



UNIVERSITY *of* CALIFORNIA



**UC Report  
*of the*  
UC Systemwide Advisory  
Committee on the Status of  
Women**

**May 2010**



OFFICE OF THE PRESIDENT

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May 3, 2010

PRESIDENT YUDOF  
University of California  
Office of the President

Subject: Report of the UC Systemwide Advisory Committee on the Status of Women – May 2010

Dear President Yudof:

We are pleased to present to you the first annual report of the UC Systemwide Advisory Committee on the Status of Women. As you are aware, our committee was established in May 2008 resulting from an outgrowth of the Creating Change Initiative, which focused on advising the career advancement of women employees at the University of California Campuses, Lawrence Berkeley National Lab, and the Office of the President.

The focus of our work is to bring forward to you recommended changes that will continue to afford women equal and fair access to campus programs, activities and opportunities. The presentation of our inaugural report is intended to support this goal. We feel that the recommendations contained in this report can be fully embraced and will serve as the first steps towards the implementation of policies, principles, and practices that will continue to ensure that the University of California provides an outstanding experience for all of its staff, faculty, and students. We look forward to meeting with you and other UCOP leadership to discuss our report findings and recommendations.

We would like to thank our colleagues on the Committee for all of their hard work and dedication to this important effort and express our appreciation to the Chancellors for their time, support, and leadership towards this important initiative.

Sincerely,

Linda Morris Williams  
Chair

Hsiu-Zu-Ho  
Co-Vice chair

Amy Levine  
Co-Vice chair

cc: Vice President Dwaine Duckett

# UC Systemwide Committee on the Status of Women Report

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## Executive Summary

### **REPORT OF THE UC SYSTEMWIDE ADVISORY COMMITTEE ON THE STATUS OF WOMEN**

*Submitted May 2010*

The Systemwide Advisory Committee on the Status of Women was established in May of 2008 as an outgrowth of the “Creating Change Initiative.” This initiative was spear-headed by former Associate President Linda Williams and Presidential Staff Fellow Amy Levine in an effort to address the career advancement of Women employees at the University of California Campuses, Lawrence Berkeley National Lab, and the Office of the President. Analysis of data gathered from these visits led to the recommendation that a Committee on the Status of Women be formed at each location and also systemwide.

The charge of the Committee included the examination of issues regarding the status of women staff, students and faculty; analyzing existing policies, procedures, and/or programs that affect those issues; serving as a coordinating body for campus, Office of the President and Lawrence Berkeley National Laboratory Committees on the Status of Women; and identifying model programs or activities to support institutional goals.

In order to address its broadly defined charge, the UC Systemwide Advisory Committee on the Status of Women structured itself by way of three sub-committees with emphasis on the major themes of “Work/Life,” “Workforce Development,” and “Data Analysis.”

In our inaugural report, we have chosen to focus our recommendations on the work of the above three sub-committees.

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It should be noted that our initial efforts did not allow for us to engage in the examination of women's issues related to our student body. We continue to see this as important to our charge and future work, and are committed to working with the Office of Student Affairs at the Office of the President towards this goal.

The status of women at the UC ten campuses, LBNL and UCOP is inextricably linked to the climate in which they work. There are notable efforts at each location to address issues that affect women in particular. These efforts have enhanced professional development opportunities, family friendly policies and practices, mentoring programs, child care centers and institutional procedures which support retention and mitigate against overt and subtle forms of discrimination.

However, more efforts are needed in these regards. The UC Systemwide Advisory Committee on the Status of Women brings forward the following recommendations, related to Work-Life and workforce Development.<sup>1</sup>

## **Work Life**

The Work-Life Subcommittee chose to explore of three topics that significantly affect the balance between work and life for students, faculty and staff:

- 1) Child/Dependent care, including emergency or back up care
- 2) Lactation facilities and accommodation policies, and
- 3) Family friendly policies.

The goals were to gather and explore data comparing the situations at the UC campuses, UCOP, and LBNL, to identify and communicate innovations, and to make policy recommendations pertaining to these crucial areas.

Further details and analysis of the below recommendations are contained within the sub-section of this report. Summary recommendations regarding the above three topics are as follows:

- Implement emergency/back-up child and dependent care as a low-cost means to improve employee work/life balance.

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<sup>1</sup> Data referenced in this report may have changed since it was initially collected due to on-going efforts.

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- Require each location to provide a menu of child and dependent/elder care<sup>1</sup> options for families, including emergence back-up care. Options should include university-based care, contracts with third party vendors, and community based referrals.
  - Assign UCOP attorneys the task of drafting legal language for consistency in contracting with community-based child care programs. UCOP should also provide legal guidance for managing referral lists recommending to community based providers.
  - Provide lactation facilities that are private and within a five minute walk from employee work areas.
  - Create a UC Systemwide task force to review family friendly policies to assure that policies and procedures are consistent across campuses/locations.

## **Workforce Development**

The status of women at the University of California is inextricably linked to the climate in which they work. A healthy climate is one that attracts women and encourages and supports them in achieving their personal and professional goals.

Therefore, the Workforce Development Sub-Committee chose to focus on five areas that specifically impact the status of women at the University, including:

1. Campus Climate in Support of Recruitment and Retention
2. Career Pathways for Faculty
3. Career Pathways for Staff
4. Talent Management, Succession Planning, and Leadership
5. Mentorships

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<sup>1</sup> Originally the subcommittee planned to address dependent care issues more fully. Time constraints limited the committee to child care concerns for our first report. However, incorporating dependent /elder adults into these recommendations is more efficient than annexing them later.

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Further details and analysis of the below recommendations are contained within the sub-section of this report. Summary recommendations are as follows:

1. **Recruitment and Retention** – Expand diversity training for search committees, including development of a model program that can be shared across campuses.
2. **Career Advancement and Leadership Development** – Plan a conference in support of women’s advancement and career growth, either on a university-wide or regional basis (North and South), building on successful programs implemented in previous years.
3. **Accountability** – Include achievements in supporting professional development and career advancement, including mentorships, in the performance review process for managers and supervisors, similar to the new performance review policy recently issued for Senior Managers.
4. **Campus Climate** – Review existing and planned climate surveys with the objective of requesting that all locations include a standard set of questions related to gender as part of the survey process.

## **Data Analysis**

The Data Analysis Subcommittee recommends that the UC Systemwide Committee on the Status of Women align itself with the recommendations made by other Systemwide Committees, especially the 2009 Accountability Report, the President’s Task Force on Faculty Diversity, and the UC Staff Diversity Council. These Committees have called out the importance of standardizing systemwide data and reporting requirements to support our overall institutional goals of benchmarking, monitoring, evaluating, and sharing best practices.

In addition, there is an urgent concern with regards to decisions being made to address the shrinking budget. Potential outcomes include reductions in administration, staff layoffs, fewer academic departments, and limited faculty hiring. Such decisions will have impact for many years to come. We believe that it is imperative that these decisions are made with consideration of potential disparate impacts, especially with regards to diversity. Existing

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data should be mined to assist in planning, and to insure that we do not regress with regards to recent gains in staff and faculty diversity.

We put forward two specific recommendations to insure that decisions regarding budget cuts take diversity into account:

- 1) Establish a small knowledgeable committee to recommend how to mine existing data to answer questions that will assist in planning – especially with regards to diversity.
- 2) Gather data to monitor disparate impact as a potential result of decisions that are being made to address the budget crisis and share this information with campus leadership.



## **The Work of the UC Systemwide Committee on the Status of Women**

The UC Systemwide Advisory Committee on the Status of Women (UCSACSW) launched its work in May 2008. Over the past year and a half, the Committee has invited guests from throughout the University including Chancellors, former Academic Senate leadership, UCOP Human Resources, and President Yudof in order to obtain information and insight related to issues facing women within the University of California. The UCSACSW met in May 2008 at Office of the President, September 2008 at UC Los Angeles, April 2009 at UC Riverside, October 2009 at UC Office of the President, January 2010 at UC Santa Cruz, and will meet in the spring at UC Irvine.

In order to address the breadth of women's issues, the UCSACSW established three subcommittees. These subcommittees (identified below) focused on women's issues as noted:

### **Work-Life Balance**

- Child/Dependent care, including emergency or back-up care
- Lactation facilities and accommodation policies, and
- Family friendly policies

### **Workforce Development**

- Advancement
- Hiring
- Mentoring
- Retention
- Succession Planning

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## **Data Gathering/Analysis/Information Sharing**

- Availability Pool
- Examination of Existing HRIS Groups
- Hiring Practices
- Information Dissemination
- IT Infrastructure
- Salary Equity

The goals of the sub-committees included gathering data and comparing situations at the UC campuses, UCOP, and LBNL with the intent of identifying and communicating innovations, and making policy recommendations pertaining to these crucial areas.

In addition, the current budget crisis for the University continues to indicate that it will have reduced funding from state and federal sources, and thus a smaller workforce. Given the demands of our current, and anticipated future environment, it is critical that the University develop strategies to maintain and support the changing needs of its workforce. The University will need to actively and aggressively support and encourage work-life balance and a workforce climate that ensures both career growth and success in order to remain competitive.

With the current economic crisis, some of the existing programs highlighted in this report are at risk. The subcommittee hopes the UC system will retain the existing foundation for these important programs during times of hardship with the intention expanding programs as soon as the budget improves.

## Summary of Critical Issues Facing Women in University of California

The Committee identified several critical issues the University needs to address, including:

- The need for sufficient child care has become one of the most significant work-life balance needs within the University. A significant number of studies have determined that company-sponsored child care including emergency/back-up child care contributes to workplace success. These studies revealed that companies offering child care to their employees experience better recruitment results, higher retention, lower absenteeism, higher productivity, greater loyalty and higher morale.
- There is a wide range in the quantity and quality of the lactation facilities provided at UC locations. Although some campuses provide excellent facilities, other campuses may not be in compliance with state law since they do not provide space within close proximity to the employee's work and the designated space is in a restroom.
- Family friendly policies and practices within the UC system are not consistent both within and across campuses/locations. Lacking clarity and consistency within and across campuses/locations can result in policy violations and non-compliance issues.
- A more comprehensive and systematic assessment of climate – for students, faculty, and staff should be developed. Only through administrative commitment at the highest levels – and a system of accountability to ensure that it permeates the organization – can UC achieve its goal of establishing a climate that embraces its diverse population of students, faculty, and staff.

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- Achieving gender parity begins at the recruitment stage. In order to increase the number of qualified women coming into the university environment, the recruitment process on each campus must be reviewed to ensure that it is fair and inclusive in evaluating all qualified candidates. Additionally, and in order to ensure equitable and non-stereotypical assessment of candidate qualifications, training for search committee members is highly recommended.
  - UC lacks a comprehensive, systemwide talent management and leadership development plan aligned with affirmative action and diversity program goals. Succession planning is critical for sustaining the excellence of our workforce and proactively identifying gaps in continuity, talent management is essential to attracting and retaining a viable pipeline of qualified workers into leadership positions.

## Findings/Recommendations

### Work-Life Sub-Committee

#### Analysis/Recommendations

##### Overview

In our inaugural year, the Work-Life Subcommittee chose to explore components of three topics that significantly affect the balance between work and life for students, faculty and staff:

- 1) Child/Dependent care, including emergency or back up care
- 2) Lactation facilities and accommodation policies, and
- 3) Family friendly policies.

Table 1 (Appendix B) shows a summary of the data we gathered on the size of the workforce, the number of lactation stations, the number of on-campus child care sites, and the number of available full-time child care spots as a function of age at each UC location. Workforce numbers are 2008 data. For the number of child care spots, half day students are counted as 0.5 per child. Spots for after-school care are not listed in Table 1, but are discussed in the sections below, where we give a brief summary of the child care facilities at each location.

The number of lactation stations and childcare spots vary widely from campus to campus. Most campuses have between 2 to 15 lactation stations, and UC Davis is the standout at 36 lactation stations. Neither UC Riverside nor LBNL have any designated lactation stations. In order to compare child care availability across the UC system, we calculated the number of child care spots available per 1000 employees. Most campuses offer between 5 to 12 child care spots per 1000 employees. UC Merced has 29 spots per 1000 employees, whereas UCOP and LBNL do not offer any child care services. Although most UC facilities offer some child care, the demand far exceeds supply with the exception of Merced.

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Emergency child care provides parents with options for sick children, work-related travel and during times of temporary expanded workload. Dependent care extends beyond child care to include elderly or disabled adults. Emergency child care providers are often linked with emergency elder/disabled care services.

A need exists for UCOP's legal department to provide assistance with drafting contractual language templates for childcare services. In this model, UCOP would provide a standardized template that UC locations could use to contract with external vendors for child care services for employees.

Finally, to be an employer of choice, UC must develop and implement system-wide family friendly policies and practices. Family friendly policies include but are not limited to ample maternity/paternity leave, adoption benefits and recognized leave for child/parent bonding.

## **1. Child care**

A significant number of studies have determined that company-sponsored child care contributes to workplace success. These studies revealed that companies offering child care to their employees experience better recruitment results, higher retention, lower absenteeism, higher productivity, greater loyalty and higher morale. Offering child care also places companies in a position to be considered an "Employer of Choice."

According to a study conducted by Simmons College, Graduate School of Management, 42% of all employees surveyed said that the availability of on-site child care was an important factor in their decision to join the organization for which they work. A retention study conducted for Union Bank's 1,200-employee operations center in Monterey, CA, found a 2.2% turnover rate for employees who used the on-site child care center, compared to a 9.5% turnover rate for parents who used other arrangements. A study at Children's Health System found that the Back-Up and Mildly Ill Center helped 336 parents find child care help, out of an employee population of 2,900, and it saved 4,020 workdays. Simmons College's 1997 study found that 26% of management level employees say they turned down or declined to pursue a job opportunity because they value their existing work-site child care.

While the above mentioned studies focus on work-site child care, some parents prefer other arrangements. For example, when a parent faces a long commute to work, the parent might prefer child care in his/her neighborhood instead. Also, some parents prefer to select

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specialty providers (e.g., Montessori, Church-based, Foreign language-based). Further, given the long waiting lists at some campuses and limitations in funding, other alternatives to work site child care include employer funded child care subsidies and satellite child care arrangements. These involve contracting with independent child care services and asking the provider to reserve spots for University employees. An important component of these satellite arrangements involves the development of legal language for consistency in contracting with community-based child care programs. It also requires legal guidance for managing referral lists recommending community-based providers.

### **1.1: Emergency Back-Up Dependent Care Services**

Faculty and staff often struggle to balance the demands of both family and career. When usual care giving arrangements break down or when business travel is necessary, faculty and staff have a critical need for high-quality emergency back-up dependent care. Vendors can supply this service. The vendor sets up a program that would enable faculty and staff to arrange for care for children, elders/dependent adults with less than 24 hours notice both in California and across the country. The national availability of the service is especially critical for nursing mothers who travel with their infants to conferences or for research purposes.

Emergency backup dependent care is a cost-effective way for the University to support faculty and staff with care giving commitments in meeting their research, teaching, or work obligations. As an example, Berkeley's Vice Provost for Academic Affairs and Faculty Welfare recently secured temporary funding to provide emergency back-up child care to assistant professors. This temporary program, which is being administered by Work Options, provides either center-based or in-home care for sick children and adults or in instances where the normal day care provider is sick. It is the vendor's responsibility to administer all functions required to connect the user with the provider. Faculty parents pay a modest co-pay. From the implementation of the program, faculty parents have been passionate in their support and expressions of gratitude. Santa Barbara piloted a similar a program for associate and assistant professors that has unfortunately been underutilized so far. However, the program is still in the earliest stages so more data will be forthcoming.

### **1.2: UCI – One Model For Child Care**

Currently UCI offers nearly 500 child care spots for children aged 0-5 years in six different sites

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located on the Main Campus. Five are run by UCI, and the sixth is a privately-run Montessori School. The numbers in Table 1 reflect the total number of children in five child care centers, excluding the Extended Day Center, which is exclusively dedicated to after-school care and serves 45 school-aged children divided approximately equally between faculty, staff and student families.

Faculty, staff and students from UCI's main campus and Medical School can apply for child care at any of these centers. Currently, the breakdown of the population served by the child care centers is 24.5% faculty, 27.3% staff, 21.5% students, and 26.7% other, which includes employees of the Montessori school, UCI Research Park and (non-UC) community members and covers only older children (ages 2 and up).

The Director of Child Care Services at UCI is Ms. Kathy White (949) 824-2100, [kwhite@uci.edu](mailto:kwhite@uci.edu)). She runs the UCI centers and collects data quarterly on the enrollment and wait lists for all the UCI child care centers. The collection includes tabulating the data broken down into age groups and populations served (faculty, staff, and students). She reports these data to the Chancellor's Advisory Committee on Child Care, which issues a yearly report on the status of campus child care.

Ms. White says that the single best practice she would recommend is making sure new child care centers meet and achieve accreditation status. Ms. White is the main driver in garnering a sizable amount of state funding for three of the UCI-run centers to subsidize the cost of child care for UCI students. These three centers selectively admit children in order to maintain the enrollment of UCI students as high as possible and at least 50%. The three other centers that do not receive state subsidies have higher tuition, and thus serve primarily faculty and staff families. Ms. White notes that getting state funding is very time consuming and labor intensive, but extremely well worth it.

Infant care is particularly fraught with complications, but is in high demand because there are fewer options available in the surrounding community than for pre-school aged children. Ms. White notes that providing care for infants is more expensive than older children. In addition it is difficult to find child care teachers who want to work with infants when older children are easier to take care of and often require shorter work days. Infant care also requires different



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certification. The fact that infant spots are rare negatively impacts, in particular, female faculty, who often postpone having children until after they complete 2 to 5 years of postdoctoral research before obtaining a faculty position.

The best aspects of child care at UCI are that it currently accommodates almost 500 children, the options for parents in program content and cost are diverse, and the quality of the child care is excellent. However the main drawback of child care at UCI is that the waiting lists are very long. There are currently 426 UCI families on the waiting lists at the 5 child care centers, although some may be counted more than once in this estimate because they may be on the waiting list at multiple centers. Even with that in mind, the conclusion is that the demand for child care at UCI has not yet been met and the campus needs to continue to expand its child care centers as the campus has grown significantly in recent years in both student, faculty and staff populations. Also, UCI does not offer emergency dependent care services.

### **1.3: Other UC Locations**

UCB – The Early Childhood Education Program at UCB runs 7 separate child care centers serving 250 children from infants through preschool. In addition, their eighth center is dedicated to after-school care for children in kindergarten to second grade, and serves 27 children. Berkeley currently has a pilot program in place to explore providing emergency dependent care services.

UCD – UCD contracts with a local child care provider and a national provider, Bright Horizons, to run 3 child care centers on campus. The contracts require that the programs be accredited. In addition, a fourth location is an early childhood teaching/research laboratory that provides part-time programs, but is not a full-service child care center. That part-time program is licensed for 84 children for three hours each day. The child care facilities have space for 299 children ages 0 – 5 years of age. Davis does not currently offer emergency dependent care.

UCLA – The Early Care and Education program has three facilities, serving 340 children, and as of April 27, 2009, UCLA had a waiting list of 527 children representing 145 faculty, 241 staff and 141 students. The Chancellor dedicated \$1 million to supplement the cost of child care at UCLA. The funds came from the UCLA Foundation and are used as temporary tuition offsets based on household income. The \$1 million is expected to last for four years and then UCLA hopes the program will continue with the support of donors. For more publicity about the program, see <http://today.ucla.edu/portal/ut/chancellor-secures-child-care-funding.aspx>.

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UCLA does not currently offer emergency dependent care.

UCM - UCM opened its Early Childhood Education Center in June 2009 with three separate sites and a fourth in the planning stages. The facility welcomed about 80 children into the program. Ninety percent of the available slots go to faculty, students and staff. Ten percent of the spaces are reserved for local community members. As of September 1, 2009, the facility is at about 50% occupancy with no waitlist. UCM does not currently offer emergency dependent care.

UCR – The Early Childhood Education Center (ECEC) is currently the only child care facility on the campus, serving 138 children. In September 2009, the campus opened a brand new center that doubles the number of available spots. Riverside does not currently offer emergency dependent care.

UCSB - The Orfalea Family Children's Center provides full time child care for children at two different campus sites and serves 211 children. In addition, the UCSB After School Program, operated by the Goleta Boys and Girls Club, Inc. under the direction of the University's Department of Physical Activities and Recreation, provides quality after-school care for 90 school-aged children. The waiting list is large: 245 UCSB families and 94 families from the surrounding community. UCSB began a pilot program for emergency child care in March 2009. Participation is limited to associate and assistant professors at this time.

UCSC – Currently, UCSC has 103 child care slots with 233 children on the waiting list as of April 2009. This number includes 36 slots for an after school program for children in kindergarten through 5th grade. For infants, two-thirds of all slots are reserved for reduced-fee students. For all other categories, fifty percent of all slots are reserved for reduced-fee students with the remaining slots available for faculty, staff and full-fee students. UCSC receives sizable funding from the state to subsidize child care for students. But because of budget cuts, starting in January, they will only serve students and no longer serve faculty and staff. Santa Cruz does not currently offer emergency dependent child care.

UCSD – The Early Childhood Education Center (ECEC) is currently the only child care facility on campus. The International Center Cooperative Nursery School recently closed and is still looking for another location in which to reopen. As of May 8, 2009, there were 393 children

enrolled in the program with 221 children on the wait list. San Diego does not currently offer emergency dependent care.

UCSF – Located at the Parnassus Campus, the Marilyn Reed Lucia Child Care Study Center facility has been open for more than 20 years and serves up to 48 children per day, ages two through five. UCSF also sponsors the University Child Care Center at Laurel Heights. Opened in 1999, this center is operated and managed by Marin Day Schools, and is licensed for 111 children, ages three-months to five years. The University Child Care Center at Mission Bay is the latest addition to UCSF's child care resources and opened May 2006. This center is managed by Bright Horizons Family Solutions. A fourth site will open on the Parnassus Campus in November 2009.

The UCSF Child Care Referral Program is exclusively designed to assist UCSF staff, faculty, and students only. Referrals are provided to licensed family child care homes, child care centers, and preschools, as well as information on after-school and summer programs and other related family services. San Francisco does not currently offer emergency dependent care.

UCOP – There are no child care facilities at UCOP. UCOP's website ([http://hrop.ucop.edu/employees/child\\_care.html](http://hrop.ucop.edu/employees/child_care.html)) lists nearby child care centers, however it fails to mention that UC employees are given #2 preference after state employees at Bright Future Early Learning Center, a child care center in a state building located only 2 ½ blocks from UCOP. In addition, employees at UCOP can apply for openings at UCSF child care centers, but they are not given any special priority and would be considered like any other person from the general community. UCOP does not currently offer emergency dependent care services.

LBNL – No child care facilities exist at LBNL, but employees can enroll in the UCB child care sites; however they are given half the priority of UCB employees. LBNL does not currently offer emergency dependent care services.

#### **1.4: Recommendations**

- Each campus should provide a menu of child and dependent/ elder care<sup>2</sup>

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<sup>2</sup> Originally the subcommittee planned to address dependent care issues more fully. Time constraints limited the committee to child care concerns for our first report. However, incorporating dependent/elder adults into these recommendations is more efficient than annexing them later.

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options for families, including emergency backup care. The menu should include university-based options as well as community-based referrals.

- UCOP should provide campuses with consistent legal language for contracting with community-based child care programs. UCOP should also provide legal guidance for managing referral lists to community based providers.
- UC should expand child care until each location has enough capacity to allow any faculty, staff or student to receive admission within a reasonable amount of time (for example, 9 months). Special care should be given to meeting the demands for infant care.
- UCOP should provide a template for UC child care buildings and require that access to child care be considered when expanding campus facilities, especially during the construction of new buildings.

## **2. Lactation**

Breast feeding is very important for the health and well-being of infants and mothers. The American Academy of Pediatrics (AAP) states that [\[1\]](#):

*Studies on infants provide evidence that breastfeeding can decrease the incidence or severity of conditions such as diarrhea, ear infections and bacterial meningitis. Some studies also suggest that breastfeeding may offer protection against sudden infant death syndrome (SIDS), diabetes, obesity and asthma among others.*

*Research indicates that breastfeeding can reduce a mother's risk of several medical conditions, including ovarian and breast cancer, and possibly a decreased risk of hip fractures and osteoporosis in the postmenopausal period. Increased breastfeeding also has the potential for decreasing annual health costs in the U.S. by \$3.6 billion and decreasing parental employee absenteeism, the environmental burden for disposal of formula cans and bottles, and energy demands for production and transport of formula.*

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Since 2005, AAP recommends,

*Exclusive breastfeeding for approximately the first six months and support for breastfeeding for the first year and beyond as long as mutually desired by mother and child [1].*

Therefore, if UC aims to promote itself as a Family Friendly institution, then it should pay particular attention to ensuring that a working mother can meet this important goal without negatively impacting her work or education.

California state labor law governs lactation accommodation and facilities [2], and most UC campus' guidelines on Lactation Accommodation are similar. For an example, see UCI's at <http://www.snap.uci.edu/viewXmlFile.jpg?resourceID=2580>. The most important statements regarding the lactation facility itself say that:

*The University must make a reasonable effort to provide space in close proximity to the employee's work area for the employee to express milk in private.*

*Areas such as toilet stalls are not considered appropriate spaces for lactation purposes.*

There is a very wide range in the quantity and quality of the lactation facilities provided at UC locations. Although some campuses provide excellent facilities, other campuses may not be in compliance with state law since they do not provide space within close proximity to the employee's work and the designated space is in a restroom. Some locations provide support for breastfeeding in the form of monthly lunches and on-call instruction from certified lactation consultants, and others provide nothing in the way of support or instruction. As we gathered this information, we noticed that most programs do not keep utilization records and some do not even know where lactation rooms are located. Standardized collection of data would be informative.

## **2.1: UCD – One Model for Lactation Services**

UCD provides a model for lactation support and facilities. The facilities are open for use by all members of the UCD community: faculty, staff, students and spouse/domestic partners. The contact for the program at UCD is Ms. Barbara Ashby, Manager of WorkLife, Human Resources

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(530) 752-5415, [baashby@ucdavis.edu](mailto:baashby@ucdavis.edu). UCD has been a national leader in creating lactation facilities and delivering instructional support for breastfeeding mothers. UCD conducts significant research on lactation and breast milk, and houses The Human Lactation Center in the Department of Nutrition. Education in breastfeeding is becoming essential today because women of childbearing age were most likely fed by bottle themselves, and they and their mothers have little firsthand experience with breastfeeding.

The UCD Breastfeeding Support Program started in 1995, and it has been an enormous success. An average of 100 to 120 women use the program each year and recently 10,000 visits to the lactation rooms were logged in one year. There are three important components to the program:

- Lactation support provided by a part-time lactation consultant who gives basic instruction as well as emergency support.
- Lactation rooms constructed in new buildings or retrofitted into existing buildings.
- Appropriate lactation equipment in each room, such as electronic breast pumps, sinks, refrigeration, etc.

#### *2.1a: Lactation Support*

The UCD Breastfeeding Support Program provides breastfeeding mothers with access via phone or email to a lactation consultant for support and instruction. The consultant also runs a monthly brown bag educational series for breast feeding mothers. She is a Board Certified lactation consultant, who is paid one quarter time (10 hrs/week). In addition, she works at other local hospitals. This type of job sharing is an excellent model for other UC locations that have Medical Schools or public hospitals located nearby. The advice and support that the lactation consultant supplies is very important for women who want to breast feed while working full time and/or attending school.

#### *2.1b: Lactation Rooms & Equipment*

UCD currently operates 37 lactation stations, 29 are located on the main campus and 8 are located at the Medical Center. They equip each of the lactation stations with a hospital-grade

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breast pump. For information, on the specifics of UCD's lactation facilities see:  
<http://www.hr.ucdavis.edu/worklife-wellness/Life/breastfeeding-support-program-1>.

UCD began creating lactation stations on campus with no budget; it is an outstanding example of a campus administrator (Ms. Ashby, in this case) leading a collaborative community development project to tackle a serious deficiency. Student Housing donated furniture for the lactation rooms, the UCD Hospital's maternity ward loaned the breast pumps, and Facilities Management did electrical work, painting, etc. for free. In addition, the UCD Bookstore sells personal kits for use with the breast pumps at slightly over cost to UCD affiliates.

UCD received national recognition for their work, winning the 2002 Yearly Innovative Excellence Award from the Alliance for Work Life Professions (now part of the World at Work organization).

In 2004, UCD worked with architects and engineers to develop design specifications for a lactation room (see Attachment B), which can be a basis for retrofitting rooms or designing them in new building plans. The goal is for lactation rooms to be included in new buildings from the start. However Barbara Ashby notes that retrofitting existing space is not necessarily expensive, because sinks/plumbing is only required if bathrooms are not located nearby. In their campus model, a lactation facility should be located within a 5 minute walk from an employee's work location.

The UCD Breast Feeding Support Program has been run on a shoe string budget (\$10k/yr). However with the current budget cuts, it has been deemed less essential than other programs, despite the success and large impact of program. Unfortunately, the UCD Breast Feeding Program has been given one year to disband. UC Davis' campus will continue to comply with state law AB 1025 to accommodate breastfeeding support in the workplace by continuing to provide designated lactation sites. The other program components, like breast pumps and lactation consultation services, are scheduled to be phased out by the end of this fiscal year because they are not covered by state law.

## **2.2: Other UC Locations**

UCB – UCB has 8 lactation rooms, and 7 come equipped with hospital-grade, electric breast

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pumps. They also run a Breastfeeding Support Program. Details can be found at <http://workandfamily.chance.berkeley.edu>.

UCI – There are two lactation rooms on the UCI campus, and none at the UCI Medical Center. One is a very bare room (6' x 15') with two comfortable chairs located in the school of Biological Sciences with no other amenities, and the other is maintained by the Health Education Center, located in the Student Center. The later is a nicely decorated, spacious room with an adjoining handicapped accessible bathroom and a public-use refrigerator nearby. The room contains many pamphlets about basic health and breastfeeding.

UCLA - In March 2008, UCLA formalized its Lactation Accommodation Procedures and created Lactation Guidelines that encourage “employees and management to be accepting of nursing mothers and departments to provide a location and a reasonable amount of time to accommodate their lactation needs pursuant to state laws.” The procedure can be viewed at: <http://map.ais.ucla.edu/go/1003683>.

Although UCLA does not have a centralized reporting system for lactation facilities, individual schools and departments are responsible for setting aside space for lactation stations in accordance with campus guidelines. UCLA General Services has modified three lounge areas on campus with electrical outlets so they can be used as lactation facilities.

UCM – UCM has three lactation stations with a fourth one to be opened soon. Two of the lactations stations are in the library. One station in the library contains a freezer/refrigerator, table and comfortable chair, and is located in a partitioned room off of a women's restroom. The third lactation station is in an off-campus location at the Castle Air Force Base. The newest facility will be at the “old bank” building off of campus.

UCSB – UCSB has 5 lactation stations on campus, created with a \$22,400 grant from a private philanthropic organization called the Orfalea Foundation. Information about the UCSB program can be found at [http://hr.ucsb.edu/worklife/child\\_care\\_lactation.php](http://hr.ucsb.edu/worklife/child_care_lactation.php) and the contact person is Julia Fuchs (805) 893-7323, [Julia.Fuchs@hr.ucsb.edu](mailto:Julia.Fuchs@hr.ucsb.edu)). All the rooms have a comfortable futon couch, rug, table, and magazines, and some also have televisions with relaxing videos and fans. Electric breast pumps are found in 4 of the 5 rooms. With the grant, UCB purchased 9 additional electric breast pumps that can be borrowed free of charge. As of the writing of this report, all 9 are in use. In addition, they arranged a deal with the campus



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bookstore to sell Medela breast pumps cheaply, at cost, resulting in a sizable discount for purchasers. None of the lactation rooms have a refrigerator for liability reasons. Each room has a lock. In the Main Library, users obtain the key to the lactation room by leaving their campus ID card. Keys to the other rooms are given out to individuals as they request them. No schedules are kept for the rooms, although a sign-in sheet is located in each room and people are asked to sign-in so the campus can assess its usage. Speculation is that people use the rooms without signing in so utilization data are not reliable.

UCSC - At UCSC no single entity is responsible for tracking lactation stations. Therefore the campus could not provide the number of dedicated lactation stations available. Each “unit” or cost center chooses whether to maintain a dedicated lactation room. If a particular unit has no dedicated station, another nearby unit would likely be willing to share. The lactation station in Human Resources has a refrigerator. The mothers bring their own pumps.

UCSD – UCSD maintains 7 lactation stations (5 on the main campus and 2 at the hospital). Each has an electronic breast pump. Most of the rooms also have refrigerators and microwaves. Approximately half also have sinks. The campus maintains a website that lists the locations, operating hours, contents of the room, and contact information:  
<http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,18483,00.html>. The Women's Center handles distributing information and door codes for the rooms.

UCSF –UCSF currently has approximately 15 lactation room sites. These span several campuses at UCSF (e.g. Parnassus, Laurel Heights, Mission Bay, and San Francisco General) and vary in quality and ease of access. About 10 sites have recently been updated. The sites are overseen by the Women’s Health Resource Center, without any specific designated funds for upkeep. The Chancellor’s Advisory Committee on Childcare provided assistance with coordinating recent improvements to lactation rooms, and the Chancellor’s Committee on the Status of Women at UCSF recently provided funding for signage to indicate the location of lactation rooms. Campus Life Services has submitted a budget to the University that includes funds for lactation support; thus improvement and support for the lactation rooms is an important issue right now. The locations of lactation rooms are listed on the UCSF Women’s Health Resource Center website. The link to this site is also available on the website of the Chancellor’s Committee on the Status of Women.  
[http://www.whrc.ucsf.edu/whrc/lactservices/lactation\\_stations.html](http://www.whrc.ucsf.edu/whrc/lactservices/lactation_stations.html)

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UCOP – UCOP staff are housed primarily in two buildings (the Franklin St. and Kaiser Buildings). Each has one lactation room, and information can be found at the website of the President’s Advisory Committee on the Status of Women (“PACSW”) under Parenting/Worklife Balance: <http://hrop.ucop.edu/employees/div/csw.html>. See also: [http://hrop.ucop.edu/employees/div/lac\\_rms.html](http://hrop.ucop.edu/employees/div/lac_rms.html)

UCR – The Lactation Program currently includes a campus guideline, a resource list and an expectant and new parent workshop. However, an expanded program plan has been developed that includes the identification of campus lactation stations and the necessary equipment. At present UCR has one newly completed lactation station which is serving as a model for identification and development of other sites in an expanded program. Campus intent is to have a second station operational this fiscal year, and will be exploring opportunities for development of additional stations in the context of interior renovation projects in 2010-11.

LBNL - LBNL does not have any designated lactation rooms. Rather requests are handled at the Divisional level on a case by case basis and accommodations are made as needed.

### **2.3: Recommendations**

- 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. UCD's well-thought out design for a lactation station can serve as a model for all locations (see Appendix C).

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- UC should provide dedicated funds for lactation programming to support projects at each UC location.

### **3. Family Friendly Policies**

All employees benefit when an institution implements family friendly policies, but women are usually disproportionately impacted by issues related to childcare, eldercare, and work-life balance. “Family Friendly” practices and policies encourage employees to take a protected leave when caring for an immediate family member with a serious health condition or when welcoming a birth child, adoptive child or foster child into the family. The committee looked components of this important broader issue. In short, deciphering policy on maternity/paternity leave was a daunting task, and this committee concluded that a task force dedicated to only maternity/paternity leave policy would best be able to explore the issue and then make appropriate recommendations for system-wide policy initiatives.

Federal law pursuant to the Family Medical Leave Act [\[3\]](#) provides up to 12 weeks of unpaid, protected leave with no interruption in group health benefits. California law also prescribes certain “Family Friendly” practices. California has a state version of FMLA called the California Family Rights Act (CFRA) [\[4\]](#). New mothers also are afforded protection pursuant to the California Pregnancy Disability Leave Act [\[5\]](#). In addition, employees are permitted to use 50% of their sick leave to attend to a sick immediate family member pursuant to the Kin Care Act [\[6\]](#).

#### **UC System-Wide Family Friendly Policies**

Family-friendly policies that have been implemented in the UC system include Active Service Modified Duties (ASMD) for birth parents to use before the child is delivered and for birth and adoptive parents to use after the child arrives. The Tenure Clock Stoppage option allows for parents to have up to one year hiatus from tenure progress for the birth of a baby or for the adoption of a child under the age of five. The Flexible Part Time option allows faculty to reduce their percentage of time of an appointment to attend to parenting duties. Other options include Paid or Unpaid Leave, and Deferral of Personnel Reviews for parents. Dual-career couples are the standard at universities, with an estimated 80% of faculty members having partners who are employed professionals. Campus-based Career Partners Programs offer a range of services to partners and spouses of current and prospective faculty members seeking employment opportunities on and off campus. Such programs often also provide

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referrals to the appropriate sources for information about childcare, community activities and services, and housing. Find more about these existing programs or about proposed initiatives at <http://ucfamilyedge.berkeley.edu/initiatives.html> and/or <http://www.ucop.edu/acadadv/family/welcome.html>.

Although this list is far from exhaustive, faculty appear to have a broader selection of family friendly policies than staff, graduate students and/or research assistants. This committee believes that all UC constituents should enjoy generous family friendly policies. Similarly, family friendly policies need to extend to both birth families and adoptive parents.

### **3.1: Post Doctoral Researchers/Graduate Students**

It is important for each UC location to adopt policies that address parenting leave for all graduate student populations. Right now, parenting leave policies are not consistent among UC graduate student populations. Furthermore, leaves can vary depending on which campus the graduate student attends within the UC system. Primary Investigators (PI) with grants from federal funding agencies such as National Institute of Health (NIH), the National Science Foundation (NSF), and the Department of Energy (DOE), can use their grant funds for parenting leave for their employees as long as there is a clearly stated institutional (campus-wide) policy for such leave. The subcommittee requests that the UC System attempt to have a consistent and reasonably generous parenting leave policy for all graduate students.

### **3.2: Adoption**

Adoption benefits are one way to signal UC's commitment to a family friendly work environment. Our colleagues at Berkeley have researched and made recommendations for family friendly adoption practices, including adoption benefits. Please see <http://ucfamilyedge.berkeley.edu/initiatives.html> and click on "adoption benefits." Although a relatively small number of people choose to create a family through adoption, inequities in UC benefits between adoptive parents and birth parents stir strong emotions.

One inequity pertains to using sick leave for the FMLA qualifying event of adoption or fostering a child. Currently, use of employee sick leave for adoption or fostering is at the supervisors' discretion, which results in wide disparities systemwide. UCOP HR/Benefits has initiated a policy change to remedy this disparity and the proposal has been disseminated for comment, revision, and ultimate promulgation.

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Lack of disability benefits for parental bonding also engenders strong emotions. UC's disability insurance (DI), offered through Liberty Mutual, generally emulates the coverage provided by California State Disability Insurance (SDI). However parental bonding is not included in the UC disability insurance contract, whereas parental bonding is included in the State Disability Insurance contract.

### **3.3: Work/Life Programs**

A number of campuses now have work/life coordinators and/or committees that deal with these issues. These are aimed at providing resources for accessing information and services to help meet the challenges of balancing work and life successfully. For more information regarding some of our campus work/life programs, visit any of the following:

<http://workandfamily.chance.berkeley.edu>

[http://www.hr.ucdavis.edu/Work\\_Life](http://www.hr.ucdavis.edu/Work_Life)

<http://www.faculty.diversity.ucla.edu/worklife>

<http://www.humanresources.ucr.edu/?content=ProgramsAndServices/WorkLife/AboutWorkLife.htm>

<http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,14982,00.html>

<http://worklife.ucsf.edu>

<http://hr.ucsb.edu/worklife>

<http://hrop.ucop.edu/employees/div/resources.html>

<http://map.ais.ucla.edu/go/1002272>

### **3.4: Recommendations**

- Create a UC Systemwide task force to review family friendly policies to assure that policies and procedures are consistent across campuses/locations. We suggest the

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committee include members of this subcommittee, a representative from UCOP Human Resources, a campus subject matter expert on Faculty Equity, a staff representative, a faculty representative, a representative from General Counsel's Office, a representative from the graduate students' union, a representative for post doctoral students, a campus subject matter expert on Post-Doctoral Affairs and Graduate Outreach, and a UC expert on adoptive parenting from the LGBT community.

- Amend UC policy to require that employees be permitted to use UC sick leave for the FMLA-covered events of adopting or fostering a child and for bonding with children.
- Amend the research graduate student maternity/paternity leave policy to allow for more equity between the Teaching Assistants and the Graduate Student Researchers.
- Formulate and adopt a maternity/paternity leave policy for post-doctoral research staff.

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## **Workforce Development Sub-Committee**

### **Analysis/Recommendations**

#### **Overview**

Because “workforce development” encompasses a broad spectrum of issues, the Workforce Sub-Committee chose to focus on five areas that specifically impact the status of women at the University, including:

- 1) Campus Climate in Support of Recruitment and Retention
- 2) Career Pathways for Faculty
- 3) Career Pathways for Staff
- 4) Talent Management, Succession Planning, and Leadership
- 5) Mentorships

The sub-committee’s analysis below examines current programs and practices, identifies the advantages of strengthening development opportunities, and recommends best practices and specific resources that can be extended Universitywide.

#### **1. Campus Climate in Support of Recruitment and Retention**

The status of women at the University of California is inextricably linked to the climate in which they work. This extends from the “global” level—that of the UC system—to the campus and department levels. Even within a given campus or department, “sub-climates” may exist. If a woman perceives or experiences a threatening or unwelcoming environment at any of these levels, she will develop a negative impression of the institution. Conversely, a healthy climate is one that attracts women and encourages and supports them in achieving their personal and professional goals. In doing so, the institution betters itself, in terms of both productivity and perpetuation of a healthy climate for all.

Normally, we think of campus climate as impacting existing students, faculty, and staff. Because climate is so readily telegraphed, however, it may also impact recruitment—positively or negatively. If the University of California is viewed as an institution that

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treats women equitably, offers family friendly policies, and has women in positions of leadership, it will be successful in recruiting highly talented women (and men). Climate also plays a critical role in retention of qualified women. Why work at an institution in which they and their work are not valued if they can go to a place where they are?

The UC Systemwide Advisory Committee on the Status of Women (SACSW) examined some of the factors that contribute to a healthy climate and identified some available resources. Before discussing these, however, it is important to establish a definition of climate and its importance.

### **1.1: Definition of Climate**

The following is a definition provided by The Regents' Study Group on Diversity. While lengthy, it provides some important insights into campus climate:

"Campus climate is a measure—real or perceived—of the campus environment as it relates to interpersonal, academic, and professional interactions. In a healthy climate, individuals and groups generally feel welcomed, respected, and valued by the University. A healthy climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and is evidenced by a pattern of civil interactions among community members (UCR *Framework for Diversity Report*). Not all aspects of a healthy climate necessarily feel positive—indeed, uncomfortable or challenging situations can lead to increased awareness, understanding, and appreciation. Tension, while not always *positive*, can be *healthy* when handled appropriately. Conversely, in an unhealthy environment, individuals or groups often feel isolated, marginalized, and even unsafe. The University of California strives to create and promote healthy climates across its campuses, where all community members, including students (graduate, undergraduate, and professional), staff and faculty feel welcomed, supported, included and valued."

"Campus climate is a multifaceted reflection and manifestation of diversity. Campus climate is about moving beyond the numbers (Hurtado, 2007). The very presence of individuals from different backgrounds results in *diversity*. *Climate*, on the other hand, refers to the *experience* of individuals and groups on a campus—and the quality and extent of the interaction between those various groups and individuals. Diversity and inclusion efforts are not complete unless they also address climate. Stated another way, addressing campus climate is an important and necessary component in any comprehensive plan for diversity."



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## 1.2: Factors Contributing to a Healthy Climate

Many of the factors contributing to a healthy campus climate are embedded in the definition above. Because the issue is complex, however, other factors also come into play. These may be categorized as follows:

**Administrative Framework** – A healthy climate starts at the top. In addition to having women and underrepresented groups as role models in key leadership roles, the campus administration can set the stage for a healthy climate through the following actions:

- **Leadership** – Campus climate begins with its senior leadership, which sets the tone for the entire campus and establishes a culture that is welcoming and respectful. Chancellors and other top administrators best serve the campus when they lead by example. Institutional change is best achieved when senior leaders both articulate *and demonstrate* a strong commitment to a healthy climate.
- **Mission/Vision** – Another way of setting the tone for the campus is to incorporate concepts related to environment, diversity, and respect into the mission and/or vision statement for the institution. The vision statement for UC Santa Cruz, for instance, includes the following statement: “We will celebrate the diversity of our students, faculty, and staff and value their differing perspectives and contributions.”
- **Strategic Plans/Goals** – Many campuses go a step further and include these concepts in their strategic plans or goals for the campus. The UC Davis strategic plan has a section entitled “Framework for Success,” in which a strategy for faculty and staff includes the following indicator of achievement: “Availability of opportunities reflecting work-life balance and gender-based issues for faculty and staff.”
- **Principles of Community** – A clearly articulated set of principles that promote community, mutual respect, and celebration of diversity can help establish a healthy campus climate by inculcating the values that lead to such an environment. UC Berkeley’s Principles of Community include the statement: “We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.”
- **Core Values** – Many campuses go further and have a written set of core values that the campus holds. For the UC system, the core values are honesty, excellence, accountability, and respect. The latter is defined as respecting the rights and dignity of others.

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### 1.3: Accountability

Mission statements, principles of community, and core values are only as effective as leadership's willingness to hold people accountable for upholding them. Some ways in which accountability can be achieved at all levels of the institution are described below:

- Senior Leaders – UC's recently issued performance-management standards for the Senior Management Group (SMG) include factors related to the individual's ability to uphold principles of community, standards of ethical conduct, and diversity. Annual reviews require both a self-assessment and a management review of performance in these key areas. Less formal and ongoing feedback is also encouraged.
- Faculty – UC recently amended its policy related to faculty appointment and promotion to reward efforts related to diversity and equity. The amended policy states: "The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications." Further, UC's Faculty Code of Conduct sets forth standards of professional conduct as it relates to teaching and students, to scholarship, to the University, to colleagues, and to the community. It also provides for enforcement and sanctions in the event the code is violated.
- Staff – At many UC campuses, performance appraisals for staff likewise include such criteria as teamwork/cooperation, diversity, interpersonal skills, and ethics—all factors that contribute to climate. Just as for SMG employees, staff should receive continual feedback and guidance from supervisors about behaviors that impact the workplace.
- Students – All of the campuses in the UC system share a common code of student conduct, for which the formal name is UC Systemwide Standards of Conduct for Students: 100.00. (University of California *Policies Applying to Campus Activities, Organizations and Students*, Revised May 17, 2002). It is available at: <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html>.

In addition, many if not all UC campuses have promulgated statements that reflect the value of diversity and community for students as well as staff and faculty. For example, UC Merced has included the following in its statement: "All persons—faculty, staff, and students—regardless of background or lifestyle should participate and work together in a collegial atmosphere that we strive to make free of any and all acts of discrimination or harassment. We respect, support, and value the civil and respectful expression of individual beliefs and opinions."

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An additional example of creating and maintaining a respectful and non-discriminatory campus environment is the prohibition of discrimination based on pregnancy or on sexual identity, provisions that have been negotiated into the labor contract that covers graduate student employees. Although considerable progress has been made by the University in creating a welcoming campus climate, students continue to express concerns in a number of areas, including lack of financial support for childcare during travel to conferences, as well as the perception among some students that their grades are dependent on power relationships.

- Departments/Units – An important component of accountability is to establish expectations at the department or unit level.

#### **1.4: Recommendations**

As indicated in the report of the Campus Climate Subcommittee of The Regents' Study Group on Diversity (see Appendix II: Resources), the University has not conducted regular assessments of campus climate, particularly for faculty and staff. The UC Undergraduate Experience Survey (UCUES) provides some insight into the undergraduate experience, but was not especially designed to capture issues related to climate. Some campuses have attempted to conduct climate surveys for faculty and/or staff, but these efforts have been sporadic and follow-up has been inconsistent.

A more comprehensive and systematic assessment of climate—for students, faculty, and staff—should be developed. Such surveys should be designed to identify and evaluate special needs related to gender, as well as other diverse groups. Only through careful data gathering and analysis can the University understand the issues that jeopardize a healthy climate. Only through administrative commitment at the highest levels—and a system of accountability to ensure that it permeates the organization—can UC achieve its goal of establishing a climate that embraces its diverse population of students, faculty, and staff.

#### **2. Career Pathways for Faculty**

Surveys have shown that, compared to male faculty, women feel less influential, rate their work environment as less collegial, view the evaluation process as less fair, feel less informed about academic advancement and resource negotiation, and rate the distribution of resources as less equitable. According to a report from the American Council on Education, women with children under six years old are half as likely to enter tenure-track positions as their male

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counterparts, and at virtually every phase of their academic careers, those who do are far more likely to leave academia. Many junior faculty members do not avail themselves of existing family oriented policies for fear that doing so will be held against them in future advancement decisions or for fear of burdening their departmental colleagues.

## **2.1: Recruitment**

Achieving gender parity begins at the recruitment stage. Unfortunately, the recruitment of female ladder rank faculty has been rather stagnant over the past two decades. For example, of the total new appointments of ladder rank faculty at the University of California, females comprised 25% in 1984-85; 34% in 1994-95; and 35% in 2004-2005. Furthermore, with respect to only non-tenured ladder rank appointments, females comprise 33% in 1984-85; 36% in 1994-95; and 39% in 2004-05. In order to increase the number of qualified women coming into the university environment, the recruitment process on each campus must be reviewed to ensure that it is fair and inclusive in recruiting and evaluating all qualified candidates.

## **2.2: Challenges to Faculty Advancement: Productivity, Promotion, and Tenure**

Women have made great strides and advancements in pursuing and being awarded advanced-level degrees. More than 50% of Ph.D.'s have been awarded to women. What is perplexing is the disparity with their male counterparts in securing higher-level positions. Why aren't more women being promoted to higher-level faculty positions?

While there are numerous challenges associated with faculty advancement, a survey conducted for the "Creating Change" Initiative identified the following as the most common:

- Administrative issues
- Limited mentoring/professional development opportunities
- Perceived inequitable culture
- Limited family friendly policies and practices

An additional issue is that women may be less inclined to negotiate retention strategies on their own behalf. The average salary for female faculty is roughly 80% of their male counterparts. Female faculty do not take advantage to the same extent as their male counterparts an opportunity to receive a bona fide counter-offer from another institution. The possibility of uprooting families seems to be the primary reason female faculty do not seek out job offers from other institutions; they fear their offer will not be countered by the home institution, in which case they would need to relocate. When it comes to negotiation of

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any kind, particularly salary negotiations, female academics do not necessarily question offers with the level of ease their male counterparts do. Many academic women spend their 20s and 30s as poorly compensated and minimally empowered graduate students and post-doctoral fellows. During the remainder of their 30s and into their low 40s, they are working hard to earn tenure.

Women also tend to undervalue networking as a means of advancing their careers. When comparing reference-letter requests required for academic recruitment and advancement, it is clear that men more readily are able to provide lengthy lists of reference providers who respond quickly; women tend to lag in the ability to get the same type of letters.

The tenure system still rewards old-boy networking strategies. With its reliance on networking for advancement and appointment, negotiating for retention and salary/salary increases, and adhering to the eight-year tenure clock system, traditional male attributes are favored. Commendable advances have been made in the recent past to address these inequities, the most visible being the newly revised policies on family leave and family friendly programs. While these policy and programmatic changes certainly alleviate the inequity, they do not address the entire problem.

It has been noted that women are disproportionately represented in the Associate Professor Level. Specifically, the norm-times for the progression from promotion to tenure to promotion to full professor has been found to be extremely divergent for female faculty generally, but particularly for women in the humanities and social sciences where promotions are dependent on book publications. The Senior Women's Council at the Santa Barbara campus undertook a systematic analysis of this problem and its findings led to a change in its campus' Red Binder policies in a way that allowed for more flexibility for advancement to and within the special steps on the academic ladder leading to the full professor level. A systemwide review of this issue is strongly encouraged so that policies may be equitably applied across campuses.

Women traditionally provide more service and are not appropriately rewarded for the effort. A major complaint of women is that the expectation for service is higher, their share of service is at a lower (less effective or influential) level, and these service commitments are not rewarded or appreciated by the system. Service differentials often resulted from subtle forms of discrimination. Besides the clear disadvantage of spending time on duties that are not rewarded, they are also disadvantaged by being able to spend less time on research output.

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One subtle inequity occurs down the road, *after* the tenure clock or advancement process resumes. At no time in the subsequent advancement process is it transparent that one may have been on family leave and therefore potentially less productive. References commonly compare candidates with similar Ph.D. acquisition dates, not taking into account a Family & Medical Leave Act (FMLA) or other excused absence. Reviewing parties, such as Committees on Academic Personnel (CAP), tend to compare similar files based on review actions and/or years of experience of the candidates. One possible remedy would be to address leaves in documentation that is distributed to reference providers, ad-hoc committees, and any other reviewing parties. Outgoing institutional documentation could prevent inaccurate comparisons from being made.

### **2.3: Recommendations**

All ten UC campuses now have a position dedicated to faculty diversity and equity. These positions are gradually making a difference in the hiring and retention of qualified women. Examples of their efforts include leadership institutes for deans, new faculty orientations focused on family friendly options, establishment of mentorship programs, and development of websites and other communication vehicles to ensure faculty are aware of relevant policies and resources.

Many of the UC campuses have developed best practices and resources that can be shared systemwide using the web. These tools include online brochures that explain the application of family-friendly policies, the availability of child care services (both on and off campus), and programs such as Faculty Enrichment. Additionally, and in order to ensure equitable and non-stereotypical assessment of candidate qualifications, training for search committee members is highly recommended.

## **3. Career Pathways for Staff**

The availability of career pathways and development opportunities for women, and their correlation to opportunities for individual growth and advancement, can play a large role in how one perceives the institution. One that promotes gender equality and acknowledges that career development and advancement for women are essential, can in turn have a positive impact on outreach efforts, recruitment, and overall retention.

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In 2006, when broken down by personnel category systemwide, females accounted for 66% of Professional and Support Staff, 52.2% of Managers and Senior Professionals, and 31.2% of Senior Managers. Feedback collected from staff women who attended the “Creating Change” Initiative of 2007 showed that women cited “lack of training opportunities and mentorships” as among the issues that most inhibit the advancement of UC women, combined with the need for support from supervisors and managers.

### **3.1: Navigating the UC Classification System**

University staff positions are classified on the basis of the complexity and scope of duties and responsibilities assigned and exercised. Each position is assigned a classification that is used on official records and links the position to a salary structure. It is essential and beneficial to develop a clear roadmap on how the staff classification system works. The link between classification systems and the availability of opportunities for growth and development can have a direct effect on recruitment and retention for women.

Many of the UC campuses have implemented or are planning to develop seminars, training events, and workshops that help “demystify” job classifications and heighten awareness of various career tracks. Understanding that there is a clearly defined path to higher levels of career achievement in the University system is the first step in bringing more women into the leadership pipeline.

### **3.2: Staff Development Programs**

A number of programs are offered by the University of California on a systemwide, regional, or local basis in an effort to promote and further develop professional and leadership skills. Some are targeted toward staff members who want to develop computer and other basic office skills; others provide a career track for specific job classifications. Several campuses have “Emerging Leader” programs, dedicated to developing internal talent for future management positions.

Two examples of systemwide programs follow:

- Management Skills Assessment Program (MSAP) – MSAP was designed by a consortium of the UC campuses, Affirmative Action Officers and Training Managers,

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with support provided by an outside consultant. The main focus of the program is to support the development of managers in the UC system by helping participants:

- (1) assess their potential for management or supervisory positions
- (2) make appropriate career decisions
- (3) write a development plan based on objective feedback, and
- (4) interact with other similarly-situated employees.

Overall goals of the program are to improve on-the-job performance and help participants become better able to compete successfully for management positions. MSAP has been in place since 1978; in 1983 the Southern campuses and the Northern campuses decided to sponsor the program on a regional basis. This year, the Southern campus MSAP consortium has developed an updated approach based on an in-depth review of program objectives, in order to enhance the assessment process and provide tools for effective management follow-through with participants after the assessment experience. For more information visit:

Northern California MSAP

<http://msap.ucdavis.edu>

Southern California MSAP

<http://www.humanresources.ucr.edu/?content=EducationAndDevelopment/MSAP.htm>

- Business Officers Institute (BOI) – BOI highlights the opportunity to interact with finance and business officers as they further discuss issues that directly correlate to the roles and responsibilities of the business officer and “their understanding of UC strategic directions and issues.” This program is organized into core modules that focus on areas such as the budget, financial management, human resources, information technology, risk management, sponsored projects, and the control environment. For more details see:  
[http://ucop.edu/ucophome/businit/boi/about\\_boi.html](http://ucop.edu/ucophome/businit/boi/about_boi.html).



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Two examples of campus-based programs are described below:

- **UCLA Career Development Programs**

Career development programs assist employees in enhancing their skill in current roles, navigating organizational ladders, gaining personal insights into their strengths and development needs, and sharpening their ability for career advancement when the opportunities arise. Eligible staff can participate in the Professional Development Program (PDP), Staff Enrichment Program (SEP) or Career Discovery Series to help fast track their successful career paths within the University system. Promotion rates for participants in the programs are high and other UC campuses have used PDP and SEP as “best-practice” models for developing local programs. Go to the following link for more information: <http://map.ais.ucla.edu/go/1002288>.

- **UCSD Faculty Mentoring Program**

This mentoring program is intended to be a useful way of helping new faculty members adjust to their new environment. Whether it is academe itself that is new, or simply the UCSD campus, assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a Department Chair provides during the early years at a new university. The program’s success will depend on the new faculty members, their mentors, and their department chairs all taking an active role in the acclimation process. For an outline of responsibilities, go to: <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#INTRODUCTION>

### **3.3: Diversity Education for Managers**

Diversity education is an extremely valuable tool for improving respect in the workplace, reducing discrimination and bias, and enhancing understanding of cultural and individual differences; including but not limited to race, religion, ethnic origin, gender, gender identity, sexual orientation, and status as a disabled person. A key role of managers in retaining staff is the ability to create a work environment that promotes diversity, eliminates discrimination, and values different experiences and backgrounds.

The University’s systemwide consortium of Diversity Educators (UCDE) has as its goal the expansion of diversity education and training as a way to promote equality and inclusion. Diversity education is provided by a number of UC campus resources, including gender equity

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and women's center, LGBT centers, multicultural and diversity centers, work-life resource offices, disability offices, and others. The group intends to develop ongoing collaboration by sharing ideas and research, and exchanging resources across the UC system.

### **3.4: Recommendations**

Development of existing staff for future leadership and management roles is a key component of succession planning. Notwithstanding the current budgetary context, continued support for professional development and leadership programs is necessary in sustaining the University's excellence in the future.

Sharing "best practices" across campuses by creating a portal site dedicated to staff advancement initiatives would provide easy access to programs that are already producing results.

Most importantly, strengthening training and holding supervisors accountable for retaining and developing staff is a top priority.

In addition, a comprehensive systemwide assessment of development programs would be beneficial in determining whether professional development needs are being met. Tools considered essential in skills/portfolio development include the following.

- Training and Development – A key focus of many Training & Development Offices is to provide employees with "learning and growth opportunities through skill building, career development, strategic consulting services" and time-effective training. An assessment could address issues such as cost (free vs. course fees), time, location and frequency, as these factors may play a role in hindering one's professional development opportunities.
- Workshops – Many campuses are further developing career pathways and development programs in the form of workshops. In this setting, participants can often interact with other diverse groups and have opportunities to engage in panel discussions on topics that are of interest to women when correlated with opportunity for development and advancement.

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## **Talent Management, Leadership Development, and Succession Planning**

### **4.1: Definitions**

Talent Management refers to the process of developing and integrating new workers, developing and keeping current workers and attracting highly skilled workers to work for an organization. It also refers to using employee skills and talents to drive the organization's success. This includes attracting and recruiting qualified candidates with competitive backgrounds, managing and defining competitive salaries, training and development opportunities, performance management, retention programs, and promotion/transitioning.

Leadership Development refers to any activity that enhances the quality of leadership within an individual or organization. Targeted leadership development is a component of an effective succession plan whereby individuals are trained and developed to fill gaps in leadership positions created by vacancies due to retirement or general turnover. Succession planning is the process that employers use to hire, develop, and manage employees who become "successors" to the incumbents vacating positions within an organization. Succession planning is a term used synonymously with "talent management", "succession management" and "organizational bench strength" among others. Regardless of the term, the need for focused succession planning is greater than at any time due to the unprecedented numbers of employees, largely baby boomers, exiting organizations for retirement.

In a 2008 presentation to The Regents, the Staff Diversity Council noted that "Over 40 percent of our employees – 80 percent of senior staff – are eligible to retire. Yet we lack targeted programs for leadership succession."

In response to this concern, the Council recommended:

"Develop a comprehensive, systemwide talent management and leadership development plan aligned with affirmative action and diversity program goals."

In summary, succession planning is critical for sustaining the excellence of our workforce and proactively identifying gaps in continuity, talent management is essential to attracting and retaining a viable pipeline of qualified workers, and leadership development is essential to grow qualified workers into leadership positions.

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## **4.2: Why are Women Disproportionately Represented in Leadership Positions?**

Women, including women who have multiple identities (e.g. ethnicity, disabilities, LGBT) are disproportionately represented at the senior-management and executive levels of leadership relative to their numbers in the UC workforce. The most recent Workforce data show overall female representation at 65% with a dramatic tapering off to 26% at the Senior Management Group (SMG) level. This disturbing disparity is mirrored at the national level.

### **Combination of Possible Causes**

What role does discrimination play? Discrimination is not as obvious, but according to the statistics appears to be more overt and subtle. Optics speak volumes. How many women are on the interview committee? How many are listed in the organizational charts in department management? How many serve on decision-making committees? What does a primarily male-management structure look like to an applicant or rising star making her way through her graduate program and interested in seeking employment opportunities upon completion of her work?

Salary disparity seems to occur further into the career. Initially pay seems to be equal but as women advance, the disparities seem to increase. At closer look, the studies conclude that at the lower levels, the gender pay scales are equal; however the further up the rung disparities become more evident. The salary inequity among male and female staff members is as yet unquantified due to a lack of data; however, the national figures also show that females are paid substantially less—an average of 80% less and as high as 40% less than males at the same levels in parts of the Midwest.

Gender devaluation may be at play in service roles whereby the status and power of an authoritative position is downplayed when that position is held by a woman. It is deemed administrative. This causes women to feel less influential and limited in their authority. This creates tension and a sense of unfairness as their male counterparts appear more successful.

The perception of who makes a good leader in and of itself reveals gender discrimination. The majority of Americans believe women outweigh men in character traits identified with being a good leader, while only 6% when surveyed said women would make better leaders than men. In addition to gender discrimination, resistance to change and the “self-serving, old-boys club” are cited reasons for this paradox.

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#### **4.3: Advancement Challenges**

Women see guidance, mentoring, and coaching as deeply important to their advancement process. However, it is the lack of these resources that women often site as an obstacle to their movement into leadership roles. A survey conducted through the “Creating Change” Initiative put the following two statements at the top of the list of obstacles confronting UC women:

- Limited supervisor support and poor management expertise
- Limited opportunities for advancement

This tells us that women see guidance, mentoring and coaching as deeply important to their advancement process. It is interesting to note that a “lack of opportunities for advancement” runs counter to the heightened urgency around succession planning to accommodate the impending retiring workforce (which ostensibly would create more opportunities). Is the lack of opportunity perceived or real? This could all possibly be explained by a combination of factors: Are open recruitments filled primarily by external applicants? Will there be a plethora of advancement opportunities *only when* the baby boomers retire (something which, in this economic climate, will be delayed)? Are internal applicants less competitive due to lack of support, mentoring or professional development?

#### **4.4: Recommendations**

With 40% of our employees—and 80% of senior staff—eligible to retire, targeted programs for leadership succession are needed. While UC leadership has acknowledged the importance of this issue by implementing the UC Talent Development & Succession Management Initiative several years ago, more programs dedicated to addressing this need should be developed and made a priority by administration.

Other suggested best practices to support this recommendation include the following:

- Provide mentoring/leadership development opportunities and alternate paths to get there.

- 
- Identify female role models in senior positions.
  - Establishment of a structural networking program for women.
  - Educate hiring supervisors, managers and staff about effective recruiting and interviewing skills.
  - Ensure diverse candidate pools and perspectives in recruiting for leadership positions.

## **5. Mentorships**

### **5.1: Benefits of Mentorship Programs**

There is a substantial body of literature that demonstrates the benefits of mentoring to the mentee, the mentor, and the organization as a whole. Mentoring enhances understanding of the organizational culture, provides access to informal networks of communication that carry significant professional information, and supports career advancement. Some research has shown that professionals with mentors earned more at a younger age, were better educated, were more likely to follow career plans, were happier with their careers, and derived greater pleasure from their work. In an academic setting, research has found that faculty with mentors demonstrated greater productivity as leaders in professional associations, received more competitive grants, and published more books and articles than faculty without mentors.

Mentoring also benefits the mentor. Mentors gain satisfaction from assisting junior colleagues, improve their own managerial skills, and benefit from increased stimulation from bright and creative protégés. Mentors may also derive enhanced status and self-esteem from being seen as successful and as having something to offer junior colleagues.

Recognized benefits of mentoring for the institution include:

- Engagement in institutional life through broadened access and participation.
- Increased competency levels in accomplishing crucial work for departments.
- Personal and direct contributions to the career development of talented employees.
- Accelerated leadership development: sharpened coaching, management, and communication skills (both for mentor and mentee).
- Increased organizational commitment and job satisfaction.
- Heightened individual and organizational learning.
- Stronger and more cohesive teams.

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## **5.2: Recommendations**

Many of the UC campuses have developed successful mentorship programs for staff. This is a key area in which best practices can be shared.

For faculty, several new mentorship programs have been established. For example, at UC San Diego, a Faculty Mentoring Program helps new faculty adjust to the environment, along with the active involvement of Department Chairs.

The Committee recommends that UCOP establish a fund pool for receipt of campus proposals to establish new mentorship programs. Such seed monies, with matching campus support, have been instrumental in developing successful program initiatives.

## **Conclusion**

The UC Systemwide Advisory Committee on the Status of Women submits these recommendations with a goal of continuing the pre-eminence of the University of California. It is with these same recommendations that we believe that we can achieve the removal of internal barriers to career opportunities and advancement and improve working conditions for women faculty and staff.



## Appendices

## Appendix A

### Charge Letter from President Dynes – April 18, 2008

UNIVERSITY OF CALIFORNIA

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OFFICE OF THE PRESIDENT

*Robert C. Dynes*  
President

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<http://www.ucop.edu>

April 18, 2008

Associate Chancellor Linda Williams  
Chancellor's Immediate Office  
200 California Hall, #1500  
University of California, Berkeley  
Berkeley, California 94720-1500

Dear Linda:

Congratulations on your appointment as a representative from your campus to the Systemwide Advisory Committee on the Status of Women. I am pleased to let you know that the first meeting of the Committee will be held at here in the Office of the President (UCOP), 1111 Franklin Street, in Room 8112 on Thursday, May 8, from 10:00 a.m. to 2:00 p.m.

As you may know, the formation of this committee is an outgrowth of the Creating Change Initiative coordinated by Associate President Linda Williams and Staff Presidential Fellow Amy Levine. Focusing on the advancement of women at UC, they have analyzed the data gathered from their visits to each of the campuses, UCOP, and the Lawrence Berkeley National Laboratory (LBNL) and have recommended the formation of Committees on the Status of Women at each location. Consequently, we have now formed the Systemwide Advisory Committee on the Status of Women, with representatives from each location.

Linda Williams will serve as a chair of the Committee and Professor Hsiu-Zu Ho and Ms. Levine will serve as Co-Vice Chairs. The charge to the Committee is to examine issues regarding the status of women staff, students, and faculty at the University of California; to analyze existing policies, procedures, and/or programs that affect those issues; to serve as a coordinating body for campus, UCOP, and LBNL Committees on the Status of Women; to identify model programs or activities and support systemwide implementation; and to recommend to the President changes that will continue to afford women equal and fair access to campus programs, activities, and opportunities.

It is anticipated the Committee will meet approximately twice a year.

The Systemwide Advisory Committee on the Status of Women will help support the work of the UC Diversity Study Group and the UC Staff Diversity Council, and is a demonstration of our leadership commitment and support for diversity initiatives.

April 18, 2008  
Page 2

The work of the Committee will be significant to the continued success of the University of California.

Please let Geraldine Castaneda know by April 28 whether or not you will be available to attend our first meeting. She can be reached by e-mail at [Geraldine.Castaneda@ucop.edu](mailto:Geraldine.Castaneda@ucop.edu).

I hope you will be able to join us, and I look forward to seeing you there.

Sincerely,

A handwritten signature in black ink, appearing to read "Bob Dynes", with a stylized flourish at the end.

Robert C. Dynes

cc: Chancellor Birgeneau  
Provost Hume  
Executive Vice President Lapp  
Associate President Williams

## Appendix B

**Tabel 1 - Data on Workforce, Lactation Stations and Child Care**

Location	# Faculty(3)	# Students (2)	# Staff (3)	Total # Faculty, Students, Staff	Limited Emergency Dependent Care for Faculty?(4)	# Lactation Stations	# Users/ #Uses(5)	# Child Care Sites	# Available Child Care Spots				Total	# spots/ 1000 employee
									Infants (< 1 yr)	Toddlers & Twos (1-2 yr)	Pre-school (3-5 yr)	K		
UCB	5534	34953	7932	48419	Yes	8	N/A	8	30	81	139	0	250	11
UCD	5950	30683	14210	50843	No	37	120/10,000	3	34	110	155	0	299	5.9
UCI	4112	27126	7954	39192	No	2	N/A	6	31	100	273	55	471	12
UCLA	7682	38896	19874	66452	No	12	N/A	3	41	79	196	24	340	5.1
UCM	309	1871	561	2741	No	3	N/A	1	16	24	40	0	80	29
UCR	1918	17187	2695	21800	No	0	N/A	1	12	36	66	24	138	6.3
UCSB	2426	21410	3452	27288	Yes	5	24/N/A	5	20	20	52	119	211	7.7
UCSC	1595	15825	2798	20218	No	N/A	N/A	4	6	28	33	0	103	5.1
UCSD	5267	27688	12669	45624	No	7	178/1857	1	160	100	130	3	393	8.6
UCSF	4796	4393	12579	21768	No	15	495/2794	4	113		136	0	249	11
UCOP	61	0	1123	1184	No	2	N/A	0	0	0	0	0	0	0
LBL(1)	1955	1704	3701	7360	No	0	N/A	0	0	0	0	0	0	0

**Notes:**

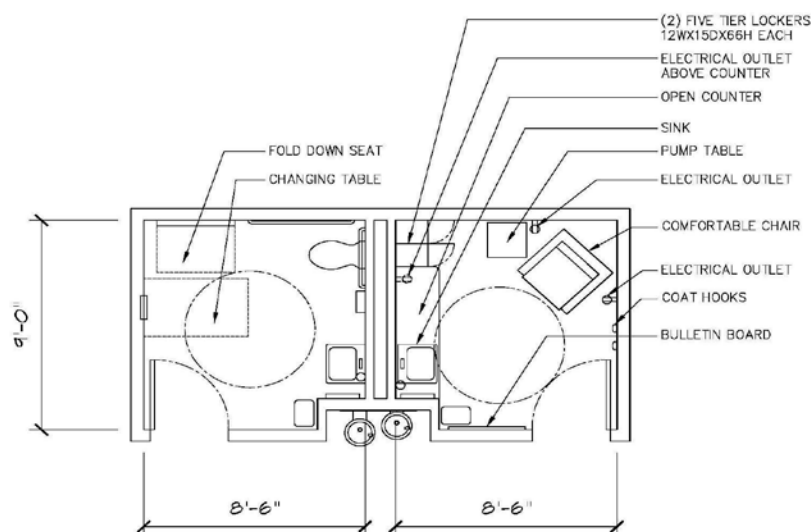
- (1) For LBL, the Faculty category includes faculty (473) and scientists and engineers (1482), the Student category includes graduate and undergraduate students doing research there (not enrolled), and the Staff category includes technical (1799) and support staff (1088) as well as postdoctoral researchers (814).
- (2) Data on Students from Fall 2008 enrollment, <http://www.ucop.edu/ucophome/uwnews/stat>
- (3) Data on Faculty and Staff,  
[http://www.ucop.edu/ucophome/uwnews/stat/headcount\\_fte/oct2008/welcome.html](http://www.ucop.edu/ucophome/uwnews/stat/headcount_fte/oct2008/welcome.html)
- (4) Berkeley has a pilot program for associate professors and Santa Barbara has a program for associate and assistant professors.
- (5) Lactation station utilization is underreported, with the possible exception of UCSD, because most locations rely on sign in sheets to gather information.

## Appendix C

### Desirable Conditions for Lactation Rooms per UCD Childcare & Family Services

#### Desirable Conditions for Lactation Rooms per UCD Childcare & Family Services:

- Proximity – 5 minute walk
- Easy to locate within a building – adequate signage
- Electrical outlet near chair
- Sink
- Counter
- Furnishings:
  - Comfortable chair
  - Bulletin board
  - Artwork
  - Small table
- Breast pump (approx \$1000)
- Note: EH&S does not recommend refrigerators due to liability concerns. An alternative is to provide lockers where mothers may bring a cooler pack and store milk in locker.
- Staff time – 1-2 hours per month (for each room) – student assistant?
- Keypad – if budget permits, keypad helps maintain integrity of room (desirable, not required)
- No keys! – administrative headache



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## Appendix D

### UC Best Practices Related to Workforce Development

The following are some examples of creative programs throughout the UC system, all of which contribute to creating a positive campus climate. The examples are categorized in alphabetical order by UC campus.

#### 1. UC Berkeley

##### Principles of Community

These principles of community are rooted in our mission of teaching, research, and public service. They reflect our passion for critical inquiry, debate, discovery, and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research, and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.

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- We embrace open and equitable access to opportunities for learning and development as our obligation and goal. For more information go to: <http://www.berkeley.edu/about/principles.shtml>.

### **Faculty Family Friendly Edge**

This helps UC recruit and retain the best and brightest from the entire pool of potential applicants for ladder-rank positions. In the next 10 years, UC is projected to hire on average more than 500 new tenure-track faculty a year. This coming period of accelerated hiring will set in place the core UC faculty for the coming decades, but will UC be able to attract and retain the best and the brightest scholars? For more details, go to: <http://ucfamilyedge.berkeley.edu/recruiting.html>.

## **2. UC Davis**

### **My Personal Compass**

This is a new initiative designed to encourage campus community members to write about the beliefs that guide their daily lives and to then thoughtfully consider the varied perspectives that are sure to result. The initiative is modeled after National Public Radio's "This I Believe" program, which reprises the radio essay series hosted in the 1950s by legendary broadcaster Edward R. Murrow. The NPR series is intended to encourage people of different beliefs to listen to one another.

Essays of 350 to no more than 450 words are invited. They'll be posted at a special website and a sampling periodically printed and/or excerpted in the faculty and staff newspaper *Dateline UC Davis* and made available for podcasting. It's hoped they'll be discussed in classrooms, in dining halls, over tea, over coffee, among friends, among those drawn together simply by a quest for greater understanding. And it's hoped, as well, that they'll be a catalyst for further reflection and dialogue in everyday interactions. For more information go to: <http://mypersonalcompass.ucdavis.edu/index.php>.



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### 3. UC Irvine

#### Living Our Values Awards

The Living Our Values Award honors members of the UC Irvine community whose actions best embody the University's values of respect, intellectual curiosity, integrity, commitment, empathy, appreciation, and fun. Awards are presented annually in the fall (with nominations during spring quarter). For 2008, these awards include staff, faculty members, and students. Go to the following link for more information:

<http://www.chancellor.uci.edu/values>.

#### ADVANCE Program

The goal of the UCI ADVANCE program (<http://advance.uci.edu>) is to increase the number of women and ethnic minorities hired as faculty and to improve their retention and advancement through the faculty ranks. The program began with a five-year-long NSF ADVANCE Institutional Transformation award, and most of the practices developed in the program have become institutionalized and are now paid for by the administration. When institutionalized, its role was expanded to include diversity as a whole, not only gender diversity. However, it remains a program specifically concerned with faculty (not staff or students). Equity Advisors in each of the 10 schools across campus are the heart of the program, along with the ADVANCE director. Equity Advisors are faculty who have the title of Special Assistant to the Dean. They are selected by the Dean, and they receive a \$15k stipend per year in compensation. Their most important duties are:

- Training faculty search committees in best practices for a fair and open search, and monitoring the progress of the search committees by signing off on three different forms vital to different stages of the search.
- Running a mentoring program for junior faculty (sometimes only women; sometimes both women and men).
- Designing workshops and inviting speakers to campus to promote diversity.

UCI also was part of a consortium of UC campuses in Southern California that received a follow-up ADVANCE grant called the NSF PAID grant. The goal was to disseminate the

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results of our ADVANCE Institutional Transformation award and develop additional training materials for deans and chairs to enhance faculty gender and ethnic diversity

### **Career Partner Program**

The Career Partner Program (CPP) helps solve the “two-body problem” in faculty hiring. The cost of the second faculty appointment is charged (in perpetuity) equally between the initial hire's department, the spouse's department, and a pool of FTE reserved for the program by the EVC. This creative way of cost sharing makes it easier to offer a position to a partner and, because each interested party shares the cost, it ensures that only exceptionally good faculty who are much wanted by the respective departments will be hired. UCI has been very helpful in recruiting and retaining women faculty. From its inception in 1997-98 until May, 2008, 66 career partners have been hired, and 39 (59%) have been women and 27 (41%) have been men. Thus both men and women faculty have been hired through this program.

## **4. UC Los Angeles**

### **Gender Equity Among Faculty**

In 2003, UCLA formed a Gender-Equity Committee on academic climate. The recommendations of the Committee emphasize the areas of greatest concern to all faculty (e.g., access to information), those where the divergence in the views of men and women faculty is the largest (e.g., service burden), and strategies for increasing the proportion of women in faculty hiring. Each recommendation is intended to improve the academic climate and foster the productivity of all UCLA faculty. For more information go to: <http://www.faculty.diversity.ucla.edu/gendeg/comitees/docs/GenderEquityClimateCommitteeReport.pdf>.

### **Career Development Programs**

Career development programs assist employees in enhancing their skill in current roles, navigating organizational ladders, gaining personal insights into their strengths and development needs, and sharpening their ability for career advancement when the opportunities arise. Eligible staff can participate in the Professional Development

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Program (PDP), Staff Enrichment Program (SEP) or Career Discovery Series to help fast track their successful career paths within the University system. Promotion rates for participants in the programs are high and other UC campuses have used PDP and SEP as “best-practice” models for developing local programs. Go to the following link for more information: <http://map.ais.ucla.edu/go/1002288>.

### **Management Development Programs**

Managers and future managers can improve their effectiveness in their current roles and prepare professionally for career growth by participating in UCLA’s Management Development Programs. The wide range of programs include a certificate series in fundamentals of supervision, assessment centers of management competencies, management seminars offered in partnership with the Anderson School of Management, and the newly launched Management Development Initiative (designed to enhance leadership skills of Management and Senior Professionals through a series of targeted workshops). For more details, go to: <http://map.ais.ucla.edu/go/1001332>.

### **Early Care and Education**

Early Care and Education at UCLA is an award-winning, accredited, nationally recognized program that is highly effective in supporting the recruitment and retention of faculty, students, and staff. Services emphasize the importance of early education experiences in light of knowledge gained from current brain-development research, thus tying the considerable faculty expertise of the campus to a major need for its employees and students.

### **Staff and Faculty Counseling Center**

UCLA’s Staff and Faculty Counseling Center is an example of a unit that provides campus wide services, such as bringing together support groups for employees with parenting responsibilities, “learn-at-lunch” sessions to help employees find strategies to support stress reduction in the workplace and healthy lifestyles, along with providing counseling resources for individual faculty, staff, and their families.

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## **Mentorships**

UCLA's Professional Development Program (PDP) emphasizes the importance of mentorships and builds this component into its year-long agenda. Participants in PDP are matched with senior leaders who share their career and University experience. Past mentors have included Department Chairs, Deans, Associate Vice Chancellors, Chief Operating Officers, and Directors, and many of these senior leaders volunteer as mentors year after year. At UCLA, a new Leadership Forum will encourage faculty to consider careers in administration by matching their interests with those of more experienced mentors.

## **5. UC Riverside**

### **Framework for Diversity**

The action plans presented in the Framework for Diversity are designed to build upon UCR's strengths in ways that improve outcomes. We seek improvement not only in areas for which traditional measures of progress are readily available, such as group representation and retention and graduation rates, but also in less quantifiable dimensions of a multicultural environment such as the quality of the climate in which all members of the University community work or pursue their educational goals. This will mean that all units will be taking some part of the responsibility for creating and maintaining this cultural transformation.

The process that initiated the development of this document began in the fall of 2003. At that time, the Chancellor appointed a special assistant for excellence and diversity. This document addresses continuing challenges that are common to many units on campus. The specific challenges to be discussed are:

1. Developing a shared and inclusive understanding of diversity.
2. Creating a welcoming campus climate.
3. Recruiting, retaining, and successfully graduating a diverse student body.
4. Recruiting, advancing, and retaining a diverse faculty and staff.
5. Developing a curriculum that supports the diversity goals of the University.
6. Diversifying University leadership and management.
7. Organizing for change to support diversity goals. For more information go to the following link: <http://chancellor.ucr.edu/documents/diversity.doc>.

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## Core Competency Programs

These programs are designed to identify the core competencies required to be successful in various staff positions throughout campus. They typically involve demonstrated knowledge in a technical, professional, occupational, vocational, or process area. To read more about one such program, see:

<http://www.humanresources.ucr.edu/?content=ProgramsAndServices/Competencies/GuideToCompetencies.htm>.

## Workshops

UC Riverside is organizing a panel discussion for female faculty and graduate students around the issue of balancing an academic career with family life. This program grew out of the concern about the pipeline for women; whereas 48% of Ph.D. recipients in the UC system are women, only 27% of UC faculty hires are women.

## 6. UC San Diego

- UCSD Family Accommodations Brochure (for academics)
- “Succession Planning” Blueprint identifying five key areas: Recruitment/Hiring; Training and Development; Performance Management; Workforce Diversity; Knowledge (or Talent) Management
- UCSD HR “New Parenting Workshop”
- On-call babysitting resource (to be rolled out March 2009; hiring UCSD students as part-time babysitters)
- UCSD Succession Planning and Career Development (including developing a Career Ladder program)
- UCSD CSW All-Staff Event: “(Re)Defining the UC San Diego Woman: Empowering YOU During Changing Times” (3/11/09). Go to:  
[http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,25279,00.html?delivery=&coming\\_from](http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,25279,00.html?delivery=&coming_from).
- Academic Review Workshop
- “Strategic Performance: Theatre Techniques for Successful Negotiation and Presentation,” Nancy Houfek
- “Advancing Gender Equity through Tempered Radicalism,” Deborah Meyerson
- Mid-Manager and “Not So New” Supervisor training workshops

- Women's Leadership Alliance (subcommittee of UCSD CSW) programming
- Women in Science & Engineering (subcommittee of UCSD CSW) programming
- Faculty Mentoring Program

This mentoring program is intended to be a useful way of helping new faculty members adjust to their new environment. Whether it is academe itself that is new, or simply the UCSD campus, assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a Department Chair provides during the early years at a new university. The program's success will depend on the new faculty members, their mentors, and their department chairs all taking an active role in the acclimation process. For an outline of the responsibilities, go to: <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#INTRODUCTION>

- Web-based Training

UC San Diego offers web-based training in several areas, including information technology, business, sexual harassment prevention, and UCSD-specific financial and safety topics. For more information, go to: <http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,133,00.html>.

## **7. UC San Francisco**

### **UCSF Workforce Development Highlights:**

#### **ABOG Mentorship Program**

ABOG's Mentorship Program pairs experienced UCSF managers from academic departments and units, central administration and the medical center, with less experienced staff members seeking to learn more about management and to better understand the UCSF organizational culture. All UCSF career employees who are Administrative Assistants III through Management Service Officers III or equivalent and who are supervisors, entry level managers, or professional staff members are eligible to participate as mentees. University managers in the Executive and MSP programs (or who have equivalent experience) are invited to serve as mentors. Mentors are well-respected, loyal advisors, coaches or teachers who guide and challenge, and who are willing to share their experiences.

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### **Turnaround Mentorship Program**

The Turnaround program is a one year mentoring program sponsored by the Center For Gender Equity for employees up to, and including, the Administrative Assistant II classification who have worked at UCSF for a minimum of one year.

### **The Leadership Development Program**

The Leadership Development Program, sponsored by Human Resources, consists of two academic year-long development programs for emerging and senior leaders, the Leadership Academy and the Leadership Institute. The program is designed to ensure organizational success through sustained development of current and future leaders. The Leadership Academy Program is for career campus employees MSP's Grade 5 and above who are in managerial roles. Leadership Institute Program is for career campus employees MSP Grade's 1-4 and MSP 5's not in managerial roles.

### **Women Leaders: A Symposium About Women in University Settings**

Women Leaders: A Symposium About Women in University Settings is sponsored by the Center for Gender Equity and has been held every other year since 1998. It was developed to give women, particularly from the University of California, an opportunity to come together to discuss and officially examine where women are today in gaining access to positions of leadership in higher education. While women have clearly made great strides in reaching higher management levels in University settings, much work still needs to be done. The conference explores this and other related issues in dealing with women in leadership.

### **Upward Mobility for Staff Professional Development Series**

In conjunction with the sponsors below, the Center for Gender Equity offers luncheon programs geared to women in clerical positions. The goal is to provide a forum for navigating the UCSF system through skill building and professional development workshops. In addition, an opportunity is given to network with peers to develop a community that would otherwise not be available, given the isolation of administrative assistants' work environments. Three times a year, CGE sponsors a luncheon for women staff (up to AAll level) along with the Human Resources Development and Training and the

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Chancellor's Advisory Committee on the Status of Women.

### **UCSF Faculty Support**

- Campus Life Services, under the direction of Tracey Gearlds, is currently developing a Work/Family Life Portal – UCSF Family & Childcare Services Web Portal (FCSWP) -- that will enable the UCSF community to access one, easy to use location for family services, programs, and child care services that will contribute to work/life balance.
- Based upon the findings from the Faculty Climate Survey and recommendations by CACSW, the implementation of the Chancellor's Council on Faculty Life has been instrumental in developing strategies responsive to the concerns of female faculty. For example, the yearly Faculty Welcoming and Information activities for new faculty members, covering topics such as faculty advancement, building a research career, mentoring and work-life balance, is noteworthy. We applaud the Committee's effort, as well as their increasing focus on both the informational and emotional aspects (including stress management) that faculty needs to succeed at UCSF.
- Mentoring initiatives, currently spearheaded by Dr. Mitch Feldman, Mentoring Director, and Dr. Sally Marshall, Vice Provost, are increasingly being integrated throughout the campus community. Furthermore, efforts at placing greater value on the role of mentoring, for example, as part of faculty recruitment and career advancement, are also promising and have been formally incorporated into academic promotion.
- With the establishment and broad communication about the campus-wide Diversity Web Site, greater visibility for this issue can be more widely disseminated and hopefully impact future policy and programmatic decisions.
- Promoting 2nd Annual UCSF Leadership Panel, highlighting Diversity: Accomplishments, Challenges, and Plans for the Future in April 09.
- Opening of a new childcare center, reflecting ongoing support of the Chancellor and the tireless work of the Chancellor's Committee on Childcare, Chaired by Dr. Diane Wara. Support of expanded child care facilities and slots, as well as planning for vacation childcare, is key in achieving the aforementioned recruitment and retention of women.
- Continuation of the Northern California Coro Leadership Program has opened additional opportunities for faculty to develop leadership skills. It is noteworthy that the majority of Coro Fellows are women faculty members, representing an internal investment in future UCSF leaders.



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## 8. UC Santa Barbara

- *Diversity Forum* newsletter: Instituted a newsletter to acquaint, educate, and encourage departments, faculty, administrators, and staff regarding diversity issues on campus. UCSB publishes the *Diversity Forum* newsletter twice a year.
- Senior Women's Council/Chancellor's Advisory Committee on the Status of Women Workshops:
  - "Demystifying Tenure"
  - "Recognizing the Issues: Challenges Facing Associate Professors"
  - "Developing Leadership"
- Senior Women's Council support and mentoring of junior women scholars.
- Academic Personnel newsletter: Instituted a quarterly newsletter to inform faculty of policies, practices, opportunities (e.g., grants, awards), available workshops and training, tips, and other announcements regarding issues on academic personnel.
- Change in Red Binder Manual allowing for more flexibility in the advancement to and within the special steps on the academic ladder leading to the full professor level.
- Faculty Diversity: A highly successful approach to faculty diversity can be found at UCSB. In its recruitment of faculty, the campus advertises in venues with diverse audiences (e.g., Association of Latino and Latina Anthropologists) and targets specific faculty members of specific departments likely to have students of diverse backgrounds. Without a diverse applicant pool, a diverse faculty will not be achieved. Once the applicant pool is constructed, the Dean or one of the Associate Deans reads all the applications and pays close attention to whether applications reflect a diverse and qualified pool. If there are applications that the Dean/Associate Dean judges to be competitive but have not made the shortlist, s/he then asks the search committee to reexamine them, and state the rationale for including or not including them on the short list (a common reason is that the research area is not close enough to what the department wanted). There have been a number of cases where candidates identified in this way have been invited for campus visits, and in some cases, ended up as the top choice of the department. The strategy is (a) making the concerted effort to advertise broadly, and (b) having a second set of eyes with diversity in mind.
- Brochures for informing faculty regarding "Family Friendly Policies at UCSB."

- Backup Care Pilot Program: UCSB adopted a new program designed to help assistant and associate professors with emergency childcare and eldercare. Backup Care Options is being offered on a two-year pilot or trial basis. Beginning 3/1/09, all UCSB Associate Professors and Assistant Professors were invited to participate in the Backup Care Options Pilot Program by registering online at [www.workoptionsgroup.com](http://www.workoptionsgroup.com) or by calling 800-557-0847. For additional information on UCSB's Backup Care Pilot Program visit: [http://hr.ucsb.edu/worklife/backup\\_care.php](http://hr.ucsb.edu/worklife/backup_care.php).
- Flexwork Program. UCSB is unique in that it supports both exempt and non-exempt staff with pursuing a flexible work arrangement. For additional information on UCSB's Flexwork Program visit: <http://hr.ucsb.edu/worklife/flexwork.php>.
- Dilling Yang Staff Scholarship Program: Through the financial support provided by this scholarship program, our staff members have been able to complete UCSB undergraduate and graduate degree programs; advance their technical knowledge and skills; and develop their supervisory, managerial, and leadership skills. Additionally, the pursuit of their qualifications for future opportunities for growth and advancement within their departments and the university. In 2007-08, 59 Dilling Yang Staff Scholarships were awarded to 47 different recipients, which included 85.1% female and 34% minority who earn less than or equal to \$3,800 a month (\$45,600 a year).
- Supervisory Certificate Program: Over the last 10 years (1999-2008), Human Resources has awarded certificates to 78 UCSB staff members who have completed its Supervisory Certificate Program. Of the 78 certificate recipients, 82.1% were female, 30.8% were minority, and 32.8% were minority female. Of the female certificate recipients from 1999-2008, 53.1% had promotions since completing the program.
- Partnership with SBCC's Professional Development Center: UCSB partners with Santa Barbara City College's Professional Development Center to provide employees with focused, fast-track learning opportunities designed to complement existing UCSB staff training programs and to address key topics and fine-tune specific skills in such areas as leadership, management, and workplace success. Each course is taught by SBCC faculty and most carry 0.5 unit of community college credit.

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- Leadership Development Program, College of Letters & Science: Prepares participants for leadership positions in higher education.
  - Management Development Program, Division of Student Affairs: Prepares participants for leadership positions in student affairs or higher education. The two-year program is designed to build management competencies and leadership abilities.
  - Women's Center: Provides advocacy, education, resources, and support for students, staff, faculty, and community members. Of particular interest to faculty and staff are:
    - 1) "Welcoming New Women" reception to honor new women faculty and senior administrators.
    - 2) Recognition of newly tenured women.
    - 3) Recognition of women authors.
    - 4) Wellness focused programs for staff.

Much of the funding for the Women's Center's faculty recognition programs comes through the generous support of the Chancellor's and EVC's offices.

- The Women's Center also offers events to support the success and retention of graduate women, thus strengthening the higher education pipeline. Additionally, the Center's LGBT services and advocacy and violence prevention services (addressing sexual assault, domestic violence, dating violence, and stalking) are open to all UCSB faculty and staff. Visit: [www.sa.ucsb.edu/women](http://www.sa.ucsb.edu/women).
- Professional Women's Association: The purpose of the Professional Women's Association (PWA) is to develop awareness among faculty, staff and other campus constituencies of the contributions of women to the mission of UCSB; to provide activities and support other campus constituencies that contribute to the advancement of women at UCSB; to serve as a networking and communications channel among women employees at UCSB; and to provide a forum to influence decisions on campus and community issues that affect women at UCSB. Visit [www.pwa.ucsb.edu](http://www.pwa.ucsb.edu).

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## 8. UC Santa Cruz

### Leadership Academy

The Leadership Academy is a six-month program designed to help develop and enhance the leadership skills of faculty and staff so they are better prepared for career growth. The program provides intensive workshops on negotiation, leadership challenges, and collaboration, and it teaches participants about the structure of the UC system and the culture of UC Santa Cruz. Now in its third year, the Leadership Academy helps faculty and staff develop career-enhancing networks that can bolster their opportunities for leadership positions at the University in the future.

### Workshops

UC Santa Cruz offers 3 series in particular - *Career Pathways for Administrative Assistants*, *Time Management for Faculty*, and *Cultural Competency Issues in Supervision*, - these workshops are taught over the course of a few weeks, in which the focus is intended to “promote career development for faculty and staff, provide diversity education, and showcase achievements by campus faculty and staff.”

<http://www2.ucsc.edu/eeo-aa/training-programs.htm>

## 9. UC Systemwide

- NSF “Leading Through Diversity” three-year grant to train Chairs and high-level administrators for increasing faculty diversity on our campuses.
- Faculty Mentoring Program
- New Faculty Orientation
- Non-Senate Faculty Professional Development Fund
- Academic Review Workshop
- Hiring of Faculty Equity Advisors (FEAs)

## 10. Lawrence Berkeley National Laboratory

### LBNL Human Capital Strategic Plan

Created in 2007, the plan consists of five strategies: Workforce Planning; Recruitment and

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Retention; Employee Performance and Development; Learning; and Total Rewards. Lab-wide values, competencies and a commitment to diversity and technology are the foundation of the five strategies.

### **Women Scientists Initiative**

A Women Scientists Council was created in 2008 to create strategies for increasing the representation of women scientists at the Lab, in relation to recruitment, retention and development.

### **Leadership Development**

Starting in 2008, the Lab introduced Succession Planning focused on scientific and operational division director positions, and the identification of high potential talent, paying special attention to women and minorities.

### **Operations' Climate Survey**

In 2009, the Lab will conduct a climate survey of all operational units, with emphasis on quality of work life, supervision and connection to the Lab mission.

## **11. Additional Best Practices Related to Workforce Development**

- American Council on Education (ACE)  
<http://www.acenet.edu//AM/Template.cfm?Section=Home>
- National Association of Colleges and University Business Officers (NACUBO)  
<http://www.nacubo.org/x39.xml>.

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## Appendix E

### Resources

American Council on Education (ACE),  
<http://www.acenet.edu//AM/Template.cfm?Section=Home>.

Scott Jaschik. *Quiet Desperation of Academic Women*.

Kristen Monroe, Saba Ozyurt, Ted Wrigley, and Amy Alexander. *Gender Equity in Academia: Bad News from the Trenches, and Some Possible Solutions*.

National Association of Colleges and University Business Officers (NACUBO),  
<http://www.nacubo.org/x39.xml>.

"Paradox in Public Attitudes. Men or Women: Who's the Better Leader?" Pew Research Center Report. August 25, 2008.

"UC President's Task Force on Faculty Diversity" Report. 2006.

"UC Report of the Staff Diversity Council." April 2008.

"UCSD Succession Planning Blueprint." UCSD Human Resources. January, 2009.

"UCSF Accountability Handbook." <http://ucsfhr.ucsf.edu/files/AccountabilityHandbook-OLPPS.pdf>.

"UCSF Code of Conduct." <http://worklife.ucsf.edu/conduct.html>.

"UCSF Code of Ethics." <http://worklife.ucsf.edu/ethics.html>.

"UCSF Principles of Community." <http://www.ucsf.edu/about-ucsf/principles/>.

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Wikipedia. *"Talent Management, Succession Planning, Leadership Development Definitions."*  
[www.wikipedia.com](http://www.wikipedia.com).

C.B. Zulu. *Women and Leadership in Academia*.

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### References – Work Life Sub-Committee

[1] American Academy of Pediatrics, 2005,

<http://www.aap.org/advocacy/releases/feb05breastfeeding.htm>

[2] Lactation Accommodation and Facilities: Cal.Labor Code Sections 1030-1033

[http://www.leginfo.ca.gov/cgi-](http://www.leginfo.ca.gov/cgi-bin/waisgate?WAIISdocID=0543615743+0+0+0&WAISaction=retrieve)

[bin/waisgate?WAIISdocID=0543615743+0+0+0&WAISaction=retrieve](http://www.leginfo.ca.gov/cgi-bin/waisgate?WAIISdocID=0543615743+0+0+0&WAISaction=retrieve)

[3] Federal Family Medical Leave Act (FMLA) 29 USCA Section 2601 et seq.,  
Department of Labor (“DOL”) (Regulatory Agency):

<http://www.dol.gov/compliance/laws/comp-fmla.htm>

[4] California Family Rights Act (CFRA) Cal. Gov’t Code Section 12945.2 Department  
of Fair Employment and Housing (“DFEH”) (Regulatory Agency):

<http://www.dfeh.ca.gov/DFEH/Publications/cfraDefined.aspx>

[5] California Pregnancy Disability Law Cal. Gov’t Code Section 12945, DFEH  
(Regulatory Agency), See footnote 4; See also:

<http://www.dpa.ca.gov/benefits/health/workcomp/pubs/Disability/page8.shtm>

[6] Kin Care Act Cal. Labor Code Sections 233 - 234, Calif. Division of Labor  
Standards Enforcement (Regulatory Agency):

<http://www.dir.ca.gov/DLSE/dlse.html> ; See also Calif. Dept. of Industrial Relations  
 (“DIR”): <http://www.dir.ca.gov/dlse/HowToFileDiscriminationComplaint.htm>



# UC Systemwide Committee on the Status of Women

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