

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

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

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

Wrap Up Discussion

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

Principle of Engagement:

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

UCDHS Engagement Opportunities

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

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

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

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

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

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