

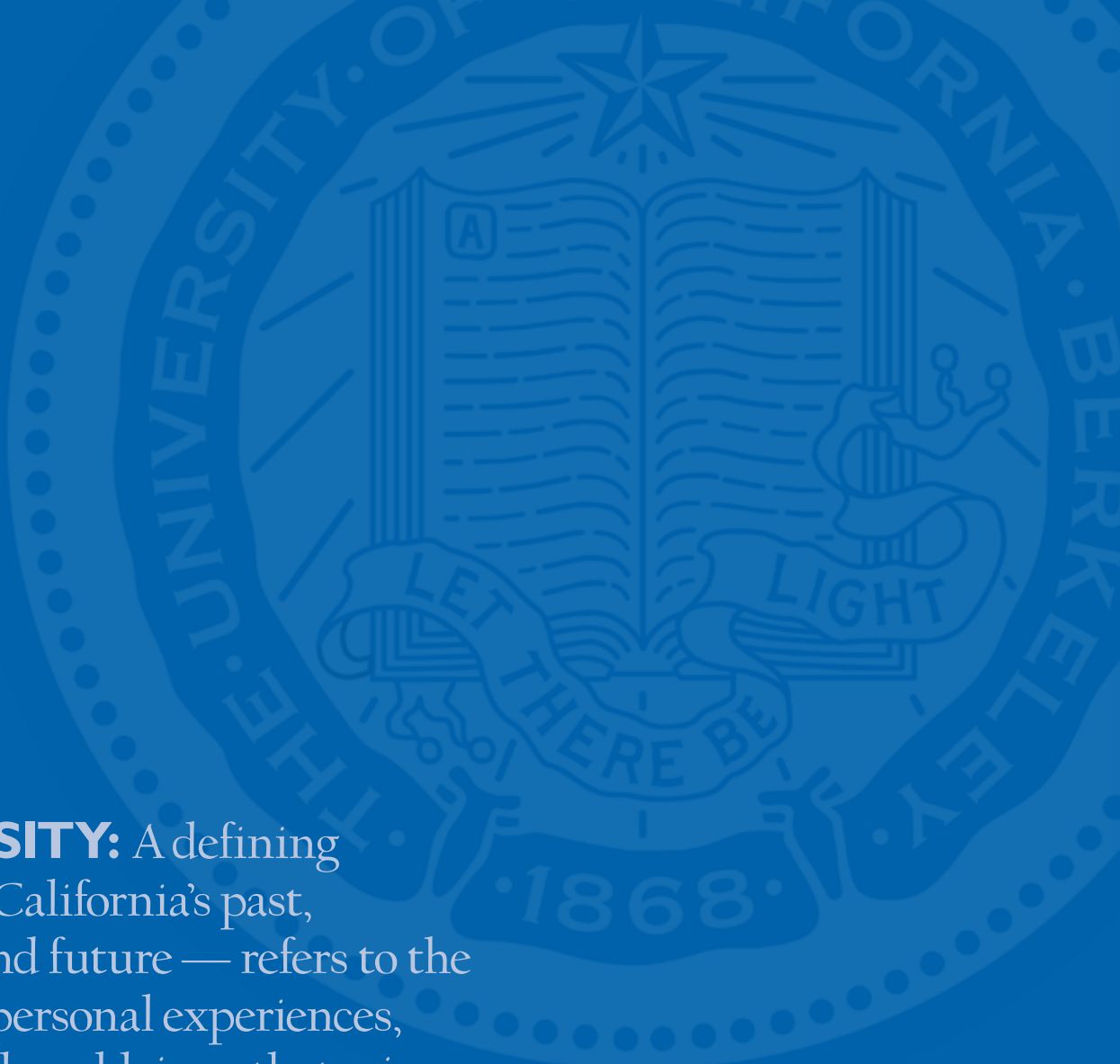
UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity

PATHWAY TO EXCELLENCE

2009



EXECUTIVE SUMMARY

The background of the page features a large, semi-transparent watermark of the University of California seal. The seal is circular and contains the text "THE UNIVERSITY OF CALIFORNIA" around the top and "BERKELEY" around the bottom. In the center, there is an open book with the letter "A" on the left page, a five-pointed star above it, and a banner at the bottom that reads "LET THERE BE LIGHT". The year "1868" is also visible at the bottom of the seal.

“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

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

For 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



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initiatives. First, he supported and funded a multidisciplinary program, the Berkeley Diversity Research Initiative, to foster 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.



UC BERKELEY DIVERSITY STATS:

- ▶ African Americans, Hispanics, and Native Americans together comprise 26.2% of staff; 15.6% of undergraduates; 10.6% of graduate students; and 6.5% of tenured faculty.
- ▶ Over one-fifth of UC Berkeley undergraduate students are from households with a combined annual income of less than \$35,000; 41% are from households with an annual income of at least \$100,000; 10% are from households with more than a \$200,000 annual income.
- ▶ According to the 2009 UC Undergraduate Experience Survey (UCUES) question, "What is your sexual orientation?," 86% of UC Berkeley undergraduate student respondents identified themselves as heterosexual, and 7% identified themselves as either gay, lesbian, bisexual, queer, or "questioning/unsure."
- ▶ Women comprise 45% of ladder-rank faculty in the arts and humanities; 32% in the social sciences; 26% in the biological sciences (including health sciences); and 11% in the STEM (Science, Technology, Engineering, Mathematics) fields.
- ▶ Of the 920 Managers and Senior Professionals at UC Berkeley, 46.2% are women and 23.8% are ethnic minorities (African American, Asian American, Hispanic, or Native American). Of the 32 members of the Senior Management Group, 24% are women and 15.6% are ethnic minorities.
- ▶ Graduate students of the Fall 2008 entering class ranged from 19 to 64 years of age with the average age of 27.

See full plan for bibliographic references.

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 efforts 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 5 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 campuswide workplace climate surveys, and synthesized a vast body of quantitative 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.

PHOTOGRAPH BY PEG SKORPINSKI

Guiding Principles: Excellence, Equity, and Inclusion

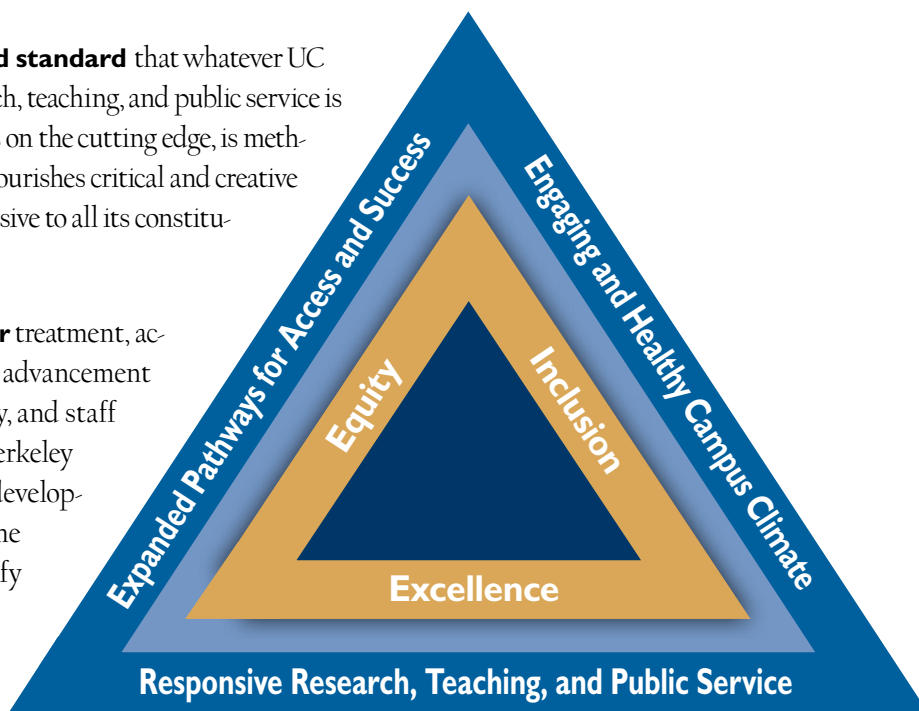
The Strategic Plan for Equity, Inclusion, and Diversity is an effort that goes well beyond any other prior diversity initiatives at UC Berkeley — for it speaks to every student and potential student, every professor or aspiring scholar, and every member or potential member of our staff, no matter the 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.

For UC Berkeley to fulfill its core public mission, it must embody the following three principles to guide its vision of the University: excellence, equity, and inclusion.

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 its constituents.

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 marginalized groups.

Inclusion: The act of creating environments in which any individual or group can feel welcomed, respected, supported, and valued.



But what about diversity? Is it not a guiding principle as well? Diversity is not a principle. Diversity is a fact; either it exists or it does not. Diversity — in many forms — does exist at UC Berkeley. But 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.



► UC BERKELEY BY 2020: EXPECTED OUTCOMES AND TOP-LEVEL STRATEGIES

Based on the above principles, this Plan lays out key strategies to achieve the following expected outcomes in the next 10 years.

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.

Every day is a learning experience working at the University. I believe it's diversity [that] shapes a person and helps [him or her] grow.

— UC Berkeley staff member
2009 UC Berkeley Staff Climate Survey

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

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 the following **top-level strategies**. 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.

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 increased opportunities for community service and engaged public scholarship and 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

PHOTOGRAPHS BY CHRISTOPHER IRION



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 12–19.

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Implementing Equity, Inclusion, and Diversity

► MANAGEMENT

Institutional 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, under the leadership of Vice Chancellor Basri. The Division will also be responsible for overseeing the implementation of the Strategic Plan and the reporting of findings to the campus and the broader community.

But the Division cannot operate in a vacuum; it must have widespread support. Appointed campus leaders — department chairs and directors, managers, deans, the vice chancellors, vice provosts, the Executive Vice Chancellor & Provost, and the Chancellor — will be asked to encourage the strategies and desired outcomes outlined in this Plan by coordinating campus efforts, aligning structures and budgets, and securing transparency of the process. Additionally, all stakeholders, both internal and external to the campus, are called upon to take on leadership roles and act as partner “change agents.”

► ACCOUNTABILITY

The Division of Equity & Inclusion — with the support of campus stakeholders and leaders — will foster accountability through a planning and assessment system that builds on existing review systems and improves means for self-assessment by campus units and departments. 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 the system and establish protocols for participation.

To help individual campus units and departments assess their current status with respect to equity, inclusion, and diversity, the Division and its campus partners will

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provide technical and programmatic assistance. Equity & Inclusion will also help units and departments identify areas of the Strategic Plan that are most relevant to the unit/departmental mission and develop strategies and desired outcomes for them. Finally, the Division will produce an annual institutional report that summarizes and aggregates institutional progress.

► 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. These include changes in its human resources policies — the recent amendments to 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.

Additionally, 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.

This Plan presents the specific strategies that will enable the University to take advantage of its de-centralized and entrepreneurial culture in order to enact a broader adoption of successful policies, award opportunities, and practices that recognize equity, inclusion, and diversity, and facilitate the sharing of “best practices” between units and departments.

PHOTOGRAPHS BY PEG SKORPINSKI (TOP); CHRISTOPHER IRION (BOTTOM)





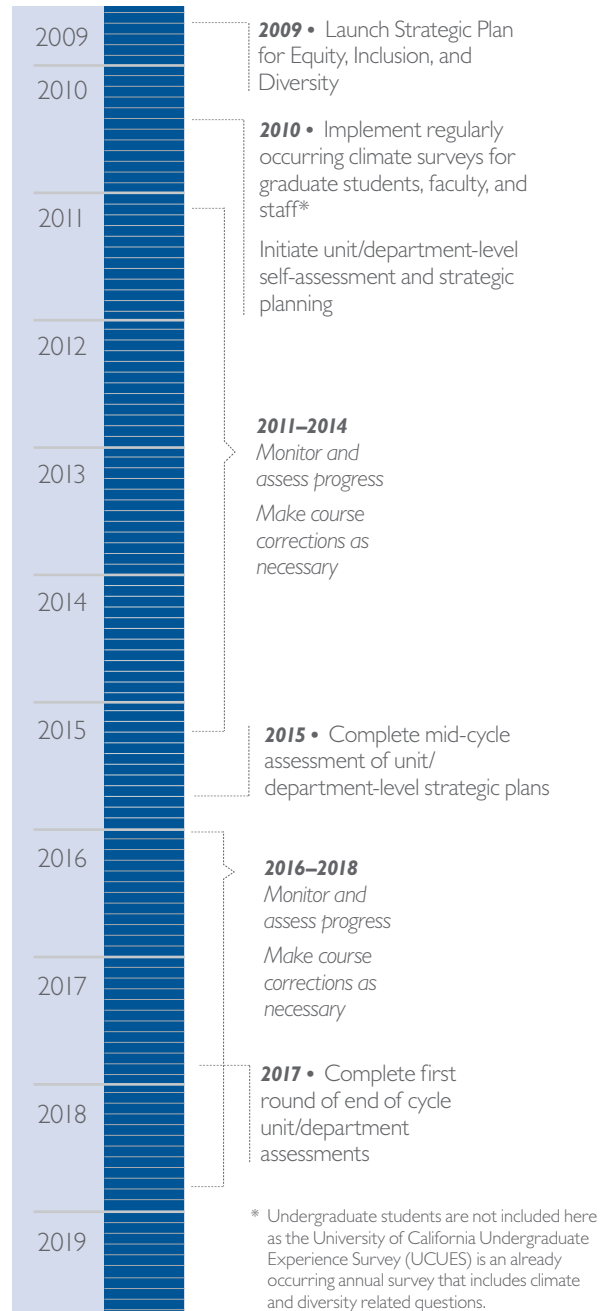
Timeline and Milestones

This Strategic Plan is ambitious and comprehensive and therefore must be accomplished in stages. To that 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.

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 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.”



Key Milestones

- ▶ The number of papers by and citations of UC Berkeley faculty and researchers on equity, inclusion, and diversity measurably increases. (2012 – 2013)
- ▶ A significant reduction in bias-related complaints is reported by campus compliance offices. (2013 – 2014)
- ▶ There is a reduction in intergroup disparities in graduation rates for the entering freshman and doctoral student cohort of Fall 2009. (2016 – 2017)
- ▶ Intergroup disparities in the composition of UC Berkeley staff managers and executives (both career and academic non-faculty) are greatly reduced or eliminated. (2018 – 2019)
- ▶ Intergroup disparities in the advancement rates of UC Berkeley faculty are greatly reduced or eliminated by discipline/field. (2016 – 2017)
- ▶ \$10 million in extramural funding for equity and inclusion initiatives is raised with support from the upper administration. (2011 – 2012)

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

The 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.

PHOTOGRAPHS BY PEG SKORPINSKI



The Strategic Plan for Equity, Inclusion, and Diversity renews UC Berkeley’s commitment to California, and 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.



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.

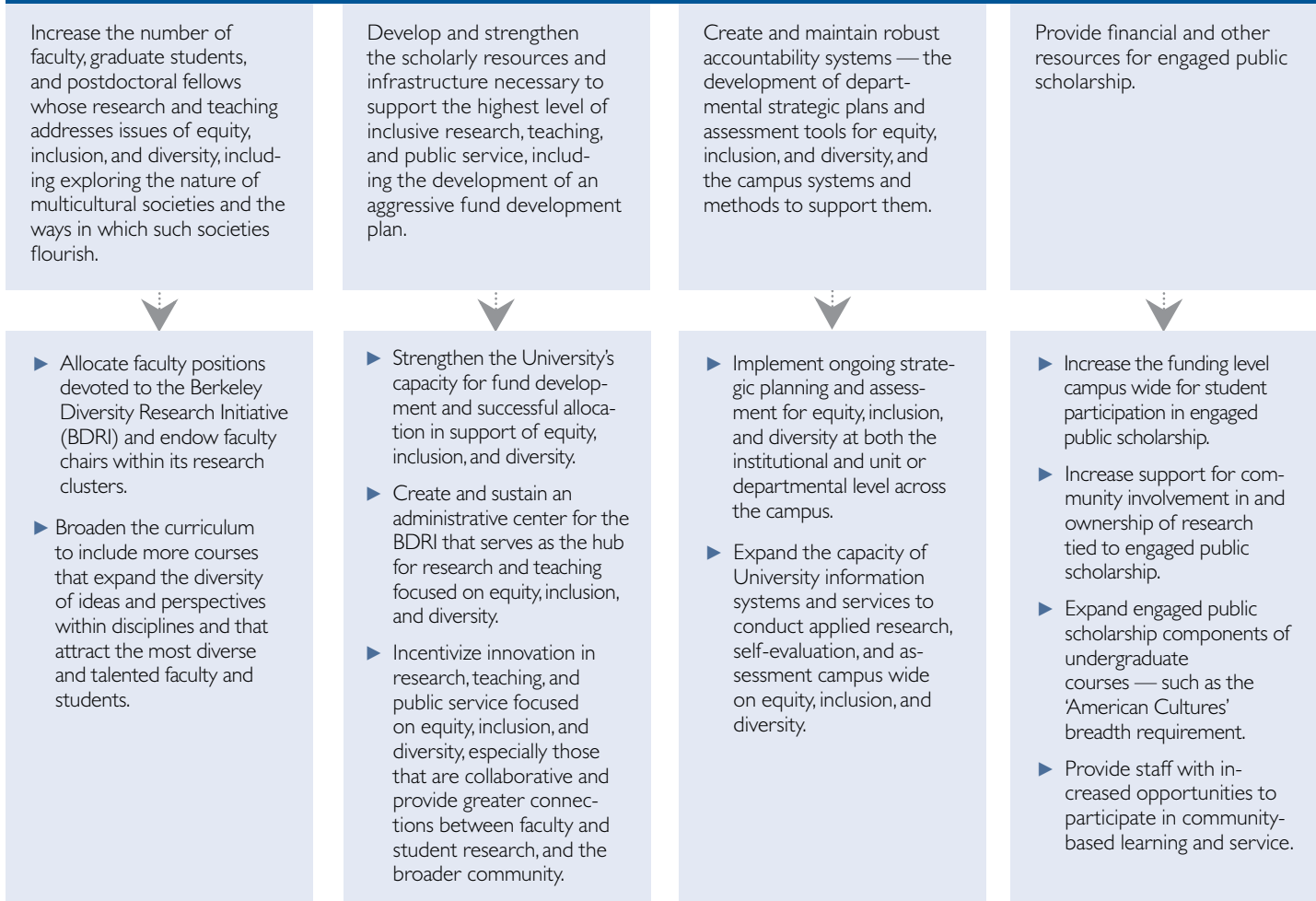
The campus devotes leadership and resources to sustain and enhance equity, inclusion, and diversity at UC Berkeley.



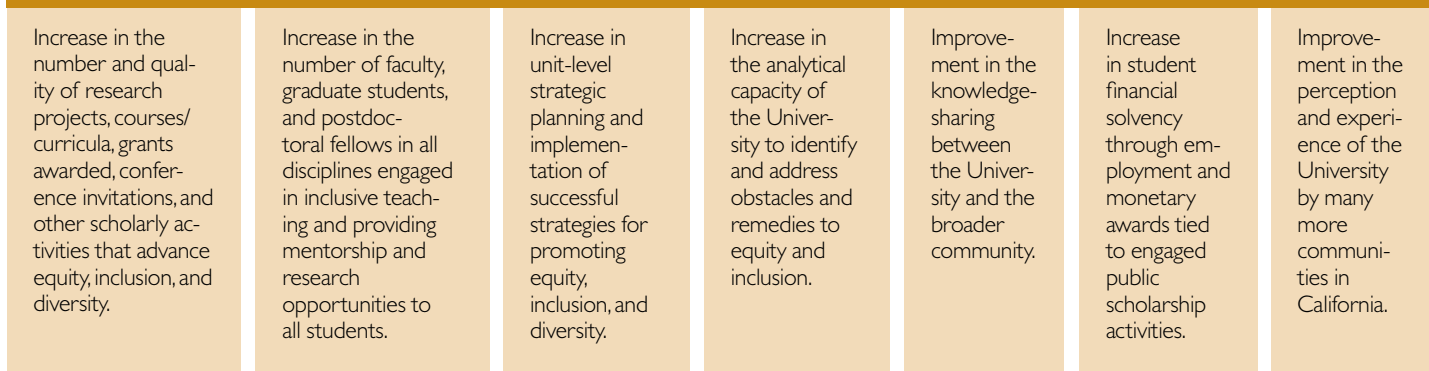
Responsive Research, Teaching, and Public Service

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



INTERMEDIATE OUTCOMES





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.

SPECIFIC STRATEGIES

Fully align the definition of merit and reward structures with UC Berkeley’s mission by advocating for equitable eligibility requirements for undergraduate student admissions.

Help individuals transition into UC Berkeley by building upon the best practices in mentoring and academic 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.



- ▶ Advocate for changes in the eligibility requirements for undergraduate admissions in order to provide equitable access for all student populations and to capture the full talent pool of California K–12 and community college students.
- ▶ Advocate for changes in state educational policies in order to ensure that all high school graduates are college- and career-ready.

- ▶ Expand school-based services that assist K–12 and community college students create academic plans, receive advising and application services, and help their families navigate financial aid and other needs, especially for first-generation college-goers.
- ▶ Expand and initiate new formal and informal mentoring networks between K–12 and community college students and current UC Berkeley undergraduates and faculty.
- ▶ Increase opportunities for talented K–12 and community college students to participate in UC Berkeley programs that strengthen their candidacy for undergraduate enrollment (e.g., summer school classes, pre-collegiate academies, faculty-guided research, and auditing classes).

- ▶ Expand formal structures for University/Community interactions in order to strengthen the college-going culture in our society (e.g. college and career centers, fellowships and professional development for school counselors, and more effective communication mechanisms).



INTERMEDIATE OUTCOMES

Greater alignment between the diversity of UC Berkeley undergraduate student applicants and enrollees and the diversity of California high school seniors and community college transfer-intent students.

Improvement in the preparation of K–12 and community college students for undergraduate admissions and enrollment, particularly in the STEM (Science, Technology, Engineering, Mathematics) fields.

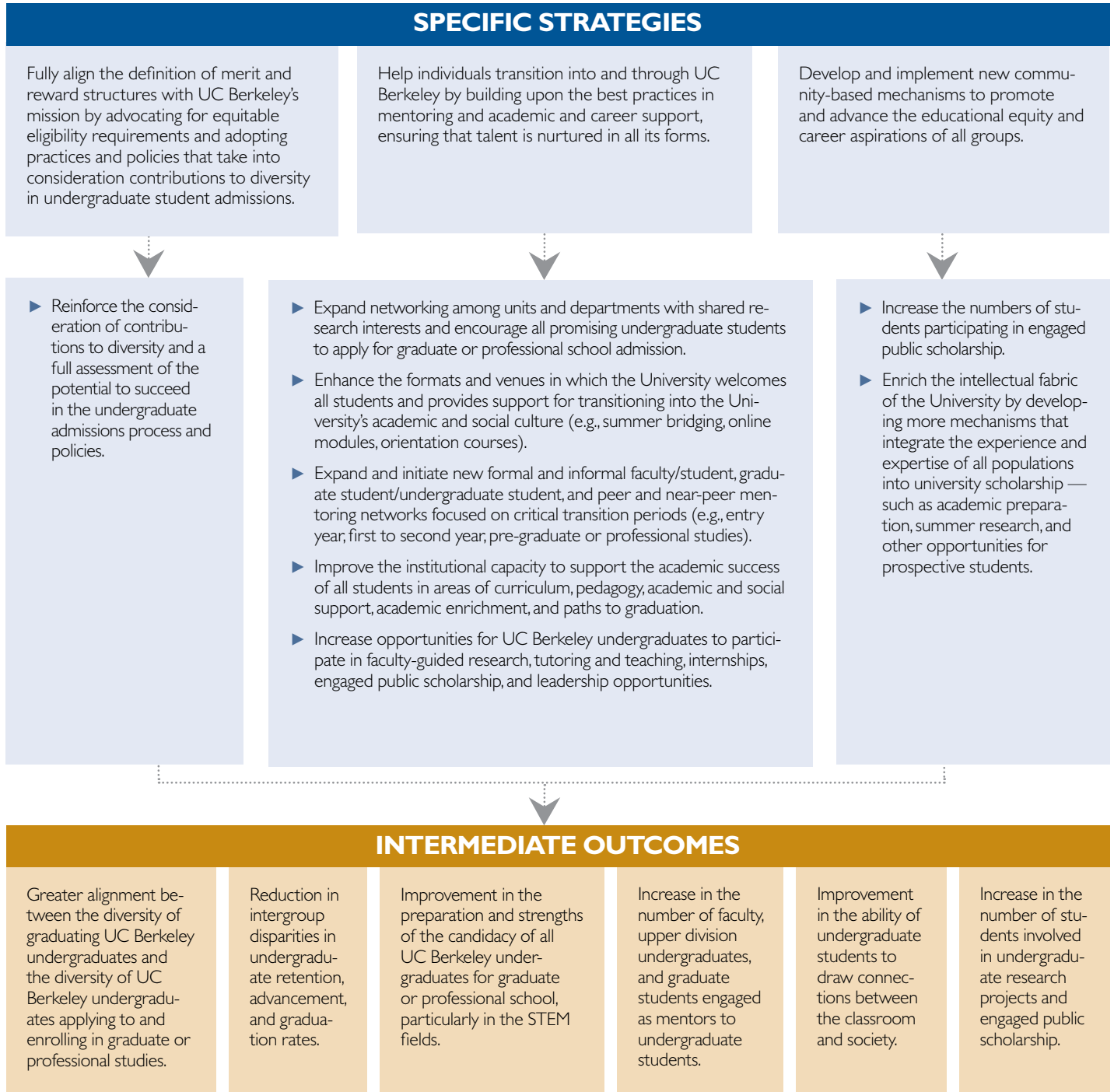
Increase in the number of students from UC Berkeley educational partner schools and programs who complete the A-G course pattern and who are eligible for UC or California State University (CSU) admission.

Increase in K–12 teacher and community college faculty involvement in UC Berkeley academic preparation programs.



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.





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.

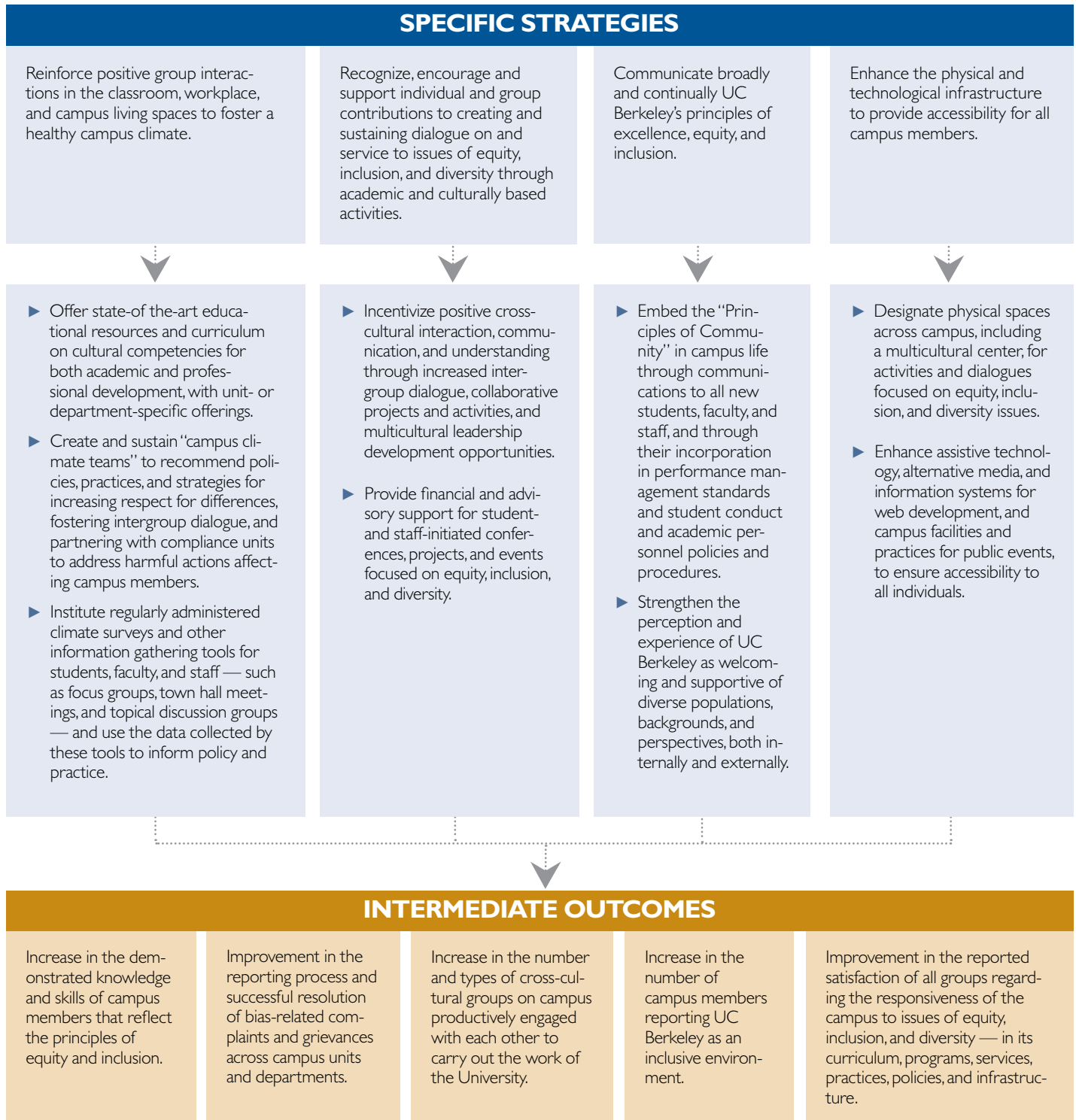
Increase in the satisfaction within all job families and fields on the opportunity for career development and advancement at UC Berkeley and the institutional support for this.

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.





Acknowledgements

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.

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