and ways to measure progress are important. To further advance diversity, equity, and inclusion, our team proposes a campus-wide definition of inclusiveness, performance management clarifications, and training and development programs.

We recommend that campus-wide initiatives be supported and guided by the following Inclusiveness Statement:

*Inclusiveness is a respectful way of creating value from the differences of all members of our community, in order to leverage talent and foster both individual and organizational excellence.*

In addition, we recommend that the Inclusiveness Statement be accompanied by seven guiding principles, known as The Principles of Inclusion. The Inclusiveness Statement, along with the Principles of Inclusion, affirms our campus' commitment to inclusiveness.

In order to further clarify our campus' understanding of inclusiveness in performance management, we recommend a modification to the existing definition of inclusiveness on the performance evaluation form. To assist in the evaluation of inclusiveness as a core competency, we recommend behavior-based metrics. These metrics can and should be further enhanced with unit-specific behavioral examples. So that all supervisors and employees can benefit from a shared understanding, we also recommend development of a web page containing specific behavioral examples.

Finally, findings indicate that staff training is a valuable and essential component of university life. While many training and development opportunities currently exist on campus, due to our decentralized structure they can be difficult to find or not tailored to specific unit needs. Given the strong interest for inclusiveness training and development, we recommend that the campus establish an umbrella program called the Cal Inclusiveness Education Program. A key component of this program includes campus-wide and unit-level needs assessments in order to target development areas. We recommend utilizing a three-level, multi-dimensional training design. By coordinating and consolidating inclusiveness training, the needs of both individuals and units can be more readily addressed.

We feel the implementation of these recommendations will foster not only an increased awareness and understanding of inclusiveness, but also greater clarity for measurement. Understanding our diversity and embracing it through inclusiveness will enable Berkeley to become an employer of choice and sustain its excellence in the global arena of higher education.

## **Project Sponsors and Team**

### **Project Sponsors**

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*Nathan Brostrom*, Vice Chancellor - Administration

### **Functional Sponsors**

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*About the cover: Thanks to Berkeley... PhotoBooth Project*

*During the five years of The Campaign for Berkeley, San Francisco photographer Christopher Irion's traveling PhotoBooth will reach out to capture and reflect the pride and gratitude of the Cal community through personal portraits and "Thanks to Berkeley..." quotes. The entire collection of photographs and quotes can be viewed at [campaign.berkeley.edu](http://campaign.berkeley.edu).*

## Introduction and Project Overview

The University of California is world-renowned for innovation and excellence in higher education. In recent years, UC governing bodies have affirmed a commitment to diversity as core to the mission of public education. As the flagship and premier institution in the system, the University of California, Berkeley, under the leadership of Chancellor Birgeneau, has launched a five to ten year campus-wide initiative for progress on diversity, equity, and inclusion. The newly established office of Equity and Inclusion headed by Vice Chancellor Gibor Basri is essential to this initiative.

In addition, the Berkeley Administration Division, under the leadership of Vice Chancellor Nathan Brostrom, has affirmed that understanding and advancing diversity is essential to effective administrative and operational services. The campus movement toward advancing equity, diversity, and inclusion also forms a major aspect of current approaches to performance management, which include a newly added core competency of inclusiveness in non-represented staff performance evaluations.

While excellence in higher education often focuses on faculty and students, the offices of Equity and Inclusion and Administration recognize the value of staff to the on-going success of our institution. Staff, who are largely responsible for day-to-day operations and administration, are often the unsung heroes of our institution. Cal has received numerous top rankings for academics and research, but it does not feature prominently in reviews of academic work environments, such as *The Chronicle of Higher Education's* "Great Colleges to Work For," or *DiversityInc's* "Top Colleges and Universities." Yet recruitment and retention of top talent is crucial for not only faculty and students, but also for staff.

In order to understand more about how staff diversity and inclusion contribute to excellence at Berkeley, Vice Chancellor for Administration Nathan Brostrom and Vice Chancellor for Equity and Inclusion Gibor Basri collaborated to sponsor this project on the topic of inclusiveness. The Office of Equity and Inclusion charged us with providing a campus-wide definition of inclusiveness. For Administration, we have taken on the task of recommending how the campus should define, evaluate, and support the performance management competency of inclusiveness.

This report provides a general campus or organizational definition of inclusiveness, along with a performance management definition of inclusiveness as a core competency. In addition, we present behavior-based metrics for performance evaluations, as well as practical examples of those behaviors. Finally, we provide recommendations for training programs and activities that foster and develop the competency of inclusiveness.

In support of data-driven recommendations, our team conducted interviews at UC Berkeley and peer institutions, held two focus groups with Berkeley staff members, administered an electronic survey, and extensively reviewed the literature on inclusiveness. Through systematic analysis of the data sets, a series of core findings emerged to produce recommendations for defining, evaluating, and supporting the core competency of inclusiveness. We also note implications for further study and provide possible next steps.

Finally, through dedicated group process, our team also conducted a meta-experiment on the lived experience of inclusiveness. By intentionally focusing on team formation, ground rules, participatory decision-making, rotation of team roles, inclusiveness stories, conflict management, and group evaluation, we invested the extra time it takes to be inclusive. This project is a record of our experiences of frustration, challenge, inspiration, and deeper connection. For our team, the experience of building group trust and creating an enhanced product more than justified the time and effort required of inclusiveness.

We therefore whole-heartedly support the worthy endeavor of promoting inclusiveness throughout the Berkeley campus.



## Methods and Analysis

### Overview

The project team acquired data for analysis using four collection methods: a review of current literature, including a best practices analysis of peer institutions; an electronic survey of non-represented staff; interviews with experts and key stakeholders; and two focus groups comprised of UC Berkeley staff.

We began the data collection process with a review of the literature relevant to inclusiveness and diversity. We divided this process into both a review of peer-reviewed journals and published reports by experts, as well as a review of peer institution and University of California best practices. This review of the current body of knowledge provided background information for the rest of the data collection process and identified best practice institutions for further investigation.

The team conducted an electronic survey to obtain direct input from UC Berkeley non-represented staff members (the new form that contains a competency on inclusiveness is not currently used to evaluate represented staff). Two thousand randomly selected non-represented employees, including both supervisors and non-supervisors, received invitations for the survey. The survey contained eight questions, which respondents answered online.

We also conducted interviews with 16 UC Berkeley employees who are experts on inclusion and/or key stakeholders in the project. We asked each of these staff members seven open-ended questions related to our project deliverables, as discussed in the introduction to this report. We also conducted interviews with five other inclusion experts from several best practice institutions identified by the review.

Finally, the project team conducted two focus groups on the UC Berkeley campus to gather information related to our deliverables. Nineteen staff members attended in total and discussed four open-ended questions for 90 minutes in each group.

In the following sections, we discuss in detail each of these data collection methods, along with the procedures that we used to analyze the resulting data.

### Literature Review Methods and Analysis

To guide the project team's research on the topic of inclusiveness, we first performed a review of the current body of knowledge, focusing on peer-reviewed literature and published expert opinions. The project team conducted a database search with ERIC, Google Scholar, PubMed, and the UC Berkeley library website, using combinations of keywords such as, "inclusiveness," "inclusion," "diversity," "definition," "performance management" and "training and development." The project team read and critically analyzed the selected articles, and then extracted relevant information.

We also reviewed published expert reports on the subject of inclusiveness, using the same Google keyword searches noted above. The team read and critically analyzed reports, book chapters, and white papers identified by this process. In total, we collected and analyzed over 40 published documents for our literature review (see Bibliography and Appendix D).

The project team also collected information from peer institutions on the general topic of staff inclusiveness in higher education, with the goal of identifying possible best practices. We examined 11 other institutions within the UC System and 18 other universities, identified as peers, *Chronicle of Higher Education* 2008 Great Colleges to Work For, or Association of American Colleges and Universities diversity innovators (see Appendix G). We also looked at several corporations identified in *DiversityInc's* Top 50 Companies for Diversity rankings, but two issues led us to concentrate on higher education institutions. First, these companies seemed to provide no public information on performance evaluation, which most of them treat as a market differentiator. In addition, the universities that we reviewed offered training/development and diversity programs that were very similar to those offered by these companies.

From the results of these two reviews, we extracted 14 organization-wide definitions of inclusiveness, 19 definitions found on performance management evaluation forms, and six sets of inclusive behaviors used as examples on those forms. We analyzed this data by conducting a word frequency analysis, followed by a concept extraction analysis (see Appendix D). This process involved three team members, one of whom pulled definitions and behaviors from the collected data. The other two team members then independently identified major concepts or themes in the definitions and behaviors, compared results, and arrived at a consensus. Detailed results for these analyses appear in Appendix D.

### **Survey Methods and Analysis**

For our survey, non-represented, non-academic staff members comprised our target population, since the new performance management form is currently limited to that staff group. In order to gather their input, we selected a random sample of 2,000 to participate in the survey. We obtained eligible email addresses from the Personnel Payroll System and selected the sample using random numbers generated in Excel. Non-supervisory staff made up approximately 75% of the random sample, with supervisors and managers comprising the remainder.

The survey included a combination of multiple-choice and open-ended questions. We based the questions on best practices research and analysis, focused on the definition of inclusiveness, behaviors, and training and development. In particular, we used all of the phrases listed under the current core competency of inclusiveness as multiple-choice options in a question about the definition of inclusiveness. The project team developed and refined questions with two of our functional sponsors who have experience with surveys: Sidalia Reel, Director of Staff Diversity Initiatives in Equity and Inclusion, and Jeannine Raymond, Assistant Vice Chancellor – Human Resources. We then entered the questions in SurveyMonkey, a web-based survey tool.

The survey invitation was sent under Vice Chancellor Brostrom's signature on September 17, 2008. Recipients accessed the survey using the SurveyMonkey URL, which was included in the email invitation.

We received 25 bounce-back messages, so the survey reached 1,975 staff members. We kept the survey open for two weeks, closing it on October 1, 2008. Due to the relatively large response that we received, we did not send follow-up reminder messages. We did not ask the respondents to provide personally identifiable information, except for indicating whether they held a supervisory/managerial position.

We received 507 responses, giving a 26% response rate. Out of those responses, 274 (54%) were from supervisors or managers and 233 (46%) were from non-supervisory staff. The supervisor/manager response rate was 52% and the non-supervisory staff response rate was 16%.

Since the survey generated both qualitative and quantitative responses, our analysis methods varied by question. For the open-ended responses, we conducted both word frequency and concept extraction analyses. Similar to the process detailed in the “Literature Review Methods and Analysis” section, the concept extractions involved multiple readings of the freeform survey responses in order to identify major concepts and themes. In the analysis of the multiple-choice and coded open-ended responses, we used Survey Documentation & Analysis (SDA) software, created by UC Berkeley’s Computer-Assisted Survey Methods Program, to generate frequency tables and correlation statistics. We then transferred summary statistics from SDA into Excel, which produced the charts that appear in Appendix E, our detailed discussion of survey results. We analyzed the survey data both as a whole and by whether respondents were managers/supervisors or non-supervisors.

### **Interview/Focus Group Methods and Analysis**

To begin with, we consulted with sponsors, stakeholders, and others to identify campus subject matter experts on inclusiveness, performance management, training and development, and staff advocacy. We also identified scholarly experts via our literature review. We then conducted in-person interviews with 21 UC Berkeley administrators, as well as conference call interviews with administrators at four peer universities (Appendix F contains a complete list of those we interviewed). In addition, we held two focus group sessions with 19 Berkeley staff members who had a wide range of experiences and expertise, and who expressed highly diverse views.

The team set the following protocols for conducting and recording the interviews:

- A minimum of two AIM members would participate in each interview.
- Team members agreed to record responses, not debate them.
- Team members agreed to follow up on responses for additional clarity or depth.
- All interviewers were to take notes and would reconcile them collaboratively as soon as possible after each interview.

In 14 of our Berkeley interviews, we asked a standard set of seven questions that we sent to the interviewees ahead of time. We designed these questions based upon the literature review and desired outcomes, to provide data for each area of our project objectives. Appendix F contains both the interview questions and a summary of the processes that we used to analyze the resulting data.

The team also held two on-campus focus group sessions. Invitations to the first focus group went to chairs and co-chairs of staff organizations. Invitees for the second focus group also included staff members who are involved in campus advisory committees or diversity and equity issues. We asked participants in both focus groups the same questions, which were a subset of the standard questions we asked campus leaders and subject matter experts. The team designated two facilitators and two note takers for each focus group. Afterwards, we compiled and sent the notes to the participants of the focus groups for possible corrections.

The focus group analysis process corresponded to that of the individual interviews: Two team members completed a separate and thorough concept extraction of the responses to each question. Once the separate analyses were completed, the two team members reached agreement on a set of common themes. A third team member served as a tiebreaker if the two team members analyzing the data could not come to an agreement. We then added the concepts mentioned in the two focus groups to the concepts mentioned in the 14 interviews.

For non-Berkeley interviews, the team decided to focus on peer institutions that demonstrated best practices in the areas of performance management and training and development. We began by identifying 29 institutions for additional research, as noted above in the “Literature Review Methods and Analysis” section. For each of these, we examined performance evaluation forms, specifically looking for competencies on diversity or inclusiveness, along with behaviors associated with such competencies. We also examined diversity and inclusiveness websites, especially those dealing specifically with staff, along with offices and senior executives responsible for diversity and inclusion. Finally, we looked for training and development activities related to diversity and inclusion.

From this effort, we decided to conduct interviews with officials at four universities: UC Davis, UC Irvine, Cornell University, and the University of Toronto. These universities stood out as the most likely sources for useful information on best practices. The UC Davis approach to inclusiveness attracted our attention, especially for their diversity and inclusiveness training program. At UC Irvine, we noted the Diversity Development Program. At Cornell University, we observed a strong, holistic focus on staff development and inclusiveness. Finally, we found that the University of Toronto has a well-defined inclusiveness competency and performance management process. We customized questions for each of the four universities, and then analyzed the data from each interview separately, using the same methods detailed above. Appendix F contains a summary of each of these interviews.

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## Findings and Recommendations

### Overview

We have divided our findings and recommendations into three main topic areas. In the first section, “Defining Inclusiveness at Cal,” we propose a campus-wide definition of inclusiveness, which we call the Berkeley Inclusiveness Statement. We propose seven Berkeley Principles of Inclusion, which build on the Principles of Community and the UC Diversity Statement. We also suggest ways to build support for the new definition and the new principles.

The second section, “Inclusiveness as a Core Competency,” recommends modifying the existing definition of inclusiveness in the performance management form for non-represented employees. We provide a matrix of inclusiveness behaviors that covers each clause of the revised definition and each performance rating level. We propose that individual campus units create their own examples of inclusiveness, which would become part of a generally accessible interactive website for inclusiveness behaviors.

In the third section, “Training and Development for Inclusiveness,” we review a host of challenges and discuss ways of defining and achieving successes. We recommend the creation of a Cal Inclusiveness Education Program that consolidates and expands current diversity and inclusiveness training programs. We propose three levels of training and development, and especially recommend expanding campus mentoring programs.

### Defining Inclusiveness at Cal

*Inclusiveness is a specific strategic advantage that allows us to attract and retain talented people who could easily choose to move to other parts of the country.*

- Chancellor Birgeneau, Oct. 22, 2008

### Findings

A primary deliverable of this project was to recommend a campus-wide definition of inclusiveness for the Office of Equity & Inclusion. In support of our recommendation, we analyzed and synthesized findings from the literature review, the electronic survey, Equity & Inclusion town hall data, focus groups, and interviews.

We conducted a word frequency analysis and concept extraction on a data set including 14 definitions, 692 words, and 39 main concepts. The most frequent word identified in the analysis is “differences” and the major concept is “fully utilizing diversity.” We also identified common themes in the literature. For example, about 75% of the definitions emphasized recognizing, understanding, and/or respecting differences. Approximately a third of the definitions mentioned a sense of belonging and supporting excellence in others. About 25% of the definitions included a theme of engaging or communicating with others (see Appendix D).

The literature further indicated that inclusiveness is an organizational strategy, a way of bringing out the best of a community by acknowledging that the different backgrounds and experiences of its members contribute to organizational excellence. In general, the literature strongly differentiated inclusiveness from diversity. Definitions typically referred to diversity as an attribute, dimension, or characteristic, reflecting demographic data (the “what”). Inclusiveness definitions, on the other hand, tended to emphasize behaviors and actions (the “how”). As diversity scholar Quinetta Roberson (2004) noted, “...diversity focuses on organizational demography, while inclusion focuses on the removal of obstacles to the full participation and contribution of employees in organizations.”

Synthesized data from 14 campus interviews and two focus groups indicated that there is ambiguity regarding the definition of inclusion at UC Berkeley. Research from best practices at peer institutions show that institutions that had diversity and/or inclusiveness statements and visible diversity or inclusion offices that clearly communicate the institution's message made the most impact. Thus, without an organizational definition, it would prove difficult for campus community members to have a common understanding and be supportive of this value.

The following table summarizes the major words and concepts that we identified through our analyses of various data sources:

<b>Interview Data</b>	<b>Survey Data</b>	<b>Lit Review</b>	<b>Town Hall Data</b>
<b>Concept Analysis</b>	<b>Word/Concept Analysis</b>	<b>Word/Concept Analysis</b>	<b>Concept Analysis</b>
Understanding and respect of differences	Shows respect for people and their differences	Differences	Encourage staff development and allow time for training
Openness to differences	Promotes fairness and equity	Fully utilizing diversity	Provide opportunities for cross-departmental collaboration
Increase diverse workforce	Engages everyone	Inclusion	
Shared vision	Training	Org culture	
Sense of belonging	All		
Participatory decision making	Values everyone		
Flexibility	Include		
	Hiring/Promotions		

(All items in ranked order)

## Recommendations

Inclusiveness is a principle that welcomes, acknowledges, and celebrates our diversity – what makes us different and unique – and creates an environment that encourages and fosters open communication, innovative thoughts and ideas, participatory decision-making, fairness, and equity. By engaging and leveraging the talents and strengths of our campus community members, we will attract and retain the best and brightest. UC Berkeley strives to be an institution that values each individual by creating access and communicating opportunities to participate and contribute to a common ideal that further embodies our mission of teaching, research, and public service.

### The Berkeley Inclusiveness Statement – an ongoing, shared responsibility

Based on our findings and analysis, we offer the following organizational definition of inclusiveness:

*Inclusiveness is a respectful way of creating value from the differences of all members of our community, in order to leverage talent and foster both individual and organizational excellence.*

### The Berkeley Principles of Inclusion

In addition, we recommend the following seven Principles of Inclusion. The Principles, which we modeled after the Principles of Community and build on the UC Diversity Statement, are likewise created using data from the interviews, survey, literature review, and focus groups. The Principles of Inclusion are presented as **We Will** statements to indicate our campus commitment to inclusiveness as an on-going and active process.

- We will** - embrace and celebrate our individual and collective talents, understanding that they are best utilized when collaboratively engaged.
- We will** - respect and value the different perspectives of others, realizing that our differences contribute to the value and excellence of our organization.
- We will** - collaborate and foster participation in a welcoming environment, removing barriers and actively engaging all people, at all levels, in all functions.
- We will** - increase awareness of our comments, actions, and impacts, with a willingness to make changes for the common good.
- We will** - value and promote an inclusive environment by continually assessing and improving our organizational policies and practices.
- We will** - foster a sense of community through commitment and accountability by demonstrating respectful behavior.
- We will** - commit to expanding our worldview on a continuing basis.

### Additional Recommendations

- Create a communication and/or marketing strategy to launch the new organizational definition of inclusiveness and the Principles of Inclusion. A broad communication strategy would invite dialogue and input about the definition and principles. Based on input, changes could be made to foster greater buy-in of the Inclusiveness Statement and Principles of Inclusion. Best-practices research of peer institutions indicated that a tag line or slogan, such as “One Campus, Many Voices” (University of Illinois) or “Open Doors, Open Hearts, and Open Minds” (Cornell University), helped increase awareness and provided a central identity for Equity & Inclusion/Diversity offices. Other promotional materials could include bookmarks, post-it pads, pens, and posters.
- Foster engaged participation through traditional communication and interactive technology – articles or staff testimonies on inclusiveness in the *Berkeleyan*, blogs, wikis, social networking sites, real-time polling, gaming, videos, etc.
- Request the Office of Equity & Inclusion to work directly with units to create unit-level strategic plans with clear objectives, implementable action items, and measurable milestones. The unit-level plans would tie to the campus-wide Equity & Inclusion strategic plan, currently under development. In addition, units would be accountable for ensuring implementation of strategic plan recommendations and measuring success. The Office of Equity & Inclusion should also continue to evaluate the effectiveness and practicality of the organizational definition and make recommendations to change or update the definition as our campus culture continues to evolve.
- Involve UC Diversity Educators and Equity & Inclusion directors in facilitated constructive dialogues of the Principles of Inclusion and the campus definition of inclusiveness. Campus based research reveals that UC Berkeley has a long history of diversity, multicultural, and social justice efforts; however, many of these efforts have been lost in the campus “silo effect” or discontinued as a result of budget constraints. Interviews revealed that there are active and qualified diversity trainers, and other individuals, who have already done work in this area and would be interested in participating in campus-wide inclusiveness efforts.
- Create additional measurements for success in addition to the campus climate survey and Equity & Inclusion strategic plan. Best-practices research of peer institutions shows that visible multiple success measurements were important in achieving long-term success. Therefore, we recommend that UC Berkeley participate in ranking surveys such as *The Chronicle of Higher Education’s* “Great Colleges to Work For,” or *DiversityInc’s* “Top Colleges and Universities.” An added and important benefit to such surveys is that participants receive benchmarking data, not available to the public, for all other survey participants.

### **Further Study**

Given that the literature consistently suggests measuring the effectiveness of inclusiveness and diversity programs, we suggest further investigation into the effects of these initiatives on organizational performance. Current campus efforts, such as the Berkeley Diversity Research Initiative, combined with increased research on the topic of inclusiveness, will assist in identifying success factors.



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## Defining Inclusiveness and Behaviors for Performance Management

### Findings – Assessing the Current Performance Management Definition of Inclusiveness

In addition to recommending a campus-wide definition, our project sponsors also charged us with evaluating the current definition of inclusiveness, which appears on the non-represented staff performance management form.

From the outset of this project, we understood the importance of developing tools – a clear definition, behaviors, and training options – to help managers and employees with measuring and evaluating inclusiveness. Our interviews and focus groups, however, revealed a deep frustration with the challenge of measuring and evaluating employees on inclusiveness, due to the lack of such tools. Indeed, some called the process itself exclusive because the evaluation appears overly subjective.

Nevertheless, those we interviewed also understood the value of measurement as a tool to promote behavioral changes and looked forward to much-needed clarity on evaluating and measuring inclusiveness.

To evaluate the current definition of inclusiveness that is on the performance management form, we carefully studied the data analysis results from an electronic survey, literature review, interviews, and focus groups. In particular, we first reviewed the data analysis for the following multiple-choice survey question:

“The following phrases are among those sometimes used to define inclusiveness. Which of the following aspects do you think best defines inclusiveness? Please select and rank your top 5 choices.”

The multiple-choice options listed included the phrases in the current definition, which are:

“Promotes cooperation, fairness and equity; shows respect for people and their differences; works to understand perspectives of others; demonstrates empathy; brings out the best in others.”

Ranked among the top five responses were: “Shows respect for people and their differences,” “Promotes fairness and equity,” and “Works to understand perspectives of others.” Conversely, “Promotes cooperation,” “Brings out the best in others,” and “Demonstrates empathy” ranked at or near the bottom of the 14 options. Differences between manager and non-manager responses to this question were not statistically significant.

In addition, data analyses from interviews and the literature review regarding definitions of inclusiveness show that “Creates opportunities for access and success,” “Engages everyone,” and “Promotes a sense of belonging” all appear as major concepts.

We were pleased to see that these findings align closely with the findings reported earlier regarding the campus-wide definition.

**Recommendation – Defining Inclusiveness for the Performance Management Form**

Based on the findings described above, we recommend that the definition of inclusiveness that currently appears on the performance management form be modified by removing the lowest ranked clauses, and adding the top concepts from our data analysis to the top-ranked phrases in the current definition.

Therefore, we propose that the current definition:

“Promotes cooperation, fairness and equity; shows respect for people and their differences; works to understand perspectives of others; demonstrates empathy; brings out the best in others.”

be replaced with:

*Shows respect for people and their differences; promotes fairness and equity; engages the talents, experiences, and capabilities of others; fosters a sense of belonging; works to understand the perspectives of others; and creates opportunities for access and success.*

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**Findings – Identifying Behaviors That Define Inclusiveness**

One of the major deliverables for this project was described as, “Identify key behaviors and indicators, for all three staff levels and all five rating levels, of the core competency of inclusiveness for performance evaluation; provide practical examples of behavior-based ratings; and recommend actions for incorporating these behaviors/indicators in the performance management process and evaluating the results.”

Therefore, we set out to gather and develop specific behaviors that illustrate inclusiveness. In addition to the data analysis described above, we synthesized findings pertaining to behaviors from the literature review, survey, focus groups, and interviews to support a set of behaviors that exemplify the recommended definition of inclusiveness above.

The data revealed that the top ranked behavioral concepts are respect, communication, engagement of others, openness, conflict management, awareness, collaboration, equal employment opportunity/affirmative action responsibilities, and employee development. The survey data revealed that these behavioral concepts aligned closely to the phrases in the recommended definition above.

Throughout our interviews and focus groups, we consistently heard the need for specific behavioral examples to further clarify and provide a basis for measuring inclusiveness. In addition, we heard repeatedly about the ambiguity of the term “inclusiveness,” that it is ultimately defined based on one’s personal experience, and thus means something different to each of us and to each unit on campus.

Campus experts expressed concern about the evaluation process being too subjective:

“The form, as it is now, doesn’t require managers/supervisors to rate an employee on his or her behavior; instead the rating is very subjective. For example, the term 'respect' is very broad and is interpreted differently depending on one’s background. We won't get people on the same page unless we define specific sets of behaviors.”

Others expressed the importance of specific, relevant behaviors for evaluation:

“For ratings, it helps if there are examples, like examples where someone exceeds expectations. The examples may need to relate to specific jobs to be meaningful.”

A more detailed, but representative, response was:

“Inclusiveness is universal in a way, but examples of behaviors that demonstrate it will be different by organizational strata. As far as demonstrating inclusiveness, there aren’t really differences among professions or fields of work, but there definitely are by level in the hierarchy. When on the 'front lines,' good examples of inclusiveness will concern peers and customers, delivering services. For supervisors, examples will concern relations with peers and your front-line workers, the people with whom you work. The definitions and concepts could be the same everywhere, but the examples are better if they're tweaked to be more personalized.”

In addition, almost a third of those we interviewed had not yet used the new performance evaluation form. Moreover, we learned that units and department are inconsistently approaching the evaluation process of the core competencies. Some staff are evaluated on a select number of competencies, which are self-identified; others are evaluated on all of the competencies. Additionally, some supervisors and managers limit the evaluation scale to “meets expectations” and “improvement needed,” as opposed to using the full five-point scale. These inconsistencies undermine the effort of evaluating staff on inclusiveness. To help address these inconsistencies, we offer recommendations in the training and development section of this report.

Furthermore, we consulted best practices data to gain a better understanding of how other institutions have developed, organized, and employed descriptions of behaviors that demonstrate inclusiveness. Several institutions have developed matrices that describe such behaviors across rating levels (see Appendix G for examples).

Finally, the best practices data revealed that identifying key behaviors and indicators for an inclusiveness competency seems to be a missing component of most higher education performance management processes. Of the 29 higher education institutions we examined, only 10 listed any behavioral statements associated with their diversity/inclusiveness competency. Of those 10, only 3 (Penn State, University of Michigan, and University of Toronto) listed behaviors at more than one rating level. Finally, only the University of Toronto gave behavioral examples that spanned *all* of their performance rating levels.

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### **Recommendations – Behaviors Demonstrating Inclusiveness**

Based on the research and analysis described above, the project team developed a matrix that lists a broad set of behaviors for each phrase in our recommended performance management definition of inclusiveness. We then spanned those behaviors across the five rating levels. The matrix appears on pages 21-23 below.

The data is clear in calling for an inclusive, ongoing process for developing specific behavioral examples to demonstrate inclusiveness at all levels within the organization. The matrix we developed is by no means an exhaustive list of behaviors, but rather should be considered a guideline for supervisors, employees, and entire units to begin a dialogue about specific behaviors demonstrating inclusiveness.

Therefore, we recommend the following, in priority order:

- Develop individual and unit-specific behavioral examples of inclusiveness
- Create a web page for sharing these behavioral examples

#### Develop Individual and Unit-Specific Behavioral Examples of Inclusiveness

We recommend that managers and supervisors use the matrix of broad behaviors to work with direct reports to develop individual and unit-specific behavioral examples of inclusiveness that seem appropriate to their circumstances and objectives. This would be part of the usual performance management cycle and would enhance the dialogue between managers and employees to evaluate inclusive behavior. This would also give both managers and employees an opportunity to clarify the specific behaviors that demonstrate inclusiveness for their specific jobs. Entire units could then use these individual behaviors as the basis for discussions on developing unit-specific behaviors. Developing specific behavioral examples is a critical step in ensuring that the evaluation process is not overly subjective, which was one of the major concerns we heard throughout the campus interviews.

Further defining inclusiveness by developing behavioral examples should not be considered a one-time process, but rather a continuous dialogue. New situations and issues will require a reevaluation of our understanding of inclusiveness and may require a change in the behaviors that we have identified as demonstrating inclusiveness.

#### Create a Web Page for Sharing Behavioral Examples

To optimize the continuous process of developing individual and unit level behavioral examples of inclusiveness, we recommend development of a web page to facilitate the sharing of behavioral examples across campus. Staff and other members of the UC Berkeley community could access the web page to gain ideas about what behaviors demonstrate inclusiveness. They could also anonymously submit new behaviors for addition to the webpage.

The web page would not only serve as a tremendous resource for better understanding inclusiveness at UC Berkeley, it would also allow the campus to encourage specific best-practice behaviors that would apply campus-wide. It could even include counter-productive behaviors based on individual and unit-level examples.

**Further Study**

Finally, we recommend that the campus further study the possibility of adding “inclusiveness” to all job descriptions, within the knowledge, skills, and abilities section. This would further reinforce employee accountability for demonstrating inclusiveness, it would provide better alignment between performance expectations and evaluation, and it would align the competency of inclusiveness with the other core competencies.

As discussed above, this matrix provides a guideline for managers and supervisors in evaluating employees on the core competency of inclusiveness. We would encourage staff to use this matrix to develop additional behaviors that are specific to individuals and units.

Behavior Category	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
<b>Shows respect for people and their differences</b>	<ul style="list-style-type: none"> <li>• Fails to demonstrate respect for the value of individuals regardless of their background or culture</li> <li>• Fails to respect diversity; does not demonstrate respect for the opinion of others; does not value each person's contribution to the team</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely demonstrates respect for the value of individuals regardless of their background or culture</li> <li>• Rarely respects diversity; demonstrates respect for the opinion of others; values each person's contribution to the team</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates respect for the value of individuals regardless of their background or culture</li> <li>• Consistently respects diversity; demonstrates respect for the opinion of others; values each person's contribution to the team</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes diversity, actively demonstrates respect for the opinion of others; and values each person's contribution to the team</li> </ul>	<ul style="list-style-type: none"> <li>• Takes actions that respect diversity—Examines own biases and behaviors to avoid stereotypical actions or responses; plans and takes actions that consider the diversity of those involved or affected</li> <li>• Elicits respect and trust; fosters a culture that has high standards</li> </ul>
<b>Promotes fairness and equity</b>	<ul style="list-style-type: none"> <li>• Fails to address inequity issues that arise within the work unit</li> <li>• Fails to attempt conflict resolution techniques and manage differences constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely addresses inequity issues that arise within the work unit</li> <li>• Rarely attempts conflict resolution techniques and manages differences constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently addresses inequity issues that arise within the work unit</li> <li>• Consistently attempts conflict resolution techniques and manages differences constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively addresses inequity issues that arise within the work unit</li> <li>• Promotes conflict resolution techniques and manages differences constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Has made contributions that have had a proven impact on the promotion of equity in the unit or across the university</li> <li>• Actively seeks out opportunities to promote equity and diversity issues</li> </ul>
<b>Engages the talents, experiences and capabilities of others</b>	<ul style="list-style-type: none"> <li>• Fails to develop and maintain cooperative working relationships with peers, co-workers and managers</li> <li>• Fails to seek out contributions from diverse groups to enhance the overall collective effort</li> <li>• Fails to incorporate contributions from diverse groups and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely develops and maintains cooperative working relationships with peers, co-workers and managers</li> <li>• Rarely seeks out contributions from diverse groups to enhance the overall collective effort</li> <li>• Rarely incorporates contributions from diverse groups and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently develops and maintains cooperative working relationships with peers, co-workers and managers</li> <li>• Consistently seeks out contributions from diverse groups to enhance the overall collective effort</li> <li>• Consistently incorporates contributions from diverse groups and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively develops and maintains cooperative working relationship with peers, co-workers and managers</li> <li>• Actively seeks out contributions from diverse groups to enhance the overall collective effort</li> <li>• Proactively incorporates contributions from diverse groups and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Leverages diversity – seeks out and uses ideas, opinions, and insights from diverse and various sources and individuals; maximizes effectiveness by using individuals' particular talents and abilities on task and/or assignments</li> </ul>

Behavior Category	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
<b>Fosters a sense of belonging</b>	<ul style="list-style-type: none"> <li>• Fails to promote positive relations and a welcoming environment for diverse groups</li> <li>• Fails to use appropriate language in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely promotes positive relations and a welcoming environment for diverse groups</li> <li>• Rarely uses appropriate language in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently promotes positive relations and a welcoming environment for diverse groups</li> <li>• Consistently uses appropriate language in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Actively promotes positive relations and a welcoming environment for diverse groups</li> <li>• Promotes appropriate language in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Develops activities to promote positive relations and a welcoming environment for diverse groups on campus</li> <li>• Discourages inappropriate language in the workplace</li> <li>• Coaches others who have difficulty building rapport</li> </ul>
<b>Works to understand the perspectives of others</b>	<ul style="list-style-type: none"> <li>• Fails to accept feedback constructively; adapt well to others who have different leadership and interpersonal styles</li> <li>• Fails to seek understanding and establish relationships with others to learn more about people of other cultures and backgrounds</li> <li>• Fails to attend diversity training and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely accepts feedback constructively; adapts well to others who have different leadership and interpersonal styles</li> <li>• Rarely seeks understanding or establishes relationships with and learns more about people of other cultures and backgrounds</li> <li>• Rarely attends diversity training and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently accepts feedback constructively; adapts well to others who have different leadership and interpersonal styles</li> <li>• Consistently seeks understanding and establishes relationships with and learns more about people of other cultures and backgrounds</li> <li>• Consistently attends diversity training and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Actively accepts feedback constructively; adapts well to others who have different leadership and interpersonal styles</li> <li>• Actively seeks understanding and establishes relationships with and learns more about people of other cultures and backgrounds</li> <li>• Promotes and attends diversity training and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously seeks constructive feedback; adapts well to different leadership and interpersonal styles across campus</li> <li>• Seeks out and promotes diversity training and activities campus wide</li> </ul>
<b>Creates opportunities for access and success</b>	<ul style="list-style-type: none"> <li>• Fails to make an effort to create a nondiscriminatory or harassment free workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely makes an effort to create a nondiscriminatory or harassment free workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently makes an effort to create a nondiscriminatory or harassment free workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Actively makes an effort to create a nondiscriminatory or harassment free workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes creating a nondiscriminatory or harassment free workplace across campus</li> </ul>



Behavior Category	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
<p><b>Additional behaviors for Supervisors/Managers</b></p>	<ul style="list-style-type: none"> <li>• Fails to identify opportunities to comply with policies and directives related to equity/diversity, Equal Employment Opportunity (EEO) and Affirmative Action (AA)</li> <li>• Fails to conduct annual performance appraisals and provide constructive and positive feedback to staff</li> <li>• Fails to promote opportunities for staff development</li> <li>• Fails to attend trainings and education in EEO /AA</li> <li>• Fails to promote an understanding of the benefits of an inclusive organization</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely identifies opportunities to comply with policies and directives related to equity/diversity EEO/AA</li> <li>• Rarely conducts annual performance appraisals and provide constructive and positive feedback to staff</li> <li>• Rarely promote opportunities for staff development</li> <li>• Rarely attends trainings and education in EEO /AA</li> <li>• Rarely promote an understanding of the benefits of an inclusive organization</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently identifies opportunities to comply with policies and directives related to equity/diversity /EEO/AA</li> <li>• Conducts annual performance appraisals and provides constructive and positive feedback to staff</li> <li>• Makes sure all staff have opportunities for staff development</li> <li>• Regularly attends training and education in EEO/AA</li> <li>• When possible, the composition of staff, supervisors and managers, and work project teams support diversity</li> <li>• Ensures that employees are aware of stated goals and job expectations; provides appropriate guidance, coaching and feedback; encourages employee development of new concepts/ideas; effectively assigns and delegates work</li> <li>• Helps others understand the benefits of an inclusive organization</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively identifies opportunities to comply with policies and directives related to equity/diversity EEO/AA</li> <li>• Consistently conducts annual performance appraisals and provides constructive and positive feedback to staff</li> <li>• Consistently ensures all staff have opportunities for staff development</li> <li>• Actively attends training and education in EEO/AA</li> <li>• Actively ensures that employees are aware of stated goals and job expectations; provides appropriate guidance, coaching and feedback; encourages employee development of new concepts/ideas; effectively assigns and delegates work</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously reviews current departmental procedures and practices for differential impact on groups and makes changes as appropriate, including documentation</li> <li>• Develops new programs and initiatives, which further equity/diversity/EEO/AA/ principles and shares them with others</li> <li>• Champions diversity—advocates the value of diversity to others; takes actions to increase diversity in the University</li> </ul>

## **Training and Development for Inclusiveness**

### **Findings – Inclusiveness Training and Development Programs**

Our team collected and analyzed data about training and development (T&D) for inclusiveness from a literature review, best practices research among peer institutions, a survey, two focus groups, and both internal and external interviews. The findings and recommendations, organized by thematic category, appear below. Details of our research and analysis on T&D are in appendices D, E, F, and G.

#### Conceptual Design of Training and Development Programs

Since inclusiveness is a set of skills that one can learn and develop, T&D programs are essential to organizational success. Our findings indicated that T&D programs that are based on both desired outcomes and the assessed needs of the staff have the greatest impact in organizations. For the organization to benefit as a whole, T&D should be available to everyone within the organization on an equitable basis. Furthermore, it is vital to have senior management support for T&D programs.

Our findings also showed that the design of T&D programs is a critical component to success. A well-designed climate study and needs assessment will address essential issues, such as which groups need training, what they need, and where and how the training will take place. Organizations should design T&D programs in different formats that reflect both the reality of the workplace and the needs of employees at different levels. Skills-based training that targets behavior is generally more effective than awareness training that targets attitudes. Awareness training, however, can still be important in situations where a basic familiarity with multiculturalism does not exist. In any case, as our best practices research found, all T&D programs should include feedback, evaluation, and iterative change procedures as part of their design.

Most of the campus experts that we interviewed, along with many supervisors who responded to our survey, believed that making inclusiveness training mandatory was not an effective approach on this campus. Our survey did find some support for mandatory training, however, particularly among non-supervisory staff. Through our interviews and focus groups, we also found that many units on campus have begun to require a certain amount of training and or professional development per year (usually in the range of 5% or 100 hours) for all staff members.

#### Content of Training and Development Programs

Our survey found that staff members are particularly interested in T&D programs that emphasize inclusiveness awareness and skills, career development, supervision and leadership, and communication. They also expressed a strong interest in tuition reimbursement programs (such as the now defunct Career Development Opportunity Program), cross-training/internship programs, mentoring, staff organizations, and community networking opportunities. We also learned that many organizations have found success by embedding inclusiveness within a wide variety of training and development programs, rather than offering programs that deal only with inclusiveness.

UC Berkeley staff members showed strong support for unit-specific inclusiveness training and development, as well as for proactive training programs. Many saw conflict management training and

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mentoring programs as proactive ways to address and promote inclusiveness. Staff were also interested in access to information about career pathways.

#### Format and Delivery of Training and Development Programs

Many successful organizations offer inclusiveness training at multiple levels, ranging from basic to in-depth, and in multiple formats, including workshops, lectures, small groups, online training, and certificate programs. For example, all UC Davis staff members participate in basic inclusiveness awareness training during new employee orientation. They can then proceed to more in-depth training on awareness, skills development, and behavior change in multi-day workshops.

Our research confirmed an emphasis on approaching T&D for inclusiveness as an ongoing process, rather than as a one-time effort. In addition to incorporating training in new employee orientation, as UC Davis has done, other institutions, such as Cornell University, have also incorporated inclusiveness topics in training for new supervisors. Others, such as UC Irvine, offer certificate programs in inclusiveness, with graduates then serving as unofficial ambassadors back to their own units.

We also found strong support for customizing inclusiveness training at the unit level in order to meet specific objectives identified by a needs assessment. Unit-level training, involving people who work together on a regular basis, tends to have the greatest impact. All four of the universities that we identified as having the best overall T&D practices – UC Davis, UC Irvine, University of Toronto, and Cornell – emphasize training delivered at the unit level, while maintaining consistency across units in applying general policies.

Our research noted that effective programs require appropriate levels of staffing, preferably in-house personnel along with trained volunteers, to take maximum advantage of institutional knowledge. Here at UC Berkeley, the new Interactive Theater Program, sponsored by the Berkeley Initiative for Leadership on Diversity (BILD), is an excellent example of an inclusiveness program that provides both training for attendees and development opportunities for volunteer participants.

Reaching faculty with inclusiveness programs that are primarily staff-oriented can be a challenge, but our findings indicated strong support for involving faculty in T&D programs. The Human Resources Management Board at the University of Toronto goes even further and includes faculty, deans, and administrative members in all aspects of program design and implementation.

#### Challenges of Training and Development Programs

Our literature review showed that the three most common problems in diversity and inclusion training are a lack of metrics for evaluating effectiveness, a lack of tools to reinforce the training, and a lack of focus on career development opportunities. Other challenges common among higher education institutions include a lack of adequate resources for training staff. We also found some gaps in program content, such as training for practical details like consistency and accountability. UC Berkeley staff members tend to face all of these challenges. In addition, staff members often have difficulty identifying appropriate training and development programs.

### Success Factors for Training and Development Programs

Our research identified several success factors for T&D programs intended to advance inclusiveness. The most important of these was that programs begin with a needs assessment, preferably one targeted toward units or work groups. A needs assessment could address a number of issues and help determine program content. The appropriate ratio of awareness training to skills-based training will vary depending on the background and knowledge of the trainees.

In addition to a needs assessment, our findings indicated the importance of follow-up programs as well as feedback processes that allow for program changes. We also found strong support for ensuring that all staff, regardless of job level or job function, had equitable access to inclusiveness training. Finally, our survey indicated that many UC Berkeley staff members value T&D programs that encourage an understanding of the complexity of inclusiveness, providing opportunities that go beyond visible differences such as gender, race, and job classification. For example, one survey respondent thought that looking at different problem-solving styles “may reveal shared values and the discovery that one is already included in a group in a way that was not obvious.”

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### **Recommendations – Inclusiveness Training and Development Programs**

Based on our research and findings, and with the understanding that the University faces a period of limited resources, our team presents the following recommendations for staff T&D programs on inclusiveness.

#### The Cal Inclusiveness Education Program

Building on campus best practices as well as those of peer institutions, we propose that UC Berkeley consolidate and expand its current diversity and inclusiveness training programs. We believe a single organizational point of contact would better serve clients of these programs. We therefore recommend that users access inclusiveness T&D programs under an umbrella entity called the “Cal Inclusiveness Education Program” (CIEP). People wanting to utilize e-Learn modules, the Supervisory Development Lab (SDL), or the other programs listed in the following paragraphs would do so via the website or phone number for CIEP. As described below, CIEP would offer a three-pronged, multi-level approach to inclusiveness training and development for staff, institutionalizing and reinforcing our campus commitment to inclusion.

While CIEP could be designed as the single contact point for services that continue to be spread across several departments, it could alternatively be a central warehouse for coordinated delivery of campus services from a single department. Unfortunately, it is beyond the scope of our project to evaluate these and other alternatives. As designed, we recommend that the program be promoted on the Equity & Inclusion website and co-sponsored by the Center for Organizational & Workforce Development and Human Resources.

#### Needs Assessment

We recommend that the campus utilize needs assessment and climate survey data as overarching components of the inclusiveness education program. While this report serves as an initial campus-level needs assessment for T&D on inclusiveness, findings from the upcoming campus climate survey will provide additional insights on campus training needs. Nonetheless, unit-level needs assessments constitute the foundation for expanding inclusiveness training and development. We therefore recommend that the campus pilot a unit-level needs assessment for select departments. In this way, a deeper understanding of unit needs can help to shape a feedback process. As the campus understands more about specific needs, training can be tailored to provide a balance between skill-based and awareness-based training. Ongoing unit-level climate surveys should then be used to measure the success of these programs and to help determine what future changes will be needed. In addition, outreach pilot programs can help to create a stockpile of training modules that can then be tailored to individual unit needs.

We believe there are three types of inclusiveness-oriented training Berkeley could offer: awareness training, skills training, and outreach training. We list a set of actions for implementing these trainings below. In many circumstances, awareness training, then skills training, followed by outreach training would be a natural progression. However, units could identify, via needs assessment, which sets of trainings best suit their needs.

### Awareness Training and Development

This type of training focuses on sending an institutional value-based message and increasing awareness about inclusiveness. We recommend the campus take the following steps to implement awareness training:

- Incorporate elements of inclusiveness awareness education in New Employee Orientation and classroom awareness trainings.
- Identify e-Learn modules that increase inclusiveness awareness and promote these on the Equity & Inclusion website.
- Gather training and development information on inclusiveness in one place; this should include both an easy to search website, eventually integrated with the new UCB Learning Center, as well as hardcopy options for staff without computer access.
- Develop plans for collecting feedback on the effectiveness of these recommended actions.

### Skills-Based Training and Development

This type of training focuses on skills acquisition and competency development. Participants in these trainings are nominated or self-selected. A goal is to create a critical mass of highly skilled inclusiveness practitioners on campus. We recommend the following steps for implementing skills-based inclusiveness training:

- Employ existing resources and experienced staff who currently deliver skills-based training in programs, such as the Supervisory Development Lab (SDL), the UC Business Officer Institute, the UCB Leadership Development Program, the Staff Diversity Facilitator Network, and the RSSP Leadership Development Institute.
- Significantly expand the options for campus mentorship, cross training, and staff internship programs, such as the Berkeley Staff Assembly Mentorship Program. Encourage both formal and informal mentorships. Our research found these kinds of programs to be the most effective way to increase inclusiveness within an organization.
- Promote unit level inclusiveness/diversity councils and committees. These bodies can provide a framework for various programs and become a resource to staff on the issue of workplace diversity and inclusiveness. Currently, Berkeley has several exemplary models of unit-level committees and councils including Administration, the School of Public Health, and University Health Services.
- Continue encouraging training and development on inclusiveness through the process of performance evaluation.
- Make career development (including annual performance reviews) for staff part of every supervisor's performance review. Use 360 reviews to collect comments from subordinates, peers, and customers when evaluating managers and supervisors.
- Evaluate existing inclusiveness programs on a regular basis for possible improvements. Close the feedback loop by implementing the changes.

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### Outreach Training and Development

This type of training focuses on inclusiveness outreach. We recommend the following actions:

- For staff members who show particular interest, the campus should provide in-depth, skills-based training in order to develop subject matter experts on inclusiveness. These people would serve as ambassadors to other units for both training and creating unit-level plans for inclusiveness.
- Work with the campus' Staff Equal Employment Opportunity (EEO) Compliance office in creating inclusiveness training programs. EEO currently offers a number of related workshops, including Impact Model and communications modules.
- Build on the existing EEO modules to create a catalog of outreach offerings. Assess unit needs and tailor modules to suit them. For each module, ensure that inclusiveness competency-based sessions are provided.
- Include the availability of these modules visibly on the Equity & Inclusion website.
- Conduct a skills assessment and needs assessment among the existing training workforce to identify training programs that would be valuable to our existing trainers.
- Focus on developing in-house trainers with different styles and approaches in order to reach a broader spectrum of staff.
- Evaluate the programs on a regular basis for continual improvements.

### Additional Recommendations

- Mitigate inconsistent use of performance evaluation form by continuing performance management training classes for supervisors and managers.
- Continue to support existing programs that recognize inclusiveness efforts, such as SPOT awards and the BILD program; emphasize inclusiveness at staff events, such as Staff Appreciation Day; and encourage senior management to communicate frequently with staff regarding plans and achievements on inclusiveness, utilizing a variety of formats, including email, forum discussions, brown bag events, and online media.
- Evaluate the possibility of restarting previously existing programs, such as Workplace Success Stories, that provide useful information about inclusiveness.
- Encourage the establishment of networking organizations across campus, based, for example, on job functions. Along the same lines, the campus should consider organizing events such as art exhibits, cultural fairs, and concerts, which display our differences while bringing us together in celebration.
- Do not make training mandatory, but encourage it through the performance management process and provide incentives for managers to use the new performance management cycle. Managers and supervisors should also be evaluated on how well they execute performance reviews.

### **Further Study**

Research indicates a connection exists between conflict mediation and diversity and inclusiveness efforts. Additional study is needed in this area along with targeted training for managers to proactively address conflict. Managers and staff need skills to be able to resolve and facilitate conflicts in a positive way in order for diversity and inclusion to flourish.

## Conclusion

In conclusion, our research study affirms the exceedingly complex nature and overall value of inclusiveness. We found that while Berkeley has strong leadership for inclusiveness, establishing a clearer understanding and vision among the campus community is critical to mobilizing an inclusiveness strategy.

We are pleased to contribute to what we expect will be an ongoing process of evaluation and discussion, benefiting both campus community members and our organization as a whole. Through our data collection and analysis, we see even more evidence of the amazing contribution of staff to Berkeley's excellence, which is rooted in a commitment to diversity, equity, and inclusion.

In support of our campus's commitment to inclusiveness, we offer the following data-driven key recommendations to provide a unique inclusion strategy for UC Berkeley:

- The Inclusiveness Statement – a definition for campus-wide use
- The Principles of Inclusion – seven “We Will” statements upholding the definition
- An Inclusiveness Competency Modification – refining the core competency
- Metrics for Performance Evaluation – a matrix of behavior-based ratings
- The Cal Inclusiveness Education Program – for staff training and development

As a prominent diversity expert on campus states, *we want to see Berkeley live up to its reputation*. At the heart of the Berkeley reputation is a commitment to excellence and social justice. In order to live the value of inclusiveness, the commitment to excellence must encompass not only teaching, research, and public service, but also administration and operational services, which support our core mission.

A commitment to inclusiveness is thus a commitment to furthering Berkeley's excellence.



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## Appendices

### **Appendix A: Project Proposal from Sponsors**

Appendix A contains the original Leadership Development Program proposal for this project.

### **Appendix B: Project Charter**

Appendix B contains the project charter created by the AIM team and approved by our sponsors.

### **Appendix C: UC Berkeley Performance Evaluation Form**

Appendix C contains the current (Fall 2008) performance evaluation form for professional staff at UC Berkeley. Although there are slightly different versions of this form for managers/supervisors and operational/technical staff, the inclusiveness competency is currently the same on all three.

### **Appendix D: Literature Review Summary**

Appendix D summarizes the analysis that we performed on data collected from a review of relevant literature.

### **Appendix E: Survey Summary**

Appendix E summarizes the analysis that we performed on data collected from our survey of non-represented staff.

### **Appendix F: Interview/Focus Group Summary**

Appendix F lists participants in the interviews that we conducted for this project, as well as summarizing the analysis that we performed on data collected from interviews and focus groups.

### **Appendix G: UC and External Peer Institution Best Practices Summary**

Appendix G summarizes data that we collected on inclusiveness best practices from both UC and external peer institutions.

## **Appendix A: Project Proposal from Sponsors**

### **LEADERSHIP DEVELOPMENT PROGRAM PROJECT PROPOSAL**

**Title:** Supporting and Advancing Multiculturalism: “How should the core competency ‘inclusiveness’ be defined, evaluated, and supported?”

**Sponsors:**

Vice Chancellor – Administration Nathan Brostrom  
Vice Chancellor – Equity & Inclusion Gibor Basri

**Functional Sponsors:**

Director of Staff Diversity Initiatives Sidalia Reel  
Administration Multicultural Task Force Member Brigitte Lossing  
Assistant Vice Chancellor – Human Resources Jeannine Raymond

**Background:**

Chancellor Birgeneau has launched a 5-10 year initiative for progress on diversity, equity, and inclusion across the Campus. This initiative will be headed by the Vice Chancellor – Equity & Inclusion Gibor Basri. Vice Chancellor Brostrom has also issued a statement that in order “to provide high-quality services to our students and faculty, as well as to attract the talent we need within Administration, we need to understand, embrace, and advance multiculturalism.” This broad and encompassing initiative seeks to further define and embed the tenets of multiculturalism within the fabric of Administration units while also partnering and supporting the work of Vice Chancellor – Equity & Inclusion Basri in fostering and promoting diversity at UC Berkeley.

Vice Chancellor Basri has hired a Director of Staff Diversity Initiatives who in part will be charged to assess and increase the effectiveness of existing, and where necessary develop new, programs and services that promote a welcoming and supportive environment at Cal. Vice Chancellor Brostrom appointed the Administration Multicultural Steering Committee composed of five Executive Leadership Team (ELT) members to oversee this important initiative. The ELT then appointed a 10-member staff task force (Administration Multicultural Task Force, AMTF) to initiate a review and define a first-year effort to implement this vision.

AMTF members participated in Vice Chancellor Basri’s recent Staff Participatory Town Hall on diversity. In addition, AMTF members have conducted an initial assessment of current campus programs, systems, and practices and models of multiculturalism at comparable higher education institutions and national corporations. While many areas need attention and AMTF is continuing to generate preliminary proposals for strategic goals and actions on a broad range of topics, there is one essential component that can provide a meaningful project for LDP participants and serve both the Administration and Equity & Inclusion initiative – having an LDP project team focus exclusively on the core competency of “inclusiveness.” This core competency is now included in the performance evaluation forms for all supervisor, manager, and professional employees.

Ultimately, findings and recommendations by the LDP project team could provide actionable steps upon which “inclusiveness” helps to support a more robust staff and leadership development that helps to enhance the Administration vision of multiculturalism and campus diversity efforts within our work place, operations, culture, and environment.

**Scope:**

The LDP project is designed to further define the core competency of “inclusiveness,” identify training and development activities and resources such as e-learn that would support manager and staff development in fostering and developing “inclusiveness,” identify best practices and recommend actions to advance “inclusiveness,” and provide recommended behavioral guidelines on how individuals could be evaluated in their performance related to this competency.

The project will consist of the following:

**A. Research and Analysis**

1. Interview key campus experts that are working on this effort (e.g., staff within Human Resources, the Center for Organizational and Workforce Development, and the Vice Chancellor for Equity and Inclusion Office).
2. Obtain general staff feedback and ideas on what inclusiveness should cover (e.g., summary of issues raised in staff town hall dialog, interviews with AMTF members, contacting campus affinity groups, etc).
3. Review the literature on “inclusiveness” training or supporting a multicultural/diverse workforce
4. Review existing training programs and resources focused on this competency.
5. Review campus, UC, comparable higher education institutions and highly regarded private national and regional companies for consistent and respected applications of “inclusiveness.”
6. Analyze the collected data and information to draw conclusions and suggest recommendations.

**B. Recommendations (based on research and analysis)**

1. Identify best practices on campus and within other UCs, comparable higher education institutions and highly regarded private national and regional companies for consistent and respected applications of “inclusiveness.”
2. Identify key behaviors and indicators of “inclusiveness.”
3. Identify strategies to more effectively implement findings and to measure success.

**C. Report**

1. Prepare a report documenting the methods used by the group, the findings on the above research, and listing recommendations on ways to further the “inclusiveness” competency across the campus, providing training and support for staff development and evaluation related to this competency. Recommendation should include priority ranking, time and resource commitment, and a means for on-going assessment and improvement.
2. Share the report with the sponsors and other interested parties, including Administration’s Executive Leadership Development Team and Administration Multicultural Steering Council.
3. Make a presentation to the entire LDP program, including sponsors and guests.

## Appendix B: Project Charter

### A. General Information

<b>Project Title:</b>	<b>Supporting and Advancing Inclusiveness and Multiculturalism, 2008 Leadership Development Program</b>		
<b>Brief Project Description:</b>	How should the core competency of “inclusiveness” be defined, evaluated, and supported?		
<b>Prepared By:</b>	Russ Acker, Yeri Caesar-Kaptoech, Brian Cravanas, Elena Wen Jiang, Susie Jordan, Rebecca Miller, Greg Ryan, Tom Schnetlage		
<b>Date:</b>	8 July 2008	<b>Version:</b>	

### B. Project Objective:

Explain the specific objectives of the project.

Chancellor Birgeneau has launched a 5-10 year campus-wide initiative for progress on diversity, equity, and inclusion. Among the many facets of this broad initiative, a Leadership Development Program (LDP) project team has taken on the task of determining how the campus should define, evaluate, and support the staff performance management core competency of inclusiveness. As the campus rolls out its new performance management process for staff, and begins to evaluate individual performance on inclusiveness, there will certainly be numerous issues surrounding the use of that competency.

The LDP project team will support this initiative by conducting research and providing recommendations in the following areas:

- By defining “inclusiveness,” the team will help provide clarity to the staff performance evaluation process.
- By providing a set of practical tools, including defining and giving examples of specific behaviors, the team will enable staff members and their supervisors to evaluate performance on inclusiveness in a fair, measureable way.
- By identifying and recommending specific training and development opportunities related to inclusiveness, the team will help enable staff at all levels to expand and enhance their skill sets.

As we clearly and fairly incorporate the core competency of inclusiveness into the staff performance management process, the campus may realize the following benefits:

- The inclusiveness competency embeds an important organizational value within campus systems and holds staff accountable for performance related to that value.
- A clearly defined inclusiveness competency incorporated in staff performance evaluations will allow the campus to gather information that can help direct resources/attention/feedback toward improving inclusiveness within the organization.
- As the campus climate shifts toward a stronger focus on inclusiveness, the university will take an important step toward becoming an “employer of choice” for the widely diverse workforce of California and will make the best use of its diverse talent to sustain its excellence as the premier public university.

### C. Assumptions

List and describe the assumptions made in the decision to charter this project. Please note that all assumptions must be validated to ensure that the project stays on schedule and on budget.



Access to pertinent information – The team will have timely access to data, reports, and other materials directly related to the content of project.

Access to sponsors – The team will have timely access to sponsors for check-ins and review of key points throughout the project. Sid Reel, Director of Staff Diversity Initiatives, is our primary contact among our sponsors.

Sponsor agreement – The stated goals and objectives of our multiple sponsors are compatible and our sponsors are in agreement as to the deliverables noted in section D of this document.

#### D. Project Scope

Describe the scope of the project. The project scope establishes the boundaries of the project. It identifies the limits of the project and defines the deliverables.

Based on examination of best practices (at both UC Berkeley and elsewhere in the U.S.), interviews, and analysis of published and unpublished research, this project will:

- Offer definitions of “inclusiveness” for both the general campus (as a core strategy) and as a performance management core competency.
- Identify key behaviors and indicators, for all three staff levels and all five rating levels, of the core competency of inclusiveness for performance evaluation; provide practical examples of behavior-based ratings; and recommend actions for incorporating these behaviors/indicators in the performance management process and evaluating the results.
- Identify training and development activities and resources that would foster and develop the competency of inclusiveness; determine potential costs; and recommend actions for implementing training and other actions and evaluating the results.

List any requirements that are specifically excluded from the scope.

This project will not:

- Directly consider inclusiveness in the context of faculty or students.

#### E. Project Milestones

List the major milestones and deliverables of the project.

Milestones	Deliverables	Date
Confirm project charter	Approved project charter document	July 11
Mid-point meeting with sponsors	Discussion, status report	Aug./Sept.
Complete data collection	Results ready for analysis	Sept. 12
Complete analysis and report draft	Draft report	Oct. 23
Final report due	Final project report	Nov. 14
Presentation to sponsors	Presentation summarizing research, analysis, and recommendations	Nov. 20

#### F. Roles and Responsibilities

Describe the roles and responsibilities of project team members followed by the names and contact information for those filling the roles. The table below gives some generic descriptions. Modify, overwrite, and add to these examples to accurately describe the roles and responsibilities for this project.

<b>Sponsor:</b> Provides overall direction on the project. Responsibilities include: approve the project charter and plan; secure resources for the project; confirm the project's goals and objectives; keep abreast of major project activities; make decisions on escalated issues; assist in the resolution of roadblocks; and provide feedback on project report.		
Name		Email
Gibor Basri, Vice Chancellor – Equity and Inclusion (Project Sponsor)		<a href="mailto:vcei@berkeley.edu">vcei@berkeley.edu</a> , <a href="mailto:ehalimah@berkeley.edu">ehalimah@berkeley.edu</a> , <a href="mailto:villys@berkeley.edu">villys@berkeley.edu</a>
Nathan Brostrom, Vice Chancellor - Administration (Project Sponsor)		<a href="mailto:vcadmin@berkeley.edu">vcadmin@berkeley.edu</a> , <a href="mailto:rgardner@berkeley.edu">rgardner@berkeley.edu</a>
Brigitte Lossing, Associate Director, Recreational Sports (Functional Sponsor)		<a href="mailto:blossing@berkeley.edu">blossing@berkeley.edu</a>
Jeannine Raymond, Assistant Vice Chancellor, Human Resources (Functional Sponsor)		<a href="mailto:jraymond@berkeley.edu">jraymond@berkeley.edu</a>
Sidalia Reel, Director of Staff Diversity Initiatives (Functional Sponsor)		<a href="mailto:sreel@berkeley.edu">sreel@berkeley.edu</a>
<b>Team Member:</b> Works toward the deliverables of the project. Responsibilities include: serve as team leader and facilitator on a rotating basis; understand the work to be completed; complete research, data gathering, analysis, and documentation as outlined in the project plan; inform the project manager of issues, scope changes, and risk and quality concerns; proactively communicate status; and manage expectations.		
Name	Dates as Team Lead	Email
Russ Acker	June 24 - July 6	<a href="mailto:racker@berkeley.edu">racker@berkeley.edu</a>
Yeri Caesar-Kaptoech	July 21 - August 3	<a href="mailto:ycaesark@berkeley.edu">ycaesark@berkeley.edu</a>
Brian Cravanas	September 15 - September 28 and November 10 - November 20	<a href="mailto:brianc6@berkeley.edu">brianc6@berkeley.edu</a>
Elena Wen Jiang	September 1 - September 14 and October 13 - October 26	<a href="mailto:wjiang@berkeley.edu">wjiang@berkeley.edu</a>
Susie Jordan	June 10 - June 23	<a href="mailto:sjordan@haas.berkeley.edu">sjordan@haas.berkeley.edu</a>
Rebecca Miller	July 7 - July 20	<a href="mailto:rmiller1@eecs.berkeley.edu">rmiller1@eecs.berkeley.edu</a>
Greg Ryan	August 4 - August 17 and October 27 - November 9	<a href="mailto:gryan@uhs.berkeley.edu">gryan@uhs.berkeley.edu</a>
Tom Schnetlage	August 18 - August 31 and September 29 - October 12	<a href="mailto:csm@csm.berkeley.edu">csm@csm.berkeley.edu</a>
<b>Process Consultant:</b> Assists the project team with process-related issues. Responsibilities include: observe each team member in the team lead or facilitator roles; discuss meeting issues with team lead/facilitator; review agendas and other materials.		
Name		Email
Susan Hagstrom		<a href="mailto:hagstrom@berkeley.edu">hagstrom@berkeley.edu</a>
<b>LDP Director:</b> Assists the project team with sponsor and project related issues. Responsibilities include: monitoring LDP team's progress; facilitating project scope changes.		
Name		Email
Inette Dishler		<a href="mailto:idishler@berkeley.edu">idishler@berkeley.edu</a>

## G. Project Risks

Identify the high-level project risks and the strategies to mitigate them.

Risk	Mitigation Strategy
The team's research efforts may extend beyond the defined project scope.	The team will agree on a focused project scope definition. The team will also monitor scope creep.
There is a possibility of disagreement and/or misunderstandings between the sponsors and the project team on goals, scope, milestones, deliverables, roles, and responsibilities of the project.	The team will meet with sponsors and create a project charter to define all these elements in writing; sponsors' representative will sign off on the charter.
Data collection may be limited in breadth.	The team will collect data from both higher education institutions and companies to reach a good balance.
Project team member(s) may face unforeseen difficulties in their research which will affect the successful completion of the project.	The team will communicate regularly with each other and with the sponsors to address any problems that might surface.
Project team may have difficulty in coming to agreements on definitions, recommendations, and other items in the report.	The team will meet weekly to establish adequate project processes and achieve consensus. The team will also develop a glossary for common terms.
The sponsors may not accept or implement project recommendations.	The team will work within the scope defined in the project charter and stay in close contact with the sponsors to ensure that success factors are fulfilled.

## H. Success Measurements

Identify metric and target you are trying to achieve as a result of this project.

<p>This project will be considered a success if the findings and recommendations of the LDP project team provide actionable steps that help to support leadership development and a more robust staff, within the context of inclusiveness. These steps should also help enhance both the Administration vision of multiculturalism and campus diversity, equity, and inclusion efforts, within our work place, operations, culture, and environment.</p> <p>Success measurements include:</p> <ul style="list-style-type: none"> <li>• Provide specific short and long term recommendations of practical tools to help managers and staff discuss, evaluate, and support the core competency of inclusiveness.</li> <li>• Further develop the Administration's ability to measure inclusiveness among the staff. This data will help direct resources for improving inclusiveness.</li> <li>• Develop relevant, practical behavioral examples to map inclusiveness to each level of the five performance ratings.</li> <li>• Recommend relevant best practices for advancing inclusiveness and provide comprehensive analysis supporting the list of recommendations.</li> </ul>
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**I. Signatures**

The signatures of the people below document approval of the formal Project Charter. The project manager is empowered by this charter to proceed with the project as outlined in the charter.

<b>Functional Project Sponsors:</b>		
<b>Name</b>	<b>Signature</b>	<b>Date</b>
Brigitte Lossing, Associate Director, Recreational Sports		
Jeannine Raymond, Assistant Vice Chancellor, Human Resources		
Sidalia Reel, Director of Staff Diversity Initiatives		

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**Appendix C: UC Berkeley Performance Evaluation Form**

The following form is for the evaluation of professional staff; there are slightly different forms for managers/supervisors and operational/technical staff. The inclusiveness competency, however, is the same on all three forms.

**Instructions:**

Effective evaluation of job performance is an on-going process. Annually each manager or supervisor provides a summary of progress toward meeting job expectations and last year's goals. This form is to be used for annual evaluations, and at other times during the year when formal feedback is needed.

These forms have been approved for employees covered by the Personnel Policies for Staff Members (PPSM) for the 2008 cycle. For represented employees, departments will want to use forms that have been approved by the respective bargaining units.

**Part I – Job Success Factors**

These include knowledge, skills and basic competencies. Rate each factor based on performance during the period identified above. The factors include knowledge and skills specific to this position (Part 1-A), and competencies common to the campus professional job standards (Part 1-B).

**Part II – Goals from last year or last evaluation period**

Rate the progress made on each of the goals established at the beginning of the period. Also include any new goals established during the evaluation period and note any modifications to the original goals.

**Part III – Goals for this coming year or evaluation period**

Enter the performance goals for the next period to be evaluated. Individual goals and objectives should align with those of the department and the campus.

**Part IV – Professional Development Plan**

Enter any actions that will be taken by the employee or manager to support the goals indicated in Part III above, or specific job success factors in Part I. The plan may include career growth, job mastery, or actions to correct performance.

<b>Rating Scale*:</b>	
Level 5 (E)	<p><b>Exceptional</b></p> <p>Performance far exceeded expectations due to exceptionally high quality of work performed in all <i>essential</i> areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project, or 2) made an exceptional or unique contribution in support of unit, department, or University objectives. This rating is achievable by any employee though given infrequently.</p>
Level 4 (EE)	<p><b>Exceeds expectations</b></p> <p>Performance consistently exceeded expectations in all <i>essential</i> areas of responsibility, and the quality of work overall was excellent. Annual goals were met.</p>
Level 3 (ME)	<p><b>Meets expectations</b></p> <p>Performance consistently met expectations in all <i>essential</i> areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.</p>
Level 2 (I)	<p><b>Improvement needed</b></p> <p>Performance did not <i>consistently</i> meet expectations – performance failed to meet expectations in one or more <i>essential</i> areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan to improve performance must be outlined in Section 4, including timelines, and monitored to measure progress.</p>
Level 1 (U)	<p><b>Unsatisfactory</b></p> <p>Performance was consistently below expectations in most <i>essential</i> areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. In Section 4, a plan to correct performance, including timelines, must be outlined and monitored to measure progress.</p> <p>*The inclusion of goals is typically a consideration in assessing the overall rating.</p>

## Part I. Job Success Factors

Factors	Rating					Comments
<b>A. KNOWLEDGE and SKILLS SPECIFIC TO THIS JOB</b>						
Demonstrates the essential functions, knowledge and skills articulated in the job description <i>(may give a global rating OR insert here essential functions as listed in the job description, include them by reference in an attached copy of the job description, or paraphrase from the job description)</i>	U	I	ME	EE	E	
<b>B. PROFESSIONAL COMPETENCIES</b>						
<b>1. Inclusiveness</b> Promotes cooperation, fairness and equity; shows respect for people and their differences; works to understand perspectives of others; demonstrates empathy; brings out the best in others	U	I	ME	EE	E	
<b>2. Stewardship</b> Demonstrates accountability and sound judgment in using university resources in open and effective manner, appropriate understanding of confidentiality, university values; adheres to policies, procedures, and safety guidelines	U	I	ME	EE	E	
<b>3. Problem solving</b> Identifies problems, involves others in seeking solutions, conducts appropriate analyses, searches for best solutions; responds quickly to new challenges	U	I	ME	EE	E	
<b>4. Decision making</b> Makes clear, consistent, transparent decisions; acts with integrity in all decision making; distinguishes relevant from irrelevant information and makes timely decisions	U	I	ME	EE	E	
<b>5. Strategic planning and organizing</b> Understands big picture and aligns priorities with broader goals, measures outcomes, uses feedback to change as needed, evaluates alternatives, solutions oriented, seeks alternatives and broad input; can see connections within complex issues	U	I	ME	EE	E	
<b>6. Communication</b> Connects with peers, subordinates and customers, actively listens, clearly and effectively shares information, demonstrates effective oral and written communication skills	U	I	ME	EE	E	
<b>7. Quality improvement</b> Strives for efficient, effective, high quality performance in self and the unit; delivers timely and accurate results; resilient when responding to situations that are not going well; takes initiative to make improvements	U	I	ME	EE	E	
<b>8. Leadership</b> Accepts responsibility for own work; develops trust and credibility; demonstrates honest and ethical behavior	U	I	ME	EE	E	
<b>9. Teamwork</b> Cooperates and collaborates with colleagues as appropriate; works in partnership with others	U	I	ME	EE	E	

<b>10. Service focus</b> Values the importance of delivering high quality service to internal and external clients; understands the needs of the client; customer service focus; shares accountability for results provided	U	I	ME	EE	E	
<b>11. Unit or department specific competency (optional)</b>	U	I	ME	EE	E	

### Part II. Last Period's Goals

Rate the progress made on each of the goals established at the beginning of the period and any new goals. Note any modifications to the original goals.

Goal	Rating					Comments
	U	I	ME	EE	E	
1.	U	I	ME	EE	E	
2.	U	I	ME	EE	E	
3.	U	I	ME	EE	E	
4.	U	I	ME	EE	E	
5.	U	I	ME	EE	E	

<b>OVERALL RATING (based on Parts I and II)</b> Relative weights of job success factors and performance goals are determined by the manager or supervisor. Higher priority items may be highlighted.	U	I	ME	EE	E	
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### Part III. Next Period's Goals

Enter the performance goals for the next period to be evaluated. Individual goals and objectives should align with those of the department and the campus.

1.  Measure of success:
2.  Measure of success:
3.  Measure of success:



4. Measure of success:
5. Measure of success:

Progress toward meeting these goals will be reviewed at the time of the next evaluation.

**Part IV. Professional Development Plan**

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Signatures:

**Employee:** \_\_\_\_\_ Date: \_\_\_\_\_

My signature indicates that I have received a copy of this evaluation.

\_\_\_ I would like to include comments from my self assessment.

**Manager/supervisor:** Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Department manager:** Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The employee being evaluated is to receive a copy of the completed evaluation form and one copy shall be placed in the personnel file.*

## Appendix D: Literature Review Summary

### Overview

We wrote this document at the conclusion of our literature review research. It discusses and summarizes both peer-reviewed literature and expert opinions on the general topic of inclusiveness. Specifically, this review focuses on the following areas: definitions of inclusiveness, performance management competencies related to inclusiveness, and training and development issues concerning inclusiveness.

### Definitions

UC Berkeley currently uses the following definition of inclusiveness in its performance management process: “Promotes cooperation, fairness, and equity; shows respect for people and their differences; works to understand perspectives of others; demonstrates empathy; brings out the best in others.”

We found only two other published on-campus definitions of inclusiveness. The first was a brief, extemporaneous one given by Chancellor Birgeneau during a September 2007 interview, where he said, “Inclusion means that everybody who’s a member of our community should feel included. Every single person, again independent of what their background is, their ethnicity, their sexual orientation, should feel not only that they’re included but that Berkeley belongs as much to them as to any other person” (Mogulof & Birgeneau, 2007). The second appeared in a statement regarding California ballot initiative Proposition 8, where the Chancellor wrote, “Inclusion provides the rich diversity of intellectual life and creative learning that are at the heart of this great university. Inclusiveness is a specific strategic advantage that allows us to attract and retain talented people who could easily choose to move to other parts of the country” (Birgeneau, 2008).

For the most part, the peer-reviewed literature does not focus on the definition of inclusiveness. Among non-peer-reviewed sources, however, we found numerous definitions. In total, we found over a dozen different definitions of inclusiveness, with some sources providing multiple definitions (Roberson, 2004; Institute for Inclusion, 2008; Reyes, 2005; “Inclusion (value and practice),” 2008; Giovannini, 2004). An additional source noted that diversity-competent higher education institutions should “embrace comprehensive diversity definitions” (Michael, 2007).

As a preliminary step, we identified a few common themes among these definitions. For example, about 75% of the definitions emphasized recognizing, understanding, and/or respecting differences. Approximately a third of the definitions mentioned a sense of belonging and supporting excellence in others. Finally, about 25% of the definitions included a theme of engaging or communicating with others.

The most common non-trivial word used in all the definitions was “differences,” followed by “all,” “people,” “group,” “individuals,” “organization,” “behavior,” “respect,” and “understanding.”

In general, the definitions strongly differentiated inclusiveness from diversity. Definitions typically referred to diversity as an attribute, dimension, or characteristic, reflecting demographic data (Roberson, 2004; Giovannini, 2004). This ties in closely with Sid Reel's description of diversity as the "who" and the "what." Inclusiveness definitions, on the other hand, tended to emphasize behaviors and actions (as Sid said, the "how").

### **Performance Management/ Best Practices**

We found very little peer-reviewed literature specific to inclusiveness and the performance management process. There were no articles in the peer-reviewed literature that focused on inclusiveness initiatives in an academic setting based on performance evaluation. The majority of the scientific research looked at measuring the effectiveness of diversity program management and training. The subject groups in these papers are predominantly from corporate and private sector environments. For diversity program management, the main conclusion is that there is not enough evidence to identify best practices from the current level of research (Kalev, Dobbin, & Kelly, 2006; Curtis & Dreachslin, 2008; Roberson, Kulik, & Pepper, 2003). The lack of a valid measurement tool for evaluating diversity programs was a common theme in the literature, with several authors making the case for development of a measuring tool that is consistent and objective (Curtis & Dreachslin, 2008; Roberson, Kulik, & Pepper, 2003; Jayne & Dipboye, 2004).

There was at least one large study of hundreds of companies using Equal Employment Opportunity Commission and survey data to examine the efficacy of various diversity management programs, such as training, mentoring, and performance evaluation on performance (Kalev, Dobbin, & Kelly, 2006; Dobbin, Kalev, & Kelly, 2007; Dobbin & Kalev, 2007). Another paper detailed a survey that defined "managing diversity" and uncovered five attributes of diversity-competent managers, along with behaviors demonstrating each (Aiello & Iwata, 2004). Finally, a meta-analysis paper looking at performance management in general noted that frame-of-reference training helps raters identify and classify performance (London, Mone, & Scott, 2004).

Non-peer-reviewed sources provided considerably more information regarding inclusion as a performance competency. In this section, we did identify three university performance evaluation forms that seemed especially interesting; we will discuss these, plus numerous others, more fully in our "Inclusiveness Practices of External Peers" document (Cornell Performance Management Initiatives, 2008; Penn State University, 2003; University of Nebraska-Kearney, 2006). Somewhat along the same lines, we also found a Conference Board report (Lahiri, 2008) that discussed a competency model for D&I practitioners, listing numerous behaviors under several categories of inclusion that might apply to all levels of employees: cultural competence, negotiation and facilitation, continuous learning, understanding and managing complex group dynamics, judgment, ethics, influence, empathy, and communication. In addition, the Workplace Diversity Network's list (Bormann & Woods, 1999) of attributes of inclusive organizations includes: demonstrated commitment, holistic viewpoint, access, accommodation, equitable rewards, shared accountability, 360 communication and info sharing, continuous learning, participatory work process, recognition of culture, collaborative conflict resolution, and community relationships. Finally, a couple of sources focused on general performance management found that many firms now evaluate employees more than once a year, and that

competency guidelines and employee understanding of performance standards both contributed greatly to the effectiveness of Performance Management (PM) processes (Bernthal, Rogers, & Smith, 2003; Corporate Executive Board-Corporate Leadership Council, 2002).

The Kalev articles (2006; 2007; 2007) do have useful information in both this context and training/development. They examined the efficacy of various diversity policies and programs and found the most effective to be mentoring programs, followed by diversity taskforces/managers, then training, then networking programs. The least effective intervention was evaluating managers on diversity. “We suspect that the potential of diversity performance evaluations is undermined by the complexity of rating systems.” Regarding training, “optional (not mandatory) training programs and those that focus on cultural awareness (not the threat of the law) can have positive effects.” As we discuss below, most studies have found that skills-based training is more effective than awareness training.

The meta-analysis paper (London, Mone, & Scott, 2004) discusses the advantages of frame-of-reference (FOR) training for performance management. “First, norms for effective performance behaviors are identified, and these norms become the standard frame of reference. FOR training, which provides raters examples of good, average, and poor performance for each behavioral dimension, helps raters identify and classify observed performance correctly.”

Although we discuss specific performance management competencies much more fully in Appendix G – UC and External Peer Institution Best Practices Summary, we did include information from three particularly interesting university performance evaluation processes (Cornell Performance Management Initiatives, 2008; Penn State University, 2003; University of Nebraska-Kearney, 2006). The University of Nebraska-Kearney’s form (University of Nebraska-Kearney, 2006) is one of very few that we found that includes both a competency on “inclusiveness” and a set of behaviors related to it (although it doesn’t differentiate those behaviors by rating level). Cornell’s (Cornell University, 2008) is interesting because it discusses a set of “Staff Skills for Success,” one of which is diversity and inclusion. The document notes that the university integrates the same set of skills into training, hiring, performance management and evaluations, and compensation/reward systems. The Penn State document (Penn State University, 2003) provides an excellent example of “descriptive narrative choices” for their diversity competency, at each of four rating levels. The behaviors include things like participation, language, awareness, and respect.

Finally, among the very little consulting firm output that we were able to access, we found a couple of summaries that provided some insights on general performance management that we might want to keep in mind. An executive summary from DDI (Bernthal, Rogers, & Smith, 2003) noted that many companies now evaluate employees more than once a year; that PM systems are most effective when they include development planning, manager accountability, objective data, and competency guidelines; and that the biggest barrier to success in performance management is poor compliance in usage. A presentation from the Corporate Executive Board (Corporate Executive Board-Corporate Leadership Council, 2002), notes that PM achieves the biggest impact on employee performance when employees understand the performance standards on which they are being rated.

The DiversityInc “Top 50 Companies for Diversity” list (2008) will probably be of little use regarding performance management, since none of these companies makes much information about their

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processes publicly available. We may find some information regarding training and development, although there doesn't really seem to be anything that we haven't seen discussed elsewhere. The majority of the research in this section focuses on the business case for diversity management. In addition to the DiversityInc Top 50 Companies list, there are a couple of articles specifically discussing the impact of diversity on business performance (Jayne & Dipboye, 2004; Kochan et al., 2002).

The two articles on effects both note that diversity, by itself, does not necessarily improve organizational performance and may in fact hurt it (Jayne & Dipboye, 2004; Kochan et al., 2002). They both discuss various ways to leverage the benefits of diversity, including establishing metrics and evaluating data, conducting a needs assessment, and using skills-based training, especially skills oriented toward team building and group process.

### **Training/Development**

The peer-reviewed literature addresses diversity training, but not inclusiveness training specifically. Many articles identify that there are research gaps in the literature regarding diversity training. Most researchers agree that diversity training is necessary, but there is no strong evidence of a "best practice" in this area (Curtis & Dreachslin, 2008). The literature does identify the design of the training as a critical component to a successful diversity management program (Roberson, Kulik, & Pepper, 2003). In addition, there is evidence for having senior management support and basing training programs on organizational needs (Curtis & Dreachslin, 2008). Several other articles (Pendry, Driscoll, & Field, 2007; Ely, 2004; Roberson, Kulik, & Pepper, 2001; Paluck, 2006) also offer various methods for improving diversity training.

Our non-peer-reviewed sources tended to concentrate more on development than training, with most of the focus on best practices. For example, UC Berkeley used to have a program called "Workplace Success Stories" (UCB Human Resources Staff, 2003) that identified best practices on campus in the areas of fairness, representation, and inclusion; unfortunately, the program now appears to be defunct. Several other sources (Frankel, 2007; Cornell Training/Development Initiatives, 2008; Esty, 2007; US Dept. of Commerce, 2000; Penn State VP-EE, 2005-08; Hyter & Turnock, 2006) also deal more or less exclusively with development best practices.

Two non-peer-reviewed articles that looked at training both focused on common problems found in diversity training. One (Watson, 2008) noted that organizations should always conduct a climate and needs assessment before attempting to define training programs. The other article ("Nobody's Perfect," 2008) reported on the results of a very large survey of HR executives on diversity and inclusion training.

Many sources, both peer-reviewed and not, note the effectiveness of mentoring programs (Curtis & Dreachslin, 2008; UCB Human Resources Staff, 2003; Frankel, 2007; Cornell Training/Development Initiatives, 2008; Esty, 2007; US Dept. of Commerce, 2000; Penn State VP-EE, 2005-08; Hyter & Turnock, 2006). As noted above, Kalev and her co-authors (2006; 2007; 2007) found that mentoring is the single most effective development activity for improving diversity management.

Other sources consistently noted the use of affinity groups (UCB Human Resources Staff, 2003; Frankel, 2007; US Dept. of Commerce, 2000; “Best Practices in Diversity Strategic Planning,” 2005-08), although Kalev and her co-authors (2006; 2007; 2007) found their use limited if they were comprised of employees at the same level (as opposed to mentoring, where the mentor is at a higher level). Cross training programs also saw success at several universities (UCB Human Resources Staff, 2003; Cornell Training/Development Initiatives, 2008; “Best Practices in Diversity Strategic Planning,” 2005-08).

Sources tend to agree that training should be based on both desired outcomes and the needs of the population to be trained (Curtis & Dreachslin, 2008; Roberson, Kulik, & Pepper, 2003; Pendry, Driscoll, & Field, 2007). One review (Roberson, Kulik, & Pepper, 2003) recommends avoiding outside consultation and focusing on an organizational analysis. It also notes that skills-based training targeting behaviors is much more effective than awareness training targeting attitudes, and that multiple, diverse trainers can be more effective than a single instructor. A consistent recommendation in the articles is the need for supervisor and management training (Frankel, 2007; Curtis & Dreachslin, 2008; Roberson, Kulik, & Pepper, 2003)

The literature is very clear that there has been a lack of evaluation of diversity training programs (Pendry, Driscoll, & Field, 2007; Paluck, 2006). The “Common Flaws” article (“Nobody’s Perfect,” 2008) notes that “no metrics for evaluating effectiveness” is one of the three major problems seen in corporate diversity training; the other two are “No tools were provided to reinforce the training” and “Diversity was addressed, but not development/advancement issues.”

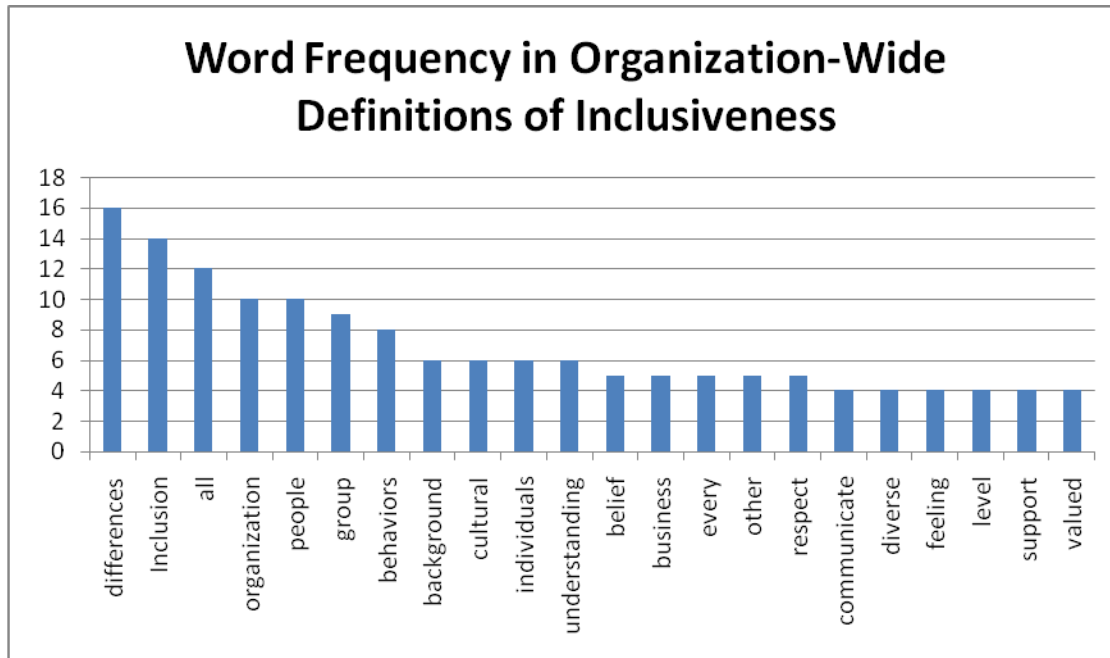
## Summary

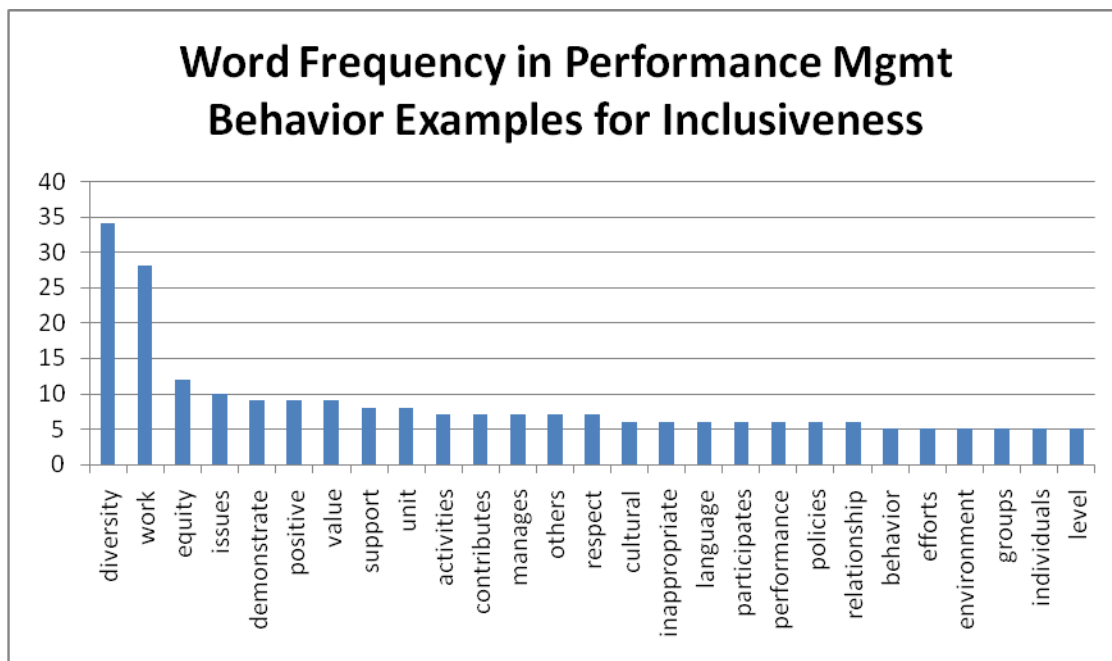
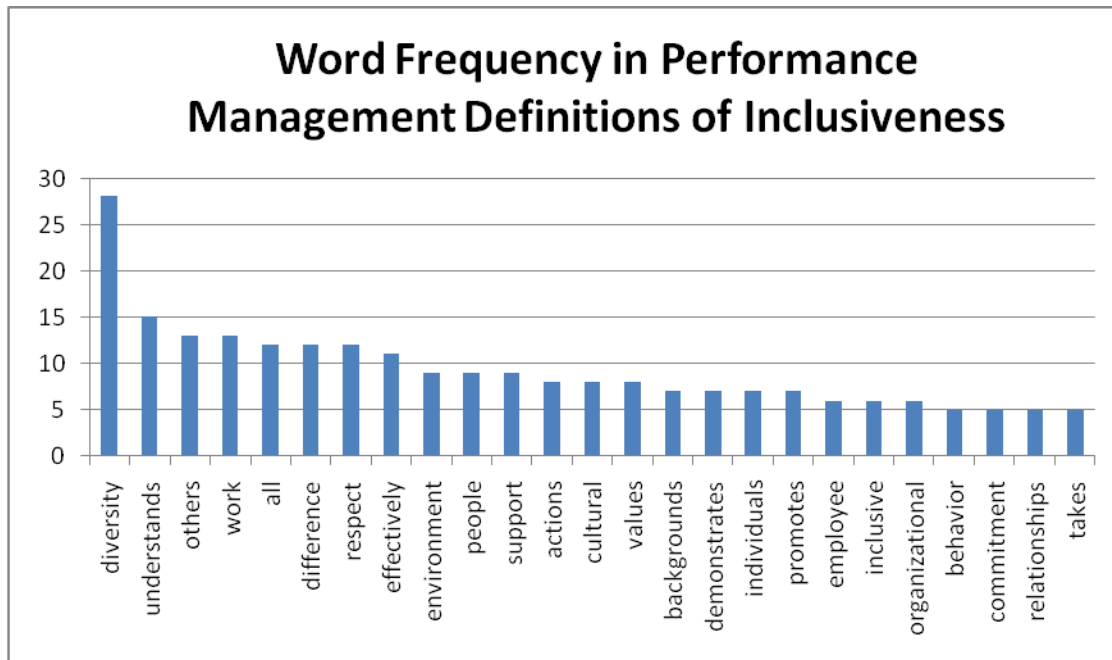
We see the following as the major points that surfaced from the literature review:

- Most organizations view inclusiveness as a way of managing and creating value from the inherent differences of employees.
- Performance management processes that effectively address D&I issues should be simple rather than complex, widely and consistently used within the organization, and very clear on guidelines and standards for evaluation.
- A well-designed climate study and needs assessment will address essential issues in training and development.
- Both peer-reviewed and non-peer reviewed studies emphasize the effectiveness of mentoring programs in addressing D&I issues.
- Diversity management programs require metrics that are consistent and objective – for their design, implementation, and evaluation.

### Word and Concept Frequencies Derived from Literature Review Sources

The following charts and table show the top 25 words (as near as possible, while still including all words with the same frequency) used in each of three sets of data derived from the literature review: organization-wide definitions of inclusiveness, performance management definitions of inclusiveness, and behaviors demonstrating inclusiveness.

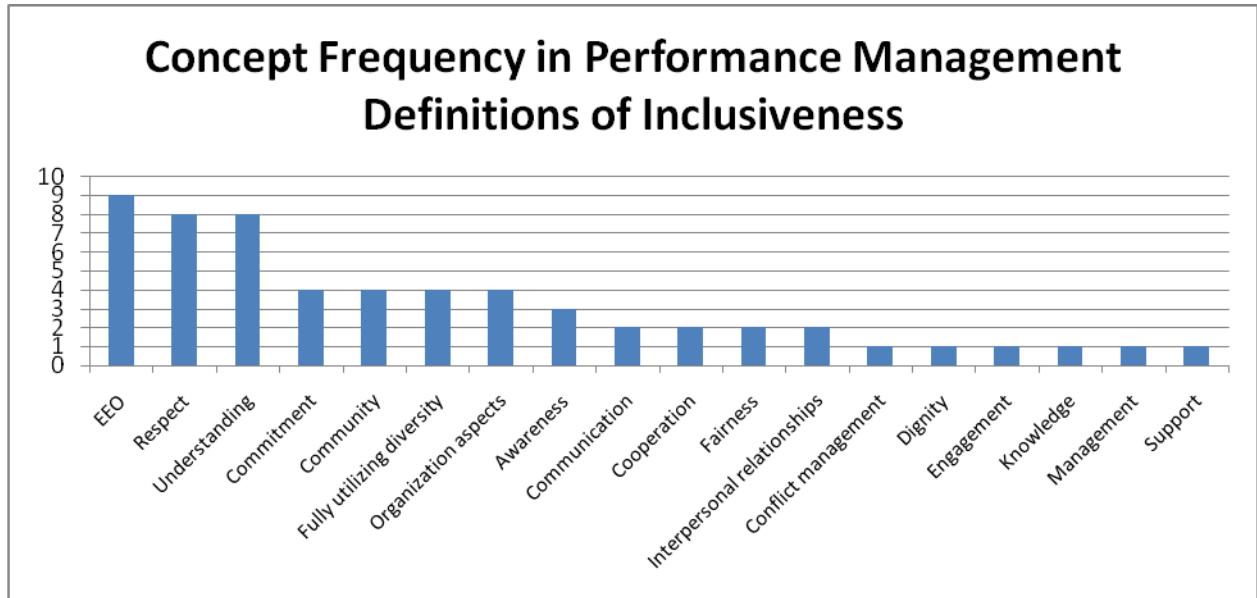
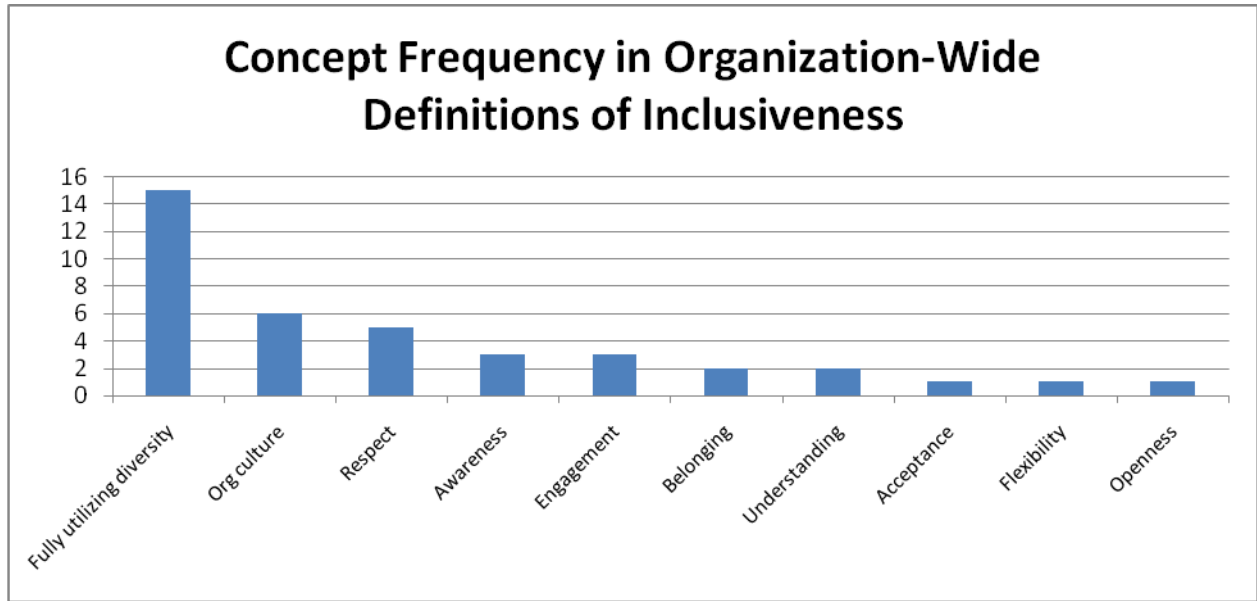


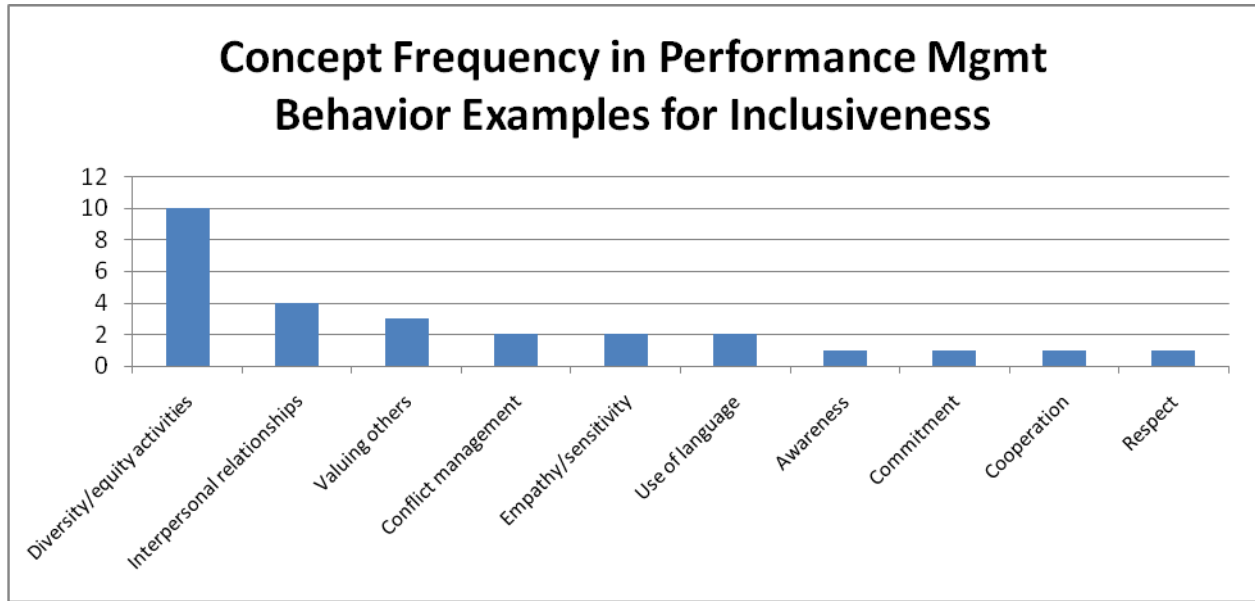




Org Definitions		PM Definitions		Behaviors	
differences	16	diversity	28	diversity	34
Inclusion	14	understands	15	work	28
all	12	others	13	equity	12
organization	10	work	13	issues	10
people	10	all	12	demonstrate	9
group	9	difference	12	positive	9
behaviors	8	respect	12	value	9
background	6	effectively	11	support	8
cultural	6	environment	9	unit	8
individuals	6	people	9	activities	7
understanding	6	support	9	contributes	7
belief	5	actions	8	manages	7
business	5	cultural	8	others	7
every	5	values	8	respect	7
other	5	backgrounds	7	cultural	6
respect	5	demonstrates	7	inappropriate	6
communicate	4	individuals	7	language	6
diverse	4	promotes	7	participates	6
feeling	4	employee	6	performance	6
level	4	inclusive	6	policies	6
support	4	organizational	6	relationship	6
valued	4	behavior	5	behavior	5
		commitment	5	efforts	5
		relationships	5	environment	5
		takes	5	groups	5
				individuals	5
				level	5

The following charts and table show the appearance frequency of major concepts in each of three sets of data derived from the literature review: organization-wide definitions of inclusiveness, performance management definitions of inclusiveness, and behaviors demonstrating inclusiveness.





Org Definitions		PM Definitions		Behaviors	
Fully utilizing diversity	15	EEO	9	Diversity/equity activities	10
Org culture	6	Respect	8	Interpersonal relationships	4
Respect	5	Understanding	8	Valuing others	3
Awareness	3	Commitment	4	Conflict management	2
Engagement	3	Community	4	Empathy/sensitivity	2
Belonging	2	Fully utilizing diversity	4	Use of language	2
Understanding	2	Organization aspects	4	Awareness	1
Acceptance	1	Awareness	3	Commitment	1
Flexibility	1	Communication	2	Cooperation	1
Openness	1	Cooperation	2	Respect	1
		Fairness	2		
		Interpersonal relationships	2		
		Conflict management	1		
		Dignity	1		
		Engagement	1		
		Knowledge	1		
		Management	1		
		Support	1		

## Appendix E: Survey Summary

The AIM project team administered the following electronic survey to a random sample of 2,000 non-represented UC Berkeley staff members (represented staff do not yet use the new performance evaluation form that lists inclusiveness as a core competency). Detailed results follow the survey questions shown below.

### Core Competency of Inclusiveness Electronic Survey

#### Introduction

As part of the Chancellor's multi-year initiative to promote diversity, equity, and inclusion across the campus, we would like your input on identifying key areas for the promotion of "inclusiveness."

This project is being sponsored through the campus' Leadership Development Program. Your responses are confidential. Answering this questionnaire should take approximately 10-15 minutes.

Thank you very much for taking the time to complete this survey and contribute to this important initiative.

**1. Which of the following best describes your position at UCB?**

Staff member in a management or supervisory capacity.

Staff member, non-management

**2. The following phrases are among those sometimes used to define "inclusiveness." Which of the following aspects do you think best defines inclusiveness? Please select and rank your top 5 choices.**

Promotes cooperation.

Promotes fairness and equity.

Shows respect for people and their differences.

Works to understand perspectives of others.

Demonstrates empathy.

Brings out the best in others.

Promotes a sense of belonging.

Values and promotes diversity.

Creates opportunities for inclusion.

Fosters empowerment, awareness, and competence.

Actively engages the talents, experiences, and capabilities of individuals.

Actively seeks diverse opinions.

Actively engages in collaboration with others.

Complies with all applicable laws regarding equal employment opportunities.

**3. In your own words, what does "inclusiveness" mean to you?**

- 4. The following behaviors are among those sometimes used to illustrate “inclusiveness.” Please indicate which behaviors YOU would want to be evaluated on, for demonstrating inclusive behavior. Please select and rank your top 5 choices.**

Engagement with diversity and inclusion issues within one’s department.

Use of respectful language.

Respectful interaction with others.

Collaboration and cooperation.

Participation in training and development activities related to diversity and inclusion.

Advocacy regarding diversity and inclusion issues.

Use of conflict resolution techniques.

Knowledge and application of laws pertaining to equal employment opportunities.

Engagement of others’ talents, beliefs, backgrounds, and capabilities.

- 5. Are there other behaviors which you think are important in demonstrating inclusive behavior?**

- 6. How successful do YOU think the following training and development programs would be in developing and supporting inclusiveness on the UCB campus?**

**( Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree )**

Incorporating training and career development as a major responsibility in all job descriptions.

Providing more diversity and inclusion training choices for supervisors and managers.

Providing more diversity and inclusion training choices for all staff members.

Providing diversity and inclusion awareness training for supervisors and managers.

Providing diversity and inclusion awareness training for all staff members.

Providing diversity and inclusion skills based training for supervisors and managers.

Providing diversity and inclusion skills based training for all staff members.

Providing diversity and inclusion training opportunities in a variety of formats (for example: online, small group, lectures, certificate programs, etc.).

Training for managers/supervisors about how to evaluate and rate staff on inclusiveness.

Creating more staff mentoring programs.

Developing unit-level inclusiveness plans.

Creating programs to identify and develop talented staff for promotional or growth opportunities.

- 7. Are there other training and/or development programs you would like to see be made available for staff at UCB?**

- 8. What three suggestions do you have for advancing inclusiveness on the UCB campus? Please rank them by priority order.**

If you have any questions or comments about this project or survey, please contact Tom Schnetlage, LDP team member, at [tws@csm.berkeley.edu](mailto:tws@csm.berkeley.edu) or 510-642-6597.

## Analysis of Quantitative Survey Responses

### Results Overview

The team sent the survey to 2,000 randomly selected non-represented staff. Almost 1,500 of the invitees were non-supervisory staff, with the remaining one-quarter comprised of supervisors or managers. Out of 507 (25%) total survey responses, 274 (54%) were from supervisors or managers and 233 (46%) were from non-supervisory staff. The supervisor/manager response rate was 52% and the non-supervisory staff response rate was 16%.

In question 2, we asked respondents to rank five out of 14 possible definitions of inclusiveness; in question 4 we asked respondents to rank five out of nine possible inclusive behaviors. By and large, the ordering of selections that one gets by looking only at the count of #1 votes corresponded well with the ordering when one does a straight count of all the top five votes or does a weighted ranking.

On balance, a weighted ranking, where the top choice gets a weight of five and the fifth choice gets a weight of one, looks like the best single measure for saying which options were the most popular with survey respondents. This conclusion comes from comparing how well the following four ways of determining the rankings compare with each other. We performed correlations among:

- The #1 choice of respondents
- Summing the votes across the #1 and #2 choices of each respondent
- Summing all the #1 to #5 choices for each respondent
- Weighting all five choices as described above

The weighted ranking system uniformly correlated better with each of the other three options than did the other three methods.

### Question 2 – Definition of Inclusiveness

When asked to choose among 14 possible definitions of inclusiveness (question 2), survey respondents clearly picked “Shows respect for people and their differences” as the best choice. This option got the most #1 votes overall (105 votes), the most #1 votes among managers (65 votes), and it was the most popular pick for both managers (186 votes) and non-managers (142 votes) when summing all top five votes. Using weighted votes, “Shows respect...” got 27% more votes (1134 versus 891) than the next highest vote getter.

The second highest vote getter for question 2, using weighted votes, was “Promotes fairness and equity.” Non-managers even gave it more #1 votes than they gave “Shows respect...” (52 votes versus 43). “Actively engages the talents, experiences, and capabilities of individuals” closely followed it in popularity. (Weighted votes: 891 versus 852.) On an unweighted basis, “Actively engages...” got somewhat more total votes than “Promotes fairness...” (264 versus 258).

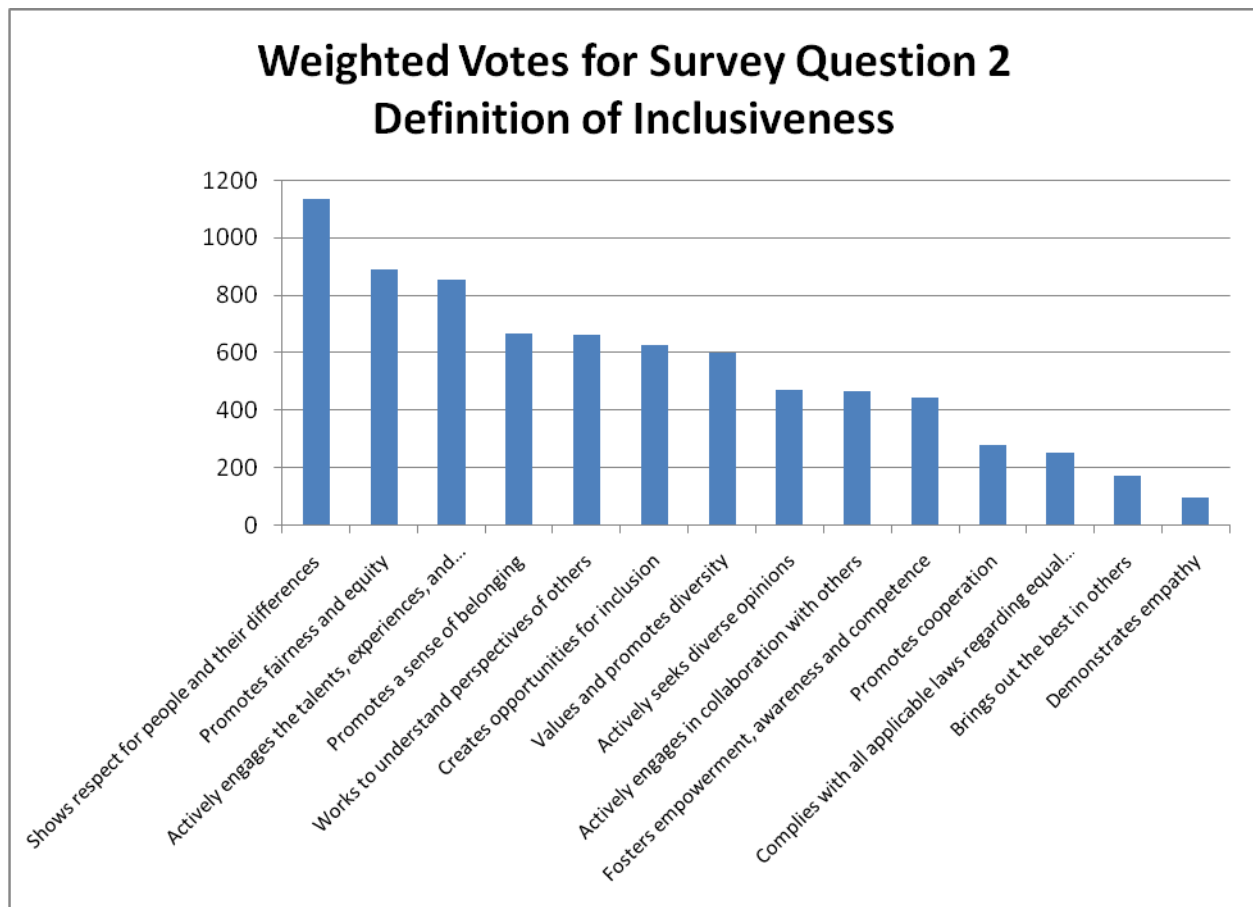
The fourth and fifth place vote getters on question 2 had nearly equal numbers of votes: “Promotes a sense of belonging” had 666 weighted votes and “Works to understand the perspectives of others” had 662 weighted votes. The latter option was significantly more popular with managers than with non-managers (fourth place for managers versus seventh place for non-managers).

“Creates opportunities for inclusion” (628 weighted votes) and “Values and promotes diversity” (599 weighted votes) were the only other responses on question 2 which got at least half as many votes as the top vote getter.

“Shows empathy” got the least votes in question 2. It got the least #1 votes (three), the least votes across all top five votes (42) and the lowest weighted vote score (99). It was the lowest ranked option for both managers and non-managers.

Differences in manager and non-manager overall preferences on question 2 were not particularly large. We noted the most striking differences in the preceding paragraphs.

The following chart and table show complete results for question 2, using the weighted ranking system discussed above:



<b>Question 2 Options (Respondents picked top 5 of 14 choices)</b>	<b>Weighted Votes</b>
Shows respect for people and their differences	1134
Promotes fairness and equity	891
Actively engages the talents, experiences, and capabilities of individuals	852
Promotes a sense of belonging	666
Works to understand perspectives of others	662
Creates opportunities for inclusion	628
Values and promotes diversity	599
Actively seeks diverse opinions	469
Actively engages in collaboration with others	467
Fosters empowerment, awareness and competence	444
Promotes cooperation	282
Complies with all applicable laws regarding equal employment opportunities	252
Brings out the best in others	174
Demonstrates empathy	99

Six of the possible choices in question 2 match the phrases used in the current UCB inclusiveness core competency definition. It is striking that three of these choices were among the top four total unweighted vote getters in question 2, but the other three got the very lowest vote totals among all 14 choices:

- Shows respect for people and their differences (1<sup>st</sup> out of 14 in total unweighted votes received)
- [Promotes] fairness and equity (3<sup>rd</sup> out of 14 in total unweighted votes)
- Works to understand perspectives of others (4<sup>th</sup> out of 14 in total unweighted votes)
- Promotes cooperation (12<sup>th</sup> out of 14 in total unweighted votes)
- Brings out the best in others (13<sup>th</sup> out of 14 in total unweighted votes)
- Demonstrates empathy (14<sup>th</sup> out of 14 in total unweighted votes)

UC Berkeley Human Resources provided us with a list of seven concepts for defining inclusiveness that a team of consultants originally generated. Four of those seven concepts made it into the UCB inclusiveness definition and all seven of them map to options in question 2. When one compares this list of seven concepts against survey votes, three of them were among the top vote getters and these were all included in the UCB definition. Three were middle-level vote getters, and one was near the bottom:

- Shows respect for others (1<sup>st</sup> out of 14 in total unweighted votes received in our survey)
- Demonstrates fairness and equity (3<sup>rd</sup> out of 14 in total unweighted votes)
- Understands perspective of others (4<sup>th</sup> out of 14 in total unweighted votes)
- Creates opportunities for inclusion (6<sup>th</sup> out of 14 in total unweighted votes)
- Values and promotes diversity (7<sup>th</sup> out of 14 in total unweighted votes)
- Seeks diverse opinions and participation (9<sup>th</sup> out of 14 in total unweighted votes)
- Brings out the best in others (13<sup>th</sup> out of 14 in total unweighted votes)



The second highest vote getter in question 2, “Actively engages the talents, experiences...of individuals” is not included in either the current UCB inclusiveness definition or in the original list of seven concepts which contributed to the definition. Respondents who selected this option also tended not to vote for either the first or third most commonly selected options (-.24 and -.22 correlations respectively).

For the most part, there were not high correlations, either positive or negative, between one option and another in question 2.

Finally, we compared the options listed in question 2 to word frequency data generated from our literature review examination of both organization-wide definitions of inclusiveness and definitions used in performance management processes. The question 2 option that got the most votes, “Shows respect for people and their differences” uses three words that are listed in both word frequency tables: “differences” (which is the #1 ranked word in the organization-wide list), “people,” and “respect.” Only one other option contained multiple words that were in both lists: “Works to understand the perspectives of others” (the 4<sup>th</sup> highest overall vote getter in question two). Overall, words in the performance management list mapped more frequently to words in UCB's definition of inclusiveness, and to the other options we listed in question 2, than did the words listed in the organization-wide list, but the matchup is not extensive:

- Promotes cooperation, fairness and equity (“promotes” is on the performance mgmt list)
- Shows respect for people and their differences (“differences,” “people,” and “respect” are on both lists)
- Works to understand perspectives of others (“understand” and “others” is on both lists; “work” is on the performance mgmt list)
- Demonstrates empathy (“demonstrates” is on the performance mgmt list)
- Brings out the best in others (“others” is on both lists)

### **Comparison of Questions 2 and 3 – Definition of Inclusiveness**

Question 3 asked respondents to describe inclusiveness in their own words. (Categories and frequencies for question three appear below.) In comparing questions 2 and 3, 328 people ranked as a top five choice the top vote getter in question 2, “Shows respect...” 85% of these 328 people (280) wrote some comment in question 3, of which 118 wrote an “Engages everyone” comment, and 88 wrote a “Values everyone” comment. An “Engages everyone” comment was the most common comment almost regardless of how people voted on question 2 and “Values everyone” was the second most common comment almost regardless of how people voted on question 2.

Certain open-ended responses in question 3 had close counterparts in question 2. Individuals tended to pair these responses. For example, answers of “Promotes a sense of belonging” in question 2 match up with a question 3 answer in the “Belonging” category more often than the individual frequencies would imply. The same holds true for “Promotes cooperation” in question 2 and answers in the “Collaborative” category in question 3. Other pairs include: “Fairness” and “Fairness”; “Empathy” and “Values everyone”; “Complies with applicable laws on AA” and “Fairness.” There was, however, no strong relationship between “Collaboration” and “Collaborative.”

Overall, there was no correlation between what a person answered on question 2 and whether he or she wrote something on question 3.

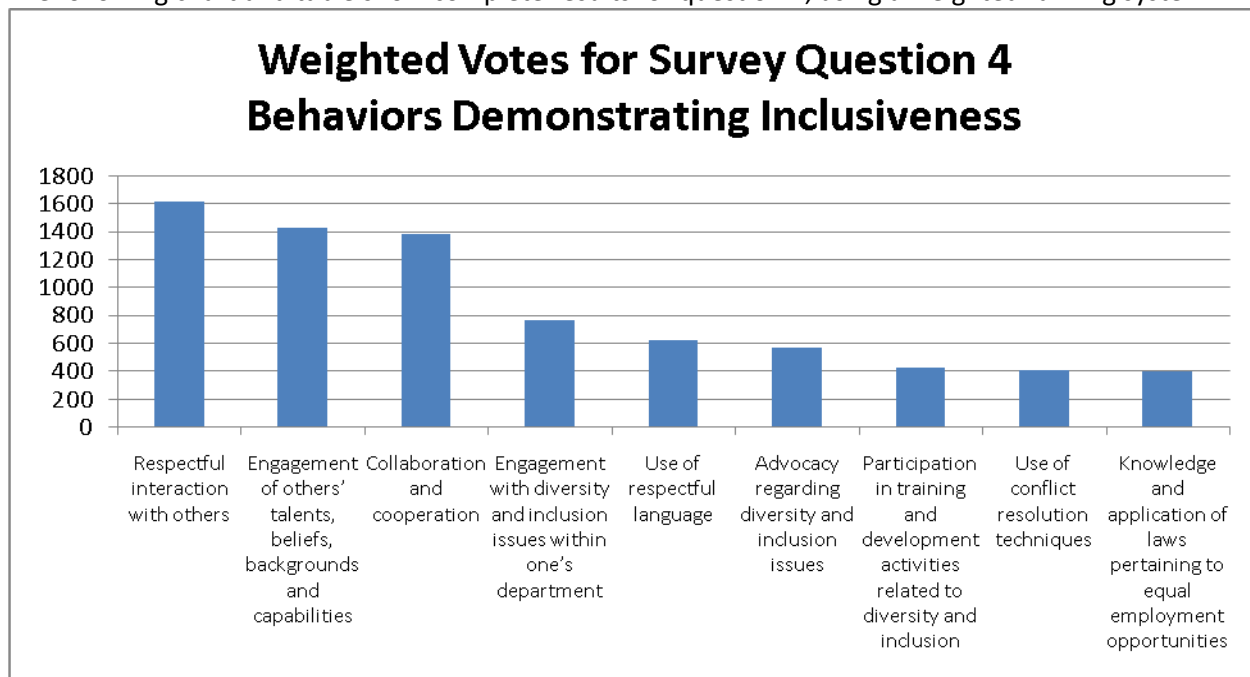
**Question 4 – Behaviors Demonstrating Inclusiveness**

Question 4 asked respondents to rank behaviors that demonstrate inclusiveness. The relative rankings for question 4 were extremely similar regardless of which of the four methods discussed earlier for ranking the votes we used.

Respondents voted most often for “Respectful interaction with others” as a behavior demonstrating inclusiveness. It got the highest number of #1 votes in question 4 with both managers and non-managers (151 total, split 79/72), the highest count of votes across the top five choices of respondents (441), and the highest weighted score (1613). “Engagements of others’ talents, beliefs, backgrounds, and capabilities” ranked second overall (120 #1 votes, 422 total votes, 1422 weighted score) and “Collaboration and cooperation” ranked third overall (101 #1 votes, 404 total, 1383 weighted score). However, non-managers reversed the ordering of the second and third overall choices. That is, non-managers weighed collaboration and cooperation somewhat higher than did managers. Other than this discrepancy, managers and non-managers tended to vote similarly on question 4.

After the top three vote getters in question 4, there is a big drop-off. The fourth highest vote getter was “Engagement with diversity and inclusion within one’s own department,” which got 48 #1 votes, 268 total votes, and a 763 weighted score. None of the other five options came close to having even half as many votes as the top three choices. The lowest vote getter on demonstrating inclusiveness was “Knowledge and application of laws pertaining to equal employment opportunities” (23 #1 votes, 178 total votes, and a 399 weighted score).

The following chart and table show complete results for question 4, using a weighted ranking system:



<b>Question 4 Options (Respondents pick top 5 of 9 choices)</b>	<b>Weighted Votes</b>
Respectful interaction with others	1613
Engagement of others' talents, beliefs, backgrounds and capabilities	1422
Collaboration and cooperation	1383
Engagement with diversity and inclusion issues within one's department	763
Use of respectful language	620
Advocacy regarding diversity and inclusion issues	571
Participation in training and development activities related to diversity and inclusion	429
Use of conflict resolution techniques	409
Knowledge and application of laws pertaining to equal employment opportunities	399

A number of the options in question 4 show moderate negative correlations with each other. This contrasts with question 2, where very few questions show correlations with each other. Presumably, this reflects the facts that there were 14 options to choose from on question 2, while there were only nine on question 4, as well as the sharp drop-off after the top three vote getters.

#### **Comparison of Questions 2-Definition of Inclusiveness and 4-Behaviors Demonstrating Inclusiveness**

In looking at question 2 versus question 4, the strongest correlation (.49) is between two related answers: "Complies with all applicable laws regarding equal employment opportunities" and "Knowledge and application of laws pertaining to equal employment opportunities."

We also found mild correlations between responses that use common words: There is a .27 correlation between two responses that use the word "diversity": "Values and promotes diversity" and "Advocacy regarding diversity and inclusion issues." There is a .25 correlation between two answers that use the word "collaboration": "Actively engages in collaboration with others" and "Collaboration and cooperation." There is a .21 correlation between two responses that use the words "talents" and "capabilities": "Actively engages the talents, experiences, and capabilities of individuals" and "Engagement of others' talents, beliefs, backgrounds, and capabilities." There is a .20 correlation between "Shows respect for people and their differences" and "Respectful interaction with others," which both use versions of the word "respect."

#### **Comparison of Questions 4 and 5 – Behaviors Demonstrating Inclusiveness**

There were no big mismatches in comparing question 4 and the open-ended question 5 responses. The frequencies tended to be close to what one would expect if there were no strong relationship between the answers.

The most popular response to open-ended question 5 was "Engages others." This response had a 2:1 ratio of manager versus non-manager responses. Most of the question 4 categories had nearly the same manager/non-manager proportions among those answering "Engages others" on question 5.

### Question 6 – Training and Development for Inclusiveness

In question 6, we asked respondents how successful 12 different training and development programs would be in developing and supporting inclusiveness at Berkeley. Survey respondents generally agreed that all 12 of the training and development options presented would succeed in developing and supporting inclusiveness. For 11 of the 12 options, over 60% of respondents selected either "Agree" or "Strongly Agree", with one option getting 79.2% agreement.

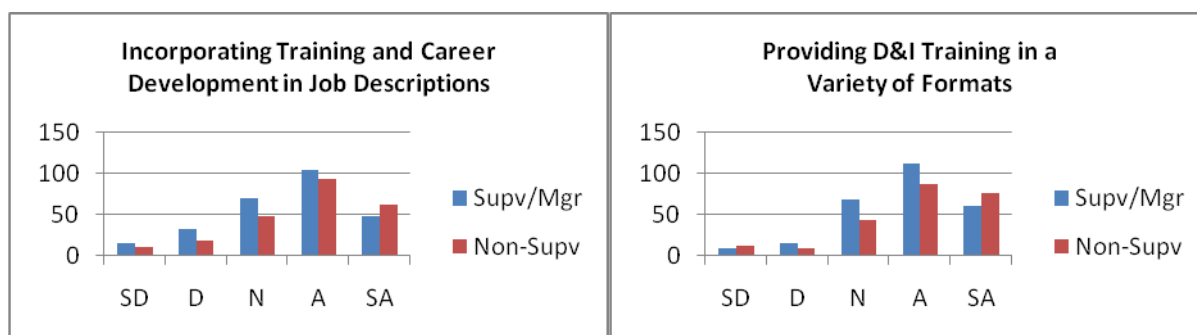
The option with the least overall agreement was “Developing unit-level inclusiveness plans.” This option had a plurality of 43.9% of respondents replying in the affirmative, with 37.6% of respondents choosing “Neutral” and 18.5% of respondents choosing “Disagree” or “Strongly Disagree.”

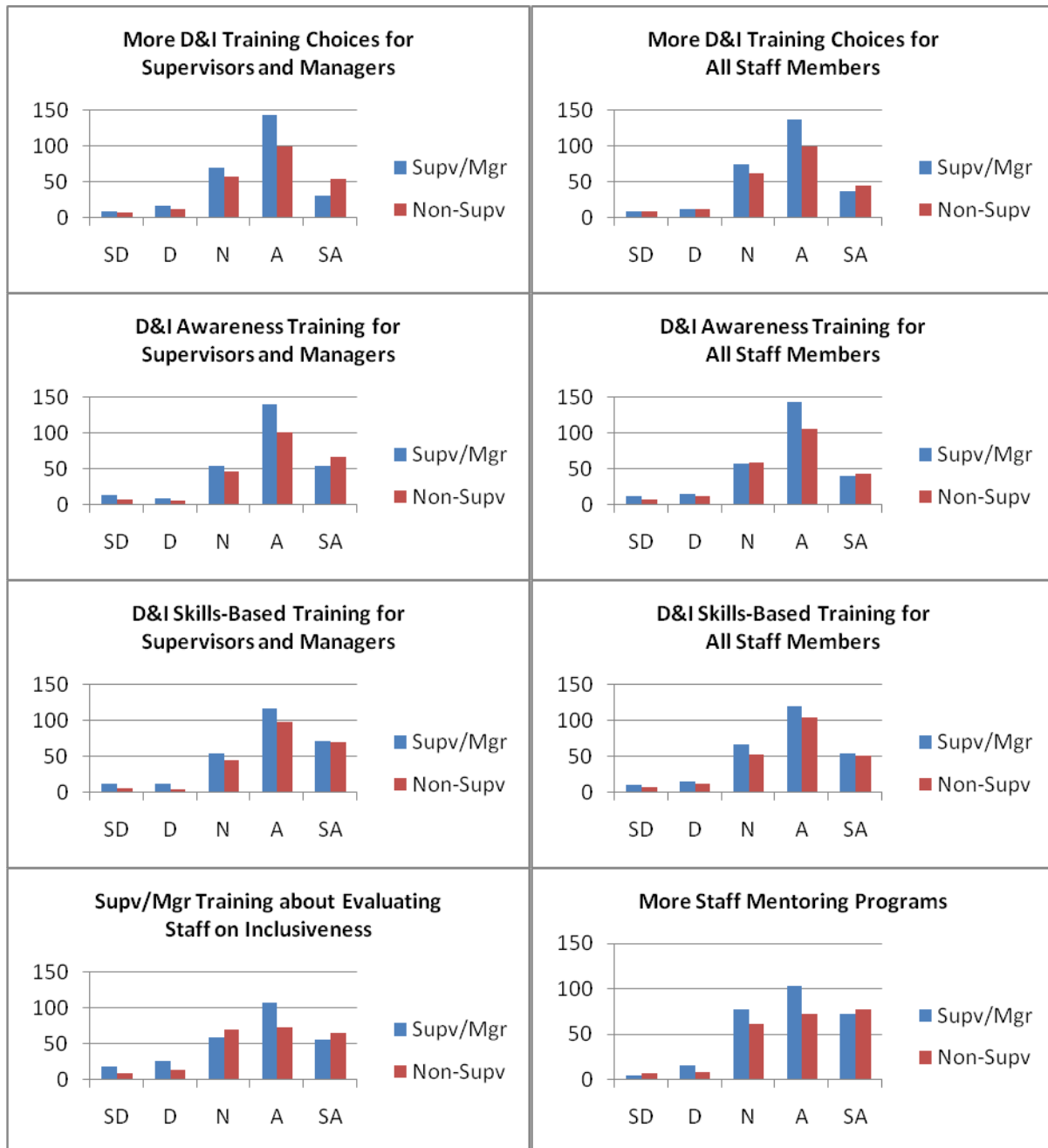
The highest vote getter on question 6 was “Creating programs to identify and develop talented staff for promotional or growth opportunities” (79.2% agreement). Only 13.4% of respondents were neutral and only 7.4% disagreed.

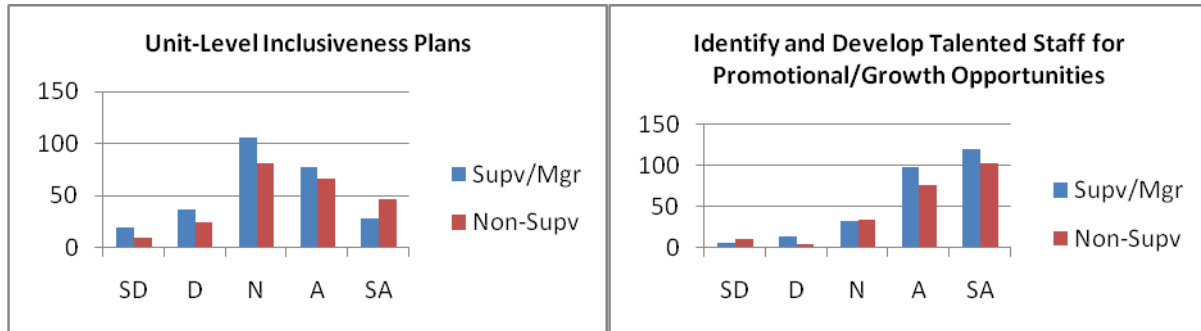
Two other training and development ideas received better than 70% overall agreement: “Providing diversity and inclusion skills based training for supervisors and managers” received 70.3% agreement from managers and 74.1% agreement from non-managers (72.4% overall agreement). “Providing diversity and inclusion awareness training for supervisors and managers” received 71.4% agreement from managers and 73.2% agreement from non-managers (72.2% overall agreement).

Among the minority of respondents who felt the training and development programs would NOT be successful in developing inclusiveness, managers had a higher percentage disagreement than did non-managers on 11 of the 12 options. 21.3% of managers felt that “Developing unit-level inclusiveness plans” would not succeed in advancing inclusiveness and 17.9% of managers felt that “Incorporating training and career development as a major responsibility in all job descriptions” would not succeed.

The following charts show responses for each of the 12 options on question 6, for both supervisors/managers and non-managers. Note that in the horizontal axis of each chart, SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, and SA=Strongly Agree.





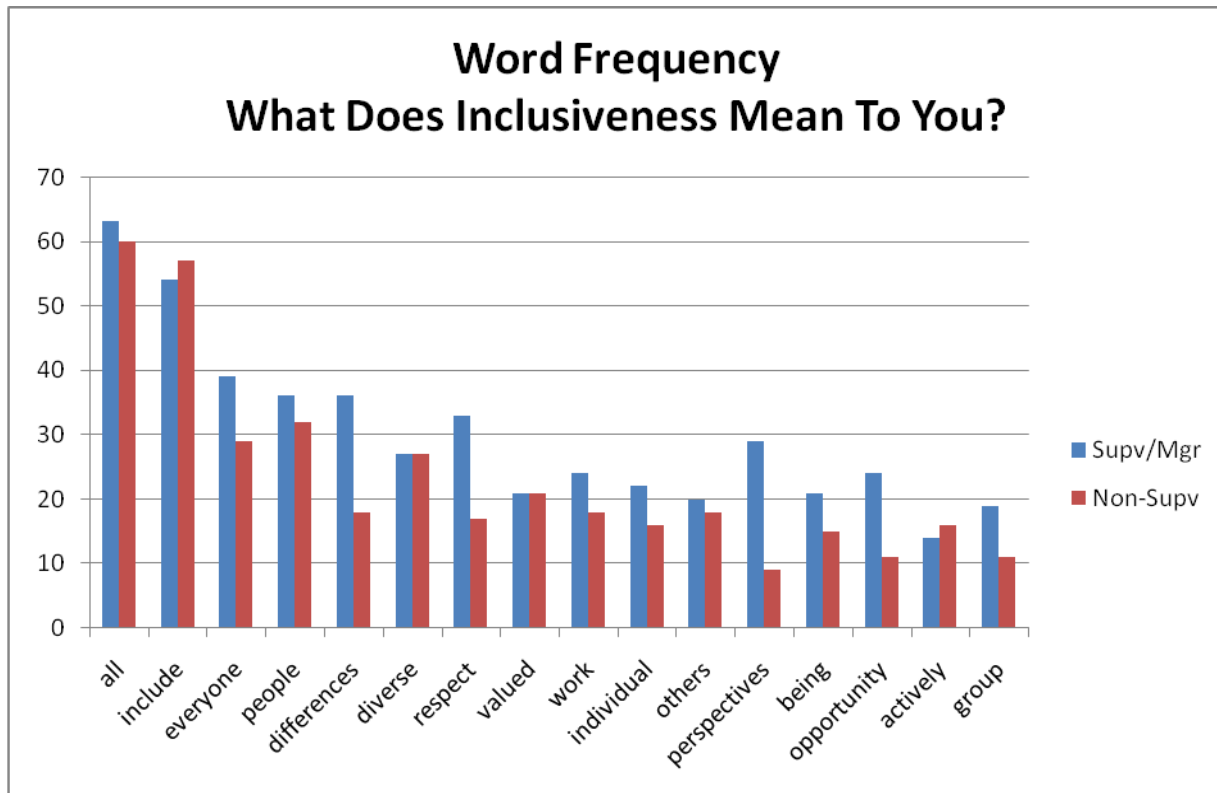


### Analysis of Qualitative Survey Responses

#### Question 3 – In your own words, what does "inclusiveness" mean to you?

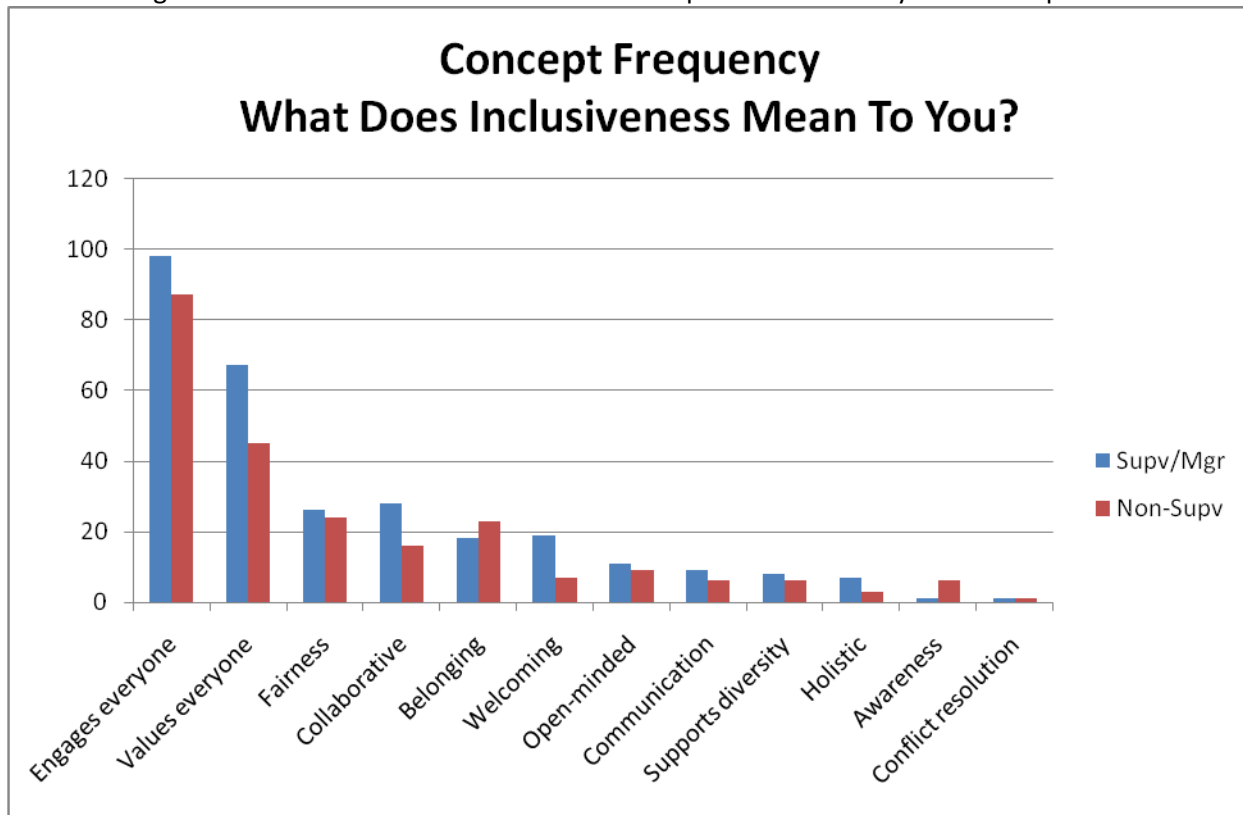
Out of 274 supervisor/manager survey responses, 238 provided definitions, 30 gave no response, and six gave responses that did not include a definition of inclusiveness. The 238 definitions included a total of 2,943 words and 293 concepts in 12 distinct categories. Out of 233 non-supervisory staff survey responses, 195 provided definitions, 35 gave no response, and three gave responses that did not include a definition of inclusiveness. The 195 definitions included a total of 2,074 words and 233 concepts.

The following chart and table show the frequency of various words used in response to this question:



Word Frequency			
What Does Inclusiveness Mean to You?			
Words	Supv/Mgr	Non-Supv	Total
all	63	60	123
include	54	57	111
everyone	39	29	68
people	36	32	68
differences	36	18	54
diverse	27	27	54
respect	33	17	50
valued	21	21	42
work	24	18	42
individual	22	16	38
others	20	18	38
perspectives	29	9	38
being	21	15	36
opportunity	24	11	35
actively	14	16	30
group	19	11	30

The following chart and table show the results of a concept extraction analysis for this question:

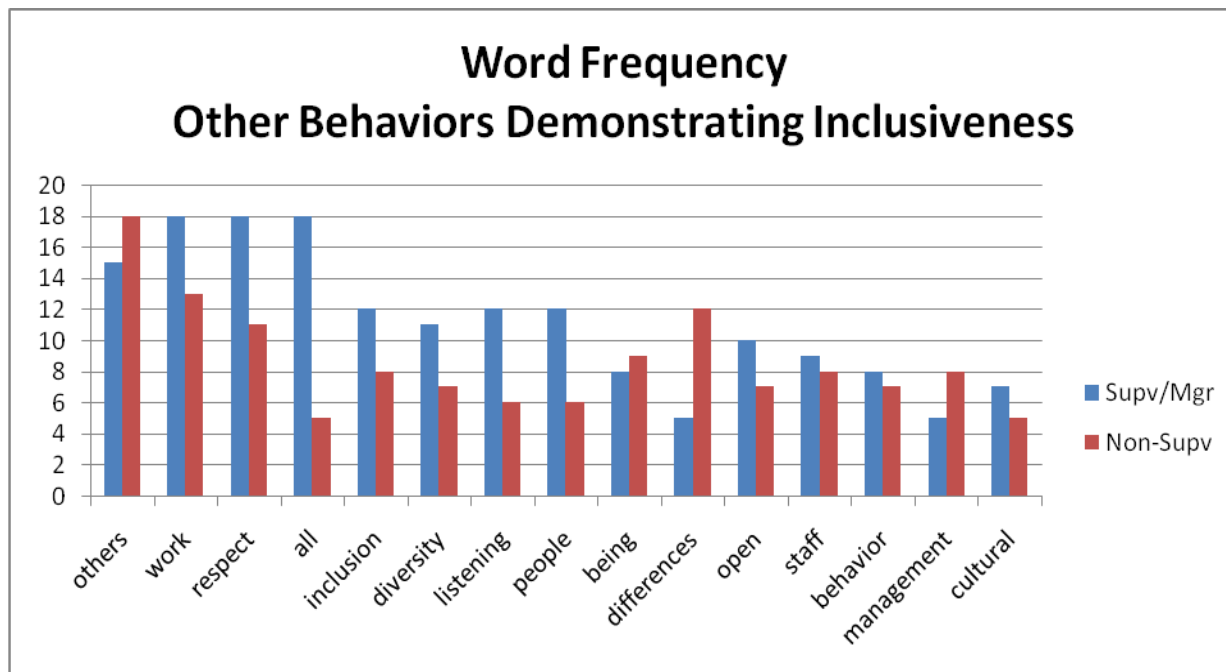


Concept Frequency			
What Does Inclusiveness Mean to You?			
Concepts	Supv/Mgr	Non-Supv	Total
Engages everyone	98	87	185
Values everyone	67	45	112
Fairness	26	24	50
Collaborative	28	16	44
Belonging	18	23	41
Welcoming	19	7	26
Open-minded	11	9	20
Communication	9	6	15
Supports diversity	8	6	14
Holistic	7	3	10
Awareness	1	6	7
Conflict resolution	1	1	2

**Question 5 – Other Important Behaviors Demonstrating Inclusiveness**

Out of 274 supervisor/manager survey responses, 126 provided behaviors, 127 gave no response, and 21 gave responses that did not include any behaviors. The 126 responses that listed behaviors included a total of 1,278 words and 155 concepts in 20 categories. Out of 233 non-supervisory staff survey responses, 85 provided behaviors, 133 gave no response, and 15 gave responses that did not include any behaviors. The 85 responses that listed behaviors included a total of 1,120 words and 97 concepts.

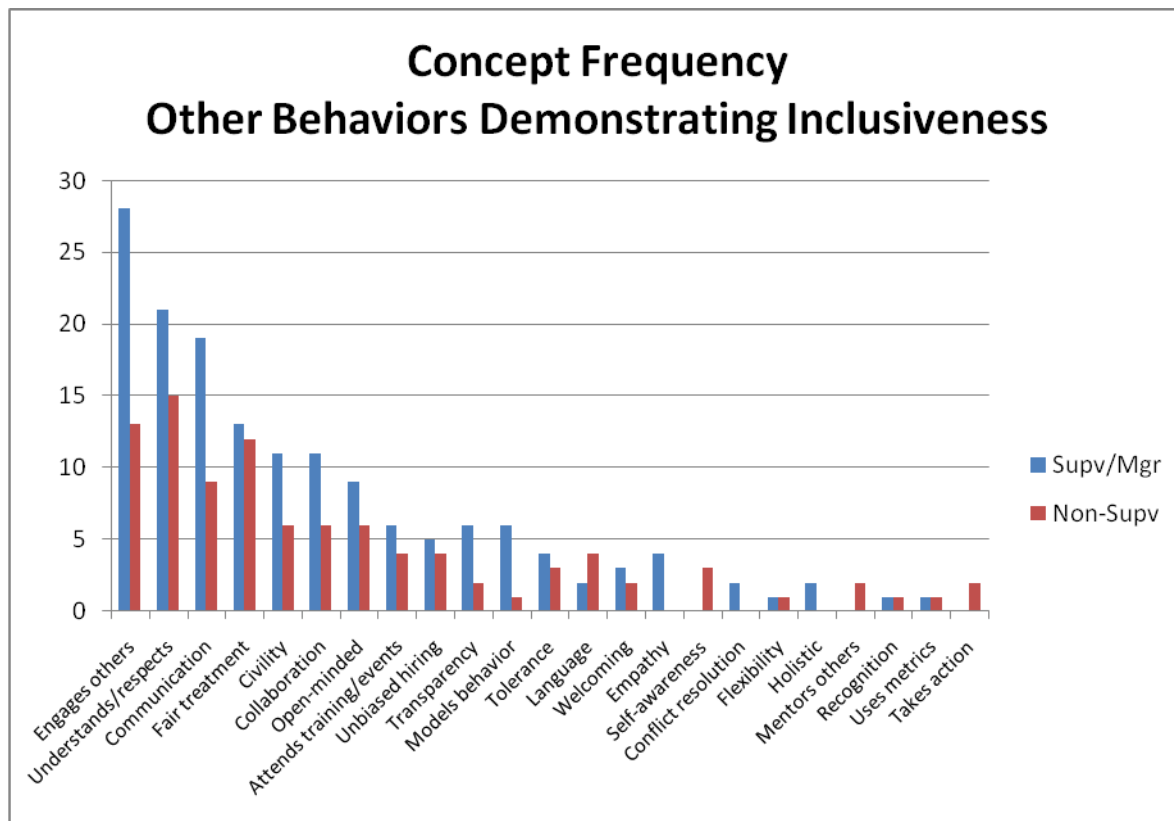
The following chart and table show the frequency of various words used in response to this question:





Word Frequency			
Behaviors Demonstrating Inclusiveness			
Words	Supv/Mgr	Non-Supv	Total
others	15	18	33
work	18	13	31
respect	18	11	29
all	18	5	23
inclusion	12	8	20
diversity	11	7	18
listening	12	6	18
people	12	6	18
being	8	9	17
differences	5	12	17
open	10	7	17
staff	9	8	17
behavior	8	7	15
management	5	8	13
cultural	7	5	12

The following chart and table show the results of a concept extraction analysis for this question:

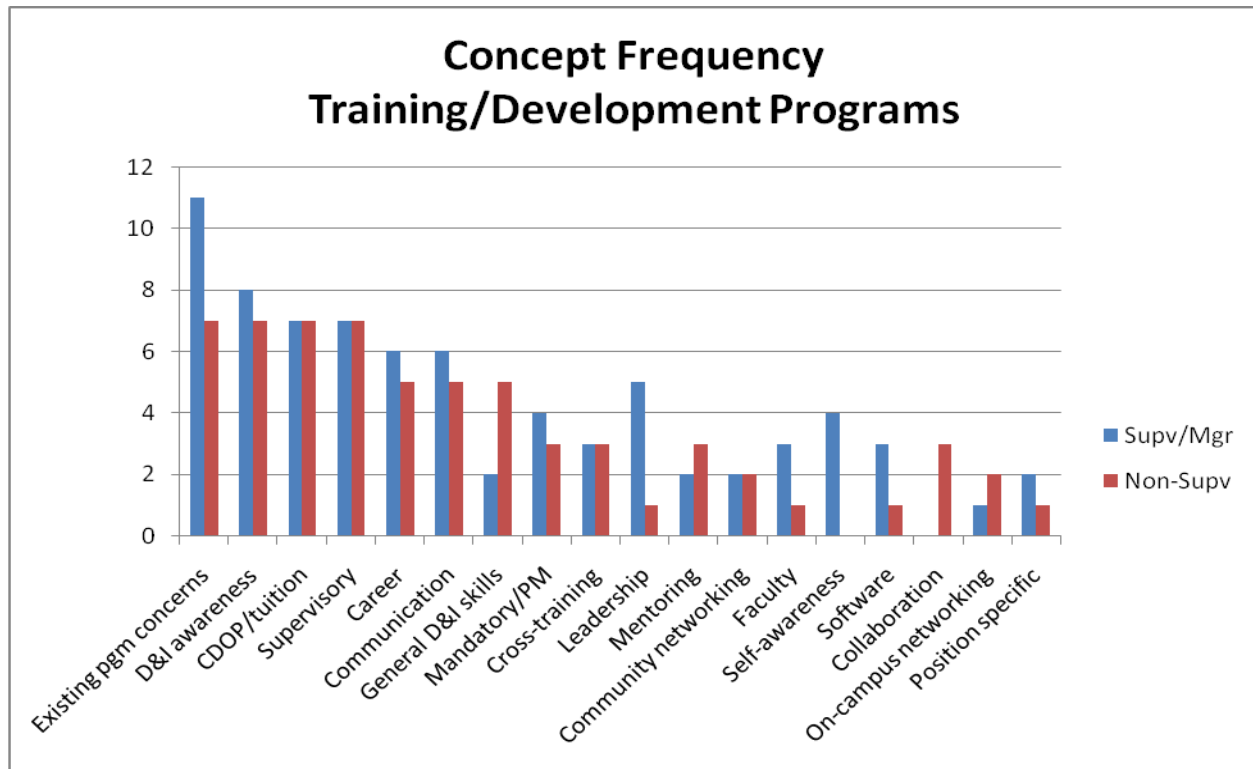


Concept Analysis			
Behaviors Demonstrating Inclusiveness			
Concepts	Supv/Mgr	Non-Supv	Total
Engages others	28	13	41
Understands/respects	21	15	36
Communication	19	9	28
Fair treatment	13	12	25
Civility	11	6	17
Collaboration	11	6	17
Open-minded	9	6	15
Attends training/events	6	4	10
Unbiased hiring	5	4	9
Transparency	6	2	8
Models behavior	6	1	7
Tolerance	4	3	7
Language	2	4	6
Welcoming	3	2	5
Empathy	4		4
Self-awareness		3	3
Conflict resolution	2		2
Flexibility	1	1	2
Holistic	2		2
Mentors others		2	2
Recognition	1	1	2
Uses metrics	1	1	2
Takes action		2	2

### Question 7 – Other Training/Development Programs

Out of 274 supervisor/manager survey responses, 78 made some mention of training/development programs, 164 gave no response, and 32 gave responses that did not include any additional training/development opportunities. The 78 substantive responses contained 87 concepts in 26 distinct categories. Out of 233 non-supervisory staff survey responses, 64 noted additional programs, 153 gave no response, and 16 gave responses that did not include any additional training/development opportunities. The 64 substantive responses contained a total of 79 concepts in 29 distinct categories.

The following chart and table show the frequency of concepts mentioned in response to this question:

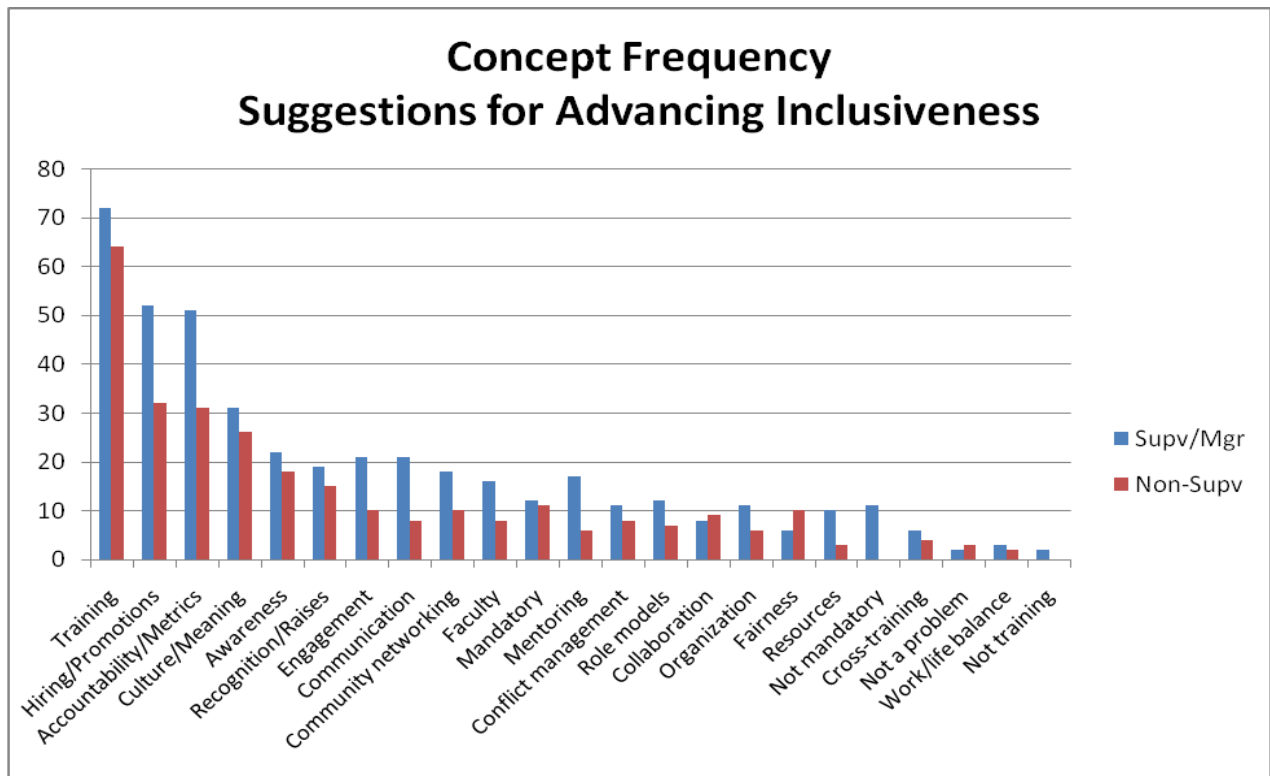


Concept Frequency			
Other Training/Development Programs			
Concepts	Supv/Mgr	Non-Supv	Total
Existing program concerns	11	7	18
D&I awareness	8	7	15
CDOP/tuition	7	7	14
Supervisory	7	7	14
Career	6	5	11
Communication	6	5	11
General D&I skills	2	5	7
Mandatory/PM	4	3	7
Cross-training	3	3	6
Leadership	5	1	6
Mentoring	2	3	5
Community networking	2	2	4
Faculty	3	1	4
Self-awareness	4	0	4
Software	3	1	4
Collaboration	0	3	3
On-campus networking	1	2	3
Position specific	2	1	3

**Question 8 – Three Suggestions for Advancing Inclusiveness**

For this question, we allowed up to three suggestions per respondent, giving a total of 1,521 possible responses, 822 from supervisors/managers and 699 from non-supervisory staff. Of the 822 supervisor/manager submissions, 376 were left blank and 12 didn't include suggestions for inclusiveness. The 434 substantive responses contained concepts in 23 distinct categories. Of the 699 non-supervisory submissions, 401 were left blank and seven didn't include suggestions for inclusiveness. The 291 substantive responses contained concepts in 21 distinct categories.

The following chart and table show the frequency of concepts mentioned in response to this question:



<b>Concept Frequency</b>			
<b>Suggestions for Advancing Inclusiveness</b>			
<b>Concepts</b>	<b>Supv/Mgr</b>	<b>Non-Supv</b>	<b>Total</b>
Training	72	64	136
Hiring/Promotions	52	32	84
Accountability/Metrics	51	31	82
Culture/Meaning	31	26	57
Awareness	22	18	40
Recognition/Raises	19	15	34
Engagement	21	10	31
Communication	21	8	29
Community networking	18	10	28
Faculty	16	8	24
Mandatory	12	11	23
Mentoring	17	6	23
Conflict management	11	8	19
Role models	12	7	19
Collaboration	8	9	17
Organization	11	6	17
Fairness	6	10	16
Resources	10	3	13
Not mandatory	11		11
Cross-training	6	4	10
Not a problem	2	3	5
Work/life balance	3	2	5
Not training	2		2

## **Appendix F: Interview/Focus Group Summary**

The AIM project team conducted 14 interviews with campus leaders and subject matter experts, using the standard set of questions shown below. In addition, the team also completed more specialized interviews with six UCB staff members, staff at four other universities, and two focus groups with total participation by 19 UCB staff members.

### **Questions and Participants**

#### **Standard Set of Questions Used in UCB Interviews and Focus Groups**

For interviews with UC Berkeley leaders and subject matter experts, we used the following seven questions. For the two campus focus groups, we used a subset of these, consisting of questions 2-5.

1. The new performance evaluation defines the inclusiveness competency as, “Promotes cooperation, fairness and equity; shows respect for people and their differences; works to understand perspectives of others; demonstrates empathy; brings out the best in others.” Have you used this form? If so, what was your experience? What worked well, what would you change or add?
2. What does inclusiveness mean to you? How do you understand the culture of inclusion at Cal?
3. From your perspective, what are the top three attributes of an inclusive organization? Would training and development contribute to UCB exhibiting more of these attributes?
4. In your opinion, what are the top three behaviors of an inclusive manager and/or employee?
5. From your perspective, are there any barriers or potential challenges to defining, measuring, training, or evaluating on inclusiveness as a core competency?
6. Do you see any strategic benefits to the practice of inclusiveness at Cal? If so, what short-term and long-range actions do you recommend to foster staff inclusion?
7. Do you have other comments?

#### **Interviews with UC Berkeley Leaders and Subject Matter Experts**

*Lisa Bolivar*, Director of Human Resources, Vice Chancellor for Research; Control Unit Administrators Member

*Ron Coley*, Associate Vice Chancellor, Business and Administrative Services

*Teresa Costantinidis*, Acting Associate Vice Chancellor, Budget and Resource Planning

*Liz Elliott*, Director, Center for Organizational and Workforce Development

*Peter Hoenig*, Interim Associate Vice Chancellor, Student Affairs

*Roberta Joyner*, Incentive Awards Program Director, Student Affairs Development Office; Berkeley Initiative for Leadership on Diversity (BILD) Co-chair

*Steve Lustig*, Associate Vice Chancellor, Health & Human Services

*Edith Ng*, Director, Staff Equal Employment Opportunity Compliance  
*Denise Oldham*, Compliance Complaint Resolution Officer, Campus Climate and Compliance  
*Jeannine Raymond*, Assistant Vice Chancellor, Human Resources  
*Sid Reel*, Director, Staff Diversity Initiatives  
 Staff Ombuds Office  
     *Margo Wesley*, Director and Ombudsperson  
     *Sara Thacker*, Associate Ombudsperson  
     *Michele Bernal*, Assistant Ombudsperson  
*Valerie Ventre-Hutton*, Director of Human Resources, College of Engineering  
*Linda Williams*, Associate Chancellor, Government, Community, and Campus Liaison

### **Interviews with Staff at Other Universities**

*Maria Wolff*, Cornell University; Program Manager, Office of Workforce Diversity, Equity and Life Quality  
*Mikael Villalobos*, UC Davis; Administrator of Diversity Education, Office of Campus Community Relations  
*Kirsten Quanbeck*, UC Irvine; Assistant Executive Vice Chancellor and Director, Office of Equal Opportunity and Diversity; Title IX/Sexual Harassment Officer  
*Connie Guberman*, University of Toronto; Special Advisor on Equity Issues  
*Angela Hildyard*, University of Toronto; Vice-President, Human Resources and Equity

### **Specialized Interviews with UC Berkeley Staff**

*Pamela Brown*, Administration Multicultural Task Force Co-chair  
*Paula Flamm*, Manager of Social Services, University Health Services  
*Tom Holdford*, Administrative Analyst, Business and Administrative Services  
*Brigitte Lossing*, Administration Multicultural Task Force Member  
*Sid Reel*, Director, Staff Diversity Initiatives  
*Alma Valencia*, Associate Director, EH&S; Administration Multicultural Task Force Member

## **Interview Concept Extraction Analysis Results**

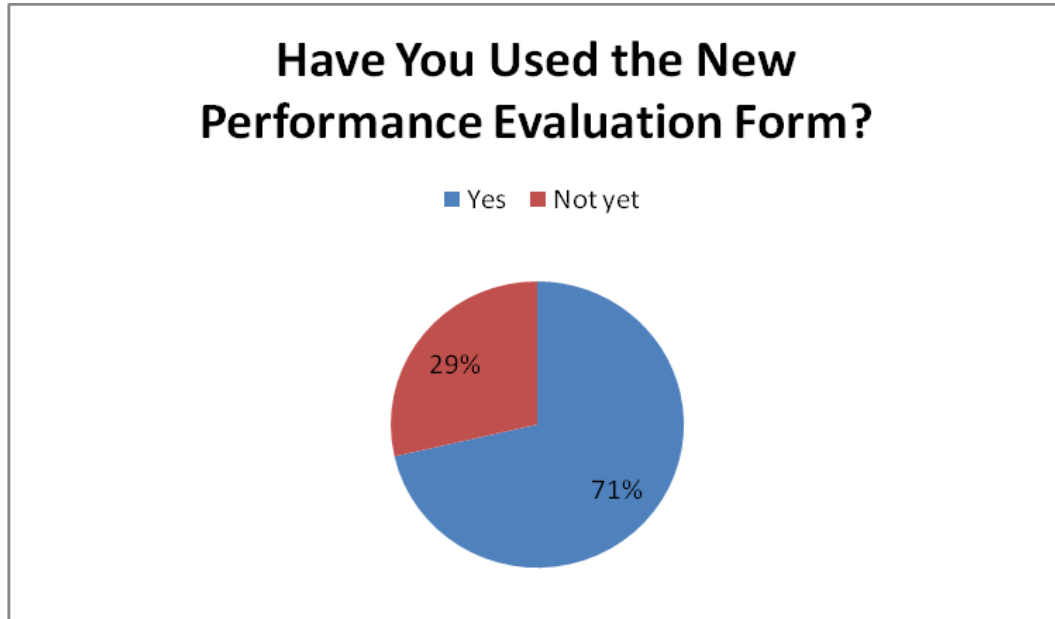
### **Overview**

The following section summarizes the results of the concept extraction analysis that the project team conducted on our interview data. We conducted 14 interviews with a total of 16 UC Berkeley leaders and subject matter experts, in which we asked each interviewee the seven questions listed above. Generally, three team members recorded the responses during the interview and then created a combined transcript. The number of concepts that we identified vary by question due to the nature of the questions and the responses received.

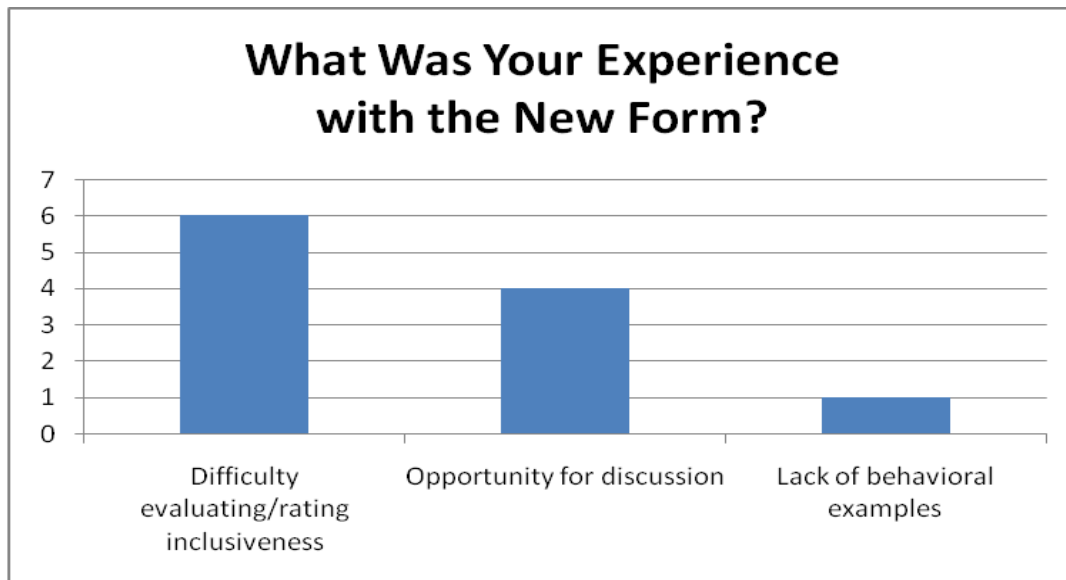
Five team members conducted the concept extraction analysis on the interview data set. One person organized the interview data, and then the other four team members independently identified major concepts in each response, for each question. These four analysts then compared their results and achieved consensus on a list of major concepts. One of the four analysts then grouped the concepts and compiled the results shown here.

**Question 1 – New Performance Evaluation Form**

The following charts and tables summarize the frequency of major concepts mentioned in answer to the first interview question, which asked, “Have you used [the new performance evaluation] form? If so, what was your experience? What worked well, what would you change or add?”

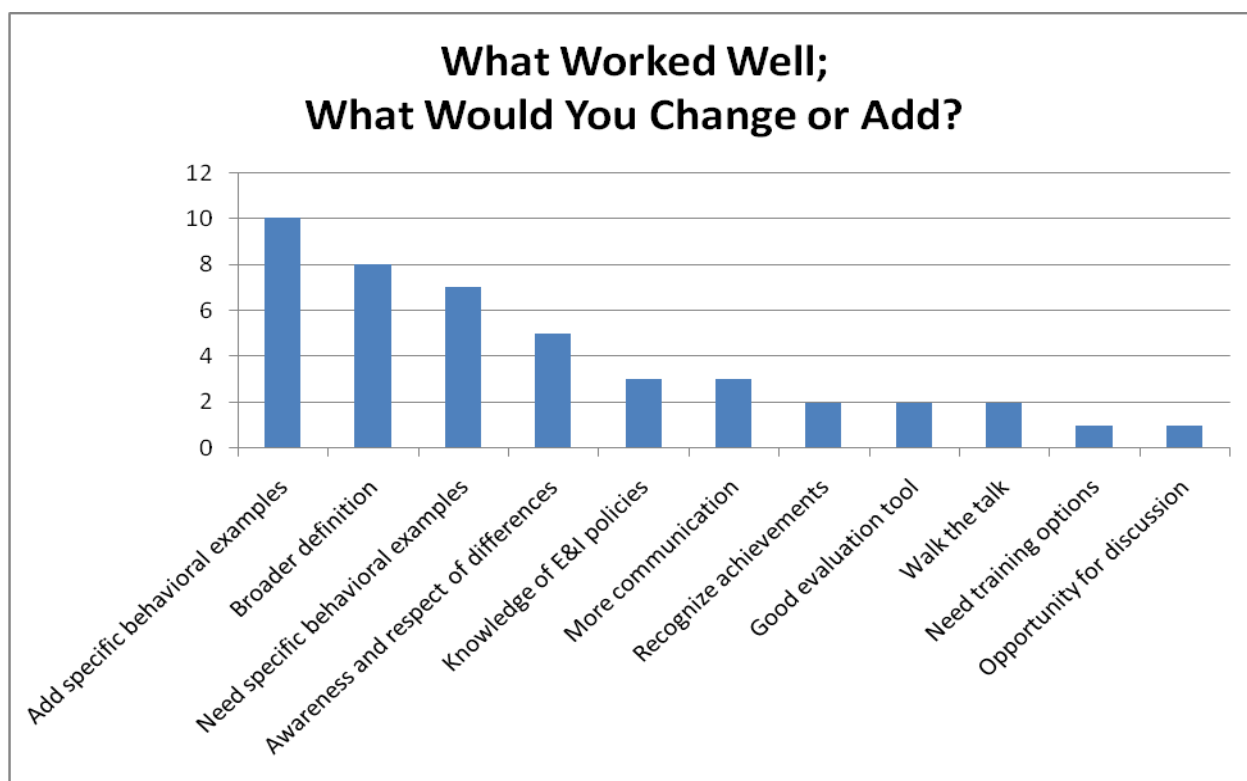


Use of New Performance Evaluation Form	
Responses	Total
Yes	10
Not yet	4





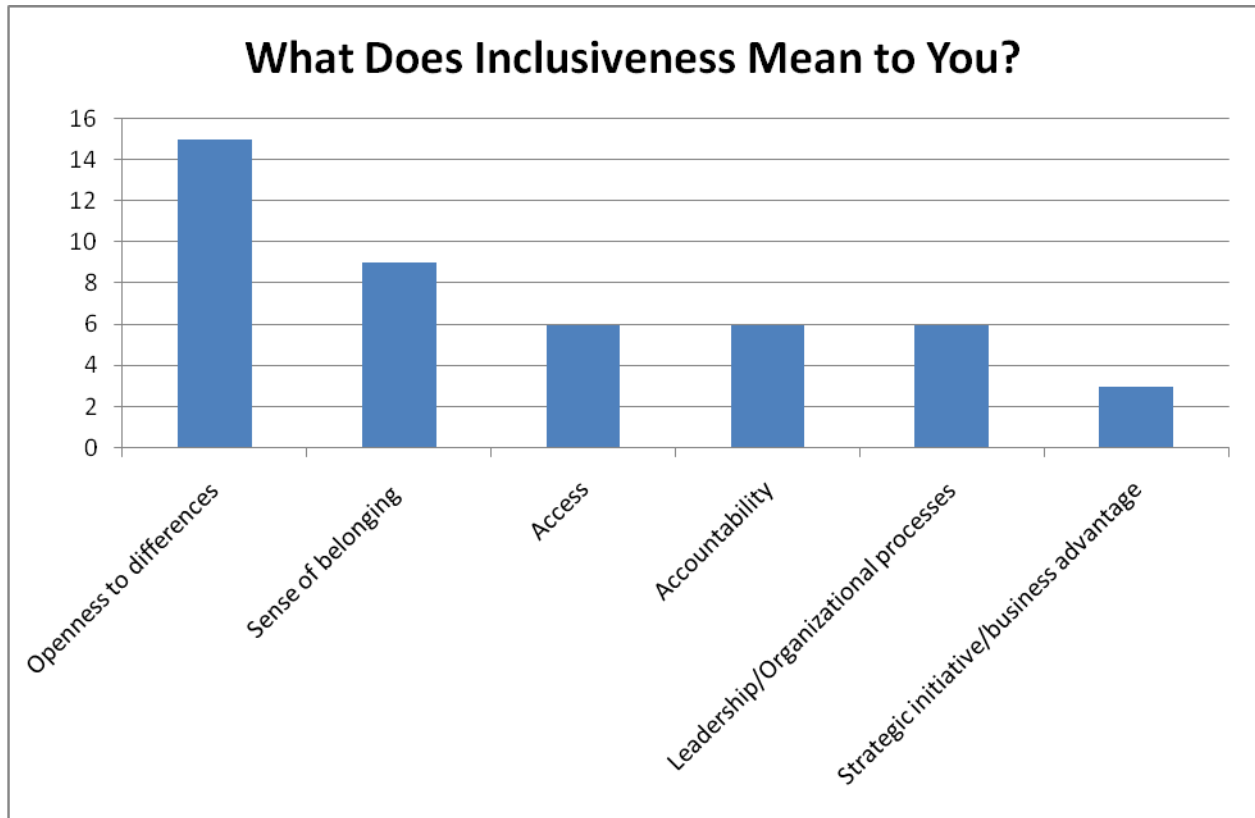
<b>Experience Using Performance Evaluation Form</b>	
<b>Concepts</b>	<b>Total</b>
Difficulty evaluating/rating inclusiveness	6
Opportunity for discussion	4
Lack of behavioral examples	1



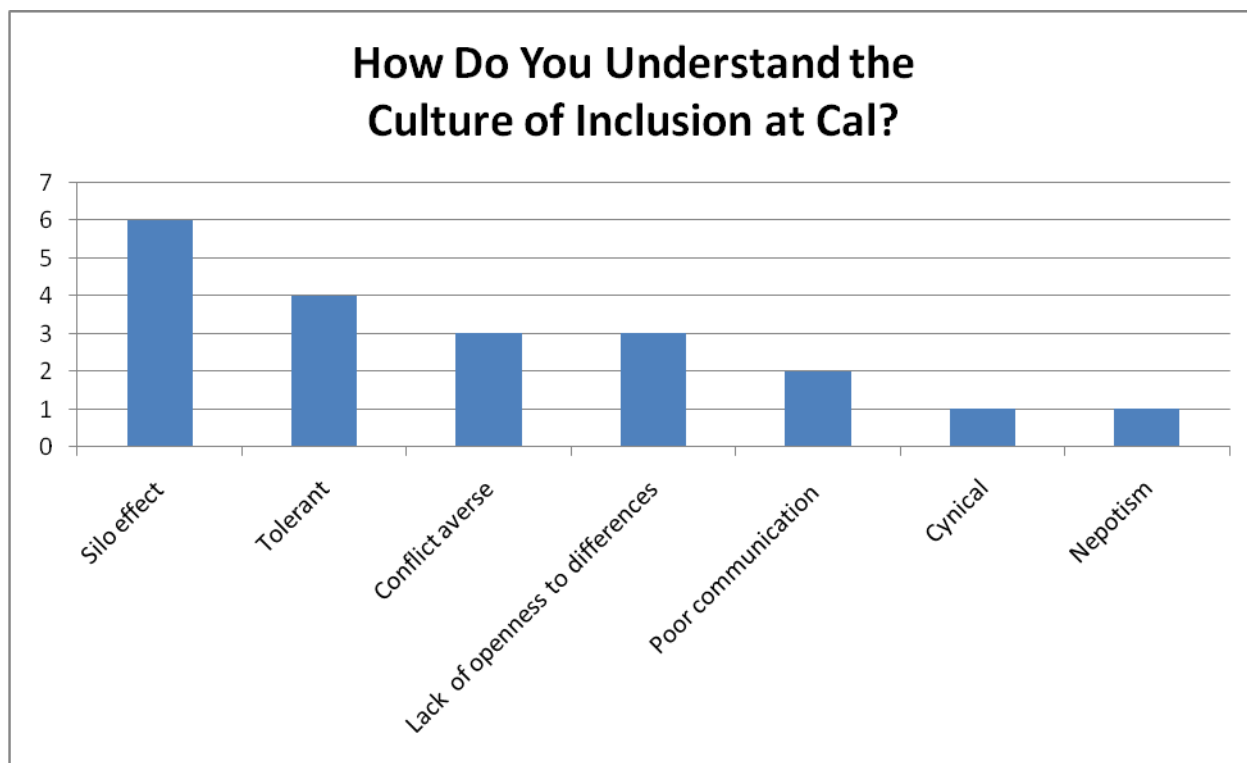
<b>What Worked Well; What Would You Change or Add?</b>	
<b>Concepts</b>	<b>Total</b>
Add specific behavioral examples	10
Broader definition	8
Need specific behavioral examples	7
Awareness and respect of differences	5
Knowledge of E&I policies	3
More communication	3
Recognize achievements	2
Good evaluation tool	2
Walk the talk	2
Need training options	1
Opportunity for discussion	1

**Question 2 – Definition and Culture of Inclusion at Cal**

The following charts and tables summarize the frequency of major concepts mentioned in answer to the second interview question, which asked, “What does inclusiveness mean to you? How do you understand the culture of inclusion at Cal?”



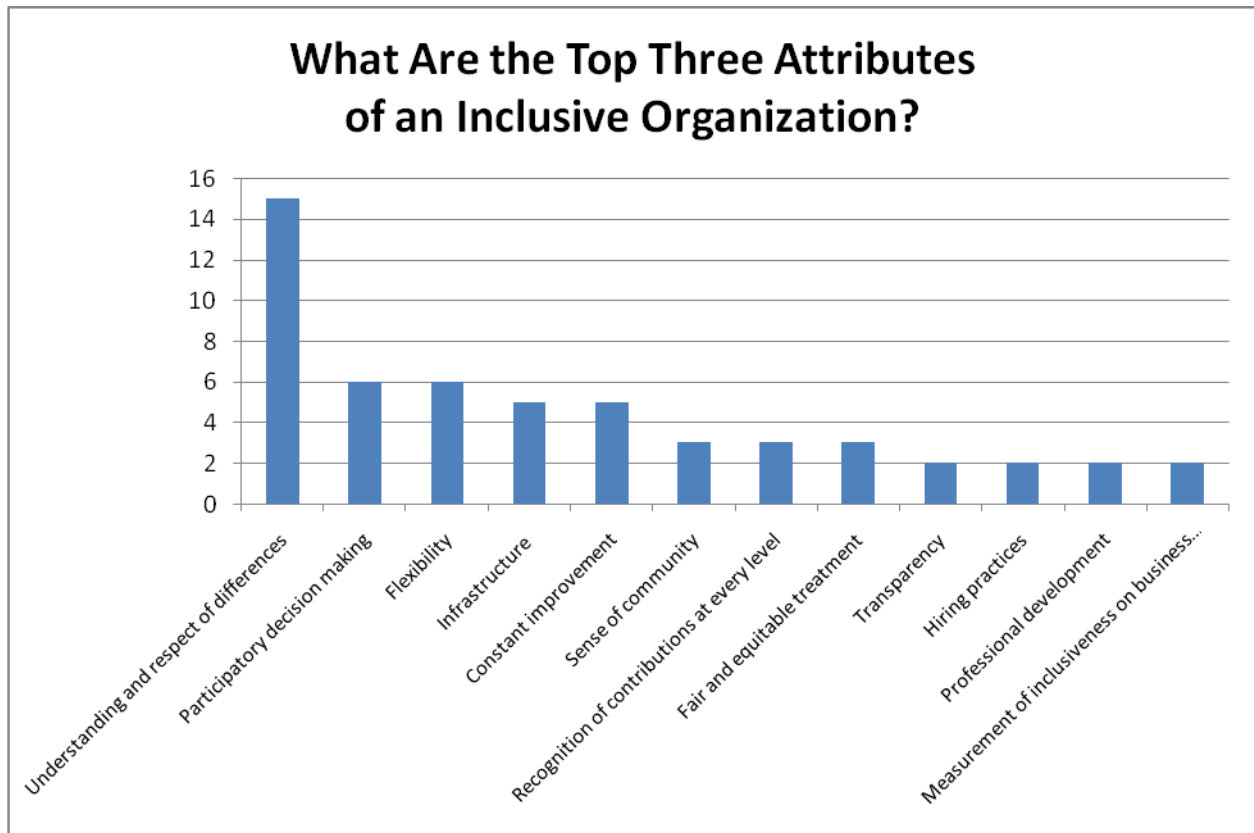
What Does Inclusiveness Mean to You?	
Concepts	Total
Openness to differences	15
Sense of belonging	9
Access	6
Accountability	6
Leadership/Organizational processes	6
Strategic initiative/business advantage	3



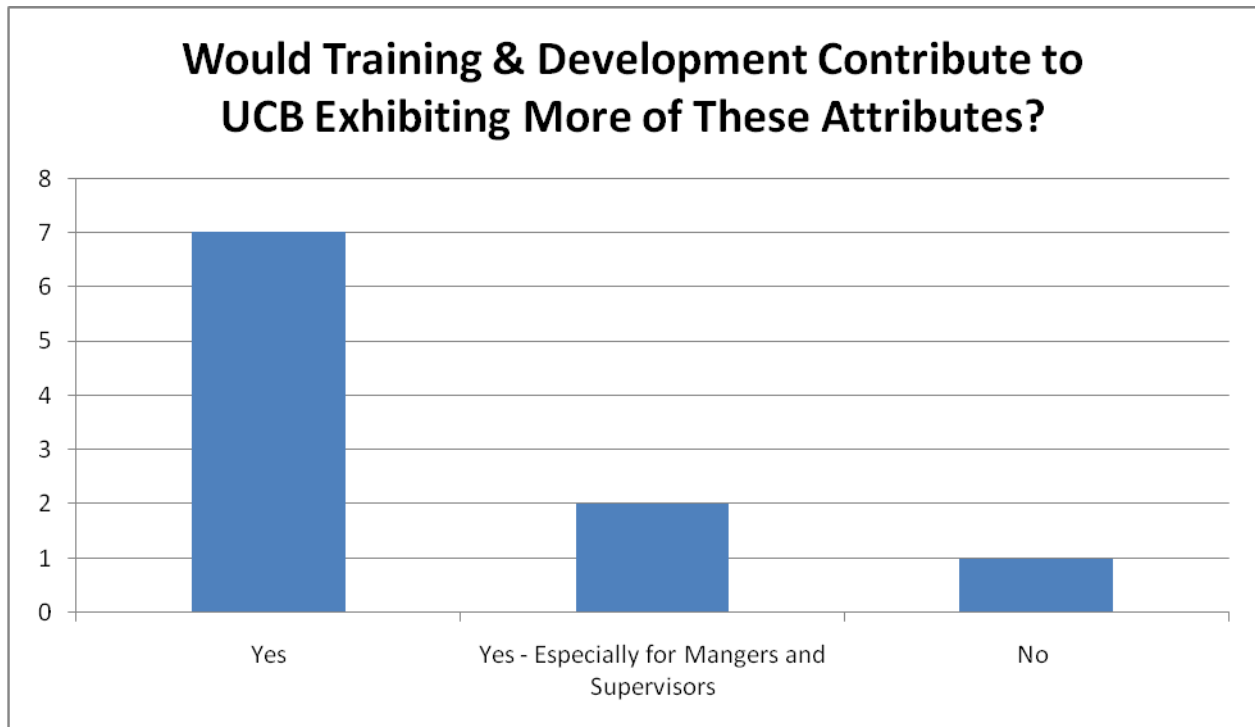
Culture of Inclusion at Cal	
Concepts	Total
Silo effect	6
Tolerant	4
Conflict averse	3
Lack of openness to differences	3
Poor communication	2
Cynical	1
Nepotism	1

**Question 3 – Top Three Attributes; Training and Development**

The following charts and tables summarize the frequency of major concepts mentioned in answer to the third interview question, which asked, “From your perspective, what are the top three attributes of an inclusive organization? Would training and development contribute to UCB exhibiting more of these attributes?”



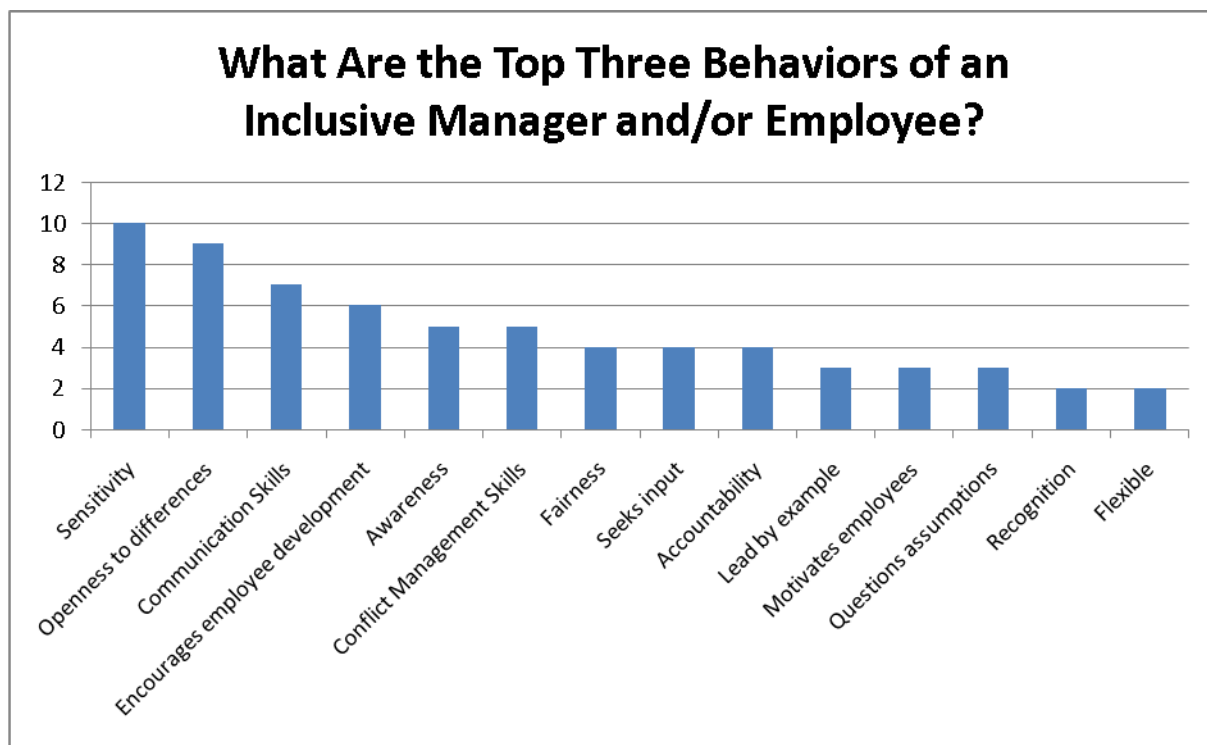
Top Three Attributes of an Inclusive Organization	
Concepts	Total
Understanding and respect of differences	15
Participatory decision making	6
Flexibility	6
Infrastructure	5
Constant improvement	5
Sense of community	3
Recognition of contributions at every level	3
Fair and equitable treatment	3
Transparency	2
Hiring practices	2
Professional development	2
Measurement of inclusiveness on business outcomes	2



Training and Development Contribution	
Responses	Total
Yes	7
Yes - Especially for Managers and Supervisors	2
No	1

**Question 4 – Top Three Behaviors of Inclusive Managers and Employees**

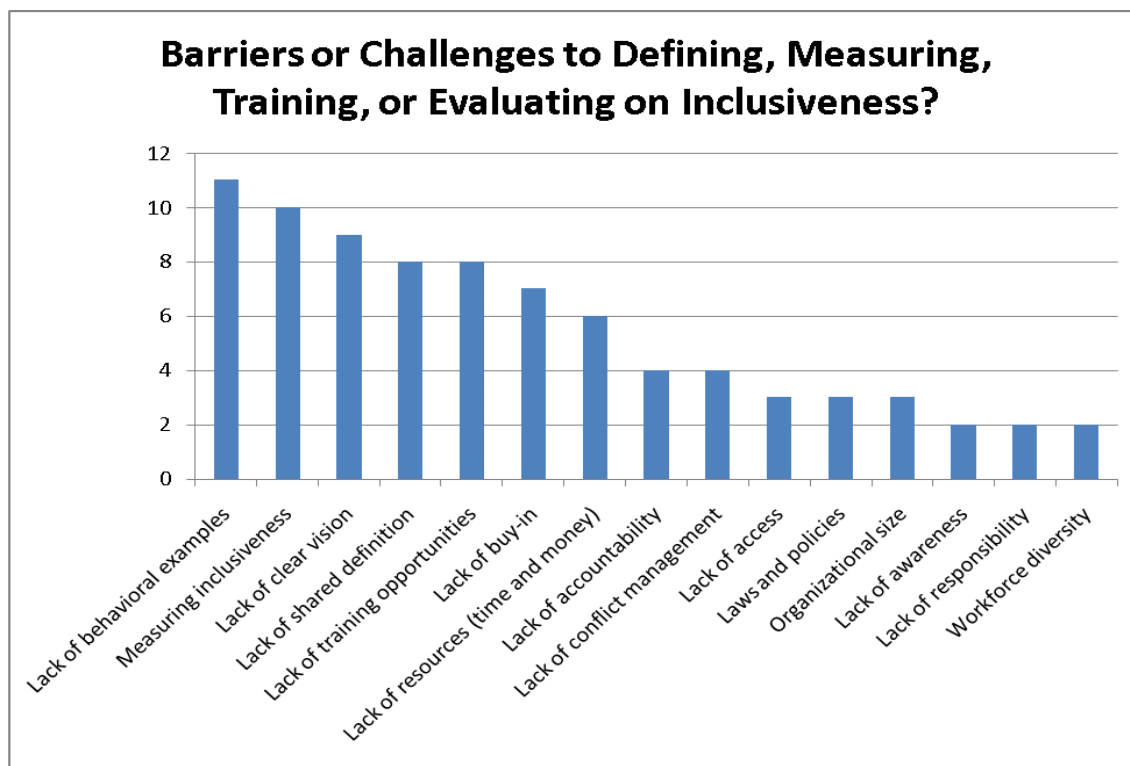
The following chart and table summarize the frequency of major concepts mentioned in answer to the fourth interview question, which asked, “In your opinion, what are the top three behaviors of an inclusive manager and/or employee?”



Behaviors of an Inclusive Manager and/or Employee	
Themes	Total
Sensitivity	10
Openness to differences	9
Communication Skills	7
Encourages employee development	6
Awareness	5
Conflict Management Skills	5
Fairness	4
Seeks input	4
Accountability	4
Lead by example	3
Motivates employees	3
Questions assumptions	3
Recognition	2
Flexible	2

**Question 5 – Barriers or Challenges**

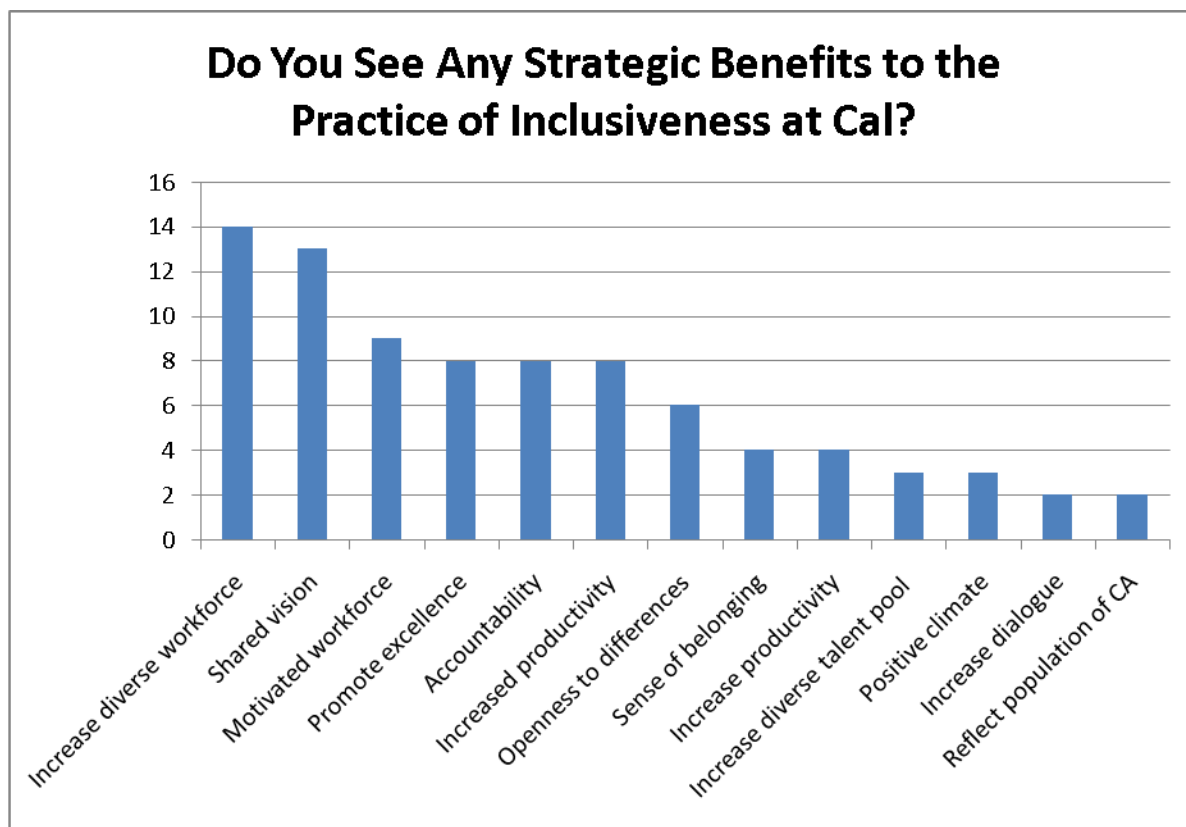
The following chart and table summarize the frequency of major concepts mentioned in answer to the fifth interview question, which asked, “From your perspective, are there any barriers or potential challenges to defining, measuring, training, or evaluating on inclusiveness as a core competency?”



Barriers or Potential Challenges	
Themes	Total
Lack of behavioral examples	11
Measuring inclusiveness	10
Lack of clear vision	9
Lack of shared definition	8
Lack of training opportunities	8
Lack of buy-in	7
Lack of resources (time and money)	6
Lack of accountability	4
Lack of conflict management	4
Lack of access	3
Laws and policies	3
Organizational size	3
Lack of awareness	2
Lack of responsibility	2
Workforce diversity	2

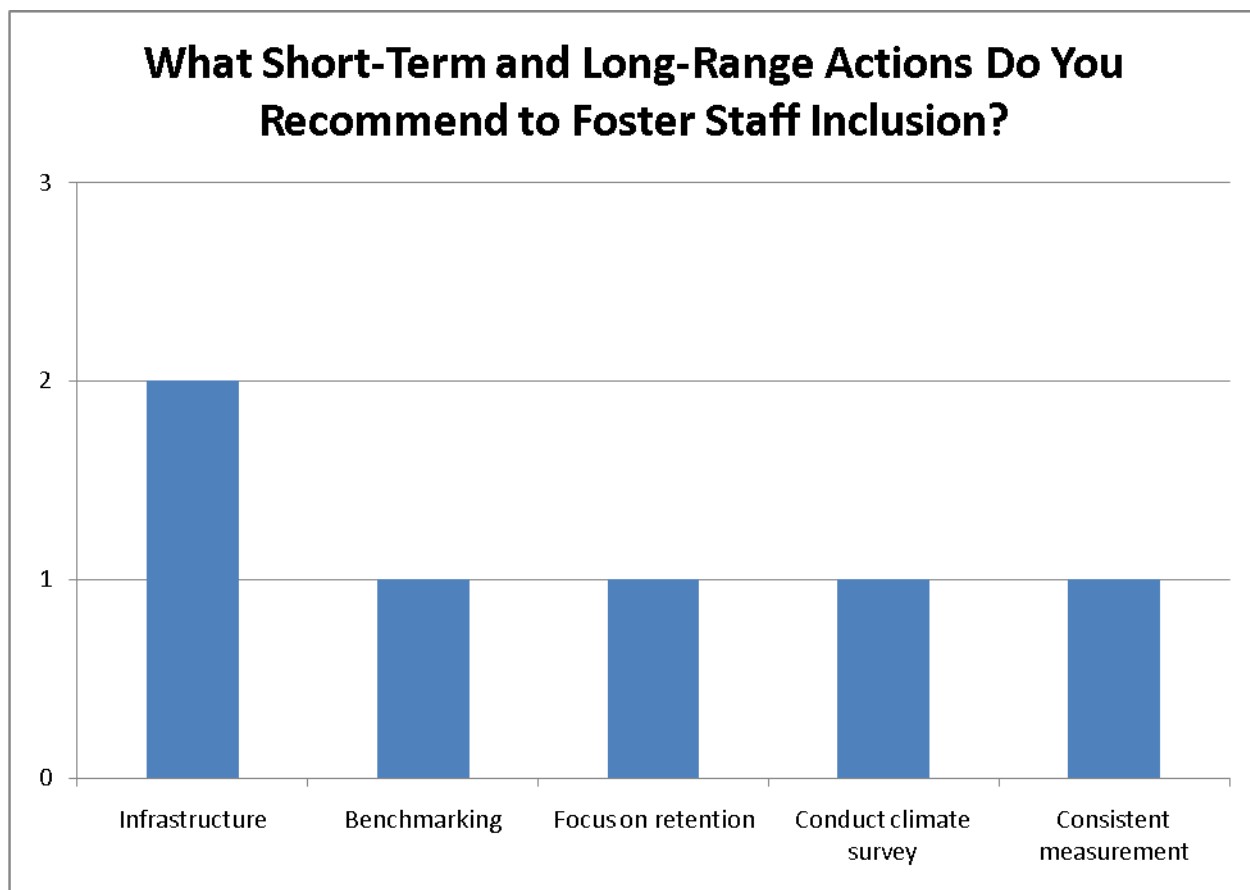
**Question 6 – Strategic Benefits; Short-Term/Long-Term Actions**

The following charts and tables summarize the frequency of major concepts mentioned in answer to the sixth interview question, which asked, “Do you see any strategic benefits to the practice of inclusiveness at Cal? If so, what short-term and long-range actions do you recommend to foster staff inclusion?”



Strategic Benefits	
Themes	Total
Increase diverse workforce	14
Shared vision	13
Motivated workforce	9
Promote excellence	8
Accountability	8
Increased productivity	8
Openness to differences	6
Sense of belonging	4
Increase productivity	4
Increase diverse talent pool	3
Positive climate	3
Increase dialogue	2
Reflect population of CA	2





Short-Term and Long-Range Recommendations	
Themes	Total
Infrastructure	2
Benchmarking	1
Focus on retention	1
Conduct climate survey	1
Consistent measurement	1

### **Question 7 – Other Comments**

The following list shows the major concepts mentioned in answer to the final interview question, which simply asked, “Do you have other comments?”

- Inclusiveness concept is the same for all levels but behaviors are different
- Culture change requires commitment and accountability at all levels
- Use current practices as case studies
- Need meaningful and beneficial career growth opportunities
- Need opportunities to learn
- Some leaders are already incorporating inclusiveness
- Need clear messages and visibility
- Need more funding
- Need consistency
- Need to build alliances
- Need a plan of action
- Inclusion will play a key role in employee retention
- Conflict resolution skills are an indicator of a good manager
- Need specific behavioral examples
- Use behaviors from top level staff as a benchmark
- Need new ideas
- Need to share information
- Focus on desired outcomes
- Use the competency as more than an evaluation tool
- Review work on campus
- Will need to practice inclusiveness and give examples outside protected categories in order for others to take it seriously
- Focus on the positive
- Need long-term accountability
- Should get buy in from faculty for future support
- Need to communicate updated staff image

## External Interview Analysis Summaries

### UC Davis (<http://diversity.ucdavis.edu/education.cfm>)

Desired Outcome: To obtain additional information about their training and development programs.

1. What is the purpose of your Diversity Training? Is it geared towards changing behaviors or increasing awareness?
  - They offer both awareness and behavior-based training. All training starts with a needs assessment, and is further developed based on unit needs. Offer three levels of training:
    - Awareness, basic level at employee orientation.
    - Two day training focuses on awareness, behavior change and impact, and competency skills development. This training is more in-depth and participants are either nominated or self selected.
    - Department workshops that are customized to meet the specific objectives identified by the needs assessment.
  - Trainings are only mandatory only if the unit requires it.
  - Since units are aware of their services, they do not need to do much outreach.
  - Current staffing: seven volunteer trainers who participated in their Diversity Trainer's Institute.
2. What are the pros and cons of offering this type of training?
 

Pros

  - Works well as a proactive unit training.
  - Training can build knowledge, awareness, and skills

Cons

  - Training is less effective when it's reactive (if an incident has already occurred).
3. Are there any indicators that demonstrate whether the training has been successful?
  - Diversity training has become a regular aspect of staff development.
  - Requests for unit trainings increase each year; in 2007-2008, they offered 50 of these trainings.
  - Diversity training has become institutionalized as a standing agenda item for new employee orientation.
4. How long has your institution offered Diversity Training?
  - Started in early 1993 and focused on race and ethnicity.
  - The training focus has increased to include many areas of diversity.
  - The change was due to change in student/staff populations.
5. How have the trainings evolved over time to address changes in your staff population?
  - Initially only the two-day training was available. Now training is more specialized and adapted to meet the assessed needs of units.
  - Training has evolved from an understanding of diversity as race/ethnicity to a broader understanding, a larger context of identity.

6. What would you like to see added, if anything, to your training programs?
  - More professional staff is needed to meet campus needs (they currently have seven volunteers).
  - Tools for measurement: behavior changes after training, returns on investment, etc.
  - Need to check-in regularly on units to get feedback.
7. Do you have any additional comments or suggestions for implementing training/ development programs?
  - Consider wisely: who will be trainers, their skill sets, and competencies to teach others.
  - A minimum of two hours is needed for a meaningful training, four hours for supervisors.
  - Modules should always be based on an assessed need.
  - Conduct a needs assessment and get department heads' buy-in because they have the decision making power in implementing the program.

**UC Irvine (<http://www.eod.uci.edu/ddp.html>)**

Desired Outcome: To obtain additional information on their training programs; specifically their Diversity Development Program.

1. What is the purpose of your Diversity Training? Is it geared towards changing behaviors or increasing awareness?
  - Training is focused on both changing behaviors and increasing awareness.
  - UCI offers three levels of training:
    - Awareness training to all staff and sometimes local community. These are open programs that are proactive and focus on acceptance, inclusiveness, appreciation of differences, and are geared to be cross-cultural.
    - Changing Behaviors: Targeted unit specific programs to solve specific problems upon request.
    - Diversity Development Program (DDP) certificate program
      - ❖ 15+ years with limited enrollment of 25-30 people a year. The applicant pool fluctuates, but there are never unfilled slots. It's a highly sought-after program with a total of 15 hours training during a 5-month time frame.
  - UCI is developing an advanced DDP program (DDP-2) to take graduates to the next level.
2. What are the pros and cons of offering this type of training?

Pros

  - The "Diversity in Medicine" program focuses on recognizing bias and prejudice and on cross-cultural communications skills. It mainly attracts medical professionals and staff.
  - They reach out to supervisors to recruit staff members for DDP. People who have completed the program serve as (informal) ambassadors. DDP is successful because the participants are self-selected.

Cons

  - It is a challenge to address staff/faculty issues when the programs are staff-oriented.
  - Faculty-oriented programs tend to be brown bags or lectures.
  - Requiring training of all members of a unit can backfire if people are forced into something.
  - The challenge of changing the attitude that diversity training is only needed once.

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3. How long has your institution offered Diversity Training?
    - The cross-cultural center has been offering stuff since the 1970's.
  4. Are there any indicators that demonstrate whether the training has been successful?
    - Online survey tools are under development: one will be for trainees' supervisors.
    - Paper evaluations for trainees, which are useful for the trainers.
    - There are no statistics on trends in diversity training versus complaints. But when targeted training takes place in a unit, feedback is positive and it is rare to receive a complaint later.

Follow-up question about UCI's Office of Equal Opportunity and Diversity:

- Responsible for both diversity training and handling complaints which is unique to UC campuses; helps identify training needs
  - Staffing: 1 trainer, 1 trainer/complaint officer, 3 investigators (occasionally help on training, but they do not train in the units they investigate), and 2 interns. The Diversity in Medicine program has 8-10 medical students to support. The office has the support of the Chancellor and the Associate Provost, and hiring exception can be granted even during hiring freeze.
  - Sufficient staffing provides flexibility and resources to enable dealing with problems or need based training. The problems help to inform the people who do the training. The structure gets us "in the door," which is very useful.
  - Rule that investigators do not train on what they investigate.
5. How have the trainings evolved over time to address changes in your staff population?
    - Change from reactive to proactive, from crisis approaches to certificate programs.
    - Cross-cultural communications programs go out to places like dorms to talk about things like hand shaking, passive voice, clothing, kissing on cheeks, etc.
  6. What would you like to see added, if anything, to your training programs?
    - More resources and more sharing.
  7. Do you have any additional comments or suggestions for implementing training/ development programs?
    - "Diversity" vs. "Inclusiveness": Diversity was in use for 10+ years but the Chancellor uses "respect and inclusiveness" more than "diversity." UCI may start changing terminology, then name of the office.

**Cornell University** ([http://www.ohr.cornell.edu/commitment/publications/Cornell\\_Story.pdf](http://www.ohr.cornell.edu/commitment/publications/Cornell_Story.pdf))

Desired Outcome: To obtain in-depth information about their approach to inclusiveness.

1. What does inclusiveness mean to you?
  - Inclusiveness at Cornell is about leveraging the diversity by bringing everyone to the table to achieve goals.
  - They consider all differences (Age, ethnicity, gender, anything that makes people different and unique).
  - Respect will result in better product because people feel heard, though not necessarily agreed to. People should also feel safe to disagree.
  - Cornell has “performance dialogs” where inclusion is a competency. Some managers really rate people on inclusiveness, others don't.
  - A decentralized campus means different things are being done - lack of consistency.
  
2. Was it difficult for staff to embrace and/or accept the “Holistic Approach to Diversity and Inclusiveness?” What were some of the challenges?
  - Inclusiveness is broader than race and sex, and requires looking at the whole person
  - No success measure currently.
  - Mandatory training of 12-14 days for new supervisors in a 12-14 week period focusing mainly on inclusion, not diversity.
  - Mandatory is helpful.
  - They try to create a welcoming environment from the very beginning and make sure people's time spent at Cornell is a positive experience.
  - Focus on retention and having people remain stewards even when they leave Cornell.
  
3. What are some of the benefits to institutionalizing diversity and inclusion?
  - Consistent message -top-down and bottom-up.
  - Feedback line is very important.
  - Use of a shared language.
  - They have working group on equity & inclusion helps get the word out.
  - Variety of ways of doing things: diversity programs being established based on feedback from employees or assumptions from higher ups, e.g., Skilled Trades Diversity Council.
  
4. From your perspective, are there any barriers or potential challenges to defining, measuring, training, or evaluating on inclusiveness as a core competency?
  - Accountability can be a challenge on a large, decentralized campus, since not all supervisors and managers place the same amount of value to the competency of inclusiveness. Every college is so different, making it difficult to get buy-in from all units.
  - Since different units measure different things in different ways, it can be challenging to see what's working and what's not.
  - Long-term goal: big push for consistency in central HR can trickle out to HR reps in units (early stage with no time line, could take a while to implement).
  - Cornell has some great programs: Breaking Bread, The Feedback Line, etc. All on the web.

**University of Toronto (<http://www.hrandequity.utoronto.ca>)**

Desired Outcome: To obtain additional information on their well-defined inclusiveness competency and performance management process.

1. Why was inclusiveness added as a competency to the form? Who was involved in making this decision?
  - “Equity/Diversity/Inclusivity” is one of 13 competencies listed on the U. of Toronto “Performance Planning, Feedback, and Development for Confidential Staff” evaluation form.
  - Diversity, equity, and inclusion are important parts for both staff and the academic planning processes.
  - Policy statement indicates commitment and is linked to excellence and to being an employer of choice.
  - Toronto celebrates differences.
  
2. & 3. How did you develop your 5-point numeric performance rating? What was the expectation of the ratings?
  - Developing 5.0 rating scale:
    - Need in academics evaluating staff.
    - Faculty developed the rating scale, along with focus groups, meetings, and forums.
    - Took 1.5 years to identify all the competencies.
    - Rating system could change depending on staff needs.
  - Problems:
    - People at top level have a tendency to get rated a 4 or 5, with the maximum merit pay increases; this could cause rating inflation if people expect a 4 or 5.
    - Allow a 3.5 rating, want more 3's, and have 4/5 to be truly exceptional. But at present many people expect 4 or 5 and some people are not happy if they are not getting it.
    - The competency was applied inconsistently across units thus guidance and examples of behaviors are needed.
  - HR Management Board (HRMB):
    - Deans share ownership and complexity of problems, and are involved in implementing policies.
    - HRMB works with focus groups on evaluating competencies every year (communicating with academic and staff, taking feedback to the deans and giving them the chance to share how satisfied they are).
    - HRMB represents different cultures on campus – it is an engaging place to air cultural differences (Law, Medicine, Arts & Science and Ground administrators all discussing different cultural perspectives).
  - Accountability should be at all levels.
  - Success of "engaging equity session" pilot:
    - Started in 2007 - defined different scenarios using real-life problems as examples in training.
    - People have limited time, and it is hard to define at the next level.
  - Challenges for Toronto:
    - Surveys show that middle managers have difficulty turning policy into practice. It requires not just training, but massive communications and awareness. People want practical details.

- Inclusiveness is a skill of engaging people. There's a big disconnection between policies and people (behaviors) in the departments.
  - Toronto's solution is to plan a few sessions on inclusiveness in next year's "Leadership for Managers" program.
4. Should training be mandatory?
- It is tough to make training mandatory. It will work only if managers buy-in.
5. How do you define inclusive behaviors?
- Toronto has eight guidelines on civility: shouting, banging doors, cracking jokes about weight or disabilities, etc. They may not be as serious as harassment, but identify non-civil behaviors.
  - Each job description may reveal inclusive behaviors for that position.
  - Discussions between staff and supervisors.
  - Another way is to have group meetings, where 3-4 people review the evaluations to see that individuals get evaluated fairly across units.
  - People should talk about and celebrate their strengths in E/D/I.
  - People can get upset if they see promotions of people despite non-inclusive behaviors.
  - Behaviors have to start at the top of the organization. If the most senior people don't do it, who else will?
6. Other comments:
- The university has 15 equity officers.
  - Toronto did its first employment engagement survey and plans to do a follow-up in 2009. The survey had four working groups, which covered subjects like performance assessment rewards, workload for faculty and staff, career advancement, communications, and equity and diversity. One finding was the workload stress of women in trying to balance their personal lives with work. This survey was previously used in other universities.



## Appendix G: UC and External Peer Institution Best Practices Summary

### Overview

We wrote this document at the conclusion of our best practices research. It summarizes the results of research on the general topic of staff inclusiveness in higher education, conducted on 11 other institutions within the UC System and 18 other universities, identified as peers, *Chronicle of Higher Education* 2008 Great Colleges to Work For, or Association of American Colleges and Universities diversity innovators. The complete list is:

Cornell	Emory	George Mason	Harvard	U. of Illinois
U. of Kansas	U. of Michigan	MIT	Penn State	Princeton
Stanford	SUNY Buffalo	U. of Texas	U. of Toronto	U. of Virginia
Virginia Tech	U. of Wisconsin	Yale	UCOP	Berkeley Lab
UC Davis	UC Irvine	UCLA	UC Merced	UC Riverside
UC San Diego	UC San Francisco	UC Santa Barbara	UC Santa Cruz	

We did look briefly at several corporations identified in *DiversityInc* magazine's Top 50 Companies for Diversity rankings, but two issues led us to concentrate on higher education institutions. First, companies seemed to provide no public information on performance evaluation, which most of them treat as a market differentiator and profit center. In addition, the training/development and diversity programs offered by these companies were very similar to those offered by some universities.

This review specifically focuses on the following areas: definitions of inclusiveness on performance evaluation forms, behaviors associated with inclusiveness competencies, and training and development practices concerning inclusiveness.

### Definitions

#### Discussion

In looking at the performance management (PM) processes of 29 higher education institutions, one area of obvious interest was whether each organization actually evaluated employees on inclusiveness. With each institution's performance evaluation form (and related documentation), we looked for specific competencies regarding the idea of inclusiveness. Since the institutions used several different terms for this (such as diversity), we also carefully examined the definitions provided for each of the competencies. We expect that a close text analysis of these definitions will identify numerous possible additions, changes, or deletions regarding UC Berkeley's current inclusiveness competency definition: "Promotes cooperation, fairness, and equity; shows respect for people and their differences; works to understand perspectives of others; demonstrates empathy; brings out the best in others."

#### Points of Interest

Only two of the 29 institutions, Cornell and University of Toronto, used a PM competency specifically named "inclusiveness" or "inclusivity." Eleven others, however, used different terms to describe the

general idea of inclusiveness, such as “valuing diversity” (Harvard) or “understanding self and others” (UC Riverside). In addition, six more institutions incorporated inclusiveness with a specific commitment to affirmative action, while four others evaluated only on support for affirmative action. Of the 10 institutions mentioning affirmative action, nine of those limited evaluation of the competency to supervisors only. Finally, only six institutions (Kansas, Virginia, Wisconsin, MIT, UC Merced, and UC Santa Barbara) didn’t have any PM competencies that specifically referenced this idea.

As noted above, a text analysis, which we will complete later, would identify words and ideas that might be relevant to our draft recommendations for UC Berkeley’s inclusiveness competency.

## Performance Management Behavioral Statements

### Discussion

Our sponsors defined one of the major deliverables for this project as: “Identify key behaviors and indicators, for all three staff levels and all five rating levels, of the core competency of inclusiveness for performance evaluation; provide practical examples of behavior-based ratings; and recommend actions for incorporating these behaviors/indicators in the performance management process and evaluating the results.”

This seems to be a missing component of most higher education performance management processes. For example, of the 29 higher education institutions we examined, only 10 listed any behavioral statements associated with their diversity/inclusiveness competency. Of those 10, only three (Penn State, Michigan, and Toronto) listed behaviors at more than one rating level. And Toronto was the only one of those that appeared complete (Michigan only lists behaviors at three rating levels, all of which seem to be positive, and Penn State only lists four levels of behaviors, even though their evaluation forms have five levels of ratings).

In addition, we have two UC Berkeley documents, obtained in interviews, which contain draft behavioral statements for the inclusiveness competency at all five rating levels. Note that one of these documents contains several behavioral statements that appear to come from the University of Toronto’s performance management guidelines for other competencies.

### Points of Interest

The table on the following pages shows a compilation of inclusive behaviors at various rating levels. Note that, as above, a text analysis of this data might provide useful information for our eventual recommendations.

Institution	Level 1	Level 2	Level 3	Level 4	Level 5
UC Berkeley (draft never implemented)	<ul style="list-style-type: none"> <li>Makes little or no effort in creating a nondiscriminatory or harassment free workplace.</li> <li>Does not implement directives to fulfill</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes fails to take into account value of diversity and inclusion in creating a safe, engaging,</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a workplace that is free from discrimination and harassment, i.e., zero tolerance.</li> <li>Understands legal liability and ensures that employment and personnel policies and practices, e.g., nondiscrimination policy, staff development, etc., are</li> </ul>	<ul style="list-style-type: none"> <li>Values individual styles, perspectives, and viewpoints in creating an effective and</li> </ul>	<ul style="list-style-type: none"> <li>Consistently promotes inclusion, engaging in activities to create an environment where people</li> </ul>

	<p>EEO/AA responsibilities, e.g., communication of nondiscrimination policy, development of targeted recruitment plans when there are AA goals, consistent and fair application of personnel policies to all staff.</p> <ul style="list-style-type: none"> <li>• Ignores or does not take seriously issues raised by staff with regard to EEO/AA matters.</li> <li>• Does not attempt conflict resolution techniques.</li> </ul>	<p>and productive environment.</p>	<p>communicated regularly and applied fairly to staff.</p> <ul style="list-style-type: none"> <li>• Implements departmental directives to fulfill EEO/AA responsibilities.</li> <li>• Provides effective leadership in managing a diverse workforce:             <ul style="list-style-type: none"> <li>○ Listens to staff concerns and complaints regarding EEO/AA/diversity issues in the workplace and addresses them in a timely and responsive manner;</li> <li>○ Develops targeted recruitment plans;</li> <li>○ Conducts annual performance appraisals and provides constructive and positive feedback to staff;</li> <li>○ Makes sure all staff have opportunities for staff development;</li> <li>○ Applies diversity principles to meet diverse needs of staff fairly;</li> <li>○ Resolves multicultural conflicts effectively;</li> <li>○ Seeks consultation and assistance from appropriate campus resources;</li> <li>○ Regularly attends training and education in EEO/AA/diversity, etc.</li> </ul> </li> </ul>	<p>successful workplace.</p> <ul style="list-style-type: none"> <li>• Elicits respect and trust; fosters a culture that has high standards of ethics.</li> </ul>	<p>with different backgrounds, beliefs, and views can effectively work together and thrive.</p> <ul style="list-style-type: none"> <li>• Goes out of his or her way to understand others' problems or anxieties. Coaches others who have difficulty building rapport.</li> <li>• Is a recognized leader in promoting EEO/AA/diversity issues outside of his/her unit.</li> <li>• Continuously reviews current departmental procedures and practices for differential impact on groups and makes changes as appropriate, including documentation.</li> <li>• Develops new programs and initiatives, which further EEO/AA/diversity principles and shares them with others.</li> <li>• Sets up evaluation mechanisms to measure new and revised initiatives.</li> <li>• Keeps abreast of EEO/AA regulations and managing diversity</li> </ul>
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Appendix G: UC and External Peer Institution Best Practices Summary

					<p>principles.</p> <ul style="list-style-type: none"> <li>• Is a role model to others in managing diversity effectively.</li> </ul>
University of Toronto	<ul style="list-style-type: none"> <li>• Is unaware of the issues involved with equity and diversity.</li> <li>• Does not demonstrate commitment to equity and diversity.</li> <li>• Does not promote positive relations between diverse groups.</li> <li>• Avoids or neglects inequity issues within the work unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports U of T's efforts toward equity and the associated policies and directives but is not always mindful of the value of these initiatives.</li> <li>• Is inconsistent in identifying opportunities to comply with policies and directives related to equity and diversity.</li> <li>• Makes limited effort in encouraging positive relations between diverse groups.</li> <li>• Is inconsistent in recognizing inequity within the work unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Has shown initiative in learning about the language and issues involved with equity and diversity.</li> <li>• Raises potential equity issues in relation to the normal operation of the unit and suggests methods to operationalize policies and directives.</li> <li>• Incorporates contributions from diverse groups and individuals.</li> <li>• Promptly addresses inequity issues that arise within the work unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively seeks out opportunities to promote equity and diversity issues.</li> <li>• Leads opportunities to incorporate equity policies and directives into the normal operation of the work unit.</li> <li>• Seeks out contributions from diverse groups to enhance the overall collective effort.</li> <li>• Proactively addresses inequity within the work unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Is recognized in the University community as an approachable and knowledgeable figure on equity and diversity issues.</li> <li>• Has made contributions that have had a proven impact on the promotion of equity in the unit or across the university.</li> <li>• Regularly exemplifies the value of diversity toward the work of the unit or university and creates innovative approaches to leading change on equity and diversity issues.</li> <li>• Is seen as a champion regarding equity, diversity and 'inclusivity' issues.</li> </ul>
Penn State	<ul style="list-style-type: none"> <li>• Never or rarely participates in diversity related activities in the workplace</li> <li>• Often uses inappropriate language in the workplace</li> <li>• Often engages in inappropriate</li> </ul>		<ul style="list-style-type: none"> <li>• Participated in mandated diversity programs or activities this year</li> <li>• Rarely uses inappropriate language in the workplace</li> <li>• Rarely engages in inappropriate behavior in the workplace</li> <li>• Demonstrates respect for the value of individuals regardless of their background or culture</li> <li>• Understands the value of diversity in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Readily participated in diversity programs or activities this year</li> <li>• Abstains from inappropriate language in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Initiated diversity program or activities this year</li> <li>• Discourages inappropriate language in the workplace</li> <li>• Contributes to a welcoming</li> </ul>

	<p>behavior in the workplace</p> <ul style="list-style-type: none"> <li>• Fails to demonstrate respect for the value of individuals regardless of their background or culture</li> <li>• Limited awareness of the value of diversity in the workplace</li> <li>• Improvement is required in order to perform at an acceptable level</li> </ul>			<ul style="list-style-type: none"> <li>• Demonstrates an awareness of the value of diversity in workplace</li> <li>• Promotes respect for the value of individuals regardless of their background or culture</li> <li>• Contributes to activities that enhance a diverse student body and/or workforce</li> </ul>	<p>environment for individuals regardless of their background or culture</p> <ul style="list-style-type: none"> <li>• Proactively manages diversity through hiring, retention and promotion activities</li> <li>• Leads and positively impacts diversity in the workplace and community</li> </ul>
University of Michigan			<ul style="list-style-type: none"> <li>• Develops and maintains positive relationships</li> <li>• Interacts with people in a friendly, open, honest, accepting manner.</li> <li>• Respects diversity; demonstrates respect for the opinion of others; values each person's contribution to the team.</li> <li>• Works together to enhance team goals/objectives.</li> <li>• Maintains agreed upon levels of confidentiality.</li> <li>• Initiates communication and responds to others in a timely, sensitive manner.</li> <li>• Exhibits a confident and positive attitude, accepts tasks willingly.</li> <li>• Demonstrates politeness and empathy with others.</li> <li>• Promotes cooperation in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains positive relationships inside and outside of work group</li> <li>• Uses formal/informal networks to accomplish tasks and objectives.</li> <li>• Develops and maintains smooth, cooperative working relationship with peers, co-workers and managers.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages differences constructively</li> <li>• Offers constructive criticism and feedback in a positive fashion (e.g., objective, honest, timely).</li> <li>• Addresses and manages conflict.</li> </ul>
UC San Diego			<ul style="list-style-type: none"> <li>• Ensures that policies, practices, services, and behaviors support and accept diversity. <ul style="list-style-type: none"> <li>○ (For managers and supervisors only.) Solid performance will be demonstrated when the manager reviews, assesses, modifies, applies and monitors policies, practices, services, and behaviors to ensure that they benefit diversity.</li> </ul> </li> <li>• Ensures that all employees participate in training that supports diversity. <ul style="list-style-type: none"> <li>○ Solid performance will be demonstrated when, during the performance review cycle, all employees participate in an activity (e.g., training course,</li> </ul> </li> </ul>		

			<p>workshop, presentation, dialogue with supervisor, cross cultural program) designed to foster awareness and assist employee performance in a culturally diverse environment.</p> <ul style="list-style-type: none"> <li>• Ensures a diverse work force.             <ul style="list-style-type: none"> <li>○ Solid performance will be demonstrated when the conduct of outreach and recruitment and the development of employees support diversity. Additionally, when given the opportunity, the composition of staff, supervisors and managers, and the formation of work project teams, support diversity.</li> </ul> </li> </ul>		
UC Riverside			<ul style="list-style-type: none"> <li>• SHAPING - Creates an environment in which the understanding of self and others is valued.</li> <li>• GUIDING - Helps others understand the organizational work values; creates an environment that utilizes the potential of all work group members; resolves negative conflict and promotes constructive difference; encourages and recognizes the value of differing opinions; understands that people process information differently; understands cultural differences in the work place; deals effectively with ambiguity, stress, and uncertainty; takes initiative to build relationships with people; facilitates the human aspects of the change process; deals effectively with all interpersonal styles.</li> <li>• APPLYING - Understands one's own work values and purpose; accepts feedback constructively; adapts well to others who have different leadership and interpersonal styles; understands the impact of self on others; manages self in confrontational situations.</li> </ul>		
Virginia Tech			<ul style="list-style-type: none"> <li>• Shows respect and sensitivity for people without regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation.</li> <li>• Supports a non-discriminatory and harassment-free work environment which contributes to a welcoming and inclusive university.</li> <li>• Works effectively and willingly with diverse co-workers, students, and customers.</li> <li>• Demonstrates awareness and sensitivity toward multi-cultural issues.</li> </ul>		

Cornell University			<ul style="list-style-type: none"> <li>• Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs, with regard to ethnicity, gender, creed, and sexual orientation.</li> <li>• Promotes cooperation and a welcoming environment for all.</li> <li>• Works to understand the perspectives brought by all individuals.</li> <li>• Pursues knowledge of diversity and inclusiveness.</li> </ul>		
Harvard University			<ul style="list-style-type: none"> <li>• Leverages diversity—Seeks out and uses ideas, opinions, and insights from diverse and various sources and individuals; maximizes effectiveness by using individuals’ particular talents and abilities on tasks or assignments.</li> <li>• Seeks understanding—Establishes relationships with and learns more about people of other cultures and backgrounds (e.g., special issues, social norms, decision-making approaches, preferences).</li> <li>• Champions diversity—Advocates the value of diversity to others; takes actions to increase diversity in the workplace (e.g., by recruiting and developing people from varied backgrounds and cultures); confronts racist, sexist, or inappropriate behavior by others; challenges exclusionary organizational practices.</li> <li>• Takes actions that respect diversity—Examines own biases and behaviors to avoid stereotypical actions or responses; plans and takes actions that consider the diversity of those involved or affected.</li> <li>• Attend diversity training</li> <li>• Participate in local diversity efforts</li> <li>• Support local diversity efforts</li> <li>• Take action or seek appropriate resources when issues arise</li> </ul>		
Stanford University (Supervisors only)			<ul style="list-style-type: none"> <li>• Promotes compliance with S.U. Administrative Guide policies and procedures; communicates appropriately organizational objectives and priorities;</li> <li>• Ensures that employees are aware of stated goals and job expectations; provides appropriate guidance, coaching and feedback; encourages employee development of new concepts/ideas; effectively assigns and delegates work.</li> <li>• Effectively and efficiently allocates, manages and coordinates resources e.g., budget, facilities, schedules, technology and information.</li> </ul>		

			<ul style="list-style-type: none"> <li>• Promotes a work environment free of harassment; demonstrates commitment to diversity through recruitment efforts and promoting affirmative action practices.</li> </ul>		
Yale University			<ul style="list-style-type: none"> <li>• Listens carefully, displays sensitivity to all issues, and makes everyone feel comfortable regardless of their background</li> <li>• Makes a point of being inclusive, raises the question of diversity, challenges bias and intolerance, and holds Yale to a higher standard</li> <li>• Understands diverse worldviews, is sensitive to group differences and sees diversity as an opportunity</li> <li>• Creates an environment where diverse people can thrive, understands the uniquely heterogeneous environment here at Yale and acts in accordance with the fact that departments across the University are now and will remain significantly different from each other in their purpose and operation.</li> </ul>		

## Training/Development

### Discussion

Among the institutions that we examined, most offered a very similar set of training and development activities related to diversity and inclusiveness. These activities ranged from mentoring programs to affinity groups, online training to workshops, and advisory councils to in-depth diversity leadership programs. A few institutions did stand out regarding the breadth of their offerings, including UC Davis, George Mason University, University of Kansas, University of Texas, Virginia Tech, and Cornell University.

### Points of Interest

Several universities offered extended training and development programs for D&I lasting several weeks or months, including UC Davis, UC Irvine, George Mason, and Stanford. UC Davis offered several certificate training programs, while UC Irvine’s and Stanford’s were more along the lines of cohort-based development programs. George Mason University did an excellent job of providing progressive training, moving from a general awareness curriculum through to specific skills-based and multicultural competency training. GMU also incorporated a cohort-based program.

Staff affinity groups were very popular, with every institution having at least a few. Mentoring programs were less obvious, although Penn State, Toronto, and Emory all highlighted them as part of the D&I function. Note that recent research identified mentoring programs as the single most effective item in corporate D&I initiatives.

The BILD (Berkeley Initiative for Leadership on Diversity) program at UC Berkeley, which provides funding “for staff at all levels, including student employees and faculty, to develop innovative solutions



on issues of staff diversity and inclusion in the workplace across the campus,” appeared to be a unique innovation. The developers of one program that BILD is currently funding for Fall 2008, the Interactive Theater Program, based it on another unique (until now) initiative, the Cornell Interactive Theatre Ensemble.

## Summary

We see the following as the major points that surfaced from our examination of inclusiveness practices both within the UC System and at other institutions of higher education:

- Of the 29 institutions we examined, only two had a performance management competency called “inclusiveness” or “inclusivity.” Seventeen others, however, had competencies focused on the same idea, with a different name, such as “valuing diversity.” In addition, four other institutions had competencies related specifically to equal employment opportunity/affirmative action. Only six had no competency related to D&I issues.
- Only one other institution, the University of Toronto, listed behaviors related to their inclusion competency at all rating levels. Two others, Penn State and University of Michigan, noted behaviors at some rating levels.
- Most institutions offered very similar training/development programs. A few had more extensive offerings, such as certificate or cohort-based programs, mentoring, and interactive theater.

The matrices on the following two pages provide an overall summary of our best practices research.

### Summary Matrix for UC Institutions

	Primary D&I URL	Senior Executive?	All Staff Evaluated on Diversity/Inclusion?	Extent of D&I Training	Best Practices?
<b>Office of the President</b>	<a href="http://www.universityofcalifornia.edu/diversity/staff/index.html">http://www.universityofcalifornia.edu/diversity/staff/index.html</a>	No single executive.	Supervisors only. No behaviors.	Low	
<b>Berkeley</b>	<a href="http://diversity.berkeley.edu/">http://diversity.berkeley.edu/</a>	Yes – VC	Yes. No behaviors.	Medium	BILD program
<b>Davis</b>	<a href="http://diversity.ucdavis.edu/">http://diversity.ucdavis.edu/</a>	Yes – Associate EVC	Yes. No behaviors.	High	Overall training
<b>Irvine</b>	<a href="http://www.uci.edu/diversity/index.php">http://www.uci.edu/diversity/index.php</a>	Yes – Assistant EVC	Supervisors only. No behaviors.	High	Diversity Development Program
<b>Los Angeles</b>	<a href="http://diversity.ucla.edu/">http://diversity.ucla.edu/</a>	No single executive.	Supervisors only. No behaviors.	Medium	
<b>Merced</b>	<a href="http://www.ucmerced.edu/ourvalues.asp">http://www.ucmerced.edu/ourvalues.asp</a>	No single executive.	No (“Teamwork”). No behaviors.	Low	
<b>Riverside</b>	<a href="http://diversity.ucr.edu/">http://diversity.ucr.edu/</a>	Yes – Associate VC	Yes. Some behaviors.	Low	
<b>San Diego</b>	<a href="http://diversity.ucsd.edu/">http://diversity.ucsd.edu/</a>	Yes – Associate Chanc	Yes. Some behaviors.	Medium-High	Performance management
<b>San Francisco</b>	<a href="http://www.ucsf.edu/about-ucsf/principles/">http://www.ucsf.edu/about-ucsf/principles/</a>	No single executive.	Supervisors only. No behaviors.	Medium-High	Chancellor’s Advisory Cmte.
<b>Santa Barbara</b>	<a href="http://diversity.evc.ucsb.edu/">http://diversity.evc.ucsb.edu/</a>	Yes – Associate VC	No (“Teamwork”). Lists behaviors.	Low	
<b>Santa Cruz</b>	<a href="http://www.ucsc.edu/about/principles_community.asp">http://www.ucsc.edu/about/principles_community.asp</a>	No single executive.	Supervisors only. Rating behaviors.	Medium-Low	
<b>Lawrence Berkeley Lab</b>	<a href="http://www.lbl.gov/Workplace/WFDAP/">http://www.lbl.gov/Workplace/WFDAP/</a>	Yes - Director	Yes (optional). No behaviors.	Medium	

## Summary Matrix for External Institutions

	Senior Executive?	All Staff Evaluated on Diversity/Inclusion?	Extent of D&I Training and Development	Highlights?
<b>George Mason</b>	Yes – Asst to President	Yes. No behaviors.	High	D&I training
<b>Penn State</b>	Split responsibility	Yes. Lists behaviors.	Medium-High	Performance management
<b>SUNY Buffalo</b>	No	Some. No behaviors.	Medium-High	
<b>Illinois</b>	Yes – Asst Chancellor	Some supervisors. No behaviors.	High	Website
<b>Kansas</b>	Yes – Asso Vice Provost	No. No behaviors.	High	D&I training
<b>Michigan</b>	Yes – Asso Vice Provost	Yes. Lists behaviors.	High	Performance management
<b>Texas</b>	Yes – Vice President	Some. Sample behaviors.	High	D&I training
<b>Toronto</b>	Yes – Vice President, plus a Special Advisor	Yes. Lists behaviors.	Low	Performance management
<b>Virginia</b>	Yes – Vice President & CDO	No. No behaviors.	Low	
<b>Wisconsin</b>	Yes – Asst Vice Provost	No. No behaviors.	Medium	
<b>Virginia Tech</b>	Yes – Vice President	Yes. Some behaviors.	High	D&I development/networking
<b>Cornell</b>	Yes – University Diversity Council	Yes. Some behaviors.	High	Overall D&I program
<b>Emory</b>	Yes – Vice President	Yes. No behaviors.	Low	
<b>Harvard</b>	Yes – Asst to President	Some. Some behaviors.	Low	Performance management
<b>MIT</b>	No	No. No behaviors.	Low	
<b>Princeton</b>	Yes – Vice Provost	Supervisors only. No behaviors.	Medium	D&I development
<b>Stanford</b>	No	Supervisors only. Some behaviors.	Medium	D&I development
<b>Yale</b>	Yes – Chief Diversity Officer	Yes. Some behaviors.	Low	Performance management