

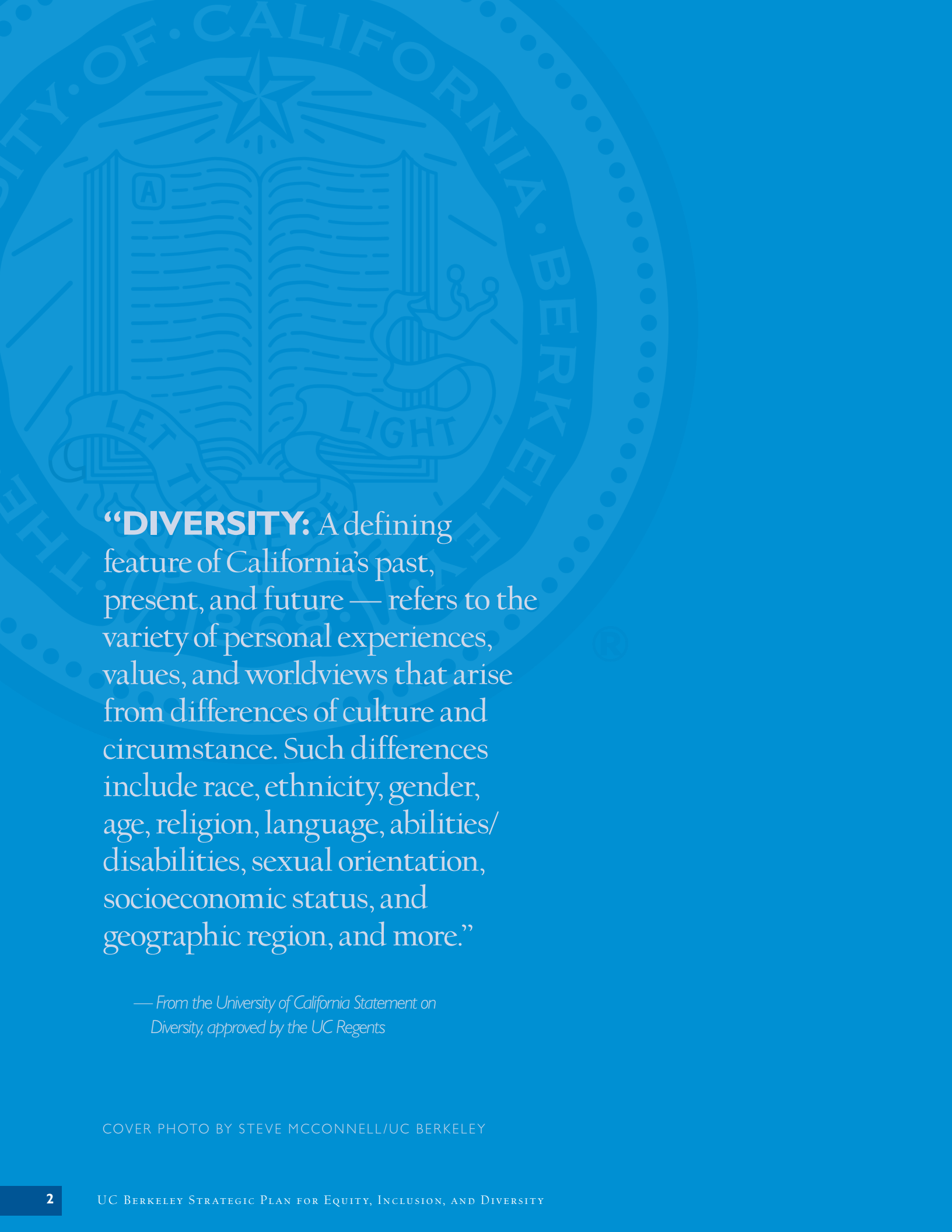
# UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity

## PATHWAY TO EXCELLENCE

2009



**STRATEGIC PLAN**

The background of the page features a large, light blue watermark of the University of California seal. The seal is circular and contains the text "THE UNIVERSITY OF CALIFORNIA" at the top and "BERKELEY" at the bottom. In the center, there is a five-pointed star above an open book. A banner draped across the book reads "LET THERE BE LIGHT".

**“DIVERSITY:** A defining feature of California’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, and geographic region, and more.”

— *From the University of California Statement on Diversity, approved by the UC Regents*

COVER PHOTO BY STEVE MCCONNELL/UC BERKELEY



# UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity

## PATHWAY TO EXCELLENCE

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Appendices and full plan available online at [vcei.berkeley.edu/StrategicPlan](http://vcei.berkeley.edu/StrategicPlan)




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**T**his Strategic Plan for Equity, Inclusion, and Diversity speaks to the promise of UC Berkeley’s public mission now, and for the future, and its commitment to excellence in research, teaching, and public service. It is one of the most comprehensive plans of its kind for a research university, covering all segments of the campus—students, faculty, and staff—and strengthening our ties with local, state, and global communities.

This Plan helps to cement the leadership and increased intellectual depth on issues of equity, inclusion, and diversity crucial for solving many challenges faced by society today. It also builds the mechanisms and advocacy necessary to ensure that UC Berkeley provides access to and welcomes and nurtures all those with the potential to succeed here.

The creation of this plan and its implementation was one of the charges of Vice Chancellor Gibor Basri at the launch of the Equity & Inclusion division in August 2007. However, I call upon the entire campus to assist in carrying out this Plan, embracing the principles, strategies, and desired outcomes within, and demonstrating personal leadership that enhances the excellence, equity, and inclusion of UC Berkeley.

With warm regards,

Chancellor Robert J. Birgeneau

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**A**s the founding vice chancellor for Equity & Inclusion, my most important task has been to lay out a vision for the campus for equity, inclusion, and diversity. This Plan accomplishes this by laying out specific strategies and desired outcomes for UC Berkeley for the next ten years, and sets forth the guiding values and principles that drive them. It also builds a transparent, fair, and manageable data gathering and accountability system that will be an essential tool for creating and measuring progress.

The Plan has come to fruition in the midst of very trying times for public higher education in California – times that are themselves transformative. It is critical to ensure that in the midst of these institutional changes, the principles of excellence, equity, and inclusion are helping guide decision making, policy,

and practice, so that UC Berkeley will be able to strengthen its commitment to the people of California for generations to come.

I look forward to working with the campus community and its partners to realize a model for institutional change that provides fair treatment, access, opportunity, advancement, and success for all.

Sincerely,

Gibor Basri  
Vice Chancellor for Equity & Inclusion



# ACKNOWLEDGMENTS

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## *This Strategic Plan was made possible by:*

- ▶ The generosity of and ongoing dedication to building a just and caring society by the Evelyn and Walter Haas, Jr. Fund, whose gift supported the creation of this vision for continued excellence at UC Berkeley in the 21st century;
- ▶ The unwavering support and passion for equity and inclusion of Chancellor Robert J. Birgeneau;
- ▶ The creative thinking and hard work of the members of the “Coordination Team” and “Review Team”;
- ▶ The entire staff of Equity & Inclusion, with special gratitude for the Immediate Office and Leadership Team;
- ▶ The student staff of the E & I Immediate Office who served as thought-generators, proof-readers, graphic designers, meeting makers, production assistants, office managers, and, in general, life-savers;
- ▶ The E & I graduate student researchers who led the way to new institutional research and community engagement;
- ▶ The researchers across the UC Berkeley campus who devoted extra efforts to contribute to the Plan and worked collaboratively together;
- ▶ The many UC Berkeley student, faculty, staff, and senior administration members who contributed their ideas, commitment to social justice, and intellectual and personal integrity;
- ▶ Colleagues at Pennsylvania State University, Stanford University, University of Michigan, University of Texas, Austin, and University of Washington for sharing their expertise and experience in supporting equity, inclusion, and diversity in American higher education; and
- ▶ The dreams and hard work of many generations of students and families across California for a better, more just, and sustainable world.



# Path to Institutional Change

“UC Berkeley has always been motivated by serving the public good, and I can see no higher ideal than working for equity and inclusion for all.”

— UC Berkeley Chancellor Robert Birgeneau

**F**or UC Berkeley to fully realize its potential and embody excellence in all its forms, it must tap into the vast and rich resource that is California’s diversity. The University of California, Berkeley, is at a crossroads, facing both a great challenge and a tremendous opportunity. By any definition of diversity, California is among the most diverse large states in our nation, if not *the* most heterogeneous. The state’s recent demographic shifts, documented in the 2000 census and elsewhere, present both gifts and challenges to a university such as UC Berkeley that serves a citizenry of this size and scope. The gifts include the innumerable contributions and talents of people who come from different life experiences and perspectives — people who bind us, through their personal history, to every nation on the globe. California’s diversity is a unique resource — a resource that should not be squandered.

The challenge ahead is to transform UC Berkeley into an equitable and inclusive academy of the highest caliber — a university that honors the rich tapestry of diversity in California, upholds a renewed commitment to Californians of every background and perspective, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications. Chancellor Robert Birgeneau has responded to this challenge by launching two major initiatives. First, he supported and funded a multidisciplinary program, the Berkeley Diversity Research Initiative (BDRI), to foster



PHOTOGRAPHS BY CHRISTOPHER IRION

scholarly work on diversity, and consequently to acknowledge its status as a key intellectual enterprise on campus. Then Chancellor Birgeneau elevated a variety of campus efforts and programs in equity and inclusion into a fully fledged division of the University and, after an extensive national search, appointed UC Berkeley astrophysicist Gibor Basri as the inaugural vice chancellor for the Division of Equity & Inclusion.

The Strategic Plan for Equity, Inclusion, and Diversity is the next step in the institutional transformation of UC Berkeley. This is a living plan that spans a spectrum of inclusion, access, and equity initiatives that, when fulfilled, will become a model for other institutions of higher education. This Plan is holistic in scope, rooted in empirical evidence, and derived through broad consensus building. The Plan is the culmination of a 13-month internal and external investigation of equity and inclusion initiatives in American higher education. A 15-person planning team, led by the Division of Equity & Inclusion, visited five peer universities, examined 20 reports, and over 100 research studies, inventoried 150 campus programs (with an in-depth assessment of 13 of those programs), facilitated town halls and focus groups, conducted campus-wide workplace climate surveys, and synthesized a vast body of quantitative data and qualitative information.



The investigation identified economic, legal, political, and demographic shifts that affect the diversity of our student body, faculty, and staff, as well as the overall experience and satisfaction of campus community members. Key findings from this encompassing investigation made it clear that inaction now would mean widening disparities and diminishing accessibility and opportunities for current members of the University, as well as for qualified prospective students, faculty, and staff. Thus, the principles, strategies, and desired outcomes described herein seek to improve the access, advancement, retention, graduation rates, research and professional opportunities, and campus climate for all groups. This includes, but is not limited to, those defined by race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region.

This Plan is intended as a call to individual community members and campus organizations — no matter their size or area of expertise — to adopt the principles and strategies described herein, and strive to accomplish the desired outcomes.

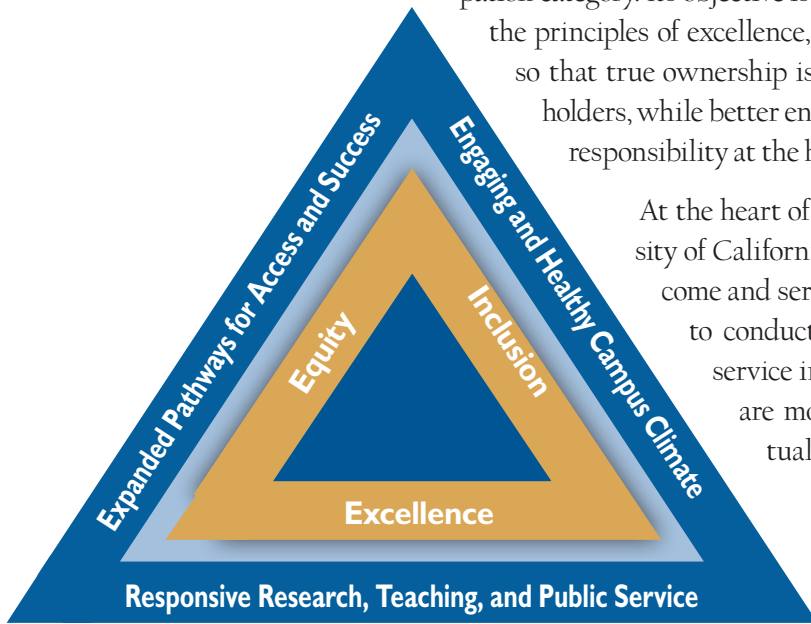
PHOTOGRAPH BY PEG SKORPINSKI



# Guiding Principles: Excellence, Equity, and Inclusion

The Strategic Plan for Equity, Inclusion, and Diversity goes well beyond any other prior diversity initiative at UC Berkeley — for it speaks to every student and potential student, every professor or aspiring scholar, and every member or potential member of our staff, no matter the job title or occupation category. Its objective is to achieve institutional change by embedding the principles of excellence, equity, and inclusion into every campus unit so that true ownership is broadly shared among all the campus stakeholders, while better ensuring accountability and visibility by placing responsibility at the highest level.

At the heart of this Plan is the **public mission** of the University of California, as it was chartered 141 years ago — to welcome and serve all segments of California’s population, and to conduct cutting-edge research, teaching, and public service in all disciplines, particularly in the fields that are most pressing for the economic, social, intellectual, and educational development of the state.



## EXCELLENCE

The highest level of learning, teaching, research, and public service is only possible when the most diverse perspectives can be engaged. This is the embodiment of the principle of **excellence** — the expectation and standard that whatever UC Berkeley does in research, teaching, and public service, is of the highest quality, is on the cutting edge, is methodologically rigorous, nourishes critical and creative thinking, and is responsive to all of its constituents. Excellence focuses on intellectual, social, and organizational development, as well as on the purposeful utilization of resources, to enhance the University’s mission.

Without a diverse student body, faculty, and staff, research, teaching, and public service fall short in embracing the full range of meritorious perspectives, backgrounds, and ideas that enrich the intellectual and working community. Such a diverse environment is also needed to fulfill the educational charge of cultivating multi-faceted, culturally competent, and socially minded human beings.

## EQUITY

The second principle guiding this endeavor is **equity** — the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff in every stage of UC Berkeley education and career development, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically un-



deserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the effective provision of opportunities for all groups at UC Berkeley.

## INCLUSION

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

These principles are further articulated in the “UC Berkeley Principles of Community.” (See “Principles of Community and Recommended Principles of Inclusion,” Appendices.)

As already stated, California has one of the most diverse state populations in the country. Diversity is the manifestation of all the ways in which people differ, and all the characteristics that make one individual or group different from another. So why is it not a guiding principle as well? Diversity is a fact, not a principle; either it exists or it does not. It is the fact of diversity that nourishes excellence at UC Berkeley. And it is the principles of equity and inclusion — rather than representation — that will cement UC Berkeley’s excellence and continue to position it as the preeminent public university in the world.

## Other Definitions of Inclusion

- ▶ According to the Association of American Colleges and Universities, inclusion is “the active, intentional, and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within value systems and institutions.” ([www.aacu.org/inclusive\\_excellence/documents/MEIPaperLastRevised12308.pdf](http://www.aacu.org/inclusive_excellence/documents/MEIPaperLastRevised12308.pdf))
- ▶ As recommended by a 2008 UC Berkeley Staff Leadership Development Program Team, “inclusiveness is a respectful way of creating value from the differences of all members of our community, in order to leverage talent and foster both individual and organizational excellence.” (See “Principles of Community and Recommended Principles of Inclusion,” Appendices.)



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# Expected Outcomes

The mission of the University of California and the values of excellence, equity, and inclusion together with the specific data findings described below inform six long-term expected outcomes to be achieved within the next ten years from the strategies espoused in this Strategic Plan.

UC BERKELEY 2020: EXPECTED OUTCOMES					
UC Berkeley is recognized as a national leader in research, teaching, and public service related to equity, inclusion, and diversity.	All campus members report a strong sense of belonging and demonstrate the knowledge and skills necessary to successfully navigate and lead in a diverse world.	Intergroup disparities in the enrollment, retention, and graduation rates of undergraduate and graduate students are eliminated.	Staff at all levels — including the executive and management levels — reflects the rich diversity of the national and local talent pools.	The faculty hiring and retention rates reflect the composition of the availability pools of exceptional talent in all fields nationally.	The campus devotes the leadership and resources to sustain and enhance equity, inclusion, and diversity at UC Berkeley.

The Strategic Plan also identifies intermediate outcomes expected to be achieved within the next three to five years. By setting clear milestones, UC Berkeley will be able to measure progress toward longer-term outcomes and make course corrections or policy adjustments along the way.

# Top-Level Strategies

Based on extensive consultation with campus stakeholders and the investigation of best practices and policies at UC Berkeley and comparable institutions, the Plan sets the course for institutional change through three top-level strategies:

- ▶ **Responsive Research, Teaching, and Public Service**
- ▶ **Expanded Pathways for Access and Success**
- ▶ **Engaging and Healthy Campus Climate**

These are the building blocks for developing and implementing the process, methodology, and programs for transforming UC Berkeley into a fully equitable and inclusive institution.

It is important to note the critical relationships among the top-level strategies. Success in one area depends on success in the other areas. The specific strategies in each category will reinforce one another in order to advance the long-term outcomes.

The first strategy — **Responsive Research, Teaching, and Public Service** — seeks to broaden the creation of ideas and knowledge on equity, inclusion, and diversity, making contributions to the body of scholarship as well as to the campus and society. This will be done through a series of initiatives that increase opportunities for community service and engaged public scholarship and by broadening the curriculum to expand the diversity of ideas and perspectives, including exploring the nature of multicultural societies and the ways in which they evolve and flourish. This will incorporate the framework for equity, inclusion, and diversity into the academic culture of the campus, as well as help attract more diverse students and scholars.

**Expanded Pathways for Access and Success** enhances campus mechanisms for creating a critical mass of talented students, faculty, and staff that fully represent California's excellence and diversity and provides an environment in which they can thrive academically and professionally. Specific strategies include expanding programs to improve the college eligibility of students from underrepresented and low-income backgrounds; utilizing the best practices in mentoring and academic and career support to help students, faculty, and staff enter and advance through the University; and incorporating equity and inclusion into the hiring, review, and advancement procedures for students, faculty, and staff.

Finally, the third top-level strategy charts a course to establishing an **Engaging and Healthy Campus Climate**. The University will strive to develop a more inclusive, and hence healthier, campus climate by providing the conditions necessary for all campus community members to feel welcomed, supported, included, and valued. Specific strategies include creating and sustaining campus climate teams made up of representatives of the five primary campus populations (undergraduate students, graduate students, faculty, staff, and alumni), facilitating cross-cultural and cross-group interaction and dialogue, and enhancing the current Multicultural Center so that it can serve as a hub for UC Berkeley's vibrant population.

Further specific strategies and accompanying outcomes are described in detail on pages 25–32.



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# Pathway to Excellence 2009–2020

## TOP-LEVEL STRATEGIES

### Responsive Research, Teaching, and Public Service

Broaden the creation of ideas and knowledge on equity, inclusion, and diversity, making contributions to the body of scholarship, as well as to the campus and society.

- ▶ Increase the number of faculty, graduate students, and postdoctoral fellows whose research and teaching address issues of equity, inclusion, and diversity, including exploring the nature of multicultural societies and the ways in which such societies flourish.
- ▶ Develop and strengthen the scholarly resources and infrastructure necessary to support the highest level of inclusive research, teaching, and public service, including the development of an aggressive fund development plan.
- ▶ Create and maintain robust accountability systems — the development of departmental strategic plans and assessment tools for equity, inclusion, and diversity, and the campus systems and methods to support them.
- ▶ Provide financial and other resources for engaged public scholarship.

### Expanded Pathways for Access and Success

Create a critical mass of talented students, faculty, and staff that will fully represent California's excellence and diversity and provide an environment in which all can thrive academically and professionally.

- ▶ Fully align the definition of merit and reward structures with UC Berkeley's mission by adopting practices and policies such as comprehensive review and the consideration of contributions to diversity in faculty and staff hiring and advancement, as well as in undergraduate and graduate student admissions and awards.
- ▶ Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.
- ▶ Develop and implement new community-based mechanisms to promote and advance the educational equity and career aspirations of all groups.

### Engaging and Healthy Campus Climate

Create and sustain a healthy campus climate by providing the conditions necessary for all campus community members to feel welcomed, supported, included, and valued by the University and each other.

- ▶ Reinforce positive group interactions in the classroom, workplace, and campus living spaces to foster a healthy campus climate.
- ▶ Recognize and support individual and group contributions to creating and sustaining dialogue on and service to equity, inclusion, and diversity through academic and culturally based activities.
- ▶ Communicate broadly and continually UC Berkeley's principles of excellence, equity, and inclusion.
- ▶ Enhance the physical and technological infrastructure to provide accessibility for all campus members.

## UC BERKELEY 2020: EXPECTED OUTCOMES

UC Berkeley is recognized as a national leader in research, teaching, and public service related to equity, inclusion, and diversity.

All campus members report a strong sense of belonging and demonstrate the knowledge and skills necessary to successfully navigate and lead in a diverse world.

Intergroup disparities in the enrollment, retention, and graduation rates of undergraduate and graduate students are eliminated.

Staff at all levels — including the executive and management levels — reflects the rich diversity of the national and local talent pools.

Faculty hiring and retention rates reflect the composition of the availability pools of exceptional talent in all fields nationally.

The campus devotes leadership and resources to sustain and enhance equity, inclusion, and diversity at UC Berkeley.

Further specific strategies and accompanying outcomes are described in detail on pages 26–33.

# The Context of This Plan

One hundred and forty one years ago, the University of California was founded on the ideal that higher education should be open to all, provide liberal arts and practical education, and prepare the citizenry for the labor market in the United States. In his 1872 inaugural speech, the President of the University of California, Daniel Coit Gilman, avowed that the university of the state “must be adapted to its people, to their public and private schools, to their peculiar geographic position, to their underdeveloped resources. . . . It is of the people and for the people — not in any low or unworthy sense, but in the highest and noblest relation to their intellectual and moral well-being.”

UC Berkeley, as the University of California’s flagship campus and as the nation’s premier public research university — and in fact one of the preeminent teaching and research institutions in the world — has been honoring and advancing this mission for 141 years. (See “UC Berkeley’s Historical Commitment to Inclusiveness,” Appendices.)

While fulfilling this mission will always be a work in progress, recent changes in the state’s demographics, educational attainment, and legal landscape have created new challenges and opportunities.

California, which has always been at the leading edge of technological developments and economic growth, has seen its residents’ personal income and educational attainment status over other states decline. (See “Demographic Changes in California,” Appendices.) In addition, the legal landscape has significantly shifted in the past two decades. While federal and state laws support UC Berkeley’s mission of equity and inclusion for students, faculty, and staff by prohibiting discrimination on any basis, a state constitutional amendment effective in 1998 prohibits “preferential treatment” on the basis of race, ethnicity, sex, and national origin in admissions, employment, and contracting. This has had a dramatic impact on diversity at UC Berkeley. (See “Legal Landscape,” Appendices.)

However, Supreme Court rulings from cases in Michigan addressing preferential treatment stressed that a university does have a compelling in-



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## Comprehensive University of California Diversity Planning

- ▶ A task force on faculty diversity was appointed in 2005, which produced a report and recommendations in May 2006 ([www.universityofcalifornia.edu/facultydiversity/report.pdf](http://www.universityofcalifornia.edu/facultydiversity/report.pdf)).
- ▶ A University of California Statement on Diversity was officially adopted by the Regents of the University in 2007 following a two-year process of development and adoption by the UC Assembly of the Academic Senate.
- ▶ The UC Regents appointed a system-wide study group on university diversity and a staff diversity council, both of which produced reports and recommendations in September 2007 and April 2008, respectively (Study Group on University Diversity Overview Report to the Regents [www.universityofcalifornia.edu/diversity/documents/diversityreport0907.pdf](http://www.universityofcalifornia.edu/diversity/documents/diversityreport0907.pdf), and UC Report of the Staff Diversity Council [www.universityofcalifornia.edu/diversity/documents/ucsdc\\_report.pdf](http://www.universityofcalifornia.edu/diversity/documents/ucsdc_report.pdf)).

See Figures 3 and 8, “Data Findings — Expanded,” Appendices.

terest in achieving the educational benefits of a diverse student body and that the consideration of race in admissions is permissible if it is narrowly tailored to the goal of diversity. (See “Legal Landscape,” Appendices.)

UC Berkeley has taken many successful steps to address the challenges and opportunities resulting from the changes in demographics, personal income, educational attainment, and legal landscape. However, despite achievements, negative perceptions about diversity at UC Berkeley persist, and inequitable outcomes have not been eliminated (see Data Findings below).

## Data Findings

Available data on diversity conveys significant findings on various areas of equity and inclusion on campus involving students, faculty, and staff, as well as campus climate. These findings illuminate major issues regarding the state of diversity at UC Berkeley, but are

by no means comprehensive of all aspects of diversity. (See “Data Findings — Expanded,” Appendices, for additional data on diversity at UC Berkeley.)

On the whole, current data indicates that while UC Berkeley is a diverse campus, it does not mean that the campus is an equitable and inclusive place, nor that this diverse population is fully supported and welcomed. The following are findings that have helped frame this Strategic Plan.

### STUDENTS

While African American, Hispanic, and Native American undergraduate and graduate students are admitted to and enroll in UC Berkeley at about the same proportion as their size in the applicant pool, there are significant intergroup disparities at the beginning of the student pipeline — in eligibility and application — and at the end — in retention and graduation rates. For example, in the fall 2002 incoming UC Berkeley cohort of freshmen, the six-year graduation rate for Hispanic and African American undergraduate students is 82 percent and 77 percent, respectively, compared with 93 percent for Asian American students and 90 percent for Whites.

## Undergraduate Student Body Composition

- ▶ For the incoming class of fall 2009, African American undergraduate students constitute 4.8% of the freshman applicant pool and 3% of the freshman admit pool; Hispanic students make up 16% of the freshman applicant pool and 12.6% of the freshman admit pool. However, in 2007–2008, Hispanic and African American students made up 36.8% and 7.3%, respectively, of California high school graduates, and 18.1% and 5.4% of the UC Berkeley applicant pool.
- ▶ In response to the 2009 UC Undergraduate Experience Survey (UCUES) question, “What is your sexual orientation?”, 86% of UC Berkeley student respondents identified themselves as heterosexual, and 7% identified themselves as either gay, lesbian, bisexual, queer, or “questioning/unsure.” Five percent of respondents declined to state their sexual orientation, and 1% identified themselves as “other.”
- ▶ In 2007–2008, slightly over 800 undergraduates used the services of the Disabled Students’ Program. Of these students, 23% had psychiatric/psychological disabilities, 19% were learning disabled, and 17% had attention deficit disorder. Students with mobility, visual impairment, hearing, acquired brain injury, speech, and other functional disabilities made up the remaining 40%.

See Figures 3 and 8, “Data Findings — Expanded,” Appendices.

## Graduate Student Body Composition

- ▶ For 1993–1997, African American and Hispanic graduate students made up 2.76% and 3.81%, respectively, of the applicant pool, and 2.9% and 4.4% of the admit pool. However, disparities existed in application and graduation rates.
- ▶ African American, Asian American, Hispanic, and Native American students make up 30% of all B.A. recipients from the 25 U.S. colleges and universities that supply the largest number of UC Berkeley graduate students, but they comprise 15% of applicants to UC Berkeley doctoral degree programs.
- ▶ Ten-year graduation rates in the STEM (Science, Technology, Engineering, Mathematics) fields for Hispanic and African American doctoral students are 53% and 43%, respectively, compared with 69% for White doctoral students. In non-STEM fields, 48% and 46% of Hispanic and African American doctoral students, respectively, graduate within 10 years, compared with 53% of White students.

See Figures 9 and 10, “Data Findings — Expanded,” Appendices.

## FACULTY

Overall representation of female ladder-rank faculty at UC Berkeley compares well with our national peer institutions; however, the demographic breakdown by gender and ethnicity of tenured and tenure-track faculty does not mirror the national availability pool of doctoral degree recipients, and disparities also exist in advancement and promotion rates.

In addition, while African American, Hispanic, and Native American faculty achieve tenure at the same rate (75 percent) as Asian American and White faculty, the rate of advancement to full professor is substantially slower in non-STEM (Science, Technology, Engineering, Mathematics) fields where there is a higher concentration of African American, Hispanic, and Native American faculty, and slower still when considering these groups overall.



## Faculty Composition

In 2003–2004, women constituted 43% (110/258) of ladder-rank faculty in the arts and humanities, 32% (100/317) in the social sciences, 26% (74/288) in the biological sciences (including health sciences), but only 11% (53/481) in STEM fields. Among tenured faculty in 2008–2009, the number of women faculty mirrored national availability pools in only one discipline and did not in 16. The number of African Americans, Hispanics, and Native Americans did not fully reflect national availability pools in any discipline, and the number of faculty from these groups did not mirror talent pools at all in two disciplines, while some groups reflect and others did

not reflect talent pools in 15 disciplines. These figures slightly decrease among tenure-track faculty: Women reflected national availability pools in half (eight) of UC Berkeley disciplines and fell short in doing so in the other half; African Americans, Hispanics, and Native Americans reflected the national talent pool in only one discipline, did not mirror it at all in one discipline, and some groups reflected and others did not reflect talent pools in 14 disciplines.

See Figures 14, 15, 16 and 19, “Data Findings — Expanded,” Appendices.

## Staff Composition

In 2008, women made up 54% to 62% of the professional titles (PSS I and II), 47% of the management titles (MSP), and 24% of the executive titles (SMG). Similarly, African Americans, Asian Americans, Hispanics, and Native Americans made up 42% to 59% of the professional titles, but only 24% of the management positions and 10% of the executive positions.

See Figures 20 and 21, “Data Findings — Expanded,” Appendices.

## STAFF

As a whole, UC Berkeley staff reflects the diversity of the Bay Area and the state of California. Yet, women, African Americans, Asian Americans, Hispanics, and Native Americans are underrepresented at the executive and management levels. Factors that may affect this data include opportunities for career development and effective succession planning.

In response to the 2008–2009 Staff Workplace and Climate Survey on perception of advancement, 88 percent of staff respondents indicated that they had the training opportunities to perform their jobs safely, yet less than half (48 percent) said that there was clarity about career development and advancement opportunities. Moreover, only two out of five (41 percent) of managers and supervisors who responded to

the survey said that their departments had a succession plan in place to fill positions created by staff turnover or retirements. (See Figures 24, 25, and 26, “Data Findings — Expanded,” Appendices.)

## CAMPUS CLIMATE

Though historically, UC Berkeley has been recognized for leadership on issues of diversity in higher education, there are still significant areas of dissatisfaction regarding whether and how much diversity is fully embraced. This is documented by conflicting perceptions of equity and inclusion among university constituents, which greatly vary by gender, race, ethnicity, and other demographic characteristics.



## Campus Climate Survey Results

- ▶ The 2008 University of California Undergraduate Experience Survey (UCUES) found that 86% of White undergraduates agreed that “students are respected regardless of race,” compared to 49% of African Americans. Moreover, while 70% and 64% of White and Asian students, respectively, agreed that “students of my race are respected,” only 34% of Latino/Chicano and 22% of African American students agreed with that statement.
- ▶ A 2009 Faculty and Academic Staff Survey is currently being administered by the Office of Faculty Equity. In 2003, a survey found that female and self-identified racial/ethnic minority faculty were more likely to display negative feelings about departmental processes: 28% and 27% of female and minority faculty, respectively, compared with 14% and 17% of male and those faculty not self-identified as a member of a racial/ethnic minority group, respectively.
- ▶ The 2008-2009 Staff Workplace and Climate Survey found that, overall, 92% of UC Berkeley non-academic staff respondents felt that they were treated with respect outside their unit or department. However, only 87% of non-academic staff felt that “In my unit/department, I am treated with respect.” Responses to questions of perceived respect varied by personnel classification, ethnicity, and disability status. For example, 23% of staff respondents who self-identified as people with disabilities indicated that they felt they were not treated with respect in their unit or department. The Survey also indicated dissatisfaction with UC Berkeley’s commitment to diversity and the support for diversity in units and departments amongst both African American and Mexican American staff (28% and 25% respectively).

See Figures 28, 29, 30, and 31, “Data Findings — Expanded,” Appendices.

## DATA COLLECTION

While much progress has been made in collecting qualitative and quantitative information on all campus constituents, the University still faces limitations in two significant areas regarding data: coordination and sharing of existing data sources, and collection of demographic indicators beyond race, ethnicity, and gender, such as LGBTIQQ (lesbian, gay, bisexual, transgender, intersex, queer, and questioning), disability, and religion.

Because systematic and thorough data gathering and analysis is fundamental for a comprehensive account of diversity at UC Berkeley, this Strategic Plan prioritizes improvements to existing data-gathering mechanisms and analysis on all aspects of diversity and all campus members, and the sharing of this information broadly.

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# Implementing Equity, Inclusion, and Diversity

## Management

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**I**nstitutional transformation requires a team of dedicated stakeholders and a well-conceived, well-executed action plan. To transform into a more equitable and inclusive institution, UC Berkeley needs an individual or office responsible for coordinating the efforts, measuring and reporting institutional progress, and providing technical and programmatic assistance to campus departments—this is the primary role of the Division of Equity & Inclusion.

### ROLE OF THE DIVISION OF EQUITY & INCLUSION

In addition to its primary role, the Division of Equity & Inclusion will be responsible for overseeing the implementation of the Strategic Plan and the reporting of findings to the campus and the broader community on a regular basis.

In carrying out all of its roles, Equity & Inclusion will work in a highly collaborative fashion, a methodology used both for bridging various organizational divides within the de-centralized nature of a large, research university, and for creating an organizational culture that promotes working across perceived boundaries and differences for the common good.

### STAKEHOLDERS AND LEADERS

But the Division of Equity & Inclusion cannot operate in a vacuum — it must have widespread support and build shared ownership.

Appointed campus leaders — department chairs and directors, managers, deans, the vice chancellors, vice provosts, the Executive Vice Chancellor & Provost, and the Chancellor — are asked to encourage the strategies and desired outcomes outlined in this Plan and assist with coordinating campus efforts, aligning structures and budgets, and securing transparency of the processes employed.

Stakeholders, both internal and external to the campus (students, faculty, staff, local and state business and community members, alumni, legislative leaders, etc.), are called to take on leadership roles within their units, organizations, communities, and groups, acting as partner “change agents” to campus leaders. Moreover, stakeholders can also play the role of catalysts for change through direct advocacy of campus and other UC-related leaders (e.g., Regents, legislators).

# Accountability

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Progress on equity, inclusion, and diversity requires mechanisms of accountability if declared commitment and desired institutional change are to be more than programmatic statements. The Division of Equity & Inclusion—with the support of stakeholders and campus leadership—will foster accountability through a planning and assessment system that builds on existing review systems and improves the means for self-assessment by campus units and departments.

## PROPOSAL FOR PLANNING AND ASSESSMENT

This planning and assessment system is proposed at this time rather than final, as consistent review processes do not yet exist across all academic and administrative divisions. The vice chancellor for Equity & Inclusion will lead a cross-divisional task force to further develop and finalize the system, as well as establish protocols for participation.

This process has three stages, with the first stage differing for academic and administrative units and departments.

**Stage One** consists of strategic planning, data gathering, and self-assessment. For academic units/departments, this will be during the period of January 2010 to January 2011 and will be integrated into the Academic Review Process. For administrative units/departments, it is expected to be completed by June 2011. Assistance will be provided for both adjusting current unit/department strategic plans and creating new ones, if necessary.

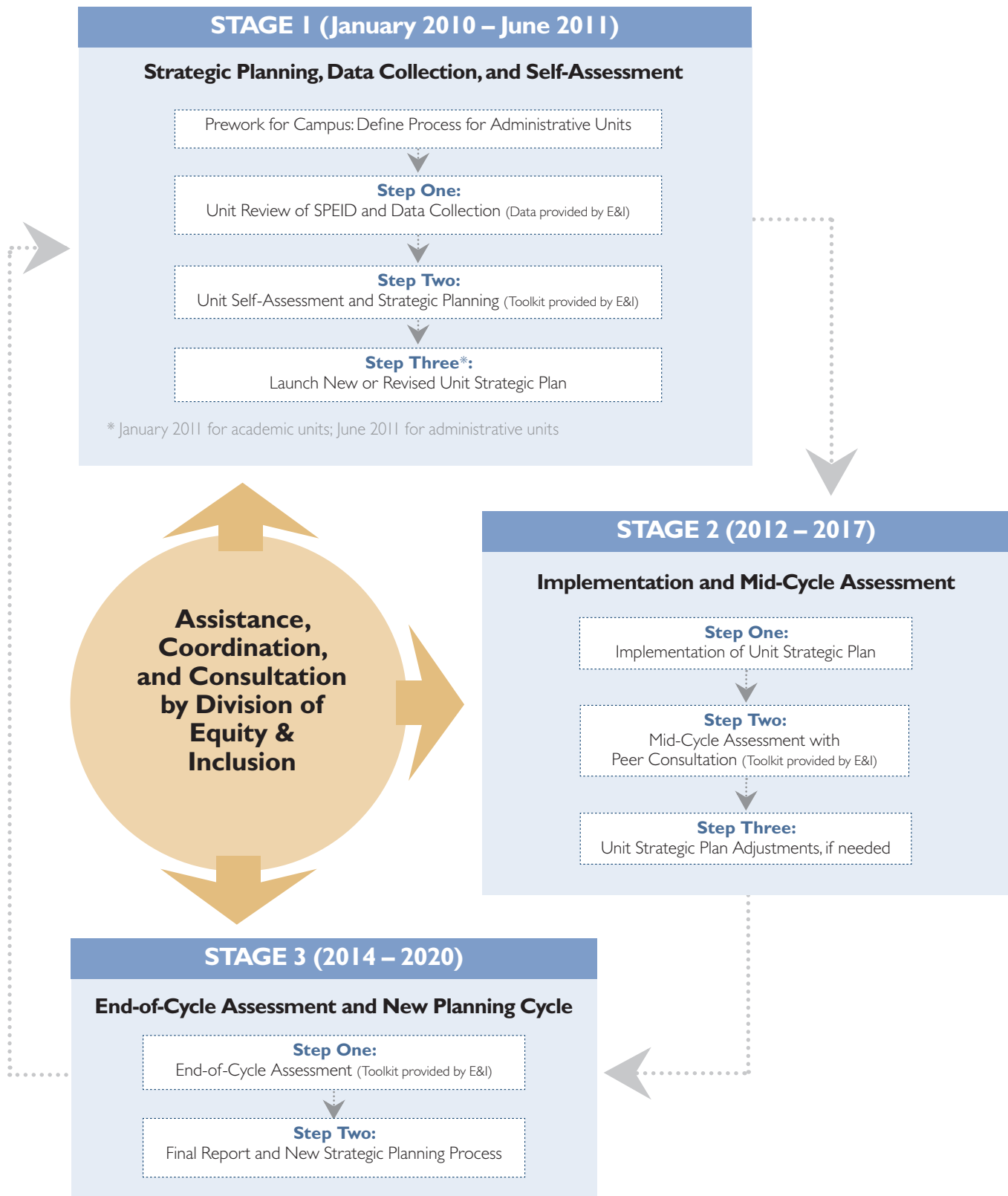
**Stage Two** is the implementation of strategies and mid-cycle assessment. This stage begins when Stage One is finalized.

**Stage Three** is the end-of-cycle assessment and the launch of the planning phase for new and on-going sets of strategies and desired outcomes. This stage ends when the full-cycle review established for academic and administrative units/departments is complete, varying in time for each unit or department.

The Division of Equity & Inclusion will assist campus units and departments through each stage of the process, providing technical and programmatic assistance. Equity & Inclusion will also help units and departments identify areas of the Strategic Plan that are most relevant to their mission and develop unit/department-level strategies and desired outcomes for them. Finally, the Division will produce an annual institutional report that summarizes and aggregates institutional progress.



# Planning and Assessment for Equity, Inclusion, and Diversity



# Reward Structures

One of the catalysts for any institutional transformation must be modification of its reward structures — awards, advancement mechanisms, policies, and practices that recognize and incentivize achievements — and alignment with its stated principles.



UC Berkeley has established a catalog of prestigious student, faculty, and staff awards, as well as effective policies and practices that recognize and incentivize the advancement of equity, inclusion, and diversity. However, far-reaching institutional change will be realized only when these awards, policies, and practices — as well as others to be developed in the coming years — are being utilized to their fullest extent in all campus units and departments. The Division of Equity & Inclusion is committed to encouraging and assisting this implementation process.

## REWARDING EQUITY AND INCLUSION

### Awards

In the form of financial assistance, research and project funds, public nominations, and fellowship programs, awards both benefit the recipient(s) and the campus community as a whole, as well as provide models for UC Berkeley's excellence, equity, and inclusion. Current examples are the Chancellor's Award for Advancing Institutional Excellence for faculty members who have provided leadership in building equitable, inclusive, and diverse learning environments; the Graduate Division Diversity Award for graduate students who demonstrate academic achievement despite challenges such as social, economic, or educational obstacles and contribute to the diversity of

the campus; and the Berkeley Initiative for Leadership on Diversity (BILD) for innovative projects on staff diversity and the creation of an equitable and inclusive workplace environment.

### Policies

Policies provide the procedural core of what is institutionally valued; in doing so, they enact and cement reward structures in daily business. Some critical policy changes have already occurred in certain areas that support greater equity and inclusion. These include the UC system-wide Academic Personnel Manual policy 210d governing faculty appointment and promotion and a UC Berkeley staff performance management tool that incorporates "inclusiveness"

as a core competency for performance evaluations. In the student realm, UC Berkeley has long been recognized as a national leader in undergraduate student admissions policy for its comprehensive review of all applications with attention to achievement in the context of opportunity.

### Practices

Informal and formal practices, usually referred to as "best practices," are critical partners to institutional awards and policies, as they are often more noticeable in the daily workings of units and departments and in the general life of the campus. Examples include mentoring, cross-training for job skills, hiring-committee training, and accessible classroom materials and pedagogy.

PHOTOGRAPHS BY CHRISTOPHER IRION



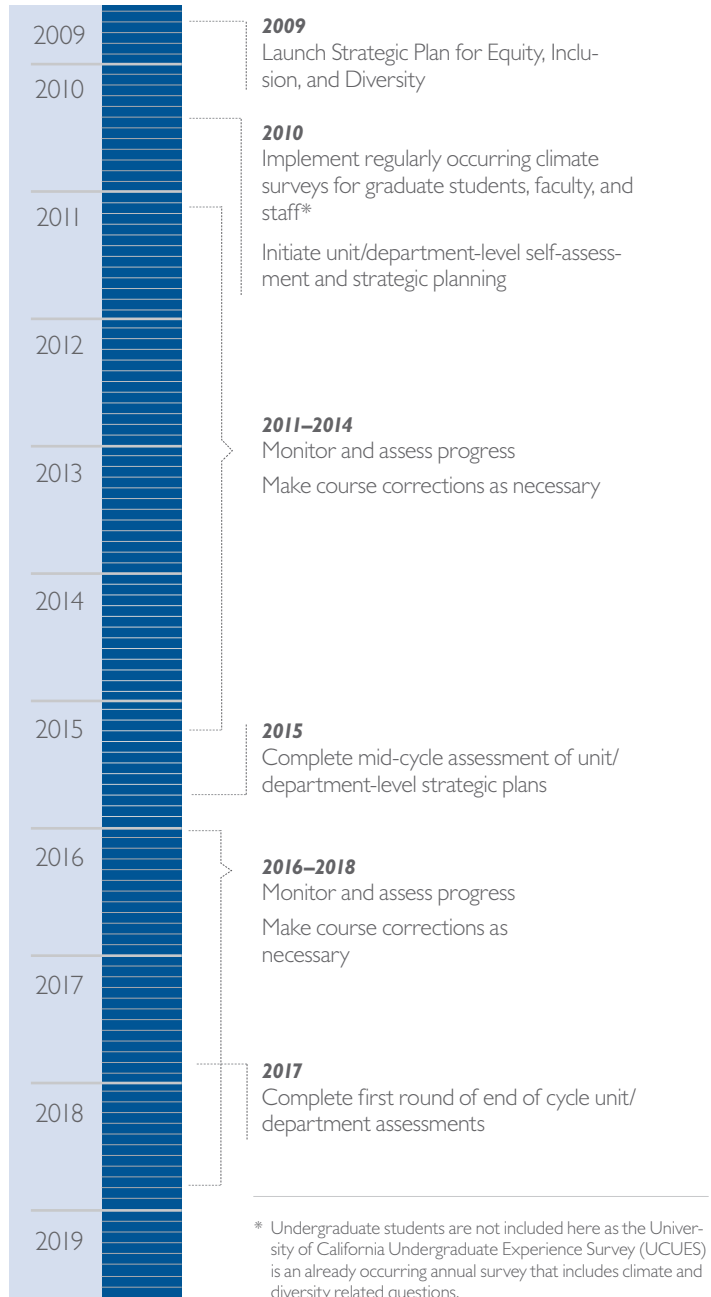
# Timeline and Milestones

## First-Year Activities

Although the Plan lays out strategies for a 10-year period, some initiatives are already under way or are ready to launch by 2010.

- ▶ Publish the first institutional progress report on equity, inclusion, and diversity.
- ▶ Publish the results of the first-ever UC Berkeley Staff Workplace and Climate Survey.
- ▶ Launch the planning and assessment system on equity, inclusion, and diversity.
- ▶ Develop and sustain campus climate teams to assist the University in preventing and addressing bias-related incidents on or near the campus.
- ▶ Enhance the current Multicultural Center and begin new programming.
- ▶ Expand the current Berkeley Diversity Research Initiative (BDRI) through an endowed chair and administrative structure.
- ▶ Integrate the Division of Equity & Inclusion into the current "Campaign for Berkeley."

## STRATEGIC PLAN TIMELINE



PHOTOGRAPHS BY CHRISTOPHER IRION

# Milestones

This Strategic Plan is ambitious and comprehensive and therefore must be accomplished in stages. To this end, the Division of Equity & Inclusion has set priorities over a 10-year time frame to achieve the six longer-term expected outcomes. These priorities translate into milestones — specific achievements necessary to attain expected outcomes.

## 1. UC Berkeley is recognized as a national leader in research, teaching, and public service related to equity, inclusion, and diversity.

**2012–13** The number of papers by and citations of UC Berkeley faculty and researchers on equity, inclusion, and diversity measurably increases.

**2013–14** Effective mechanisms for collecting, analyzing, and sharing data on UC Berkeley’s own state of equity, inclusion, and diversity are established and well-supported by the University administration.

**2018–19** UC Berkeley’s most effective policies and practices in equity and inclusion are replicated at other peer institutions.

## 2. All campus community members report a strong sense of belonging and demonstrate the knowledge and skills necessary to successfully navigate and lead in a diverse world.

**2013–14** A significant reduction in bias-related complaints is reported by campus compliance offices.

**2015–16** Intergroup disparities in the percentage of survey respondents expressing a positive “sense of belonging” at the University are reduced.

**2017–18** Institutional surveys reflect a marked positive trend in the percentage of respondents “being changed by or learning from diversity.”

## 3. Intergroup disparities in the enrollment, retention, and graduation rates of undergraduate and graduate students are eliminated.

**2016–17** There is a reduction in intergroup disparities in graduation rates for the entering freshman and doctoral student cohort of fall semester 2009.

**2019–20** UC Berkeley undergraduate applicants mirror more closely the demographic profile of UC-eligible high school graduates and transfer-intent community college students in California.

**2019–20** UC Berkeley doctoral applicants mirror more closely the talent pool of Bachelor of Arts and Bachelor of Science recipients from the top 25 institutions in the United States by discipline/field.

## 4. Staff at all levels — including the executive and management levels — reflects the rich diversity of the national and local talent pools.

**2013–14** Staff recruitment practices reflect best practices in tapping local and state labor pools.

**2015–16** The level of satisfaction for career advancement on the annual Staff Workplace and Climate Survey significantly increases from its first administration in 2008–09.

**2018–19** Intergroup disparities in the composition of UC Berkeley staff managers and executives (both career and academic non-faculty) are greatly reduced or eliminated.

## 5. The faculty hiring and retention rates reflect the composition of the availability pools of exceptional talent in all fields nationally.

**2016–17** Intergroup disparities in the advancement rates of UC Berkeley faculty are greatly reduced or eliminated by discipline/field.

**2019–20** Applicants and hires for faculty and post-doctoral scholar positions at UC Berkeley mirror the composition of national availability pools from the top 50 institutions of higher education in the United States by discipline/field.

## 6. The campus devotes leadership and resources to sustain and enhance equity, inclusion, and diversity at UC Berkeley.

**2011–12** \$10 million in extramural funding for equity, inclusion, and diversity initiatives is raised with support from the upper administration.

**2014–15** \$30 million in extramural funding for equity, inclusion, and diversity initiatives is raised with support from the upper administration.



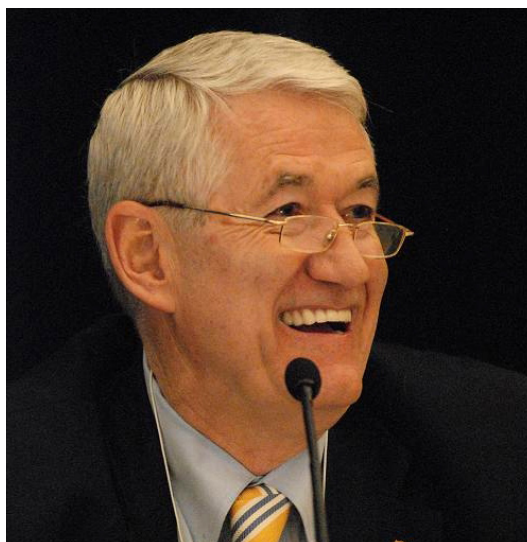
# A Momentous Opportunity

*“This is a momentous opportunity. California is an incredibly diverse and rapidly changing state, and the rest of the world is experiencing this as well. It is incumbent upon us to figure out how to best navigate the 21st century to the benefit of UC Berkeley, the state of California, and all whom our students, faculty, staff, and alumni touch in the nation and around the world.”*

— Gibor Basri, Vice Chancellor, Equity & Inclusion

**T**he Strategic Plan for Equity, Inclusion, and Diversity renews UC Berkeley’s commitment to California, and to the world, to provide fair treatment, access, opportunity, and advancement for all—a commitment that lies at the heart of its mission as a public university. It is also a continuation of its historical role in advancing principles and policies for a democratic society.

California’s uniquely diverse demographics, combined with UC Berkeley’s authentic desire to serve and learn from every sector of society, offer the University the opportunity to craft a model of institutional change in American higher education. While UC Berkeley already has diverse students, faculty, and staff, it is equity and inclusion that will further enhance academic excellence and secure the position of the institution as the preeminent public university in the world.



PHOTOGRAPH BY PEG SKORPINSKI





## Pathway to Excellence 2009–2020

### TOP-LEVEL STRATEGIES

#### Responsive Research, Teaching, and Public Service

Broaden the creation of ideas and knowledge on equity, inclusion, and diversity, making contributions to the body of scholarship, as well as to the campus and society.

- ▶ Increase the number of faculty, graduate students, and postdoctoral fellows whose research and teaching address issues of equity, inclusion, and diversity, including exploring the nature of multicultural societies and the ways in which such societies flourish.
- ▶ Develop and strengthen the scholarly resources and infrastructure necessary to support the highest level of inclusive research, teaching, and public service, including the development of an aggressive fund development plan.
- ▶ Create and maintain robust accountability systems — the development of departmental strategic plans and assessment tools for equity, inclusion, and diversity, and the campus systems and methods to support them.
- ▶ Provide financial and other resources for engaged public scholarship.

#### Expanded Pathways for Access and Success

Create a critical mass of talented students, faculty, and staff that will fully represent California’s excellence and diversity and provide an environment in which all can thrive academically and professionally.

- ▶ Fully align the definition of merit and reward structures with UC Berkeley’s mission by adopting practices and policies such as comprehensive review and the consideration of contributions to diversity in faculty and staff hiring and advancement, as well as in undergraduate and graduate student admissions and awards.
- ▶ Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.
- ▶ Develop and implement new community-based mechanisms to promote and advance the educational equity and career aspirations of all groups.

#### Engaging and Healthy Campus Climate

Create and sustain a healthy campus climate by providing the conditions necessary for all campus community members to feel welcomed, supported, included, and valued by the University and each other.

- ▶ Reinforce positive group interactions in the classroom, workplace, and campus living spaces to foster a healthy campus climate.
- ▶ Recognize and support individual and group contributions to creating and sustaining dialogue on and service to equity, inclusion, and diversity through academic and culturally based activities.
- ▶ Communicate broadly and continually UC Berkeley’s principles of excellence, equity, and inclusion.
- ▶ Enhance the physical and technological infrastructure to provide accessibility for all campus members.

### UC BERKELEY 2020: EXPECTED OUTCOMES

UC Berkeley is recognized as a national leader in research, teaching, and public service related to equity, inclusion, and diversity.

All campus members report a strong sense of belonging and demonstrate the knowledge and skills necessary to successfully navigate and lead in a diverse world.

Intergroup disparities in the enrollment, retention, and graduation rates of undergraduate and graduate students are eliminated.

Staff at all levels — including the executive and management levels — reflects the rich diversity of the national and local talent pools.

Faculty hiring and retention rates reflect the composition of the availability pools of exceptional talent in all fields nationally.

The campus devotes leadership and resources to sustain and enhance equity, inclusion, and diversity at UC Berkeley.



## Responsive Research, Teaching, and Public Service

Broaden the creation of ideas and knowledge on equity, inclusion, and diversity, making contributions to the body of scholarship, as well as to the campus and society.

### SPECIFIC STRATEGIES

Increase the number of faculty, graduate students, and postdoctoral fellows whose research and teaching addresses issues of equity, inclusion, and diversity, including exploring the nature of multicultural societies and the ways in which such societies flourish.

Develop and strengthen the scholarly resources and infrastructure necessary to support the highest level of inclusive research, teaching, and public service, including the development of an aggressive fund development plan.

Create and maintain robust accountability systems — the development of departmental strategic plans and assessment tools for equity, inclusion, and diversity, and the campus systems and methods to support them.

Provide financial and other resources for engaged public scholarship.

- ▶ Allocate faculty positions devoted to the Berkeley Diversity Research Initiative (BDRI) and endow faculty chairs within its research clusters.
- ▶ Broaden the curriculum to include more courses that expand the diversity of ideas and perspectives within disciplines and that attract the most diverse and talented faculty and students.

- ▶ Strengthen the University's capacity for fund development and successful allocation in support of equity, inclusion, and diversity.
- ▶ Create and sustain an administrative center for the BDRI that serves as the hub for research and teaching focused on equity, inclusion, and diversity.
- ▶ Incentivize innovation in research, teaching, and public service focused on equity, inclusion, and diversity, especially those that are collaborative and provide greater connections between faculty and student research, and the broader community.

- ▶ Implement ongoing strategic planning and assessment for equity, inclusion, and diversity at both the institutional and unit or departmental level across the campus.
- ▶ Expand the capacity of University information systems and services to conduct applied research, self-evaluation, and assessment campus wide on equity, inclusion, and diversity.

- ▶ Increase the funding level campus wide for student participation in engaged public scholarship.
- ▶ Increase support for community involvement in and ownership of research tied to engaged public scholarship.
- ▶ Expand engaged public scholarship components of undergraduate courses — such as the 'American Cultures' breadth requirement.
- ▶ Provide staff with increased opportunities to participate in community-based learning and service.

### INTERMEDIATE OUTCOMES

Increase in the number and quality of research projects, courses/curricula, grants awarded, conference invitations, and other scholarly activities that advance equity, inclusion, and diversity.

Increase in the number of faculty, graduate students, and postdoctoral fellows in all disciplines engaged in inclusive teaching and providing mentorship and research opportunities to all students.

Increase in unit-level strategic planning and implementation of successful strategies for promoting equity, inclusion, and diversity.

Increase in the analytical capacity of the University to identify and address obstacles and remedies to equity and inclusion.

Improvement in the knowledge-sharing between the University and the broader community.

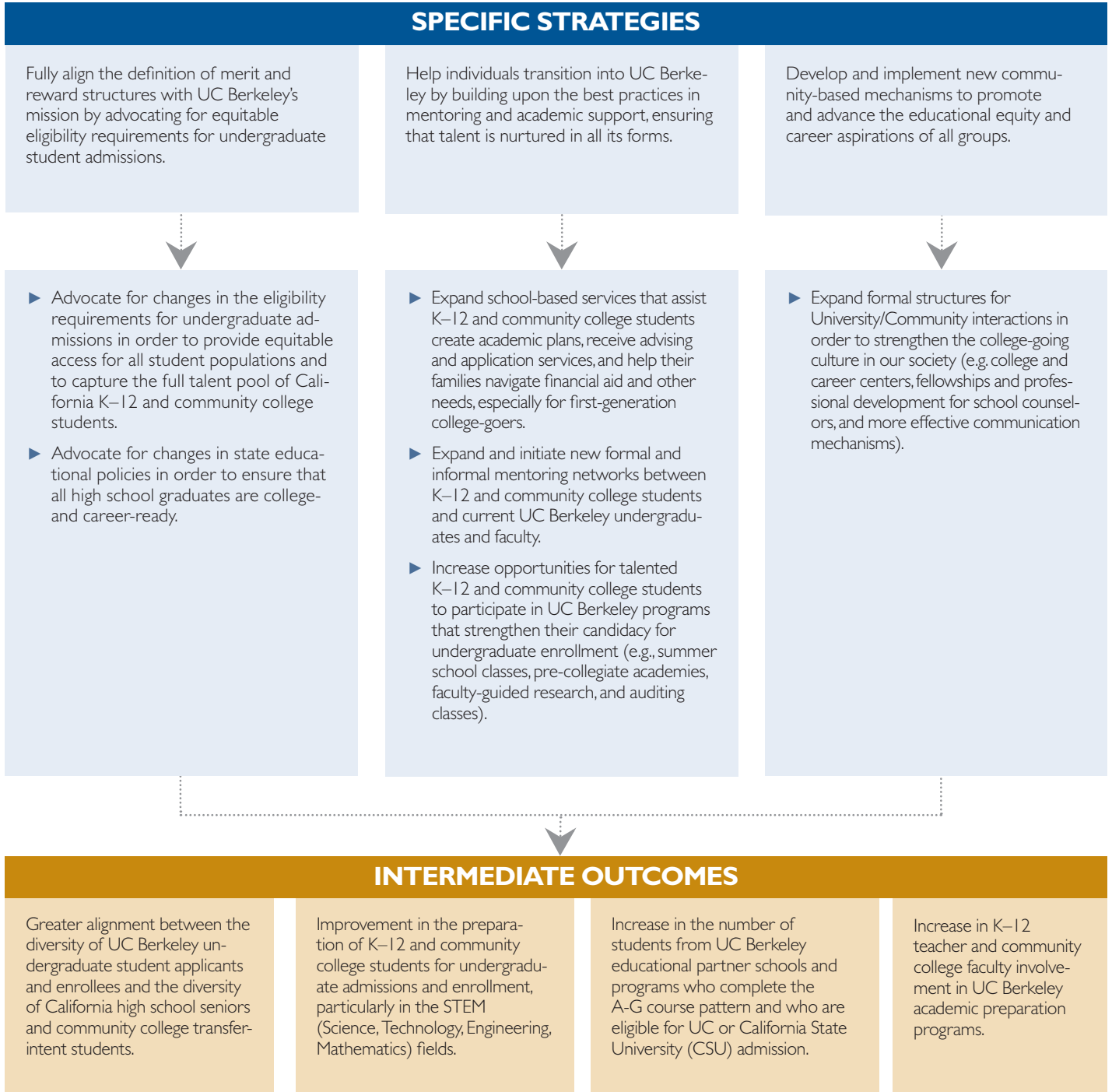
Increase in student financial solvency through employment and monetary awards tied to engaged public scholarship activities.

Improvement in the perception and experience of the University by many more communities in California.



## Expanded Pathways for Access and Success (K–12 and Community College Students)

Create a critical mass of talented students, faculty, and staff that will fully represent California’s excellence and diversity and provide an environment in which all can thrive academically and professionally.





## Expanded Pathways for Access and Success (Undergraduate Students)

Create a critical mass of talented students, faculty, and staff that will fully represent California’s excellence and diversity and provide an environment in which all can thrive academically and professionally.

### SPECIFIC STRATEGIES

Fully align the definition of merit and reward structures with UC Berkeley’s mission by advocating for equitable eligibility requirements and adopting practices and policies that take into consideration contributions to diversity in undergraduate student admissions.

Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.

Develop and implement new community-based mechanisms to promote and advance the educational equity and career aspirations of all groups.

▶ Reinforce the consideration of contributions to diversity and a full assessment of the potential to succeed in the undergraduate admissions process and policies.

- ▶ Expand networking among units and departments with shared research interests and encourage all promising undergraduate students to apply for graduate or professional school admission.
- ▶ Enhance the formats and venues in which the University welcomes all students and provides support for transitioning into the University’s academic and social culture (e.g., summer bridging, online modules, orientation courses).
- ▶ Expand and initiate new formal and informal faculty/student, graduate student/undergraduate student, and peer and near-peer mentoring networks focused on critical transition periods (e.g., entry year, first to second year, pre-graduate or professional studies).
- ▶ Improve the institutional capacity to support the academic success of all students in areas of curriculum, pedagogy, academic and social support, academic enrichment, and paths to graduation.
- ▶ Increase opportunities for UC Berkeley undergraduates to participate in faculty-guided research, tutoring and teaching, internships, engaged public scholarship, and leadership opportunities.

- ▶ Increase the numbers of students participating in engaged public scholarship.
- ▶ Enrich the intellectual fabric of the University by developing more mechanisms that integrate the experience and expertise of all populations into university scholarship — such as academic preparation, summer research, and other opportunities for prospective students.

### INTERMEDIATE OUTCOMES

Greater alignment between the diversity of graduating UC Berkeley undergraduates and the diversity of UC Berkeley undergraduates applying to and enrolling in graduate or professional studies.

Reduction in intergroup disparities in undergraduate retention, advancement, and graduation rates.

Improvement in the preparation and strengths of the candidacy of all UC Berkeley undergraduates for graduate or professional school, particularly in the STEM fields.

Increase in the number of faculty, upper division undergraduates, and graduate students engaged as mentors to undergraduate students.

Improvement in the ability of undergraduate students to draw connections between the classroom and society.

Increase in the number of students involved in undergraduate research projects and engaged public scholarship.



## Expanded Pathways for Access and Success (Graduate Student and Postdoctoral Fellows)

Create a critical mass of talented students, faculty, and staff that will fully represent California’s excellence and diversity and provide an environment in which all can thrive academically and professionally.

### SPECIFIC STRATEGIES

Fully align the definition of merit and reward structures with UC Berkeley’s mission by adopting practices and policies such as comprehensive review and the consideration of contributions to diversity in graduate student admissions and post-doctoral fellowship awards.

Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.

Develop and implement new community-based mechanisms to promote and advance the educational equity and career aspirations of all groups.

- ▶ Expand networking on campus, nationally, and internationally, among units and departments with shared research interests and encourage all promising graduate students and postdoctoral fellows to apply for positions, awards, and admission.
- ▶ Partner with the Graduate Division, deans, chairs, faculty equity advisors, and graduate diversity directors to ensure the use of best practices for equity, inclusion, and diversity in the graduate student and postdoctoral fellowship application processes, particularly the consideration of contributions to diversity.

- ▶ Expand and initiate new formal and informal peer and near-peer mentoring networks between students and faculty focused on critical transition periods (e.g., graduate to postdoctoral fellow or faculty), particularly in the STEM fields.
- ▶ Increase communication about family-friendly policies and practices across campus units and departments for graduate students and post-doctoral fellows.

- ▶ Incentivize postdoctoral fellowships that employ engaged public scholarship and are focused on issues of equity, inclusion, and diversity, as well as those who would contribute to diversity in the STEM fields.
- ▶ Increase the number of graduate students and postdoctoral fellows participating in engaged public scholarship to improve their ability to make connections between the classroom and society and to promote post-secondary and graduate education, particularly in the STEM fields.
- ▶ Expand formal communication structures to promote the benefits of graduate education among all populations and encourage application to graduate education in general and UC Berkeley in particular.

### INTERMEDIATE OUTCOMES

Increase in the number of postdoctoral fellows from the President’s and Chancellor’s postdoctoral programs appointed to UC Berkeley faculty positions.

Reduction in the intergroup disparities of UC Berkeley graduate students in doctoral advancement, postdoctoral appointments, and graduation rates.

Greater alignment between the diversity of UC Berkeley graduate student candidate pools and the diversity of B.A./B.S. recipients from the top 25 institutions of higher education.

Improvement in the preparation of all UC Berkeley graduate students for postdoctoral or faculty appointments, particularly in the STEM fields.

Increase in the number of doctoral and post-doctoral researchers participating in engaged public scholarship.



## Expanded Pathways for Access and Success (Faculty)

Create a critical mass of talented students, faculty, and staff that will fully represent California’s excellence and diversity and provide an environment in which all can thrive academically and professionally.

### SPECIFIC STRATEGIES

Fully align the definition of merit and reward structures with UC Berkeley’s mission in faculty hiring and advancement, including balancing the weight of teaching and public service with that of research.

Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.

- ▶ Develop and refine faculty hiring, advancement, and reward structures to incorporate policies and best practices in equity, inclusion, and diversity—such as Academic Personnel Manual (APM) policy 210d.
- ▶ Provide regularly occurring learning opportunities for departmental chairs, deans, and faculty equity advisors, as well as search committee members, for incorporating best practices on equity, inclusion, and diversity in the hiring and advancement of faculty.
- ▶ Ensure all units and departments have and use reliable and meaningful data about prospective applicants that fully reflect the national talent pool for new positions.

- ▶ Foster effective networks of faculty equity advisors and diversity directors for sharing best practices and data, and for supporting the advocacy for institutional change amongst faculty.
- ▶ In partnership with deans and departmental chairs, strengthen faculty mentorship programs to support and inform all faculty members about the tenure and advancement process, as well as academic and professional growth opportunities.
- ▶ Increase the use of and communication about family-friendly policies and practices across campus departments in faculty hiring and advancement processes (e.g., disseminating information on reduced teaching loads and stopping the tenure clock).
- ▶ Strengthen the campus’s capacity for and support of family relocation and spousal employment for potential faculty hires and retention cases.

### INTERMEDIATE OUTCOMES

Greater alignment between the diversity of national availability pools and the diversity of new faculty hires in all fields.

Reduction in intergroup disparities in faculty advancement and retention.

Increase in UC Berkeley’s internal recognition for faculty excelling in equity, inclusion, and diversity practices and scholarship.

Increase in the satisfaction across all faculty ranks on advancement at UC Berkeley and the institutional support received to do so.

Increase in faculty-to-faculty mentoring.



## Expanded Pathways for Access and Success (Staff)

Create a critical mass of talented students, faculty, and staff that will fully represent California’s excellence and diversity and provide an environment in which all can thrive academically and professionally.

### SPECIFIC STRATEGIES

Fully align the definition of merit and reward structures with UC Berkeley’s mission by adopting practices and policies such as the consideration of contributions to diversity and cultural competency skills in staff hiring and advancement.

Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.

Develop and implement new community-based mechanisms to promote and advance the educational equity and career aspirations of all groups.

- ▶ Incorporate best practices in equity, inclusion, and diversity into all staff hiring and advancement procedures (e.g., use of the core competency “inclusiveness” in performance evaluations).
- ▶ Provide regularly occurring learning opportunities to senior executives, managers, and directors, as well as search committee members, for incorporating best practices on equity, inclusion, and diversity in the hiring and advancement of staff.
- ▶ Ensure all units and departments have and use reliable and meaningful data on relevant pools of talent, both internal and external to the campus.
- ▶ Develop a staff equity advisor program to serve all units and departments on campus.

- ▶ Develop a campus wide staff internship program for leadership development, with emphasis on entry into general administration, management, and executive levels.
- ▶ Increase the capability of units and departments to conduct localized professional development opportunities.
- ▶ Create an accessible map of career pathways on campus using the Career Compass framework and provide a toolbox to departments and individual staff members for using it.
- ▶ Increase and provide incentives for mentoring opportunities across occupational groups and support for staff pursuing continuing education.
- ▶ Provide comprehensive career assessment and career coaching for all new and current employees.

- ▶ Develop institutional recognition for staff members who have documented public service located in community agencies, schools, and nonprofit organizations that involve project management.
- ▶ Develop staff recruitment programs and centers in local communities — such as a staff “ambassador” program.
- ▶ Enhance partnerships with local community colleges and other institutions of higher education to help staff meet their educational goals and provide increased professional development opportunities.

### INTERMEDIATE OUTCOMES

Increase in the number of units and departments that regularly implement and evaluate best practices in equity, inclusion, and diversity in staff hiring decisions.

Greater alignment between the diversity of the UC Berkeley staff applicant pools as compared to relevant national, state, or Bay Area labor pools in all job families and fields.

Reduction in intergroup disparities in staff hiring, retention, and advancement, especially within the management and executive levels.

Reduction in intergroup disparities for staff advancement and retention.

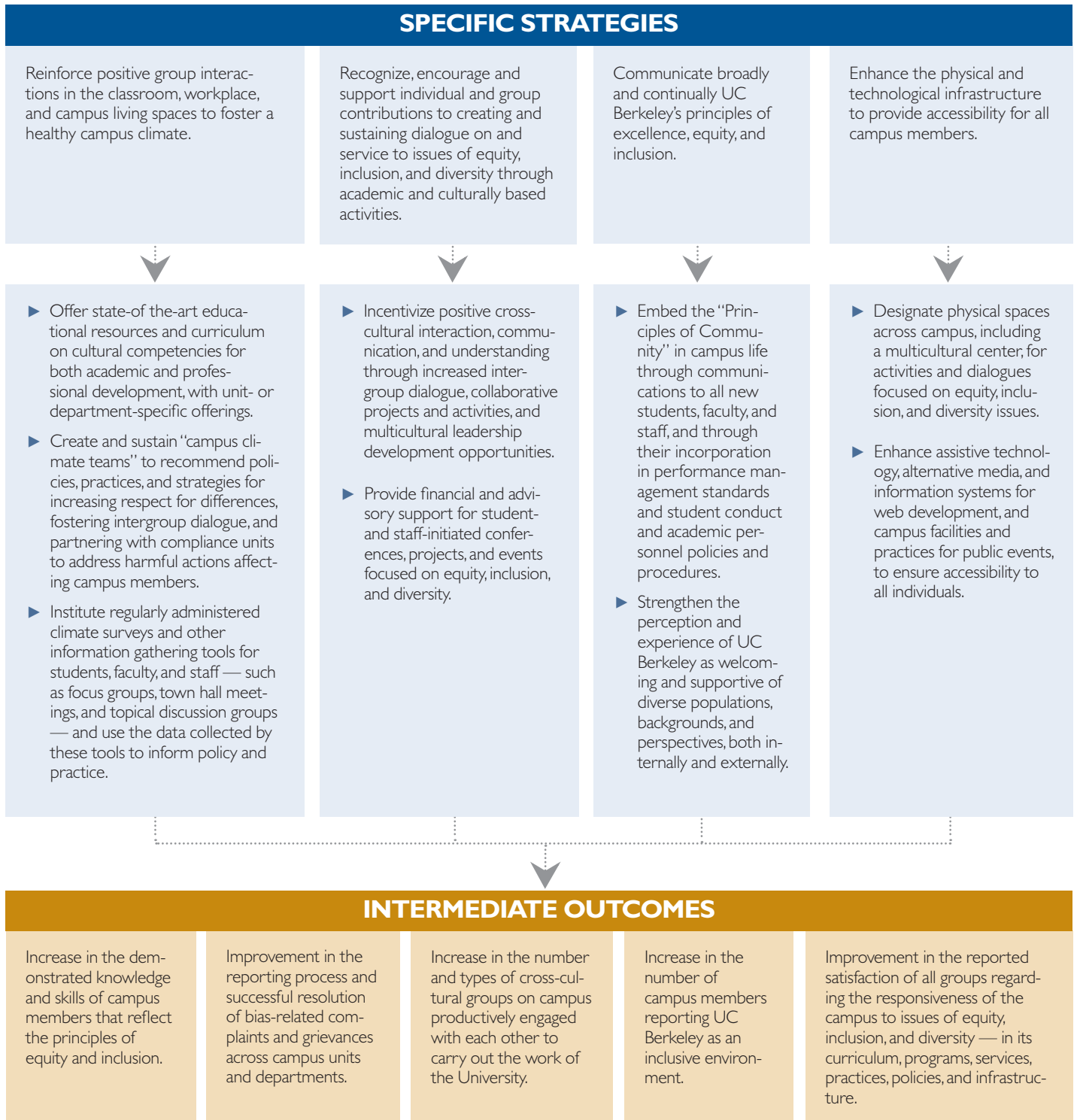
Increase in the satisfaction within all job families and fields on the opportunity for career development and advancement at UC Berkeley and the institutional support for this.

Increase in the number of new staff garnered from local talent pools and contributing to the diversity and cultural competency of units and departments.



## Engaging and Healthy Campus Climate

Create and sustain a healthy campus climate by providing the conditions necessary for all campus community members to feel welcomed, supported, included, and valued by the University and each other.





# Glossary of Terms

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## CAMPUS CLIMATE

“Campus climate is a measure — real or perceived — of the campus environment as it relates to interpersonal, academic, and professional interactions.

Climate refers to the *experience* of individuals and groups on a campus — and the quality and extent of the interaction between those various groups and individuals. Diversity and inclusion efforts are not complete unless they also address climate (Hurtado, “Linking Diversity”).

In a healthy climate, individuals and groups generally feel welcomed, respected, and valued by the university. A healthy climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and is evidenced by a pattern of civil interactions among community members. Not all aspects of a healthy climate necessarily feel positive — indeed, uncomfortable or challenging situations can lead to increased awareness, understanding, and appreciation. Tension, while not always *positive*, can be *healthy* when handled appropriately. Conversely, in an unhealthy environment, individuals or groups often feel isolated, marginalized, and even unsafe. The University of California strives to create and promote healthy climates across its campuses, where all community members, including students (graduate, undergraduate, and professional), staff, and faculty feel welcomed, supported, included and valued.”  
— UC Regents, *Campus Climate Report*

## CULTURAL COMPETENCY

Cultural competency is a set of academic and interpersonal skills that allow individuals to increase their understanding, sensitivity, appreciation, and responsiveness to cultural differences and the interactions resulting from them. The particulars of acquiring cultural competency vary among different groups, and they involve an ongoing relational process tending to inclusion and trust-building.

“Cultural competence refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one’s own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. Cultural competence is a developmental process that evolves over an extended period” (Martin and Vaughn, “Cultural Competence”).

## DISABILITY

Disability is a physical, mental, or cognitive impairment or condition that qualifies under federal and state disability nondiscrimination laws for special accommodations to ensure programmatic and physical access.



## DIVERSITY

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term “diversity” is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

## ENGAGED PUBLIC SCHOLARSHIP

Engaged public scholarship encompasses public engagement and scholarship. Public engagement is the application of institutional resources to solve challenges facing communities through collaboration with these communities. Scholarship is teaching, discovery, integration, application, and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed.

More concretely, engaged public scholarship “expresses a rationale for the implementation of a set of educational practices, including foundational coursework, faculty-supervised applied fieldwork, [reflective critique,] and research,” thereby integrating scholarship and service (Rosa and Cohen, “A Laboratory for Public Scholarship”).

## EQUITY

Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

## EXCELLENCE

At UC Berkeley, excellence is the expectation and standard that whatever the University does in research, teaching, and public service is of the highest quality, is on the cutting edge, is methodologically rigorous, nourishes critical and creative thinking, and is responsive to all campus constituencies. Excellence focuses on intellectual, social, and organizational development, as well as on the purposeful utilization of resources to enhance the University’s mission.

## GENDER

Gender is a socially constructed system of classification that ascribes qualities of masculinity and femininity to people. Gender characteristics can change over time and are different between cultures. Words that refer to gender include:



man, woman, transgender, masculine, feminine, and gender queer.

“Gender” also refers to one’s sense of self as masculine or feminine, regardless of external genitalia. Gender is often conflated with sex; however, this is inaccurate—“sex” refers to bodies and “gender” refers to personality characteristics.

## **HISTORICALLY UNDERREPRESENTED**

“Historically underrepresented” is a limited term that refers to groups who have been denied access and/or suffered past institutional discrimination in the United States and, according to the Census and other federal measuring tools, includes African Americans, Asian Americans, Hispanics or Chicanos/Latinos, and Native Americans. This is revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs, housing, etc., resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved.

Other groups in the United States have been marginalized and are currently underrepresented. These groups may include but are not limited to other ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual, and transgender individuals, different religious groups, and different economic backgrounds.

## **INCLUSION**

Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

At UC Berkeley, inclusion integrates the fact of diversity and embeds it into the core academic mission and institutional functioning. It is the “active, intentional, and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum, and in (intellectual, social, cultural, and geographical) communities with which individuals might connect — in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.” (Clayton-Pedersen, O’Neil, and Musil: 2007)

As defined by the 2008 Leadership Development Program Inclusiveness Project Team, [inclusion] is a respectful way of creating value from the differences of all members of our community, in order to leverage talent and foster both individual and organizational excellence.

## **MULTICULTURALISM**

Multiculturalism is an acknowledgment that, as people, we are culturally diverse and multifaceted, and a process through which the sharing and transforming of cultural experiences allow us to re-articulate and redefine new spaces, possibilities, and positions for ourselves and others.



Today, there are many different — and sometimes conflicting — ideas around the highly contested term of “multiculturalism.” While more mainstream discourses around diversity and multiculturalism have become abundant, such definitions — particularly when ahistorical and asocial in their grounding — tend to miss parts of the picture, and may thus unproductively disguise, and even reproduce (if unintentionally), forms of injustice and oppression still prevalent in our society.

Counter to this — and calling for a paradigm shift — the definition above frames multiculturalism as a perspective and practice.

## **SEXUAL ORIENTATION**

Sexual orientation is the deep-seated direction of one’s sexual (erotic) attraction toward the same gender, opposite gender, or other genders. It is on a continuum and not a set of absolute categories. Sometimes it is referred to as “affection orientation.”

## **UNDERSERVED**

Underserved populations are ones that are disadvantaged in relation to other groups because of structural/societal obstacles and disparities. At UC Berkeley, “underserved” applies to accessibility to education.



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to provide fair treatment, access, opportunity, and advancement for all —  
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