

UC DAVIS HEALTH

I-DARE* Taskforces Initiative

Toolkit

Betty Irene Moore School of Nursing Edition

***Inclusion, Diversity, Anti-Racism, and Equity**



OFFICE FOR HEALTH EQUITY, DIVERSITY, AND INCLUSION

UC Davis Health

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A Message from UC Davis and UC Davis Health Leaders:

We are delighted to join the campus community in supporting the values and goals contained in the *Diversity and Inclusion Strategic Vision* for UC Davis. We want to acknowledge and thank the many students, faculty, and staff who have come and will come together to reflect upon their experience, engage with others, and create a path toward a stronger and more productive campus community. We also want to express our continued commitment to making UC Davis one of the most diverse and inclusive universities in the country.

We believe that it is essential to our mission as an institution of higher education and as a land-grant university to continue to provide equitable access to education and opportunity. For the ongoing success of this initiative, we must count on your continued and meaningful engagement in its implementation. Please make this a living document, breathe new life into it to ensure that its aspirations are realized and grow in our community that we love so much. Together, we can foster a culture that nurtures success, deepens our regional engagement, and integrates concepts of diversity, inclusion, and equity into everything we do.

This initiative is intended to support every member of our UC Davis Health community and will help integrate diversity and inclusion efforts within our workplace including clinical service areas. We look forward to working with schools, colleges, departments and units that develop localized implementation plans and strategies.

We are committed to supporting and reinforcing your efforts to integrate diversity, inclusion, and equity throughout our campus.

Associate Vice Chancellor Hendry Ton, Office for Health Equity, Diversity and Inclusion
Dean Stephen Cavanaugh, Betty Irene Moore School of Nursing
Vice Chancellor and Chief Executive Officer David Lubarsky, UC Davis Health
Vice Chancellor Renetta Garrison Tull, Office of Diversity, Equity and Inclusion

Purpose

The Office for Health Equity, Diversity and Inclusion (HEDI) created this toolkit to support your efforts to launch the Inclusion, Diversity, Anti-Racism, and Equity, aka the “I-DARE” Taskforces Initiative in BIMSON. **This one-year initiative will support a taskforce to address immediate diversity, equity, and inclusion (DEI) needs, train future leaders on DEI, and most importantly utilize a standardized needs assessment to develop sustainable school and institutional action plans to advance the UC Davis Diversity, Equity and Inclusion (DEI) Strategic Vision goals.** These goals are summarized below. You can access the full document at <https://diversity.ucdavis.edu/about/strategic-plan>. Furthermore, we will elaborate each goal and best practices to advance these goals in a later section of the toolkit.



Although this initiative focuses on advancing the UC Davis Diversity, Equity and Inclusion (DEI) Strategic Vision goals at UC Davis Health it also directly supports many of the goals outlined in the UC Davis Health Strategic Plan. The I-DARE Initiative will have an impact on all six goals, as summarized below, of the UC Davis Health Strategic Plan. Goals 5 and 6 are the most relevant to the work of this initiative. You can access the full document and information at <https://health.ucdavis.edu/strategicplan/index.html>.

- Goal 1: Lead Person-Centered Care in the best way, at the best time, in the best place, and with the best team
- Goal 2: Reimagine Education by cultivating diverse, transdisciplinary, life-long learners who will lead transformation in health care to advance well-being and equity for all

- Goal 3: Accelerate Innovative Research to improve lives and reduce the burden of disease through the discovery, implementation and dissemination of new knowledge
 - Goal 4: Improve Population Health through the use of big data and precision health
 - Goal 5: Transform Our Culture by engaging everyone with compassion and inclusion, by inspiring innovative ideas, and by empowering each other
- Goal 6: Promote Sustainability through shared goals, balanced priorities and investments in our workforce and in our community

I-DARE Initiative Phases and Timeline

The I-DARE Initiative has 4 phases of implementation and timeline:

Phase I: Form Taskforces and Implement an Immediate Needs Project [Fall-Winter 2020]

- The School will form an I-DARE Taskforce in consultation with HEDI.
- Taskforce identifies and implements a project that addresses immediate but reachable DEI leveraging school resources and HEDI Immediate Needs Catalyst funding.

Phase II: Conduct an I-DARE Needs Assessment [Winter-Spring 2020-21]

- Taskforce leads a more comprehensive I-DARE needs assessment of their departments using a standardized needs assessment.

Phase III: Develop I-DARE Action Plans [Spring 2021]

- I-DARE taskforce chair attends a collective impact retreat with other leaders to review the aggregated results of the needs assessment. Additionally the school taskforce reviews the results of the assessment in consultation with the taskforce to develop an I-DARE action plan. HEDI will work with institutional leaders to develop an action plan based on interdepartmental/inter-school and institutional needs that arise from the assessment. These action plans will be reviewed by leadership for needed resources for implementation.

Phase IV: Implement Action Plans and Monitor Progress [FY 2021+]

- In FY 2021-22 BIMSON implements action plan and annually review progress.

Timeline:

Submit nominations for Chair (1) or Co-Chairs (2) – **Complete by November 20, 2020**
(*Email nominations with CV and Statement of Support to Annie Caruso ajcaruso@ucdavis.edu*)

Form/Appoint an I-DARE Task Force – **Complete by December 4, 2020**

Start an Immediate Needs project; Apply for HEDI Catalyst Funds (up to \$4K)
(https://ucdavis.co1.qualtrics.com/jfe/form/SV_1Yx1PJpFROgncVL) – **Rolling application process up to March 31 or when funds are exhausted.**

Conduct the I-DARE Needs Assessment – **Complete by Feb 15, 2021**

Prepare an I-DARE Action Plan – **Complete by April 1, 2021**

I-DARE Action Plan Annual Progress Report – **Due annually on August 1**

Implement Action Plans and Monitor Progress – **Ongoing**

Diversity Taskforces Are Evidence-based Strategies

At the core of this initiative are the I-DARE taskforces, which are best practices that are shown to be one of the most effective means for organizations to improve DEI in a study of over 800 firms in the US. In the table below, for example, Dobbins and Kalev (2016) illustrate common interventions to diversify management, with diversity taskforces being one of the most effective.

Diversity Programs That Get Results

Companies do a better job of increasing diversity when they forgo the control tactics and frame their efforts more positively. The most effective programs spark engagement, increase contact among different groups, or draw on people's strong desire to look good to others.

% CHANGE OVER FIVE YEARS IN REPRESENTATION AMONG MANAGERS

Type of program	White		Black		Hispanic		Asian	
	Men	Women	Men	Women	Men	Women	Men	Women
Voluntary training			+13.3		+9.1		+9.3	+12.6
Self-managed teams	-2.8	+5.6	+3.4	+3.9				+3.6
Cross-training	-1.4	+3.0	+2.7	+3.0	-3.9		+6.5	+4.1
College recruitment: women*	-2.0	+10.2	+7.9	+8.7		+10.0	+18.3	+8.6
College recruitment: minorities**			+7.7	+8.9				
Mentoring				+18.0	+9.1	+23.7	+18.0	+24.0
Diversity task forces	-3.3	+11.6	+8.7	+22.7	+12.0	+16.2	+30.2	+24.2
Diversity managers		+7.5	+17.0	+11.1		+18.2	+10.9	+13.6

*College recruitment targeting women turns recruiting managers into diversity champions, so it also helps boost the numbers for black and Asian-American men.

**College recruitment targeting minorities often focuses on historically black schools, which lifts the numbers of African-American men and women.

NOTE GRAY INDICATES NO STATISTICAL CERTAINTY OF A PROGRAM'S EFFECT.

SOURCE AUTHORS' STUDY OF 829 MIDSIZE AND LARGE U.S. FIRMS. THE ANALYSIS ISOLATED THE EFFECTS OF DIVERSITY PROGRAMS FROM EVERYTHING ELSE GOING ON IN THE COMPANIES AND IN THE ECONOMY.

FROM "WHY DIVERSITY PROGRAMS FAIL," BY FRANK DOBBIN AND ALEXANDRA KALEV, JULY-AUGUST 2016

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DEI taskforces achieve these results by several means. By appointing and empowering taskforces to assess efforts in critical DEI-impacting processes, such as hiring and promotion, we stimulate more attention, consideration, and accountability to DEI in those processes. Studies have shown that this can motivate decision makers to take more care to avoid the appearance of bias, which, in simulated hiring, has been shown to reduce bias. Additionally, taskforces, particularly those with representation from different sectors and diverse identity groups, help organizations make better informed decisions and generate more innovative strategies. Finally, DEI taskforce provide more centralized oversight and management of DEI efforts, which, in the absence of a DEI manager or taskforce, may otherwise fall to the wayside. In other words, DEI taskforces help leaders, managers, and members of an organization stay focused on DEI goals.

I-DARE Taskforce

Roles, Responsibilities and Support

The purpose of this section is to provide information and guidance to BIMSON for roles, responsibilities as well as support related to the I-DARE Taskforce work. *Please note: The school may have already formed a diversity, equity, and inclusion committee. Given the strong alignment between existing DEI committees and the I-DARE Taskforce initiative, these committees and their members should form the basis of the I-DARE Taskforce for the school. This will also enable the DEI committee leaders to access the chair stipend and funding for the committees' projects.*

Taskforce Chair/Co-Chairs

The Chair/Co-Chairs are responsible for the overall taskforce organization and will serve as the liaison between the taskforce, the School Leadership and the Office of Health Equity, Diversity, and Inclusion.

The Chair or two Co-Chairs will receive a one-time incentive/stipend payment by agreement for the service associated with this role during fiscal year 2020-21. The ideal taskforce Chair/co-Chairs have demonstrated commitment and leadership to advancing DEI/anti-racism. They are respected members of the school and work collaboratively with colleagues. Communicate

Roles and Responsibilities:

The Taskforce Chair/co-Chairs will provide regular updates to the the Associate Vice Chancellor for Health Equity, Diversity and Inclusion, and the Dean regarding development and goals of the I-DARE Action Plan. Additional responsibilities of the Chair/Co-Chairs include:

- Participation in OHEDI's Three-Day Anti-Racism and Cultural Humility (ARC) Training.
- Attendance at monthly I-DARE Steering Meetings organized by OHEDI.
- Oversight of the I-DARE Departmental Needs Assessment with support from the Office for Health Equity, Diversity, and Inclusion and BIMSON leadership
 - Including information gathering and communication with key personnel in order to assess and evaluate the DEI-focus areas for BIMSON.
 - Ensuring that there are balanced discussions and that each member of the I-DARE Taskforce has participated in, or given the sufficient opportunity to participate in the assessment and evaluation process.
- Oversight for the development of the I-DARE Action Plan (post-assessment) with support from the Dean and the Office for Health Equity, Diversity and Inclusion.
 - Including recommendation(s) for immediate action, short-/long-term departmental goals, expected completion dates, estimated financial impact as well as metrics for evaluation.
 - Ensuring that each member of the DEI Committee has participated and provided input, or given the sufficient opportunity to participate and provide input, in the development of the I-DARE Action Plan.
- Oversight for an Immediate Needs Project addressing one or more DEI gap or opportunity in the school.
 - The Chair/Co-Chairs should lead the taskforce to identify and address one or more need or opportunity related to DEI/racial equity in the school (i.e. anti-racism training, grand rounds speaker on anti-racism, activities to enhance URM resident support, etc.). HEDI will provide a Best Practices toolkit which offers project ideas.

- The HEDI Immediate Needs Catalyst Funds (up to \$4,000 per department) may be used to support this project, though school support is also expected (by way of funding, staff support, etc.).
- The project should have clear objectives that are measurable.
- Engagement in activities and initiatives related to the I-DARE Action Plan, as applicable and allowable.

I-DARE Taskforce Member

Members of the I-DARE Taskforce should have a demonstrated commitment to advancing DEI/anti-racism, willingness to actively pursue their own learning pertaining to DEI/anti-racism, and ability to work collaboratively with colleagues. Taskforce membership should include faculty, staff, *and* trainees.

Roles and Responsibilities:

The Member is responsible for active engagement and participation in:

- a 90min online DEI/AntiRacism Training Module.
- designing and implementing the Immediate Needs Project
- the I-DARE Needs Assessment Process by assisting in the information gathering and assessment/evaluation process.
- the development of I-DARE Action Plan by providing input on recommendations for areas of immediate action, short-/long-term departmental goals, expected completion dates, estimated financial impact as well as metrics for evaluation.
- activities and initiatives related to the I-DARE Action Plan, as applicable and allowable.

BIMSON Dean and Executive Leadership

Support from the leadership is essential for the success of the I-DARE taskforce work. Departmental leaders have important roles to prioritize DEI, amplify the reach of the taskforce efforts, and engage departmental resources to support the success of the I-Dare taskforce. The leaders also serves as a leadership sponsor and mentor for the I-DARE Taskforce Chair/co-Chairs.

Roles and Responsibilities:

- Work with I-DARE Taskforce Chair/Co-Chairs to identify/recruit members for the taskforce
- Allocate protected time for taskforce members to participate in the initiative
- Identify staff support for taskforce activities and initiatives
- Meet with taskforce chair on monthly basis to review progress, address barriers, and provide support.
- Work with taskforce to identify and assign responsibility to various staff and faculty for completing portions of the I-DARE needs assessment.
- Review results of the I-DARE needs assessment.
- Work with taskforce, and OHEDI to develop a Departmental Action Plan that includes metrics and benchmarks.
- Host a Supporting Educational Excellence in Diversity (SEED) faculty retreat.
- Include taskforce member participation in the staff/faculty/trainee performance review/advancement documents.

TASKFORCE SUPPORT

Incentive Guidelines

Chair/Co-Chair(s) should receive a one-time incentive/stipend payment by agreement. The Chair/Co-Chair(s) may request a transfer of the funds to support their research program or other programmatic support in-lieu of compensation (applicable to SON faculty only).

The Chief Administrative Officer or Finance Manager will work directly with the Office for Health Equity, Diversity and Inclusion Chief Administrative Officer for the incentive/stipend pay agreement.

School Support: It is the expectation of UC Davis Health Administration that the BIMSON has designated funds to support DEI-related initiatives and activities. Please consult the Administrator and/or Chief Administrative Officer for annual budget information and any internal departmental processes related to these funds. Staff support for the I-DARE Taskforce and activities should be determined by the BIMSON Leadership.

Immediate Needs Catalyst Fund:

UC Davis Health Support: UC Davis Health Administration (by way of the Office for Health Equity, Diversity and Inclusion) has provided an HEDI Immediate Needs Catalyst Fund to support specific I-DARE Taskforce-led initiatives/programs that promote sustainable improvements in DEI-related areas. Each I-DARE Taskforce may submit a [HEDI Immediate Needs Catalyst Fund Request for Support Form](https://ucdavis.co1.qualtrics.com/jfe/form/SV_1Yx1PJpFR0gncVL) at https://ucdavis.co1.qualtrics.com/jfe/form/SV_1Yx1PJpFR0gncVL.

Review of support requests will be ongoing through March 31, 2021 or until all budgeted support is exhausted. The HEDI Immediate Needs Catalyst Fund is intended to support 1 or more initiatives/programs per Department/Unit up to \$4,000.

Applicable Policies and Guidelines

[UC Davis Principles of Community](#)

[UC Davis School of Medicine/School of Nursing Health Sciences Academic Salary Administration](#)

[UC Davis Human Resources Compensation/Stipends](#)

[UC Davis Human Resources Request for Stipend Form](#) (staff positions only)

The Immediate Needs Project

The BIMSON may have already initiated projects the urgent need to improve racial justice and advance DEI. Many are also in various stages of planning for improvements. In recognition of these efforts, the Office of Health Equity, Diversity, and Inclusion (OHEDI) has established a catalyst fund to support school based **Immediate Needs Projects**. These projects address a recognizable and present DEI/racial justice need in the department using a practical and realistic intervention. The Immediate Needs Project component also serves as a DEI innovations incubator to catalyze the development of promising practices that may also be incorporated into the school's action plan.

In mid 2020, OHEDI published an Anti-Racism and DEI Action Plan on our website which also details immediate steps that departments can take as well. These recommendations can also form the basis of an immediate needs project and are outlined below:

A. Start by Improving Your Department's Understanding of DEI and Anti-Racism Issues

1. Start a **grand rounds series** and **student curriculum** devoted to Anti-Racism and other DEI topics. Avoid asking the same faculty within UCDHS, i.e. it is not reasonable for the few underrepresented faculty to give Grand Rounds to every department, unless they are allocated time to do that. Collaborate with other departments to bring in speakers.
2. **Organize and Allocate time for your faculty and staff** to participate the HEDI sponsored **Growing as a Community Webinars, Diversity and Inclusion Dialogues Series, Racial Healing Circles, and Principles of Community**
3. Leaders: **learn and model participation** by attending DEI events as well—this sends a strong message of support of DEI initiatives and enhances DEI-informed leadership decision-making and initiatives.

B. Address Structural Racism and Inequities Internally

1. Utilize **the I-DARE Taskforce Initiative** to develop a formal and longstanding DEI advisory committee.
2. Organize a **21-day anti-racism challenge** as a department (Family Medicine and Psychiatry have started this). Here are three challenges to choose from:
 - Racial Equity Habit Building Challenge: <https://www.eddiemoorejr.com/21daychallenge>
 - Racial Equity Protest and Rebellion Challenge: <https://www.eddiemoorejr.com/21-day-racial-equity-challenge>
 - MooreSelfCare Challenge: <https://www.eddiemoorejr.com/21-day-selfcare>
3. **Diversify your school** to reflect that of the local community and California. Additionally, recruit staff, faculty, and residents with strong record of DEI and anti-racism experience to help guide and lead DEI efforts in the school. Student selection committees should implement a holistic review of applicants. Staff selection, residency selection, and faculty search committee members should complete more intensive unconscious bias and anti-racism training. The strategic plan should include specific goals regarding the recruitment and retention of diverse residents, faculty, and staff in the school. Adopt best practices offered in the UCOP Implicit bias series: <https://ucnet.universityofcalifornia.edu/working-at-uc/your-career/talent-management/professional-development/managing-implicit-bias.html>
4. Adopt the **National CLAS** (Culturally and Linguistically Appropriate Services) **Standards** to address the structural inequities in your clinical services and improve care to diverse patients.

<https://thinkculturalhealth.hhs.gov/clas#:~:text=The%20National%20CLAS%20Standards%20are,culturally%20and%20linguistically%20appropriate%20services.>

5. Initiate **Review of School Policies** – Start by utilizing a racial equity impact assessment tool to examine policies that impact the recruitment, retention, and promotion of staff, faculty, trainees, and patients. Here is an example of such a tool: <https://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit>. Develop a system of accountability to examine existing and future policies to evaluate the impact of each proposed policy on racial and gender equity, especially as it relates to unintended consequences.

C. Address Structural Racism and DEI Externally

1. **Partner with local and diverse organizations** to improve social determinants of health such as food security, education, employment, housing, and environmental safety. Help them leverage your expertise as health care professionals to bring greater awareness to the impact of racism and other social inequities on health.
2. **Support and organize volunteerism** in free/student-run clinics and other community efforts that support diverse and underserved communities.
3. Work with **diverse local vendors** for events, conferences, etc. where possible. This should include purchasing art and signage from diverse local vendors – this can have benefits with improving the inclusiveness of your academic and clinical environment.
4. Educate faculty on and support community based participatory and other models of **community engaged research** in your school. The CTSC RECAP (Research and Education Community Advisory Board) can be a resource. <https://health.ucdavis.edu/ctsc/area/engagement/recab.html>
5. Develop a **Community Advisory Board** to advise on interfacing with community and care practices.

D. Access the Immediate Needs Catalyst Fund:

UC Davis Health Support: UC Davis Health Administration (by way of the Office for Health Equity, Diversity and Inclusion) provides a HEDI Immediate Needs Catalyst Fund to support specific I-DARE Taskforce-led initiatives/programs that promote sustainable improvements in DEI-related areas. Each I-DARE Taskforce may submit a [HEDI Immediate Needs Catalyst Fund Request for Support Form](https://ucdavis.co1.qualtrics.com/jfe/form/SV_1Yx1PJpFR0gncVL) at https://ucdavis.co1.qualtrics.com/jfe/form/SV_1Yx1PJpFR0gncVL.

Review of support requests will be ongoing through March 31, 2021 or until all budgeted support is exhausted. The HEDI Immediate Needs Catalyst Fund is intended to support 1 initiatives/programs per Department/Unit up to \$4,000.

I-DARE Needs Assessment

This Self-Assessment is designed to provide information for reflection, discussion, and planning at the departmental level. The Self-Assessment can:

- Provide your school with information about strengths, challenges, opportunities and needs in relation to diversity, equity, and inclusion
- Stimulate internal dialogue about how departments can build capacity to address diversity, equity, and inclusion and align with existing institutional goals
- Guide strategic planning and other organization development activities
- Provide ongoing metrics to assess progress towards identified goals developed during this assessment process
- Form the basis for developing the I-DARE Action Plan

Gathering information and conducting this self-assessment will help create a better understanding of the current state of equity, diversity, and inclusion in your school. We encourage you to begin this reflection process by reviewing the following documents:

1. To Boldly Go Strategic Plan
2. UC Davis Diversity and Inclusion Strategic Vision (2017)
3. Investing in Rising Scholars and Serving the State of California: What it means for UC Davis to be a Hispanic Serving Institution (HSI Taskforce Report)
4. 2019 Community Health Needs Assessment (UC Davis Health)
5. 2019 Community Health Needs Assessment (Implementation Plan)

Preparation

Before you begin the needs assessment, it may be helpful to consider the following recommendations:

- ✓ Choose a contact person and consult with staff in the Office for Health Equity, Diversity, and Inclusion. This conversation can provide some foundation related to the planning process, timeline, and additional resources to guide your process.
- ✓ Anticipate a timeline of 3-4 weeks for the school to complete the assessment
- ✓ While the I-DARE taskforce will be leading this effort, it will be important to engage a range of stakeholders (including your chair and other leadership, faculty, staff, trainees) in this process to help you to identify the desired respondents for the needs assessment surveys and solicit those respondents' participation
- ✓ . Introduce the DEI taskforce and self-assessment goals to your school. You can hold a "kick-off" meeting to formally launch the DEI taskforce and discuss the purpose and need for a departmental self-assessment. Be transparent. Talk about the intent, goals, timeline, structure, and how you will use the results. It is important to lay this groundwork by communicating clearly with all in your department.
- ✓ Take advantage of the needs assessment sparking dialogue and create opportunities for conversations about diversity, equity, and inclusion in your school.

The Needs Assessment and Instructions

The needs assessment includes a compendium of instruments that address various elements of the DEI Strategic Vision described earlier. This consists of 7 surveys tailored to specific respondents in the school (faculty, staff, trainees, education leadership, clinical leadership, research leadership, and executive leadership) in order to develop a comprehensive picture of the school's status with regard to DEI. It offers both a way to take stock of current efforts and best practices as set benchmarks for the design and implementation of future activities. You will be provided with a link to these surveys in the near future with further details on implementing the needs assessment.

Post Assessment

- ✓ Take some time to analyze and review the findings of your needs assessment. Reflect on what was learned during the self-assessment process and include this as part of the needs assessment analysis and write-up. The I-DARE Taskforce chairs, along with school and institutional leadership will participate in a retreat to examine the aggregated data and identify common themes and areas to address collectively. The school will also be asked to Create an I-DARE action plan based on your findings. The next section of this toolkit will provide additional resources to do so. Leadership, staff, faculty, trainees, and community partners should also participate in the development of this plan. Also consider some of the following recommendations:
- ✓ Plan to communicate the needs assessment results and next steps back to faculty and staff (and any collaborating partners) in a timely manner. Involve faculty and staff from all levels of the school as well as collaborating partners in any action planning that follows the self-assessment.
- ✓ Continue to engage with the Office for Health Equity, Diversity, and Inclusion as you plan activities and next steps related to your finds.
- ✓ Conduct a SWOT analysis based on the needs assessment and consider how best to use the full results to inform goal setting, policy and practice, strategic planning and visioning in your school.
- ✓ Once your action plan is finalized, formally adopt your new DEI action plan within your school. The goal for the adoption process is to build shared understanding of the school's equity, inclusion, and diversity goals and to ensure broad ownership of the strategies across faculty, staff and learners.
- ✓ Develop a communication plan for sharing your new goals and priorities with members of the school, as well as external stakeholders. This may include revising your website, outreach materials, and other resources. Remember you can ask Public Affairs and Marketing for guidance around this.
- ✓ Plan appropriate resources for trainings, workshops, online materials, and consultation services that may be needed as you implement your action plan.
- ✓ Plan for regular review of action plans and re-administration of assessment tools to provide an additional checkpoint on progress towards the school's diversity, equity, and inclusion goals.

Tools for Developing an I-DARE Action Plan: Best Practices that Advance the Goals of the UC Davis DEI Strategic Vision

The purpose of this section provides best practices that can be incorporated into the I-DARE Action Plan, which will be developed in response to the I-DARE Needs Assessment. Like the needs assessment, these best practices are organized around the five goals of the DEI Strategic Vision.

Goal 1. Identify, attract, retain, and graduate a diverse student body (including residents and fellows)

Objectives:

- Focus on identification, preparation, and pipeline activities early in future students/residents' development and involve community and support networks such as family and community organizations.
- Increase retention and completion rates of students/residents with a focus on diverse, underrepresented, and underserved populations.
- Invest in each student's/residents success, sense of belonging, and cultural competency.

Promising Strategies and Best Practices:

1. **Improve the Learning Environment:** Dedicate a retreat for all faculty to participate in HEDI's Supporting Educational Excellence in Diversity (SEED) Training. This training has been shown to improve faculty ability to recognize microaggressions in the learning environment, emotional self management skills when faculty are the source of cultural mistreatment, and knowledge of strategies to help colleagues address harm when they are the source of cultural mistreatment.
2. **Recruit Diverse Trainees- Outreach:** Develop a clear, intentional, and personalized recruitment strategy for diverse students/trainees. This would included
 - Improve reach into URiM resident/student networks,
 - Develop an admissions diversity statement,
 - Utilize inclusive language in outreach materials,
 - Engage and credit diverse residents/faculty in the recruitment process,
 - Attend diverse student organizations (such as BNGAP, SNMA, and LMSA conferences), and
 - Create dedicated "diversity visit" days .
 - Resources: Diversity Advisory Committee in the Dept. of Psychiatry and Behavioral Sciences, Office of Student and Resident Diversity, and Diversity Advisory Group at the School of Veterinary Medicine.
3. **Recruit Diverse Trainees-Selection:** Standardize Strategies for Recruitment and Retention of Students
 - Selection committees should implement a holistic review of applicants
 - Selection committee members should complete unconscious bias and anti-racism training.
 - The school's strategic plan should include specific goals regarding the recruitment and retention of diverse learners, faculty, and staff.

4. **Recruit Diverse Trainees-Pathways Opportunities:**

- Introduce the opportunity to attend graduate or professional school early for prospective and current students,
- Support activities that foster undergraduate and community college students' interest in graduate or professional school.
- Work with OSRD, Center for Workforce Diversity, and HEDI to start student pathway efforts such as shadowing opportunities, internships, summer research activities, and mentoring.
- Examples: Prep Medico Program, Cristo Rey High School Work Study program, UC Davis Guardian Professions Program, The McNair Scholars Program, UC Leadership Excellence Through Advanced Degrees (LEADS), NSF-LSAMP Bridge to the Doctorate (BD)

5. **Support Inclusivity in Mentorship and Wellness Programs:**

- Respond to the needs of students/residents with learning challenges, disabilities, and mental health concerns. Respond appropriately and with compassion and cultural humility to those experiencing distress, and increase awareness and treatment options across campus.
- Train department on stereotype threat, imposter syndrome, and their impact on wellness and performance.
- Advocate for access to providers who have experience treating diverse patients and are versed in clinical-cultural competence and racial trauma work.
- Create trainee-faculty and/or peer-to-peer mentorship networks and ensure that mentors have DEI/anti-racism training. Best practice in culturally aware mentorship:
<https://nrmnet.net/blog/2017/04/23/nrmn-announces-culturally-aware-mentorship-cam-training-module/>

6. **Reduce Bias in Evaluations:** Examine and implement best practices that address psychosocial and organizational barriers, myths, assumptions, and cognitive errors and biases that result in unfair evaluations.

- Conduct a review of trainee evaluation equity to identify any existing evaluation disparity
- Utilize Best practices on reducing bias in performance evaluations
- Utilize racial equity impact assessment tool to examine the evaluation process from an equity impact lense.

Goal 2. A. Identify, attract, and retain diverse faculty and staff

Objectives:

- Broaden the diversity of faculty and staff by cultivating a diverse pipeline and ensuring that campus policies, incentives, and funding models are aligned to make aggressive progress on hiring goals.
- Hold every division, college, school, and department accountable for bringing diversity and inclusion excellence into recruitment and hiring practices.
- Ensure that people thrive—for compliance, retention, and improved climate.

1. **Create Inclusive Outreach and Recruitment of Staff and Faculty** Producing a health care workforce that both understands the social determinants of health and will meet the needs of our increasingly diverse population. When our healthcare workforce reflects the diversity of our communities, we will be better prepared to meet the needs of all patients in their most vulnerable moments.

- Develop a communications plan that will comprehensively articulate the school's commitment to diversity throughout the recruitment process, including but not limited to, writing inclusive position and program descriptions, developing marketing and advertising strategies, and identifying approaches for broadening the applicant pool
- Develop a list of resources for identifying potential candidates, such as universities awarded National Science Foundation ADVANCE grants for the advancement of women in science and engineering, organizations or special interest groups within professional societies, and directories of prestigious fellowship programs that support diverse individuals
- Identify departments or schools in other universities that have been successful in generating robust and diverse applicant pools in order to examine potential models and expand best practices Consider new and emerging fields of research, including interdisciplinary initiatives
- Utilize of diversity statements for faculty and staff hiring decisions and promote consistent use department-wide. Create transparent guidelines for using diversity statements in evaluations that rewards both scholarship and service.
- In collaboration with units, Human Resources, and diversity committee/taskforce, develop a clear and intentional outreach strategy to increase the pool of diverse and talented candidates with the goal of achieving hiring and retention goals, for example, reviewing job postings to include language that is more inclusive.
- Staff and faculty search committee members should complete more intensive unconscious bias and anti-racism training.
- The school's strategic plan should include specific goals regarding the recruitment and retention of diverse residents, faculty, and staff.

2. **Address Inequities in Staff and Faculty Selection Process**

- Employ policies and practices that overcome bias and discrimination in hiring. Examples: UC Davis Health Enhanced Search Training, Strength Through Equity and Diversity (STEAD) Workshops, University of Oregon's and University of Michigan's guidelines for faculty search committees
- Proactively utilize assessment tools such as exit interviews and turnover metrics to understand and act on the reasons behind employee turnover.

- Streamline and improve the communication of diversity and inclusion policies, services, and accomplishments to all prospective and current employees.
- Create an annual “recruitment report” of recruitment efforts with specific data percentages of women and URM interviews, job offers, and rank to inform departmental faculty and leaderships.

3. **Advance DEI and anti-racism in staff and faculty support and promotion**

- Provide robust and formalized **mentorship** and professional development opportunities, especially at critical career and professional transitions. Examples: CAMPOS, Faculty Academic Development Program, UC Davis Launch Committee, UC Davis Graduate School of Management scholarships for UC Davis employees, Mentoring at Critical Transitions
- Beyond mentors, promote **sponsorship** of faculty in the department. Whereas mentors focus on academic growth and development, sponsors promote the faculty member for key academic opportunities such as visiting grand rounds, national committees and conferences, etc.
- Value efforts that promote participation in mentoring, training, and professional development activities through such strategies as providing release time and rewarding contributions to diversity and inclusion during performance appraisal, merit, and promotion decisions.
- Provide incentives to embed diversity and inclusion training, professional development, and education into their activities.
- Create intentional and equitable goals for faculty and staff participation in administrative commitments such as committee work, particularly for young faculty. In particular, female and URM faculty may often bear a disproportionate administrative effort in activities to enhance departmental and institutional diversity efforts, i.e. the so called “diversity tax” in terms of their time and effort. There should be a balance and appropriate support for these needs and commitments.
- Examine and implement best practices that address psychosocial and organizational barriers, myths, assumptions, and cognitive errors and biases that result in unfair evaluations
- Support staff and faculty participation in **Employee Resource Groups (ERGs)** which are instrumental in advancing a multicultural and equitable climate at the Health System.

Goal 3. Advance a departmental climate that fosters inclusion excellence

Objectives:

- Engage, empower, inform and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.
- The next generation of work for diversity and inclusion in academic medicine must include a deeper focus on changing the culture and climate of our learning and workplace environments — toward one that practices equity-mindedness and conscious inclusion.
- Evaluate current institutional barriers to inclusion
- Ensure safe departmental environments, free from exclusion, intimidation, offensive, or violent conduct. Eliminate negative behavior related to power differentials. Reject normalizations of bias and sexual offenses.

Promising Strategies and Best Practices:

1. Proactively train leadership, staff, faculty, and trainees about the historical context of exclusionary practices in higher education and other workplace settings and seek to recognize and understand the impact of this history on present-day institutional practices.
2. Help address institutional inequities by promoting a shift away from an the ingrained reliance on attributing inequities (and failures) to individual social, cultural, and educational background (e.g., standardized test scores, GPA, the institution they attended) and towards a focus on structural issues to examine the department's and institution's effectiveness for supporting the success of underrepresented groups.
3. 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.
4. Organize a diversity and inclusion dialogue series that gives voices to diverse perspectives from within your department or invite panelists and experts to speak to topics of culture and climate relevant to your department.
5. Uphold protocols (e.g. PPM 400) for responding to protests in an environment that fosters the free exchange of ideas while maintaining the campus' responsibility to protect the safety of all community members.
6. Build competence in dealing with conflict. Identify and include multiple access points, charge a group to coordinate efforts across services and design an educational infrastructure.
7. Require and embed diversity, inclusion, and climate content in division, college, school, and department trainings and workshops, especially for those in teaching, supervisory, student-facing, customer service, and decision-making roles.
8. Create and support networks of scholars and colleagues to build a sense of belonging and to foster communication across the university. Ensure that technology and structures are in place to facilitate access and dialogue. Examples: CAMPOS Cafecitos/Coffee Breaks, Graduate Diversity Network, New Faculty Network (NFN), Global Ambassador Program, First Friends, International Friendship Program.

Goal 4. Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities.

Objectives:

- Embed cultural competency in all academic and training programs, administrative units/programs, and workplaces to support diversity and inclusion goals
- Return benefit to the communities that work with us.
- 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.”

Promising Strategies and Best Practices:

1. Training Programs

- Create an advisory group to help embed diversity and inclusion research, service, teaching, and training across all divisions, colleges, schools, and departments.
- Engage trainees and instructors in a comprehensive review of LCME and ACGME education requirements for greater including on of DEI and anti-racism topics. Offer innovation grants for faculty to develop new, responsive curriculum in undergraduate and graduate courses and seminars.
- Involve trainees in more high-impact, high-quality, and applied learning activities that involve real-world problems, progressive issues, community-based research, and big questions. Provide all students and postdoctoral scholars with opportunities for hands-on, experiential learning in challenging environments, including leadership roles. Example: Summer Institute on Race and Health
- Expand opportunities for formal and informal interactions between faculty and students, staff and students, faculty and staff, and student peers that promote high-level academic and social engagement while strengthening a sense of community and the learning environment.
- Promote and provide students and staff with formal diversity certification programs and professional development. Examples: The History Graduate Diversity Certificate Series, Diversity and Inclusion Certificate Program at UC Santa Cruz
- Ensure that diversity and inclusion concepts are strongly embedded in mandatory trainings for those in supervisory roles and for new employees.
- Promote and expand new research and collaborative research opportunities related to diversity and inclusion for staff and faculty.
- Develop an intentional outreach strategy that engages our community partners in an active and ongoing dialogue about local needs and areas of mutual concern and interest.
- Increase opportunities, build partnerships, and remove barriers so that students, faculty and staff can have an impact in the community through service.
- Provide students with opportunities for service learning and community-based learning, in which students can potentially explore cultural contexts, life experiences, social justice and worldviews different from their own.
- Create a more transparent process for managing and reporting the university’s engagement with vendors and suppliers and incentivize business relationships with businesses owned by minorities, women, veterans and other disadvantaged persons, as well as small businesses in neighborhoods in disadvantaged or underutilized areas.
- Provide incentives for individuals and teams to publish public scholarship on diversity-related topics. Example: UC Davis Annual Study of California Women Business Leaders.

2. Research Programs

- Adopt the principles of community engagement in your research projects (NIH 2011, Principles of Community Engagement 2nd edition:
https://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_508_FINAL.pdf

A BEFORE STARTING A COMMUNITY ENGAGEMENT EFFORT...

- Be clear about the purposes or goals of the engagement effort and the populations and/or communities you want to engage.
- Become knowledgeable about the community's culture, economic conditions, social networks, political and power structures, norms and values, demographic trends, history, and experience with efforts by outside groups to engage it in various programs. Learn about the community's perceptions of those initiating the engagement activities.

B. FOR ENGAGEMENT TO OCCUR, IT IS NECESSARY TO...

- Go to the community, establish relationships, build trust, work with the formal and informal leadership, and seek commitment from community organizations and leaders to create processes for mobilizing the community.
- Remember and accept that collective self-determination is the responsibility and right of all people in a community. No external entity should assume it can bestow on a community the power to act in its own self-interest.

C. FOR ENGAGEMENT TO SUCCEED...

- Partnering with the community is necessary to create change and improve health.
 - All aspects of community engagement must recognize and respect the diversity of the community. Awareness of the various cultures of a community and other factors affecting diversity must be paramount in planning, designing, and implementing approaches to engaging a community.
 - Community engagement can only be sustained by identifying and mobilizing community assets and strengths and by developing the community's capacity and resources to make decisions and take action.
 - Organizations that wish to engage a community as well as individuals seeking to effect change must be prepared to release control of actions or interventions to the community and be flexible enough to meet its changing needs.
 - Community collaboration requires long-term commitment by the engaging organization and its partners.
- Build partnerships with diverse community stakeholders and maintain it over time. Tools such as Mercer, Green et al (2008) "Reliability-Tested Guidelines for Assessing Participatory Research Projects" can help periodically assess the functioning of these partnerships.
 - Use Asset Identification to build on community, academic, and other partner's strengths in studying and addressing shared concerns.
 - Use approaches and processes that reflect local community culture and ways of doing things—even if it slows down the process. These include considerations such as who are the local (informal) leaders? Where do people gather? What places or organizations hold special meaning for community members and are therefore good potential "homes" for research processes.
 - Consider the role of community-based participatory research in policy making and addressing social determinants of health. Learn more about this from the UC Berkeley School of Public Health's Community Based Participatory Research: A Strategy for Building Healthy Communities and Promoting Health through Policy Change. <https://www.policylink.org/sites/default/files/CBPR.pdf>
 - Allocate resources for a research focused on vulnerable and underrepresented communities.

3. **Clinical Programs:** Align health care services with the National Culturally and Linguistically Appropriate Standards (CLAS) which establish a blueprint to advance health equity, improve quality, and eliminate health care disparities.
Principal Standard

- Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

Governance, Leadership and Workforce

- Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.
- Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.
- Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

Communication and Language Assistance

- Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.
- Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
- Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
- Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.
 - Engagement, Continuous Improvement, and Accountability
- Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.
- Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.
- Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.
- Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.
- Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.
- Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.
- Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.

Goal 5: Ensure accountability to diversity and inclusion efforts throughout the department and in serving neighboring communities.

- Establish a coordinated campus-wide effort to implement and report on the progress of this strategic vision.
- Embed the structure and resources for diversity and inclusion in all administrative units and within the job responsibilities of those in key roles.
- Create a strategic plan with neighboring communities within a 30-mile radius on shared goals for diversity and inclusion

Promising Strategies and Best Practices:

1. DEI Strategic Vision & I-Dare Action Plan Support Implementation

- Identify and reward successful diversity and inclusion outcomes that lead to policy and procedures change. Develop a process to build financial and institutional sustainability into diversity and inclusion initiatives. **Example: ADVANCE Sustainability Plan**
- Expand opportunities for diversity and inclusion idea generation and innovation. Identify and commit resources and incentives for forming diverse teams and developing projects that advance diversity and inclusion ideas. **Example: Diversity and Inclusion Innovation Grant Program**
- Support a data governance team (experts in the business rules of the organization) to work with technologists (experts in the tools used to collect and report data) to improve the integrity of diversity data at UC Davis and take ownership of the Diversity Profiles data infrastructure project.
- Empower Human Resources to focus attention on proactive diversity and inclusion practices, including talent management in developing and strengthening human relations skills and abilities in the campus community and workplace.
- Create an administrative entity to catalog and coordinate initiatives and ideas; consult, coordinate and collaborate with schools, colleges, departments and units; sponsor performance measurement and otherwise promote and incentivize diversity and inclusion activities across the university. Develop and embed in all activities a communications plan on diversity and inclusion for the internal campus community.

2. Structure and Resources

- Require each unit to create a measureable action plan based on this Diversity and Inclusion Strategic Vision and I-Dare Action Plan and create a budget line to ensure fulfillment of the action plan. **Example: School of Veterinary Medicine, “Increasing Diversity—to Reflect California’s Population”**
- Support and acknowledge units and departments that create programs that attract diverse students and provide DEI and anti-racism curriculum
- Incorporate DEI in existing metrics (e.g., differential graduation rates) for annual reporting and calibrate them across each unit.
- Hold department leadership responsible for a systematic review of policies and procedures, both to ensure compliance and to align operations with diversity and inclusion goals and objectives.

- Establish professional standards and expectations for departmental leadership to enhance and promote diversity and inclusion within their designated areas of responsibility and spheres of influence.
- Incorporate the role of equity and inclusion advisers to serve as resources in department.
- Enlist each departmental unit in a campaign to share and sustain campus values around diversity, inclusion and social justice.

3. Partnership with Community

- Collaborate with other units to convene a community advisory group to explore issues and coordinate diversity and inclusion activities with neighboring communities.
- Develop and pilot programs for family members of employees working at UC Davis that enhance access for first-generation college students and diverse communities. Create and circulate to regional public school districts and community centers a comprehensive inventory of existing UC and UC Davis programs and events that work with students and their families to ready them for college generally and for the opportunities at UC Davis specifically.
- In working with neighboring communities, develop a communications and engagement plan that will ensure that diversity and inclusion is a feature of any activity in which we collaborate.

Additional Best Practices

Recommendations of the Vice Chancellor's Faculty Excellence in Diversity (FED) Committee

We would like to thank the Vice Chancellor's Faculty Excellence in Diversity Committee for developing best practices. We have incorporated many of its recommendations into the I-DARE Taskforce Initiative and would also like to share their recommendations in its entirety here for your consideration.

1. **Conduct a Needs Assessment and Develop a Strategic Plan** – DEI Committees should conduct a thorough needs assessment across the Department. This includes evaluating the Departmental Strategic Plan and comparing this with the Strategic Plan, Mission, and Vision of UC Davis Health, the UC Davis School of Medicine, and the UC Davis School of Nursing. Drawing on this information and findings from the needs assessment, each Departmental DEI Committee should spend time developing a DEI strategic plan (or action plan) that is tailored to the specific needs of the individual Department. SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) Goals, or other metric-focused goals are recommended in developing DEI strategic plans.
2. **Seek and Obtain Administrative Support** – Traditionally, DEI work is not appropriately compensated in academic medicine and health system structures. As part of the planning process for creating DEI Committees in each Department, clear and realistic estimated costs and support should be discussed and negotiated with Department Chairs. This included creating appropriate leadership titles/roles, discussion of FTEs for DEI work (a reasonable benchmark is 0.2 FTE for DEI Committee Chairs), and administrative support for the DEI Committee.
3. **Expand Executive Departmental Leadership to Include a DEI Specialist** – Departments should have a high ranking, senior leadership position that is directly focused on DEI efforts. Examples include naming and appointing a Vice Chair of DEI in each Department, but similar senior leadership roles can be supported with Endowed Chairs and Professorships or Director Titles.
4. **Develop A Comprehensive Evaluation Plan** – Based on goals developed in the Strategic Plan, each Department should track metrics at least yearly to determine progress toward achieving goals. At a minimum, numbers of residents, faculty, executive leadership, and staff who are members of groups traditionally underrepresented in medicine should be tracked yearly. Metrics should be connected back to the Strategic Plan when data illustrate numbers below the UC Davis and national averages in each specialty.
5. **Identify and Implement Educational, Training, and Faculty Development Interventions** – Educational strategies, including implicit bias training, anti-racism training, and addressing microaggressions should be implemented across the Department, but particularly for residents, faculty, and staff. Training should be ongoing and a regular part of continuing education. Strategies to incorporate this work into Department-wide educational settings, including Grand Rounds and Resident Didactic Curricula should be developed.

6. Standardize Strategies for Recruitment and Retention of Residents, Faculty, and Staff– Residency selection committees should implement a holistic review of applicants, and both residency selection and faculty search committee members should complete more intensive unconscious bias and anti-racism training. The strategic plan should include specific goals regarding the recruitment and retention of diverse residents, faculty, and staff in the Department.
7. Examine School Policies – Develop a system of accountability to examine existing and future policies to evaluate the impact of each proposed policy on racial and gender equity, especially as it relates to unintended consequences.

APPENDIX A

POLICIES AND GUIDELINES

1. Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209
<https://www.ucop.edu/uc-legal/guidance/enhancing-diversity-at-uc.html>
2. Evaluating Contributions to Diversity for Faculty Appointment and Promotion
<https://www.ucop.edu/faculty-diversity/policies-guidelines/eval-contributions-diversity.pdf>
3. Affirmative Action Guidelines for Recruitment and Retention of Faculty
<https://www.ucop.edu/faculty-diversity/policies-guidelines/affirmative.pdf>
4. Deans AP-240
http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-240.pdf
5. Affirmative Action and Nondiscrimination in Employment
http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-035.pdf
6. Review and Appraisal Committees AP-210
http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-210.pdf
7. Department Chair APM-245
http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-245.pdf
8. UC Davis Principles of Community
<https://diversity.ucdavis.edu/principles-community>
9. UC Davis School of Medicine/School of Nursing Health Sciences Academic Salary Administration
<https://health.ucdavis.edu/academicpersonnel/salary-administration/index.html>
10. UC Davis Human Resources Compensation/Stipends
<https://hr.ucdavis.edu/departments/compensation/stipends>
11. UC Davis Human Resources Request for Stipend Form (staff positions only)
<https://ucdavis.app.box.com/s/gcf9a4gewe2wl0200z961c5kvyvv90ra>

FAMILY FRIENDLY POLICIES AND REGULATIONS

1. Family friendly policies

<https://www.ucop.edu/faculty-diversity/policies-guidelines/family-friendly-practices-and-policies/family-friendly-policies-and-issues.html>

2. Regulations

<https://www.ucop.edu/faculty-diversity/policies-guidelines/family-friendly-practices-and-policies/regulations.html>

APPENDIX B

RECRUITMENT RESOURCES

Resources at Peer Institutions:

University of Michigan, ADVANCE Program <http://advance.umich.edu/>

The University of Michigan ADVANCE Program enhances the campus environment for faculty in four primary areas including recruitment, retention, climate, and leadership. Initially focused on increasing the representation of women faculty in science and engineering fields, the program has now broadened its approach to include strengthening institutional support for diverse faculty, postdoctoral fellows, and graduate and undergraduate students.

The Ohio State University, The Women's Place (TWP) <http://womensplace.osu.edu/>

Created in 2000, TWP supports and expands opportunities for women on campus, including addressing institutional barriers, creating a positive campus climate, developing leadership pathways, and publishing comprehensive reports on the status of women at OSU.

University of Washington, ADVANCE Center for Institutional Change <http://advance.washington.edu/>

Like many other ADVANCE programs across the country, UW ADVANCE is focused on increasing the number of women in the STEM fields. The CIC provides leadership development workshops, pre-tenure workshops, and a mentoring for leadership lunch series, as well as serves as a clearinghouse for relevant resources on recruitment and retention.

University of Wisconsin-Madison, Women in Science and Engineering Leadership Institute (WISELI) <http://wiseli.engr.wisc.edu/>

WISELI is a campus-wide entity studying gender equity for women in STEM. As a result of its research, WISELI develops and implements solutions, provides retention and recruitment workshops, as well as shares resources and best practices in gender equity programming and assessment.

National Associations, Organizations, and Programs

American Indian Graduate Center <http://www.aigcs.org/>

The American Indian Graduate Center (AIGC) supports American Indian and Alaska Native graduate students across the country through fellowships, program services, magazine, and events.

Asian and Pacific Islander American Scholarship Fund (APIASF) <http://www.apiasf.org/index.html>

The fund provides resources, often in the form of college scholarships, to support Asian Americans and Pacific Islander students. In addition, the fund offers a higher education summit series, research reports, leadership opportunities, and mentoring resources.

Association of Public and Land-grant Universities' Commission on Access, Diversity and Excellence <http://www.aplu.org/members/commissions/access-diversity-and-excellence>

The Commission focuses on the development of a public higher education agenda as it relates to the expansion of access and opportunity, advancing student and faculty diversity, and creating mutually-beneficial partnerships between universities and communities.

The National Science Foundation's ADVANCE Program Portal

<http://www.portal.advance.vt.edu/index.php>

The National Science Foundation ADVANCE program portal houses resources and materials created by ADVANCE grantees that support the representation and advancement of women and underrepresented populations in STEM.

The Association of American Colleges and Universities' Office of Diversity, Equity, and Student Success

<http://www.aacu.org/resources/diversity/index.cfm>

Through the development of initiatives and publications grounded in best practices, meetings, institutes, resources, and toolkits, the office supports institutional change that advances diversity and equity in higher education.

Black Doctoral Network, Incorporated **<http://www.blackphdnetwork.com/>**

Launched in 2011, The Black Doctoral Network serves as a conduit, creating pathways among scholars, disciplines, and universities. The Network serves over 4,500 members and operates with four primary functions as its focus: serving as a resource, a support system, a space of intellectual exchange, and a place to create connections.

Compact for Faculty Diversity (Compact) **<http://www.instituteonteachingandmentoring.org>**

The Compact for Faculty Diversity focuses on increasing the number of underrepresented students with doctoral degrees who choose careers in higher education.

Doctoral Scholars Program Scholar Directory

<http://dspdirectory.sreb.org/default.aspx?ReturnUrl=%2f&AspxAutoDetectCookieSupport=1>

The DSP Scholar Directory is a database that presents the vitae, profiles, research, and scholarship areas of more than 1,000 accomplished doctoral scholars and successful Ph.D. recipients.¹⁵

Gates Millennium Scholars Program **<http://www.gmsp.org/>**

Annually, the Gates Millennium Scholars (GMS) Program selects 1,000 talented students from underrepresented communities to receive a "good-through-graduation" scholarship to use at any college or university. In addition to academic support, Gates Millennium Scholars also receive personal and professional development through leadership programs.

Higher Education Recruitment Consortium **http://www.hercjobs.org/about_herc/**

HERC is a non-profit consortium of colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations dedicated to equity and excellence. HERC is well known for its work both on a regional and national level through higher education jobs websites, diverse job seeker pools, and networks of colleagues at campuses within close proximity who collaborate on dual-career hiring issues. HERC members also meet regularly for professional development opportunities.

Hispanic Scholarship Fund (HSF) **<http://hsf.net/>**

As the nation's largest not-for-profit organization supporting Hispanic American higher education, HSF has awarded over \$400 million in scholarships to Latino students, as well as provided programs for students and their families.

Mellon Mays Undergraduate Fellowship (MMUF) Program **<http://www.mmuf.org/>**

MMUF seeks to increase diverse faculty representation in higher education. The fellowship provides students with multiple types of support, including programming, faculty mentoring, stipends, support

for research, and repayment of undergraduate loans of up to \$10,000 provided that the student pursues doctoral study in designated fields.

Minority Postdoc <http://www.minoritypostdoc.org/>

Minority Postdoc is a web portal focused on the experiences of underrepresented graduate students and postdoctoral fellows. Highlighting the experiences of scholars in the STEM disciplines, the portal features job postings, articles, resources, professional development opportunities, and an internal contact list of over 1,100 diverse postdoctoral fellows.

National Center for Faculty Development and Diversity (NCFDD) <http://www.facultydiversity.org/>

NCFDD is a professional development, training, and mentoring community of over 40,000 graduate students, postdoctoral fellows, and faculty members. Programs and services offered include on-campus workshops, professional development training, and intensive mentoring programs that aid faculty in their career transitions. **16**

National Registry of Diverse and Strategic Faculty (The Registry)

<http://www.theregistry.ttu.edu/Default.aspx>

The Registry, supported by Texas Tech University, is a resource for tenure track/academic ladder faculty members from underrepresented groups and for colleges and universities actively working to recruit and hire highly accomplished and qualified candidates for faculty positions.

PhD Project <http://www.phdproject.org/>

The PhD Project's mission is to increase the diversity of corporate America by increasing the diversity of business school faculty. The PhD Project's network helps underrepresented students attain their business doctorates, become business professors, and mentor the next generation of students. **17**

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