Task Force #1: Faculty-Dean's Office Task Force

July 10, 2020

Attendees: 11

D'Anne Duncan	Liz Silva	Stephen Floor
Carol Gross	Jennifer Thompson	Gabriela (Gabi) Monsalve
James (Jamie) Fraser	Katie Pollard	Nicole Foti (minutes taker)
Sophie Dumont	Isaac Strong	

Meeting Minutes

Introductions

Key issues raised in introductions and during meeting:
- Transparency
- Accountability;
- Toxic PIs and harassment
- Creating programs for white students to understand their role and enhance understanding that everyone is responsible for campus climate
- Improve graduate admissions process
- Putting teeth behind values, policies and guidance

GENERAL
- Want to figure out what the infrastructure looks like; this has been very challenging, Graduate Division (GD) works with 30 different programs and they work independently; want to think about ways to figure out a sustainable structure, to make policies, to ensure this is the responsibility of everyone; and those things will fundamentally allow for the sustainability of these efforts
- Purpose of today's meeting is to get landscape and to look at the Grad Div DEI Initiatives doc
- Proposing an integration plan, as opposed to a strategic plan; purpose of this plan is the figure out goals and mechanisms for sustained DEI efforts
- What is the relationship between grad div and programs in terms of policies – more federalist style or unified?
- GD often trying to reduce the beau acracy imposed on programs to help them thrive, including to strip away policies that don't make sense
- What we're doing today, we'll do this at the GD level as well, and there will hopefully be synergy, with the understanding that we can hold each other accountable but not impose a universal model; this document will not serve as a bound policy
- There is a hope that this committee can help figure out a UCSF way of doing things, e.g. not every grad program is going to develop a training
- What can faculty do to help support? We should continue this conversation in collaboration with the other task force; this is the right group to work together on next steps

- The thing to figure out is how to get these two communities – program admins and faculty and grad div – to balance and leverage our collective powers

GRAD DIV DEI INITIATIVE DOCUMENT
- This document compiles everything GD does from undergrad to faculty
- First part is websites – GD trying to keep everything up to date

Faculty
- All faculty are required to take one training each year
- Recently trying to think about how these trainings and workshops fit into the bigger picture for changing the culture at UCSF; thinking about starting with the foundations of DEI work, then building programs into specific tracks; how to have programs tie back into fundamental values
- One thing we've (faculty) done is a shared database is to self-report, trying to surface the transparency; this a spreadsheet that all program administrators have access to, but anyone can have access to it
- Trainings are great, but you always see the same people, the people who care about the issues; on the other hand, other people attend and then don't practice in everyday work; trainings are necessary but not sufficient, there need to be consequences
- This moment has empowered some to speak out against unconscious bias, calling people out and telling people when such comments surface, that will help shift the climate
- GD Dean's office actually has little power compared to other professional schools, so the faculty have some real potential that the GD does not have
- It will be important to hone in on the definition of diversity and inclusion, as it sometimes gets distorted in trainings

Postdocs
- The main DEI focus this year is piloting small projects; most of DEI work has been behind the scenes, e.g. travel program now ensures double blind applications, evaluators have rubric
- In development is the expansion of Path to Postdoc, adopts many features we do for grad students such as recruiting marginalized postdocs; postdoc community is especially isolated and need to build community; training postdocs in inclusive language and DEI to welcome postdocs

Graduate Students
Recruitment efforts:
- A key recruitment program is SRTP, ~50% these students come to UCSF later; program provides them with stellar research experience but also builds a strong, lasting professional network
- ABRCMS and SACNAS conferences, GD involved in coordination of recruitment at these conferences
- Recruitment focusing on minority serving institutions; students attend with faculty; it is important to establish relationships and compete for top students from these institutions

Admissions:
- Fee waivers – UC tells GD to collect fees, it's part of the revenue stream and used to pay for student services; three years ago GD did an overhaul of the fee structure and tried to lower the barrier for those students we want to recruit; Prop 16 is on ballot which would reverse the ban on affirmative action, which would allow us to better evaluate underrepresented students;
- GD will do an ethnographic review of the admissions process
- A lot of focus on implicit bias, but also explicit bias exists
- Many students don't know they can do the diversity outreach, so maybe need to advertise this; however, there is limited funding
- Stipends are extremely important, the ending of reallocation funds will disproportionately impact those with less resources
- Questions posed about stipends, fundraising and donors
- Supporting graduate students in the classroom, such as better moderating classes to promote inclusivity is needed; but also toxic PIs, need to address this, a lot of minority students get taken advantage of, raising voice has not been sufficient

Retention:
- Responsible Conduct and Research incorporated a new component of DEI and anti-black racism
- GD be implementing restorative justice circles in our bootcamp; allows students to communicate expectations and values among each other
- Third year reorientation will include equity, inclusion and identity
- Shame and Resilience training for graduate students and postdocs
- DEI Leadership in Academia course being developed, hope to be offered in Winter term
  - Would be great to do this in conjunction with program admins
- HHS faculty member is now offering a course in racism and science, geared toward 1st years to set the tone for following years but not exclusive
- IMSD program – a community of love and care, dedicated to 1st and 2nd year underrepresented students; they come early to UCSF, get jump start on research, housing, and have regular professional building events
- Many more events and programs were reviewed that foster an inclusive climate and culture (see Initiatives doc for full list)
- One thing that's missing from the list is fostering inclusive climate aimed at white students; if GD wants help developing that, can reach out to Stephen; Carol also has ideas about this

The second task force will get together Grad Div programs and then we will try to mesh ideas from here.

Next meeting will be scheduled after the second task force meets

August 12, 2020

Attendees: 11

D'Anne Duncan	Carol Gross	Stephen Floor
Gabriela (Gabi) Monsalve	James (Jamie) Fraser	Jennifer Thompson
Liz Silva	Sophie Dumont	Nicole Foti (minutes taker)
Isaac Strong	Ryan Hernandez	

Meeting Minutes

Key Takeaways and Potential Action Items:
- This task force will focus on transparency and accountability plan
  - Potential Action Items:
    - Lab review for 3rd and 4th year
    - Postdocs and movement toward department oversight like students have
    - Create timelines and deadlines for the plan
    - Increase mental health awareness/services and mechanisms to share information
  - When an issue comes up in the lab, how will we go about resolving these issues? Come up with 1-2 mechanisms on how to deal with this
    - One possibility is a flow chart (like what happens with sexual harassment) for more general things
    - Also need to protect those that come forward
  - Mentorship: helping students select a committee that address power issues and support, beyond strictly scientific feedback
    - Consider formal mechanism for this; right now it's just by word of mouth - only certain faculty tell certain students to diversify their thesis committee in the way of more holistic support – which is not equitable
      - One idea is to have an advocate outside the committee, or have someone on committee that serves role beyond strictly scientific feedback
  - Identifying and defining *specific* culture habits and needed changes, everyone has different opinion on what that looks like and what that means to them
  - One thing this task force should think is big institutional change

Next Steps
- Go through taskforce #2 document and either add to this or create a separate doc for taskforce #1
- Focus on transparency and accountability as lens to view the document, and consider/add specific points and action items brought up by task force #1

Meeting Notes and Discussion
- Aim is to wrap up task force meetings, with one more meeting where task force #1 and #2 come together
  - The number of additional meetings for task force 2 may depend on how much overlap there is between the task forces

4

- - These task forces aren't done until steps discussed are developed and dispersed to programs
- Participants reviewed drafted document New DEI Initiatives Draft created by Taskforce #2
- Discussion on evaluations from students and navigating harmful labs
  - Rotation evaluations – faculty don't want negative reviews, but also power imbalance where student giving bad review could be retaliated against
  - Some students may want to give feedback confidentially, but this can be hard as some labs are small which compromises confidentiality
  - Reviews aren't going to solve the issue of bad labs that students will continue to flock to due to prestige or scientific reasons
  - Why start with rotation reviews? Why not have 3rd or 4th year reviews? Rotations can be only be a small sliver of student experience
    - Getting comments from all trainees would be better, including postdocs; for labs that are larger, you can get more anonymous feedback
  - Something that works well in TETRAD is more senior students talk to first year students about how to choose labs and who to talk to before you choose
  - Power dynamics are especially acute during rotations as you haven't chosen a lab
  - Two-way evaluations – giving and receiving feedback, using clear rubrics is important for inclusivity; confidentiality is important, that information will be used or confidential in how that information is shared
  - Climate is pretty adversarial between students and faculty right now, for good reasons, but communicating issues on both sides or one side, helping faculty to grow (in addition to getting rid of bad apples) is important
- Missing from taskforce #2 document
  - Complaints filed against faculty/PI – need mechanisms to get information to flow between programs; student don't have access to this information
    - Students want accountability – what is going to happen when faculty/PIs are reported?
    - Would like to have someone address task force #2 to understand what happens when faculty are found in violation of a policy
      - There's some nuance in terms of faculty's harmful behavior and outright violation of policy, the latter of which is more rare
      - Public disclosure of faculty in violation is one mechanism, but should think more broadly including graduate program membership which is more fluid
      - No process to protect people who report; few are found in violation of policy, but since there's no repercussions then not as likely to report, so we don't really know how many faculty could be in violation
    - **Grey area** – actions between title 9 violation and everything else that feeds into a harmful, negative environment; this is what the students deal with the most and what this task force should aim to address
- Postdocs programming update (Gabi)
  - Hoping this Fall to launch postdoc leadership fellows pilot – postdocs to help mentor each other and how to navigate the university

- Trying to mimic things that work well for students, like having a cohort
- DEI training is integrated
- Cohorts timed by months, rather than years
  - Discussion on power differential between PIs and postdocs
    - Postdocs hired through HR, faculty hire through recruitment; when postdoc issues get to Gabi, the issue has typically already escalated and is a major issue
    - No centralized resources or community for postdocs
    - Majority of postdocs are international, an additional hurdle if major issues arise with PI
    - They have the union, but the focus there is salary/benefits; the "grey" is less in the union's wheelhouse, and they are not the best/effective entity to address the issues that come up
    - One way to address issues to be more transparent about bad apples, to facilitate conversations about prospective labs
      - Why can't university institute process?
      - Right now postdoc are hired through PIs who initiate hiring process through HR, so such an institutional/systemic change would need to happen
    - Key thing to think about is departmental level oversight for postdocs like we have for students, including hiring, feedback data are different timepoints, etc.
    - Another issue is when PI leaves, it's really disruptive
    - Department chairs and academic senate are two places to focus on for change
- Faculty training update (Isaac)
  - DEI champions training
    - Updates made to training to make it more applicable for research faculty
    - DEI champions training has been opened up to everyone, but now it's pretty full
    - Maybe some feedback for them regarding changes to curriculum and role neutrality to make it more applicable to research faculty: hopefully this change won't make it less effective by becoming not specific enough; enormous value in the specificity of role examples; material is relatable for anyone in a role of working with other people

Next meeting will be scheduled after the second task force meets