

Session #10:

As a campus community how can we support the work of diversity, equity, and inclusion?

What we heard:

Professional Development/Training

- Our division had a committee that offered professional development for employees in the division. The trouble with that model is that we are not experts, so there was potential for unintentional harm. **I would like to see more offered for employees from experts who can offer thoughtful professional development**, whose job is that, so they can focus their time on doing it well.
- As we train and educate our students to be professionals in the work force, it's crucial for them to be made aware of microaggressions, what's appropriate and in appropriate. **Gen 101 class is taught for freshmen, this would be a great class to add cultural competency/cultural humility, unconscious bias training, etc.**
- I've seen a lot of trainings for personal work- but I don't see a ton of evidence that the university has internalized that **systemic change requires systems to change**- which is bound to get messy, hurt feelings, bruise egos, and be hard. Instead, it feels a little like as soon as people started to realize it was going to be hard, and we would be asking leaders to make hard changes, then it lost steam.
- creating resources and opportunities for professional development outside the "primary job duties" someone was hired for
- recommendation that a requirement that every employee must spend 10% of their time on individual and collective work to combat white supremacy, queerphobia, patriarchy, etc. with deep training and understanding. then people have the knowledge of what is harmful (excuses I hear now that they didn't know better) and accountability must be held hard to the point of termination.
- We need to train new managers to recognize how their biases affect people that report directly to them as well as a structure for accountability, if you're negatively impacting people, students, direct reports with your bias, then that behavior needs to be held accountable.
- To be Antiracist, and move forward with the antiracist agenda, I am asking, who does the work? Who ask to work for? It is essential part of the university.

From Lee Gill we heard:

- his office plans to pay to have people across campus to be certified as trainers in DEI and then in turn to have them train others.

- Taking from the CARA report, one of the recommendations was a complete review of policies and procedures, so we've already made a commitment to bring in an external auditor to review all policies and procedures.
- One of the recommendations from the report also was around the training for board of trustee members and training for the president's leadership team and cabinet. We're going to do that

Communication

- **Communication is a major factor in people feeling supported**- so changing the climate/morale is a direct result of knowing what is working and what is not
- We need bold, visible leadership about DEI & anti-racist issues that impact our capacities to do our jobs. Repetitively stated across platforms, with detailed goals and the strategies to get there and beyond. As well, inclusive communication meaning open communication with all members working on these issues without hierarchy to what voices are talked more strongly into account. Multiway conversations, building, and sharing across the university of what's working, and challenges encountered.
- Clarify the vision for the university- and then push actions towards that- even if it gets messy or shakes up the hierarchy

From Lee Gill we heard:

HR & the CFO have authorized 4 new positions that will be housed in the DEI office.

- We're repurposing some of our present staff to ensure that there's connectivity across this university. So that everybody is aware of what's going on, on one side of campus versus the other side, what's happening at HSC, vs Belknap, et cetera.
- We're hiring a project manager that will be responsible for programmatically engaging, planning, and executing major campus programs, not only internally but statewide and on a national level. And so, when you talk about, for example, about the HealthEquity summit, we will now have someone embedded in our office to help drive and help plan events such as this.
- hiring a grant writer. That will be embedded in the division of inclusion and equity. That person's total focus is on getting dollars.
- Communication person that is dedicated to telling our stories of what we are doing around DEI internally but also what connections we are making externally as well.
- Reorganization of the diversity council, deans and VPs appoint a person from every college or school to communicate what is going on in their school and what the university at large is doing back to the school.
- The community leaders will also be part of this group because we don't live in a vacuum

Resources

- **an increased expansion on the infrastructure; full time staff** (or ideally, full time offices) in each division and college to uphold the overarching university mission.
- Resources, training, money, and conversations of how UofL's structure continues white supremacy values
- recommend to the president to allocate a deep-pocket budget that reflects the university's stated goal of creating an anti-racist community.
- giving those who are doing DEI work full time status instead of just part time.
- We need full time paid folks, but we also need every single employee at this university paid work hours to do the work.
- The Budget must reflect prioritization; in capitalism, money shows the priorities.
- You have workers but no tools and budget to do the antiracist work.
- There was a health care symposium interdisciplinary for first year; the challenge was a funding issue. It was about health equity. Great opportunity to come together.
- It was a financial burden for medicine and dental school.

Bias Reporting

- There are often cases where I see faculty interactions with students that show bias, but I am not in a place where I am allowed to point it out. I also often face sexist treatment, but do not have the ability to point it out. Due to the negative sides of tenure, the leadership structure with faculty does not lend itself to being able to offer reporting of instances of bias impact. **There needs to be a reporting mechanism for faculty that will be forwarded to faculty leaders**, so there can be training and employee reviews/ accountability.
- I have to deal with microaggressions as undergraduate. If I report it, it will be reflected in my grades, these behaviors need to be considered into the tenure eval/process; you really have to improve yourself or give a damn, because the professor will not care.
- When you have a microaggression or racial incident, it affects all of us; it is not just a small situation. It is greater than just one situation
- As a disabled Black queer person who's on staff here...one thing that isn't encouraging is the way my name/ pronouns aren't used by my coworkers, as well as the lack of building accessibility. so much comes down to whether or not you respect the person in front of you-- and how much it takes for me to get into the physical building where I work.

Job Evaluation Requirement

- DEI work must be **everyone's job/responsibility**--not just one office's, committee's, etc.
- DEI work as a **standard piece of annual evaluations**--just the way we're measured on our job duties, we need to be measured on our growth toward DEI goals, we need to be required to continue to develop and challenge ourselves. it must be as expected as the rest of our job responsibilities.
- we could explore having a **demonstrated commitment to DEI and cultural competence as part of the tenure process**. Not sure what that would look like, but I agree that tenure really impacts our ability to hold faculty accountable.
- I think a lot of it goes back to recognizing so much of the (unpaid) work that already is happening--and not just recognizing it but rewarding it in meaningful ways.

Behavioral Accountability

- If you don't think you're going to be held accountable for something, there's nothing to prevent you from doing it.
- Performance evaluations should have a section/question on your awareness of cultural competency or cultural humility
- Mandatory training through HR when people are hired so they are aware of what is expected of you.
- Faculty to be trained in sensitivity to LGBTQ and BIPOC comments that are offensive to students.
- We need to have a climate of respect
- Anonymous feedback form
- Something that gives you a report number so you can follow-up or check into the status of the issue,
- or someone can ask questions anonymously or direct you to someone to talk to once you are ready to identify yourself.
- This would be particularly good for students who are young and inexperienced in handling tough situations
- It also allows for follow-up questions for those investigating so it is fair to both parties, this could be good for both students and staff.
- Disciplinary action for faculty who engage in micro aggressive behavior

- As an undergraduate BIPOC student I had to deal with faculty who are tenured and abuse their power knowing that nothing can be done.
- Micro aggression or racist incidents toward students whose grades can be affected border on crimes when you consider the cost of education and the limitations that can be brought down on the student.
- Therefore, the disciplinary actions for those faculty tenured or not need to be higher, i.e., demotion, pay cuts or fine or firing etc.. They must be shown that they are not immune
- **CARA** felt like a knee-jerk response to what was going on locally/nationally--a reaction that never got fleshed out. our VP charged an anti-racist committee from people mostly **voluntold** in the division, but there was no clear objective, directive, or mandate as to how to uphold the anti-racist agenda.... but as was mentioned, **there's no expectation or accountability for behavioral changes to make an impact on our campus culture.**
- more accountability for faculty as they interact with students. actual consequences (regardless of tenure status) for repeated incidents in which faculty have been insensitive, dismissive, etc. to students
- I think accountability is imperative. if marginalized people are constantly harmed at work and in the classroom, no number of policies or talking points is going to keep folks here. as well, higher, and more equitable pay, especially staff positions
- The university spends more time tiptoeing around the offender than directly and decisively address the behavior. legitimate disciplinary action. not just a slap on the wrist, but **real consequences, especially for repeated offenses.** I believe in giving the opportunity to learn, educate, and grow. but I also think no amount of training is really going to impact behavior. if people aren't willing to uphold these values of inclusion, then they can go. and we can find people who will uphold values of care, justice, and liberation.
- The thing about Tenure is it doesn't affect the ability to hold them accountable- so much as it **requires that they be held accountable with documentation.** We need faculty leaders that will do that.
- I'd be curious to how things are handled on HSC when it comes to the treatment or mistreatment of patients, students, or residents?
- If you are not onboard to see me as equal; I am interested to see policies about accountability and training for management. Recognize their bias; mechanisms for faculty to learn the way they impact students. Faculty need to be accountable if they impact student in a negative way.
- There is a Compliance office that is independent from the university, outside the university. However, sometimes I do not where my compliance go? what happens with my report?

Retention

- Retention of faculty and staff of color has been a problem, so I would like to see more effort placed in retaining the great people we currently have.
- Chairs and supervisors should be intentional with efforts in **supporting career paths for these employees.**
- **recognizing so much of the (unpaid) work that already is happening**--and not just recognizing it but rewarding it in meaningful ways.
- I read a study on what affects women in STEM- and often we have high percentage of women that go to STEM programs- and then drop out
- Black faculty get selected for tenure at a rate significantly lower than others
- Black students who want to go on toward higher-education or returning to Graduate school need added resources of support to help pay for things like
 - certification to be a social worker
 - Scholarships in that area
 - Long term tenure track mentorship

Recruiting

- What can we legally say in our job ads to recruit BIPOC people? HR tells us we can't say in our job ad that the job is only open to BIPOC candidates
- Intentionally recruit for diverse population. However, HR told us that we cannot only looking for a specific candidate. It is a challenging. What can we say in our job ads?
- Resources and standards to source a more diverse applicant pool for staff positions - we need to go beyond our current standard recruiting process.
- In A&S, we have a procedure for ensuring equity-minded staff searches and we're currently recruiting for a team of **Diversity Advocates** to participate in all staff searches. Diversity Advocates will receive training by our DECC office (Diversity, Engagement, Culture and Climate). We look forward to the level of support you'll be providing.
- Our job postings are far too passive. We need to have more active recruiting. I would like to see HR/the University do more with the idea of active recruiting, getting out in the community, and being competitive.
- In staff positions with low turnover, in leadership roles- there often are not openings. I.e., a division that is largely white, women- how will that ever be diversified? **People often refer**

friends to roles, which means recruiting people like yourself, often- and that shuts out diverse candidates for positions.

- Reputation is important to recruitment and retention. If we are known as an institution that is welcoming to diverse groups, people will follow. Until that reputation is improved I am not sure recruitment and retention can be improved.

A positive past DEI event was:

The culturally Effective Healthcare Symposium event

- It brought all four schools together, medicine, dentistry, public health, nursing?
- It was interdisciplinary and I think it was a great effort to try and break down the silos between the health professional schools, including the Kent school, to bring people together
- There is a funding issue in fact so much so that it's not even being considered as an in-person interaction anymore
- what they're now considering is putting together A virtual Events of some kind, and there's a small committee that's working on that.
- There's some talk about it possibly happening in the spring, but there's no intention to drop it altogether.
- It is a financial burden to educate people on HealthEquity and cultural competency specifically with their patients. The challenge is funding.
- It was a very helpful opportunity for all those units to come together and talk about social determinants and social factors that influence health care outcomes.

Miscellaneous

- one thing that stands out to me about past efforts is just who does the work, who's asked to do the work, who feels like it's their work to do
- the work of DEI and anti-racism is really for everybody to do,
- I think that if we can cultivate a sense that DEI is for everybody to be involved in and, and it's not voluntary or optional, but it's an essential part of being part of the UofL community
- How does the HSC campus handle the treatment or mistreatment of patients, students or residents?
- We are training health professional educators, people who are going to be working with people in hospitals, we already know that health inequity is a problem
- I would love to see a similar tuition model that Bellarmine uses from a social justice perspective. They decreased their teaching master's tuition and offset it with higher paying program positions.
- As a disabled Black queer person who's on staff here...one thing that isn't encouraging is the way my **name/ pronouns** aren't used by my coworkers, as well as the **lack of building**

accessibility. so much comes down to whether you respect the person in front of you--and how much it takes for me to get into the physical building where I work.

- More communication, transparency and DEI stories.