University of California

Systemwide Advisory Committee on the Status of Women

Systemwide Committee on the Status of Women

2014 Report to the President

October 14th, 2014

SACSW 2014 Report

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History & Purpose

The System-wide Advisory Committee on the Status of Women (SACSW) was established pursuant to direction given in a March 12, 2008 notice from Robert C. Dynes, then UC President, as an outgrowth of the "Creating Change" initiative.

The charge of SACSW is to: examine issues impacting the status of female staff, students, and faculty at all UC locations; analyze existing policies, procedures, and/or programs that affect those issues; identify model programs or activities and support systemwide implementation; recommend to the President changes that will continue to afford women equal and fair access to campus programs, activities, and opportunities; and serve as the coordinating body for all University locations in order to enhance collaboration and discuss issues of mutual interest.

From the beginning, SACSW was enthusiastically received by location leadership, each of whom agreed to appoint one faculty and one staff member to represent their campuses on SACSW.

2008-2009:   Chairship assumed by Linda Morris Williams, UC Berkeley
              SACSW meets for the first time in F08 at UC Los Angeles
              Committee meets in W09 at UC Santa Barbara
              Committee meets in SP09 at UC Riverside

2009-2010:   Committee meets in F09 at Office of the President
              Committee meets in W10 at UC Santa Cruz
              Committee meets SP10 at UC Irvine
              First SACSW Report Released May 2010

2010-2011:   **Chairship assumed by Mary Croughan, UCOP**
              Committee meets F10 at UC San Francisco
              Committee meets in W11 at UC Santa Barbara
              Committee meets in SP11 at UC Davis

2011-2012:   **SACSW establishes its Charter**
              Committee meets F11 at UC San Diego
              Committee meets in W12 at UC Office of the President
              Committee meets in SP12 at Lawrence Berkeley National Lab

2012-2013:   **Chairship assumed by by Tricia Bertram Gallant, UC San Diego**
              Committee meets F12 at UC Irvine
              Committee meets W13 at UC Office of the President
              Committee meets SP13 at UC Riverside

2013-2014:   SACSW's Website "goes-live"
              Committee meets F13 at UC Santa Cruz
              Committee meets W14 at UC Los Angeles
              Committee meets SP14 at UC Office of the President

2012-2014 Membership Composition

SACSW is composed of two representatives (one faculty and one staff) from each of the ten campuses, the Office of the President and the Lawrence Berkeley National Laboratory.

Tricia Bertram Gallant
(Chair)
UC San Diego
Director
Academic Integrity Office

Hsiu-Zu Ho
(Vice Chair, 2013-2014)
UC Santa Barbara
Professor

Angy Stacy
UC Berkeley
Professor

Linda Morris Williams
UC Berkeley
Associate Chancellor

Gina Werfel
UC Davis
Professor

Penny Herbert
UC Davis
Assistant Dean, School of Medicine

Nancy Da Silva
UC Irvine
Professor

Ramona Agrela
UC Irvine
Associate Chancellor and Chief of Staff

Edith Bourret-Courchesne
Lawrence Berkeley National Laboratory
Senior Scientist

Vera Potapenko
Lawrence Berkeley National Laboratory
Chief Human Resources and Diversity Officer

Sally Maliski
UC Los Angeles
Associate Dean Academic Affairs

Lubbe Levin
UC Los Angeles
Associate Vice Chancellor Human Resources

Jan Goggans
UC Merced
Associate Professor

Molly Bechtel
UC Merced
Coordinator
Fraternity, Sorority Life & Women's
Programs

Stella Ngai
UC Office of the President
Counsel, Governance and Compliance

Jenny Kao
UC Office of the President
Executive Director, Issues Management
Policy Analysis and Coordination

Cindy Larive
UC Riverside
Professor

Jadie Lee
UC Riverside
Associate Vice Chancellor, Human
Resources

Jill Leutgeb
UC San Diego
Associate Professor

Davyda Johnson
UC San Diego
Human Resources Manager

Elizabeth Ozer
(Vice Chair, 2012-2013)
UC San Francisco
Professor

Joyce Hammel
UC San Francisco
Director
Sexual Harassment Prevention &
Resolution

Hsiu-Zu Ho
UC Santa Barbara
Professor

Tricia Hiemstra
UC Santa Barbara
Director, Human Resources

Elizabeth Stephens
UC Santa Cruz
Professor

Ashish Sahni
UC Santa Cruz
Assistant Chancellor and Chief of Staff

Quarterly Meetings

SACSW meets quarterly as a full body in order to propel our work forward. These meetings provide us with the invaluable opportunity to meet with leaders and subject matter experts at each of the locations, as well as enable critical face-to-face discussions among SACSW members and its working groups.

Over the last four years we've had the opportunity to have face-to-face discussions with:

Office of the President

Mark Yudof, *President*

Aimee Dorr, *Provost*

Dwaine Duckett, *Vice President Human Resources*

Donna Salvo, *Director, Staff Development and Diversity*

Susan Carlson, Academic Personnel

Deanna Dudley, Staff Policy

Randy Scott, UC Management Development Program

Joe Epperson, Director Employee Relations

Chancellors

Jane Close Conoley, UCR

Michael Drake, UCI

Gene Block, UCLA

Marye Anne Fox, UCSD

Sue Desmond-Hellmann, UCSF

Linda Katehi, UCD

Henry Yang, UCSB

George Blumenthal, UCSC

Other Location Leaders

Victoria Stork, Professor and Dean of Life Sciences, UCLA

Tracey Gearlds, Director, Programs and Services, Campus Life Services, UCSF

Marty West, Professor Emerita, UCD Law School

Barbara Horwitz, Vice Provost, Academic Personnel, UCD

Cindy Doherty, Director, Academic Personnel, UCSB

Pat Cohen, Professor, History Department, UCSB

Alison Galloway, Provost & EVC, UCSC

Paul Alivisatos, Director, LBNL

Industry Leaders

Barbara Adachi, Women's Initiative (WIN), Deloitte

Isaacson, Miller – David Bellshaw, Vice President and Director

Storbeck/Pimentel – Alberto Pimentel, Managing Partner

Another Source – Marcie Glenn, CEO

Accomplishments

Charter
In 2012, SACSW finalized its Charter. The Charter codifies our purpose, membership, officers, meeting requirements, parliamentary authority, and financial and operating standards. In 2014, the Charter was amended to stipulate that the Chair and Vice-Chair of SACSW can elect to not also serve as their campus representative and in such case an additional member of the home campus will be appointed to serve.

Climate Survey
SACSW committee member, Elizabeth Ozer, was co-Chair of the UC System-wide Climate Survey, UCSF Committee and is a member of the UC Systemwide Campus Climate Work Group that was engaged in working on the development of the survey and will be continuing to meet regarding next steps and initiatives stemming from survey results. The input of SACSW was sought in the survey development process and SACSW will be engaged in examining UC data regarding the lens of the experiences of women within the UC system.

Dependent Care
From 2010-2012, SACSW representatives (Angy Stacy, Amy Levine, Elizabeth Ozer, Cheryl Lloyd, Jill Fuss, Tammy Smecker-Hane) worked with UCOP and other campus representatives to resolve the issue of a lack of dependent care alternatives for UC employees. Once it was determined that a need existed, a UCOP advisory panel was formed to determine the best solution for meeting that need. SACSW continued its involvement at that time with the appointments of Mary Croughan (SACSW chair), Elizabeth Ozer, and Karie Frasch (UC Berkeley) to the advisory panel. The Panel developed the Request for Proposal (RFP), reviewed proposals, interviewed the qualified bidders and made a recommendation to the Vice President – Human Resources. As a result of these efforts, UC partnered with Sitter City (now Select Plus) to offer dependent care services to UC staff and faculty as of January 2012.

The program is proving to be a success. As of September 2014, 6,599 UC employees have enrolled in Select Plus (23% academics; 45% professional and support staff; 14% MSP level). The majority of use has been for full or part time child care, although pet sitting, senior care, housekeeping and tutoring needs have also been posted by UC employees. And, according to a survey of UC employees who have used Select Plus, the program is helping employees remain in the workforce and miss fewer days of work, as well as increase job satisfaction and decrease stress levels.

Lactation Accommodation
In 2012, President Yudof charged SACSW with developing a strategy to publicly recognize locations that are providing exceptional support to nursing mothers. In response, SACSW representatives (chaired by Elizabeth Ozer, along with Stella Ngai, UCOP, and Karie Frasch, Berkeley) worked closely with UCOP, in particular Juliann Martinez, in UCOP Human Resources, to move this project forward as well as provide input into Presidential Policy PPSM-84: Accommodations for Nursing Mothers.

As a result of this work, a sponsored "Lactation Accommodation" Annual Award by the Office of

the President has been developed. In Fall 2014, locations will be contacted and asked to self nominate to receive the first annual Lactation Facility Recognition Program award in December 2014. For more information on this accomplishment, **see Appendix A**.

Professional & Leadership Development

Our issue focus during the 2012-2014 was on professional & leadership development for UC women. Our main goal was to understand what is already available to UC women and what may still be lacking. Two excellent interns (Veronica Gerace and Shannon McDonald) helped us collect data and we found that there is no shortage of professional or leadership development opportunities for women; in fact, it seems that there are over 140 different sessions available to women at our various UC locations, including the Leadership Academy at Santa Cruz to the Women's Leadership Conference at San Diego (to name several). Based primarily on the research conducted by Shannon McDonald, we concluded that the main issues for women who wish to develop their leadership capacity include a lack of:

- Advocacy (i.e., someone who will say to them "go up for this job", "go to this training", or participate in committees)
- Access (i.e., the opportunities that currently exist are only for certain groups at certain times)
- Awareness (i.e., women don't know these opportunities exist)
- Appeal (i.e., the opportunities do not necessarily address what women really need)
- Availability (i.e., women do not have the time to take advantage of these opportunities)
- Advantages (i.e., do these opportunities really help women reach their goals?)

With the help of SACSW members, Shannon McDonald was able to speak with women at six UC locations and produce a White Paper on behalf of SACSW entitled – "**Identifying the Need for Professional Development Programs to Enhance Women's Leadership throughout the University of California System**". Shannon's White Paper is included as **Appendix B** and the recommendations summarized in the next section of this report.

Leadership Nominations

During the course of our conversations about professional and leadership development for women, SACSW became interested in learning more about how people are nominated to apply for the top level positions in the University of California. As a result, we worked with VP Dwaine Duckett, Office of the President Human Resources and Executive Director Donna Salvo to invite representatives from 3 of the search firms utilized by the University of California and we met with these representatives at our Spring 2014 meeting. This was a very productive meeting that led to the production of a report from the Leadership Nomination Sub-Committee (**see Appendix C**).

Website

In 2012, SACSW recommitted to the notion that we serve as a clearinghouse for UC women on initiatives and resources. To that end, we worked with the Office of the President to develop a SACSW website - http://sacsw.universityofcalifornia.edu/. In addition, we created a facebook group (https://www.facebook.com/**ucsacsw**)**,** twitter account **(**https://twitter.com/**UCSACSW)** and a LinkedIn group.

Recommendations

After our 2010 Report to the President[1], SACSW realized many of the recommendations centered on work-life balance. To continue to advance the status of UC women, we spent the last two years focusing on workforce development. As a result, our 2014 Recommendations to the President center on the professional development and leadership needs of UC women.

In accordance with our affirmation of the need to create and maintain a culture at UC of valuing professional and leadership development for women, SACSW recommends the following:
- for staff, campuses need to provide release time for professional development, and supervisors need to be educated about the importance of professional development.
- location leadership should be required to share numbers on how many female faculty and staff were promoted (as opposed to men) during a particular year.
- work/life issues, including time off to take care of children and elders, definitely affect professional development; these issues must continue to be addressed.
- a systemwide mentoring program for women should be considered
  - and, it should include better of use of technology to provide leadership development for UC women (e.g., mentoring via SKYPE).
- women-specific leadership programs should be developed
  - SACSW voted unanimously on supporting systemwide Talent Management's investigation of the possibility of adopting a system-wide CORO training program.
- single-day women's conference & award program
  - Some locations already hold one day conferences for women (e.g., San Diego), but an awards program that honors and celebrates the achievements of women would be an excellent addition.

In accordance with our charter to improve the status of women, including their accession to higher leadership positions in the UC, and to better accommodate the impending shortage of leadership due to retirements, SACSW recommends the following:
- the development of a succession planning initiative to identify top talent in the UC system
- on an annual basis, the communication throughout the UC system of the importance of diversity within leadership ranks
- for all search committees, access to and encouragement to utilize Talent Management training

SACSW looks forward to continuing to work with University leaders and subject matter experts in order to improve the professional development and leadership opportunities for UC women.

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[1] The 2010 Report can be found at http://sacsw.universityofcalifornia.edu/files/documents/sacsw-2010.pdf)

Acknowledgements

We must first acknowledge the inspiration provided by 2012-2013 Council of University of California Staff Assemblies Report for the structure and format for this report.

We would be remiss if we did not thank our first two chairs, Linda Morris Williams & Mary Croughan whose leadership set us on the path to success. And, of course, we thank and acknowledge all of the previous and past members of SACSW who have provided their insights, time and talents to move forward and make progress.

None of the work we've accomplished could have come to fruition without the consummate support and knowledge of UCOP leadership and staff: Vice President of Human Resources Dwaine Duckett, Elly Skarakis, Jeannene Whalen, Alina Tejera and, of course, our University President.

APPENDIX A

SACSW Lactation Award Subcommittee - Establishing Lactation Facility Recognition Program for the UC Community

In its 2010 inaugural report, SACSW addressed three major themes – "Work/Life," "Workforce Development," and "Data Analysis." Under "Work/Life" the committee made the following recommendations to the President regarding lactation facilities:

- Lactation rooms should be funded and adequately administered with someone in the local UC structure clearly denoted as responsible for the program.
- Lactation facilities should be clearly labeled as such and located in accessible areas.
- Lactation facilities and programs should be widely advertised and information about them should be easily found by search engines on the location's websites.
- Nursing women should have access to a comfortable, private, lockable room within a 5 minute walk from their work location. Lactation rooms should be equipped with breast pumps and refrigeration.
- All UC locations should commit to making lactation stations available in existing buildings, and during planning phases, provide for lactation stations in all new UC buildings.

In the spirit of enhancing UC's goal to be a family-friendly work place and to support the University's ability to recruit and retain the most qualified female faculty and staff, as well as the most outstanding students, SACSW recommended to then President Yudof the establishment of Lactation Facility Standards and the sponsorship of an annual Lactation Accommodation Award to recognize locations that provide exceptional support to nursing mothers.

In 2012, President Yudof charged SACSW with developing a strategy to publicly recognize locations that are providing exceptional support to nursing mothers.

During this past year, The Lactation Award Subcommittee continued our work, begun in Spring 2013, to develop a sponsored "Lactation Accommodation" Annual Award by the Office of the President. Concurrent with our development of standards for the lactation accommodation award, the Office of the President was in the process of drafting Presidential Policy PPSM-84: Accommodations for Nursing Mothers, which outlined the minimum standards (per policy) and intermediate standards (per procedures) for a lactation space. In addition to our subcommittee providing input into the development of this policy, the policy allowed us to frame the lactation award levels to be consistent with UCOP policy.   We worked closely with UCOP, in particular Juliann Martinez, in UCOP Human Resources, to move this project forward.

After researching and reviewing established materials by other organizations and the Department of Health and Human Services Administration, we drafted an accommodation checklist and developed award levels that would reflect a campus reaching various accommodation standards.

Lactation Facility Standards for the UC Community and Recognition Program

The Lactation Facility Standards are comprised of four criteria: Place, Time, Access, and Education. Under California State Labor Law, each location is required to meet the minimum requirements – "to make a reasonable effort to provide employees with the use of a room or other location, other than a toilet stall, in close proximity to the employee's work area, for the employee to express milk in private."

In the attached standards, SACSW has identified additional criteria beyond the minimum requirements. Many locations have made tremendous strides in providing quality lactation facilities and information to nursing mothers. Establishing systemwide standards and a recognition program will continue to promote the University of California as a family-friendly workplace and recognize the efforts of locations to support nursing mothers.

Inaugural Announcement and First Annual Lactation Facility Recognition Award Timeline

President Yudof announced the Lactation Facility Standards and the Recognition Program in August (2013). A letter was sent to UC Chancellors and Information was posted on the UC Living Well website and distributed to key stakeholders (Wellness/Health Centers, Benefits Offices, Human Resource Offices, Academic Personnel Departments, and Student Services) throughout the system.

In Fall 2014, locations will be contacted and asked to self nominate to receive the first annual Lactation Facility Recognition Program award in December 2014. The timeline for the first lactation facility recognition award is the following:

Communications begin – late September 2014
Application period – October 1 through October 31 2014 (full month)
Screening committee to review apps – first week of November 2014 (11/3-11/7)
Announcement/Award preparation – November 2014
Award Announcement – no later than Friday December 12 2014

Process for Selection
Annually, the Vice President of Human Resources will send out a call asking all locations to self-nominate based on the Lactation Facility Standards criteria posted on the SACSW and UC Living Well websites. A communication plan has been developed by UCOP and SACSW members to

publicize the award. Materials submitted by the locations will be reviewed by a subcommittee comprised of SACSW members and Systemwide Employee Relations staff.

The winning location(s) will receive a recognition letter from the President and be publicly recognized systemwide through the systemwide newsletter, *Our University*, as well as recognition on the UC Living Well site and on the local wellness site(s) at the winning location(s).

Measuring Success

As part of the Lactation Facility Standards, SACSW recommends that locations collect simple data to document the progress and value of the lactation support program. This data can be used by each location to measure the success of the program and for ongoing program improvement. SACSW committee members, in collaboration with UCOP, have developed a Lactation Accommodation Nomination Form.

Locations will be encouraged to obtain feedback from women who use the facilities. Typical questions will measure satisfaction with the lactation room accommodations, the availability of the room when needed, the willingness of supervisors to provide needed flexibility for milk expression breaks, and the usefulness of resources or materials.

LACTATION FACILITY STANDARDS FOR THE UC COMMUNITY

Criteria	Minimum Requirement	Recognition Levels	
	Basic	Silver	Gold
Place	Private, sanitary space (not a toilet stall). Equipped with lighting, a table, comfortable chair, and electrical outlet. Lactation spaces located in close proximity to a nursing mothers work area.	Same as Basic, plus: Private rooms that lock from the inside. A source of hot running water is within close proximity or in the room. Rooms are within a 5 minute walk from work area. Sanitary or disinfectant wipes are available for cleaning spills and hands.	Same as Silver, plus: A hospital grade electric pump may be available for use on campus. When required for certain types of jobs, where time/logistical constraints make it difficult to leave the building, a room equipped at least with basic level requirements is located within the building.
Time	A reasonable amount of time. Break times will be at mutually-agreeable times, no fewer than twice per day. The break includes the time associated with travel, expressing milk, clean-up, and storage.	Same as Basic, plus: Break times will be at mutually agreeable times up to three times per day.	Same as Silver, plus: Break times will be at mutually agreeable times up to three times per day. Process in place to request additional flexibility if required.
Access	Webpage with information to show location of lactation rooms, how to register to use and access the rooms. Lactation facilities should be easily found by search engines on the location's websites. Lactation facilities should be clearly labeled and located in accessible areas.	Same as Basic, plus: A method to indicate that room is in use, for example a sign-in sheet or dry erase board with time being used (ie., 10:00am - 10:20am).	Same as Silver, plus: Reservation mechanism, e.g. web-based system or other sign up system for reserving rooms (to ensure room availability when arrive to use it).

LACTATION FACILITY STANDARDS FOR THE UC COMMUNITY

Criteria	Minimum Requirement	Recognition Levels	
	Basic	Silver	Gold
Education/Information/Support	Accommodations for Nursing Mothers California Law (AB 1025; Labor Code Section 1030-1033) posted. Accommodations for Nursing Mothers - PPSM 84 posted.	Same as Basic, plus: Location has a website with links to local breastfeeding resources (including importance and encouragement of breastfeeding).	Same as Silver, plus: Active campus outreach to promote breastfeeding/lactation program (at least two activities). Depending on the needs of the campus community, activities could include: Educational materials in rooms, training program for campus managers and supervisors, an information brochure about the program provided to all expectant mothers, a moderated online interactive community for mom-to-mom interaction, lactation counseling/consultation or workshops, or other education/information/support.

Items Consistent with Each Level
1. Locations are encouraged to include a provision in their Campus Standards and Design Guide for new construction or renovated construction plans to incorporate designs for, at minimum, a private space equipped with locking door, lighting, an electrical outlet, table and chair.
2. Locations are encouraged to designate an administrative home for the lactation support program. This could be in Human Resources, the Wellness area, Health Centers or another appropriate office.
3. Locations are encouraged to gather feedback from women who use the lactation facilities. Options for collection feedback include Usage Logs and/or Employee Satisfaction Surveys. See samples on the SACSW website.

APPENDIX B

Identifying the Need for Professional Development Programs to Enhance Women's Leadership throughout the University of California System

Shannon P. McDonald, Business Development and Marketing Manager, Extension Studies, University of California, San Diego

Abstract

The University of California System-wide Advisory Committee on the Status of Women (UC SACSW) focuses on the advancement of women staff, students and faculty throughout the University of California system. In 2013, the committee examined various professional and leadership development programs created specifically for women. According to UC SACSW's 2013 Summary of Professional and Leadership Programs Targeting Women (2013), eight of the thirteen campuses and entities in the University of California (UC) system, have professional and/or leadership development programs. These programs differed in scope and were offered by different departments and entities on each campus. The programs did not seem to be organized in any particular fashion at the specific campus or system-wide level.

The results of this initial survey led to the committee questioning the need and relevance of an organized professional and leadership development program specifically for women in staff and faculty positions in the University of California system. Through a review of quantitative and qualitative data gathered from literature and six focus groups, various gaps and challenges were identified in women's pathways to leadership throughout the UC system. Due to those gaps and challenges, recommendations are made that encourage that implementation of a professional development plan to help enhance women's leadership across the UC.

Introduction

There are a wide variety of women's leadership programs targeted towards staff and faculty in higher education institutions across the United States (Bonebright et al, 2011). These programs have been implemented due to the leadership challenges women face in higher education, including a minority representation in senior level leadership positions (Airini et al, 2011). Despite the advances women have made in the workplace, many biases against women as leaders still exist. Women do face different challenges than men and it is suggested that "women-only" programming is needed with topics focusing on "self-confidence, career planning, work/life balance issues, academic politics, and challenges faced by women (Madsen et al, 2011).

Throughout the University of California system, the need for women-focused professional development programming has been in question. According to the 2013 University of California Accountability Report, the numbers suggest that the number of women in senior leadership positions has not grown in recent years, remaining at approximately 30% and 35% for faculty and staff respectively, following the similar trends to that of the United States. Though the various universities throughout the system have implemented various women-focused professional development programs, there has not been a coordinated approach throughout the UC system. Fusch and Mrig (2011) suggest that it is essential that institutions and their systems examine the needs of women's leadership programming to implement a program that can affect both individuals and the larger organization.

Data

Throughout the University of California, women in staff and faculty positions have a significant presence on each of the campuses. Reviewing the overall totals, women occupy nearly 55% of the career staff positions and approximately 30% of the faculty positions. Though each campus varies, the overall perspective looks as though women have or are approaching critical mass (de Wet, 2010). Below is summary of facts for both women in faculty and staff roles throughout the UC. These statistics will be referenced throughout the rest of the report.

Women in Faculty Roles
- UC's faculty is 30.5% women, compared to a national average of 29.1% (Annual Accountability Sub-Report on Diversity at the University of California, 2013)
- Of the women who occupy the ladder-rank faculty position, the smallest numbers are seen in Business and Management, Engineering, Mathematics and Physical Sciences all with 15% or less of women at professor levels. (Mentoring Faculty in an Inclusive Climate: Supporting Women and URM STEM Faculty at UC, 2013)
- Between 2006 and 2011, the proportion of women hired at the new assistant professor level was below national availabilities in all disciplines except engineering and education. (Committee on Educational Policy, 2013)
- Of the women associate professors hired in 2005 (388 of 1105 or 35%), 57% achieved professor status compared to 69% of the men, equivalent to 30% of the cohort (Mentoring Faculty in an Inclusive Climate: Supporting Women and URM STEM Faculty at UC, 2013)

Women in Career Staff Positions
- More than 50% of the career staff positions are held by women.
- In the professional and support staff sector, women occupy 65% of the positions.
- Women occupy approximately 50% of the Managers and Senior Professionals level positions.
- At the senior management level, women occupy 33% of the positions. Of the total positions, 87% are above the age of 50. Over 50% of the group has 20 or more years of service.
- The average length of service for all career staff is 8 years (University of California Accountability Report, 2013)

Through an examination of this data, it is inferred that women in the UC system have a strong presence in entry to mid-level positions, whether they be in staff or faculty rolls. However, as they begin to enter into senior level positions, their presence begins to decrease. Therefore, an inference made is that the presence of women in leadership positions throughout the UC system is lacking.

Additional reviews of surveys were attempted to seek out the UC women's point of view regarding the strengths and the weaknesses of the UC system as it relates to status of women. Upon investigation, this information seemed to be absent from recent data provided by the UC system. Though the University of California 2013 Accountability Report surveyed several critical factors (listed below), it did not break down certain criteria by gender, which may provided insights into various points (i.e. retention, succession planning, and satisfaction of women in faculty and staff positions). The measurement points that could have been further investigated include, but are not limited to:

- New hires and separations of ladder- and equivalent-rank faculty
- Departure reasons of faculty
- Age distribution of ladder- and equivalent-rank faculty
- UC retirement program active career staff headcount by age and years of service
- UC base salary increases compared to inflation and market averages

Focus Groups

To gather a more qualitative perspective about the concerns and needs of women in UC staff and faculty positions as it related to professional and leadership development, ten of the UC campuses were invited to participate in a focus group. Of the ten campuses, six were able to facilitate a focus group, including Berkeley, Davis, Los Angeles, Riverside, San Diego, and San Francisco. Women in staff and faculty positions from various departments across these campuses were invited to participate. The invite list was established by the campus representative from the UC SACSW committee and UC SACSW Research Intern. The size of the focus groups ranged from five to fourteen participants. A total of fifty-five women participated in the focus groups, twenty-nine of them faculty and twenty-six of them staff. They represented a variety of departments, ranged in ages from mid-twenties to mid-fifties, and had varying levels of seniority.

Before the focus groups were convened, the UC SACSW Director and Intern established a list of goals for the focus groups. A series of eight questions were asked at the focus group to meet the goals. The following is a summary of the responses gathered that were associated with each of the goals.

Understand how the term leadership is defined in the UC San Diego environment

Defining the term leadership elicited an array of responses. The majority of the responses fell into two major categories: Authority and Action.

From the authority perspective, some respondents felt that leadership was job description and classification based. Leadership was limited or enhanced by a person's job title, whether their leadership was effective or not. Other respondents challenged this perspective, suggesting that leaders could emerge from any level. Several senior level faculty and staff had seen the promise of good leaders from more junior level positions. Therefore, it was not necessarily the position that defined leadership. However, most agreed that the more seniority or authority one had the more power they possessed and therefore their constituents would follow their demands, good or bad.

In several of the focus groups, the topic of "good and bad" leadership was discussed, which moved the definition of leadership from position-based to an action. The more positive associations with leadership styles included characteristics such as vulnerable, communicative, collaborative, authentic, and risk-taking. It was suggested that these leadership traits were also associated with those who encouraged new ways of thinking and inspired innovation. These types of leaders would encourage people to look beyond the normal and see what could be, often being labeled "visionary," even if new outcomes took a period of time.

The negative associations of leadership included terms such as self-involved and power-hungry. These leaders were often disrespectful and not able to "listen." This type of leadership was defined as self-fulfilling or without a greater purpose. These types of leaders were ineffective at getting others on board with their ideas.

Though, there was no direct relationship of these definitions to gender or age, there were connections made to masculine and feminine leadership traits. The more feminine traits of leadership, including collaboration, communication and vulnerability, were found to be positive. The more masculine traits were identified as decisive, powerful, and direct.

Identify the various leadership challenges that women faculty and staff face at the university
The identification of the challenges was the lengthiest part of the discussion. A variety of challenges were identified by the participants. Though there were specific concerns that related to either staff or faculty, the majority of the challenges overlapped and fell into a few major categories.

- **Personal Obligations**
  Personal and family obligations were issues that continually came up in all the groups. The women felt hindered by having to make a choice between career and family. They felt that they could not achieve balance between these two things and often felt feelings of sacrifice, both personally and professionally. There was agreement among the women that they were pressured to make career and family decisions early on their career, even before having children or other familial responsibilities. If the women did have children, they felt that having a family changed their priorities and there was not a lot of support to accommodate their new responsibilities. In addition, they felt torn about participating in certain events, which could potentially enhance their career, because these were scheduled in the evening. It was felt that men were often making these decisions without consideration of all participants that could be affected.

- **Gender-Specific Leadership Expectations**
  Many of the women felt that they were obligated to fulfill the "care-taker" or "relationship management" role. It was suggested that women were assumed to be better at this role. However, it was felt that this particular trait was not necessarily valued in the hierarchy of leadership on campus. So by fulfilling this "important" task, they also felt as though they were devalued for other things they could contribute.
  Similarly, women were expected to take on a feminine leadership approach, such as collaborative, communicative, flexible and empathetic. If they took on more masculine traits, their leadership was questioned and assumptions were made about their character.

- **Voice**
  Many women claimed that they battled finding their voice. Many women felt silenced in their professional roles, especially if they were working with men or reported to men. Women suggested that they often would bring up ideas but would receive no acknowledgement. Others felt that their voices were limited by job classification and description. Self-doubt was also another contributing factor to women not trusting their voice. They feared what others would think of them, especially if their opinion were to corner them into the gender biases that they were often fighting against.

- **Lack of role models and mentors**
  Role models and mentors were identified as something women would like to have so that they could be better guided and could visualize themselves in leadership roles. However, the women felt that mentorship was not something that was encouraged or valued on campus, from both men and women. It was also felt women were not quick to support or mentor one another, suggesting that it was "probably because women have to

focus on themselves so often and engaging in their own battles, that they don't have the time to help."

In addition, participants also suggested that they did not feel that there were very many people to look up to. They felt it was hard to visualize themselves in leadership positions because there was not a large quantity of women in these senior-level positions. Therefore, it was either hard to "see" themselves in that position or it seemed "unattractive," making it seem like a "lot of work" and "not relatable".

- **Gender Discrimination**

    The most talked about challenge in the focus group was that of gender discrimination or bias, which was an underlying theme in all categories. A majority of the group felt that male and female leaders were judged differently, with women being judged more harshly. They felt marginalized and undervalued for their contributions, especially if they were working with men. Women felt that inappropriate comments were being made in meetings, making them feel uncomfortable and subsequently opting not to attend particular meetings and committees. A majority of the group was in agreement with the comment, "Women adjust to certain 'ways of thinking' without realizing they're adapting to embedded discrimination."

Understand what type of support faculty and staff women are seeking

The participants of the focus groups felt the need for guidance, especially during early- to mid-career. They felt it would be most helpful to hear and speak to other women, so they could hear about the opportunities and challenges that they faced. In addition, this would help with the visualization piece, in addition to finding strength in the navigating the leadership pathway. It was also important to have males be a part of the conversation, indentifying that men need to be advocates for women, too. Though this guidance would be best received from more senior-level colleagues and supervisors, it was also suggested that talking to peers in similar roles and age groups would bring awareness and feelings of inclusion.

Discover how to best facilitate professional development programs that will enhance women's leadership at the university and what may intrigue them to attend such programs

Women in both staff and faculty positions wanted a more organized approach to programming that addressed some of the leadership challenges that were identified. Though the participants identified that many of the universities have programs that have women's programming, the majority felt there was not much support or incentive for women to attend. Some of the issues that were identified with current programming included: focused on senior-level positions; not enough faculty-focused programming; overly simplified; and no department/supervisor support. If programming were developed, they wanted to not only hear from other women, but also talk to other women about their successes, failures, fears and challenges. Most of the participants also agreed that the conversation should also include men. With this being considered, mentoring and organized conference/courses were primary recommendations from the focus groups.

For women in faculty positions, mentorship programs were identified as an option for professional and leadership development. Assistant professors can feel lost and confused, especially women in fields dominated by men (i.e. mathematics, engineering and physical sciences). They are not sure of what committees and activities they should partake. They are also eager to work with people who can guide them in their research. Having a variety of people,

both inside and outside the department, would help resolve a lot of these feelings of uncertainty, in addition to providing the much needed career guidance they seek. It was suggested that this should be organized and supported by the university and made a requirement for all assistant professors, regardless of gender. However, if you were a woman, it may be encouraged that at least one of your mentors is a woman, to help with the visualization aspect. Many women noted that this could be incredibly difficult in disciplines that lacked female tenured professors. Therefore, mentorship programs could move beyond the home university. A repository of mentors could be made available, even remotely, to those who need guidance.

For women in staff positions, mentorship programs were deemed important. Participants felt something more organized would be worthwhile, especially for those were eager to grow within the university and take on leadership roles at the university (i.e. mid-career). Due to the volume of staff, it was suggested that this type of mentorship might be conducted in a nomination-based program. Those chosen would be part of cohort that met over the course of a period of time (i.e. nine to twelve months). Mentees would meet senior-level people of both genders, establish a leadership plan, address issues specific to women, and develop the skills necessary to progress within their careers and, potentially, in the university. Mentors could be both men and women, so long as sensitivities to women's concerns were understood and addressed.

In regards to organized conferences, workshops and courses, staff and faculty both appreciated the sentiment of this type of programming. However, some felt the programming at their universities were missing the mark, including the target market and topics being covered. Faculty were particularly turned off, as a majority of the programming is geared only towards staff and often focused on topics that were only of importance to that audience. However, this was not to suggest that faculty and staff did not want joint programming. In fact, in each focus group, there was value found in offering a program of this nature that attracted both populations. There are a variety of issues that impact both populations that could be discussed, including work/life balance, communication, collaboration, and gender-discrimination. In addition, they thought combining these populations may give rise to the politics and biases that affect these two groups. However, even though there was recognition of the commonalities, it was also stressed that it was important to address topics that were also unique to each population.

If programming of this nature were to be created, the participants favored first-hand, case study accounts from other women. If men were to be primary speakers, it was encouraged that they needed to understand and be sensitive to the concerns of women. Though speakers could be from the home institution, participants also found value from hearing from the "outside," especially those who could give the audience a "wake up call." Speakers did not have to be limited to the higher education industry, so long as they were dynamic and engaging. Speakers with these qualifications should not be just limited to the keynote sessions either. Within breakout sessions, speakers should be equally as dynamic and also have the ability to facilitate conversation, in hopes of unveiling some of the hidden issues that affect women.

The participants also identified the need for more organized networking opportunities. Both staff and faculty, especially those who were eager to climb the leadership chain, stressed the importance of getting to know and network with people from across campus. The participants felt that some of the organized networking events that were being organized excluded women, as they were often held after work hours, which was not conducive to women who have families. Daytime events, over lunch, were deemed ideal. They were particularly

drawn to events that were invitation based and supported by their supervisors. They also wanted a chance to be able to meet and hear from senior leaders on their campus.

Discussion

Women are struggling to reach the senior leadership roles throughout the University of California. Though representation of women in staff and faculty positions in the entry to mid-level rank is equal if not higher than men throughout the UC system, it begins to decrease slowly and then more dramatically as they climb the leadership ladder. From analysis of the data, it appears that there is a gap in leadership development and growth that occurs during mid-career, presumably around the fifth to eighth years in their service to the university. It is reasonable to assume, due to a decrease of positions and desire from individuals, that not everyone can achieve a senior leadership position. However, these were not the primary factors for women feeling discouraged from practicing leadership. Their responses suggest that gender stereotyping and lack of guidance and support from peers, role models and/or mentors are leading them to questioning their status on the campus and their ability and desire to achieve senior-level positions.

Despite the advances that women have made over the course of the past century, many biases and discriminations still exist about women and their leadership capabilities. History suggests that in early to mid 1900's, educated women, both black and white, were becoming more accepted in society. Teachers were in high-demand. Even during the Depression, a degreed, especially black, woman was almost guaranteed a job (Solomon, 1985). However, women were constantly being criticized for the new image they were unveiling. Their independence and desire for a career, threatened their roles as mothers, caretakers, and homemakers. Regardless, women sought to have it all; career, marriage, and children.

With the inclusion of Title VII in the Civil Right Act, igniting further women's activism for equal rights on many levels (Solomon, 1985; Cohen, 2011) and the passing of Title IX in 1974, opportunities increased for women in the workplace and in higher education. It would have seemed they were all but equal to men. However, the stereotypes and ideal roles for women still remain.

Douglas Massey (2008) suggests that the majority of women are locked into two types of stereotyped images: one that is pitied and one that is envied. The envied, such as housewives and secretaries, are those who rank high in warmth but low in competence. Those who are pitied are those who rank high in competence but low in warmth, such as career women and intellectuals. The movie "bell hooks: Cultural Criticism and Transformation" (Jhally, 1997), further emphasizes this fact when bell hooks examines how the media encourages hypersexualization of women. The movie demonstrates that women are objectified and evaluated based on their image instead of their mind, which often leaves them falling into two categories: bimbo or bitch. Massey's (2008) suggests that if knowledge and competence is pitied, women will naturally doubt themselves and wonder how to lead effectively.

This doubt and confusion is heard throughout the accounts of the UC San Diego women who participated in the focus group. The women questioned their leadership approaches. They felt cornered into the relationship-centric caretaker role. They found this to be particularly challenging and that it prevented them achieving other more "valuable" projects or tasks.

Eagly and Carli's (2007) suggest how collaborative and communal women are. They thrive on relationships and inclusivity. For a long time, women worked hard to abandon the stereotype of being dependent on someone else. As they made strides in education and in the workforce, the collaboration declined and reliance on self increased. "The lessening of activism on behalf of women puts pressure on individual women to find their own way without the ideological guidance that feminism provided to an earlier generation of ambitious women" (p. 199). In the act of trying to abandon stereotypes, it was forgotten which stereotypes are actually ones that are their advantage. Being relationship oriented is not necessarily a negative thing, as the women in the focus group would allude to. Women do prefer to focus on relationships: they downplay status differences, establish and maintain mutuality, encourage growth of others, and emphasize connection and camaraderie (Kellerman & Rhode, 2007). These are all traits of good leadership and this is a natural way of leading for many women.

Being natural proponents of relationships, it is no surprise that mentorship, guidance and role models were identified as important to women at the university. "Joining and participating in networks can create social capital…One way that women in male-dominated fields can reduce feelings of isolation is by networking with other women" (Eagly & Carli, 2007). While implementing women-focused networking may be possible, providing women-only mentors for other women may not be , especiallyif there is a paucity of women in leadership positions. In addition, leaders need support from multiple people, both men and women (Kellerman & Rhode, 2007). Through conversation and dialogue, there are many advantages: from motivation, to advice, to breaking down negative stereotypes (Public Conversations Project, n.d.). If males are more verse on the concerns of women, they could provide the additional guidance and support that women need. In turn, women's confidence increases, encouraging more women to follow their career and leadership pathways.

Recommendations for Professional Development Programs to Enhance Women's Leadership

There are challenges that women are facing when it comes to creating a leadership pathway for them throughout the University of California. The women from the six focus groups suggested that they would appreciate leadership and professional development programs to bring awareness and change to their overall status. Considering their suggestions, along with research regarding the best types of professional development programs specifically for women, the following is a list of recommendations.

Women's Specific Leadership Program

Women's networks and gender-specific programming continue to be highlighted as important when it comes to advancing leadership. They can encourage mentoring, enhance reputations, and forge coalitions on gender-related issues. In turn, it can enhance both skills and motivation within women (Kellerman & Rhode, 2007). In a recent review of women's leadership programs published in *Advances in Developing Human Resources* (2012), a variety of women-specific higher education leadership programs were reviewed. This type of programming was deemed critical for women's success in higher education. Six important findings and implications were reviewed to help create and/or maintain leadership development programming for women:

- Biases against women as leaders still exist which prevent women from considering or seeking senior-leadership positions

- Senior campus leaders and Human Resource Department should work together to specify areas of greatest need and programming priorities, attempting a more coordinated approach
- Women-only programming is beneficial, as it gives a "safe-space" for women to discuss sensitive issues in addition to having workshops that focus on topics specifically significant for women
- Align with networks both within and outside a single institution
- Curriculum and pedagogical approaches need to be consistently updated to meet the current needs of today's emerging leader
- Ongoing research related to effective leadership and leadership development programming, in addition to evaluation of current programs. (Madsen et al, 2012)

Based on input during the focus groups and supporting research, it is recommended the UC Office of President establish a program, with the input of each campus, to be implemented on each UC campus that develops leadership skills in women in both staff and faculty positions. The UC Office of the President would oversee this program to showcase the importance of this topic to senior leadership on each campus and to facilitate a UC culture that is more aware and sensitive to this population. It would be recommended that this program be over the length of a period of time, such as an academic year, to establish trust and relationships among participants, mentors and coordinators of the program. The goals of this program would help address specific issues that affect women, increase networking and provide mentorship.

To address specific issues that women face in general or within the UC-system, the women within the program would cycle through topics that address major concerns to this population. These conversations would be facilitated in smaller groups and encourage dialogue. The topics that of discussion should be established by both the women who are offered a seat in the program, along with coordinators of the program and senior-level leaders, especially those from Human Resources. Women specific topics could include, but are not limited to, work/life balance, communication, collaboration, negotiation, gender-discrimination, and managing expectations. In addition, there should also be sessions that are geared towards issues among staff or faculty.

Networking would also need to be a significant component of the program. To facilitate networking, it is recommended that the program begin and end with a conference-style event. The participants would hear from keynote speakers and networking would be facilitated throughout the event. Women would have the chance to network with each other, senior leaders of the campus, and keynote speakers. In addition, networking lunches should be offered once-per-month for those in the program. To encourage attendance, one or more senior leaders from the campus would join the lunch and be available to speak with.

Within the program, an established mentorship program would also be made available. Two mentors, ideally one male and one female, would be chosen or assigned to participants, based on career goals. With the assistance of their mentors, mentees would meet monthly with their mentors, establish a leadership plan, address issues specific to women, and develop the skills necessary to progress within their careers.

Though the recommendation is for a coordinated approach for individual campus programming, the Office of the President may want to consider UC-wide programming for all cohorts. Whether this is provided in an online or face-to-face environment, providing networking and professional development opportunities outside the woman's particular campus

would not only facilitate more cross-campus collaborations, but it could also retain talent within the UC-system. If travel and time were issues for the participants, then a southern California and northern California conference could be considered.

Mentorship Programs

A mentorship program was identified as a professional development option for women within the UC. This was stated by the participants as especially important for women in junior faculty roles, as they often feel lost and confused, especially in male dominated areas of study. It was suggested that a mentorship program would help resolve a lot of feelings of uncertainty, in addition to providing the much needed career guidance they seek.

Mentoring is a critical factor in helping women climb the career ladder (Lyness & Thompson, 2000, as cited in Washington, 2010). Though formal, structured mentorship programs are shown to be less successful than mentors that arise organically, there are some moderate gains for women in managerial positions, especially women of color (Kellerman & Rhodes, 2007). Regardless, it helps build social capital, which women have less of than men (Eagly & Carli, 2007).

The University of California ADVANCE PAID Program (2013), which helps UC campuses recruit, retain and advance women and underrepresented minority women faculty in STEM fields, met in April of 2013 to discuss the topic of mentorship. The roundtable was devoted to examining various mentorship programs and the importance of them throughout the system. One of the mentorship programs highlighted was that of the University of California, San Francisco. Established in 2006, The Faculty Mentoring Program was established due to the need identified by their Climate Change survey. The program they developed capitalizes on team mentoring, with the mentee having a variety of mentors, including one focusing on their career and research aspirations. The program also ensures that recognition for mentors, mentor and mentee training, networking, and evaluation are key components to their program. The program has recently received an 82% satisfaction rating, with 50% of the faculty reporting that it was important for their career success at UCSF, with women more likely to report that mentoring has been important.

It is recommended that UC SACSW partner with the UC ADVANCE PAID Program, as a review of mentorship programs to be implemented across the UC systems has already begun. Though they are specifically geared towards women in faculty and STEM, their efforts could glean insights for a mentorship program for all faculty.

Single-Day Women's Conferences and Awards

There are a wide-variety of single-day women's conferences throughout the UCs and across higher education institutions throughout the country. These conferences focus on education, empowerment and motivation for women. Speakers are often women who provide inspiration for other women. Serving as role models, women are able to hear stories that they can relate to and begin to visualize themselves accomplishing various goals.

An aspect that is missing from some of these conferences is an awards ceremony that celebrates the leadership accomplishments of women on campus. To encourage this type of recognition, UC SACSW may want to establish an awards program for UC women. Awards could be established to recognize women at various levels and in both staff and faculty positions. UC SACSW would establish the criteria for individual campus awards that could be integrated into conferences or campus award ceremonies. Furthermore, those who are awarded at each of

the campuses would be in the running for the UC-system award, chosen by the members of UC SACSW. It is recommended that UC SACSW and UC Office of the President should showcase the winners at both the campus and system-wide level.

These recommendations are suggestions based on the data provided. The above options are being made to promote a coordinated effort across the UC-campuses. Campuses should not feel as though they should eliminate successful programming that already exists. Additional professional development that develops skills that are not specific to gender challenges and needs should also be encouraged.

Conclusion

Dr. Joan V. Gallos (2011), an award-winning educator, author and scholar in the field of leadership and management education suggests, "to live in a box defined by someone else is to deny our uniqueness. Each of us is standing in a spot no one else occupies. That unique perspective is born of our accumulated experience, perspective, and vision. When we deny these things, we deny that which only we can bring to the situation, our onlyness. And that is surely not the way the world is made better."

Even on the campuses of higher education, where thinking outside the box and new ways of thinking are promoted, women are still being defined by stereotypes and expected to act and behave in certain ways. In turn, as Dr. Gallos alluded to, it denies their uniqueness. Women's perspectives and ways of viewing things are different. By limiting their voices and contributions into an organization, the organization may be caught in what Gareth Morgan (2006) calls "single-loop learning," which maintains the status quo or encourages staying on course. A problem is seen and its solution is based on preset guidelines. There is no "new" learning. What is more beneficial is an environment that promotes "double-loop learning," where people can take a "double look at the situation by questioning the relevance of operative norms" (p. 85). Peter Senge (2006) strengthens this argument, suggesting that learning organizations allow "people [to] continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together."

It is important for professional development programs be created to give voice to this somewhat silenced population. Though additional research needs to be done to get a better perspective of what women's needs are across all of the UC campuses, it is evident that it is necessary to begin the work to enhance women's leadership. "Seeing the whole together" (Senge, 2006) cannot be achieved when a population of people within the organization is being denied in some way, shape and form. Developing women's leadership will encourage their voices to be heard by men, which, with the combination of their unique perspectives, will drive the innovation needed in today's rapidly changing environment.

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APPENDIX C

Systemwide Advisory Committee on the Status of Women (SACSW)
Annual Report - 2014

Leadership Nomination Sub-Committee – Report Submission

Committee History

In spring 2013, the Leadership Nomination Sub-Committee for the Systemwide Advisory Committee on the Status of Women (SACSW) was formed with the charge to develop guidelines, ideas, and best practices for enhancing the nomination process and preparation of women candidates (faculty and staff) in the search processes for leadership level positions within the University of California system.

Committee Membership

Linda Morris Williams, Chair
      Associate Chancellor, UC Berkeley
Cindy Giorgio
      Associate Chancellor, UC Riverside
Penny Herbert
      Director, Dean's Office – UC Davis Medical Center
Lubbe Levin
      Associate Vice Chancellor, Campus Human Resources, UC Los Angeles
Ashish Shani
      Associate Chancellor, UC Santa Cruz

Committee Accomplishments

Upon reviewing and assessing the demographics of the UC systemwide workforce as it relates to women employees and their level of participation in leadership positions, the Leadership Nomination Sub-Committee recommended as an initial first step the opportunity to meet with several executive search firms who have been both historically and currently used by the UC system to conduct executive level searches. The intent of our discussion was to learn more about the practices, goals, and expectations facilitated by the executive search firms as it relates to the consideration of women candidates for leadership positions within the University of California.

On May 16, 2014, SACSW met with the following executive search firms:

Isaacson, Miller – David Bellshaw, Vice President and Director

Storbeck/Pimentel – Alberto Pimentel, Managing Partner

Another Source – Marcie Glenn, CEO

The panel discussion focused on the following areas:

1. *How is a diverse candidate pool created? Are searches ever re-started to increase diversity? Is the diversity of the candidate pool equally important at the end of the search as it was in the beginning?*
2. *What do you think contributes to the perception that women are in the mix, but don't seem to make the final interviews (what happens to the pipeline)?*
3. *What process do you use to find women candidates for UC positions; how do you do your outreach? Please identify tools to help women be engaged and competitive.*
4. *What could UC change to enhance the viability of female candidates?*

Key issues identified through this discussion were:

- Political correctness is an issue; a candidate may meet minimal qualifications, but not really be seriously considered.
- Some committees may not genuinely be interested in diversity.
- Persistence is called for; misconceptions on the candidate's part need to be addressed. Encourage and work with the candidates for their continued interest in the positions.
- Conversations with search committees should occur at the beginning: what are you trying to accomplish with the role? What do you need the person to do? Thoroughly understand the job so that the focus can be placed on skill sets. The individual may possess the requirements, but in a different way. Look to what is positive (not what is negative) in the candidate, what they can bring to the position.
- Succession planning is essential. Go out and identify individuals, help position them into higher roles.
- Partner-hire programs are very effective, though inconsistently used throughout the UC system.
- Chairs of search committees need to be more diverse.
- Mandatory anti-bias training sessions should be held for the search committees.
- Equity advisors need to be trained to feel confident to work and have a strong voice in the process.
- For diversity sensitivity, Talent Management, Human Resources, and Academic Personnel presence are needed on search committees, as well as EEO representations. It is important for HR to be viewed as trusted advisor and sounding board for talent opportunities.
- More coaching and professional development is essential. Executive leadership and managers (Chancellors, Provosts, Deans, etc.) need to encourage career, talent, and professional development.

Recommendations:

- **Identify Top Talent**
    - A succession planning initiative to identify top talent in the UC system to facilitate the advancement of women should be developed and implemented.
    - An executive level coaching and professional development program for women leaders should be developed and implemented.
- **Improve Diversity in Search Efforts**
    - A shared messaging campaign on the importance of diversity within the leadership ranks needs to be developed and communicated throughout the UC system on an annual basis.
    - Search committees should be supported towards achieving interview pools that are equally as diverse as applicant pools at the executive search levels.
- **Provide Talent Management Training to Search Committees**
    - Develop a systemwide Talent Management Training initiative for executive level searches. Such an effort would be included as part of facilitating search committee support and lead by talent management staff located within Human Resources, Academic Personnel, etc. at each campus location.