

**University of California Davis**

**Division of Continuing and Professional Education**

**Strategic Plan for Diversity, Equity, and Inclusion**

**May 2021**

**2020-2021 CPE Diversity Equity and Inclusion Steering Committee:**

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## Executive Summary

In August of 2020, the Dean of CPE asked for a Diversity, Equity, and Inclusion Steering Committee to be formed with the primary task of developing a strategic plan for DE&I. By Fall of 2020, the Steering Committee had not only established an internal DEI webpage for the Division to serve as a key resource content hub for the division, but the committee had also created and distributed a CPE Climate Survey to solicit feedback from the entire Division to better incorporate the needs of CPE into an overall strategic plan. Moreover, members from the Steering Committee continue to be active participants on the UC Davis campus-wide Diversity and Equity Committee to better support and further build upon UCD Campus DEI initiatives as a collective force.

The campus Strategic Vision is structured around five major goals:

- 1) Identify, attract, retain, and graduate a diverse student body
- 2) Identify, attract, and retain a diverse faculty and staff
- 3) Advance a climate that fosters inclusion excellence
- 4) Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities
- 5) Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities

Using these five goals as a framework that we tailor to the needs and priorities of the Division. In sum, we assess as our highest priorities:

- Advance Diversity, Equity, and Inclusion as part of CPE's Ethos.
- Develop Strategic Roadmap to share with Executive Leadership to support DEI focus.
- Create procedures and protocols that allow CPE to collect and review student demographic information in order to identify and address disparities in enrollment, retention, and outcomes.

## Introduction

Diversity, inclusion and equity<sup>1</sup> are central to the identity and purpose of UC Davis. Rather than seeing diversity goals as being ancillary to the University's educational mission, we see achieving them as essential to educational excellence. Without the full participation of all members of the UC Davis community and without a community that is representative of the diversity of the broader population we serve; we are less than we should be. Enabling students, staff, and faculty to do their best work and to thrive personally and professionally is necessary to fulfill the University of California's mission of "providing long-term societal benefits through transmitting advance knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge."<sup>2</sup>

UC Davis adheres to *Principles of Community* (Appendix 1) that serve as broad guidelines for valued behavior. These guidelines take the form of affirmations of inherent personal dignity and freedom of expression, and the active rejection of discrimination. Themes of justice and equity, and respect and decency run through the guidelines.

The Division of Continuing and Professional Education is committed to the values and guidelines as outlined in the UC Davis Principles of Community. CPE is the lifelong learning arm of the University of California Davis, serving over 75,000 learners annually from every state in the US and 100 countries.

**Our vision is a world in which every adult learner has access to the right education in the right format at the right time throughout their lives and careers to advance their individual and organizational goals.**

In the Division of Continuing and Professional Education:

- **We believe** that professional education plays a vital role in building our economy, improving our community and enriching the lives of the students we serve.
- **We are passionate** about sharing the resources, expertise and knowledge of UC Davis with working professionals and other adult learners around the world.
- **And we are committed** to providing adult learners with access to the right education in the right format at the right time throughout their careers and lives.

### CPE Values

- **One UC Davis** - We prioritize what's best for the campus and the organization as a whole
- **Educational Access** - We create access and remove barriers to learning for part-time and adult learners
- **Community Impact** - We are grounded in the land-grant tradition of serving community needs that improve the lives of individuals and society
- **Transparency** - We operate in a way that creates openness between managers and employees, and fosters engagement and shared accountability
- **Collaboration** - We believe success is enhanced when we work together

*This document is meant to evolve as the needs of CPE change and as we advance toward our objectives.*

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<sup>1</sup> Diversity refers to representation of varied identities and demographic differences. Inclusion refers to the encouraging and enabling the participation of all people. Equity refers to fair treatment and equal access to opportunity.

<sup>2</sup> Mission statement from the University of California Academic Plan 1974-1978

## Continuing and Professional Education Strategic Investments

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1. **Investment:** Summer 2020 – Established the Division of Continuing and Professional Education Diversity Equity and Inclusion Committee to assess, support and create a comprehensive short-term and long-term DEI strategic plan to be responsive to the culture and climate of staff, faculty, and students within CPE.
  2. **Investment:** Summer 2020 – Established an internal DEI webpage for the Division to serve as a resource hub for cultural activities, diversity and equity trainings, initiatives, and support services to employees.
  3. **Investment:** Fall 2020 – Invested in the administration a CPE climate survey to solicit feedback and responses to DEI related initiatives.
  4. **Investment:** Fall 2020 - Invested in the creation of an Anti-Racism webinar series for social services personnel statewide—with more than 900 professionals attending each of the four sessions.
  5. **Investment:** Fall 2020 - Invested in the hiring of an Executive Advisor to the Dean of CPE with the responsibility of supporting DEI initiatives and providing leadership in developing a long-term DEI Strategic Plan.
  6. **Investment:** Winter 2021 – Invested in Cultural Sensitivity and Racial Bias Trainings for Senior Leadership and CPE Cabinet followed by smaller training modules by the Spring for all staff in the Division.
  7. **Ongoing Investment:** Invest in division-wide Equity Guest Speaker Series for Townhall Meetings to better demystify diversity, equity and inclusion and bring a heightened awareness to cultural, social, and emotional sensitivity.
  8. **Ongoing Investment:** Work collaboratively with the UC Davis Office of Diversity, Equity, and Inclusion to incorporate and share campus-wide initiatives that support staff, faculty, and lifelong learners of CPE.
  9. **Ongoing Investment:** Work collaboratively with the launching of UC Aggie Square to better provide access into Pre-College Programs and Open Registration for underserved students in the local Sacramento Area Community.
  10. **Ongoing Investment:** Work collaboratively with the Sacramento Employment and Training Agency (SETA) to expand our commitment to access and workforce development for lower socio-economic communities in the Sacramento Region.
-

## Implementation of the Continuing and Professional Education Diversity, Equity and Inclusion Strategic Vision

*“DIVERSITY—a defining feature of California’s past, present and future — refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/ disabilities, sexual orientation, gender identity, socioeconomic status, geographic region and more.*

*– University of California Diversity Statement*

UC Davis is committed to diversity because it is vital to our mission and enhances educational excellence. As we strive to meet the growth goals of the UC Davis 2020 Initiative, the significant increase in enrollment corresponds with an opportunity to develop a more diverse community of scholars. A clear plan will move UC Davis toward its goal of inclusion excellence, meaning the condition in which all members of a community are encouraged and supported to work, study, and learn in a way that allows each of us to reach our full potential. UC Davis strives to create an environment where everyone feels included and heard. The well-being of our university community depends on all of us feeling free to respectfully express ourselves and on our willingness to listen to one another, even during disagreements.

Rather than developing an independent diversity strategy, the Division of Continuing and Professional Education will build upon the *UCD D&I Vision* (Appendix 2), adopted by the Academic Senate of the University of California in 2009, which emphasizes the core mission of the University of California as serving the educational interests of the state of California. Diversity has always been a defining feature of California, and the UC has a compelling interest in being accessible to people from all backgrounds for an education and as an employer.

## Commitment to Students

### Objective 1: We know our students and their goals

*Vision for Success:* An increase of enrollments from a range of demographics that include adult learners and underrepresented students. Success is measured based on student intent, program/course completion rates, and student satisfaction.

- a) Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented, and underserved student populations.
- b) Invest in student success, sense of belonging, and cultural competency.
- c) Invest in increased marketing of diverse student communities.

#### Metrics:

- As a top research university with a public service mission, it's important that the composition of our students, staff and faculty reflect the increasingly diverse population of California.
- Improved program participation and completion rates
- Increased enrollments in workforce funded education programs

#### Activities to support goal attainment:

- Collect information regarding student demographics and learning/program goals
- Evaluate student success based on their goal achievement
- Tie student success to program assessment plans
- Build student support for learners with identified needs
- Recruit diverse students
- Ensure demographics inclusion in brand development and market positioning
- Ensure ADA compliance in all materials
- Develop career resources to assist underemployed/unemployed
- Actively seek alternative funding sources for students to support access

## Commitment to educational community - Mirror the society

### Objective 2: Identify, attract and retain diverse instructors and staff

*Vision for Success:* Divisional staff and instructor pool is more reflective of the diversity of our region.

- a) Broaden the diversity of instructors and staff by cultivating a diverse pipeline and ensuring that campus policies, departmental incentives, and funding models are aligned to make aggressive progress on hiring goals.
- b) Ensure that people thrive—for compliance, retention, and improved climate.

#### Metrics:

- Diversity training is completed by all who participate in hiring practices
- Staff and payroll Instructional pool presents broader demographics
- Improved retention and turnover rates amongst staff
- Improved responses to engagement and climate surveys

#### Activities to support goal attainment:

- All new staff and instructors attend required diversity training within 6 months of hire
- All staff and Instructors work towards progressing our DEI goals and Principles of Community
- Ensure our partnerships with organizations align with CPE diversity goals
- Prioritize engagement and retention of staff
- Diversify instructor recruitment include associations that meet subject matter expertise and diversity
- Diversify marketing materials/efforts to demonstrate that CPE is an inclusive place to work
- Provide consistent mentoring and professional development opportunities
- Engagement and climate surveys include question(s) related to inclusive environment
- Develop annual instructor engagement survey to gather feedback to evaluate practices

### **Commitment to continuous learning - Demonstrate principles and best practices of learning organization**

#### **Objective 3: Advance a climate that fosters inclusion excellence**

*Vision for Success:* Surveys demonstrate strong overall satisfaction in CPE's organizational culture. DEI principles are reported as well working in interviews and surveys. There are no reported cases of bias, hate, or discrimination.

- a) Engage, empower, inform, and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.
- b) Evaluate current institutional barriers to inclusion.
- c) Ensure safe campus environments, free from exclusion, intimidation, offensive, or violent conduct. Eliminate negative behavior related to power differentials. Reject normalizations of bias and sexual harm.
- d) Sponsor communities of belonging

#### Metrics:

- The division accommodates diverse cultural needs.
- People from diverse backgrounds participate in the organization.
- Engagement and participation are measured high.
- Employees of different classifications have professional development opportunities that advance DEI principles.



Activities to support attainment:

- Divisional investment to oversee the implementation, accountability, and data analytics.
- Establish divisional DEI committee to develop a tactical plan for operationalizing the strategies.
- Engage, empower, inform, and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.
- Build opportunities for difficult discussions and reflection on issues of diversity, inclusion, and social justice to become part of daily practice, in which there is an acceptance for the continuous learning that is the building block of cultural literacy.
- Ensure safe and inclusive work environment. Eliminate negative behavior related to power differentials. Reject normalizations of bias and sexual harm.
- Require and embed diversity, inclusion, and climate content in trainings and workshops, especially for those in teaching, supervisory, student-facing, customer service, and decision-making roles.
- Sponsor communities of belonging.
- Promote and provide students and staff with diversity certification programs and professional development.
- Ensure that diversity and inclusion concepts are strongly embedded in mandatory trainings for those in supervisory roles and for new employees.

### Commitment to Teaching and Public Service

#### **Objective 4: Integrate diversity and inclusion perspective to who we are as educational division and the public service role that we have in the communities that we serve**

*Vision for Success:* Programs support employability and access to careers and growth.

- a) Return benefit to the communities and organizations that work with us.
- b) Fulfill the promise of APM 210(d) by promoting and rewarding “contributions in all areas of ... achievement that promote equal opportunity and diversity ... including advance equitable access to education, public service that addresses the needs of California’s diverse population, or research ... that highlights inequalities.”

Metrics:

- Program assessments demonstrate student success
- Enrollment growth of broader demographics
- Instructor evaluations demonstrate inclusive learning environment

Activities to support goal attainment:

- Embed cultural competency provisions for instructors and staff.
- Require DEI awareness/competency training annually.
- Embed standardized cultural competency and DEI perspectives to CPE programs as appropriate
- Consultation of cultural and community organizations

## Commitment to DEI

### **Objective 5: Ensure accountability to diversity and inclusion efforts at CPE**

Vision for Success: DEI is operationalized by a committee that reports to the Cabinet. DEI related matters are measured, discussed, and reported annually.

- a) Establish a coordinated effort to implement and report on the progress of this strategic plan.

#### Metrics:

- Divisional surveys
- Reporting of collected surveys and data.

#### Activities to support goal attainment:

- Improve equity and inclusion by embedding the structure and resources for diversity
- Inclusion of all CPE units and within the job responsibilities of those in key roles.

## Recommended Short-Term Priorities

PROJECT NAME	PROJECT MANAGER
Short-Term 1 Year	M. Kreuzer-Moore, A. Adams, R. Clark

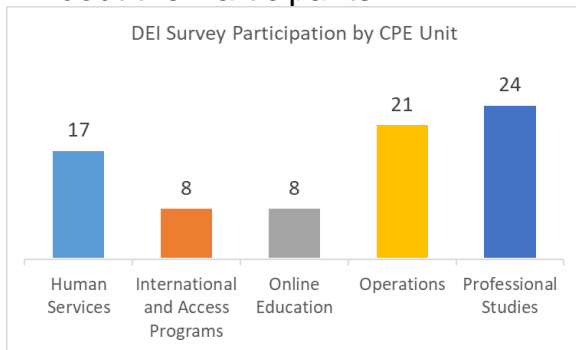
ACTION	RESPONSIBLE	PRIORITY	STATUS	START	END	NOTES
Goal #1: Expand Resources						
Create CPE DEI Webpage	M.Kreuzer-Moore	High	Completed	Aug-20	Sep-20	Added to Infonet <a href="https://infonet.ucdavis.edu/diversity-equity-and-inclusion">https://infonet.ucdavis.edu/diversity-equity-and-inclusion</a>
Create, Disseminate, Analyze Climate Survey	A. Book	High	Completed	Oct-20	Dec-20	Survey data analyzed and presented 2.11.21 at the Division Meeting
Goal #2: Training						
Inclusive Leadership in a Multicultural Community	M. Kreuzer-Moore organizer Mikael Villalobos facilitator	High	Scheduled 3/18/2021	3/18/2021		Training to include cabinet, chairs and unit leaders
Multicultural DEI Training	M. Kreuzer-Moore organizer Mikael Villalobos facilitator	High	Pending			Training to include entire division. Divided into groups of 25
Goal #3: Engagement						
Speaker Series	R. Clark M. Jackson	Medium	Pending			Arrange one or more DEI related speakers to speak at quarterly division meeting
Facilitator Led Discussions		Medium				
Book Club	M. Jackson K. Mihos	Low	In Progress			Establish DEI related book club. Announce through NetNews
NetNews Announcements	L. McCoy	Medium	Pending			
Sub-Groups		Medium	Pending			Establish sub-groups to assist in facilitating action plan
Goal #4: Accountability						
Update to Campus	M.Kreuzer-Moore R. Clark	High	Quarterly	Aug-20	Ongoing	Investment update sent to Office of the Vice Chancellor, DEI
DEI Strategic Plan	Steering Committee	High	Pending			
Representation on Campus DEI-ELT Committee	M.Kreuzer-Moore	High	Monthly	Jan-20	Ongoing	Attend monthly campus DEI-ELT meetings
CPE Diversity Tracking	M.Kreuzer-Moore	High	Annually	Jul-20	Ongoing	First report compiled 7/2020

# Summary of Findings: Diversity, Equity, and Inclusion Fall 2020 Survey

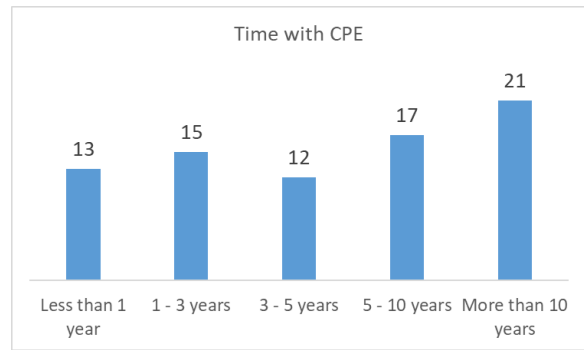
The Diversity, Equity, and Inclusion (DEI) Committee at UCD Davis Continuing and Professional Education conducted an online survey of the division’s staff during fall 2020. The survey’s purpose was to solicit feedback from staff on what DEI areas the committee should focus on in the coming year.

The data was summarized and reviewed to assess trends across the organization. Each question was also evaluated to determine if there were differences in response based on: 1) the unit worked in, or 2) the length of time with CPE. Overall, priorities were consistent regardless of unit or length of tenure.

## About the Participants



A total of 78 staff members completed the survey, with representation from all five units.



The amount of time survey participants had worked at CPE ranged from less than one year to more than ten years. There was good representation among all lengths of tenure with the organization

## Prioritizing UC Davis DEI Goals for CPE

The *UC Davis Diversity and Inclusion Strategic Vision* set forth five specific goals for our UC Davis community. Staff ranked the order in which these five priorities should be a primary focus. Staff across CPE ranked the five areas in the following order:

1. Advance a climate that fosters inclusion excellence.
2. Identify, attract, and retain a diverse faculty and staff.
3. Identify, attract, and retain a diverse student body.
4. Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities.
5. Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities.

The priority order given to these areas was consistent across units.

*Table 1. CPE Counts of Campus Priority Areas*

	First	Second	Third	Fourth	Last
Advance a climate that fosters inclusion excellence.	<b>32</b>	8	15	9	10
Identify, attract and retain a diverse faculty and staff.	16	<b>29</b>	10	14	2
Identify, attract and retain a diverse student body.	9	11	<b>23</b>	10	17
Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities.	4	9	12	<b>22</b>	<b>29</b>
Promote diversity and inclusion in research, teaching, public service and training across campus and in neighboring communities.	11	13	13	18	17

## Prioritizing Goals Developed by CPE DEI Committee

Staff also selected their top two priorities among the five areas identified by CPE's DEI committee. The five areas were:

1. Addressing DEI in our public image/marketing materials for recruitment of diverse students
2. Addressing diversity and inclusion in recruiting and hiring instructors
3. Addressing diversity and inclusion in hiring staff
4. Providing DEI training for all CPE staff
5. Improving our organizational climate for retention of diverse staff

Staff also had the option to provide a different priority area the committee should consider.

"Improving our organizational climate for retention of diverse staff" was selected by 37 out of 78 staff as one of the two areas they believed should be focused on first. The majority of staff from all units chose this area.

"Providing DEI training for all CPE staff" was the item selected second most frequently.

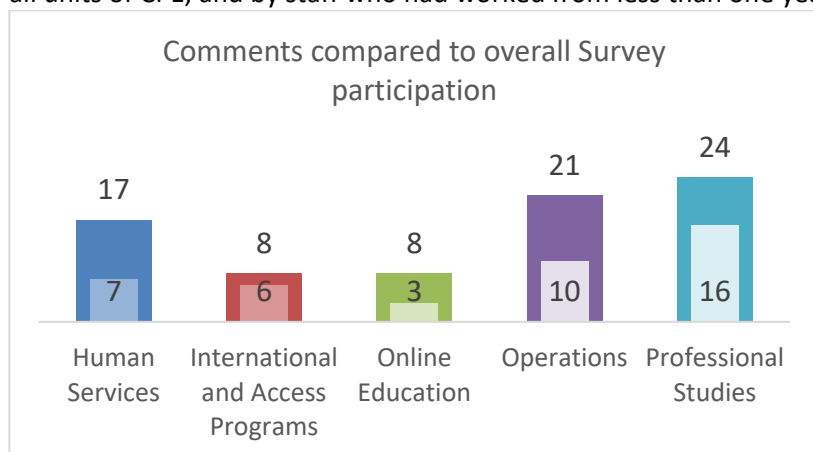
*Table 2. CPE Counts of Prioritized Goals*

	HS	IAP	OLE	Operations	PS	Total
Other	1	1	1	1	1	6
Addressing DEI in our public image/marketing materials for recruitment of diverse students	3	4	2	3	8	20

Addressing diversity and inclusion in recruiting and hiring instructors	4	3	3	6	10	26
Addressing diversity and inclusion in hiring staff	7	2	1	9	8	27
Providing DEI training for all CPE staff	9	2	4	10	11	35
Improving our organizational climate for retention of diverse staff	8	4	5	10	10	37

## Additional Feedback Provided by Staff

The survey also included four open-ended questions that allowed staff to provide specific feedback or suggestions on DEI practices of CPE. The questions asked what CPE was doing well, what could be improved, the activities that were currently occurring in the unit respondents work in, and any other comment respondents wanted to make. Of the 78 people who response to the survey, 42 provided additional comments. Comments were submitted from all units of CPE, and by staff who had worked from less than one year to more than ten.



Although separate open-ended questions were asked, comments made were not always related to the question. For this reason, comments were reviewed regardless of which question they were in response to and grouped by theme. After an initial review, five themes were identified: marketing, training/work environment, hiring practices, leadership, attracting diverse students/services provided.

### Marketing

Six staff members commented on marketing in relation to issues of DEI. Several comments referenced existing efforts to use images in marketing materials that reflect a diverse population, while also communicating that more can be done in this area. One comment referred to Professional Studies' existing effort to attracting enrollment from people of different backgrounds.

### Staff Training and Work Environment

The need for additional staff training on DEI and a greater focus on fostering a positive environment that supports DEI was the theme most commonly written about. Many staff expressed an interest or need for more DEI training offered directly to CPE staff in addition to what is offered through campus. Others expressed interest in having CPE staff take campus trainings as a group and having opportunities for discussion. There was a suggestion to make diversity the theme of the Division Retreat in 2021.

Several staff in Human Services unit commented on the DEI trainings/discussions being held during staff meetings. Several comments were positive, praising the training as a positive experience. Others expressed concern that these trainings were mandatory and that some discussions had become political.

A few staff commented that CPE is aware of and follows campus policies and guidelines with regard to DEI. Some staff noted that CPE fosters a friendly, inclusive and non-hostile work environment. Others noted the need to improve the work environment to make it more inclusive and ensure all perspectives are honored. One staff noted concern about potential for escalation of bias while working remotely.

Several comments related to clarifying what is meant by “diversity” to ensure it spans the breadth of identities, including disability, age, race/ethnicity, LGBTQ, mental health and body size bias. A specific need for more focus on disabilities and accessibility was noted by several staff; others highlighted the current work to make materials ADA compliant. Additional comments cited the need for training and more inclusion related to gender identity, including the need to have gender-neutral restroom options.

## Hiring Practices

There were many comments about the importance of, and need to focus on, recruiting more diverse staff and instructors, as well as training on best practices in recruitment. A suggestion was made that Aggie Square make a commitment to hire local and diverse staff in the area where they are building as it is already having a financial impact on increasing housing costs. The importance of retaining diverse talent that is already part of CPE was also noted by several staff.

## Leadership

Several comments noted the need for more diversity in CPE leadership. Some staff commented that managers and supervisors make an effort to model inclusive behavior and affirm the importance of DEI. Others noted that some in management or leadership roles do not signal interest in DEI. It was suggested that managers and leaders take training on these topics and make efforts to discuss DEI issues with their staff.

There were several positive comments about the current focus on and discussion of DEI issues, including the creation of the DEI committee. Some expressed worry that previous CPE initiatives have not yielded follow-up and the hope that continued action will occur related to DEI. It was also suggested that there be more intimate settings for dialogue about these issues rather than town hall meetings.

## Attracting Diverse Students/Services Provided

The importance of diversifying the student body was brought up in several comments. Improving support for diverse students was a theme, including specifically for students who utilize alternative funding sources, and marketing to non-traditional audiences in programs where stereotypes exist, such as women in tech. Another comment expressed the need for additional research on continuing and professional development needs of diverse groups and developing appropriate programs. There was a suggestion to survey CPE students to find out where they feel supported and have ideas for improvement.

Other staff shared strengths in some programs, such as International and Human Services, that have existing training geared toward diverse audiences as well as curricula related to DEI. The need to provide DEI training for contracted instructors in addition to staff was noted.

## Program/Team Activities

Some program-specific activities were shared that could be adopted by other programs. Human Services has developed an anti-racist training series, brought facilitators to staff meetings to discuss issues related to examining bias and becoming anti-racist, and started a book club. International has implemented a new activity where they interview students to learn about their needs, with a particular focus on building greater understanding of the student’s culture. Online Education is re-evaluating how to make content and courses of study more accessible and up to stated standards in content delivered. Professional Studies noted having regular open conversations as a leadership team around DEI and routinely recommending DEI-related books, webinars and campus trainings to staff.

## Conclusion

Our strategy document records the overview, planning, and implementation of the *CPE Diversity, Equity, and Inclusion Vision*. We aim to support the University of California's Diversity Statement, summarized in its closing paragraph: "...commitment to the full realization of its historic promise to recognize and nurture merit, talent and achievement by supporting diversity and equal opportunity in its education, services and administration, as well as research and creative activity. The university particularly acknowledges the acute need to remove barriers to the recruitment, retention and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented."



# Appendix 1

University of California, Davis

## Principles of Community

April 28, 2015

**Prologue:** UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The UC Davis Principles of Community is an aspirational statement that embodies this commitment, and reflects the ideals we seek to uphold.

### Principles of Community

The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multitude of identities. The university expects that every member of our community acknowledge, value, and practice the following principles:

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole.

We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in all our achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on mutual respect and caring.

## Appendix 2

### VALUE STATEMENT

#### The UC Diversity Statement\*

#### The strategic planning committee adopted the UC Diversity Statement and UC Davis Principles of Community as values to define the planning process.

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity—a defining feature of California's past, present and future—refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region and more.

Because the core mission of the University of California is to serve the interests of the state of California, it must seek to achieve diversity among its student bodies and among its employees. The state of California has a compelling



interest in making sure that people from all backgrounds perceive that access to the university is possible for talented students, staff and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the state.

Diversity should also be integral to the university's achievement of excellence. Diversity can enhance the ability of the university to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that incorporates diversity can thus promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent and achievement by supporting diversity and equal opportunity in its education, services and administration, as well as research and creative activity. The university particularly acknowledges the acute need to remove barriers to the recruitment, retention and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented.

\* Recommended to the University of California by the Academic Senate of the University of California; adopted by the Assembly of the Academic Senate May 10, 2006; endorsed by the president of the University of California, June 30, 2006; adapted as amended by the Assembly of the Academic Senate, April 22, 2009; endorsed as amended by the president of the University of California, August 17, 2010.

# EXECUTIVE SUMMARY

## A Diversity and Inclusion Vision for UC Davis

### PIPELINE, RECRUITMENT, AND RETENTION

### CLIMATE

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

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

**GOAL 3:**  
Advance a climate that fosters inclusion excellence.

A. Focus on identification, preparation, and pipeline activities early in future students' development/schooling and involve community and support networks such as family, K-12

A. Broaden the diversity of faculty and staff by cultivating a diverse pipeline and ensuring that campus policies, departmental incentives, and funding models are aligned to make aggressive progress on

A. Engage, empower, inform, and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.

teachers, counselors and schools, community organizations and community colleges.

hiring goals.

B. Evaluate current institutional barriers to inclusion.

B. Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented, and underserved student populations.

B. Hold every division, college, school and department accountable for bringing diversity and inclusion excellence into recruitment and hiring practices.

C. Ensure safe campus environments, free from exclusion, intimidation, offensive, or violent conduct. Eliminate negative

C. Invest in each student's

C. Ensure that people thrive—for compliance, retention, and improved climate.

behavior related to power differentials. Reject normalizations of bias and sexual harm.

success, sense of belonging, and cultural competency.

D. Sponsor communities of belonging.

**METRICS**

- broader demographics of eligibility pools, applicants, and enrollments (by major, school, and college)
- improved graduation rates and time to graduation for disadvantaged groups
- student persistence measures (e.g. 2nd-year retention, GPA, progress toward degree)
- equitable distribution of financial aid and grants etc.

**METRICS**

- broader demographics of availability pools, hiring pools, and new hires (by location, job group, and level)
- improved retention and turnover rates
- improved rates of performance measurement and advancement for underrepresented and disadvantaged groups
- equity in salary and other resources etc.

**METRICS**

- holistic evaluation of voluntary separations, FMLA/sick days, workers comp, discrimination cases, and Ombuds visits (by location, job group, and level) shows improved outcomes
- improved responses to engagement and climate surveys (UC Undergraduate Experience Survey, CUCSA Staff Engagement Survey, COACHE Faculty Engagement Survey) etc.

# EXECUTIVE SUMMARY

## A Diversity and Inclusion Vision for UC Davis

### RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING

#### GOAL 4:

Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities.

A. Embed cultural competency in all academic and training programs, administrative units/programs and workplaces to support diversity and inclusion goals.

B. Return benefit to the communities that work with us.

C. Fulfill the promise of APM 210(d) by promoting and rewarding “contributions in all areas of ... achievement that promote equal opportunity and diversity ... including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research ... that highlights inequalities.”

#### METRICS

- holistic assessments of curriculum and training programs show increasing participation numbers and improved learning outcomes
- equitable rates of advancement for all groups
- uptick in external diversity awards and recognition
- improved patient outcomes
- increase in participation of scholars in research related to the African American diaspora
- growing indices of UC Davis diversity scholarship and research
- increased extramural funding for diversity efforts etc.

### INSTITUTIONAL COMMITMENT,

#### GOAL 5:

Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities.

A. Establish a coordinated campuswide effort to implement and report on the progress of this strategic plan.

B. Embed the structure and resources for diversity and inclusion in all academic and administrative units and within the job responsibilities of those in key roles.

C. Create a strategic plan with neighboring communities within a 30-mile radius on shared goals for diversity and inclusion.

#### METRICS

- uptick in external diversity awards and recognition
- broader diversity of those in leadership roles
- regular reporting on diversity goals at school, college, department, and unit level
- increased access to and utilization of diversity data
- assessments of talent management programs and initiatives show increasing participation numbers and improved opportunities for advancement
- increase in funding (extramural and institutional) for diversity initiatives
- increase in localized/regional undergraduate student eligibility and enrollments
- increased localized/regional participation in UC Davis diversity programming etc.

