UC DAVIS STRATEGIC INVESTMENTS:

DIVERSITY, EQUITY, AND INCLUSION

UC Davis has made a number of investments in Diversity, Equity, and Inclusion, and there are additional strategic investments planned for the future in an effort to develop a more inclusive campus community. In 2019, UC Davis created the Office of Diversity, Equity and Inclusion to unify the Office of Campus Community Relations (OCCR), Academic Diversity (AD), and the Office for Health Equity, Diversity and Inclusion (HEDI) - each has an Associate Vice Chancellor for the respective unit. The campus hired the inaugural Vice Chancellor for Diversity, Equity, and Inclusion position to lead all diversity and inclusion efforts at UC Davis for each campus and site, for example: Davis campus, UC Davis Health in Sacramento; Bodega Bay Marine Lab in Bodega Bay, CA; Tahoe Environmental Research Center in Incline Village, Nevada; the Working Professionals MBA programs in Sacramento, San Francisco, and San Ramon; and others.

The information below shares a few of the investments that have been made to support our communities, particularly in light of the need to address implicit and explicit bias, racism, and structural inequalities. The university developed a Diversity & Inclusion Strategic Vision (D&ISV) in 2017, and a campus-wide strategic plan, "To Boldly Go" (TBG), in 2018. The short list of examples below shares some of the recent ways that the campus is being accountable to its plans, particularly in response to the 2020 acknowledgement of racial trauma. In this document, Goals 1-5 reflect the intersections both the TBG and D&ISV, e.g., 1) *Support for Students*, 2) *Faculty and Staff,* 3) *Opportunity Gap/Climate,* 4) *Research, Teaching, Public Service, and Training, and* 5) *Community and Accountability.*

STRATEGIC INVESTMENTS

STUDENTS/CLOSING OPPORTUNITY GAPS
(GOAL 1 TBG AND D&ISV)

1. **Investment**: In September 2020, the Offices of the Chancellor and Provost initiated a new campus advisory position, *Faculty Advisor to the Provost on Closing Student Opportunity Gaps.* This individual, in collaboration with campus-wide stakeholders, will play a leading role in developing and coordinating comprehensive strategies for building equitable opportunities for learning and success across our colleges and schools and furthering the impact of UC Davis as an engine for social mobility.

2. **Investment:** The Office of Diversity, Equity, and Inclusion (DEI) worked with UC Davis researchers to develop a series of grants to broaden participation. These include: UC-Hispanic Serving Institutions Doctoral Diversity Initiative grant, "Advancing Diversity by Educating the Professors of Tomorrow (ADEPT)" (funded, summer 2020), National Science Foundation Improving Undergraduate Science, Technology, Engineering and Mathematics (STEM) Education: Hispanic-Serving Institutions grant submission (recommended for funding, summer 2020), National Institute of Health grant, "MIND SEED (Supported Education to Elevate Diversity) Scholars Program" (submitted, summer 2020)], National Action Council for Minorities in Engineering grant (funded with UC Davis matching investment, summer 2020).

3. **Investment:** Summer 2020 - UC Davis Health created three new associate dean positions for diversity initiatives. The Betty Irene Moore School of Nursing hired an Associate Dean for Health Equity, Diversity, and Inclusion. The School of Medicine developed a position for an Associate Dean for Diverse and Inclusive Learning Communities, an Associate Dean for Diverse and Inclusive Education., and a new GME Diversity Director, a psychotherapist trained in racial trauma. Further, Health Equity, Diversity, and

Inclusion now has a Director for Social Justice and Immersive Learning.

4. **Investment:** DEI has developed liaison partnerships with the offices of [Development and Alumni Relations](#) (DEVAR), and the office for [Strategic Communications](#) (Strat Comm). DEVAR has appointed teams to work with DEI to assist with fundraising, and there are 2020 campaigns to raise funds for students from diverse groups, including the [Native American Academic Student Success Center](#) (The "Native Nest") and the [Center for African Diaspora Student Success](#) (CADSS). DEI will also partner [with Student Affairs](#) development to support these units. In summer 2020, Strategic Communications approved two "DEI Communications Liaisons" from DEI who will work with their staff to elevate marketing and communications of stories that feature diverse communities on campus. In addition, two student assistant positions will be hired through Strategic Communications to assist with DEI communications.

5. **Investment**: DEI partnered with CADSS to provide additional services for students.

6. **Investment**: Created a partnership with Student Affairs and Graduate Studies to fund graduate student researchers (GSR) positions to specifically support graduate students in the following Centers: [LGBTQIA Resource Center](#), [Cross Cultural Center](#), [Women's Resources and Research Center](#).

7. **Investment**: Developed the Strategic Asian Pacific Islander (API) Retention Initiative which is dedicated to the academic, personal, and professional success of all UC Davis students who identify with the Asian Pacific Islander community. Through collaborative efforts with Student Affairs, Academic Affairs, and other on-campus departments, the API Retention Initiative, seeks to create a support network for API students at UC Davis.

8. **Investment**: In 2019, expanded [the Special Transitional Enrichment Program](#) (STEP) summer program from 3 weeks to 6 weeks and provided credit units for students to attend. STEP is a two-year program for incoming first generation, low

income freshman students. The goal of the program is to provide students with the guidance, skills and resources to be successful at UC Davis.

9. **Ongoing Investment:** The Hispanic Serving Institution Task Force is working with DEI to implement the recommendation from their report, "[Investing in Rising Scholars and Serving the State of California: What it Means for UC Davis to be a Hispanic Serving Institution.](#)" The recommendations identify reforms to improve the success and well-being of all UC Davis students, including our Latinx and Chicanx students. It also defines the metrics by which we can measure our success eventually as one of only ten research intensive, public land-grant HSIs in the United States.

10. **Ongoing Investment:** In partnership with Kaiser Permanente, UC Davis Health (HEDI) funds [Prep Medico](#), a residential pipeline program for freshmen and sophomore college students interested in becoming physicians and have demonstrated interest in serving Latino communities and are residents of Northern California or the Central Valley. HEDI provides salary support for the Program Director and 20% of one Program Coordinator position, in addition to providing office/cubicle spaces and equipment, to program staff and student interns.

11. **Ongoing Investment**: UC Davis continues to invest in all the [Community Resource and Retention Centers,](#) the [Academic Retention Initiatives,](#) [Office of Educational Opportunity and Enrichment Services,](#) [Educational Equity and Enrichment Services](#).

12. **Ongoing Investment**: UC Davis continues to invest in medical student diversity through the Office of Student and Resident Diversity (OSRD). OSRD supports diverse student recruitment through the Diversity Revisit Day, Elementary School Visits, Health Equity Leadership Academy-Leaders for Tomorrow's Health (HEALTH), UC Davis Summer Mathematics and Science Honors Academy (SMASH), Medical School Preparatory Enhancement Program (MSPEP), MCAT Preparatory Scholarship, and the UC Davis Postbaccalaureate Program. The Office also supports 10 student affinity groups and a series of

DEI learning modules that enhance inclusion in the medical student body.

FACULTY AND STAFF (GOAL 2 TBG AND D&ISV)

1. **Investment:** UC Davis funds the [Center for the Advancement of Multicultural Perspectives on Science](#) (CAMPOS), [Center for the Advancement of Multicultural Perspectives on Social Science, Arts, and Humanities](#) (CAMPSSAH), including funds for the faculty scholars, faculty stipends, relocation, and professional development. Additional assistance with grant submissions led to two successful awards from UCOP: "[Faculty Retention and Inclusive Excellence Networks—Designing Solutions](#) (FRIENDS)" (2019-2021; $200,000), and "Professors Leveraging a Community of Engagement with CAMPSSAH (PLACE)" (2020-2022; $225,000).

2. **Investment**: UC Davis invested funds to establish and implement the [Faculty Salary Equity Program](#) over two successive years, through Academic Affairs, which largely eliminated gender disparities in average off-scale salaries of faculty who used the "Stop the Clock" tenure program. UC Davis also funds the Step Plus System for merit and advancement, through Academic Affairs, based on the record of professional accomplishments.

3. **Investment**: Created and upgraded data dashboards, in partnership with BIA, HR, VC-DEI, VPAA, and SWADAAC, to improve transparency and access to data about the UC Davis workforce to include hires, separations, and pay equity.

4. **Ongoing Investment**: UC Davis funds administrative support for the LAUNCH mentorship program for CAMPOS and CAMPSSAH faculty scholars, coordinated by Academic Affairs. The LAUNCH program was originally piloted under the [UC Davis National Science Foundation ADVANCE Institutional Transformation grant](#) (ADVANCE) for STEM faculty.

CAMPUS CLIMATE (GOAL 3 TBG AND D&ISV)

1. **Investment**: The Office for Health Diversity, Equity and Inclusion expanded the Racial Healing Circle program and created a Coping as a Community Webinar Series on coping and healing from a diversity, equity, and anti-racism perspective with resources leveraged from the Office for Diversity, Equity and Inclusion. This model was used by the Office of Campus and Community Relations to develop additional offerings of Racial Healing Circles for the Davis campus as well.

   All diversity and inclusion training and educational workshops have transitioned from in-person to online modality, to increase access and reach for the UC Davis community.

2. **Investment:** UC Davis School of Medicine is funding positions to address the recommendations made in the [Racial Justice Report Card](#) (RJRC) 2020 report and for D&I on the Health Campus. The new resources include a new psychologist trained to address racial trauma for the medical students and partial salaries for the Director for Social Justice and Immersive Learning and the Director of Faculty Diversity Education to improve antiracism training. The new Office of Student and Resident Diversity Associate Deans (2 positions) will also take lead roles in addressing the needs identified in student mistreatment reporting, outreach, and education. There will also be mandatory DEI or anti-racism training for all SOM IORs, Dean's Education Council, and Resident Training Directors, and incoming medical students.

   Student leadership within the UC Davis chapter of White Coats for Black Lives (WC4BL) produced the RJRC, which assesses 14 metrics regarding an academic center's curriculum and climate, student and faculty diversity, policing, racial integration of clinical care sites, treatment of workers, and research protocols. The report delineates which areas of diversity and inclusion are doing well and which provide opportunity for focused improvement; the report generates tailored recommendations to improve the overall climate

of the school and health system for students, faculty, staff, and patients of color. Student leadership worked closely with the Office for Health Equity, Diversity and Inclusion, the School of Medicine, faculty, and staff to obtain information across the spectrum of School of Medicine and UC Davis Health system metrics.

3. **Investment**: Enhanced the Hate-Free Campus Initiative by creating the Beyond Tolerance Program, which provides monetary support of up to $200 a year to a registered student organization for programs and events that confront and stop acts of hate, foster a greater awareness of and appreciation for diversity, promote civility and respect in our human interactions, and build a more inclusive campus community. The Beyond Tolerance Program is sponsored by the Center for Student Involvement (CSI) in partnership with the Office of Campus Community Relations.

RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING (GOAL 4 TBG AND D&ISV)

1. **Investment:** UC Davis hired additional diversity subject-matter experts in Davis and Sacramento and renewed its investment for customized training. Expanded offerings of multi-topic seminars related to DEI, including racial consciousness workshops (from 118 to 153) and video series, as well as unit and department trainings focused on increasing awareness and sensitivity about diversity, to meet increased demand from both Davis and Sacramento campuses. Continued to partner with UC Davis Staff Development and Professional Services (SDPS) and Human Resources Learning & Development to provide diversity courses for professional development, through the UC Learning Center Learning Management System.

2. **Investment:** Summer 2020 - DEI developed a partnership with the Transformative Justice in Education Center (TJE) to assist practitioners and researchers committed to disrupting racial inequities in education by creating restorative, humanizing, justice-seeking teaching and learning communities. DEI funded the campus-wide introductory activity in August 2020, and other

campus units will fund additional customized consultations. Similarly, in support of the Feminist Research Institute's (FRI) summer 2020 campus-wide workshop on anti-racism, DEI has facilitated additional department-based funding for FRI to provide additional customized consultation in 2020-21.

3. **Investment:** UC Davis Health (HEDI) hosts a monthly Diversity and Inclusion Dialogue series open to faculty, staff, students and community members to learn about and discuss issues critical to cultural humility, health equity and diversity/inclusion. The 2020/2021 Diversity and Inclusion Dialogue Series focuses on the social determinants of health in Sacramento and will highlight critical work of local CBOs in these areas.

4. **Investment:** UC Davis Health (HEDI) funds event logistics and staff salaries related to the annual Improving OUTcomes Conference, which focuses on LGBTQ health care in the Sacramento region.

5. **Ongoing Investment:** UC Davis funds trained faculty members serving on the Strength Through Equity and Diversity (STEAD) committee, who lead workshops for faculty and administrators involved in faculty hiring. UC Davis requires all members of faculty search teams to participate in diversity training. While originated at UC Davis under the ADVANCE grant, Academic Affairs provides STEAD workshops campus-wide, to provide information and advice about practices for achieving excellence, equity, and diversity in faculty recruitment at UC Davis; all members of faculty search committees are required to participate in STEAD training every three years. Six workshops are scheduled for October and November 2020.

6. **Ongoing Investment:** UC Davis Health (HEDI) will continue to invest in the development and implementation of new training modules. Sample modules include LGBTQ+ Cultural Humility 101, Transgender Health 101, cultural humility in clinical environments and unconscious bias training. For example, more than 500 faculty members have undergone unconscious bias training. HEDI funds contract(s) with community/organization-based partnership and

expertise in the development and instruction of curriculum, salary support for HEDI Faculty Directors that serve as instructors, as well as providing staff support for coordination of logistics/planning.

COMMUNITY AND ACCOUNTABILITY (GOAL 5 TBG AND D&ISV)

1. **Investment:** Summer 2020 - Established the [Next Generation Reforms to Advance Campus Safety Task Force](#) that discusses and assesses how the university's Police Department should evolve to look, operate and engage on both the Davis and Sacramento campuses. UC Davis is also sponsoring the costs for task force members to attend sessions of the September 2020 National Association for Civilian Oversight of Law Enforcement (NACOLE). UC Davis funding will support town halls, focus groups, and website development to facilitate a transparent process.

2. **Investment:** In 2020, UC Davis Health Office for Equity, Diversity & Inclusion (HEDI) moved its community mission forward by hiring an Assistant Director for the [Anchor Institution Mission](#). HEDI invested funds to develop partnerships with local community-based organizations to address food insecurity, most recently during COVID-19 – particularly in vulnerable local communities such as undocumented, immigrant, low income, and senior citizens (Ex. Oak Park Farmers Market). HEDI provides programmatic support (salary and equipment) to improve food access and delivery to vulnerable populations. UC Davis Health Food and Nutrition Services has invested nearly $1 million in regional food procurement, increasing the hospital's proportion of food from local vendors from 16.5% in 2016 to 40% in 2019.

3. **Investment:** In collaboration with the UC Davis School of Medicine's [Clinical and Translational Science Center](#) (CTSC), invested in the formation of a stakeholder engagement community of practice that will promote more effective community-engaged health related research across the university. A new program in development, [UC Biomedical Research Acceleration, Integration & Development](#) (UC BRAID), will support increased diversity of partnerships from COVID-

19 morbidity/mortality disparity communities, funded through UCOP up to $100,000.

4. **Investment:** The Robert and Margit Mondavi Center for the Performing Arts and the Manetti Shrem Museum of Art have worked with teams on campus to create more multicultural programming. The [2020-21 lineup for the Mondavi Center](#) includes speakers and performers such as Gary Younge (returning), Dahlak Brathwaite, Wynton Marsalis, The Connie Han Trio, Ballet Folklórico de México**,** The Alvin Ailey American Dance Theater, Red Sky Performance, and more. In Summer 2020, The Manetti Shrem Museum sponsored "BLACK POETS MATTER" a six-week curated poetry reading series with the goal of amplifying and centering Black and multiracial voices, and they are partnering with DEI on some additional program offerings.

5. **Investment:** *Community Partnerships:* The Office of the Chancellor invested in two positions for 2020-21 for Sacramento Area Youth Speaks (SAYS), a social justice movement that transforms education. DEI also partners with external (City of Sacramento City Council, COVID Health Disparities, Fuel Network, Hispanic Association of Colleges and Universities, International House Davis, National Association of Latino Democratic Officials, Sac Cultural Hub, Urban Advocates & Achievers) around civil rights issues during the pandemic, cultural connections, celebrating the urban lifestyle of African-Americans, virtual tutoring, online learning, and accessing COVID-19 relief. There is partnership with the [Office of Public Scholarship and Engagement](#) to increase and inform community engagement efforts.

6. **Ongoing Investment***:* UC Davis funds several key aspects of the Police Accountability Board (PAB), including staff salary for the PAB Program Manager (50%), the PAB external counsel which is contracted through Atkinson, Andelson, Loya, Ruud & Romo, institutional membership for the National Association for Civilian Oversight of Law Enforcement (NACOLE), conference and training expenses, as well as PAB meeting expenses. UC Davis is the only UC campus with an active civilian board that reviews complaints of police officer misconduct, and we are among the few

such college/university complaint review boards nationwide.

While other UC campuses have community advisory boards to their police departments, Davis is unique in that our board fulfills both an advisory and a complaint review function. Furthermore, in determining its findings regarding complaints of police misconduct, the PAB gives recommendations related to department-wide police trainings and practices. In addition, all civilian complaints filed against UC Davis Police Department officers, including those filed directly to the UCDPD, are independently processed and reviewed by the PAB. The campus holds quarterly Police Accountability Board Public Meetings to provide opportunities for Davis and Sacramento campus community members and people from the surrounding communities, to learn more about the board's work and how to file complaints, and to raise concerns.

7. **Ongoing Investment:** The Center for Reducing Health Disparities leverages its resources to partner with community and county organizations and secure external funding in order to enhance COVID-19 and mental health outreach and services to vulnerable communities. These initiatives include the ongoing Solano County Cultural Transformation Model, Spanish language webinar series, and several multi-institutional grants.

SUPPORT PROVIDED TO INITIATIVES (NON-MONETARY)

Continued partnership with the American Bar Association and the Association of American Law Schools to support Rule of Law Initiatives in Latin American and the pipeline to diversify the legal profession, and issue policy statements and advocacy on civil rights issues during the COVID-19 pandemic.

COLLEGE, SCHOOL, AND UNIT INVESTMENTS

UC Davis' Colleges, Schools and Units have invested millions of dollars into diversity efforts. This list will continue to be updated as investments are made.

COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES

1. Participates in the UCOP Historically Black Colleges and Universities (HBCU) programs and provides bridge funding for the HBCU Evolution and Ecology Graduate Admission Pathways (EEGAP) program. In addition, CA&ES will fund a part-time administrative assistant to coordinate HBCU activities at UC Davis over four years.

2. Invests in the campus-wide Belonging Project (based on work by Yeager et al.) which has been offered to all incoming students since summer 2017. Program supports transition to the university to improve student engagement, retention, and achievement, particularly for underserved students.

3. Supports the MANRRS at UC Davis (Multiculturalism in Agriculture, Natural Resources and Related Sciences) program.

4. Has participated in every year of the UCOP Advancing Faculty Diversity grant awarded to UC Davis, administered by the Office of the Vice Provost for Academic Affairs, and invested in the subsequent hires. The three UCOP grants assisted with the successful recruiting of some 20 new FTE. We continue to require DEI statements from applicants for faculty positions, and we encourage position descriptions be written to be more inclusive.

5. Require and support STEAD professional development for faculty search committee members. Implemented implicit bias training in some college units.

6. Created and invested in the Aggie Jumpstart program for incoming students to address barriers for first-generation, low-income and underserved students and provides students a network of UC Davis staff, faculty and other campus

communities. Students in Aggie Jumpstart participate in additional academic advising, develop leadership skills, complete service activities, and connect with peers, staff, and faculty in the campus community centers and through other community building activities.

7. Created and invested in Career Discovery Groups to mentor and help students explore career possibilities and make academic choices for future success. The program is a partnership with the college and the Internship and Career Center and students. Participation in Career Discovery Groups has been shown to have positive academic outcomes (e.g., GPA and 4-year graduation probabilities), particularly for URM and EOP students.

8. Recently received a gift to create the Barbara D. Webster Scholar Award for individuals supporting the advancement of women and minorities in the fields of plant sciences.

9. Invested in a new faculty FTE in Environmental Justice (EJ) Policy and Analysis to address student concerns for more courses and programming in this area. Our attention to environmental justice issues spearheaded a strong partnership with faculty in other colleges and schools that has resulted in a stronger EJ program for the entire campus.

10. Supports faculty members to participate in the National Center for Faculty Development & Diversity (NCFDD) Faculty Success Mentoring Program. CA&ES has funded 23 faculty to participate over the past several years.

11. Invested in pilot projects to implement Growth Mindset programs in Animal Science classes and other campus classes (Math and Chemistry).

12. Adopted a holistic advising framework and invests in advisor trainings and counseling support to implement inclusive advising and mentoring practices.

13. Financed facility updates to address accessibility and safety.

14. Invests 50% salary support for an embedded mental health counselor.

15. Is partnering with Office of Student Support and Judicial Affairs to have an embedded case manager 50% time in the college.

16. Hosted the SMASH residential summer program for URM high-school students for several years.

17. Established CA&ES DEI Committee, composed of faculty, staff and students, to provide guidance on key issues that affect our college with respect to diversity, equity, inclusion and social justice. This includes identifying ways for the college to contribute additional efforts and implementation strategies to the overarching UC Davis strategic plan Goal 3, and identifying barriers to admissions, hiring and advancements, and other areas of concern.

COLLEGE OF BIOLOGICAL SCIENCES

1. Created a Graduate Student Assistant to the Dean for Diversity and Inclusion position. This position will work with Executive Associate Dean on CBS's DEI efforts including working with the CBS Faculty Executive Committee. Includes funding a graduate student researcher position (2020-2021) to support this position. Initiatives include: (i) development of a comprehensive CBS website for DEI activities and resources; (ii) establish seminar courses in Anti-Racism, scheduled for Winter and Spring quarters 2021; (iii) in conjunction with the Biology Academic Success Center (BASC) establish a mentorship program that pairs graduate students with undergraduate students at risk of dismissal.

2. Supported Diversity in STEM Conference (DISC) and provided scholarships to attend conferences and workshops, including SACNAS, ABRCMS, HACU, and SREB Institute of Teaching and Mentoring.

3. Utilizing campus Advancing Faculty Diversity (AFD) Program for faculty recruitment, including four faculty searches during 2020-21.

4. AvenueB program for biology students transferring from community college, providing financial support and preparatory programs for students entering four-year University and to remove barriers for equitable participation of

women and underserved individuals in STEM fields.

5. Leadership and participation in UC-HBCU initiatives and Graduate Admissions Programs (GAPs), including Molecular and Cellular Biology (MCBGAP), Evolution and Ecology (EEGAP), and Plant Agricultural Biology (PABGAP) Programs.

6. Supports PREP@UC Davis, NIH-funded post baccalaureate program for students from historically excluded racial and ethnic groups, students with documented disabilities, or students from disadvantaged backgrounds.

7. Multiple diversity programs for marginalized undergraduates, administered by Educational Enrichment & Outreach Programs in CBS. Programs include Biology Undergraduate Scholars Program (BUSP), Maximizing Access to Research Careers (MARC), Advancing Diversity in Aging Research (ADAR) Scholars, Continuing Umbrella of Research Experiences (CURE), and Undergraduate Public Health Scholars Program.

8. Multiple activities by CBS affiliated Graduate Groups, including Population Biology and Ecology Graduate Group Student Diversity Committees, BMCDB, IGG, and NSC Graduate Group DEI and mentorship committees, Initiative for Maximizing Student Development (IMSD) Program for underrepresented graduate students, and NSC Graduate Group Seminar for Minority Advocacy (SOMA) in Neuroscience activities.

9. Supports Young Scientist Program, a graduate student initiated science education outreach program to underserved Northern and Central California school districts.

10. Ecology and Evolutionary Response to Rapid Environmental Change, an NSF-funded REU site in partnership with four institutions for underserved groups as recruiting partners.

11. Center for Neuroscience (CNS) sponsored Brain Awareness Week activities, including NeuroFest community outreach and K-12 brain science education.

12. DEI initiatives through the Coastal & Marine Sciences Institute (CMSI), including Bodega DEI Committee, Climate Justice Seminar Series, CMSI-COAST Scholars Program, CMSI Social Justice Reading Groups, Inclusive Classroom Techniques for Educators Guide, and Family Life in Aquatic Science Symposium.

13. Multiple faculty and Department-based activities, including CBS Anti-Racism Town Hall during summer 2020, CBS Faculty Executive Committee organized DEI Committee, Departmental Faculty Diversity and Training (EVE), and outreach and recruitment visits to ABRCMS and SACNAS.

14. Generous philanthropic support from the Alys Hay Travel Award will provide travel grants, through the CBS Equity Program, with a preference for first-generation undergraduate and graduate students.

COLLEGE OF ENGINEERING

1. In 2020, contributed to the National Action Council for Minorities in Engineering (NACME) Block Grant Scholarship Program by matching 24 NACME Scholar awards, together with the Offices of the Provost and Chancellor. Awardees are LEADR students who demonstrate potential for leadership in increasing the participation of URMs in engineering. Matching funds will be provided from 2020-2024.

2. Provides management and administration of the AvenueE program (2020-2025), and cost shares with the Office of the Provost for the Director of AvenueE position. AvenueE serves transfer students in engineering and computer science who demonstrate potential for eliminating the barriers to equitable participation for leadership in increasing women or URM participation in engineering and computer science and those from families in which neither parent holds a bachelor's degree.

3. Working to institutionalize the NSF S-STEM: Preparing Engineering Graduate Students for the 21st Century grant (2016-2021), beginning in 2021. The grant investigates the factors that support

recruitment and retention of URM and first-generation graduate students.

4. Through a collaboration with Chevron, received a grant gift to serve underrepresented minority students and undergraduate education in Environmental Engineering at UC Davis, from 2018-2020.

5. Supports the NSF Strategies for Engaging Underrepresented Groups in Civil Engineering grant to develop, implement, and assess educational outreach activities to engage students from under-represented groups in biogeotechnics.

6. Hosted for the SMASH residential summer program for URM high-school students.

7. Developed COE Equity Program Fee Waivers, which provides graduate application fee waivers to qualified doctoral applications.

8. Invests in both advertisements and the review and interview process for Faculty Recruitment and Climate/Retention Initiatives, which is administered through the Office of the Vice Provost for Academic Affairs. Ensures that the COE faculty ads are as broad as possible and include language specific to the importance of DEI, and also includes review rubrics and techniques to try to remove implicit bias.

9. Funds a series of COE advertisements for the National Association of Black Chemists and Chemical Engineers that will run on their website and their weekly e-newsletter from September to December 2020, with the goal of increasing the number of Black students who apply to our graduate programs.

10. Provided support toward creating a strategy to identify partner HSI institutions for enhanced recruitment of Ph.D. students.

11. Created a new DEI website that describes all COE DEI department efforts; created a webpage that provides a list of all UC Davis DEI-related programs, centers, and organizations.

CONTINUING AND PROFESSIONAL EDUCATION

1. In summer 2020, established the Division of Continuing and Professional Education (CPE) 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. In 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. In fall 2020, invested in the administration a CPE climate survey to solicit feedback and responses to DEI related initiatives.

4. In 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. In 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. In 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. Invests in a 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. Works 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. Works 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. Works 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.

GLOBAL AFFAIRS

1. Furthering UC Davis' commitment to social, racial, and environmental justice, Global Affairs partners with the Office of Diversity, Equity and Inclusion, and Office of Sustainability to offer several programs to engage with the UN Sustainable Development Goals (SDGs), a global "blueprint to achieve a better and more sustainable future for all."

   o [Grants for Advancing Sustainable Development Goals](#) facilitate local and global multidisciplinary faculty work across economic, social, and environmental objectives. One grant is reserved for a project focused on reducing inequalities, and two grants are reserved for CAMPOS/CAMPSSAH scholars, who encompass multicultural perspectives in STEM, social sciences, arts, and humanities, and are expanding the presence of women and underrepresented faculty.

   o [Conference Grants for the SDGs](#) support students, faculty and staff in participating in important dialogues as thought leaders, increase UC Davis' worldwide visibility, and expand conference opportunities for underrepresented and underserved members of our community.

   o The [SDG Forum Series](#) expands our university contributions to these goals and facilitates a community of faculty, staff and students who are committed to advancing the SDGs. The winter 2021 forum focuses on the connection between DEI and the SDGs.

   o The [Campus Global Theme](#) provides mini-grants for campus community members to develop programs tied to a theme inspired by the SDGs and includes some events focused on addressing bias, racism, and structural inequalities (e.g. an activity focused on learning from diaspora family farmers).

2. A commitment to diversity, global engagement, and preparing students for an interconnected world drives the campus [Global Education for All](#) initiative, which aims to provide 100% of undergraduate, graduate, and professional students with global learning opportunities. Guided by a campus-wide steering committee, DEI, cultural humility, and social justice are at the core of our approach to global learning and intended [global learning outcomes.](#)

   o Global Affairs launched its [Global Learning Hub](#) in 2019 to expand global learning opportunities in addition to study abroad to facilitate access and an increased focus on DEI, including through remote programs, domestic programs, and campus and community-engaged learning. A new Advising Coordinator position is integrating advising on global learning throughout campus networks to facilitate equitable access to opportunities. A new [Global Education Opportunities Living and Learning Community](#) brings together domestic, transnational and international students while helping them build global awareness, explore DEI globally, and consider interests related to the SDGs. The hub also regularly partners with the Center for Student Involvement, the AB540 and Undocumented Student Center, the LGBTQIA Center, the Center for African Diaspora Student Success, the Cross-Cultural Center, and the Student Disability Center to develop resources and meet diverse student needs.

   o Global Affairs created an Intercultural Programs team to grow programming focused on (1) fostering inclusion of a diversity of international students, (2) facilitating access to global learning among historically underrepresented students, and (3) building programs that

reflect global learning outcomes (building global awareness, engaging global diversity, and pursuing global action). Collaborations with the Office of DEI include supporting orientations and trainings that are legible to international students who are unfamiliar with U.S. history and that help domestic students understand DEI dynamics in global contexts.

- o Global Affairs' Curriculum Enhancement Through Global Learning program provides professional development to instructors and promotes pedagogical approaches, which help students pursue global learning outcomes that prepare them to engage collaboratively and equitably in our interdependent world. Global Affairs also launched Global Learning Seminars within the First Year Seminars program for students to explore global learning across multiple fields early in their UC Davis education.

- o Fundraising is underway to increase global learning program access for low income students and other underrepresented populations and to support faculty and staff in building opportunities.

3. In embracing a diversity of cultural perspectives and in support of international students, scholars, visitors and families from more than 140 countries, Services for International Students and Scholars (SISS) within Global Affairs conducts several workshops for international students and scholars on a variety of topics, including cultural humility; teaches several SDPS courses targeting academic advisors on a wide variety of topics related to international students and scholars, including understanding differing cultural perspectives; and is on joint committees with Enrollment Management to diversify our international student body. In addition, Global Affairs' Global Ambassadors Program integrates a focus on dynamics of diversity, equity and inclusion into training students as mentors for incoming undergraduate international students.

4. In welcoming the world to UC Davis, Global Affairs maintains connections with diverse professionals and communities around the globe, having hosted 296 fellows from 105 different countries as a part of the Hubert H. Humphrey Fellowship Program since 1986, 99 African leaders from 34 countries through the Mandela Washington Fellowship for Young African Leaders since 2016, and regularly being recognized as a top Fulbright Program producer. Continued campus collaborations with these international leaders include projects related to energy access in Côte d'Ivoire, sustainable agriculture in Mexico, female entrepreneurship in Rwanda, and climate action in the U.S. In addition, our students and entire campus community benefit from working alongside fellows, learning new perspectives, and engaging in meaningful cultural exchange.

5. Global Affairs collaborates to integrates DEI principles into research, partnerships and engagement around the world.

- o In partnership with colleges, schools, and Office of Research, Global Affairs Seed Grants for International Activities support projects that range from addressing social disparities in India to mental health of youth migrants in Mexico to indigenous resilience to land grabs in Guatemala.

- o In partnership with the Association of Pacific Rim Universities (APRU), Hong Kong University of Science and Technology, and nine other institutions, Global Affairs and the Office of DEI launched the Asia-Pacific Women in Leadership (APWiL) Mentoring Program. So far, the program has brought together 30 mentor and mentee participants across 10 universities to grow the pipeline of aspiring women leaders, increase awareness of challenges that women face, and introduce global and intercultural dimensions of women leadership across the APRU network and beyond.

- o As a part of the Global Centers initiative, the Global Center for Latin America and the Caribbean is focused on an ethos of

service, human rights, and inclusion in regional development (e.g., partnering with Indigenous communities), in addition to supporting learning and teaching efforts and research that addresses shared local and global challenges.

6. Global Affairs marketing and communications support the DEI efforts previously listed as well as special projects such as creating Diversity and Access webpages and an "Access Abroad" brochure, and celebrating our diverse and collaborative global community in storytelling (e.g., Global Aggies).

7. Internally, Global Affairs is committed to leveraging diversity, equity, and inclusion in hiring practices; maintains an Anti-Racism resource webpage within its intranet; supports a Global Affairs Empowering & Uplifting Women's Group; and is launching a Global Affairs DEI task force to develop a comprehensive and strategic vision for further and sustainable action.

GRADUATE SCHOOL OF MANAGEMENT

1. Invests in Campus Community Book programming for wider campus & UC Davis students on the topic, "Psychological Safety at Work & Effects on Underrepresented Populations."

2. Co-sponsoring a documentary screening of "Fundamental- Intersection of Gender/LGBTQ," with the Women in Leadership/umbrella MBA club, in fall 2020.

3. Providing unconscious bias training, with MBA students in Women in Leadership, in fall 2020.

4. Supports a Campus Community Book Project book club, organized by the GSM community group.

5. Supporting a Racial Equity Panel, with the Women in Leadership/umbrella MBA club, in fall 2020.

6. Providing Women2Board: How Women Lead Organizations board training workshops, for those

of non-dominant groups that are traditionally not represented on boards, on recruiting for more diverse boards and using resumes and experiences to compete to serve on boards.

7. Supported the Graduate Pathways to Business School, which provides a varied panel experience with a first-gen faculty member, current business grad students, and our admissions team to help educate undergraduate students from marginalized and typically underrepresented groups about what a graduate degree in business school could do to help their careers. Offered to different undergraduate clubs/retention center student connections.

8. Investing in diversity equity circle monthly discussions focused on unlearning and relearning about BIPOC people in the US and higher education through curated resources, and how that learning can be brought into personal position and/or into the context of the wider GSM, scheduled for fall 2020.

9. Will provide a 3-part workshop as part of staff training on DEI topics, scheduled for fall 2020.

10. In summer 2020, supported a faculty book club on Robin DiAngelo's *White Fragility*.

11. Investing in a faculty training retreat to directly support incorporating anti-racist/microaggression awareness into the classroom and sourcing more diverse business case studies, scheduled for fall 2020.

12. Will invest in racial consciousness training for students to provide both an historical context and current overview of how systemic racism has shaped both higher education policies and procedures.

13. Supports the Collaborative Leadership Program.

14. Invests in diversity training through Berkeley Interactive Theater, focused on microaggressions on student teams.

15. Provides support for admissions strategies and scholarships to bring a more diverse domestic population through specific MBA fairs attendance and GMAT waivers.

Campus & Outside Collaborations

1. Partnering with Aggie Compass on a professional clothing drive and ethernet loaning availability, in summer/fall 2020.

2. Ongoing partnership with the National Association of Diversity Officers in Higher Education (NADOHE) to attend the NorCal Regional Virtual Sessions to bring back learning to GSM, attend annual conference.

3. Partnering with the Summer of Emerging Managers & Leaders (SIEML) on Virtual Programming and In-person Invitations to visit the GSM for 2020 Fellows. The 2020/21 Fellows Program for May 2021, hosted by UC Riverside.

GRADUATE STUDIES

1. Graduate Studies formed Antiracist Working Groups charged with creating a multi-year anti-racism action plan and have allocated funding for participants as well as potential activities that will arise from this group's recommendations. The focus of the four working groups are: Support for Marginalized Graduate Students and Postdocs; Training; Advocacy; and Recruitment and Retention.

2. Provided supplemental funding to AB 540 and international students who were not eligible for the CARES Act funding in order to ensure that all students were given equitable access to support.

3. The annual ENVISION event began in FY2019 and its annual budget has grown to attract prospective applicants from diverse backgrounds to envision their future as a UC Davis graduate student.

4. Launched a First Year Graduate Student Learning Community (FYGSLC). The aim of this program is to establish an environment at UC Davis that promotes the seamless transition of first year graduate students from marginalized communities into STEM doctoral programs. Students will participate in a biweekly seminar that unmasks the "hidden curriculum" of graduate school, receive enhanced, cross disciplinary mentoring, and will be encouraged to engage in additional social

development activities to build community within the cohort. Upon successful completion of this pilot program, the FYGSLC will become open to all disciplines (2021-2022).

5. In summer 2020, created and recruited an International Recruitment Specialist position to manage the international admissions process and work directly with students to address the unique challenges facing international students during the admissions process.

6. In 2019, created and recruited a Director of Advising and Mentoring position to focus on the creation and implementation of training/workshop programs for faculty and staff at UC Davis. One of the primary goals of these workshops are to further conversations and education around DEI efforts. They work closely with Academic Affairs to create and implement this new initiative.

7. Funds and oversees graduate several pipeline programs to deepen efforts toward the goal that the rising generation of scholars includes better representation from groups that have been excluded: The UC Davis Graduate Academic Pathways program (UCDGAP) began in FY2020 and invests funds annually to identify and nurture interest in graduate research. UCDGAP complements federal (McNair) and systemwide (UC LEADS) efforts and provides funding and opportunities to engage with faculty in structured research collaborations to prepare them for success in graduate school.

8. Worked with the provost's office to provide NRST fees for students who were unable to advance to candidacy by their 10th quarter. This was meant to help international students who were unable to progress on their research due to complications with COVID and travel.

9. Continues to support holistic admission processes and provides additional fellowship support to programs with faculty participation in annual holistic review workshops. All of these projects represent substantial financial commitment, but also requires significant effort by numerous Graduate Studies staff.

10. Participates in the [Alliance for Multi-campus, Inclusive Graduate Admissions](#) (AMIGA) project. Funded by the Andrew W. Mellon Foundation and partnering with UCLA, the AMIGA project works with humanities and humanistic social sciences graduate programs to establish holistic review for graduate admissions. In the third year of a grant and 5.5 year project, AMIGA faculty and staff address equity and inclusion in the graduate admissions process.

11. Is one of the five member-institutions of the [California Consortium for Inclusive Doctoral Education](#) (C-CIDE), which is a National Science Foundation-funded network of faculty and administrators across doctoral-granting universities that aims to improve graduate admissions in California. C-CIDE creates innovative systems for faculty-to-faculty professional development in an effort to institutionalize holistic review of applications in graduate admissions. NSF Grant No. DGE-1807047 Scaling Faculty Development to Broaden Participation in Graduate Education.

12. Continues to partner on the Hispanic Serving Institutions: Pathways to the Professoriate initiative. Funded by the Andrew W. Mellon Foundation, UC Davis is a partner with the lead institution, Rutgers University, three HSIs (CSU Northridge, University of Texas-El Paso and Florida International University) and an additional four research institutions (UC Berkeley, Northwestern, NYU, UPENN). Undergraduate students from these three HSI institutions participate in a graduate prep program on their home campus and apply to graduate programs across the US. UC Davis is now the home of five HSI Pathways scholars.

HEALTH

Office of Health Equity, Diversity and Inclusion

Additional HEDI investments can be found in the main Strategic Investments Section.

1. In 2020, UC Davis Health Office for Health, Equity, Diversity & Inclusion (HEDI) moved its community mission forward by hiring an Assistant Director for the [Anchor Institution Mission](#).

HEDI invested funds to develop partnerships with local community-based organizations to address food insecurity, most recently during COVID-19 – particularly in vulnerable local communities such as undocumented, immigrant, low income, and senior citizens (Ex. Oak Park Farmers Market). HEDI provides programmatic support (salary and equipment) to improve food access and delivery to vulnerable populations. [UC Davis Health Food and Nutrition Services](#) has invested in regional food procurement, increasing the hospital's proportion of food from local vendors from 16.5% in 2016 to 40% in 2019.

2. HEDI hired a Health Professions Education Specialist III to support expanding education programs, with a primary focus on supporting the expansion and redesign of the Supporting Educational Excellence in Diversity (SEED) Program. The program was accredited for both the online and live course content with registration open to all faculty members interested. Most recently, the SEED and the Anti-Racism Cultural Humility Training Programs were included in the education and training for all School of Medicine and School of Nursing faculty as part of the Inclusion, Diversity, Anti-Racism and Equity (I-DARE) Initiative.

3. UC Davis Health is investing a health system wide Inclusion, Diversity, Anti-Racism, and Equity (I-DARE) Taskforce Initiative to develop department level projects that address immediate DEI needs and conduct departmental DEI needs assessments and develop long-term action plans that advance the five goals of the DEI Strategic Vision.

School of Medicine

Additional School of Medicine investments can be found in the main Strategic Investments Section.

1. Developed a position for an Associate Dean for Diverse and Inclusive Learning Communities, an Associate Dean for Diverse and Inclusive Education., a new GME Diversity Director, and a psychotherapist trained in racial trauma.

2. Invested in the formation of a stakeholder engagement community of practice that will

promote more effective community-engaged health related research across the university. A new program in development, UC Biomedical Research Acceleration, Integration & Development (UC BRAID), will support increased diversity of partnerships from COVID-19 morbidity/mortality disparity communities, funded through UCOP.

3. The new Office of Student and Resident Diversity Associate Deans (2 positions) will take lead roles in addressing the needs identified in student mistreatment reporting, outreach, and education. There will also be mandatory DEI or anti-racism training for all SOM IORs, Dean's Education Council, and Resident Training Directors, and incoming medical students.

   Student leadership within the UC Davis chapter of White Coats for Black Lives (WC4BL) produced the Racial Justice Report Card, which assesses 14 metrics regarding an academic center's curriculum and climate, student and faculty diversity, policing, racial integration of clinical care sites, treatment of workers, and research protocols. The report delineates which areas of diversity and inclusion are doing well and which provide opportunity for focused improvement; the report generates tailored recommendations to improve the overall climate of the school and health system for students, faculty, staff, and patients of color. Student leadership worked closely with the Office for Health Equity, Diversity and Inclusion, the School of Medicine, faculty, and staff to obtain information across the spectrum of School of Medicine and UC Davis Health system metrics.

Betty Irene Moore School of Nursing School of Nursing

1. Hired an Associate Dean for Health Equity, Diversity, and Inclusion.

2. Invests in outreach to prospective students with a diversity of backgrounds. This includes advertising in the special Nursing Schools edition of INSIGHT into Diversity (a national publication connecting businesses with potential employers to better reflect diversity in our communities), Diversity Nursing, Journal for Blacks in Higher Education, Hispanic-Serving Health Professions Schools, and Minority Nurse magazines.

3. Sponsors the Capital City Black Nurses Association, Sacramento Black Nurses Association, OCA Women in Leadership Conference, and the African American Women's Health Legacy Conference; and tables at the National Black Nurses Association, California Forum for Diversity in Graduate Education and National Association of Hispanic Nurses meetings.

4. Requires and supports implicit bias training for at least one member of staff recruitment interview panels; candidate and institutional names are redacted from applications to reduce bias.

5. Is participating in the Advancing Faculty Diversity grant for its ladder rank search. This includes investment in implicit bias training for search committee members and investing funds towards advertising in a wide portfolio of ad venues to reach a diverse pool of candidates.

6. Provides faculty with an annual allocation for professional development which can be used for attendance at equity, diversity and inclusion-related conferences or seminars.

INTERCOLLEGIATE ATHLETICS

1. Created a senior staff position, along with a dedicated budget, to further prioritize and focus departmental diversity equity and inclusion efforts including programming, partnerships and policies addressing bias and racism.

2. Invested funds to support recurring departmental anti-racist and inclusive excellence workshops through a variety of campus and community partnerships.

3. Provided funds to support virtual Inclusive Leadership certification for senior leadership.

4. Invested in DEI-related professional development for the DEI advisory committee chair and executive director for athletics diversity, equity, and inclusion.

LETTERS AND SCIENCE

1. Co-sponsored the Feminist Futures Research Symposium.

2. Co-sponsored the Diversity in Stem Conference.

3. Co-sponsored the Ethnic Studies Programs 50th Anniversary programming.

4. Invests in the Muslim Women and the Media Training Project.

5. Supports the Mentorship for Undergraduate Research Participants in the Physical and Mathematical Sciences program.

6. Contributes faculty support for the Strength Through Equity and Diversity (STEAD) committee, which was created under the UC Davis ADVANCE Inclusive Campus Climate Initiative.

7. Provides funding and leadership for first-year seminars for first-generation and under-represented students.

8. Provides funding toward Taller Arte Del Nuevo Amanecer (TANA), which is a program of the Chicana/o Studies Department.

9. Supports faculty members to participate in the National Center for Faculty Development & Diversity (NCFDD) Faculty Success Mentoring Program.

10. Invests in the Summer Mathematics and Science Honors (SMASH) Academy, which is a program hosted collaboratively with Level Playing Field Institute and UC Davis. SMASH UC Davis is a free, three-year summer residential college preparatory program for high school students from low-income or historically underrepresented backgrounds, or who will be the first in their family to attend college. This rigorous academy inspires and prepares students from the surrounding region to be college competitive in science, technology, engineering, and math fields.

11. Provides funding and leadership for Envision UC Davis. Envision UC Davis enables California's most promising undergraduate students to develop an understanding and appreciation of graduate education. The program sponsors California residents hoping to apply for graduate school within the next two years, allowing them to envision their future as a graduate student at UC Davis.

12. Provides funding for Project SEED. Project SEED, established in collaboration with UC Davis EAOP, the UC Davis Chemistry Department and the American Chemical Society, exposes students to academic disciplines in the physical sciences and related careers. Project SEED is an eight week (June 18 – August 10) non-residential summer program that provides students with the opportunity to work as part of a scientific team of professors and graduate students in the Chemistry Department at UC Davis.

13. Provides funding for the Association for Women in Mathematics.

14. Supports Math Partnership with Community and Teachers (M-PACT), which is a partnership between the university and its community, bringing non-standard mathematics education to under-privileged secondary students in the Sacramento area.

SCHOOL OF EDUCATION

1. In summer 2020, collaborated with Yolo County Office of Education to offer an online forum about the latest research into educational disparities for Black and Latinx students, systemic challenges to creating change, and ways that schools and community members can support each other to improve student outcomes.

2. Invested in a new lecture series entitled "Enhancing Equity in Education Research," which was started in 2019-2020.

3. Invested in the development and expansion of the Transformative Justice in Education Center. The Center was established in 2016 and works with schools, educators, students, community groups, and others to address racial inequities in education.

SCHOOL OF LAW

1. Created and appointed a full-time DEI fellow position to assist in social justice and DEI programming. Fellows will work with the Law School's Student Affairs Dean.

2. The School of Law funded several faculty members to attend a course entitled "How to talk about race" offered by the [RISE Center for Racial Justice](). Faculty who complete the course will lead trainings for law faculty.

3. Added courses in 2019-2020 and 2020-2021 to build on existing social justice curriculum and address racial inequality:

   o Critical Legal Studies: Race, Gender & Inequality (Spring 2021)

   o Criminal Justice in the Era of Prison Downsizing (Fall 2020)

   o Environmental Justice (Fall 2020)

   o Implicit Bias and the Law (Fall 2019, Fall 2020)

   o Best Practices for Criminal Justice (Fall 2019, Spring 2021)

4. Implicit Bias Training – Orientation (August): Implicit bias training of the entire first year class was provided by [Michelle Silverthorn of Inclusion Nation]().

5. The OSA, the [Black Law Students Association]() (BLSA), and the [Law Students Association]() (LSA) formed a student committee to plan the first Martin Luther King Jr. Service Day. The OSA, the Office of Diversity, Equity and Inclusion, and Pastor Timothy Malone organized a celebration of the scholarship recipients of the MLK Scholarship Fund, in January 2020. The OSA, BLSA, and LSA organized a day of service on the Martin Luther King, Jr. holiday. Over 40 student organizations, and more than one hundred students, staff and faculty, participated. Service opportunities included: (1) Volunteering at the Fourth & Hope homeless shelter in Woodland; and (2) staffing a community DACA clinic. After the volunteer service, Dean Johnson made welcome remarks before a keynote speech by Brendon Woods, Alameda County Public Defender.

6. In February 2020, the OSA, LSA, and the Coalition for Diversity, Equity and Inclusion, co-sponsored a workshop, "Inclusive Excellence Strategic Discussion with Student Leaders," for students with Michelle Silverthorn on implicit bias and being an inclusive leader. Michelle Silverthorn

also provided implicit bias and cultural competency training to all law school staff in an "Inclusive Excellence Staff Training."

7. In April 2020, Dr. Margaret Lee, the law school counselor, and Student Affairs Dean Emily Scivoletto led a discussion about xenophobia during the pandemic titled, "Addressing Xenophobia and Supporting Our Asian & Asian American Communities in the Wake of COVID-19."

8. In June 2020, after the killing of George Floyd, Dean Kevin R. Johnson led a virtual public forum on "[Police Violence, Race, and Protest]()." Several hundred students, faculty, and community members attended.

9. In August 2020, invested in a School of Law Community Book Project. Students, staff, faculty and alumni participated in small group discussions of Michelle Alexander's book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (10th anniversary ed. 2020), by Michelle Alexander.

10. In September 2020, the OSA hosted a discussion, "Q&A with King Hall Professors – The Breonna Taylor Case," with Professors Elizabeth Joh and Jack Chin about the legal issues surrounding the Breonna Taylor case.

11. Organized a [Racial Justice Speaker Series](), designed to facilitate discussion of racial justice issues among the law school community.

    o Brendon Woods, Alameda County Public Defender — September 16, 2020

    o Darrell Steinberg, UC Davis Law '84, Mayor, City of Sacramento — September 23

    o Robin Lenhardt (Bodenheimer Lecture), Georgetown Law — October 21

    o Angela Onwuachi-Willig, Dean, Boston University Law — October 27

    o Irene Joe, UC Davis Law — November 19

    o Tracie Olson, Yolo County Public Defender — January 25, 2021

    o Paul Butler (Barrett Lecture), Georgetown Law — March 3

    o Song Richardson, Dean, UC Irvine School of Law — March 9

- o Jack Chin, UC Davis Law — March 31
- o Raquel Aldana, UC Davis Law — April 7

12. Established the [Aoki Center for Critical Race and Nation Studies](#) nearly a decade ago, which promotes scholarship and discussion on racial justice issues.

13. Provides Clinical Programming (Immigration Clinic, Civil Rights, and Family Protection).

14. Invests in the First-Generation Student Programming, which serves first generation college students who are now in law school.

15. Provides support for the [King Hall Outreach Program](#) (KHOP), which outreaches to socioeconomically disadvantaged students for the law school pipeline program.

16. Provides support for the Community College Pipeline Program.

17. The Dean's Office invests in Affinity Group Culture Weeks.

18. Provides support for the [Aoki Water Justice Clinic](#).

19. Supports the [Tribal Justice Project](#) grant.

20. Supports the [Immigrant Legal Services Center](#) through a UCOP grant.

21. Funds the Graduate Studies Diversity Fellowship.

22. Invests in the Davis Humanities Council of Dean's.

23. The Academic Support office regularly holds academic success programs for student affinity groups.

SCHOOL OF VETERINARY MEDICINE

1. Incorporated [Principles of Community](#) and cultural sensitivity training into VET400 curriculum for all professional veterinary students.

2. Invested in student programs and activities, such as the UC Davis Chapter of One Inclusive Community for Empowerment (VOICE) chapter, and work at [Knight's Landing One Health Clinic,](#)

where students serve the underserved agricultural community of Knights Landing, California (LatinX). SVM solicited donor funds to support this activity and promotes staff time to support.

3. Partnered with the UC Davis [Veterinary Students as One in Culture and Ethnicity](#) (VOICE) to organize the annual Diversity Day, which expanded to Diversity Week in 2019. Activities included: "Courageous Conversations," presented by Deborah McKnight, M.S., Ed.D. Panel Discussion. Student Programs invited UC Merced pre-vet club to participate.

4. Raised funds for scholarships that make UC Davis the best value in veterinary medicine and created specific recruitment scholarships that enhance opportunities for students who meet approved academic parameters and are ranked by approved holistic factors in their applications, such as demonstrated leadership and unique background experiences. Based on the American Association of Veterinary Medical Colleges (AAVMC) the number of racially or ethnically underrepresented students currently stands at ~20% of total enrollment. That figure continues to grow and has increased 134% since the 2005 launch of the AAVMC DiVersity Matters initiative. Based on AAVMC defined criteria, [UC Davis' ranks among the top 3 schools or colleges in the most diverse veterinary student populations in the United States (40% non-white student population).](#)

5. Offers an annual [Summer Enrichment Program](#) to help disadvantaged students enhance their preparation for veterinary school, with clinical experiences in the teaching hospital, GRE study resources, and exposure to DVM career options.

6. Participates in the annual [Summer Math and Science Honors](#) (SMASH) Academy, offering veterinary educational sessions as part of this 5-week residential program for high-achieving, under-represented minority (URM) high school students.

7. Conducts student outreach in high-concentration Latino populations in the Central Valley from its [Tulare facility](#).

8. Hosts Vet-for-a-Day, an outreach effort to Davis High School students (many URMs or first gen students) interested in veterinary medicine.

9. Hosts a virtual information session with URM institutions e.g., HBCU Tuskegee University.

10. Advertises its Master's in Preventive Veterinary Medicine program in INSIGHT into Diversity magazine's annual Veterinary/Medical/Dental/Health Professions and Sciences School issue.

11. SVM Student Programs team presented to 8th grade students in Vallejo, one of one of the most demographically diverse cities in the United States.

12. SVM Student Programs removed barriers to travel and offers online info sessions to students in remote locations and Southern states in the U.S.

13. Invests in the student recruitment pipeline created by the American Association of Veterinary Medical Colleges DiVersity Matters program, and is actively involved at the leadership level to promote the AAVMC's commitment to diversity. DiVersity Matters conducts career fairs, disseminates information about veterinary career options, works to generate interest in veterinary medicine, presents at key diversity meetings and conferences, and helps lead students through the application process. Dean Lairmore recently served as President of the AAVMC.

14. Actively participates in an NIH funded program led by Purdue University's "This is How We Role," which as a long-term goal of diversifying the veterinarian-scientist workforce. The interactive science and math curriculum program launched this year to K-4 students in a Latino community, to teach them about careers in veterinary medicine. "Role" is supported by the Science Education Partnership Award (SEPA) program of the National Institute of General Medical Sciences (NIGMS), a part of the National Institutes of Health (NIH).

Faculty and Staff

1. Sponsored nine junior faculty to attend the National Center for Faculty Development and Diversity Faculty Success Program from 2019-2021.

2. Between 2017-2020, ~40 SVM staff and faculty completed an online Diversity Training Certificate Program through an NIH Grant in partnership with Purdue University (see above).

3. Supports a 50%-time Diversity Officer position.

4. Faculty participate in Strength Through Equity and Diversity (STEAD) training, which trains faculty search committee members on best practices to reduce bias and achieve excellence, diversity, and equity in faculty recruitment. In addition, a staff HR representative attends all first recruitment advisory committee meetings for faculty recruitments to reiterate STEAD training best practice and requirements.

5. Participated in the Advancing Faculty Diversity Grant recruitment; hired a faculty member in fall 2019. SVM made a start-up investment toward the grant program. As a result of investments over the past 10 years, UC Davis SVM is a leader among all AAVMC Schools in recently hired URM faculty (AAVMC annual comparative data report).

6. Includes and highlights the expectation to uphold the Principles of Community in all faculty recruitment announcements and offer letters.

7. Conducted faculty recruitment as part of the Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) program. SVM made a faculty start-up investment toward the CAMPOS program.

Opportunity Gap/Climate

1. Launched in July 2020, the SVM created an SVM Community Council of staff, students, & faculty to produce sustained ideas to promote principles of community, improve human welfare, and enhance diversity and inclusion. The Council is designed to enhance diversity, inclusion, and multicultural activities, programs, and awareness of faculty, residents, staff and students.

Research, Teaching, Public Service, and Training

1. In July 2020, SVM formed a "Multicultural Seminar Series and Community Dialogue" as a project from the UC Davis Chapter of [Veterinarians as One Inclusive Community for Empowerment](#) (VOICE) and Community Council.

2. Staff, faculty, and students from UC Davis SVM and the UC Davis School of Medicine partner to provide veterinary and medical services to the [underserved agricultural community of Knights Landing, California.](#) (see above)

3. Formerly known as One Health Nicaragua (OHN), the [Models of One Health Solutions in Action in Communities](#) (MOSAIC) is a multidisciplinary, faculty-supported and student-led project aimed at developing sustainable solutions to address complex health problems and alleviate poverty in vulnerable, rural communities throughout California.

Community and Accountability

1. SVM Leadership actively participates in the campus executive leadership team of the [Office of Diversity, Equity, and Inclusion Office](#), led by Dr. Renetta Garrison Tull as the first UC Davis Vice Chancellor for Diversity, Equity, and Inclusion.

2. Participates on the [COACHE Survey Task Force](#), which identifies barriers to women and URM faculty for promotion and career advancement. SVM analyzes data from the survey to enhance DEI activities as a result of the data.

3. Participates in UC Health Taskforce on Diversity, Equity, and Inclusion in the Health Sciences. Dean Lairmore, as part of the UC Health Sciences Deans and specifically for veterinary medicine, presented a report to the UC Regents in 2019 on activities and data for recruitment of URM faculty in the SVM.

UNDERGRADUATE EDUCATION

For Students

1. [Quarter @ Aggie Square](#) provides an immersive educational experience for students, grounded in the UCD Medical Campus and Sacramento's historically diverse Oak Park neighborhood. Students take three thematically-related courses and are placed in internships in the community. For 2020-21 the themes are Transformative Justice in Education (fall), Biomedical Engineering and Design (winter), and Multilingualism and California (spring).

2. [Transfer Edge](#) is a 6-week summer program from Summer Sessions designed to increase transfer matriculation, promote equity in academic success and degree completion, and provide rising scholars with an introduction to the research university (via a summer First Year Seminar) and a scaffolded summer course satisfying the upper-division writing requirement. UE works with UWP to provide the writing course and with Student Affairs to connect students to supportive campus communities, but the program and staffing is done by UE.

3. [CAMP/LSAMP](#) & [MURPS](#) are funded summer programs that involve non-white and low-income students in summer research mentoring or internships. Both programs rely on federal grants and philanthropy to fund student experiences, but events, advising, and staffing are funded through the UE's Undergraduate Research Center (URC).

4. [Diversity in Leadership Certificate](#) is a program offered through UE's Center for Leadership Learning (CLL) that builds students' skills for leadership in diverse environments, working with other leaders and participants from different backgrounds and life experiences.

5. [First-Gen Program and First-Gen Seminars](#) provide a positive identity, networking, and support for first-generation college students, and also uncover some of the underground curriculum and embedded assumptions in the university (via dedicated First-Gen First Year Seminars) to support equitable academic outcomes.

For Faculty, Staff, and TAs

1. Investing in searching for a new [Academic Advising Enrichment](#) director who would be focused on advising for equity in particular. Academic Advising Enrichment supports and develops the academic advising staff community in

the Colleges and in Student Affairs. Recently a major effort of this unit focused on the question of "start slow" (i.e., a student beginning their first quarter enrolled in less than 15 units)—a practice which doesn't yield measurable positive outcomes, instead can result in unfavorable outcomes for students (i.e., time to degree), and is especially problematic when applied unequally to a diverse student population.

2. [ACCELERATE](#) *Asynchronously* is a self-paced, video-tutorial version of the course developed rapidly in the summer of 2020, to meet the demand of faculty requesting assistance with improving their remote learning pedagogy for fall 2020. ACCELERATE is a program from the Center for Educational Effectiveness (CEE) that engages faculty in a series of workshops wherein they redesign a course of their choosing so that it leverages technology to create more engaging, accessible, and equitable learning environments.

3. For fall 2020, the [Know Your Students](#) survey focused in particular on equity in remote learning (such as technology device and internet support, access to a quiet space to zoom, etc.) were also included. Know Your Students is a teaching dashboard tool, developed by CEE and incorporated into the Canvas Learning Management system, that gives all instructors a synthesis of the demographics of students in their course, with data related to diversity and equity in particular. Each year in September, a student survey is sent out, and then the aggregate data representations faculty have access to are pulled from these results.

4. *PACE (Program-level Assessment Capacity Enrichment) 4 Equity,* also from CEE, is a series that supports undergraduate programs (majors or minors) in connecting their student learning outcomes to their assessment practices, and helps program leaders think about the relationship between assessment and equity in their majors.

5. [First-Gen Faculty Program](#) provides a positive identity, networking, and a year-long seminar series for faculty who are themselves first-generation college students. Faculty learn how to act as resources and advocates for first-gen students, in their courses and on campus.

6. [TA Orientation](#). All first-year graduate students must participate in TA Orientation before they can be employed as TAs in their departments. A major focus at orientation is developing teaching strategies and stances for a diverse student population, understanding equity and outcome gaps, the profound effect of bias in education, etc.