

**FOSTERING INCLUSIVE EXCELLENCE:  
CLIMATE ASSESSMENT, ACCOUNTABILITY  
AND INTERVENTION**



**UC DAVIS ADVANCE  
ROUNDTABLE REPORT**

**Monday, May 2, 2016**

**University of California, Davis**



# FOSTERING INCLUSIVE EXCELLENCE: CLIMATE ASSESSMENT, ACCOUNTABILITY AND INTERVENTION

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## GOALS OF THE ROUNDTABLE:

To survey existing and propose new policies and practices in two critical areas:

1. Climate assessment, accountability, and intervention training.
2. Childcare, including leaves, additional financial support, on-campus childcare facilities versus vouchers or outside contracts, emergency childcare back-up, childcare support to attend meetings, childcare support for meetings held at UC, and other issues.

### Roundtable Presenters (in order of appearance):

- **Linda Bisson**, Professor, Viticulture and Enology, and Associate Director, UC Davis ADVANCE
- **Karen McDonald**, Professor, Chemical Engineering & Materials Science, Co-PI and Faculty Director, UC Davis ADVANCE
- **Nancy Miriam Hawley**, Partner, Systems Perspectives LLC; CEO, Enlignment, Inc.; Founder and Coauthor, "Our Bodies, Ourselves"
- **Rick Karash**, Partner, Systems Perspectives LLC; Independent Consultant, Karash Associates, LLC

## INTRODUCTION

This report is a synopsis and synthesis of the UC Davis ADVANCE Roundtable on May 2, 2016. 50 faculty, administrators, and staff from across the systems gathered to engage through presentations and discussions. The focus on fostering inclusive excellence focused on campus climate and childcare equity programs.

Supporting documents, literatures and videos from the event can be accessed at:

<http://ucd-advance.ucdavis.edu/policy-practices-review-initiative-event/uc-davis-advance-roundtable>

## WELCOME

**Linda Bisson, Professor, Viticulture & Enology; Associate Director, UC Davis ADVANCE**

**Karen McDonald, Professor, Chemical Engineering & Materials Science, Co-PI & Faculty Director, UC Davis ADVANCE**

Drs. Bisson and McDonald welcomed attendees and shared that during previous year's meetings, issues of campus climate were frequently brought up, including a strong concern about moving forward. They explained that these concerns inspired the theme for this year focused on campus climate and childcare equity. They invited guests not only to think about their current campus policies, but to imagine what policies could be created to address climate issues on their campuses as well as the wider UC system. They closed their welcome remarks by urging people to engage in discussion as they spend the day thinking about ways to create and foster fully inclusive campus climates and the best possible UC system.

## AAAS STEM Equity Achievement (SEA) Change Program

**Linda Bisson, Professor, Viticulture and Enology; Associate Director, UC Davis ADVANCE**

Dr. Bisson presented on SEA Change, a new program housed under the auspices of the American Association for the Advancement of Science (AAAS). SEA Change is based on the Athena Swan system in United Kingdom (<http://www.ecu.ac.uk/>), a bronze to platinum institutional rating system independent of any specific administrator, with goals to address critical issues of inclusion across all institutions of higher education.

SEA Change will take into account the different missions of the different sectors of higher education, and address issues created by leadership changes which have resulted in de-funding in the past.

She reported back on the discussions from the first workshop for founding institutions held April 6<sup>th</sup> & 7<sup>th</sup> in Washington D.C. Institutions in attendance included:

- Boston University
- Carnegie Mellon University
- Cornell
- City University of New York
- Morgan State
- North Carolina A&T State University
- Northwestern University
- Spelman College
- University of California, Davis
- University of Massachusetts Lowell
- University of Maryland
- University of Wisconsin
- University of Washington
- AAAS

At the meetings, participants brainstormed potential guidelines for the SEA Change program that included periodic reviews to maintain or advance their rating and the potential to link this program to the ability to apply for federal funding. Policies suggested specifically to address campus climate issues included anonymous surveys to capture such issues and potential probation for campuses who do not address climate issues. In addition, institutions would be urged to come up with a set of transformable, radical and doable goals and corresponding timeline.

## **Responses from the Ten Campuses: Assessment of Current Policies/Practices in Place to Evaluate Inclusiveness of Campus and Unit Climate**

### **Linda Bisson, Professor, Viticulture and Enology; Associate Director, UC Davis ADVANCE**

Dr. Bisson began her presentation by outlining the current policies and practices in place to evaluate campus climate within specific departments as well as the entire campus. She briefly summarized the surveys currently conducted across UC Campuses including internal surveys, system wide surveys such as the campus wide Campus Climate Survey, and external surveys like the COACHE. She outlined the specific surveys currently used by population:

- Undergraduates: UCUES; UCSD: annual survey
- Graduate Students:
  - Exit Surveys: UCD, UCR
  - Annual survey: UCSD
  - Other surveys: UCI (DECADE), UCM, UCSB, UCSC
- Postdoctoral fellows/researchers:

- Exit surveys: UCD (in development); UCR: PFP/CFP
- Other surveys: UCM, UCSB
- Staff
  - Regular survey: CUCSA survey system wide every 3 years
  - Annual survey: UCSD
- Faculty
  - Faculty exit survey: UCD
  - Faculty retention survey: UCSC
  - Others as described above: Campus climate survey. COACHE
- Other:
  - Focus groups/town halls: UCM

Dr. Bisson addressed that although with all of the current assessment practices in place it would be hard to not be aware of an issue in climate, there is still room for improvement. She acknowledged that there are still several reasons why people may feel nervous about speaking out about climate issues, including non-anonymity, or situations involving power imbalance for example, faculty reporting department chair, etc. She mentioned that in an effort to not overlook any potential issues, different review processes are formally employed to identify issues. Some institutions look specifically for patterns across complaints and to investigate if there are more complaints coming from one specific unit. Other institutions analyze the information through the use of data bases, council review, ombuds reporting, external review committees, and individual offices who note trends and can identify chronic issues. The type of review processes varies by unit and accreditation practices.

Dr. Bisson also spoke about the possibility of complaint processes as a path to discovery of chronic climate issues. There are multiple ways to file complaints across the UC campuses including:

- Faculty misconduct (015): UCD, UCI, UCSB
- Whistleblower: UCI, UCSB
- Research Misconduct: UCI, UCSB
- Other:
  - Database tracking
  - Title IX office
  - Vice Provost office
  - Ombuds
  - Senate grievances
  - Website (UCSC);  
reporthate.ucsc.edu)

Dr. Bisson’s general conclusion was that surveys are being used extensively to identify non-inclusive climates and other issues. While there is a variable use of review process formally to identify issues, there are several avenues for reporting issues during review processes. These processes also vary by unit and accreditation practices. Complaint processes offer a less formal path to discovery of chronic climate issues, so they should also be monitored. Overall, there are few formal policies around following up with issues. This may be a site on which we can improve.

## **Accountability for Maintaining and Nurturing Inclusive Climates**

**Linda Bisson, Professor, Viticulture and Enology; Associate Director, UC Davis ADVANCE**

Dr. Bisson opened up this portion of the meeting by discussing accountability vs responsibility, noting that there can often be an ambiguity around or variable interpretations of the questions “who is responsible for climate?” and “who is accountable for climate?” Ultimately, in many departments the person most accountable is the chair. However chairs are often not adequately supported.

She explained that both formal and informal mechanisms are used to address and maintain campus climates, but that much of what is done is often case by case. For example, Dr. Bisson highlighted that during chair reviews the dean has the option to address any issues. There have been times where departments have been placed in receivership until issues are resolved.

The biggest take away from the discussion was that there is a general lack of support of the chairs, and several participants suggested a need for more formal support. The participants cited this issue, in addition to budgets and competition for resources, as reasons why people find it difficult to and/or lose interest in serving as chair.

One participant suggested creating a standing committee of the Academic Senate that would be trained to provide peer-to-peer help from the faculty perspective as part of the solution. Others suggested mandatory trainings (such as FERPA) which include a testing component that an individual would be required to pass. Additional suggestions included active learning models which further help build a climate that is conducive to education, where faculty can think of themselves in the context of an educational process. Further, the participant offered that the degree to which faculty and administrators are deeply responsive to the idea of mutual learning is vital to climate change.

## **Systems Perspectives: Best Practices in Creating Inclusive Climates**

**Nancy Miriam Hawley, Partner, Systems Perspectives LLC; CEO, Enlightenment, Inc.; Founder and Coauthor, "Our Bodies, Ourselves"**

**Rick Karash, Partner, Systems Perspectives LLC; Independent Consultant, Karash Associates, LLC**

Miriam Hawley introduced herself and her colleague Rick Karash, executive business consultants and coaches, whose work adopts a systems perspective. Systems perspectives raise new possibilities and refine notions of systems and consider what other knowledge, disciplines can be helpful. They support and advance organizations through their focus on areas of performance, excellence, improvement, learning, personal satisfaction, and well-being.

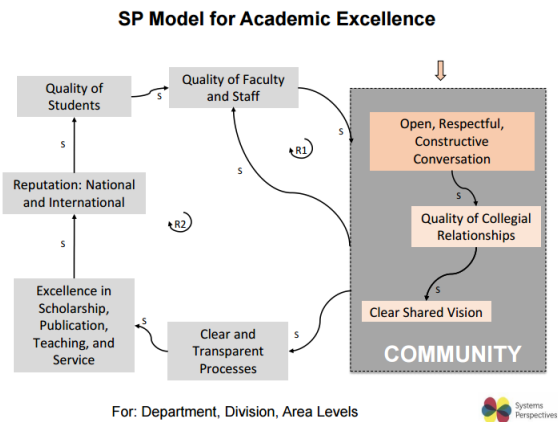
Miriam highlighted their work within the UC system, specifically their work with UC Davis and UCLA over the last five years. They have coached over 20 UC academic and administrative leaders and conducted five department interventions. Their work also included interviews with over 150 people about their perspectives on their department and university climates.

Miriam explained that they focus on helping departments become high functioning departments who can address problems before they fester, and ones who can shift, grow and learn. Low functioning agendas result in more bickering. If a group has issues deciding who will teach what classes, they'll have even bigger problems with bullying and larger issues.

Rick Karash noted that one of the key pieces of turning low functioning departments into high functioning departments is transformation. He explains that this transformation can only happen through a shift in skills and capacities paired with knowledge and support. He noted that there has to be a "blending of the true believer with the 'have to'".

Rick introduced the SP Model for Academic Excellence (Figure 1), a circular model which he explained can work either on the way up or way down, creating new or reinforcing old negative

patterns in academic units. He discussed how engaging in effective practices such as check-ins, group reflection time, and coaching can lead to a positive reinforcing loop. Over time, that positive loop leads to supportive patterns such as collective culture, commitment to each other and leadership among other things.



**Figure 1. SP Model for Academic Excellence**

Miriam described their process for utilizing systems perspectives to transform low functioning departments into highly functioning ones. She explained that they start by interviewing individuals or small groups via in-person or skype interviews. Interviews typically last 1-1.5 hours for individuals and slightly longer for groups. They design a retreat workshop with questions and exercises that are going to help move the group to a place of discussion and transformation.

By the time everyone attends the retreat they want to have as much trust and understanding developed as possible. They work with group to create systems of norms:

- Listen, be open honest direct
- Suspend judgement
- Keep confidentiality
- Trust the process
- Honor time agreements
- Appreciate one another
- No trash talk or gossip
- No anonymous notes

She offered a narrative of a previous participant who had suggested that they wanted to hear what work people were proud of—not just about work they were working on. She noted that by the end of that circle the feeling in room was positive. Some groups decide to post their systems of norms as guidelines at departmental meetings and have found this makes for more meaningful conversations. Many former participants describe that departmental meetings have become issue oriented instead of announcement oriented.

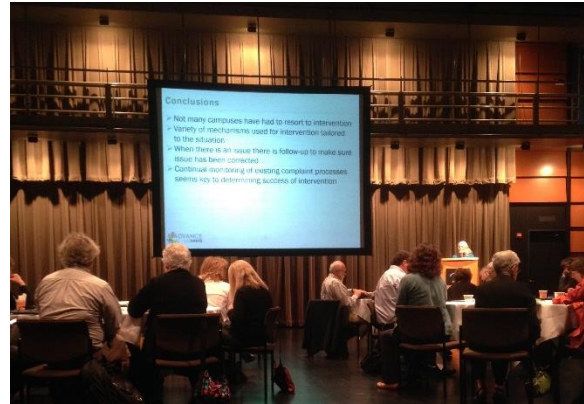
## Intervention Policies

**Linda Bisson, Professor, Viticulture and Enology; Associate Director, UC Davis ADVANCE**

During the last morning session, Dr. Bisson addressed current intervention policies. While she explained that not many campuses have had to resort to intervention, there are a variety of mechanisms used for intervention, and most tend to be tailored to the situation.

The most important aspect of intervention is the follow-up to make sure issue has been corrected and continual monitoring of existing complaint processes to determine the success of interventions.

A participant in the audience spoke about her experience working with Miriam and Rick. She offered that there has been a huge change with one (large) department. She said that since their retreat and review, she has been meeting with junior female faculty to make sure real change has followed. “It’s important”, she said, “to make sure the intervention is not just a one-time deal.”



(Dr. Linda Bisson presents)

## Open Discussion: Best Practices of an Inclusive Campus Climate

**Linda Bisson, Professor, Viticulture and Enology; Associate Director, UC Davis ADVANCE**

During a working lunch (see Appendix A for notes), participants were asked to work together to create their ideal suite of programs and best practices for campus inclusivity. The following are the respective report backs from each table:

### Table 1

- Key issue: surveys need to be short, focused and generate a high response rate – people assessed need to take ownership of the assessment meaning brief well-written reports must come out that people cannot ignore (i.e. actions will be taken) so those surveyed will want to participate
- Increase faculty group as well as individual responsibility for inclusivity via proactive climate training

### Table 2

- Annual low impact surveys- fast, easy, anonymous
- Suggestion boxes with suggestions taken seriously
- Information needs to be real-time

- Use ABET accreditation as model
- Feedback MUST be anonymous
- Incentivize good people to serve as Chair – recognize the challenges of the position on top of normal faculty workload
- Inclusion training for everyone entering into a leadership position
- Emergency number for advice and coaching (24 hours)

**Table 3**

- Serious assessment of faculty and department on issues
- Shift mindset from individual to a community focus across the board
- Need resources: money and personnel and knowledge

**Table 4**

- Change culture, move away from focus on bribes and punishment
- Ally training program for early adopters: no need to make it a requirement for everyone
- Empower faculty to have a voice especially when others cannot (related to ally training)
- Include in job description wording such as “knowledge of diversity issues important/desired”

**Table 5**

- Peer-to-peer learning – do not call it training!
- Analysis and data should inform discussions/actions; change from “whistleblower” to analytical- have a

process by which people can report things for improvement not as a complaint

- Some type of grant program for model departments to help them stay that way (.i.e. funds for social activities that build healthy cultures)
- Enable networking and team-building: ways that colleagues can get together – these are often cut in budgets but are important and provide informal peer-to-peer training

**Table 6**

- Create a safe social media site where climate issues to be raised
- Equity advisor for each department unit – can be used to train future chairs should not just be about faculty but also for undergraduate and graduate students
- Education and learning – NOT training; two-way process
- Think of Department equity advisors as a ladder to the chairship
- Department letters must include contributions to inclusion
- Diversity statements should be mandatory
- Job Descriptions should all include an endorsement of inclusion

## **Survey of Work-Life Balance Programs**

**Karen McDonald, Professor, Chemical Engineering & Materials Science, Co-PI and Faculty Director, UC Davis ADVANCE**

Dr. Karen McDonald led the second half of the meetings, beginning with her discussion on



worklife balance programs. Currently there are several different programs across the UC campuses designed to help faculty, staff and students maintain better worklife balance.

These include:

- Dual Career Hiring Program (all but UCSC and UCSF)
- Extension of Tenure Clock (all)
- Part-time Faculty Positions (UCD, UCM, UCR, UCSB, UCSD, UCSF)
- Shared Faculty Positions (none)
- Paid/Unpaid Parental Leave (all)
- Active Service Modified Duties (all)
- On-Campus Childcare (all but UCSC)

The first issue discussed was childcare. According to UCSB childcare is one of the most pressing issues for faculty. Issues related to childcare include cost and access.

In relation to cost specifically it was discussed that often these programs can be victims of budget cuts as in the case of UC Santa Cruz. Other childcare issues raised were how long faculty had to wait to get child in childcare, and how to more effectively manage the centers both for access and cost.

The group discussed the pros and cons of having a system wide program for infant and toddler childcare versus individual campus programs. A participant noted that University of California Faculty Welfare is looking into the possibility of such a system and will be issuing a report that will include information on needs and costs in various campuses. Some pointed out that an issue is that this program would only serve needs of those with young children and not the entire campus community.

Good models of childcare were discussed and Bright Horizons was cited as being a great model who offers national childcare including caregivers who can come to hotels, etc. However, being the only one of its kind, they are

able to charge a premium, and have been increasing their rates 5% per year. As such, it may price the UC out of the market for their services. Alternative options suggested included exploring childcare centers that can employ undergraduate and graduate students as research laboratories.

Another issue addressed was the need to enable campuses to provide reimbursement for travel with young children or to provide home care. As it stands, any such benefit has to be reported as income for tax purposes.

Other programs discussed were career hiring partner programs, and extension of tenure clock. The biggest issue with career hiring partner programs, which one campus cited as accounting for 15-20% of their hires, was that they take a lot of collaboration and coordination. In regard to tenure extension, many people brought up the stigma around extending the tenure clock and “taking a long time.”

The session concluded by discussing looking to other universities policies for potential solutions. The Stanford Policy for Childcare Financial Support, for example, offers faculty with children 5 or under an income based award ranging from \$5,000 - \$20,000 (Figure 2).

### Stanford Policy for Childcare Financial Support

- Eligibility:
  - Faculty are full-time assistant, associate and full professors in the tenure, non-tenure and Medical Center Lines
  - Have children age 5 or younger
  - Have a total household adjusted gross income of \$199,999 or less
- Income ranges and awards: (on-site or off-site; 650 capacity on-site)

Household Adjusted Gross Income	Award
<\$109,999	\$20,000
\$110,000 to \$129,999	\$15,000
\$130,000 to \$149,999	\$10,000
\$150,000 to \$174,999	\$7,000
\$175,000 to \$199,999	\$5,000



Figure 2. Stanford Policy for Childcare Financial Support

## Works Cited and Consulted

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## **Appendix A: ADVANCE Roundtable- Lunch Discussion Notes**

### **1. Assessment**

- Annual Community Surveys (climate)
- Totals of discrimination and harassment
- Lawsuit totals
  - year averages for confidentiality
  - Institutional Data
- Yearly Short Survey
- High Response rates
- Well designed & short
- Regular surveys
- Is there collective mindset
- Inclusion of climate in external review process
- Resources
- Better world, Better campus, Better lives, better climate- Goals
- Focus groups
- Follow up interviews to survey to survey participants optional
- Faculty and staff exist surveys
- Process for real time data collection
- Develop new material
- Why people stay- Motivation
- Climate surveys (short & sweet) Respected & valued scale
- Needs assessment – Ask what Dept. needs
- Interviews
- Surveys anonymous
- Add an annual survey that asks “I feel I am respected and valued member of the department.”
- Implement anonymous suggestion boxes that go to VP AA
- Assessment review of faculty & department performances

### **2. Assessment Analytics**

- Pipeline vs. Pathway connections
- A Comparison of various data on annual basis
- Report it back
- Available to participate
- Get demographic breakdowns
- Anonymous but coded for: Respondent type
- Unit (dept., Center etc.)
- Confidential, somewhat disaggregated
- Brief, well written reports
- Plan to share results communicated
- School based equity type advisors that report on inclusion
- Implement a continuous quality improvement program for dept. climate like we have for ABET
- Involve depts. Or representatives assessments

- College level Data
- Annual tracking
- Informs practices & policies

### 3. **Accountability/ responsibility**

- Clear expectations & Norms for Performance (Chair, Deans)
- College & Dept. funding dependent on progress in diversity activities of faculty & administrators
- Chairs- APM 245 Appendix A
- Deans- APM- but provide good tools, support, resources
- Reward system for those who do this work well
- Mediation, mentoring and leadership coding
- Dean has to address inclusive excellence in annual report
- Department chair accountability must be strengthened
- In subsequent years, discuss what actions/results came from previous surveys
- Increase faculty group responsibility and accountability
- Deans, chairs, committees or other ways to instill this?
- Consequences- must re do candidate search
- Carrots better than sticks, FTE's, Staff support \$
- Change the faculty code of conduct to include aspects of principles of community
- Sometimes the sticks? Cases of the dean policy violations and bad behavior
- Increase support to chairs to incentivize good folks to serve

### 4. **Training Active Learning**

- Education/Learning
- Active engaged education programs
- Fair hiring education
- Communication having uncomfortable conversations
- Active learning targets: Chairs + MSO's, CFO's
- Implicit bias education
- Developing Leadership Skills and opportunity
- New faculty women/ URM Survival guide/ How to empower themselves
- Start with easy adopter faculty, new faculty
- STEAD is amazing- training in implicit bias
- Develop allies within units to support women and URM faculty/Students in addressing racism/ micro-aggression
- Chairs/Deans training
- Peer to peer
- Growth mindset
- Leadership training for emerging faculty
- Argument of how important the prevention and climate setting can be
- To save you time later in managing conflicts
- Proactive training in climate setting maybe a coach per leader
- Training on inclusion for everyone entering leadership position
- Offer coaching to new chairs and deans
- Leadership for training for faulty senior/tenured
- Advise/resources for faculty dealing with distressing/distressed colleagues
- Communications skills and how to respond in sensitive situations

- Climate goals should be integrated into other key department activities research, teaching, outreach
- Emergency number for advice and coaching
- Stereotype threat issues
- What does environment convey to students/ implicit messages/reinforcement, verbal/nonverbal implicit bias
- Training term is an issue- important to do this how it is framed is important to professional development
- institutionalize valued diversity in all of its forms
- Faculty training of enabling students in diversity values
- Cohort of professionals
- Intra dept. networking important to improve climate
- Annual retreat?
- Empower faculty to have a voice/inclusion
- Analytics data sharing across units
- Historical context/intuitional memory/values transmitted to junior faculty
- Ally program speak when others cannot

#### **5. Intervention Criteria**

- Violation of law and policy
- Significant loss of faculty from a unit
- Number of students or staff complaints
- Frequent meetings between chairs & dean to discuss challenges
- Consistent patterns of complaint- exist interviews, 15 actions
- Survey results
- Negative reviews (5 year of chair, dean, etc.)
- Divided reviews
- Faculty complaints
- Faculty grad students leaving
- High rates of tenure denial

#### **6. Intervention Practices**

- Expectation in academic personnel process that department letter will include contributions to diversity
- Faculty dialogue
- Consider usage in leadership
- How to intervene on an open secret?
- Department interviews
- Outside consultants
- CAP recognizes contributions to diversity in their CAP reports
- Mandatory inclusive excellence/ diversity statements in hiring
- Educates readers & applicants
- Include in job description of issues of diversity
- Bring in a firm- interview, strategize with leadership, etc.
- Good communication with affected unit/people
- Everyone speaks/full participation
- Provide for more positive social interaction in departments
- Regular practice of Dept. dialogue

- Transparency
- Coaching of Academic leaders
- UC should sponsor intervention expertise, institute & build faculty capacity
- Make contribution to diversity a part of position description

#### **7. Consequences of failure to change**

- Funding withheld
- Can't recruit top talent- bad rep.
- Will lose people
- Faculty unmotivated to make department better- service/ teaching research
- Lack of productivity
- Leadership change (new chair/outside chair)
- Cost of money (continued costs, recruitment, lawsuits,)
- Lawsuits
- Hard to recruit, or fundraise or get awards

#### **8. Other topics/ Issues**

- Expectation of Shared governance
- Funding for Climate happy
- Better communicate values of the UC campuses being a community
- All constituents share a voice
- Social media wall that allows faculty/staff/students to raise climate issues
- Campus climate depends on Collective mindset