



A Look Ahead

- Today's college environment
- Why are we here?
- What does diversity, equity, and inclusion mean at UAB?
- What do we need to do differently?
- What should we communicate about diversity, equity, and inclusion?

Today's College Environment



North Carolina Universities:
Face Backlash for LGBT
Discrimination After
Decision on HB 2



Growth in Middle Eastern Students at Idaho State Causes Tensions

An international student from China who was dismissed from a doctoral program in psychology after clinical supervisors judged his English-language communication skills as inadequate for engaging in patient care



Dean of school with Happiest students resigns



Alabama Sorority Under Fire For T-Shirts Featuring Watermelon-Eatin', Cotton-Pickin' Black Folk



Poor Students Are The Real Victims Of College Discrimination



The Renaissance of Student Activism

"There has been a real powerful sense ... that the future they were promised has been taken away from them."



Today's College Environment

- Tensions regarding race still high.
 - Lack of historical context for some.
 - Lack of interpersonal and conflict resolution skills.
 - Voluntary segregation occurs.
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- Most believe things have improved.
 - Most have a close friend of a different race.
 - More similar aspects growing up than ever before.
 - Most need continuous education around cultural competency, unconscious bias, blind spots and how to create a true culture of equity and inclusion.

Foundation for UAB's Diversity, Equity and Inclusion Initiatives

- A large, decentralized, research intensive institution with a robust academic medical community
- Embedded responsibility under collective leadership guided by professional expertise provides an effective model for significant and multi-level progress across the institution.

A defining feature of Alabama’s past, present, and future; refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic region, and more.

DIVERSITY

The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff in every stage of UAB’s education and career development, while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups.

EQUITY

The act of creating environments in which any individual or group can feel welcomed, respected, supported, and valued. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in the University’s opportunities.

INCLUSION

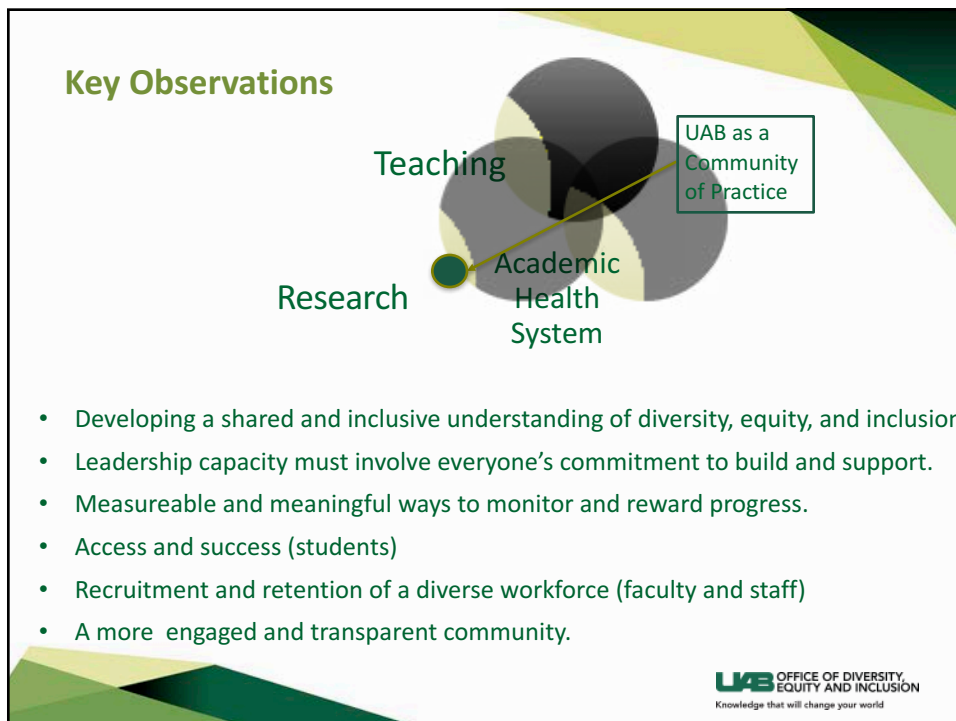
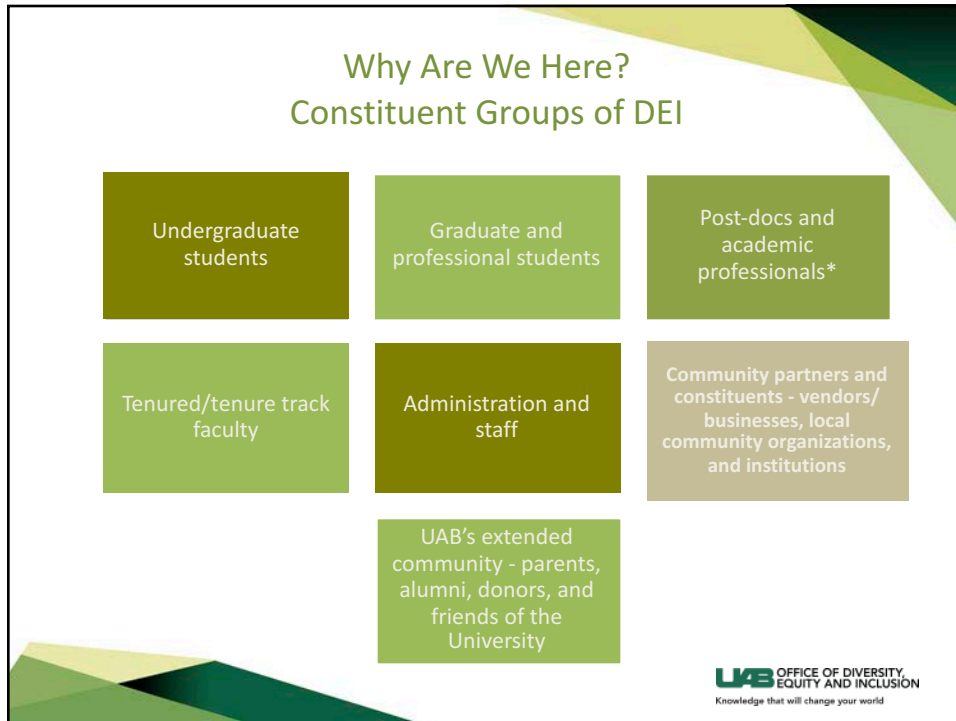
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Mission

ODEI’s mission is to champion diversity and inclusion and, in particular, to champion inclusive excellence and equity so that UAB students, faculty, staff, alumni, community partners and friends can flourish and excel. Our mission is inspired by what we value, what we learn from research and what we teach and share with the world. It is our goal to inspire our people to take a courageous step to inspire equity and inclusive excellence throughout our state, nation and world, every day.

(Deeper Engagement: Diversity as a core value that is central to institutional equity and excellence)

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Equity Leadership Council (formerly known as AA/Diversity Officers)

Institutional Diversity Planning (Process to begin 2016-2017)

Specifically-focused menu of realistic annual Initiatives which:

- Defines a set of local advances;
- Targets particular constituencies; and
- Presents a comprehensive list of University Diversity Goals representing the university's commitment to diversity and inclusion.

- Each school, college, and major unit will select the (targeted 5?) that best match their particular contexts, goals, and strategic plans.
- For each unit, these will become the areas of focused effort in support of DEI initiatives. Each unit will report annually on their progress in these areas.

Graduate/Professional Studies

- **Graduate/Professional Students:** Implement support mechanisms to promote academic success/retention of minority graduate/professional students
 - Representation (Composition)
 - Engagement
 - Inclusion
 - Achievement/Success
 - Recognize and Reward Innovation

What We Know About Effective Practice

- Across Carnegie institution types, private and public—were hosting campus visits for admitted students and maintaining graduate program Web pages to attract inquiries.
- Awarding assistantships to admitted students, and following up by e-mail with students whose applications are incomplete, were also among the top practices across institution types.

- Implement support mechanisms to promote academic success/retention of underrepresented groups of graduate/professional students
- Enhance initiatives designed to build intercultural skills and knowledge (Cultural Competence)
- Funding opportunities to support relevant programs

Key Observations

Leadership Capacity for Advocacy

- Strengthen diversity leadership throughout campus
- Campus Climate
- Cultural Competency
- Diverse talent for leadership at all levels

Coordinate

Collaborate

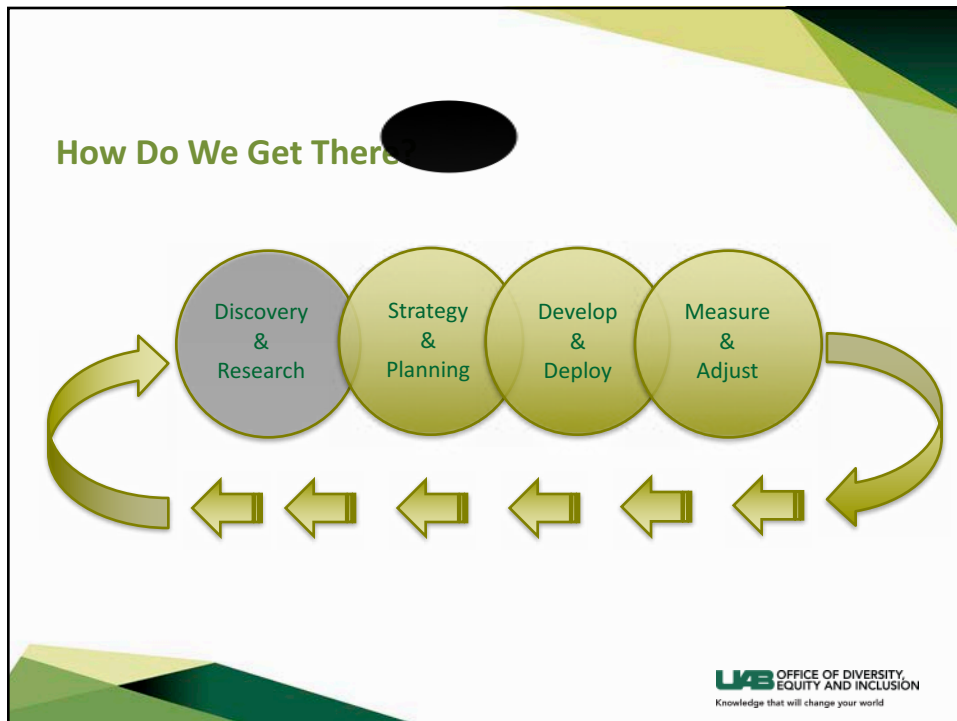
Communicate

Education

- Cultural Competency
- Sensitivity
- Diversity education
- Dialogue/Courageous Conversations (Fireside Chats)
- Recruitment & Retention
- Harassment/ Discrimination Prevention

Accountability DEI Outcomes

- Inclusive and differentiated understanding of diversity institutionally
- Alignment and intentionality with respect to key institutional elements
- Key metrics associated with success
- Serious process to monitor progress



What Leading Organizations Do

- Top executives are committed to equity and inclusion and are role models.
- Hold top leaders accountable.
- Build and support formal mentorship and sponsorship programs.
- Recruit from diverse pools.
- Offer career planning, succession planning, and leader training.
- Support women and underrepresented/underserved groups in organizations and communities.

Graysberg & Connolly, HBR 2013

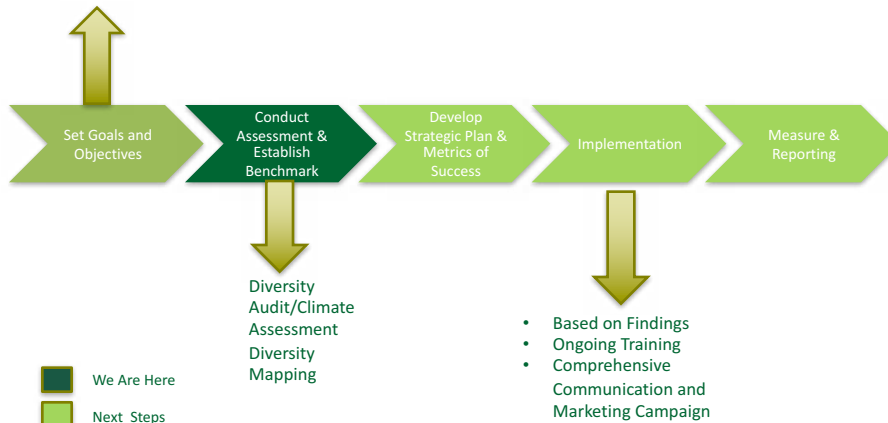
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Next Steps

- Conduct diversity audit/climate assessment (Diversity Mapping)
- Diversity education for Leadership
- Identify and establish partnership opportunities
- Promote diversity in curriculum and teaching
- Diversity education on boarding for new employees
- Develop e-modules for ongoing diversity education and talent development (current employees)
- Identify priority areas for recruitment and retention of new and existing employees
- Develop and implement an integrated communications plan on campus and throughout Birmingham, Alabama, and nation
- Measure and make adjustments where needed



- Emphasis on planning and establishing infrastructure priorities.
- Diversity is a competitive strength



Key Success Factors for Sustaining Diversity and Inclusion

- Passionate and committed leadership
- Dedicated internal resources
- Integrated into core academic and business initiatives
- Bottom up and top down at the same time
- Courage to abandon old ways
- Willingness to “Encourage the Heart and Mind”
- Clear mission and vision
- Accountability
- Opportunity rather than problem focus



Questions ?

www.uab.edu/dei