

Diversity and Inclusion Committee
Key Findings - November 4, 2015 Community Engagement Forum

#	Table Theme	Table Question	Cluster Titles
14	CLIMATE	How do we foster an open and respectful discussion of sensitive topics among our campus community?	Positionality Create Settings and Activities Knowledge and Training
28	CLIMATE	How do we foster an open and respectful discussion of sensitive topics among our campus community?	Each One of Us: Personal/Individual Responsibility Commitment from the Top Inviting Conversation (Resources, Tools, Systems)
10b	CLIMATE	How might we advance a climate fostering inclusion?	Evoking Enlightenment Cultural Diving Activating Change Bridges for Understanding
9	CLIMATE	What does “inclusion excellence” mean to you?	Holistic Support and Equal Opportunity Safe Space for Dialogue Accountability & Individual Responsibility
12	CLIMATE	What does a diverse campus workforce look like?	Being Different/Seeing Different – Celebrating/Acknowledging Difference Avoid Homogenization Resources Matter
8	CLIMATE	What does an inclusive campus climate look like?	Structural Issues & Institutional Improvements Assuring Diverse Communities Walking the Talk
26	CLIMATE	What systems do we need to have in place to attract, recruit, retain and graduate a diverse student body?	Walk the Walk: <i>Really</i> Train People to Meet the Principles of Community Give Me a Home Where Diversity Roams: Increase Facilities on Campus for Diverse Peer Groups Advise Me, Don’t Despise Me: Create More Advice Systems to Support Diverse Students & More Training to Help Diverse Students
11	CLIMATE	What systems do we need to have in place to recruit, retain and reward a diverse campus workforce?	Know Yourself and Others Reduce Unconscious Bias in Campus Policies and Procedures Social Community Development Based on the

			Principles of Community
27	CLIMATE	What systems do we need to have in place to recruit, retain and reward a diverse campus workforce?	Safe 2.0 Diversity = Synergy Restoration
19	INSTITUTIONAL COMMITMENT, POLICIES AND PRACTICES	How do we ensure accountability for diversity and inclusion efforts throughout the campus?	Are We There Yet? (Data and Report Cards) Carrots and Sticks (Rewards and Penalties) We Want You! (Stakeholder Engagement)
18	INSTITUTIONAL COMMITMENT, POLICIES AND PRACTICES	How might principles of diversity and inclusion fully integrate with UC Davis's Vision of Excellence?	Tools for Integration Review and Monitoring Financially Investing in Staff Efforts Build Stakeholder Engagement Opportunities, Internal and External
7	PIPELINE, RECRUITMENT, & RETENTION	How can UCD become an employer of choice for members of diversity communities?	Defined Career Pathways: Lighting the Way Onboarding and Continuing Training: Making a Safe Place Fair and Transparent Wages: Sharing Prosperity
25	PIPELINE, RECRUITMENT, & RETENTION	How can UCD become an employer of choice for members of diversity communities?	Programs & Resources That Attract and Retain Talented People Intentional Climate Setting Targeted and Well-Monitored Recruitment
5	PIPELINE, RECRUITMENT, & RETENTION	How do we reduce racial and gender disparities in STEM degree completion?	Make STEM Cool Intergenerational Outreach: Get Them While They're Young It Takes a Village to Grow a STEM
23	PIPELINE, RECRUITMENT, & RETENTION	How do we reduce racial and gender disparities in STEM degree completion?	Look How Cool We Are: Mentors & Role Models How the House is Built: Structure of Academic Programs Laying the Foundation: Support Services for Advancement
6	PIPELINE, RECRUITMENT, & RETENTION	How might we improve opportunities for nontraditional students?	Cultivate Future Aggies (Pipeline) Attracting the Best (Recruitment) Maintaining an Excellent Workforce Through Abundant Opportunities (Retention)
24	PIPELINE, RECRUITMENT, & RETENTION	How might we improve opportunities for nontraditional students?	Opening the Door of Opportunity: Admission Policies, Access, and Outreach Help Us Find the Path to Success: Resources to Support Nontraditional Students

			Changing the Paradigm to New Ways of Teaching and Learning New Places and Spaces for Teachers and Learners
20	PIPELINE, RECRUITMENT, & RETENTION	What are challenges to those seeking to access an education at UC Davis?	Sticker Shock Jumping Hurdles Is This Place Mine?
22	PIPELINE, RECRUITMENT, & RETENTION	What are the opportunities for building a K-14 pipeline that ensures a diverse undergraduate population?	Level the Playing Field (Money Matters) Partnerships with Purpose Care to Serve
21	PIPELINE, RECRUITMENT, & RETENTION	What challenges do we face in providing a range and quality of professional opportunities for an increasingly diverse campus workforce?	Training / Professional Development Hiring Issues Related to Bias & Discrimination and Competition for Diverse Talent Work Environment & Climate Rewards and Competitive Salary
1	PIPELINE, RECRUITMENT, & RETENTION	What does “diversity” look like for UC Davis?	Intersectionality Principles of Community Reengage the Professoriate The Struggle is Real
10a	PIPELINE, RECRUITMENT, & RETENTION	What systems do we need to have in place to attract, recruit, retain and graduate a diverse student body?	Promote & Provide Financial Affordability & Support Engage in Youth Outreach: It Starts in Elementary school Provide Specialized Tutoring for Minorities Community Awareness of Diversity and Cultural Differences
15	RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING	How are diversity and inclusion reflected through our research, teaching, and public service mission?	Inside Out Leading by Example Reach to Teach Engage to Gain Building Knowledge
17	RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING	How might we create a workforce capable of thriving in a diverse global economy?	For the People Understanding Self and Community Inclusive Global Education
16	RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING	How might we generate appreciation for cultural differences?	Cultural Appreciation Events: Food, Film, Art, and Dance Cultural Education and Training: Educators Gonna Educate Organized Discussion: Two Heads are Better Than One

Summary of Online Responses

Theme	Question	Summary of Responses
PIPELINE, RECRUITMENT, & RETENTION	What does “diversity” look like for UC Davis?	<p>Reflect the demographics of our state (e.g. become an Hispanic serving institution)</p> <p>Diversity for UC Davis means having individuals from different parts of life, whether that be interest, ethnicity, affiliation, etc. The more diverse the students <i>and</i> faculty, the better the integration of new students joining the university.</p> <p>Act locally, think globally. Education + exposure + personal experience with diversity = self acceptance, acceptance of others, personal growth</p>
RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING	How are diversity and inclusion reflected through our research, teaching, and public service mission?	<p>Improve diversity and inclusion in research, teaching, and public service to reflect the school's mission for the future.</p> <p>Diversity and inclusion improves the school: students and staff enabled to support a wider range of situations and serve others better.</p>
INSTITUTIONAL COMMITMENT, POLICIES AND PRACTICES	How might principles of diversity and inclusion fully integrate with UC Davis’s Vision of Excellence?	<p>Reflect California’s diverse population</p> <p>Streamline the pipelines/outreach for qualified students to attend UC</p> <p>Take into account special needs such as financial, first generation, language barriers, and transfer students from highly diverse high schools, community colleges, CSUs.</p> <p>Integrate principles of diversity and inclusion into every aspect of student life. Focus on the student.</p> <p>Advisers or faculty need cultural awareness, acceptance of different people and their life experience.</p> <p>Be equitable to every student.</p> <p>Open minds come from new experiences. Experiences with people who are different challenge us to think, grow, relate, and critically evaluate our own beliefs, actions, and goals.</p>
CLIMATE	What does an inclusive campus climate look like?	<p>Has many consequential and effective student services for various groups, e.g. mentoring programs, tutoring programs.</p> <p>Every community on campus is represented has a voice.</p> <p>Acceptance of others, self-acceptance, understanding, role models, community, new thoughts, growth.</p>

Diversity and Inclusion Committee – Summary of Key Findings by Goal (November 4, 2015 Community Engagement Forum)

PIPELINE, RECRUITMENT, AND RETENTION

Goal 1: Identify, attract, retain, and graduate a diverse student body.

Areas of Interest:	Possible focus for outcomes:
<ul style="list-style-type: none"> • Work with potential students earlier in the pipeline. Broaden pipeline programs to include the whole family or whole community. • Cultivate aggressively and individually. • Strengthen and expand partnerships for the pipeline. • Think creatively about the cost of an education to level the playing field. • Be thoughtful and intentional about mentors, role models, and other opportunities for individual connection. • Broaden support services and resources for advancement and success. • Understand and improve perceptions of UC Davis, college, and life after college, especially for first generation college students. 	<ul style="list-style-type: none"> • UC Davis is and is perceived as a welcoming place. • Level playing field. • Opportunity for all • Diverse pools, yield, graduation rates. • Long-term success for student body is real. • No one feels alone or in a silo.

Goal 2: Identify, attract and retain a diverse faculty and staff.

Areas of Interest:	Possible focus for outcomes:
<ul style="list-style-type: none"> • Increase targeting and monitoring of recruitment for diversity. Increase awareness of the potential for bias and discrimination in competition for diverse talent and create strategies to overcome these hiring issues. • Define career pathways that light the way; provide abundant opportunities for job advancement and switching. • Implement strong onboarding and continuing training programs. • Be competitive in salary, shared prosperity, and wage transparency. 	<ul style="list-style-type: none"> • Diverse pools and workforce. • Safe and welcoming work place. • Maintaining an excellent workforce. • Fair, transparent, and competitive wages.

CLIMATE

Goal 3: Advance a climate that fosters inclusive excellence.

Areas of interest:	Possible focus for outcomes:
<ul style="list-style-type: none"> • Implement intentional climate setting programs: cultivate personal and individual responsibility through shared knowledge, training, and experiences. • Develop specific programs around positionality and intersectionality. • Enable cultural diving and opportunities for enlightenment, including cultural appreciation events (food, film, art, dance, etc.). • Activate change in the community: be proactive and innovative • Provide safe spaces, resources, tools, and systems for difficult discussions. Develop programs around restorative justice, early intervention, mediation, healing processes, etc. • Expand resources for holistic support services and facilities for diverse communities. 	<ul style="list-style-type: none"> • Strong work environment and climate. • Acknowledgement and celebration of difference • Equal opportunity for all. • Equal recognition for contributions of everyone; lack of homogenization; integration rather than assimilation. • Awareness of resources for understanding, intervention, and success.

RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING

Goal 4: Promote collaborative and inclusive skill sets and perspective in research, teaching, public service, and training.

Areas of interest:	Possible focus for outcomes:
<ul style="list-style-type: none">• Rethink the structure of academic programs.• Change the paradigm to new ways of teaching and learning.• Ongoing, creative, and unconventional engagement, both internal and external.• Make change through advocacy.• Strengthen cultural competency and principles of community through education and training.	<ul style="list-style-type: none">• Leadership by example.• Cultural competency: increased understanding of self and community; shared knowledge.• Inclusive global education.• New places and spaces for teachers and learners.

INSTITUTIONAL COMMITMENT, POLICIES AND PRACTICES

Goal 5: Ensure accountability to diversity and inclusion efforts throughout the campus.

Areas of interest:	Possible focus for outcomes:
<ul style="list-style-type: none">• Review and repair structural barriers to diverse communities (e.g. fees). Reduce unconscious bias in campus policies and procedures.• Be proactive in communication, outreach, and response to incidents .• Improve and utilize data and report cards for integrated review and monitoring. Find systems that can customize or individualize approaches.• Engage with stakeholders (internal and external) in social community development based on the Principles of Community.• Make strategic investments and expand systems of rewards and penalties for diversity and inclusion activities	<ul style="list-style-type: none">• Leadership recognizes that the struggle is real at every level and acts on it.• Tangible and measurable institutional improvement.

Diversity and Inclusion Committee
Key Findings – December 2, 2015 Community Engagement Forum

Table Theme	Table Question	Cluster Titles
PIPELINE, RECRUITMENT, & RETENTION	Given that California is now recognized as a majority minority state, what should diversity look like at UCDHS? And how do we get there?	Communications: language matters Truly welcoming: recruitment is not the end Include staff and understand challenges of diverse staff The modern family - towards the real world Toward broader definitions of diversity and an understanding of power differentials
PIPELINE, RECRUITMENT, & RETENTION	How can UCDHS leverage its current pipeline activities, as well as new opportunities and partnerships, to ensure diversity of its graduate and professional school populations?	Financial support for faculty Pre-career targeting, early and broad (high schools, other universities) Faculty development and retention – retention is the hard part Outreach and collaboration Broad concept for diversity to include economic disadvantage, mental health, different abilities, etc. Funding for programs Admit clusters of students so that no one is alone Resurrect “Reservations for College” idea so that students are not just being prepared to attend college; they are being prepared to attend UC Davis
PIPELINE, RECRUITMENT, & RETENTION	How can UCDHS leverage its current pipeline activities, as well as new opportunities and partnerships, to ensure diversity of its staff and faculty?	Opening the doors: focus on outreach, pipeline, and changing the search process Retention focus on workforce balance Opening a home: building community and embedding change in the community – create and support community social relations and utilize what’s in our backyard Create collaborative, integrated workgroups to avoid isolating individuals and groups in the organizational structure Making it real: prioritize stable funding for diversity and inclusion programs Embed diversity and inclusion in the conversation
PIPELINE, RECRUITMENT, & RETENTION	How can UCDHS leverage its current pipeline activities, as well as new opportunities and partnerships, to ensure diversity of its staff and faculty?	Develop internships and mentoring opportunities that deliver on goals Increase visibility of what we do well and improve Community based care

		<p>Collaborating with sister human capital organizations</p> <p>Staff involvement – emphasize the meaning and importance of every position and role</p> <p>Spouse involvement</p>
CLIMATE	How do we foster an open and respectful discussion of sensitive topics among our campus community?	<p>Language is behavior</p> <p>Location, location, location - go to the communities where they are</p> <p>Model from the top – leaders need to be present</p> <p>Listening Communication</p> <p>Training</p> <p>Community</p> <p>Data Research</p>
RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING	How might we generate appreciate for cultural differences? How can we embed and advance cultural difference sin our research? Teaching? Community Service?	<p>Campuswide celebrations and learning with a strong experiential component and incentives</p> <p>Establish and expand culturally informed funding and participation built on community engagement</p> <p>Embed cultural appreciation into the curriculum</p> <p>Create feedback loops back into communities that we study</p>
INSTITUTIONAL COMMITMENT, POLICIES AND PRACTICES	How do we ensure accountability for diversity and inclusion efforts throughout Health System? What needs to be in place for us to achieve this?	<p>Put diversity and inclusion in the water: Embed it in the culture of the institution, in the culture of recruitment. Broadcast the principles of community and diversity and inclusion goals.</p> <p>Leadership involvement: Make leaders accountable for processes and outcomes. Embed the understanding that diversity = excellence</p> <p>Measures and metrics: create measurable goals for faculty, students, and staff, and include data collection as part of the process</p> <p>Feeling the love: create a system of incentives; celebrate and reward the development of best practices</p>

Wrap Up Discussion

Topic: How can the strategic planning initiative expand engagement with UCDHS?

Principle of Engagement:

- Needs to be thoughtful and strategic about engagement to avoid confusion.
- Create phased, ongoing engagement plan as part of a “living” diversity and inclusion strategic plan.
- Connect first with internal diversity and inclusion ambassadors (e.g. existing diversity and inclusion committees and affinity groups) so that they are integral to engagement process and move gradually outward.
- When engaging, use existing structures as much as possible.

UCDHS Engagement Opportunities

Students: Planning Phase: Noontime activity (discussion/brainstorm only, no presentation)? Ongoing: Part of Doctoring Course?

Staff: Staff Engagement survey at UCDHS recently completed; Work through Staff Assembly and Affinity Groups.

Volunteer Clinicians: Not on site, consider a Survey [Jessica Núñez de Ybarra volunteered to help]

Community: Regional Stakeholders Working Group is working on scope, framework, and phased approach; Leverage groups that are in UC Davis “backyard”; Reach as part of a post-plan engagement

Patients: Reach as part of post-plan engagement and utilize existing structures – Patient advocates, patient groups, patient review boards, and mini medical schools

Strategic communications: Be proactive, esp. with traditional media, e.g. Sacramento Bee; Tell the Success Stories (“We are doing a lot now, but we can do better.”), e.g. high schools in Sacramento (the Medical School has been reaching out for fifteen years) and the Language Academy; let people know that engagement is coming.