

UCSD EDI Advisory Council  
Price Center Forum  
Monday, December 3, 2018  
9:00-10:30

Attended: Vice Chancellor Becky Petitt, Assistant Vice Chancellor Diane Forbes Berthoud, Senior Diversity Office Glynda Davis, Dean Steve Boggs, Aleena Arakaki, Keiara Auzenne, Bryce Besser, Michelle Castin, Lakshmi Chilukuri, Vic Ferreira, Franklin Garrett, Jackie Holmes, Robert Horwitz, Jeff Orgera, Kelly Richardson, Frank Silva, Kiyomi Tsuyuki, Melissa Viperman-Cohen, Megan Visaya, Amber Vlasnik, Melissa Williams, Alicia Yancey.

Meeting called to order by Dean Steve Boggs.

I. Welcome and Introductions

- Introductions of names and departments represented on Advisory Council
- VC Petitt announced that it is the last meeting of 2018, and the goal of today's meeting is to embark on the awesome responsibility of refreshing the campus' 20 year-old Principles of Community.

II. Revitalizing our Principles of Community

- The Principles of Community was created 20 years ago by an organic process led by interested volunteers, not an appointed committee. Glynda Davis shared that there was a charge by chancellor at the time to create the POC, as the EDI Department did not yet exist. The authors had contact with all constituent groups to create a guiding document. VC Petitt noted we should put this history in writing.
- The Principles of Community are not owned by any one committee or unit, they are a campus-wide entity. For this reason, we need full engagement of faculty, staff, and students. Language needs to be brought up to date, the principles' use clarified, and perhaps draw clearer links between this aspirational document, and existing, enforceable policies.
- AVC Forbes Berthoud introduced and group engaged in activity - first individual reflection, then small group work. Each small group identified what resonates with them from POC, what offers an opportunity for improvement.

ACTIVITY RESULTS:

GROUP 1 – reported by Jackie Holmes

- Discussed changing focus from aspirational to behavioral expectations. We EXPECT rather than aspire to. If expectations are not met, training will be needed to bring folks to place that is supportive of others.

GROUP 2 – reported by Bryce Besser

- How do we NOT ONLY revise document, but make it part of our daily lives? Simple: folks have it on their desk, display on electronic screen, or as a banner in offices. Add photos from around campus
- Develop and roll out a Toolkit for Managers and Supervisors – What does it look like when it is being used correctly? (Perhaps awards or call-outs for implementation of POC that managers can acknowledge)
- Each group faculty, staff, students: each group has different lens...need to tailor/target how folks are looking at/what is important to those groups.

GROUP 3 - reported by VC Petitt

- Several suggested edits: strike self-congratulatory sentence: “international reputation for excellence...”
- Bullet 6: Either expand list of identities OR have other inclusive language, so list does not appear limited
- Bullet 7: adding, “as well as commitment to academic freedom”, suggest referencing the POC on syllabi...
- During new student orientation, new employee orientation
- Update language - more active

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- Look at UCOP: set of principles they've created around recent events: ex, undocumented students, antisemitism, etc. to make sure we align.

GROUP 4 – Vic Ferreira reported

- Free-form discussion, free assoc. around topics. Number of points around format – how could help strengthen: simplify to small # of tenets, elaboration later as more detailed doc,
- Format allows for easier access
- Make purpose and function more clear
- Clear linking to policy – but not necessarily “enforcement”
- Questions around clarity. Community at stake: focus on “institution” rather than individuals who make up that community. Community: broader? Area/SD or Campus only
- More important principles come later. International reputation – also national
- Justice, but also safety
- Equality does not equal equity.

AVC Forbes Berthoud asked the group “What have you heard?”

Main Points:

- Perhaps more important than changing the language, is connecting the Principles to each group: faculty, staff, and students. Connect the document to the folks it serves.
- Marketing the document, disseminating and energizing the idea of the Principles of Community.
- Collect feedback from constituent groups in regards to what, for them, is most important to include.
- AVC Forbes Berthoud reiterated that anything we learn here is for benefit of entire campus community. Can report out to them from these Council meetings.

1. Think about constituent groups and your leadership roles within those groups. What are they going to want to know? What questions will they ask? Criticisms?
  - a. Staff:
    - i. How will the revised POC impact their experience on a daily basis?
    - ii. What this means for them?
    - iii. Expectations/education around POC
  - b. Students:
    - i. Consequences for violating
    - ii. In what ways are the lives of community going to improve?
    - iii. How is it going to change?
  - c. Faculty:
    - i. A lot of statements are the same: IS IT aspirational or expectations?
    - ii. If expectations, consequences must be built in
    - iii. GAP in campus policies around bullying. There was a report, not in abeyance
    - iv. What is the status of POS in that regard? Rubber hits the road.

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AVC Forbes Berthoud asked the group for questions to ask constituent groups:

- WHY are we doing this?
- Do we need to link this to policies that hold people accountable?
- If we say these POC address expectations, when will employees be notified of this expectation? Can be addressed during staff performance evaluation, deans' agreements, but where is it explicit for students? Student code of conduct?
- Faculty will want to know: What do you want us to do? Where do we go from here? Also: What are expectations around communicating?

Other observations:

- Expectation vs. Aspirational
- Principles of Community speak to inclusion, while Policies speak to equity
- Make sure POC is applicable for today / ensure awareness
- Building a community should not be accidental, rather intentional
- Culture is a living thing
- Reaffirm commitment to our people – we are happy to have you. Embrace, not tolerate
- Consequences should be didactic, not punitive
- Culture of RIGHT NOW: our most vulnerable are feeling unsafe. Refresh will let them feel included and protected
- Incubator: instill students with these values and sending them out of UCSD carrying these values into the world.

### III. Announcements

- A. VC Petitt will describe UC San Diego's Latinx Academic Excellence initiative at the next meeting.
- B. Discussed cultural/racial insensitivity in residence halls. Also, white supremacist flyers found: two at JSOE, one at GPS, and one at Medical Sciences.
- C. Thank you and Happy New Year!

### IV. Meeting Adjourned

## RESONATES

“Maintain a culture of fairness, cooperation, and professionalism.” ✓✓ <ul style="list-style-type: none"><li>• What does that look like for students, faculty and staff, respectively?</li></ul> Seek to foster understanding and tolerance Reject acts of discrimination Affirm the right to freedom of expression ✓✓
The word “inclusive or equity” is in the POC
“Right to dignity” ✓✓
Dignity and Justice
<ul style="list-style-type: none"><li>• Mutual Respect ✓✓</li><li>• Civility and Decency ✓</li></ul>
“Reject acts of discrimination”
<u>WHY</u> we value the university’s cultural diversity
Inclusive
Longest statement: “We acknowledge that our society...resolving conflict”
#1 Value for individual and unique
<ul style="list-style-type: none"><li>• Fairness</li><li>• Value cultural diversity ✓✓</li><li>• Acknowledgement of history and divisive biases ✓</li><li>• Enforcement of policies ✓</li></ul>
The whole idea of “Principles of Community” I like that we acknowledge that a statement can lead a cultural change, and so affect behavior

## OPPORTUNITY FOR IMPROVEMENT

“International” in opening paragraph: “National and International”
Re-prioritize list: Principles 5-9 are more meaningful and carry more significance. Rather lead with these.
Change first paragraph
Refresh: Acts of discrimination based on...to be more inclusive
What does climate of justice mean?
Missing concepts like: <ul style="list-style-type: none"><li>• Social justice</li><li>• Educational equity</li><li>• Inclusion</li><li>• Equity</li></ul>
What is “adapt responsibly”? ✓✓
Does not reflect UC commitment to increasing diversity – stronger statement needed ✓✓
Need disruptive change and urgency
Language is dated
Need to stress “inclusive excellence”
Upgrade “tolerance” to more active language “Welcome” or “Embrace” ✓

## OPPORTUNITY FOR IMPROVEMENT

Continued...

Lose sentence #2 Bolster “affirm right of freedom of expression” with “commitment to academic freedom”
<ul style="list-style-type: none"><li>• Ongoing periodic/quarterly or annually (week/month) of highlighting ways POC are being upheld across campus</li><li>• Threading POC throughout other events</li><li>• Opportunity to share examples of how POCs were upheld at event, planning, etc.</li><li>• Specifically connecting POC to higher profile events</li><li>• UCSD becomes known for its guiding (?) principles</li></ul>
Define how we (UCSD) “value” cultural diversity ✓✓
Be descriptive beyond talents – we value culture/identity
#5: Foster understanding and tolerance among... <ul style="list-style-type: none"><li>• Inclusion</li><li>• Acceptance</li><li>• respect</li></ul>
Can we remove helper verbs? Ex: “are committed” → stronger to say “we commit” (a promise)
Climate of justice: How is that achieved? <ul style="list-style-type: none"><li>• Foster understanding, etc...add respect</li><li>• Needs stronger individual behavioral expectations</li><li>• Add “individual” accountability to respond, engage, foster as members of UCSD community</li></ul>
“We are committed to the enforcement of policies that promote the fulfillment of these principles.” Should be: “Enforcement and <u>creation</u> ”
Acknowledging historical biases is good – can we go even further?
Add “national origin” or similar to list of “historical and divisive biases based on race...” <ul style="list-style-type: none"><li>• “his or her” binary gender pronouns in first bullet → change to “their”</li><li>• How enforcement will happen?</li><li>• Ensuring safety of students, faculty, staff</li><li>• Feeling of inclusion</li></ul>
His or her is not gender neutral - change to “their?” ✓✓
“right to freedom of expression” goes both ways and might not embrace other principles of “understanding and tolerance”
#2 Climate of fairness, cooperation, and professionalism <ul style="list-style-type: none"><li>• Tie into Strategic Plan / Goals 3 and 5</li><li>• Tie into SP for Inclusive Excellence</li><li>• Accountability profile</li><li>• Examples of how being upheld</li></ul>