Berkeley
UNIVERSITY OF CALIFORNIA

Full Participation:
Equity, Inclusion, and Diversity
in the Division of Undergraduate Education

At Berkeley I have to work for my meal, but its very delicious.
DeAnna Sanders '11

No matter what the question answers can be found here.
Brian Barsky

Table of Contents

Executive Summary

In 2009, UC Berkeley adopted a campus-wide *Strategic Plan for Equity, Inclusion and Diversity*. In the words of founding Vice Chancellor for Equity & Inclusion, Gibor Basri, the plan is inspired by a vision that "UC Berkeley will be able to strengthen its commitment to the people of California for generations to come" and provides "a model for institutional change that provides fair treatment, access, opportunity, advancement, and success for all." This model for institutional change called for all divisions within campus to deepen their understandings of how the principles of equity, inclusion, and diversity can transform their work and, with concrete timelines and deliverables, create a process for operationalizing these principles within their workspaces and programs.

Toward this aim, Vice Chancellor for Undergraduate Education (VCUE) Catherine Koshland established the Division of Undergraduate Education's Equity and Inclusion Strategic Plan Working Group in the winter of 2013. The Working Group consisted of nine staff members representing a wide range of units within the Division. Based on a fifteen-month process of research, survey, assessment, dialogue, and reflection, the report conveys recommendations for how the Division can more thoroughly integrate the values of equity, inclusion and diversity into its community, programs, and work processes. Organized around a theoretical framework of **"Full Participation"** developed by Columbia University Law Professor Susan Sturm, the ten recommendations speak to:

- how staff and supervisors experience working within the Division (e.g., Sense of Belonging; Work/Life Balance);

- how the Division can best support all staff and supervisors in **understanding and practicing the values of equity, inclusion and diversity** (e.g., Staff & Supervisors Assessment, Training & Development);

- how to **improve diversity and inclusivity** in the Division's workforce and programs (e.g., Student Advisory Boards, Staff Recruitment Evaluation);

- how to institutionalize **measurement and evaluation** of the Division's staff and work processes (e.g., Analyze Staff Demographic Data; Analyze Student Demographic Data; Conduct Exit Interviews, Conduct Regular Surveys of Staff & Supervisors, Forming Implementation Team);

- and, finally, identifying **best practices already in place** within units within the Division and implementing those best practices Division-wide where appropriate.

This report draws from a range of campus efforts to assess campus climate in relation to equity, inclusion, and diversity–notably Divisional responses to the 2013 Campus Climate Survey–and it also importantly benefited from our own data collection through a November 2014 survey for all staff and supervisors within the Division of Undergraduate Education. The Working Group Surveys obtained a remarkable 51% response rate with 205 participants. The voices of staff and supervisors within the Division are vital to this report, and the primary goal of the Working Group is that this report stimulate more discussion, reflection, and visionary commitment within the Division. The Working Group recommends that a standing committee be formed within the Division to oversee the implementation of our recommendations and ensure the future commitment of the Division to equity, inclusion, and diversity.

Introduction

*Campus and Social Context for
Equity, Inclusion, and Diversity (EI&D)*

The first decades of the 21st century in the United States have been characterized by significant national confrontations that include issues of racism, inequality, xenophobia, and violence. Katrina, 9/11, Sandy Hook, Occupy, Ferguson... the list could continue. In short, this is an era of social upheaval and transformation holding forth as much peril and promise as any before. Like all institutions of higher education, the University of California, Berkeley is implicated in and feels the ramifications of this complex social landscape. The recent fiscal crisis of the State of California has had particular impact on UC Berkeley. Substantial institutional reorganization has manifested itself in restructured departments, increased workloads, expedited timelines of productivity, and changed office spaces, all felt by staff, faculty, and students alike.

For the University of California, Berkeley to establish any meaningful stake in the process of fostering the next generation of people and ideas, it is imperative for all dimensions of its myriad institutions–its people and its practices–to seriously grapple with this complex social landscape. Toward this effort, in 2009 UC Berkeley adopted a campus-wide *Strategic Plan for Equity, Inclusion, and Diversity*. Grounded in extensive research and broad consensus-building processes, this strategic plan represents the most comprehensive diversity initiative in the campus' history. Understood as a living, evolving commitment, the scale and importance of this envisioned campus transformation requires each division to design and carry out its own implementation of the plan.

Toward this aim, Vice Chancellor for Undergraduate Education (VCUE) Catherine Koshland established the Division's Equity & Inclusion Strategic Plan Working Group (Working Group) to oversee the creation of a plan for how the Division of Undergraduate Education (UE) can meaningfully operationalize, within its own units, the campus Equity, Inclusion, and Diversity (EI&D) goals. For the purpose of this survey, "department/unit/program" is defined as the following entities:

- Athletic Study Center (ASC)
- Blum Center for Developing Economies (BLUM)
- Educational Technology Services (ETS)
- Student Learning Center (SLC)
- Summer Sessions, Study Abroad, & Lifelong Learning (SSALL)
- University Extension (UNEX)
- American Cultures (AC)
- Center for Teaching & Learning (CTL)
- Berkeley Connect
- Berkeley Resource Center for Online Education (BRCOE)
- Immediate Office of the Vice Chancellor for Undergraduate Education (VCUE Immediate Office)

EI&D Framework: "Full Participation"

To operationalize values as paramount as equity, inclusion, and diversity, the Working Group believes it is important for the Division for Undergraduate Education to adopt a framework that serves as a springboard and measurement for future action. This framework must express an integrated understanding of how equity, inclusion, and diversity interrelate. For the purposes of this report, the Working Group has identified, "Full Participation" as an effective framework for assessment of and recommendations for the Division. To explain and explore the implications of this framework, we draw from the work of respected Columbia University Law Professor, Susan Strum[1]:

> "**Full participation** is an affirmative value focused on creating institutions that enable people, whatever their identity, background, or institutional position, to thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others. This concept offers a holistic set of goals that focus attention on (1) the institutional conditions that enable people in different roles to flourish, and (2) the questions designed to mobilize change at the multiple levels and leverage points where change is needed.
>
> Within the context of higher education, **full participation** is employed as a way of conceptualizing the intersections of student and faculty diversity, community engagement, and academic success as a nexus for the transformation of communities on and off campus. Full participation incorporates the idea that higher education institutions are rooted in and accountable to multiple communities-both to those who live, work, and matriculate within higher education and those who physically or practically occupy physical or project spaces connected to higher education institutions."

[1] Sturm, S., Eatman, T., Saltmarsh, J., & Bush, A. (2011). *Full participation: Building the architecture for diversity and public engagement in higher education* (White paper). Columbia University Law School: Center for Institutional & Social Change.

Charge of the Group | Importance of Equity, Inclusion, and Diversity for the Division of Undergraduate Education (UE)

This Strategic Plan for Equity & Inclusion was conceived in February 2013 by Vice Chancellor Koshland who instructed Chief of Staff Christian Teeter to begin strategic discussions with senior leadership and consultants in the divisions of Undergraduate Education and Equity &Inclusion. As a result of those discussions, a working group was appointed by Dr. Koshland to conduct research and to facilitate discussions across the Division that would lead to the creation of a Divisional Equity & Inclusion Strategic Plan. This Equity & Inclusion Strategic Plan Working Group (Working Group) was led by co-chairs Leslie Harlson and Ahmad Wright (until his departure from campus). Dr. Sean Burns became co-chair in September 2014. The co-chairs have maintained regular consultation with Dr. Teeter.

The Working Group's main focus was to learn the perspectives of personnel across the Division through a variety of discussions and conversations, as well as through comprehensive survey tools conducted with management and staff. Comprised of nine individuals with diverse backgrounds, professional assignments, and ethnicities, the Working Group was charged with the development of a comprehensive strategic plan that will allow Vice Chancellor Koshland and her senior leadership team to review critical issues of inclusion within the organization, to consider varied approaches to recruiting, consideration of different management practices, and approaches to supporting diversity throughout the Division.

The recommendations of the Working Group's strategic plan are to be formulated into a comprehensive set of action items. After review, consultation, and consideration of the recommendations, Vice Chancellor Koshland will appoint an implementation team to begin working with the Division's senior leadership team and other staff members to create tools, practices, and approaches to implement the strategic plan's recommendations.

Process of the Working Group and Report Creation

The Working Group went through a phased process of discovery, planning, research, and report creation since its formation. Throughout the 15-month planning process, the full group met every two weeks and subgroups met separately to look into specific questions and themes. Two Working Group members agreed to serve as co-chairs and were responsible for planning agendas and for monitoring the group's progress toward goals. It is important to note that mid-way through the process the Division changed

from Teaching, Learning, Academic Planning and Facilities (TLAPF) to Undergraduate Education (UE). While this reorganization did not affect the make-up of the group, some of the data from initial findings refers to the Division as it was at the beginning of the process (TLAPF) and not in its current state (UE).

During the **discovery phase**, the Working Group's focus was twofold:

1) What is Equity, Inclusion, and Diversity (EI&D) and what does a strategic planning process for EI&D entail?

2) What are the different units within the Division and how do these units currently experience issues of EI&D?

Strategic Planning Consultants from the Division of Equity & Inclusion played an active role in this phase.

Next, in the **planning phase**, the Working Group determined what information was currently available and what information still needed to be collected to inform our recommendations. Some of the currently available information was presented to the group, such as the demographic makeup of our Division, presented by the E&I Strategic Planning Consultants. An example of information that still needed to be collected was measuring Division staff's perception of issues of EI&D.

During the **research phase**, the Working Group divided into sub-groups to gather the necessary information. This included tasks such as: creating, distributing and analyzing a survey for staff and supervisors within the Division; working with a Division of E&I analyst to determine the demographic makeup of students the Division serves and students the Division hires; and analyzing the impact of the Division's responses from the Campus Climate Survey.

Finally, during the **reporting phase**, different subgroups were responsible for writing specific pieces of the report and consistently reported back to the full Working Group to gather feedback and to brainstorm. The co-chairs, together with the VCUE Chief of Staff, were responsible for pulling together the pieces of the report, contextualization, and final editing. The Working Group drew upon the skills, experiences and insights of each member to create a report that reflects each of the units they represent.

Analysis and Findings

This section of the report conveys the Working Group's analysis of multiple documents that provide insight to the character of EI&D within the Division of Undergraduate Education (UE). We analyze successively:

1. Divisional responses to the Campus Climate Survey;

2. Responses to an EI&D survey which we created for staff and supervisors within the Division;

3. A cross-comparison of these two surveys;

4. Demographic data available on the Division employees and;

5. Demographic data on student-workers in some Divisional units as well as a limited number of student programs supported within the Division.

The analysis in these sections provides the foundation for the recommendations outlined later in this report.

Additional context for the analysis of surveys

In reviewing the results of the Campus Climate Survey, the Working Group had two concerns: First, the response rate within the Division was only 20.4% (only 79 people, out of a total of 387, responded from the Division). Second, the responses from our Division only represented 2.1% of the total survey responses. The Working Group believed that these low response rates may indicate that the overall survey results would not be representative of staff, faculty and students' experiences in the Division. Subsequently, in Fall 2014, the Working Group designed and distributed its own surveys—referred to here as the Working Group Surveys. We indicate surveys (plural) because we designed a specific survey for supervisors and another for staff within the Division to assess the experiences of both groups. In contrast to the Campus Climate Survey, the overall response rate to the Working Group Surveys was 51%— 205 respondents. The first three sections of this analysis address each survey individually as well as provide a comparison of their results.

The analysis in these sections provides the foundation for the recommendations outlined later in the report.

Division-Specific Analysis of Campus Climate Survey

In the *University of California Campus Climate Survey,* administered in Spring 2013, 24% responded to the survey. Of those who responded, 25% of the respondents indicated experiencing exclusionary behavior that made them feel less comfortable on the campus. Given the low staff response rate to this UC-wide survey and because some units within the Division did not meet the reporting threshold of five, this Working Group investigated whether in fact staff and students within the Division hold similar feelings about exclusionary behavior similar to the quarter of respondents who did so in the UC-wide survey.

When comparing Campus Comfort and Unit Comfort on the question, "How comfortable are you with the overall climate at UC Berkeley?", the comfort rate indicated that 69% of respondents were comfortable or very comfortable. Additionally, when asked the question, "Within the past year, have you personally experienced any exclusionary behavior?" 28% of the Division responded "yes" to this question which closely corresponds to the campus rates.

What is more concerning when examining the Division's Summary Tables was that respondents belonging to underrepresented minority (URM) groups reported only a 43% comfort rate within the unit compared to a 65% campus comfort rate. This was a significantly lower rate to their Asian (71% comfort rate) and White (72%) counterparts. Thus, underrepresented minority groups seem to feel less comfortable compared to their White and Asian colleagues in the Division.

When respondents who experienced exclusion shared the source, 55% identified their supervisor in the Division compared to only 30% for the entire campus. Administrators within the Division at 32% were identified as the second-highest source when respondents experienced exclusion compared to 26% for the entire campus. Thus, supervisors and administrators within the Division were identified at higher percentage as the source of exclusionary behavior compared to the entire campus. This important pattern, expressed in terms beyond our division,also surfaces in the *2012-2014 Staff Ombuds Office Biennial Report* (p. 9) where they report that "68% of cases involved individuals in evaluative relationships."

When respondents who experienced exclusion shared the location where they experienced exclusionary behavior, "in a meeting with a group of people" (41% within the Division compared to 32% campus-wide) and "in a meeting with one other person" (32% within the Division compared to 24% campus-wide) received the highest percentages. As a result, there are opportunities to reduce the sources and common locations of exclusionary behavior by further examining supervisor/administrator interactions in their group meetings and individual meetings through professional development.

The Campus Climate Survey demonstrated a general belief that managers/supervisors provide support and concern regarding their career development (81% within the Division and 80% campus-wide) and welfare (85% within the Division and 84% campus-wide). Yet, the percentages are 20% or more lower when asked whether or not supervisors provide job/career advice or guidance. This is also the case when the staff was asked whether their supervisors provided them with adequate resources

and opportunities for professional development. Thus, the Division and campus have an opportunity to meet the staff's positive responses that their supervisors care about their professional development by making resources and opportunities more visible. Recommendations in this report outline ways that the Division might clarify supervisory roles, responsibilities, and resources with respect to our shared EI&D goals.

The Campus Climate Survey can be confusing because different groups have different comfort rates that can be further complicated because our Division's units have unique demographic profiles. Specific groups like the staff and underrepresented minorities have a lower comfort level across the board than others. Some units within the Division are completely composed of staff members while others have staff, student staff, and/or are student-facing. Yet the survey indicates that despite the demographic complexity of each unit in the Division, addressing the comfort rates and sense of belonging of groups that have lower comfort rates will increase productivity while serving as a model for EI&D within the Division.

The Working Group utilized the results and recommendations of the Campus Climate Survey to further inform the creation and goals of the Working Group Surveys. Each Working Group Survey was able to bring to light important issues on campus regarding equity, inclusion, and diversity while both had limitations during and after analysis as well. In the Working Group Surveys we addressed the following salient points from the UC-wide Campus Climate Survey:

1) the low response rate from our Division;

2) verified if members from our Division were impacted by the overall finding that 1 in 4 members on campus feel excluded; and

3) explored a number of EI&D themes in more details that spoke to a sense of belonging, access and pathways.

Analysis of Working Group Surveys for Staff & Supervisors

The Working Group decided to conduct its own surveys to gather information to support the recommendations being made by the workgroup, because a more granular and substantive set of data was required than provided within the campus climate survey. One survey was designed for staff, and one for supervisors. In total, the surveys were responded to by 51% compared to about 20% in the Campus Climate survey.

The surveys were distributed to staff and supervisors in the Division of Undergraduate Education, with most supervisors asked to take both since they also serve as staff to other supervisors. The surveys were constructed to assess various measures related to EI&D including sense of belonging, diversity activities in the workplace, work/life balance, professional development, and performance management.

The major highlights of the surveys findings are: the survey elicited people's sense of belonging relative to interpersonal relationships, scale of structure (unit, department, division, campus) and professional development opportunities.

The results of the Working Group Surveys found that the office space structure contributed least to a person's sense of belonging. Divisional identity also scored lower. Supervisory relationships fostering a sense of belonging could also be stronger.

Whereas there are strong interpersonal relationships formed around discussing EI&D issues between staff and (to a lesser degree) between supervisors and staff, there are few formal mechanisms advertised across the Division for facilitating these conversations. *"I believe that diversity and inclusiveness is valued in my unit, but I am concerned that there is no mechanism for staff to report or articulate issues or concerns regarding equity and inclusion. I hope they feel comfortable reporting them to me directly, but they may not."* (Response from supervisor)

Whereas interpersonal relationships seem to have fostered a sense of belonging and relative importance to diversity in the workplace, there is a perception that career opportunities, professional development, and merit and reward could be supported through more formal structures presented through an EI&D platform that would lead to more opportunities in an equitable arrangement.

The Division scores relatively well in work/life balance but there are "mixed messages" in the narrative responses. Work/life balance is regarded as important by staff, but how that is supported is unclear. *"I think that cultural competence is so key. I also feel that communicating in a transparent, safe and fair manner is a key skill for the work place to be one where everyone can thrive. I think there are mixed messages about work-life balance. We are encouraged to balance work and life, yet we are being tasked to manage work more than ever outside the job card."* (Response from staff member)

It was clear from the results of the survey that communication skills are considered to be both vital for the workplace and worthy of improvement through training– for both supervisors and staff. It could lead to better

discussions related to EI&D issues and better performance management and career development discussions. *"Having open communication with my colleagues and supervisor is key to working successfully in my unit. We need to work collectively to have honest conversations and listen to each other. My experience is that there is not a lot of listening that occurs because we have a culture of being talked to, and being told about x, y, and z."* (Response from staff member)

When respondents were asked what would improve their experience related to EI&D, they mentioned that feedback and feedback loops were important. A suggestion could be to explore how staff retreats and meetings facilitate conversations.

When supervisors were asked about EI&D practices they participated in, most of the responses were about hiring. *"We keep EI&D in mind in our hiring practices, not only staff but student employees also."* (Response from supervisor) Forty-one percent of supervisors were unsure whether their direct report had completed training relative to EI&D and there seemed to be confusion as to when and where EI&D practices are present. *"I do not know if the unit provides a feedback mechanism by which staff can articulate issues of EI&D although I believe that our performance evaluation and communication among staff and between supervisors and supervisees allows for such expression."* (Response from supervisor)

Supervisors generally understood that EI&D principles were important in hiring, but they stated that there was not substantial connection with Human Resources in support of these practices, particularly when presenting demographic data analysis of their unit's own representation. The role of EI&D principles is connected to the performance evaluation process, and was generally considered to be of high-importance, but were largely thought to be not supported by process or communicated to staff as integrated into the evaluation process. Staff concurred with this analysis and stated that EI&D values are not clearly integrated into the evaluation process, and that there are concomitantly equity issues in the reward structure. *"There is a huge equity problem in workload and pay in my department. The equity of pay rates should be reviewed by race, by gender, with years of service in mind."* (Compiled response by two staff members)

Comparison of the Campus Climate & Working Group Surveys

The Working Group Surveys allowed analysis that is more granular and targeted than is contained in the Campus Climate Survey. Therefore some of the following analysis reflects the details reported in the Working Group findings.

Similarities

In both cases, there was consistently a lack of identification (noted as "belonging") with the Division (74%). Whereas there was identification (belonging) with both the broader campus (90%) and the more local unit (90%).

An analysis of the divisional responses in both surveys, found that people felt exclusionary behavior or a lack of a sense of belonging in meetings (21-41%).

In both surveys a significant proportion of supervisees (60-66%) stated that supervisors were considered to not adequately support professional development and career advancement.

A recommendation that arose from both surveys was the issue and potential benefit of Student Advisory Boards. Respondents see this as a powerful vehicle for different perspectives to inform senior leadership on ways to improve campus climate as it relates to equity, inclusion, and diversity. For example, Student Advisory Boards have historically provided perspectives and information relevant for underrepresented campus groups.

Results from both the Campus Climate and Working Group Surveys raised the concerns around communication and inclusive meeting training for supervisors. The Campus Climate Survey recommended a partnership with the *Multicultural Education Program (MEP)* to assist with training surrounding issues of EI&D. The Working Group Survey also confirmed the need for improvement in this area and implementation of training to increase avenues of communication across the Division.

Dissimilarities

The Working Group survey was able to tether 'belonging' and 'satisfaction' to particular experiences and elements of the work environment, such as 'work-life balance' and 'opportunities for professional development' (refer to 'Working Group Findings'). The Campus Climate Survey was not able to measure this degree of 'elements contributing to belonging', only a 'sense of belonging'.

Extra Analysis

In both surveys, a large portion of respondents declined to state in the following categories: race (26%), gender identification (16%), religion (30%), and sexual identification (19%).

Divisional Demographic Diversity Data

In April, 2014, the Division of Equity & Inclusion (E&I) provided the Working Group with workforce demographic data for the Division. Data used is from October 13th, 2013 and reflects the previous (TLAPF) configuration of the division, not its current Undergraduate Education state. However, we felt the configuration did not change substantially enough to warrant a new analysis of the data. This section provides significant data points collated on Division employees in the context of management/non-management classification, gender, age and race/ethnicity. Detailed charts are found in the appendices.

A few points to note when considering the following highlighted results:

- The relevant value points of comparisons are important to take into account as some numbers are very small, and therefore any small numerical change creates a large percentage shift.
- We chose the UC Berkeley campus as a point of comparison. As the campus is non-representative of the State of California, nor the Bay Area, our expectation is that the Division of the VCUE should at least reach the campus demographic representations.
- Divisional percentages are followed by campus data in parentheses.

Comparative Highlights of the Division vs. Campus

Overall the Division mirrors the campus in terms of racial/ethnic diversity. The Division has a younger employee pool than the campus. The majority of the managers in the Division are women, but managers across the board lack racial/ethnic diversity. We have less represented staff overall than the campus.

Race/Ethnicity

- Within the Division there are no employees who identify as Native American. (*1% campus*)
- 10% of Division employees identify as African American and Chicano. (*10% campus*)

Management, Race/Ethnicity & Gender

- 4% of managers within the Division identify as African American and Chicano. (*9% campus*)
- 65% of managers within the Division identify as White. (*62% campus*)
- 63% of the Division managers are female. (*53% campus*)
- 69% of female managers identify as White. (*59% campus*)
- 46% of female non-managers identify as White. (*50% campus*)
- 8% of the Division managers identify as Native American, African-American, or Chicano/Latino. (*18% campus*)
- 22% of the Division managers identify as Asian. (*16% campus*)

Management, Age & Gender

- 43% of the Division employees are under age 39. (*40% campus*)
- 4% of the Division is aged 60 and above. (*16% campus*)
- 28% of the Division managers are under age 39. (*19% campus*)
- 35% of the Division managers are male and under age 39. (*18% campus*)
- 0% of the Division's male managers are over age 60. (*16% campus*)
- 6% of the Division's female managers are over age 60. (*17% campus*)

Representation

- 24% of Division employees are represented. (*46% campus*)
- 66% of the Division's represented staff are 39 and under. (*49% campus*)
- 4% of the Division's represented staff identify as Chicano/Latino. (*12% campus*)

Student Demographic Diversity Data

We reviewed the data of students employed within the Division and, to a limited degree students served by programs within the Division. The specific units are listed below. Our intention was to analyze the

Division's overall student employee diversity and the diversity of the students we serve through programming, determining if we are aligned with campus student demographics. Additionally, each unit was given data on their students which could be informative in determining future procedures and goals for outreach, program design, etc.

We analyzed data from the 2008/2009 academic year and 2013/2014 academic year in order to view current demographic makeup and how the demographic makeup has changed over the past five years.

With each reporting unit, we looked at two data points:

1) How the program/student worker cohort has changed from 2008/2009 to 2013/2014; and

2) How the data for 2013/2014 compares to campus demographics (using the undergraduate student body as provided in the reports).

Additional Variables Included in Analysis

- Entry Type (New Freshmen vs. Transfer Entry)
- Gender
- Race/Ethnicity
- First-Generation College Status
- Residency
- High School API Rank (proxy for socioeconomic status growing up)
- Immigration Background (Non/First-Generation)
- Sexual Orientation
- Socioeconomic Status Growing Up (Low Income or Poor, Working Class, Middle Class, Upper Middle-Class/Wealthy)

Due to data availability and small sample sizes, not all data points are available for all reports. Please see the individual reports in the appendix for detailed notes on data collection and results.

Initial findings

Students We Serve

The following programs within the Division of Undergraduate Education that serve students were included in this analysis:

- Global Poverty & Practice Minor (Blum Center)
- Summer Abroad Program (SSALL)
- Education Abroad Program (SSALL)
- Fall Program for Freshman (UNEX)
- Global Internship Program (SSALL)
- Summer Sessions (SSALL)

Not all of the Division's programs that serve and/or employ

students were included in this analysis, since some programs–such as the SLC–track and analyze their own demographic data. The Working Group analyzed data for programs that were not already tracking their data.

Global Poverty and Practice Minors (GPP)

Change from 2008/2009 to 2013/2014

- Total number of GPP Minors increased 67% (162 to 271)
- Female:male ratio became more disparate (from 66%:34% to 82%:18%)
- Increase in Chicano/Latino representation (9% to 17%)
- Decrease in White representation (33% to 23%)
- Increase in International Student representation (<1% to 10%) comparable to overall campus increase (4% to 13%)

Comparing specific groups to the campus undergraduate population (using 2013/2014 data)

- Lower Transfer student representation (15% to 22%)
- Higher representation of Women (82% to 52%)
- Lower representation of White students (23% to 28%) and Chinese (13% to 18%) but higher representation of South Asian (12% to 6%) and Chicano/Latino students (17% to 13%)
- Higher representation of 1st or 2nd generation immigrants (79% to 73%)
- Higher representation of Low Income or Poor students (20% to 14%)

Summer Abroad Program

Change from 2008/2009 to 2013/2014

- Total number increased 88% (175 to 329)
- Increase in Transfer students (22% to 31%)
- Gender breakdown remained steady (68% Women 32% Men)
- Increase in Underrepresented Minority (URM) populations (29% to 42%), mostly in the Chicano/Latino (25% to 35%) and Native American/Alaska Native (0% to 2%) categories
- Decrease in Asian students (36% to 25%), mostly due to the decrease in Chinese students (22% to 13%)
- Increase in First-Generation college students (39% to 51%)

Comparing specific groups to the campus undergraduate population (using 2013/2014 data)

- Lower representation of New Freshmen (69% to 79%) and higher representation of Transfer students (31% to 21%)
- Higher representation of women (68% to 53%)
- Lower representation of men (32% to 47%)
- Lower representation of Asian students (25% to 40%)
- Higher representation of URMs (42% to 17%)

- Chicano/Latino: 35% from 13%
- African-American: 5% to 3%
- Higher representation of Low Income or Poor (28% to 13%) and Working Class (31% to 21%)
- Higher representation of First-Generation (51% to 28%)

Education Abroad Program

Change from 2008/2009 to 2013/2014

- Total number increased 260% (246 to 886)
- Decrease in White students (44% to 32%), was larger than the overall campus decrease (31% to 28%)
- Increase in Asian students (26% to 35%)
- Increase in International students (<1% to 5%).

Comparing specific groups to the campus undergraduate population (using 2013/2014 data)

- Higher representation of Women (70% to 52%)
- Higher representation of URMs (23% to 17%), specifically Chicano/Latino (18% to 13%)
- Higher representation of First-Generation college students (34% to 29%)
- Higher representation of CA residents (88% to 75%)
- Lower representation of International students (5% to 13%)
- Lower representation of 1st or 2nd generation immigrant students (67% to 73%)

Fall Program for Freshman (FPF)

Change from 2008/2009 to 2013/2014

- The total number did not significantly change. One possible reason is due to space constraints.
- Increase in Asian students (46% to 51%)
- URM students have dropped in the program and across campus at nearly the same rate. The campus average in 2008 was 17%, whereas the FPF was at 14%. The campus average in 2013 was 15%, whereas FPF was 13%.

Comparing specific groups to the campus spring admit population (Spring '13 data)

- Since 77% of the Spring Admit class of 2013 took part in FPF, the makeup of the FPF cohort often does not vary greatly from the Spring Admits in general. In the future, a comparison to the general undergraduate campus population might be useful.
- Greater representation by students from high schools with high APIs (46% to 43%) as opposed to low APIs (14% to 17%)
- Higher representation of Asian students (51% to 49%) and lower representation of URM students (13% to 15%)

Global Internship Program (SSALL)

Change from 2008/2009 to 2013/2014

- Increase in Transfer students (20% to 26%)
- Increase in URMs (6% to 13%) and decrease in Asians (57% to 45%)
- Increase in International students (7% to 18%)

Comparing specific groups to the campus population (Spring '13 data)

- Higher representation of Transfer students (26% to 22%)
- Higher representation of International students (18% to 13%)
- Lower representation of Whites (20% to 28%) and URMs (15% to 17%) but higher representation of Chinese (28% to 18%)
- Higher representation of International students (18% to 13%)

Summer Sessions (SSALL)

Change from 2008/2009 to 2013/2014

- Increase in transfer students so that the New Freshman/ Transfer Entry proportion mirrors that of campus overall (transfer proportion from 12% to 22%)
- Decrease in Asian students (51% to 41%) but an increase in URMs (18% to 20%) and International students (3% to 14%)

Comparing specific groups to the campus population (Spring '13 data)

- Lower representation by White students (21% to 28%), with the difference being distributed across Asian (21% to 28%) and URM (20% to 17%) students
- Higher representation by First-Generation college students (35% to 29%)
- Higher representation by Lower income or Poor students (19% to 14%) and Working Class students (24% to 20%)

Students We Hire

Not all Division units which have student employees submitted student worker data to be analyzed as, in some cases, they did not hire enough students to have a statistically-significant sample. The following departments hire large numbers of student-workers and were included in the analysis:

- Athletic Study Center (ASC)
- Educational Technology Services (ETS)

ASC Tutors

Change from 2008/2009 to 2013/2014

- Total number decreased 11% (54 to 48)
- The female : male ratio became more disparate (from 54% : 46% to 75% : 25%)

- Increase in URM students (13% to 27%), particularly with Chicano/Latino students (6% to 17%).
- Decrease in Transfer students (19% to 13%)
- Decrease in Asian students (24% to 21%), especially Chinese students (15% to 6%). However, the South Asian student population increased during this same time (2% to 10%)

Comparing specific groups to the campus undergraduate population (using 2013/2014 data)

- Lower representation of Transfer students (13% to 21%)
- Higher representation of Women (75% to 52%)
- Higher representation of White students (40% to 27%)
- Higher representation of URM students, particularly in Chicano/Latino (17% to 13%) and African-American (10% to 3%)
- Lower representation of First-Generation college students (19% to 29%)
- Higher representation of students from high schools with high APIs (38% to 26%)

ETS Student Employees

Change from 2008/2009 to 2013/2014

- Total number increased 247% (32 to 111)
- Greater diversity, especially notable in Chicano/Latino (6% to 14%) and African-American (0% to 3%) populations
- Decrease in Asian students (72% to 56%)
- Female:male ratio stayed constant (at around 66%:33%)
- Increase in Out-of State Domestic (6% to 16%) and International (0% to 6%) students
- Decrease in students from high schools with low APIs (25% to 19%) and increase in students from high schools with high APIs (28% to 38%)

Comparing specific groups to the campus undergraduate population (using 2013/2014 data)

- Lower representation of Transfer students (6% to 21%)
- Higher representation of Women (67% to 52%)
- Higher representation of Asian students (56% to 39%), specifically Chinese (30% to 18%) and Korean (14% to 5%) and a lower representation of White students (18% to 27%). URM students are represented at a roughly equivalent level to campus
- Higher representation of students from high schools with low APIs (19% to 12%)
- Lower representation of International students (6% to 12%)

Recommendations

The Working Group has ten recommendations for the division as a whole–and the units therewithin–to guide the implementation of the UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity. Echoing the title of the campus wide plan, we see these as *pathways to excellence* for developing a substantive commitment to EI&D within the VCUE. When we refer to "units" within the Recommendations, we mean the units as delineated within the introductory section of this report.

Best Practices: When the Working Group has been aware of best practices already in place within the Division, we have identified these within relevant recommendations.

Metrics For Assessing Progress: In order to measure the success of various recommendations and to see our progress moving this work forward, we have included metrics under each recommendation that can be used to establish benchmarks and goals for future implementation. In addition to the specific metrics outlined below, it is encouraged that in the course of implementation, EI&D principles should be considered in general data gathering, as well as consideration given to probable impacts accompanying EI&D plan implementation, such as better relationships, increased workforce creativity, improved job satisfaction, etc.

1. *Form an Equity, Inclusion, & Diversity Strategic Plan Implementation Team for the Division of Undergraduate Education*
2. *Conduct regular analysis of staff demographic data*
3. *Conduct regular analysis of student demographic data*
4. *Create more opportunities for student input and feedback across units of the Division*
5. *Increase training, support, and evaluation of supervisor's staff recruitment practices*
6. *Expand training and professional development opportunities on EI&D topics for the Division's staff and supervisors*
7. *Foster a sense of belonging within the Division & units*
8. *Conduct exit interviews*
9. *Improve support for work/life balance within the Division*
10. *Conduct regular EI&D-related surveys of staff and supervisors in the Division*
11. *Division of Undergraduate Education to provide leadership as a campus EI&D strategic visionary*

1. Form an Equity, Inclusion, & Diversity Strategic Plan Implementation Team for the Division of Undergraduate Education

Recommendation: The Working Group recommends that Vice Chancellor Koshland form an EI&D Implementation Team to finalize and implement the recommendations from this strategic plan over the next eighteen months. We suggest that the Chief of Staff chair the Implementation Team and that the Division's Senior Leadership appoint the general membership of the group, with the Vice Chancellor designating specific staff support to the Implementation Team as needed. We encourage all managers in the Division to solicit interest levels from their staff; this could lead to effective nominations from Senior Leadership.

The Working Group recommends that the Implementation Team meet monthly and, on a quarterly basis, consult with the Working Group co-chairs Leslie Harlson and Dr. Sean Burns to provide status updates on various initiatives. The Working Group also suggests creating a subgroup to collect and track development activities across the Division, using the ETS unit's model. This will give each unit a data-based framework for identifying areas for further professional development opportunity. Status of Implementation Team activities are recommended for routine placement on Senior Leadership meeting agendas over the course of the implementation process.

Rationale: The creation of a diverse Implementation Team contributes to the value of *full participation* and allows the team members to be engaged in the campus community and work together to mobilize change within the Division. Both serving on the Implementation Team and realizing the work the Team accomplishes contribute to them flourishing as professionals and individuals and giving their peers the opportunity to do the same.

Metrics For Assessing Progress:

- All units to track professional development opportunities
- Units to establish a baseline and goals for these activities
- These activities should be reflected in professional development plans and budget narratives

Table 1. Actions and Outcomes for Recommendation 1

Action Items / Goals	Short-term outcome	Long-term outcome
1. Establish Implementation Team.	Creation of plan for implementing all recommendations.	Oversight of recommendation implementation with processes established for monitoring and evaluation of impact.
2. Create a subgroup of the Implementation Team to focus on publicizing and tracking participation in professional development opportunities.	Gives units methods for tracking professional development activities and sharing these opportunities across the Division.	Increased participation in professional development opportunities.

2. Conduct Regular Analysis of Staff Demographic Data

Recommendation: As part of the evaluative practices implemented through EI&D Strategic Planning, conduct a regular analysis of staff demographic diversity data. We recommend completing this annually for four years and then determining a reasonable interval going forward. The Division should consider dedicating portions of a Full-Time Employee (FTE) to such Divisional support work. Alternatively, this support could be drawn from Division of Equity & Inclusion. The title "equity advisor" has been recommended for this role.

Rationale: A diversity of socio-demographic identities and perspectives within VCUE staff is essential for excellence and effective decision making within the Division. By diversity of socio-demographic identities and perspectives we mean: race, ethnicity, gender, sexuality, legal status, national origin, ability, age, religion, and educational level. Achieving a diverse workplace environment, in addition to promoting equal opportunity, raises the probability of more effective, inclusive decisions across the organization and excellence within the Division's operations.

A mission to establish a staff demographic mirroring the rich diversity that prevails in the State of California reflects Berkeley's commitment to the community. The Division's commitment to staff diversity must begin with systematic study of levels of diversity present within our staff and supervisor levels. Maintaining updated staff and leadership demographics within the Division influences the culture and environment of workplaces and provides essential context for further EI&D strategy development within the unit—notably recruitment. (Note: process should analyze/make reference to the *UC Berkeley Staff Affirmative Action Recruiting Goals for Minorities and Women*) Based on responses to the survey we administered, there is a need expressed for supervisor education in regards to knowing staff demographics of each unit. Specifically, in the process of recruitment and hiring, supervisors voiced a desire for additional Human Resources support in diversity recruitment. A salient suggestion from current staff members called for diversity training; *"All staff should be encouraged to do multicultural development training. I have participated in these opportunities and find that they greatly increase my own self-awareness which facilitates my ability to fully participate in a diverse workplace. I feel that when all staff in a unit are on the same page in this regard it helps to foster more constructive discussion and communication."*

Relevance to EI&D: Equal opportunity at all stages of employment within the Division is a priority—from recruitment through promotion. All the work we carry out within the unit benefits from a diversity of perspectives and the unit benefits from employees having career growth opportunities—ie; staying with unit for years.

Metrics For Assessing Progress:

- Annual comparative review of demographic data from the Division of Equity & Inclusion alongside data from Working Group Surveys to assess progress toward divisional goals.
- GAP Analysis to compare datasets now and in the future.

Table 2. Actions and Outcomes for Recommendation 2

Action Items / Goals	Short-term outcome	Long-term outcome
1. Evaluate diversity at all layers of employment (holistic and comprehensive understanding of diversity). The evaluation for the purpose of this report was in comparison to the campus, but in the future it should be in the comparative context that makes the most sense to the Implementation Team (Bay Area, state, national, other research universities, etc.)	Helps establish EI&D as greater priority in Division. Raises awareness and accountability to goals of diversity within unit. Assists in identifying priorities for continued improvement.	Division will become more diverse and enhance opportunities for excellence. Division sets benchmark for campus to follow.
2. Establish a structured methodology and timeline to increase diversity within Division.	Capacity to track progress of diversity outcomes in recruiting processes.	Division will become more diverse and enhance opportunities for excellence. Division sets a level of excellence for the campus to follow demonstrating policies and procedures which expand pathways to access and success.
3. Evaluate best practices on campus and broader UC system for carrying forth these plans.	Implementation of plan in light of the review of best practices.	Help to establish benchmarks that model comprehensive EI&D processes for other units.
4. Create a standing committee (with VCUE *ex officio*) to carry forward annual assessment of staff demographic data and produce a corresponding report.	Regular meetings (monthly) of EI&D committee.	System for productive rotation of staff on committee.

3. Conduct Regular Analysis of Student Demographic Data

Recommendation: As part of the evaluative practices implemented through EI&D Strategic Planning, conduct regular analysis of demographic diversity data for the students employed within the Division and students served by programs within the Division.

We recommend completing this annually for four years and then determining a reasonable interval.

Rationale: Striving for excellence is a key component of UC Berkeley's mission to provide the best public education available in the world. A diversity of perspectives is a key component to achieving excellence. For the purposes of this report, we are implying that diversity of perspectives are derived from the following dimensions of difference: race, ethnicity, gender, sexuality, legal status, national origin, ability, age, religion, and educational level. This mission, along with a mandate to nourish the rich diversity that exists in the state of California, makes paramount the diversity of the student-staff in the Division and students in the programs we offer. To fulfill this mission, the Division of Undergraduate Education's overall student employee diversity and the diversity of the students we serve through programming should be aligned with campus student demographics. Measuring and understanding the demographic diversity of the students the Division hires and serves, therefore, should be regularly monitored to ensure outreach efforts are achieving their goals.

We recognize the leadership role the Division plays on campus. However, the Working Group felt it was outside the scope of the group to make suggestions for diversifying the student body itself. This falls primarily within the work of the Office of Admissions. Similarly, outside of the American Cultures requirement and the courses offered through the Global Policy and Practice Minor, the Division does not have a direct role in influencing departmental course offerings or content. Thus, when looking at the student diversity, we chose to focus on areas directly under our purview and those under which we have realistic influence: students we hire and students we serve through our programming. Furthermore, we feel that having a diverse staff in the Division will be its own type of campus leadership, serving as a model for other divisions and also helping students to see diversity modeled in the interactions they have with different units within the Division.

Relevance to EI&D: Equal opportunity for student workers within the units is essential, and all units within the Division benefit from a diversity of student-workers and their perspectives within our operations. Survey responses referenced lack of representation for specific racial groups; *"The longer I work at UCB, the fewer Black students I see walking across campus. Where are the African-American employees?"*

Example(s) of current best practices within the Division related to this recommendation: The Athletic Study Center launched a pilot program this year that provides individualized counseling, personal development and holistic mentoring services to help students from under-represented populations. This program is designed to support students who are primarily from low-income backgrounds, are first-generation college students, and/or are otherwise at higher risk of experiencing cultural disconnectedness and academic difficulty. The program will be developed with the Department of Intercollegiate Athletics and the Division of Equity & Inclusion.

Metrics For Assessing Progress:

- Set unit-specific goals for recruitment and hiring plans and review outcomes to monitor progress toward goals annually.
- Establish (and maintain) communication pipelines with campus groups to ensure broad reach of announcements and opportunities.

Table 3. Actions and Outcomes for Recommendation 3

Action Items / Goals	Short-term outcome	Long-term outcome
1. Regularly analyse diversity of student representation in the Division (in student workers and in the programs that the Division runs).	Establishes EI&D as a priority in the students we hire and serve, by setting mechanisms for tracking their demographic data.	Longitudinal data tracking to monitor progress over time of policies implemented to increase diversity.
2. Units will evaluate demographic data and set concrete goals for demographics they determine to be aspirationally diverse.	Units would be aware of the demographic breakdown of the students they hire/serve and make recommendations for implementing policies and procedures to increase this diversity.	Division's student workers would reflect the diversity of the available pool of Work-study students on campus. Division's programming would reach all underrepresented populations.
3. Work with campus diversity groups to advertise open student positions.	Ensure the open positions are reaching targeted groups on campus (ethnic associations, disability student group, student parent center).	Student worker positions are filled by a diverse population of students from across campus and diversity measurements.

4. Create More Opportunities for Student Input and Feedback Across the Division's Units

Recommendation: Increase opportunities for students (in their roles as both employees and students) to give input and provide feedback to programs across the Division. For those units that have formal student advisory boards, review Divisional approach to ensuring diversity within the recruitment and administration of these boards (including the Student Advisory Councils for VCUE, ETS, AC, etc.) To ensure diversity on these existing boards, we must seriously consider incentive and reward structures for growing participation. Advisory boards should also significantly engage issues related to EI&D within their activities and recommendations to the Division's Senior Leadership Team. Unit-specific advisory boards could contribute their annual discussions/action items to the Student Advisory Council for Undergraduate Education (SACUE). SACUE should also consider EI&D issues within its semi-annual recommendations to the Vice Chancellor.

Rationale: Diversity is fundamental to excellence in programming. To the degree we can integrate student voices (expressive of their roles as both employees and students within the Division) then our continued assessment of programs and operations will be the better for it. The aspiration to provide more robust avenues for student input and feedback on Divisional affairs is fundamental to building an ethos of full participation.

Example(s) of current best practices: The VCUE Immediate Office maintains a Student Advisory Council for Undergraduate Education (SACUE). ETS has student participation on its advisory board.

Metrics For Assessing Progress:

- When appropriate, establish connections to the student body through represenation on unit leadership committees.
- Monitor the demographics for students serving on advisory committees and link them to unit EI&D goals.
- Establish mechanisms for carrying forward student input from advisory boards to the VCUE Senior Leadership Team. Number of recommendations that meet the unit's goals.

Individual unit advisory board reports are included in the VCUE Student Advisory Council Annual Report. For units that aim to incorporate student input through mechanisms other than student advisory boards, these processes can be documented within the regular data collection and analysis procedures that are addressed in Recommendation 3 (page 16). An aim is for applications to existing student advisory boards to reflect the socio-demographic diversity of the student body.

Table 4. Actions and Outcomes for Recommendation 4

Action Items / Goals	Short-term outcome	Long-term outcome
1. Review Divisional approach of outreach to students.	Focus on diversity within the recruitment and administration of these boards.	Increased diversity of student representation on advisory boards across campus.
2. Increase the focus on EI&D issues within campus student advisory groups.	Greater discussion with students on EI&D issues, with new strategic issues coming to the Vice Chancellor's attention from the student perspective regarding EI&D concerns.	EI&D concerns and topics are institutionalized in the activities of the student advisory groups, are included in its reports, and are embedded fabric of the student advisors' work.

5. Increase Training, Support and Evaluation of Supervisor's Staff Recruitment Practices

Recommendation: Develop processes that ensure that all hiring managers within the Division have been trained in recruiting diverse staff. These trainings should be complemented by convenient access to campus resources for improving outreach to staff in URM groups when recruiting for all positions. This might include consultation with the Division's Equity Staff Officer in Human Resources/Campus Shared Services (HR/CSS). These trainings and resources should build consistent commitment to diverse hiring across the Division.

Rationale: To develop the best possible workforce, the Division needs to ensure that it is utilizing all available resources to build a diverse workforce. This can occur if we have a fair process that reaches out to a diverse applicant pool. All decision-making within the Division is enhanced by the presence of diverse staff.

Relevance to EI&D: It is important for departments to assure that they have a fair and equitable recruitment process. A diverse applicant pool can lead to a stronger workforce that can achieve the University's goals.

Metrics for Assessing Progress:

- Diversity of divisional workforce
- Number of recruitments that meet diverse pool goals

Table 5. Actions and Outcomes for Recommendation 5

Action Items / Goals	Short-term outcome	Long-term outcome
1. Assure all supervisors are trained and participate in the *Keys to Enhance your Supervisory Success* (KEYS) course, <u>Recruiting a Diverse Workforce</u>	Supervisors become aware of the importance of conducting searches that comply with EI&D principles.	Applicant pools reflect the diversity of the Bay Area, the State, or the reasonable recruitment area depending upon the position.
2. Make all hiring managers aware of recruitment resources available to ensure the diversity of the applicant pools. See *Appendix 4*.	Managers are held accountable for using resources provided by the Division and the campus.	Division assists campus in meeting its affirmative action goals in positions that show underutilization of various racial/ethnic groups.
3. Utilize *Talent Acquisition & Employment Services* for staff recruitment.	Search committees are better educated about the importance of utilizing EI&D concepts when recruiting/hiring and have the resources and support they need to ensure success.	Search committees feel supported in integrating EI&D concepts in the recruiting process.
4. Interview Data Form (IDF) Audits.	IDFs are audited on an annual basis to ensure compliance with campus policy.	Audits become a tool by which units can learn how to better integrate EI&D concepts in their recruiting practices.
5. Consider establishing an "Equity Advisor" role for staff recruitment as in the practice with faculty searches.	Each unit has a trained equity advisor who can provide guidance and support for search committees in areas of EI&D.	Search committees feel confident that their recruitment was conducted in a fair and equitable manner.

6. Expand Training and Professional Development Opportunities on EI&D for the Division's Staff & Supervisors

Recommendation: To address the training, development, and assessment needs of supervisors and staff, the EI&D Strategic Planning Group has a two-part recommendation.

Part one: we recommend additional EI&D-related training for supervisors.

Part two: we recommend the Division creates more access points for professional development for staff at all levels.

These additional trainings will help provide a more uniform, baseline level of EI&D awareness and skills within the Division that can assist in bringing to life the aim of *full participation*.

Required training for supervisors should include two *Keys to Enhance Your Supervisory Success* (KEYS) workshops; <u>Recruiting and Hiring Staff</u>, which instructs supervisors "on how to apply principles of inclusion" to recruitment. A number of supervisors remarked in their survey responses that hiring a diverse staff was one way they established an EI&D workplace. However, another noted that *"I would like to better understand the recruiting guidelines for hiring a diverse instructional (non-faculty) staff."* The second course, <u>Creating an Inclusive Environment</u>, helps supervisors nurture and sustain a workplace where staff feel a part of a team and contribute their efforts toward its success. One respondent recommended campus *Multicultural Education Program* (MEP) workshops, *"I think the Multicultural Education Certificate is a really wonderful program and I would love to see more staff across our division participate if not in the certificate itself, then these workshops or types of workshops."*

The second strategy for embracing a culture of EI&D is to address employees' concerns regarding professional development. Learning new skills in order to advance their career on campus was the focus of a number of staff survey responses. However, one employee stated that *"professional development and decision team opportunities would help me feel like I belong, but I am unaware*

of these opportunities." Increasing staff awareness of the many learning tools available to them as a member of the UC Berkeley community would be a good first step to ensuring they feel a part of this organization.

Rationale: When supervisors were asked if they had completed professional development on EI&D, 41% responded 'Yes,' 33% answered 'No' and 26% were 'Unsure.' Since over 50% of supervisors either have not taken EI&D training or are unsure if they have, there is clearly an opportunity for improvement in this area.

Anecdotal evidence suggests that staff leave campus because they are not provided with opportunities that help them advance their careers at UC Berkeley. When supervisors offer employees a chance to receive skills assessment, we would provide staff with support to excel on campus and send the message that they are valued. It is important to keep in mind that providing all staff with access to professional development should not just be thought of as a question of funding but also, or alternatively, is a question of time made available for these opportunities.

Relevance to EI&D: Training management on how to create an equitable, inclusive, and diverse culture is essential for campus to be able to successfully meet its goals. Based on our analysis of demographic data, certain groups dominate the management team. By giving staff in underrepresented groups opportunities to develop skills, we can build a pipeline of staff to the management group (succession planning), improve these numbers, and increase our diversity at the highest levels of the Division. By adding more assessment opportunities this will hopefully engender a sense of belonging to a learning community. It will also show that there is fairness by offering these opportunities to all staff.

Example(s) of current best practices within the Division related to this recommendation: In SSALL, the decision-making around professional development opportunities for staff is held by a committee of their peers. In response to feedback that some supervisors were more supportive than others of their staff pursuing professional development opportunities, Dean Rick Russo created the "Sunshine Committee," whose job it is to plan staff morale events and allocate $10K in funding for professional development across the unit's staff. Staff submit proposals to the committee that include a budget as well as narrative outlining planned activities and desired outcomes. Supervisors do not have veto power, thereby encouraging motivated staff to pursue professional development opportunities of their choice, regardless of how (un)supportive their supervisor may be.

ETS allocates a specific amount of funding per Full-Time Employee (FTE) to managers (currently $1,700) that they can use to send their staff to trainings, conferences, etc. Managers are expected to spend their allocation and are held accountable if they do not. It is not intended that each staff member receive a certain amount of support. Managers can allocate based on staff and service needs.

Metrics for Assessing Progress:
- Number of trainings that staff attend per year
- Number of staff that have a professional development plan in place
- Overall average of Division's performance in the core competency of Inclusion, as measured by performance evaluations
- Number of intra-Division projects and participants

Table 6. Actions and Outcomes for Recommendation 6

Action Items / Goals	Short-term outcome	Long-term outcome
1. Assure that all supervisors set aside time for their staff to participate in professional development opportunities each month on average of 6-7 hours and hold them accountable for ensuring this occurs.	All staff are aware that they can participate in professional development as part of their day to day work.	Employees know what training they need to take and are participating in these trainings on a regular basis. Data from UC Learning show that staff are participating in on-campus training.
2. Encourage staff to participate in training and attend conferences that are relevant to their current job and/or future career.	Staff will be more aware of opportunities and are learning over time.	Staff remain at the University longer and advance in their careers through promotion and development, reducing turnover rates.
3. Allocate funds for professional development and establish fund-distribution accountability mechanisms for supervisors.	Holding supervisors accountable for for distributing training funds, ensures increased training opportunities for staff.	Allocating funds and time for employees to improve skills, sends a strong message to staff that they are valuable to the organization.
4. Include *Career Center* presentation in Divisional onboarding events.	Staff are aware that they can get free career counseling on campus.	Staff participate in development programs offered by *HR/University Health Services.*
5. Assess employees skills in the area of EI&D.	Identify training needs around EI&D for Divisional staff.	Assure all staff are trained on EI&D issues and that participation rate in these trainings increase over time.
6. 'Diversity Training' for Supervisors and Senior Leadership to ensure continued growth in the Division.	Supervisors are given tools to use when dealing with a diverse workplace and increase their ability to manage staff in a fair and equitable way.	By learning to communicate with a diverse workforce, supervisors reduce the potential for grievance.
7. Mechanism for Senior Leadership Team to share upcoming projects that would benefit from other Divisional staff's assistance/participation.	Staff is informed of opportunities to work on new projects that allow them to develop additional skills that may qualify them for promotional prospects.	Campus has an increased pool of internal applicants, potentially reducing the vacancy time of critical-to-fill positions. Succession planning becomes more manageable.
8. Performance Evaluation could be more dialogic and formative in process. We recommend training for all new supervisors and continued training–growth vs. fixed literature (for context).	Whenever possible, supervisor's should focus on establishing measurable goals during the review cycle and providing staff with clearly delineated steps to take to meet those goals.	Over time, by achieving goals established with their supervisor, employees gain valuable skills that allow them to grow in their career.
9. Encourage training that improves communication skills in a diverse workplace.	Staff are comfortable expressing their viewpoints and feel like their concerns are heard.	Overall campus climate is improved as demonstrated in future surveys.
10. Create transparent systems for ensuring equitable distribution of professional development opportunities within a unit.	Employees don't feel that they are being excluded from chances to improve their skills and career advancement.	Employees know how to request for training opportunities and have a plan developed.

7. Foster A Sense of Belonging Within Division & Units

Recommendation: Foster a greater sense of belonging within the Division and within the units by improving key communication spaces where important community-building and EI&D values take shape. These critical spaces include Divisional gatherings, the physical layout of offices, meetings, and retreats within units.

Divisional identity could be better-formed, and assisted through the 'onboarding' process and activities building divisional identity (i.e., gatherings, communications, activities, publications, etc.).

Ensure close attention to the necessities of staff function in space design. As units consider changes to their spaces in the future, EI&D principles should be considered.

We recommend annual programs or training be instituted to assist in fostering a sense of belonging between supervisors and their staff in the areas of space, activity, and communication-planning.

Rationale: In order to promote EI&D principles within the Division, its members should feel a sense of belonging to the division. In the Working Group Surveys, a significant number of respondents felt a stronger sense of belonging to their department/unit/program than to the Division. Division-wide activities foster a sense of belonging to something larger than the individual unit as described in a response, *"In order to create a sense of belonging in the division, I think it would be helpful to have events or programs that brought staff from across the division together."* Thus, in order to increase the sense of belonging to the Division, the onboarding process and Division gatherings provide opportunities to improve both a sense of belonging and shared EI&D values.

One-third of respondents to the Working Group Surveys disagreed that the office layout fostered a sense of belonging. The physical layout of offices within units may be impacted by staff rearrangements that resulted in new hierarchies of space. For example, a proliferation of cubicles or management being assigned to different floors than the supervisees. Thus, the physical layout of unit offices may impact a sense of belonging.

Within units, staff felt that their co-workers fostered a greater sense of belonging than their supervisors. The survey also showed that staff disagreed that meetings and retreats fostered a sense of belonging. Many survey responses demonstrated that staff feel welcomed and included in their workplace, and these should be celebrated and further encouraged.

> *"I think my department is pretty diverse already, and I feel welcome in the group. I don't really have any recommendations for you guys."*

> *"Our unit is very diverse and we get along very well. We are open minded and respect each other and do our best to accommodate cultural differences."*

Whereas other staff report negative working environments, which should be addressed:

> *"Replace the current atmosphere of domination and intimidation with one of mutual respect and accommodation. The members of upper management here are rarely in the office; the staff below them are left to run the unit on a daily basis."*

> *"It is frustrating when people speak Spanish in the office. The Spanish speakers in the office often speak Spanish to one another. There are a number of different languages spoken by people in the offices, but those people speak English in the office setting. The Spanish speakers tend to speak in groups which excludes others. It makes some uncomfortable."*

Relevance to EI&D: When asked what skills were necessary for one to successfully work within a diverse workplace, many respondents to the Working Group Surveys identified the importance of listening, communicating, and competence in relating to others. Inter-unit gatherings, the onboarding process, the physical space where interaction takes place, and staff meetings are all critical spaces that provide the opportunity to practice communication guided by EI&D values.

Example(s) of current best practices: The Immediate Office of the VCUE collaborates with the Office of the Vice Chancellor for Equity & Inclusion to hold an annual holiday gathering. This event brings supervisors and staff from all units to celebrate excellence and shared values. The VCUE Immediate Office also coordinates a biannual onboarding event where managers are encouraged to accompany new staff to acclimate and welcome them to the culture of the Division and to the campus as a whole.

The SLC underwent renovations during the 2014 winter break. The staff were given an opportunity to choose assigned areas to increase collaboration.

The Administrative Manager of ETS meets with every new staff member to provide an overview of system-wide, divisional, and departmental org charts so that the new employees understands where they fit into the larger organization. ETS created a Space Committee to talk about the space needs of each unit. The unit also established a Transition Working Group following a major reorganization. This group's function was to make recommendations to management on issues that came up as a result of the reorg. They also brought in outside facilitators to assist with facilitating healthy conversations during this time.

Metrics For Assessing Progress:

- Increase response rates for sense of belonging to the division to meet those of unit
- Increase staff retention rates within the division
- Establish principles and protocols for fostering cross-unit and intra divisional collaboration
- Increase and advertise opportunities for retreats and meetings at all levels

Table 7. Actions and Outcomes for Recommendation 7

Action Items / Goals	Short-term outcome	Long-term outcome
1. Continue annual Division holiday party and promote additional intra-division/unit collaboration to foster affinity for Division values and embrace EI&D principles.	The holiday party will continue to grow and additional intra-division/unit collaborations will provide more opportunities for supervisors and staff to gain a sense of belonging to the Division.	We will see increased participation of supervisors and staff in intra-division/unit gatherings that can celebrate EI&D success and increase a sense of belonging to the Division.
2. Utilize the onboarding process to promote EI&D values within VCUE.	The onboarding process informs supervisors and staff about divisional gatherings and inter-unit opportunities.	New staff will feel a greater sense of belonging to the Division encouraged by units during the onboarding process.
3. When there are opportunities that cause units to alter physical space, supervisors should reassess office layout and physical space so that best principles of EI&D are utilized and considered to foster sense of fairness, inclusivity, and access.	Analysis and protocols for examining office layout will improve to ensure that staff within units feel included and a stronger sense of belonging because of physical space decisions.	Formal principles and protocols will guide units to ensure staff will feel a greater sense of belonging due to the physical layout of offices. More staff will feel that the office layout promotes EI&D rather than feelings of isolation and exclusion.
4. Assure that staff retreats and meetings are facilitated in ways that promote EI&D principles and encouraging a sense of belonging.	Provide professional development that support supervisors and staff to run staff meetings and retreats in ways that foster better communication and prevent exclusion.	Supporting professional development opportunities without these activities having a detrimental impact on workload. Staff and supervisors are acknowledged for their participation in improving communication for staff meetings and retreats. Staff meetings and retreats are spaces that foster EI&D values and a sense of belonging.

8. Conduct Exit Interviews

Recommendation: Each unit shall coordinate with Human Resources to offer exit interviews for all employees who voluntarily separate. Interviews should not be conducted by direct supervisors.

Rationale: The Division needs a method to examine why employees leave their positions (at the unit/department/university). We currently lack a uniform method or consistent commitment to collecting this information. As we found in our surveys, each unit handles separations differently. We found that supervisors are not aware of the exact procedures of exit interviews and when they have occurred, they have been very informal. Supervisors expressed the need to formalize a process and be thoughtful about who conducts these exit interviews.

Relevance to EI&D: Employee separation presents a unique opportunity to understand the employee's experiences while they were in the unit, as well as their motivations for leaving. These motivations could be related to issues of equity, inclusion and diversity and it would be important for the individual units and the Division to know of these issues for assessment purposes and to address issues that may arise. We may also learn that staff are leaving for better opportunities that arise as a result of a lack of professional development opportunities.

Example(s) of current best practices: ETS currently conducts exit interviews, guided by a list of questions. The interview is conducted by the Associate Director for Business, Events and Production Services and is documented by the HR/CSS Business Partner. The information is only shared with the ETS Director.

Metrics For Assessing Progress:

- Set goals for documentation and establish protocols for review of separations and interview data.
- Include guidelines in unit-specific protocols for managers and HR/CSS representatives.

Table 8. Actions and Outcomes for Recommendation 8

Action Items / Goals	Short-term outcome	Long-term outcome
1. A person from the unit, other than the supervisor, conducts the exit interview.	Employees are more open and honest when answering the exit interview questions which will increase the validity of the information.	By having the "most accurate" information possible, adjustments can be made as a result of addressing the information gathered.
2. Exit interviews are mandated across the Division and are conducted in a standard way.	All units will be providing input that employees can benefit from, and a proper Division wide snapshot can be assessed.	Exit interviews become a tool to identify and respond to patterns where people leave the Division/University as a result of feeling excluded or treated unfairly. Also, positive experiences employees had related to EI&D are identified and shared across the Division.
3. Train interviewers on the standard way in which we conduct exit interviews.	Creates a capacity for the Division to do proper analysis of data.	Long term trends can be tracked by the Division that will direct any adjustments.
4. A method to funnel confidential exit interview information to the VCUE is established.	This will ensure employees can be truthful while also assuring that the VCUE has an opportunity to evaluate information.	The VCUE will have a well-rounded impression for the reasons separations occur within Division.

9. Improve Support for Work / Life Balance Within Division

Recommendation: Provide training for supervisors that teach them how to support staff's work/life balance; set limits and clarity on work expectations

Rationale: We need to do a better job at supporting a culture of work/life balance in the Division. We need to provide managers with the opportunities to think creatively about this for themselves and for their direct reports. Many staff are caregivers for children, elderly parents, or other family members. By providing flexibility to these staff members, we can provide them with the opportunity to fully commit to both the University and their loved ones.

Relevance to EI&D: Equity is about the sense of being treated fairly. We have not been consistent as a campus and Division in talking about work/life balance and providing opportunities in areas such as telecommuting and flexible hours. We also need to provide assurances that we have consistency and fairness while at the same time working within the confines of policy and law as it relates to exempt and nonexempt staff.

The division scored relatively well in work/life balance, but there are 'mixed messages in the narrative responses. Work/life balance is regarded as important by staff but how that balance is supported is unclear. A suggestion from the survey includes: *"Although I'm done having children, I strongly feel we should designate one room as a nursing/milk pumping room."* This is especially interesting as there is a well-developed *Breastfeeding Support Program* for accommodating lactating mothers on campus. This program, therefore, should be better-promoted.

Example(s) of current best practices: ETS provides opportunities for exempt staff to telecommute one to two days per week. The unit uses a *standard telecommuting agreement* provided by Human Resources and expects that staff make themselves available by phone, email, and chat while working from home. ETS also sponsors *WorkFIT*, an in-house fitness program developed by Recreational Sports that sends certified fitness instructors to the workplace to lead regular classes for staff.

Table 9. Actions and Outcomes for Recommendation 9

Action Items / Goals	Short-term outcome	Long-term outcome
1. Offer flexible schedules and more opportunities to telecommute.	Staff will be more productive and morale will improve.	It could lead to more opportunities for caregivers to take on management positions. More students could be served during the hours they are available.
2. Offer wellness programs in the workplace such as WorkFIT.	Staff will be healthier.	The workforce will be healthier, therefore requiring less sick time. This will take the burden off of staff who have to cover for these employees.
3. Provide different cohorts of staff representing different units in the division the opportunity to go through a series of trainings - similar to the WorkFIT program–but also incorporate wellness components such as self-care, nutrition, meditation, positive mindset, active listening, fitness, etc.	Staff and supervisors will be better trained on issues regarding wellness and can then better assure that they and their staff are doing what they can to be healthy.	Staff feel that they have equal opportunities to be safe and healthy at work.
4. Encourage supervisors to not send emails over the weekends and other non-standard work hours unless important for business operations.	Staff will not feel obligated to respond to messages during their off hours.	Staff will be able to relax during their off hours and end up being more productive during the work day and having greater sense of work/life balance.

10. *Conduct Regular EI&D Related Surveys of Staff & Supervisors in Division*

Recommendation: A regular (annual or biennial) survey of staff and supervisors in the Division should be conducted in order to

1) gauge the state of EI&D issues and awareness in our Division,

2) analyze how this is changing over time, and

3) whether the policies and procedures we've implemented have made a difference.

Rationale: As was described in the above analysis of the supervisor & staff surveys we distributed, the Campus Climate survey does not have the level of detail nor the participation rate that is sufficient for gauging the state of EI&D issues in our Division. Therefore, we feel that a survey should be distributed regularly to staff and supervisors in the Division. These regularly-conducted surveys help make real the aim of *full participation*. We encourage future use of the survey we created (see *Appendix 3*) as well as including additional questions that capture progress on the recommendations in this report.

Relevance to EI&D: Equity, inclusion and diversity are more complex issues than can be captured on the questions devoted to it on Campus Climate survey. Therefore, a survey completely devoted to these issues should be a regular part of Division processes.

Metrics For Assessing Progress:
- Development of survey tool and schedule based on the Working Group Surveys (*Appendix 3*) and analysis outlined in this strategic plan
- Establish a regular schedule for review of results against the goals of the Division by the Vice Chancellor and the Division's Senior Leadership Team.

Table 10. Actions and Outcomes for Recommendation 10

Action Items / Goals	Short-term outcome	Long-term outcome
1. Regularly distribute a survey to staff and supervisors covering questions of EI&D.	A signal is sent that EI&D are important to Division leadership Also, there is an official and regular mechanism for capturing the experiences of individual staff/supervisors.	We will be able to effectively measure the change of attitudes/perceptions around EI&D issues in the Division and see where the policies we have implemented have made an impact.

11. Division of Undergraduate Education to Provide Leadership as a Campus EI&D Strategic Visionary

Recommendation: Provide resources and vision for the Division to serve as a program leader and collaborator in promoting issues of EI&D across the campus.

Rationale: As strategic academic partners, VCUE has considerable influence over academic units, and has a history in creating programming and modeling leadership on issues of EI&D. Through this strategic plan, and the Implementation Team's efforts to operationalize its vision, the Division of Undergraduate Education can expand its role as a campuswide EI&D thought-leader and strategic partner.

Examples of current best practices: Attention to issues of EI&D weave through the work of each of the Division's units. Rather than attempt to compile an exhaustive list of these activities, the Working Group has highlighted a few best practices, categorized by units, of activities that were not already reflected elsewhere in this report.

The American Cultures (AC) Center

The raison d'etre for the AC Center and programming is to ensure opportunities within the curriculum are creatively and intentionally developed, where the value of teaching and learning from each other on issues directly related to America's past, present and future racial and cultural complexity is central. The AC Center is charged with creating opportunities for new knowledge development related to diversity-related topics in the undergraduate curriculum, through the unique American Cultures 'diversity curriculum' graduation requirement.

Annually, approximately 12,000 students are enrolled in 130 courses.

The ongoing reality of a nation divided on a racial axis, requires opportunities for students to think critically and be challenged to think deeply about race and ethnicity, gender, class, sexuality and abilities within a culturally diverse and relevant curriculum. This curricular intent is institutionalized with the offering of AC courses across 51 departments and programs.

Outcomes of such opportunities present the capacity to reduce prejudice and bias (particularly racial) and increase inter-group understanding, and higher levels of exposure to diverse ideas and information are correlated with development of 'active thinking processes'.

The AC Center partners with many academic and non-academic partners (e.g. MCC, MSD, EOP) to bring the many 'domains' of diversity programming that occurs on the campus, into relationship with faculty's teaching of AC courses and student activities.

The staff works closely with the *AC Senate Committee* (http://academic-senate.berkeley.edu/committees/amcult) on new AC course development and new instructor offerings, and also with the *Haas Institute for a Fair and Inclusive Society* (HIFIS) in the support of initiatives which bring equity and diversity related research to the Berkeley undergraduate curriculum and also share Berkeley's best-practices in diversity-curriculum initiatives with a broader public, e.g. *http://www.otheringandbelonging.org/*.

With the *Public Service Center* (PSC), the challenges and opportunities of the inflections present in the relationship of diversity/inequity, have been addressed in the *American Cultures Engaged Scholarship* (ACES – http://americancultures.berkeley.edu/aces) program. In partnering with 64 local community organizations, 42 AC courses have been developed, providing 'research-based' opportunities for undergraduates. ACES has named and confronted the contradictions of diversity studies and efforts within higher education. Tempted to be over-celebratory or sanguine, the often reductive, instrumental work of diversity studies has been put into direct engagement with the social complexity of those communities which diversity proposes to study. Putting

scholarship to the service of communities has yielded grounded theory whose outcome is public intellectual work.

Two 'ACES Institutes' are offered annually to support faculty developing community-university partnerships. Provided with the title 'Chancellor's Public Scholar', these faculty are accompanied by a graduate student, afforded the title 'Chancellor's Public Fellow' in the development of these 'applied diversity for social change' courses. The Institute brings faculty, graduate students and community partners together to develop these university-community, curriculum focused endeavors.

Affective and effective interventions for creating new 'diversity-knowledge' are centered in the experiences of the ACES student, producing powerful public interventions. *http://media.journalism.berkeley.edu/projects/2014/20140320_bart/*

With the Office of Planning & Analysis, a pre- and post-AC course survey is conducted each semester by the AC Center, measuring six factors of student learning associated with advancing students personal and intellectual growth with diversity as a means for inquiry rather than object of inquiry.

An annual, 'Teaching and Learning Diversity in the Curriculum' workshop is offered each spring, particularly focussed for graduate students teaching during summer sessions.

Individual and department based 'diversity pedagogy' workshops are held to support broad campus conversations on the 'moving edges' of diversity scholarship, as well as build teaching skills and assignment creation for fostering respectful, creative and diverse classroom environments.

Athletic Study Center (ASC)

The ASC Director follows Human Resources recruitment policies for establishing a diverse workplace through careful consideration of student demographics in the areas that the position will serve. Positions are publicized well, and with the intention of reaching a diversity of potential applicants.

The ASC Directors of Academic Development, in conjunction and with support from, the ASC Director provide professional development opportunities to staff, highlighting specific opportunities to URM and women. These development opportunities are allocated by the director.

The ASC peer-tutoring program has a weekly seminar that (in part) is devoted to open conversations around issues relating to equity and inclusion. The supervisors train/teach tutors to consider how issues of power and inequality influence engagement and achievement. The weekly seminars cover socio-cultural theories of learning/literacy and understanding "stereotype threat[2]" in addition to other important aspects of educational issues surround EI&D.

The ASC training pedagogy comes from two interrelated socio-cultural theories of learning: zone of proximal development and cognitive apprentice. Socio-cultural theories view learning as a social practice via multiple modes, texts, and genres of communication (Lev Vygotsky (1978), James Paul Gee's (1991).

Regarding stereotype threat, peer tutors are asked to read literature on the topic to provide background. The tutorial coordinator has curated a number of resources around this topic on a *web site* (http://curationlearning.com/nodes/514b3daf840044dc13000133). Tutors are asked to review the material on this site before attending the peer tutor seminar where they have an open discussion around peer tutor experiences, and how these resources inform those experiences.

The ASC hires work-study students, and actively recruits from diverse student populations representing the various departments and disciplines of the university. Peer tutors can work for credit or for pay, but the training/teaching is the same, particularly as it relates to issues of equity and inclusion. The ASC also works closely with the Graduate School of Education to promote diverse student populations who have opportunities to work both for units and financial assistance within the unit.

The ASC collaborates with other departments and groups on campus to co-sponsor events within the campus community including events for the Black Student Union and LGBTQ Center for Equity and collaborates with students and faculty to develop courses on campus addressing issues of EI&D including a women's leadership course and a course addressing *specific issues faced by the student athlete population* (http://www.decal.org/courses/2936).

2 "*Stereotype threat refers to bring at risk of confirming, as self-characteristic, a negative stereotype about one's group.*" Steele, C.M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African-Americans. *Journal of Personality and Social Psychology, 69,* 797-811.

The ASC has created a partnership with the Bay Area Outreach Program (BORP) to facilitate a *course to teach disability theory* and provide all students a chance to critically reflect on the theoretical in conjunction with the practical experience of playing a Paralympic sport. (*http://www.decal.org/courses/3470*)

The Blum Center for Developing Economies

- Oversees the *Global Poverty & Practice Minor* (GPP) and through the GPP Fellowship ensures access for all students to this popular, experiential program.

- Supports poverty action related "enrichment courses" for the entire campus across many disciplines (Robert Reich's *Wealth & Poverty* class is one example).

- Manages UC-wide annual *Big Ideas* student innovation program – supporting student innovation in addressing a wide range of pressing social challenges.

- Supported the design and launch of new graduate *Designated Emphasis in Development Engineering* (Fall 2014) seeking to spur more innovation for poverty alleviation.

- Through significant collaboration with USAID, created the *Development Impact Lab* for supporting science and technology research toward poverty alleviation.

- Launching of "*Poverty, Interrupted*" UC Press book series on contemporary inequality.

- Supports the *IdeaLabs program* which creates opportunities for multidisciplinary groups of students to work together around their shared interest in pressing social issues. Examples include: human trafficking, water sanitation, and point of care diagnostic tools.

Educational Technology Services (ETS)

ETS plays a leadership role in providing assistive technology services and in promoting the use of assistive technology across the campus.

The Center for Teaching and Learning (CTL)

- Together with Summer Sessions and Study Abroad, developed a Faculty Series on Teaching International Students.

- As part of the Academic Program Review process, provided in-depth consultation to TDPS in 2014 around equity and inclusion issues and conducted an undergraduate student survey to understand student experiences.

- As part of an ongoing commitment to advising excellence, the Advising Council (in coordination with the CTL and Learning + Organizational Development) launched a new professional development program for staff advisors, *Advancing Practice*. Currently, six of 24 workshops in the two year-program (25%) are being offered in conjunction with E&I, *CE3* and the *Berkeley International Office* and address issues of equity and inclusion.

- The CTL devoted the February 2015 issue of its Teaching@Berkeley newsletter (which is sent to all instructors on campus) to the topic of equity and inclusion.

Summer Sessions, Study Abroad & Lifelong Learning (SSALL)

Summer Sessions fee waiver programs:

- Retention Grant (potential readmits after dismissal or long absence)
- Opportunity Grants (underserved students in programs like McNair Scholars, George A Miller Scholars, Early Academic Outreach Program, Transfer Alliance project, etc)
- NSF Research Programs (underserved students associated w/NSF-funded projects)
- 100 Scholars (teachers in California schools)

Pathways to 4-year university program created to promote preparing community college students for transfer to UCB or other competitive four-year universities.

- Collaboration with Disabled Students Program and Student Parent Program to increase access to study abroad for their networks.
- Senior audit program with the Osher Lifelong Learning Institute.
- Developing the Study Abroad Loan Program & Study Abroad Scholarships to increase access to study abroad.

University Extension (Extension)

Over the past several years, the Student Services unit at Extension has worked closely with the *Disabled Student Program* to increase accessibility to students with special needs. The department has created it own pool of assistants who provide a wide variety of services to ensure the success of disabled students.

In November 2014, Extension launched an endowment program to fund annual scholarships to students who have demonstrated financial need and academic merit. The Dean's office has pledge to match contributions on a dollar-for-dollar basis.

Every year, for many years, Extension has offered free public lectures to the Bay Area Community. These events provide an opportunity for the general public to gain access to educational excellence of UC Berkeley and cover a wide range of topics such as science and medicine, humanities and practical information such as the impact of the Affordable Care Act.

Metrics For Assessing Progress: We suggest creating a mechanism for measuring Divisional leadership in issues of EI&D that will capture both the breadth and depth of the impact.

Table 11. Actions and Outcomes for Recommendation 11

Action Items / Goals	Short-term outcome	Long-term outcome
1. Establish a mechanism for annually collecting best practices on EI&D from all units in the division and for sharing these best practices with the broader campus.	The division will have a regularly-updated catalog of efforts and achievements around EI&D.	The Division will be acknowledged as a leader around EI&D and sought out as a strategic partner for future EI&D-related initiatives across campus.

Conclusion

This strategic plan represents the Division's first step in addressing issues that arose in the campus climate survey, as well as the information gleaned from the surveys carried out by the Working Group. Because the issues of Equity, Inclusion and Diversity (EID) are hallmarks within the field of higher education, practitioners within the field must constantly revisit these concepts to foster robust academic, working and student-centered environments that support the growth of staff, the inclusion of broad groups into the decision making process, and to promote an intellectual environment where empathy, equal opportunity and service to others thrive.

This strategic plan and accompanying recommendations provide the Division of Undergraduate Education a framework and approach to address these issues in a way to promote the most inclusive working environment possible. While the University faces many challenges with budgetary pressures,, and with regulatory guidelines that limit the recruiting of a more diverse student population, the Division of Undergraduate Education and other units on campus can work to develop a comprehensive set of tools, systems and approaches to promote EID concerns in a proactive, methodical way. The Working Group is excited about the promise that its work and recommendations have brought forward and is encouraged by the possibilities that the Division Implementation Team can pursue as the plan's recommendations are fully developed and implemented.

Appendix 1: Working Group Bios

Jessica Dolan
Academic Specialist, Athletic Study Center

Jessica provides comprehensive tutorial support for all members of the Women's Basketball team, offering both individual and group level support. Jessica supports students in their development of academic skills in writing, reading, exam preparation and time management. She works closely with the advising staff and the team coaching staff on issues surrounding motivation, career development and skill assessment. She recently earned her MA from UC Berkeley in the Cultural Studies of Sport in Education program. Prior to working in the Athletic Study Center, Jessica served as the Assistant Director of Basketball Operations for the Cal Women's Basketball team for three seasons after two years as their Graduate Assistant. She earned her BA in English from UC Berkeley in 2008. Upon graduating, Jessica coached at California State University, Chico before returning to Berkeley to pursue her graduate studies.

Leslie Rae Harlson (*Working Group Co-Chair*)
International Affiliates Administrator,
Summer Sessions Study Abroad & Lifelong Learning

Leslie works as the liaison for 80+ universities around the world that send their students to Berkeley Summer Sessions, ensuring that these partnerships run smoothly, from the relationship with the partner institution itself to welcoming the students to campus. She has a BA in German and International Studies and MA in International Political Economy. Before starting at UC Berkeley in 2013, Leslie worked for the German government's higher education arm, the German Academic Exchange Service (DAAD) and for the World Affairs Council of Northern California.

Lisa Fuller
Human Resources Business Partner, UC Berkeley Extension & Berkeley Resource Center for Online Education

Lisa has been the HR Business Partner for Extension since 2007. She has worked in Human Resources in Health Care, Finance, and Government industries for over 15 years. She has a Bachelor's degree in History from Cal State East Bay and a Master's degree in History from the University of Georgia.

Monica Garcia
Executive Assistant to the Vice Chancellor for Undergraduate Education

Monica began her career at UC Berkeley in 2012, supporting then-Vice Provost Catherine Koshland. She is responsible for managing Vice Chancellor Koshland's dynamic calendar as well as being heavily involved in the daily operation of the immediate office, managing workflow and overseeing student employees. She has been involved in a number of initiatives, including the design of the new VCUE Division website and coordinating the bi-annual Division onboarding event and workshop.

Monica is a former university registrar and came to UC Berkeley with over seven years of experience in student-focused higher education administration. She holds a Bachelor's degree in Sociology from UC Berkeley, and her Masters in Education from the American School of Professional Psychology.

Rex de Guia
Social Science Program Coordinator,
Student Learning Center

Rex began his career at UC Berkeley in the Fall of 2001 as the Social Science Program Coordinator at the Student Learning Center. He earned his AB in Legal Studies from the University of California, Berkeley in 1993 and his JD from the University of San Francisco School of Law in 1997. Before returning to UC Berkeley, Rex taught social studies and language arts at Balboa High School in San Francisco for five years.

Steve Garber
Associate Director, Business Events and Production Services, Educational Technology Services

Steve began his career at UC Berkeley in 2001 working as the Operations Manager at the Haas School of Business Full-time MBA Admissions Office. Today he serves as a strategic advisor to ETS's director and leadership team. He is responsible for managing the organizations $10M budget and for ensuring smooth operations in the areas of Human Resources, facilities, communications, and audio and video support. He received his Bachelor's degree from Brandeis University and his Master's degree in Molecular Biology from San Francisco State University.

Sean Burns (*Working Group Co-Chair*)
Director of Student Programs, Blum Center for Developing Economies;
Lecturer, Peace & Conflict Studies | International & Area Studies

Sean began his career at UC Berkeley in 2012. His work with the Global Poverty & Practice Minor and other Blum Center student initiatives draws from a rich history in building community-engaged scholarship programs and campus-community partnerships. Burns' research and teaching focuses on U.S. social movement history and the dynamic intersection of community activism, political education, and the remaking of the social imagination. Since coming to UC Berkeley, Burns was named Chancellor's Public Scholar (2012-13), and in 2014 he was awarded the Chancellor's Faculty Civic Engagement award for his course, "Social Movements, Urban History, and the Politics of Memory." He earned his PhD in the History of Consciousness Department at UC Santa Cruz, and, prior to joining the Blum Center, taught within UC Santa Cruz's Community Studies Department. Burns' first book, a biography of Archie Green, was awarded the 2012 CLR James Book of the Year Award.

Victoria Robinson
Director, The American Cultures Center

Victoria has been a lecturer in the Department of Ethnic Studies at UC Berkeley for 14 years. Originating from work in Southern Europe during the early 1990s, analyzing how migrant communities formed organizing strategies against xenophobic state policies and the fortification of the European community, she confronts the covalent forces of border militarization, criminalization and incarceration in her teaching. In 2010 as part of a teaching team of faculty, graduate and undergraduate members, she implemented a new core Ethnic Studies course, 'An Introduction to Abolition Pedagogy,' centered in the activism of local Bay Area prison abolition work. This work seeded the partnership of The AC Center and The Public Service Center, forming the 'AC Community Engaged Scholarship' (ACES) program, an initiative which imagines and acts on the possibilities of social change found in community-university partnership projects. Since 2010, the ACES program has developed almost 50 new community-university partnership courses, an effort emblematic of the great value and opportunities found when public education embraces the rich and diverse possibilities of working with the communities in which it lives.

Christian Teeter
Chief of Staff, Undergraduate Education

Serving as the Division's Chief of Staff since June 2012, Christian provides strategic advice to Vice Chancellor Koshland on administrative, financial, and personnel matters and provides support on a variety of projects related to academics and athletics. He served as staff to the Chancellor's Task Force on Academics & Athletics and facilitates the activities of the Division's senior leadership team. He also serves as an Instructor in the Graduate School of Education's Cultural Studies of Sport in Education program. He completed a BA, Phi Beta Kappa, from Colgate University and earned an MBA and EdD degrees from the University of Southern California. He previously served as Secretary of the Board of Trustees of the Coast Community College District in Costa Mesa, California.

Appendix 2: Acknowledgements

The Working Group would like to extend appreciation to the following individuals for their support in this collective process.

Additional Working Group Members

During the course of the 15-month working group process, three members of our group accepted positions outside of the Division or at other universities. We would like to thank Ahmad Wright, Chaniqua Butscher and Rachel Hollowgrass for their participation in our Working Group process and the important contributions they made to this final report.

From the Division of Undergraduate Education

- Catherine Koshland, Vice Chancellor for Undergraduate Education
- The VCUE Senior Leadership Team
- Noemi Z. Hollander, Project/Policy Analyst, Office of the Vice Chancellor for Undergraduate Education

From the Division of Equity & Inclusion

- Gibor Basri, Vice Chancellor
- Elizabeth Gillis, Director of Strategic Initiatives
- Amy Scharf, Planning and Project Analyst
- Andrew Eppig, Institutional Research Analyst

From the Office of Planning & Analysis

- Amber Machamer, Executive Director
- Lexi Shankster, Institutional Research Analyst

Ben Gross, Manager, Endpoint Engineering & Infrastructure, IIST-Client Services

The Working Group would like to thank our supervisors for recognizing the importance of this work and for supporting us in making the 15-month commitment to this Working Group process:

- Ben Hubbard
- Maryanne McCormick
- Darin Menlove
- Rick Russo
- Jenn Stringer
- Derek Van Rheenen.

Appendix 3: Additional resources (available online)

- *Staff Demographic Data*
- *Student Demographic Data*

Working Group staff & supervisor surveys
- *Staff survey questions*
- *Supervisor survey*

Third-party documents
- *Divisional Responses to the Campus Climate Survey*
- *Executive summary - UC Berkeley Campus Strategic Plan*

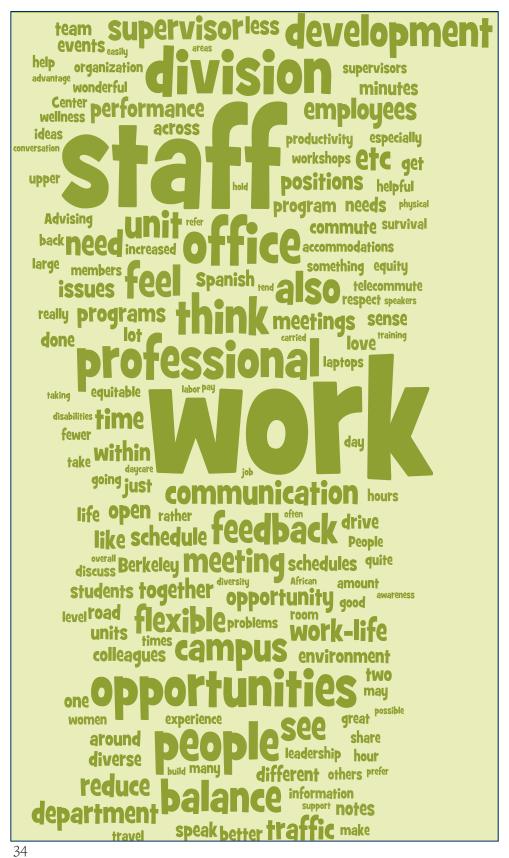## Appendix 4: Campus Resource List

This resource list was compiled by the Working Group with the intention that it might complement resources and opportunities already listed on the E&I website.

- *BSA Mentorship Program*
- *Berkeley Catalyst Program*
- *Cristina Banks - campus subject matter expert*
- *Staff Organizations*
- *Chancellor's Staff Advisory Committee*
- *Council of UC Staff Associations*
- *NOW Conference*
- *Keys to Enhancing Your Supervisory Success (KEYS)*
- *UC Learning Center / e-Learn*
- *Sponsored Tuition Program at UC Extension*
- *Career Place*
- *Business Officers Institute*
- *Management Skills Assessment Program*
- *Management Development Program*
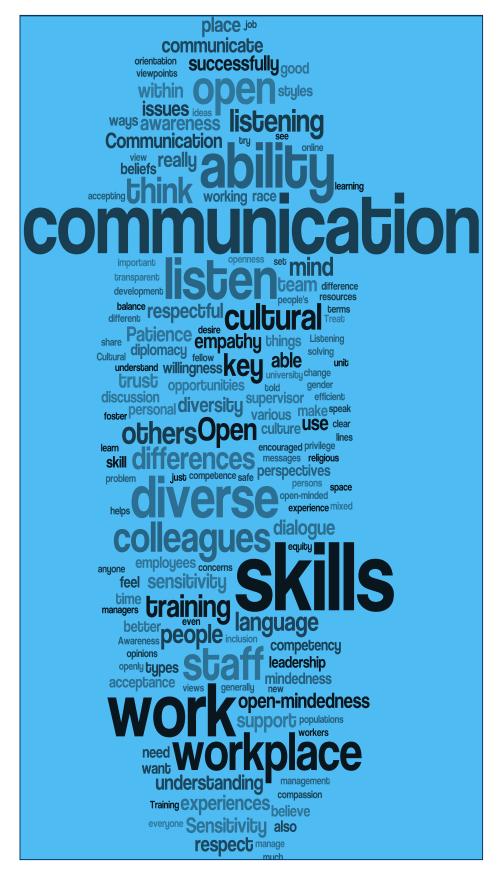- *CalPACT*
- *Campus EI&D Calendar*

Appendix 5: Wordles
Visual representations of survey responses

Wordle 1. If you could do anything to improve your work situation in relation to EI&D (sense of belonging, diversity in the workplace, work/life balance, accommodation), please share your ideas.

Wordle 2. What skills do you feel are necessary for you to successfully work within a diverse workplace?

" **Full participation is an affirmative value**
focused on creating institutions that enable people . . .
to thrive, realize their capabilities, engage meaningfully in
institutional life, and contribute to the flourishing of others."