2015 -2016
Staff Veterans Workgroup Report

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I. Executive Summary

The Council of University of California Staff Assemblies (CUCSA) Staff Veterans workgroup was formed to review the University of California's (UC) role with regards to U.S. military veteran employees. The group conducted their research by 1) reviewing the current status of each UC location to determine if resources and services are currently available to staff who are U.S. military veterans; 2) reviewing best practices from other public universities nation-wide; 3) researching workplace best practices applied in industry that could be implemented across the UC system. This report contains the group's findings, analysis and recommendations based on the research.

As a part of the group's research, UC campus locations were surveyed to determine the current resources and services available to staff veterans. A second survey was used to gather further details of services offered by UC locations and other public universities. Results show that resources and services vary greatly by UC location, and other public universities have limited available resources and services. The group also discovered that it is not widely known how many veteran employees are on each campus, or systemwide. The current UC self-identification form was also reviewed and assessed. Surveys and the self-identification form can be found in the appendices.

Through research for this report the group learned that veterans will come into the civilian job market at all levels with varied skill sets and backgrounds and most of these skills are transferable to civilian careers. Yet, transitioning from a military career to a civilian one can be a daunting process. In addition, the current UC self-identification form used upon application for employment is confusing. It is not uncommon for a veteran to not self-identify for fear of stigma or negative stereotypes regarding veterans. Veterans seek employers that are "veteran friendly." Though some UC locations offer some resources and services, further enhancements are needed systemwide. The group determined that the implementation of training for hiring managers and other staff and the need for social networking opportunities could better position UC as a "veteran friendly" organization to attract and retain veteran staff and provide an inclusive work environment.

As a result of the research and analysis, the following recommendations for UC were identified:
- Update application and survey language for better clarification.
- Train campus recruiters and managers on how to explain the question, "Am I a Protected Veteran" on the U5606 form Voluntary Self-Identification of Race, Ethnicity, and Veteran Status Form. Embed the "Am I A Protected Veteran" infographic that was created and provided by OFCCP into the U5606 self-identification form, so veterans can better understand and navigate the question on their own (Appendix D).

- Develop and implement a UC systemwide Veteran strategy. This strategy should include launching a Veteran Employment Program that will provide outreach, education/training, skills translation for external and internal staff, and serve as a resource to hiring managers, Human Resources and other staff and faculty. The benefit of having a Veteran Employment Program will demonstrate that UC is veteran friendly, which in-turn will position UC to be an employer of choice. Some key activities offered though the Veteran Employment Program are listed here and others are included in the full report: :
  - Form a core internal team from all levels to develop a cohesive veteran recruitment strategy, set recruitment goals, and support recruiting activities system.
  - Create tools to educate hiring managers and recruiters about hiring and managing veterans.
  - Identify and leverage current veteran employees and form individual campus veterans associations for outreach and socialization.
  - Create a Veterans Career-centric Program that includes workshops, transition assistance, career development seminars, etc.
- Build an internal commitment for the veteran recruitment strategy by communicating value of the effort to the entire organization from both the systemwide and campus levels.
- Provide data on veteran populations systemwide and per campus. This would include identifying veteran employees at UC vs. veteran students at UC.
- Create job descriptions that the explicitly indicate skills and experience and include military codes that are relevant to the required skills and experience. This would be similar to how education level/degree is used to help the applicants understand the job requirements/qualifications.
- Create a Veterans Mentorship Program to assist veterans with career development and to better understand UC career paths.
- Create a Veterans Social Group/Employee Resource Group (see UC Riverside & UC San Diego for examples). The benefit of social networks within UC will help provide internal support to veterans, but can also serve as a resource to UC management.

Veterans often have leadership and teamwork skills that outpace those of their civilian counterparts, and demonstrate intrinsic loyalty, which translates to longer tenure and less spending due to turnover. They are adept at working within strong constructs of policies, but can adapt to dynamic workplace situations. In addition, according to the Veteran Civic Health Study conducted by Gotyoursix.org, veterans are more likely to vote, volunteer,, call their civic leaders, donate to charity, join a civic association, and do favors for their neighbors than their civilian counterparts. As a public institution, the UC System would do well to leverage veterans as both corporate and civic assets.

II. Introduction

There is no typical U.S. Veteran. Each has his or her own story. They come into the civilian job market at all levels with varied skill sets and backgrounds, and with a common theme unique to military talent—they typically can see past the tactical to the big pictures quickly, and know that, no matter how small, their actions always feed into a larger purpose. These qualities make them ideal candidates for the interesting, yet often demanding and complex careers, at the University of California.

Leaving the military can be a much more dramatic lifestyle change than moving and changing jobs. Compared to the civilian world, the culture, values and organizing principles of the military are different and more formal and hierarchical. The military world has without a doubt more extensive rules governing personal and professional conduct. The military's structure provides assurance, knows where things are, and classifies how the system operates making it a comfort zone for many veterans.

Veterans finds themselves without this structure when they leave that regimented world. The transition for the veteran is a major life and culture change. This can be a challenge for newly discharged veterans who entered the service right out of high school and spent their first adult years in this environment. For them, applying for an apartment, working on their interview skills, or conducting a job search can be intimidating. As a result of their service, numerous veterans are also working with health challenges, physical injuries or even post-traumatic stress disorder which can turn these common experiences into stressful events.

Many veterans do not want to do what they were doing in the military and find that there may not be a civilian counterpart to the job they performed while in the service. It is not uncommon for a veteran to not want to be a logistics or operations officer, manager, or food service officer like they were in the Service (for a handful of reasons), but want to repurpose those skills and apply them in other capacities. Millions of service members are going to transition out of service and into the civilian environment over the coming years as the nation draws down from current conflicts and there is a huge effort on behalf of our government and our veterans to push resource allocation and raise employment and community capacity. This is a tremendous opportunity and perfect time for UC to actively take steps toward attracting this motivated and highly-trainable talent to its locations across the state.

III.   Research Methodology

Since U.S. Veterans programs can touch various points of an employee's career, the CUCSA Staff Veterans Working Group decided to focus on programs available to UC employees. The group was interested in learning the current numbers of veterans across the UC system, which programs are currently available to staff veterans within the UC system that can be leveraged, and what are some benchmark best practices. The group collected information from various UC campuses to review and better understand the programs and practices that currently exist. The group looked online to see if staff veteran numbers was available systemwide or for each campus. Most information was gathered by using two surveys. The first survey was conducted by asking all campuses about basic data and points of contact that support staff veterans (Appendix A). The first survey was sent to the Talent Acquisitions Managers, EEO/Title IX Officers, and the Diversity and Inclusions Managers UC systemwide. The second survey drilled down into more details about programs and was sent to the key points of contacts identified through the first survey (Appendix B). In addition, the working group identified and benchmarked public academic institutions nationwide to identify for review some best practices that potentially can be adopted by UC. Through the group's research, an analysis of current UC data, programs and practices relating to staff veterans was assessed; best practices were determined; and recommendations were developed for further consideration.

IV.   Review and Analysis of Current Systemwide Practices

By surveying the various campus locations, the group discovered that points of contact systemwide were unaware of any specific service and/or programs to support staff veterans, with the exception of UCLA, UC Irvine, and UC San Diego. Lawrence Berkeley Lab had just initiated a Veterans Employee Resource Group, but programs and services had not been discussed. In addition, if a point of contact provided the group with an additional point of contact or a link to information on their website, the contact or resource was purely for veterans who are current UC students or potential UC students or only a point of contact for veteran self-identity compliance requirements. When asked, "Does your campus have a dedicated staff member to support campus veterans?" UCLA and UC Irvine answered affirmatively. Upon further review, only UCLA had dedicated Veterans Program Director through their UCLA Bruin Veteran Resource Center. UC Irvine was able to provide recruiters who specialize in hiring veteran faculty or staff, and a staff member in the HR compliance field indicated that they do not have a dedicated staff member to support campus veterans. Most campuses responded, "I don't know." In a few cases, referred points of contact directed us back to the individual who referred them.

The group discovered that the University of California, inclusive of all locations, gathers data on veterans who are applicants for positions as well as new hires. This data collection is in compliance

with the requirements of the Office of Federal Contract Compliance Program (OFCCP). However, this data is not currently made available by way of the online Information Center as is other demographic data regarding employees. The group also learned that the OFCCP mandates outreach efforts to target and hire veterans at the UC locations. Unfortunately, the group could not determine how to access the data or ascertain the status of the mandated outreach efforts.

Based on the information received from the various UC campus locations, it was determined by the group that improvement is needed UC systemwide. More specifically, UC needs to invest in establishing programs and services to attract and retain staff veterans. It is unclear how many veterans are working within the UC system without having to ask each campus location to find someone who can provide this data. Veteran services and and points of contacts should be transparent within UC campus location and externally to potential applicants or veteran agencies that can be potential partners to UC.

V.   Review and Analysis of External Best Practices

After leaving the military, many veterans want to repurpose their learned work and leadership skills and apply them in other capacities. The following information offers best practices that can be used to attract this highly motivated from this talent pool, along with supporting data.

A. Veteran Self Identification
Through research, the group discovered that many U.S. Veterans either choose not to or do not want to self-identify as a 'Veteran.' Often prior service members believe there is a stigma against veterans in the civilian workplace, in particular, people are afraid that veterans are mentally unstable and could bring violence to the workplace. Veterans want to feel "included" and do not want to feel "other" or "separate" or feared. Veterans want to be viewed the same as every other citizen, even though they chose or are continuing to choose to serve their country, state, and community in a different way. This fear of being seen as damaged can be an unforeseen source of anxiety for many moving into civilian life and jobs, so many veterans chose not to self-identify. The media stories of MST (military sexual trauma) and PTSD (post-traumatic stress disorder) continually portray veterans, and especially women veterans, as victims. In 2015, 84% of Americans believed that Veterans are more likely than civilians to suffer from mental illness and 77% of Americans think that Veterans are more likely than civilians to commit suicide (gotyour6.org, 2015 study). This poor impression means that while our service members prepare to hang up their uniforms and to enter the civilian workforce, it becomes important that UC teach our staff, faculty, and students to refrain from perpetuating the myths that veterans are damaged people.

In reality, most veterans are highly-trainable, fast learners, and skilled leaders. They make excellent team members as well as tested and proven team leaders; according to recruitmilitary.org, "Veteran employees perform at a level that is, on average, 4 percent higher than non-veterans" and "turnover rates for veterans are about 3% lower than non-veterans." Turnover is expensive, "For a company of 1,000 employees and average revenue per employee of $150,000, decreasing turnover by 3% saves $13 million annually" (recruitmilitary.com, Market Research sheet). The data makes the case that veterans are wise investments as employees. Additionally, veterans are also involved citizens who are more likely to volunteer than their civilian counterparts. Veterans also donate more to charity, are more likely to be registered to vote, are more likely to actually vote, are more likely to belong to a civic association and are more likely to belong to a community organization than civilians (gotyour6.org, Civic Health Index).

UC has a unique opportunity to benefit from the financial sense of hiring veterans: there are 1,851,470 veterans in California, the largest population in the United States. With little effort, UC could implement strategies to attract and retain this seasoned talent pool to our workforce. This starts with changing some basic language on the self-identification form and training recruiting and hiring managers on how to interact with veterans and how to effectively translate the use and administration of the required Voluntary Self-Identification of Race, Ethnicity, and Veteran Status Form (Appendix C - U5605, revised 10/14).

Effective October 2014, changes in federal regulations required each UC campus to take specific actions in its affirmative action programs for veterans and individuals with a disability, including:
  o Invite job applicants to self-identify as a protected veteran or an individual with a disability before a job offer is made
  o Invite new hires to self-identify as a protected veteran or an individual with a disability before they start working
  o Invite current employees to self-identify as an individual with a disability once on or before the start date of the campus's next AAP following March 24, 2014 and every five (5) years thereafter
  o Send current employees a reminder at least once between the 5-year disability self-identification invitations to remind employees they may update their disability status at any time
  o Annually report the number of applicants and hires who self-identify as protected veterans or individuals with a disability
  o Apply an 7.2% benchmark for the employment of protected veterans and a 7% utilization goal for the employment of individuals with a disability
  o Engage in effective recruitment methods of protected veterans and individuals with a disability
  o Provide a written assessment of the effectiveness of recruitment methods used

o   Maintain documentation, as required by the regulations

Although, the above regulations are mandated, administering the form can be challenging for applicants and recruiters, alike. For the applicant, the challenges range from fear of discrimination to not feeling worthy of the classification of 'Veteran' if they did not serve in combat. For the recruiter, the challenges range from perceiving the form as "just routine check boxes and mandated paperwork" to being uncomfortable recruiting veterans because of lack of training or similar experience.

The easiest way to get a veteran to self-identify is to ask a fact based question instead of an identity question. Asking, "Are you a Veteran?" is asking a person if they subscribe to, and feel that that belong to, a particular cultural group. Asking, "Did you serve in the United States Military?" is pure fact and cultural identity is removed from the question. The revised question is then less threatening since it is presented as gathering data, not gathering an opportunity for judgment (perceived or real).

It would also be helpful to inform potential candidates that the information collected is kept in an HR database to which individual hiring managers do not have access. The barriers above can be alleviated by 1) changing all applications and forms to fact based questions regarding military service, and 2) implementing UC systemwide training and use of best practices during the recruitment and hiring phases where self-identification is most at risk, and 3) explaining that the form is for compliance and data collection and is referenced only as a circle back tool for UC planning and resource allocation purposes.

B.   Cultural Awareness Training

It is important for everyone working with veterans and military families to understand military culture in order to better serve, hire, work with, and retain veterans. Military cultural training will provide insight into the unique culture of today's veterans, initiate understanding, promote campus inclusiveness, provide a welcoming climate, and increase support for veterans. *"To care for him who shall have borne the battle and for his widow, and his orphan," said* President Lincoln regarding the government's obligation to care for those injured during war and to provide for the families of those who perished on the battlefield. This has become the motto for the Veteran's Administration to serve and care for veterans and their families.

Since UC is one of the most prominent institutions of our state, veterans look to the institution for both education and employment. In 2015 there were 21,681,000 U.S. Veterans nationwide (VA Benefit & Health Care Utilization) and California is the state with the **largest population of veterans in the nation: 1,851,470:**

Veteran Population by State: Fiscal Year 2015
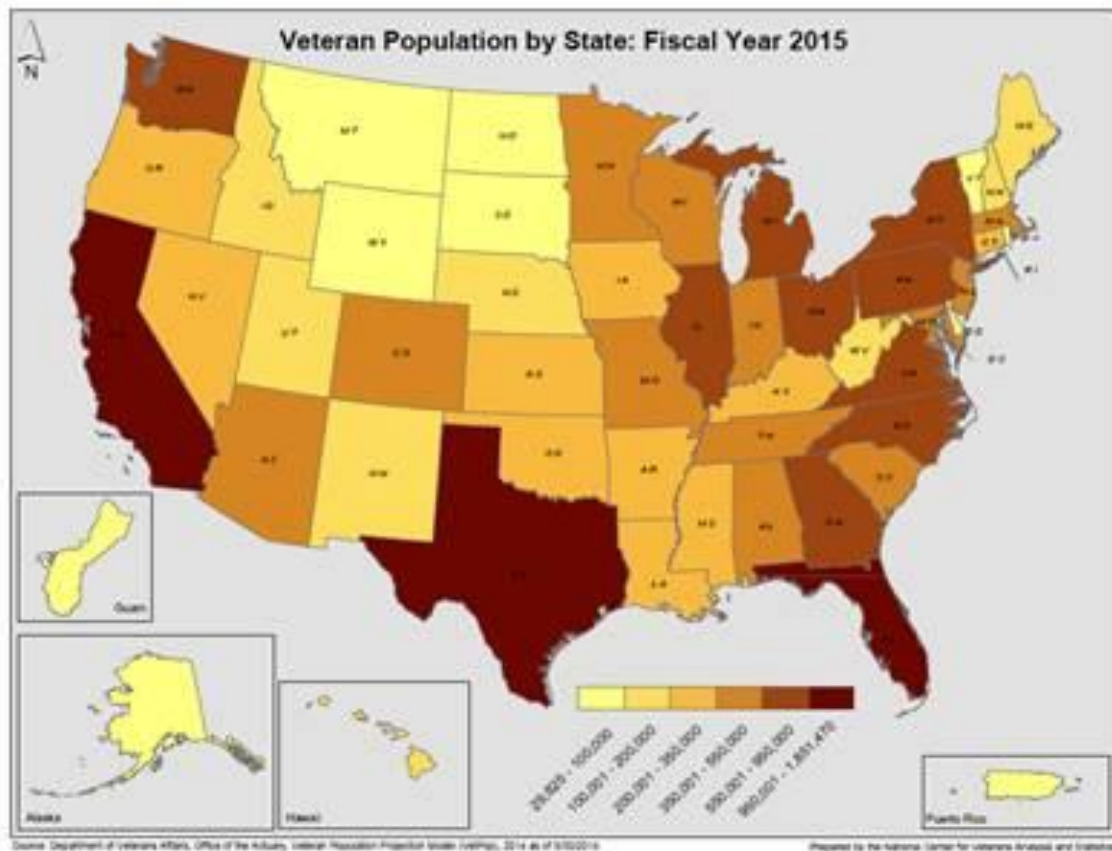
The University of California employed 205,177 people in 2015, but we do not have comprehensive data regarding how many are veterans. One reason, mentioned above, is lack of self-identification. Another is lack of coordination. UC currently does not track and communicate the number of veterans we employ into one central location, so we don't actually know how many veterans are working for the UC, or if the number employed at each campus is proportionate to local or state populations.

For example, San Diego County has ~3 million people (321,418,820 in 2015) according to the United States Census Bureau in the quick facts for San Diego County. Nearly 1/3 or 1 million of those people are military affiliated: active duty, veteran or family member (20,700,711 of these were veterans in 2015). UC San Diego employed 29,389 staff and faculty in 2015 (Personnel Tables – October 2015). UC San Diego is the largest employer of San Diego County; therefore, the campus should have a veteran population employed around .06% (veterans/total population) to match the county's population; however, the current number of self-identified veterans employed UC San Diego is 188 veteran staff members and 148 veteran faculty members, for a total of 336 people, or .01%.

The Veterans Job Retention Survey from Syracuse University states, "Specifically, organizations wishing to increase veteran employee retention should: provide cultural education on translation of military skills to corporate recruiters and HR professionals;

develop veteran-centric employee benefit programs to assist veteran employees in developing a post-military career path; and develop streamlined and expedited job search programs for veterans to provide a better match between employers and job seekers." Recommended topics to cover in cultural awareness training are:

- o Outreach training:
    - ▪ Resume and cover letter building
    - ▪ How to describe military experience and transferable skills
    - ▪ Interviewing techniques
- o HR Training:
    - ▪ Provide work/life and EAP with resources for meditation, PTS(D) treatment, chiropractors and acupuncturists with PTS(D) or Brain Injury specialties
    - ▪ Educate campus recruiters and managers about hiring and managing veterans (Launching a Veteran Employment Program)
    - ▪ Train campus recruiters and managers on how to explain the Voluntary Self-Identification of Race, Ethnicity, and Veteran Status Form
- o On campus training for staff at all levels:
    - ▪ Overcoming stereotypes
        - o Fear based misconceptions
        - o Micro-aggressions toward women veterans
    - ▪ Basic introduction to military culture (Can be covered by Military Ally Program)
        - o Introduction to the military branches
        - o Terminology and colorful language
        - o Rank, awards, ribbons and badges
        - o Understanding veteran behavior (cultural differences)
            - - Urgency and lack of patience
            - - Rule following, rigidity, duty, and pride
            - - Values instilled from the services (honor, integrity, responsibility, courage, loyalty, willingness, respect, teamwork, and service)
            - - Directness
            - - What is ok to ask and what is not
            - - Signals of PTS(D) and appropriate responses
        - o Resources for veteran specific issues
            - - Courage to Call (2-1-1)
            - - Vet Centers (Regional)
            - - VFW's, American Legions, IAVA, other vet clubs (Regional & National)
            - - Veteran's Crisis Line: 1-800-273-8255
            - - California Department of Veteran Affairs: www.calvet.ca.gov
    - ▪ Add a military component to management cultural awareness and other trainings where relevant
    - ▪ Create training for Reservists and National Guard members that get deployed:

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- o Overview of instructions for Deployment and Reintegration
- o Where to find the UC policy
- o Create check list for both the manager and the employee for deployment and reintegration

Becoming a veteran friendly employer creates a more welcoming environment for everyone, and provides an opportunity for UC to increase the number of employees that are loyal, high producing, and engaged. In short, cultural awareness when hiring veterans, even with all the training that is considered best practice, is a sound financial investment.

C. Skills Translation

As U.S. Veterans transition from their military careers to a civilian one, there is an expectation for them to translate their military skills into civilian terms. Currently, there are many free online resources and tools that can help veterans translate their skills and job duties. Though these free tools exist, how does the veteran know which jobs or careers he or she should apply for when the job titles and descriptions can be confusing? According to the U.S. Department of Labor (DOL), "More than 80 percent of military occupations have a direct civilian job equivalent." Therefore, the DOL recommends that employers should develop job postings that are more detailed and explicit about the skills and experience required, so the veteran can better decipher if his/her work experience translates into the civilian job. When posting open positions and writing job descriptions, employers should also include listing similar military job codes that have relevant and transferable experience. According to a survey presented by Iraq and Afghanistan Veterans of America (IAVA), their respondents identified that finding a job that matches their skill level was their number one challenge with job searching.

In addition to veterans learning to translate their skills, the DOL recommends that employers should become familiar with reading a veteran's resume and understanding the Military Occupation Classification Codes. These codes can be entered in the U.S. Department of Labor's Occupational Information Network (O*Net) to determine the equivalent civilian job. According to a survey presented by Iraq and Afghanistan Veterans of America, 69% of their respondents indicated that veterans seek out employees who actively recruit veterans. Many large corporations dedicate resources directly to recruitment and outreach efforts.

According to McKinsey & Company, employers should develop a military veteran strategy that is tied to the organization's business strategy. Companies that have become successful demonstrating that they are veteran friendly have done so by leveraging existing veteran employees to build relationships with external veteran agencies and/or military bases. For example, Lockheed Martin has developed Military Relations Manager roles where these

veterans work directly with military bases and their Transitions Assistance Program to prepare transitioning military workers for a career at Lockheed Martin. Not only have these veteran friendly organizations been successful at reaching out to veterans and recruiting them, but according to the Institute for Veterans and Military Families, they have demonstrated how this military veteran strategy drives organizational success. One way veterans can better understand the civilian employment world is when employers explain the organizational structure. The military career is based on following a chain of command. Therefore, employers should not only describe the types of skills required for the job, but also the way the organization operates whether it is a flat, matrix, decentralized, or a centralized organizational structure and what each those mean.

Organizations that offer skills translation services, partner with veteran agencies and utilize internal veteran staff for outreach and as an internal support resource, are viewed as veteran friendly and have a competitive advantage over UC when it comes to acquiring and retaining veterans. Data shows that 56% of veterans indicated they are ready to transition into the civilian workforce, yet 64% of them find it difficult (Veteran's Employment Challenges). Ensuring UC has programs and services in support of veterans is important if UC wants to be viewed as an employer of choice for veterans.

D. Social Networking

While research indicates that employees with military backgrounds bring a number of valuable skills to any institution, veterans also come with reluctance to self-identify, cultural differences, and difficulty equating their skills. Therefore, to successfully recruit, hire, and retain veterans, implementing a system-wide program with individual campus centers, or centers of excellence, would create a supportive environment where veteran employees could feel welcome and have the tools they need to effectively transition and thrive in their UC careers on a daily basis.

The University of California needs a systemwide support structure to assist in the hiring efforts, education, and wellness of staff veterans that will allow all of the centers of excellence to communicate with one another. This would provide an essential base to ease the transitions of the UC into becoming the #1 preferred veteran employer of California and also help ease the transition of these brave men and women. Implementing an internal support organization that can serve as a clearinghouse and connecting point for veterans UC systemwide would allow the system to collect data in a consistent and cohesive manner and implement veteran cultural trainings homogeneously. UC employees need to ensure the workplace culture helps staff veterans feel comfortable identifying themselves as veterans and talking about challenges they are facing in the workplace as suggested by the U.S. Department of Veterans Affairs (U.S. Department of Veterans Affairs).

A systemwide network of support could also manage a peer support or mentoring program on each UC campus and medical center reporting up to UCOP. The peer support or mentoring program would allow veterans to be linked with other employees who have served in the military (Employer Roadmap). They will be able to build their network and work on issues, projects, veteran events, or provide feedback on any concern related to military veterans. Other benefits of the mentoring program include making the transition easier for all new employees and also bridge the military to civilian life. The mentor program could also be done in association with an employee resource group targeted to veterans. It has been known that employee resource groups provide networking opportunities, for example raising awareness and education about military veterans issues among the employee population. As a result, veterans will feel connected to the UC system from day one of their careers. According to a study done by Prudential from December 12, 2011, through January 23, 2012, sampling 2,452 military veterans, close to half did not feel ready to transition. Difficulties are largely attributed to unemployment and health challenges, but also to the need for time to "figure out what's next" or decompress after their service (Veteran's Employment Challenges).

The systemwide support on each campus will have the ability to start new programs geared towards employee veterans as well as military veterans and their spouses. The center of excellence could work on developing solutions to support UC spouses while their significant other is deployed. Support programs for spouses and dependents are a great way to send a message to our veterans that UC cares about them and wants them to come and work for us.

The UC Veteran Center of Excellence (CE) would develop and implement workshops and trainings to mentor veterans and provide guidance on resume building, interviewing, and networking. The CE could work on building ways to acknowledge UC staff veterans to show them that UC appreciates the dedication they have shown to this country. As a public institution and academic community it behooves UC to be veteran-friendly and fully recognize the value a veteran brings to the workplace.

Recommended social supports that can be implemented with little investment:
- o   Create a Veterans Mentorship Program to assist with veteran career paths
- o   Create a Veterans Career-Centric program that includes workshops, transition assistance, career development seminars, etc.
- o   Create a Veterans Social Group (see UC Riverside & UC San Diego for examples)

VI.   Recommendations

The following recommendations are intended to provide UC with a framework from which to actively seek out and successfully recruit, hire, and retain veterans.   Adopting these recommendations will position UC as an employer of choice for veterans:

- o Update application and survey language for better clarification.
- o Train campus recruiters and managers on how to explain the question, "Am I a Protected Veteran" on the U5606 form Voluntary Self-Identification of Race, Ethnicity, and Veteran Status Form. Embed the "Am I A Protected Veteran" infographic that was created and provided by OFCCP into the U5606 self-identification form, so veteran can better understand and navigate the question on their own (Appendix D).
- o Develop and implement a UC systemwide Veteran strategy. This strategy should include launching a Veteran Employment Program that will provide outreach, education/training, skills translation for external and internal staff, and serve as a resource to hiring managers, HR and other staff and faculty. The benefit of having a Veteran Employment Program will demonstrate that UC is veteran friendly, which in-turn will position UC to be an employer of choice.

  Key activities though the Veteran Employment Program should include:
  - o A core internal team from all levels to develop a cohesive veteran recruitment strategy, set recruitment goals, and support recruiting activities system.
  - o Education for hiring manager and recruiters about hiring and managing veterans.
  - o Identify and leverage current veteran employees and form individual campus veterans associations for outreach and socialization.
  - o Provide veteran applicants opportunities for pre-interview coaching, including how best to fill out the U5605 self-identification form.
  - o Train hiring managers and recruiters how to screen resumes and curriculum vitaes to recognize how military skills and experience translate to job skills.
  - o Train hiring managers and recruiter on how to interview veterans, how to encourage them to "speak freely" in the interview setting, and how to use follow-up questions to find qualities not apparent at first glance (Guide to Hiring Veterans 8).
  - o Train all levels of campus on military culture to increase a positive climate for veterans and eliminate negative stereotypes.
  - o Create a veterans career-centric program that includes workshops, transition assistance, career development seminars, etc.
- o Build internal commitment for the veteran recruitment strategy by communicating value of the effort to the entire organization from both the systemwide and campus levels.
- o Provide data on veteran populations systemwide and per campus. This would include identifying veteran employees at UC vs. veteran students at UC.

o Create job descriptions that the explicitly indicate skills and experience and include military codes that are relevant to the required skills and experience. This would be similar to how education level/degree is used to help the applicants understand the job requirements/qualifications.

o Use structured interviews that prompt veteran candidates to articulate key transferable skills, abilities, individual contributions, and leadership qualities.

o Create a Veterans Mentorship Program to assist with veterans with career development and to better understand UC career paths.

o Create a Veterans Social Group/Employee Resource Group (see UC Riverside & UC San Diego for examples). The benefit of social networks within UC will help veterans provide internal support to veterans, but can also serve as a resource to UC management.

VII. Conclusion

Our research has brought us to the following conclusions:

1. The UC system is disconnected on the topic of veterans and would benefit from systemwide communication and collaboration. Successful organizations have a veteran strategy, so UC would only benefit by developing a UC systemwide strategy in an effort to become "veteran friendly" organization.

2. Self-Identification on applications and surveys is a pain-point for veterans that causes demographic data errors for the UC. This is easily remedied by clarifying the language on the U5605 self-identification form for the question, "Am I a Protected Veteran?" and utilizing the infographic provided by OFCCP.

3. Cultural awareness training is available in many forms and from many sources. Comprehensive cultural awareness training will provide a common language, facilitate communication, enhance understanding, and improve campus climates.

4. Targeted training and education regarding veteran's items discussed for HR departments and hiring managers on multiple levels will be the turnkey to success.

5. Social groups provide needed and beneficial support to veterans on campus. They are large impact and low cost solutions to creating a veteran friendly and inviting environment.

In reflecting on our research, the group came to the suggestions and conclusions above. In addition to the data, the group also gathered personal stories that corroborate what was discovered in our research. Staff veterans at UC are hardworking and loyal, but tend to stay quiet about their veteran status unless they feel that their supervisor is specifically supportive of their military service. These veterans expressed their desire to feel more included on campus and look forward to the implementation of specific support that will assist them to become more fully integrated members of their campus communities, as well as to be successful throughout their careers at UC.

VIII. Appendix A

UC Informational Survey Regarding Staff Veterans

This informational survey is to help the Council of University of California Staff Assemblies (CUCSA) gain an understanding of services and resources that are available to UC employees who are U.S. Veterans at your campus location. CUCSA has a work group that is researching and will recommend some best practices to help ensure UC is an employer of choice for Veterans and maintains an inclusive environment.

Please respond by close of business, Friday, October 23, 2015.

The work group members include:
Billiekai Broughton (chair) - UCSD
Rachel Carl - Berkeley Lab
Suya Colorado-Caldwell - UCSF
Benjamin Gamez - UCD Health System

* Required

Name *

Your name is only for our workgroup members and to assist us with tracking responses.

[   ]

Email Address *

Your email address is only for our workgroup members and to assist us with tracking responses.

[   ]

Campus *

☐ UC Berkeley

☐ UC Davis

- ☐ UC Davis Health System
- ☐ UC Irvine
- ☐ UC Irvine Health
- ☐ UCLA
- ☐ UCLA Health
- ☐ UC Merced
- ☐ UC Riverside
- ☐ UC San Diego
- ☐ UC San Diego Health
- ☐ UCSF
- ☐ UCSF Medical Center
- ☐ UC Santa Barbara
- ☐ UC Santa Cruz
- ☐ UC Agriculture and Natural Resources
- ☐ Lawrence Berkeley National Lab
- ☐ UC Office of the President

Does your campus have a Veterans group that is accessible to Staff Veterans? *
This can be an affinity, affiliate, or employee resource group.

- ○ Yes
- ○ No
- ○ I'm not sure

If you answered "Yes", what services do you know of that are offered?
Please include the various services, including events, awards, etc, that are offered to Veterans.

Does this group also serve Faculty?

- ○ Yes
- ○ No
- ○ I'm not sure

Does this group also serve Students?

- ○ Yes

○ No

○ I'm not sure

If you have a veterans group, whom is the point of contact?

Please inlcude the first and last name, e-mail address, and website link if they have one so we can contact this indivudual for further research.

[ ]

If you answered, "No" or "I don't know", do you have a person that you recommend we contact?

Please inlcude the first and last name, plus e-mail address, so we can contact this indivudual for further research.

[ ]

Does your campus have a dedicated staff member to support campus Veterans?

○ Yes

○ No

○ I'm not sure

What type of support does this person provide?

For example: Recruitment? Veteran Affairs? Harassment and Discrimination?

[ ]

Who manages Veteran demographic data at your campus?

○ Human Resources

○ Human Resources Shared Services

○ Equal Employment/Affirmative Action/Diversity/Title IX

○ Other

○ I'm not sure

If you answered "Other" please explain

[ ]

How are staff asked to identify their veteran status?

How = how is the question posed and their status obtained? Examples: "Did you serve in the United States Military?" "Are you a Veteran?"

[ ]

When are the staff asked to identify their veteran status?

Is the information obtained upon hire? Are there other places later when this information is collected?

[ ]

On what forms do staff identify their veterans status?

Where = on what forms is the information recorded?

[ ]

Can we contact you for further information or questions as we conduct our research?

We would like to recommend some best practices that can be implemented UC system-wide. As we develop ideas, we may need to reach out to individuals to gain an understanding of what services or resources should be made availalbe to Veterans. If you would like to participate, please inlcude your e-mail address. Participation will be a short phone call or potentially providing feediback via a short questionnaire.

○ Yes

○ No

Submit

Never submit passwords through Google Forms.

IX. Appendix B

UC Veteran Services Survey

Our goal is to ensure UC is an employer of choice for Veterans system wide and to implement best practices that support an inclusive environment. To do so we are gathering information on the services provided to veterans at the UC campuses and locations. We appreciate your participation and feedback.

* Required

Name *
First and Last Name

Email Address *
contact email address

On which campus are you located? *

What is your role or affiliation in regards to Veteran Services? *

Does your campus have a staff group for veterans? *
Affiliate groups, clubs, association, etc

○ Yes

○ No

○ I don't know

If yes, what is the group and what services do they provide?
Networking, community service opportunities, moral support, VA policy information, etc

Is there a paid member on staff whom is responsible to support staff veterans, military members, or military family members?

○ Yes

○ No

○ I don't know

If yes, please tell us how we can reach that individual below. If the person is you, please tell us your primary reponsibilites:

What events does your campus hold in honor of veterans or for veterans? *

Flag ceremonies, annual recognition events, Veteran's Day celebrations, etc

Does your current supervisory or management training include information on how to handle military deployments for you or your personnel? *

○ Yes

○ Yes, but it is incomplete

○ No

○ I don't know

If yes, please describe the training or send a link where it can be viewed:

Does your current supervisory or management training include information on how to handle veteran related issues?

Annual trainings, PTSD, home loans, etc

○ Yes

○ Yes, but it is incomplete

○ No

○ I don't know

If yes, please describe the training or send a link where it can be viewed:

[ ]

Have these trainings been useful to you and/or your staff?

○ Yes

○ Yes, but it is incomplete

○ No

○ I don't know

If you chose "Yes, but it is incomplete" for any of your answers please tell us what you would add to the trainings:

[ ]

Do have any suggestions, or are you familiar with, best practices on how to handle deployments or veterans related issues? If yes, share:

[ ]

How would you descibe your current campus climate (attitude) toward staff veterans?
Supportive, Indifferent, Hostile, etc.

What else would you like to tell us?

Please share anything else you would like us to know. Did we forget to ask about something you think is important?

Submit

Never submit passwords through Google Forms.

100%: You made it.

X.   Appendix C

VOLUNTARY SELF-IDENTIFICATION OF RACE, ETHNICITY AND VETERAN STATUS
U5605 (R10/14) University of California Human Resources

EMPLOYEE NAME (LAST, FIRST, MIDDLE INITIAL)	CAMPUS	DEPARTMENT/ORGANIZATIONAL UNIT	BIRTHDATE		
			MO	DY	YR

INVITATION TO SELF-IDENTIFY RACE AND ETHNICITY

The University of California is a federal contractor and recipient of federal funds subject to affirmative action requirements set forth in Executive Order 11246, as amended. The University's status as a federal contractor obligates it to maintain and analyze certain data with respect to the race and ethnicity of its workforce. In order to comply with these regulations the University requests its employees to voluntarily self-identify their race and ethnicity. The information provided will be kept confidential and used only in ways that are in accordance with federal and state laws, executive orders, and regulations, including those which require the information to be summarized and reported to the federal government for civil rights enforcement purposes.

Please answer the question below.

Are you Hispanic or Latino?

☐ **YES, I am Hispanic or Latino**

   ☐ Mexican/Mexican American/Chicano   (E) – A person of Mexican culture or origin regardless of race.

   ☐ Latin American/Latino   (5) – A person of Latin American (e.g. Central American, South American, Cuban, Puerto Rican) culture or origin regardless of race.

   ☐ Other Spanish/Spanish American   (W) – A person of Spanish culture or origin, not included in any of the Hispanic categories listed above.

☐ **NO, I am not Hispanic or Latino**

In addition, select one or more of the following racial categories that best describe you, if applicable.

☐ **AMERICAN INDIAN OR ALASKA NATIVE**   (C) – A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

ASIAN

☐ Chinese/Chinese American   (2) – A person having origins in any of the original peoples of China.

☐ Filipino/Pilipino   (L) – A person having origins in any of the original peoples of the Philippine Islands.

☐ Japanese/Japanese American   (B) – A person having origins in any of the original peoples of Japan.

☐ Korean/Korean American   (K) – A person having origins in any of the original peoples of Korea.

☐ Pakistani/East Indian   (R) – A person having origins in any of the original peoples of the Indian subcontinent (e.g., India and Pakistan).

☐ Vietnamese/Vietnamese American   (I) – A person having origins in any of the original peoples of Vietnam.

☐ Other Asian   (X) – A person having origins in any of the original peoples of the Far East or South East Asia (including Cambodia, Malaysia and Thailand).

☐ **BLACK OR AFRICAN AMERICAN**   (A) – A person having origins in any of the Black racial groups of Africa.

☐ **NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER** (Z) – A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Island.

WHITE

☐ European   (G) – A person having origins in any of the original peoples of Europe.

☐ Middle Eastern   (J) – A person having origins in any of the original peoples of the Middle East.

☐ North African   (N) – A person having origins in any of the original peoples of North Africa.

☐ White (not specified)   (F) – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa (region not specified).

INVITATION TO SELF-IDENTIFY VETERAN STATUS

The University of California is a Government contractor subject to the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended by the Jobs for Veterans Act of 2002, 38 U.S.C. 4212 (VEVRAA), which requires Government contractors to take affirmative action to employ and advance in employment: (1) disabled veterans; (2) recently separated veterans; (3) active duty wartime or campaign badge veterans, 4) Armed Forces service medal veterans; and (5) Vietnam Era Veterans. **OVER ►**

RETN: Destroy after data entry pursuant to
local procedures

SEE REVERSE FOR PRIVACY NOTIFICATIONS

☐ **I AM NOT A PROTECTED VETERAN. (O)**

☐ **I AM A PROTECTED VETERAN, BUT I CHOOSE NOT TO SELF-IDENTIFY THE CLASSIFICATIONS TO WHICH I BELONG. (P)**

I belong to the following classifications of protected veterans (choose all that apply):

☐ **DISABLED VETERAN (S)**

A "disabled veteran" is one of the following:

1. a veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or 2. a person who was discharged or released from active duty because of a service-connected disability.

☐ **RECENTLY SEPARATED VETERAN** Please provide separation date _____/_____ (MM, YY)

A "recently separated veteran" means any veteran during the three-year period beginning on the date of such veteran's discharge or release from active duty in the U.S. military, ground, naval or air service.

☐ **ACTIVE WARTIME OR CAMPAIGN BADGE VETERAN (E)**

An "active duty wartime or campaign badge veteran" means a veteran who served on active duty in the U.S. military, ground, naval or air service during a war, or in a campaign or expedition for which a campaign badge has been authorized under the laws administered by the Department of Defense. For a list of officially recognized campaigns, please visit the U.S. Office of Personnel Management website at http://www.opm.gov/policy-data-oversight/veterans-services/vet-guide/#9

☐ **ARMED FORCES SERVICE MEDAL VETERAN (M)**

An "Armed forces service medal veteran" means a veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985. To identify the military operations that meet this criterion, check your DD Form 214, Certificate of Release or Discharge from Active Duty.

☐ **VIETNAM ERA VETERAN (V)**

Vietnam Era Veteran means a person who:

1. Served on active duty for a period of more than 180 days, and was discharged or released therefrom with other than a dishonorable discharge, if any part of such active duty occurred: a. in the republic of Vietnam between February 28, 1961, and May 7, 1975; or b. between August 5, 1964, and May 7, 1975, in all other cases; or 2. Was discharged or released from active duty because of a service-connected disability, if any part of such active duty was performed: a. in the republic of Vietnam between February 28, 1961, and May 7, 1975; or b. between August 5, 1964, and May 7, 1975, in all other cases.

Protected veterans may have additional rights under USERRA—the Uniformed Services Employment and Reemployment Rights Act. In particular, if you were absent from employment in order to perform service in the uniformed service, you may be entitled to be reemployed by your employer in the position you would have obtained with reasonable certainty if not for the absence due to service. For more information, call the U.S. Department of Labor's Veterans Employment and Training Service (VETS), toll-free, at 1-866-4-USA-DOL.

As a Government contractor subject to VEVRAA, we are required to submit a report to the United States Department of Labor each year identifying the number of our employees belonging to each specified "protected veteran" category. If you believe you belong to any of the categories of protected veterans listed above, please indicate by checking the appropriate box above.

If you are a disabled veteran it would assist us if you tell us whether there are accommodations we could make that would enable you to perform the essential functions of the job, including special equipment, changes in the physical layout of the job, changes in the way the job is customarily performed, provision of personal assistance services or other accommodations. This information will assist us in making reasonable accommodations for your disability.

Submission of this information is voluntary and refusal to provide it will not subject you to any adverse treatment. The information provided will be used only in ways that are not inconsistent with the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended.

The information you submit will be kept confidential, except that (i) supervisors and managers may be informed regarding restrictions on the work or duties of disabled veterans, and regarding necessary accommodations; (ii) first aid and safety personnel may be informed, when and to the extent appropriate, if you have a condition that might require emergency treatment; and (iii) Government officials engaged in enforcing laws administered by the Office of Federal Contract Compliance Programs, or enforcing the Americans with Disabilities Act, may be informed.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected veteran status.

PRIVACY NOTIFICATION STATEMENT (Revised February 22, 2010 for U5605)

The State of California Information Practices Act of 1977 requires the University to provide the following information to individuals who are asked to supply personal information about themselves.

1. The principal purpose for requesting the information on this form is to comply with the following Federal requirements: (i) Title VII of the Civil Rights Act of 1964, as amended; (ii) Executive Order 11246, as amended; (iii) Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended; (iv) Section 503 of the Rehabilitation Act of 1973, as amended; (v) Title IV of the Higher Education Act of 1965, as amended (20usc 1094 (a) (17)); and (vi) Section 490 of the Higher Education Amendments of 1992 (P.L. 102–325), as well as relevant implementing regulations.

2. The information supplied on this form is kept confidential. It is used for required aggregated workforce data reporting to the federal government and for internal workforce statistical analysis, reporting, and outreach. It will be given to government agencies responsible for civil rights laws only when requested, or as otherwise required by law. The aggregated workforce data serves as a tool to the administration of campus equal employment opportunity/affirmative action and human resources programs. The information supplied on this form will be used only as described.

3. Furnishing the information requested on this form is voluntary. There is no penalty for not completing the form.

4. Individuals have the right to review their own records in accordance with University personnel policies and collective bargaining agreements. Information on applicable policies and agreements can be obtained from campus or Office of the President human resources and academic personnel offices.

5. The University offices responsible for maintaining the information supplied on this form are the UC Human Resources Office and UC Academic Advancement Office, and campus Equal Employment Opportunity and Affirmative Action Offices.

XI. Appendix D

AM I A PROTECTED VETERAN?

The Vietnam Era Veterans' Readjustment Assistance Act of 1974 (VEVRAA), as amended (38 U.S.C. § 4212), prohibits discrimination against protected veterans.

Under VEVRAA, a veteran may be classified as a "disabled veteran," "recently separated veteran," "active duty wartime or campaign badge veteran," or "Armed Forces service medal veteran."

DETERMINE YOUR VETERAN STATUS

1 Did you serve on active duty* in the U.S. Military?
*See 38 USC § 101(21) for a full list of service that may be counted as active duty.

2 Were you discharged or released from service under conditions other than dishonorable?

If you answered "yes" to the above questions, continue to the questions below. If you answered "no" to any of the questions, you may not be considered a protected veteran.

DETERMINE IF YOU ARE PROTECTED UNDER VEVRAA

DISABLED VETERAN	RECENTLY SEPARATED VETERAN	ACTIVE DUTY WARTIME OR CAMPAIGN BADGE VETERAN	ARMED FORCES SERVICE MEDAL VETERAN
· Are you a veteran of the U.S. Military who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs? *or* · Were you discharged or released from active duty because of a service-connected disability?	· Were you discharged or released from active duty within the last three years?	· Did you serve on active duty during one or more of the periods of war outlined in **38 U.S.C. § 101**?† · Did you serve on active duty in any campaign or expedition for which a campaign badge has been authorized under the laws administered by the **Department of Defense**?	· Did you serve on active duty in a U.S. military operation for which an Armed Forces Service Medal was awarded pursuant to Executive Order 12985 (61 FR 1209) and were you awarded the Armed Forces Service Medal? · If you were awarded the Armed Forces Service Medal, is it listed on your **DD Form 214**?

If you answer "yes" to any questions in the above categories, you may be protected under VEVRAA. A veteran may qualify in more than one category. If you do not fall into any of the categories, you may not be a protected veteran.

Please note that this page provides general information. It is not intended to substitute for the actual law and regulations regarding the program described herein.

†Period of War Dates: Korean Conflict June 27, 1950 – January 31, 1955; Vietnam Era February 28, 1961 – May 7, 1975 for veterans serving in the Republic of Vietnam or August 5, 1964 – May 7, 1975 for all other cases; Persian Gulf War August 2, 1990 – current.

If you do not have a DD-214 Form, or have additional questions about your veteran status, please contact the Department of Veterans Affairs at 1-800-827-1000.

OFCCP
OFFICE OF FEDERAL CONTRACT COMPLIANCE PROGRAMS
U.S. Department of Labor

8/2015

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