



**UC DAVIS**

**DEPARTMENT OF PSYCHOLOGY**

# Department of Psychology

## Integration of DEI Efforts

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# Principles of DEI work:

## 1. **Informed action = education + impact-focused action**

- ▶ We have *faculty* and *student* DEI committee members... we refer to these as the “faculty branch” and “student branch” of the DEI committee
  - ▶ Both “branches” are consulted on departmental decisions and policy making regarding Diversity, Equity and Inclusion

### Collective education for DEI Committee Members:

- ▶ Academics for Black Survival and Wellness (~60-hour training on how to recognize and push back against racism and white supremacy culture within academia and beyond)
- ▶ Accelerate Asynchronously (~20-hour professional development course on incorporating equitable and inclusive practices in the classroom)
- ▶ Hollaback! Bystander Intervention training (1 hour workshop on how to intervene in anti-Asian/Asian-American harassment)
- ▶ CEE consultations and training on incorporating inclusive practices in the classroom
- ▶ Articles, books, discussions

# Principles of DEI work:

2. **Be explicit** about goals and how outcomes will be assessed
  - These are articulated in our DEI committee's mission and approach statement.

## UC Davis Psychology Department DEI Committee - Faculty Branch Our Mission and Approach

We believe that diversity drives excellence in education and research. Diverse experiences and perspectives form the basis for real innovation. And yet, the history of higher education, science, psychology, and our own university and department reveal that our institutions, policies, and procedures have been largely built to privilege, value, and normalize a small subset of voices. This committee aims to identify, disrupt, and dismantle systemic racism, exclusive practices, and inequitable policies in our department and to create new systems, practices, and policies that enable an inclusive and antiracist departmental culture where diverse faculty, students, and staff can survive and thrive.

To that end, the Faculty Branch of the DEI committee will support, facilitate, and provide resources for our department's collective work toward diversity, equity, and inclusion (DEI) goals. We plan to provide this support in a way that is informed by (1) student and faculty input, (2) [the campus strategic vision for diversity and inclusion](#), and (3) evidence about what works to promote meaningful and sustained progress on issues related to diversity, equity, and inclusion (including what works in other departments).

We will ground our efforts in an understanding of the history of our country, state, and university, which highlights the ways in which our institutions were built to cater to affluent, White, Western, cis male people, often by oppressing and marginalizing anyone deemed non-White and especially Black and Indigenous people (including Black and Indigenous Latinx people). We will adopt an intersectional approach, which directs our attention to continually question who is empowered and who is most marginalized by existing interlocking systems of oppression, and then work to bring those most marginalized into the center. We aim to position DEI—with a particular focus on disrupting White supremacy culture—as central and essential to every aspect of our department, including the work of each department committee. We will look for opportunities to coordinate with DEI efforts in other departments, the campus DEI office, and the UC Davis [Transformative Justice Education Center](#). We recognize that changing the culture of our department will require a sustained, broad, deep, and multi-pronged effort and we will set our goals and accountability plans accordingly.

# Principles of DEI work:

## 3. **Centralize** DEI activities whenever possible so that they don't depend on particular individuals

- ▶ We have a dedicated (and very effective) DEI committee, but DEI goals are integrated into the charges of **all** departmental committees

Department Committee DEI Goals for 2020-2021

Committee	DEI Goal(s)
Trainee Recruitment, Retention, & Support	Paid summer research internship program; Integrate holistic review for grad applications not picked up by current system (for next year)
Instructional Support and Innovation Committee	Connect with the Center for Educational Effectiveness to begin monitoring equity gaps in undergraduate courses; Create tailored resources to help faculty increase inclusiveness in their courses
Undergraduate Curriculum Committee	Develop a list of steps that faculty can take to change their courses to enhance DEI; Audit existing curriculum to identify gaps (e.g., cultural psychology) and strengthen DEI content in existing courses
Graduate Curriculum Committee	Develop a support system for faculty to diversify or decolonize their graduate course syllabi
Mentoring and Personnel Advancement	Proactive self-education: Members will learn more about what it takes and what it means to be effective mentors to diverse faculty, to improve the inclusive excellence of the department's mentoring programs.
Space & Building Considerations Committee	Investigate how to create space that promotes DEI in new and existing buildings
Departmental Visibility Committee	Organize and promote a grad school open house for URM students; Promote the accomplishments and works of diverse students, postdocs, and faculty on Twitter
Distinguished Speaker Committee	Develop and launch a permanent student-curated distinguished speaker series
Subject Pool Coordinator	Create a new procedure to regularly check and update prescreening questions for inclusiveness



## Principles of DEI work:

### 4. **Systematize** activities for evaluating DEI efforts and **repeat** them regularly

#### i. Annual Climate Survey for students, staff, and faculty.

We collect data on:

- Identities
- DEI priorities
- Climate perceptions

# Principles of DEI work:

## 4. **Systematize** activities for evaluating DEI efforts and **repeat** them regularly

- i. Annual Climate Survey for students, staff, and faculty
- ii. DEI Feedback and Incident Reporting Form

### DEI Feedback and Incident Reporting Form

The UCD Psych Department DEI Committee invites any and all feedback (positive or negative) from current department members that helps us understand and improve the climate and inclusiveness of the department. You can also use this form to report an incident\* or ask a question. Your submission is anonymous unless you provide identifying information.

The DEI committee will discuss and make a concrete plan to address each and every submission we receive through this form as soon as possible and within one month max. If you choose to provide your contact info, it will only be visible to committee chair Alison Ledgerwood, who will not share it with the committee.

\*Note that if a reported incident involves a potential policy violation and/or mandatory reporting (e.g., harassment, fraud), the department leadership will follow up with the appropriate university office. For more information, see <https://hdaop.ucdavis.edu/process> and <https://compliance.ucdavis.edu/whistleblower-and-whistleblower-retaliation>.

susanrivera@gmail.com (not shared) [Switch account](#)

#### What should I tell you about?

Whatever you want, but if it's helpful to have some structure, read on.

Your feedback may relate to diversity, equity, and inclusion with respect to race, ethnicity, religion, gender and gender expression, sexual orientation, body type, socio-economic background or status, age, disability, family responsibilities, national origin, citizenship status, and intersections among these dimensions.

You may want to tell us about a positive experience (these are helpful for informing concrete practices to encourage) or a negative experience (these are helpful for knowing where we need to improve).

You can tell us about experiencing or witnessing (a) unfavorable treatment due to one of these characteristics, (b) a policy or practice that puts someone at a disadvantage due to one of these characteristics, (c) circumstances that create a hostile or unwelcoming environment for you, (d) a negative outcome as a result of raising concerns about diversity, equity, or inclusion, or (e) something else that you want us to know about. If you're not sure whether your feedback is relevant, that's okay -- we would rather hear from you than not hear from you.

→ Feedback on DEI-related issues and addressing areas that need improvement, so that our department has a built-in process for responding to these concerns as they come up





## Principles of DEI work:

### 4. **Systematize** activities for evaluating DEI efforts and **repeat** them regularly

- i. Annual Climate Survey for students, staff, and faculty
- ii. DEI Feedback and Incident Reporting Form
- iii. Annual “DEI Feedback and Improvement” faculty meeting

→ Faculty branch of the DEI committee presents the climate survey data in a faculty meeting and we discuss what was learned and how to address issues



## Principles of DEI work:

### 4. **Systematize** activities for evaluating DEI efforts and **repeat** them regularly

- i. Annual Climate Survey for students, staff, and faculty
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- iii. Annual “DEI Feedback and Improvement” faculty meeting
- iv. Monthly DEI Newsletters





## Example of Monthly DEI newsletter

### DEI Committee November Update

*Both in response to your feedback and to help hold ourselves accountable for making progress on our goals, the Department DEI committee will be emailing out a monthly “newsletter” with a brief update on what we’ve been working on, DEI initiatives being advanced in other department committees, and a couple recommended resources that we have checked out personally and think will be useful to many of you.*

#### Recent work:

In our last update, we said we hoped to do the following by now:

- (1) collect data on student and staff DEI priorities and climate perceptions
- (2) develop and launch a new DEI feedback and accountability system.

We’re happy to report that we have met these objectives.

In addition, we have:

- (3) received our first submissions to our [DEI feedback form](#) (thank you!), actively discussed and thought deeply about the constructive criticism, and started taking concrete steps to address it.
- (4) Revised our [mission and approach statement](#).
- (5) Started working with the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, and the Instructional Support and Innovation Committee on a plan to support faculty in decolonizing our syllabi.

**By our next update**, we hope to report that we have analyzed and discussed the data on student and staff DEI priorities, recommended updates for the department website, and set up an accountability system for departmental committee progress on DEI goals.

#### Three recommended resources:

- (1) Looking to build an anti-racist lab? Check out these [ten simple rules](#).
- (2) For non-Black folks looking to move beyond statements of solidarity to meaningful anti-racist actions and accountability, we recommend this short, clear paper by psychologists [Malik Boykin et al.](#)
- (3) If you’re ready to think deeply about creating more inclusive cultures in the organizational spaces that you occupy, [this document on organizational culture](#) is a great place to start.

**Featured work by other committees:** The Trainee Support Committee is developing a Summer “Pathways to Graduate Training” Program. This summer program will provide a paid full-time research and training experience to UC Davis undergraduate students who are from backgrounds that are traditionally underrepresented or excluded in STEM fields, with a specific focus on supporting students’ preparation for graduate school and applications to graduate school during the subsequent fall. Faculty mentors who participate in the program will be required to complete training in DEI related to mentoring students on the transition to graduate school. We are currently seeking funding and developing the application procedures and will be seeking involvement from current graduate students in the future. Questions, comments, concerns? Reach out to Eliza Bliss-Moreau ([ebliissmoreau@ucdavis.edu](mailto:ebliissmoreau@ucdavis.edu)).

If you have any questions or feedback, please feel free to reach out to any of us at any time by email or via our [feedback form](#)!

Alison Ledgerwood, Yuko Munakata, Shelley Blozis, Danielle Stolzenberg, Charan Ranganath, and Andy Todd



## Principles of DEI work:

4. **Systematize** activities for evaluating DEI efforts and **repeat** them regularly
  - i. Annual Climate Survey for students, staff, and faculty
  - ii. DEI Feedback and Incident Reporting Form
  - iii. Annual “DEI Feedback and Improvement” faculty meeting
  - iv. Monthly DEI Newsletters
  - v. Annual renewal of DEI Goals for each departmental committee
    - *shared responsibility* for continually advancing DEI in every aspect of our department



# Additional DEI Initiatives

## 1. Psychology **Diverse Mentoring Initiative**

Designed **to recognize and reward** (via a stipend) graduate students who are engaged in the sustained mentoring of ethnically and racially diverse undergraduate students and support educational activities that promote diversity and inclusion in psychology.



# Additional DEI Initiatives

## 2. Psychology **Distinguished Scholar Program**

**Fellowship which provides one year of financial support** and recognize outstanding academic achievement and potential for research in psychology to candidates meeting one or more of the following criteria:

- ▶ Demonstrates potential to bring to their academic research the perspective that comes from their understanding of the experiences of groups historically underrepresented in higher education or underserved by academic research generally.
- ▶ Provides evidence of academic achievement while overcoming barriers such as economic, social or educational disadvantage.
- ▶ Demonstrates potential to contribute to higher education through the understanding of the barriers facing women, domestic minorities, students with disabilities, and members of other groups underrepresented in higher education careers, as evidenced by life experiences and educational background.
- ▶ Exhibits a record of leadership or significant experience teaching and mentoring students from groups that have been historically underrepresented in higher education.



# Additional DEI Initiatives

## 3. All-faculty DEI Trainings

Workshops once per quarter, during the faculty meeting timeslot (+ 1 hour)

In response to the 3rd commitment listed on the statement we put on our department webpage in May of 2020:

*"To confront our own biases and learn to think and act in ways that affirm and support our communities of color, and to commit the time and resources necessary to ensuring that this learning occurs."*

2020-2021:

- ▶ Microaggressions (led by Mikael and Binnie)
- ▶ Understanding Unconscious Bias (led by Mikael and Binnie)
- ▶ Anti-racist teaching strategies (led by Rachel Stumpf, CEE)



# Additional DEI Initiatives

## 4. Website Re-vamp

- Make DEI efforts prominent on our website





# Additional DEI Initiatives

## 5. Incorporating **DEI into Faculty Search** Processes

- ▶ Last year and this year, authorized for faculty searches. Utilization of multiple approaches to increase equity in the review process to increase likelihood of attracting excellent and diverse scholars:
  1. Deliberate composition of search committees to include individuals dedicated to a process designed to reduce bias
  2. Deliberate wording of job ads to signal commitment to diversity
  3. Careful construction of rubrics for candidate evaluation
    - ▶ DEI committee input on rubrics
  4. Calibration exercises (using sample DEI statements) to help ensure committee members are using the rubrics similarly.
  5. First-pass evaluation of blinded/redacted statements (*Contributions to DEI and Research*) to develop long list of candidates
  6. Sharing evaluation criteria with candidates, and with the department, prior to interviews
  7. + many other practices recommended by STEAD workshop