TOOLKIT

Strategic Planning for Equity, Inclusion, and Diversity

"Developing the capacity to strategically think together and plan for fostering greater equity, inclusion, and diversity changes our institution, and us, in the doing of it. In this way, we transform our daily work, teaching, learning, research, and public service."

Gibor Basri, Vice Chancellor for Equity & Inclusion, 2015

diversity.berkeley.edu

Berkeley
UNIVERSITY OF CALIFORNIA

DIVISION OF EQUITY & INCLUSION

DIVERSITY

A defining feature of California's past, present, and future; refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic region, and more.

EQUITY

The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff in every stage of UC Berkeley education and career development, while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups.

The act of creating environments in which any individual or group can feel welcomed, respected, supported, and valued. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in the University's opportunities.

INCLUSION

CONTENTS

PLANNING TOOLS

THIS SYMBOL INDICATES A TOOL AVAILABLE FOR STEPS

Download this toolkit at diversity.berkeley.edu/planning-process.

Strategic Planning At-A-Glance

Equity, Inclusion, and Diversity

STEPS

1. Map Out Planning Process

2. Gather Information and Conduct Self-Assessment

3. Develop Vision: Set Goals, Strategies, and Metrics

4. Review Plan With Equity & Inclusion

5. Adopt Plan and Communicate Vision

6. Implement Plan

TOOLS

- Checklist for Departmental Planning
- Campus Plan Review Worksheet
- Data Guide
- Self-Assessment Worksheet
- Review of Faculty Equity and Inclusion
- Student Engagement Models
- Curriculum and Teaching Inventory
- Vision and Goal Setting Guide
- Strategic Plan Template

Division of Equity & Inclusion
University of California, Berkeley
102 California Hall, Berkeley, CA 94720-1508
510.642.7294 • equity_diversity@berkeley.edu
diversity.berkeley.edu

Introduction and Overview

As a key component of Berkeley's ongoing commitment to excellence in all its forms, the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity* provides a guide and a set of strategies for achieving transformational change on issues of equity, inclusion, and diversity (diversity.berkeley.edu/strategicplan). These strategies seek to support the campus in:

- Growing its leadership on teaching and scholarship in relation to equity, inclusion, and diversity,
- Expanding access and success for underrepresented populations, and
- Ensuring a campus climate where everyone feels welcome, supported, included, and valued.

To reach the deepest levels of change, these campuswide priorities must live and breathe in the work of every department and control unit. In pursuit of this goal, all academic and administrative units conduct their own strategic planning processes on equity, inclusion, and diversity, with the assistance of the Division of Equity & Inclusion.

Departmental planning efforts provide the opportunity to look broadly at faculty and student demographics, outreach, curriculum and teaching, research, mentoring, graduation and advancement, staffing, and departmental climate – all in relation to the rich range of identity groups and communities the campus serves. This is a chance for units to celebrate and expand on their successes in these areas, as well as to identify ways in which they hope to grow over the next several years.

The strategic planning process found here is designed to integrate with the Academic Program Review process. It can also be undertaken as a stand-alone project. In either case, the planning toolkit provides a range of resources to assist with departmental efforts. This toolkit can be customized to fit with departmental or divisional needs, culture and priorities.

The Need for Strategic Planning

Why should my department take on a strategic planning process? A strategic plan that incorporates equity, inclusion, and diversity can help to:

- Expand departmental strategies for attracting and retaining diverse faculty.
- Increase outreach to historically underrepresented student populations within your field.
- Deepen your curriculum and teaching practices related to equity, diversity, community engagement, and public service.
- Build a vibrant, inclusive climate that draws people together across differences in background, experience and interests.
- Sharpen the department's messaging and communications to effectively highlight your equity, inclusion, and diversity efforts.
- Highlight your strengths and showcase the department's leadership on these issues – here on the Berkeley campus and within your field nationally and internationally.

> "Working on a strategic plan allowed us to build consensus with both faculty and graduate students about our goals in terms of expanding opportunity, gender equity, and increasing minority representation in the department. Once we presented our plan to the faculty for a vote, we gained confidence and new leverage to make changes and take action."
>
> **Paul Fine,** Faculty Equity Advisor, Integrative Biology

Strategic Plan Elements

All strategic plans for equity, inclusion, and diversity should include the following elements.

- **Introduction**
  A brief overview of the plan, framing the importance of diversity, equity, and inclusion to the department, and noting the process for developing the strategic plan.
- **Departmental Self-Assessment**
  A set of reflections on the department's current strengths, challenges, opportunities, and needs in relation to equity, inclusion, and diversity issues. For departments doing their plans as part of the Academic Program Review process, the self-assessment will connect with the Academic Program Review self-study.
- **Goals, Strategies, and Metrics**
  A concrete set of aspirational goals and strategies, along with metrics or indicators for measuring progress over the next 3 to 5 years.
- **Implementation Plan**
  A workplan describing concrete steps, responsibilities, and timelines for putting the department's goals and strategies into practice.

Planning Process

STEP ONE: Map Out Planning Process
Form planning team, organize and launch planning process with Equity & Inclusion planning staff.

STEP TWO: Gather Information and Conduct Self-Assessment
Review campus plan, gather/analyze departmental data, identify strengths/gaps/needs.

STEP THREE: Develop Vision – Set Goals, Strategies, Metrics
Articulate the aspirations of your department, and develop concrete goals and plans for next 3 to 5 years of equity, inclusion, and diversity work.

STEP FOUR: Review Plan With Equity & Inclusion
Share your plan with the Vice Chancellor for Equity & Inclusion and discuss key points of partnership and institutional support.

STEP FIVE: Adopt Plan and Communicate Vision
Share plan with departmental stakeholders and adopt the plan formally.

STEP SIX: Implement Plan
Launch internal workplan with benchmarks, timelines, and departmental support.

> "As incoming Department Chair, I saw how important it was to have a clear commitment from leadership, as well as support from faculty, staff and students, if we wanted to achieve our diversity objectives. I believe our recent success in improving diversity has been greatly helped by having a strategic plan that was collaboratively developed by faculty and staff members under the auspices of the Chair."
>
> **Tsu-Jae King Liu, Chair,** Electrical Engineering and Computer Science

Planning Tools

Checklist for Departmental Planning Ordered activities within each step to help guide the planning process and ensure departmental engagement.

Campus Plan Review Worksheet Brief questions for reviewing the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity* and connecting the plan with departmental work.

Data Guide An overview of the department's data packet on equity, inclusion, and diversity, with reflection questions on faculty, student and staff demographics, and on campus and departmental climate. Packets are prepared by Equity & Inclusion.

Self-Assessment Worksheet A reflection exercise on indicators for equity, inclusion, and diversity in relation to departmental vision, leadership, faculty, students, staff, curriculum, teaching, research, and climate.

Review of Faculty Equity and Inclusion Tool for building on a department's data review to address challenges with recruitment and hiring of diverse faculty, and to look at advancement and mentoring practices.

Student Engagement Models A guide for gathering student input on diversity, equity, and inclusion issues in the department. Can also be adapted for use with other stakeholder groups.

Curriculum and Teaching Inventory Includes a curriculum mapping activity related to equity, diversity, and public service, as well as support for enhancing the department's inclusive teaching practices.

Vision and Goal Setting Guide Series of steps to guide the visioning and goal setting process.

Strategic Plan Template Outline and brief descriptions of strategic plan elements.

Assistance

The Division of Equity & Inclusion can be contacted anytime during the strategic planning process at equity_diversity@berkeley.edu or (510)642-7294.

Experienced strategic planning staff are available to help in:
- Initial development of the planning process
- Data analysis and reports (departmental demographics, campus climate)
- Use of planning tools and resources
- Consultation and training on cross-cultural competencies
- Ongoing group facilitation, meeting planning, and consultation

STEP ONE
Map Out Planning Process

ESTIMATED TIME TO COMPLETION: 1 MONTH

Steps 1 through 6 provide a basic outline for organizing and implementing your strategic planning process. This outline can be customized to fit the needs and culture of individual departments.

1. **Choose a contact person (often the Department Chair or Equity Advisor) and consult with planning staff in the Division of Equity & Inclusion**. This conversation will provide an overview of the planning process, as well as information about timeline and available support.

2. **Designate a planning team** to lead the planning process. The goal for doing this work is to engage your full department in looking at issues of diversity, inclusion, and equity. Taking a team approach is critical to establishing broad interest and ownership. When selecting members for the planning team, be sure to include key staff who work on diversity and equity efforts as well as relevant faculty members. In some cases, departments may also wish to include graduate or undergraduate students on the planning team.

3. **Introduce the strategic planning process to your planning team**. Hold a kick-off meeting with Equity & Inclusion planning staff to formally launch your process. During this meeting, the planning team will begin customizing the planning process to fit the culture and structure of the unit, develop a timeline for completing the plan, and have a preliminary discussion of key issues.

4. **Develop a workplan** to support the work of the planning team and, if appropriate, to help integrate your equity, inclusion, and diversity efforts with the Academic Program Review process. See the **Checklist for Departmental Planning** for a list of activities to include in your workplan.

- **Campus Plan Review Worksheet**
- **Data Guide**
- **Self-Assessment Worksheet**
- **Review of Faculty Equity and Inclusion**
- **Student Engagement Models**
- **Curriculum and Teaching Inventory**
- **Strategic Plan Template**

STEP TWO
Gather Information and Conduct Self-Assessment

ESTIMATED TIME TO COMPLETION: 3 TO 4 MONTHS

This step will help create a better understanding of the current state of equity, inclusion, and diversity in your department. It will also help in completing the introduction and self-assessment portions of the strategic plan.

1. **Review the campus plan**. Begin the reflection process by reviewing the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity* and identifying key areas of connection to departmental goals and priorities (available at diversity.berkeley.edu/strategicplan). For ease of analysis, departments should use the Executive Summary of the campus plan, with a particular focus on the strategy tables on pages 12-19. Suggested reflection questions can be found in the **Campus Plan Review Worksheet**.

2. **Review departmental equity and inclusion data packet and climate survey results.** After reviewing the campus plan, review the department's customized data packet on departmental diversity. This data will be provided by the Division of Equity & Inclusion. For units doing their planning as part of the Academic Program Review (APR), the data in this packet will complement the Summary of Central Data prepared by the Office of Planning and Analysis. Additional data on departmental climate can be found in the Campus Climate Survey report or from Equity & Inclusion. Data on affirmative action goals in the hiring and advancement of faculty can be found in the yearly *Academic Affirmative Action Program for Academic Employees* report, available at ofew.berkeley.edu/affirmative/affirmative.shtml. Please see the **Data Guide** for further detail.

3. **Conduct a self-assessment** of the current state of equity, inclusion, and diversity in the department. The assessment should reflect what the planning team has learned from the data review process, as well as information about curriculum, teaching, research, mentoring, and climate.

   Departments involved in the program review process will likely do much of this analysis as part of their APR self-study. The **Self-Assessment Worksheet** provides a set of key indicators for reflection and discussion. Several other tools may also be helpful in evaluating departmental strengths and challenges, and can help feed valuable information back into the larger Program Review conversation. *Please note:* Presentation of the self-assessment can be done in any format the planning team chooses. Suggested length is 5-7 pages. Please see the **Strategic Plan Template** for more detail about what to include.

4. To encourage broad departmental commitment, this is a good time to **engage a range of stakeholders** in reflecting on the department's equity, inclusion, and diversity work and in reviewing the self-assessment document. In particular, you may wish to share emerging ideas with department leaders – both faculty and staff – for their input and insight. Specific ideas on incorporating student perspectives in the planning process can be found in **Student Engagement Models**.

5. The completion of your Self-Assessment is a good time to **check in with Equity & Inclusion staff** for feedback on moving to the next step.

Additional Resources
- *UC Berkeley Strategic Plan for Equity, Inclusion and Diversity*
- Departmental data packet, prepared by Equity & Inclusion
- Campus Climate Survey reports
- *Affirmative Action Program for Academic Employees*

URLs for accessing the above resources can be found on page 14.

STEP THREE
Develop Vision—Set Goals, Strategies, Metrics

ESTIMATED TIME TO COMPLETION: 1 TO 3 MONTHS

Step Three is designed to support your department in articulating key aspirations in the areas of equity, inclusion, and diversity and in developing a set of strategic goals and activities for enhancing your work on these issues over the next 3 to 5 years. The department's goals and activities should reflect what was learned in the self-assessment process, and may also include other relevant priorities you wish to pursue.

1. **Review your analysis**. Study and synthesize the outcomes of your campus plan review, data gathering, self-assessment, and stakeholder engagement efforts. Depending on how the department has structured its strategic planning process, this can be done at the planning team level or by a larger group – one that potentially includes additional faculty, staff, and/or students. Be sure to look at all areas of the department, including faculty, students, staff, curriculum, teaching, research, and climate.

2. **Develop departmental goals, strategies, and metrics**. Drawing on this synthesis, set a manageable number of meaningful, specific goals which the department can commit to addressing over the coming few years. Identify concrete strategies and actions that will be needed to achieve each goal, along with metrics that can be used to measure success. See the **Vision and Goal Setting Guide** and **Strategic Plan Template** for further details.

3. To encourage broad commitment to the department's equity and inclusion plan, you should plan to **include a range of stakeholders** in developing, or at minimum reviewing, goals, strategies, and metrics.

4. **Draft your full strategic plan** for equity, inclusion, and diversity with the required elements of introduction, self-assessment, goals, strategies, metrics, and implementation plan. See the **Strategic Plan Template** and sample strategic plans from other departments for further information. Sample plans are available from Equity & Inclusion planning staff.

Additional Resources
- Senate Faculty Search Guide
- *Building on Excellence: Guide to Recruiting and Retaining Diverse Graduate Students at UC Berkeley*
- *Designing Community-Based Courses*
- Broadening Participation in STEM Programs
- *Tool Kit for Working with K-12 Schools and Community Colleges*
- *Affirmative Action Program for Academic Employees*
- Multicultural Education Program
- UC President's Postdoctoral Fellowship Program

STEP FOUR
Review Plan with Equity & Inclusion

ESTIMATED TIME TO COMPLETION: 1 MONTH

Once your plan is completed, it is time to share it with the Vice Chancellor for Equity & Inclusion. The sharing process offers an opportunity to review and refine your key strategies and goals. It also assists Equity & Inclusion with ongoing improvements to the strategic planning process and provides a time for reflection on ways in which collaboration and partnership can be enhanced across campus to support your goals and those of the campus as a whole.

1. **Review your final draft** with Equity & Inclusion planning staff. This will assist in the final editing process and clarification of any strategies, goals, and metrics. It is also when key institutional support can be vetted, such as future training or data needs.

   Academic Program Review note: For departments involved in the Program Review process, this step should ideally take place before submission of the final self-study; during the review conversation, we will discuss what level of information from the strategic plan should be shared with the external review team.

2. Following this meeting and after final edits are completed, **schedule a one hour meeting with the Vice Chancellor for Equity & Inclusion**. This meeting should include Equity & Inclusion planning staff, your department chair, and your planning team. For departments in the Program Review process, the meeting with the Vice Chancellor can take place either before or after the completion of the Program Review itself, whatever is most useful to the department.

   At this meeting, please be prepared to discuss the following:

   - An overview of your strategic plan for equity, inclusion, and diversity.
   - Areas in which institutional support may be needed to achieve success and an overview of your implementation process.
   - Your experience participating in this process.

3. As part of the implementation of your plan, it will be important to **designate an ongoing point person** from your department who will be available for future communications, information sharing, and networking with other departments.

STEP FIVE

Adopt Plan and Communicate Vision

ESTIMATED TIME TO COMPLETION: 1 TO 2 MONTHS, ONGOING

1. Following your own departmental culture and processes, formally **adopt your new strategic plan** for equity, inclusion, and diversity. The goal for the adoption process is to build a shared understanding of the department's equity, inclusion, and diversity goals and to ensure broad ownership of the strategies in the plan among faculty, staff, and students.

2. **Develop a communications plan** for sharing your new strategic goals and priorities with members of the department, as well as with external stakeholders. This may include revising your website, outreach materials, and other resources.

STEP SIX

Implement Plan

ESTIMATED TIME TO COMPLETION: 3 MONTHS, ONGOING

1. **Develop an implementation plan**. The department's implementation plan should identify leaders for each area of work, as well as an estimated timeline for specific strategies. You should also designate a point person to coordinate and monitor overall implementation – for example, the Faculty Equity Advisor, a leader from the planning team, a key staff member involved in equity and inclusion programming, or someone who holds another departmental diversity/equity role. Be sure to share the implementation plan throughout the department. For departments involved in the APR process, this step can be done after the Program Review has been completed, if needed.

2. **Continue to plan for resources** such as trainings and workshops, online materials, reference guides, and consultation services that will help in successfully executing your new plan. See the Overview of Additional Resources for an initial list of campus and other resources available to you.

3. **Launch** your work!

4. **Plan ahead for mid-cycle check-ins**. In addition to departmental monitoring of planned efforts, the Division of Equity & Inclusion (and, for departments whose plans are part of their Academic Program Reviews, the Academic Senate Committee on Diversity, Equity, and Campus Climate) will also keep abreast of implementation progress with a mid-point review and informal communication.

5. **Share your plan and successes.** Please contact the Equity & Inclusion office for ongoing support as needed.

POST IMPLEMENTATION

Mid-point Reviews

Mid-point reviews are held 2 to 3 years after departments have completed their plans and begun implementation. They provide an opportunity to share progress updates with the Division of Equity & Inclusion and to make any needed revisions or adjustments. For departments that have done their strategic plans in conjunction with the Academic Program Review process, mid-point reviews also provide an opportunity to share updates with the Faculty Senate's Committee on Diversity, Equity, and Campus Climate. More broadly, these reviews help keep Equity & Inclusion and the campus informed about equity, inclusion, and diversity efforts at Berkeley and highlight new challenges, needs, and resources for supporting success in these areas.

The department's next Academic Program Review will provide an additional checkpoint on progress toward the department's equity, inclusion, and diversity goals.

OVERVIEW OF ADDITIONAL RESOURCES

University of California Statement on Diversity: The Regents' Policy 4400, or University of California Diversity Statement, was adopted in 2007 and remains university policy. (diversity.universityofcalifornia.edu/diversity.html)

Campus Equity, Inclusion, and Diversity Website (diversity.berkeley.edu): Hub for UC Berkeley's programs, services, research enterprise, data dashboard, current news and events on equity, inclusion, and diversity issues and the people and communities involved in them.

Designing Community-Based Courses – A guide for instructors to develop community partnerships and create engaged public scholarship courses (Public Service Center / American Cultures Engaged Scholarship): Comprehensive handbook on designing new courses or adapting existing courses to include community-based learning components, such as service projects, service-learning activities, internships, community-based research efforts, or other public service elements. (publicservice.berkeley.edu/sites/default/files/Final-Cal-Corps-Engaged-Scholarship-Toolkit_Jan 2012.pdf)

Multicultural Education Program (MEP): Topical and custom workshops, consultation, and resources in support of a positive campus climate for faculty, staff, and students. (mep.berkeley.edu)

Senate Faculty Search Guide (Office for Faculty Equity & Welfare): Comprehensive guide to conducting effective and equitable searches for ladder faculty. Includes strategies for designing strong searches, recruiting diverse candidates, ensuring equitable selection practices, addressing affirmation action and Proposition 209 concerns, and creating a welcoming environment for new faculty. (ofew.berkeley.edu/resources/Senate_search_guide.pdf)

Faculty Mentoring – Principles and Best Practices (Vice Provost for Faculty): Brief overview of promising strategies to effectively mentor junior faculty. (diversity.berkeley.edu/mentoring/principles)

Tool Kit for Working with K-12 and Community College (Center for Educational Partnerships): Background and issues to consider for departments wishing to work with K-12 schools and/or community colleges on research, outreach, or other projects. (diversity.berkeley.edu/sites/default/files/2014-CEP-Tool-Kit-for-Academic-Departments.pdf)

Broadening Participation in STEM Programs (Institute for Broadening Participation): Tips for recruitment and retention of underrepresented students, and guidelines on increasing faculty awareness and cultural competency. (pathwaystoscience.org)

Guide to Recruiting and Retaining Diverse Graduate Students at UC Berkeley (Graduate Diversity Program): Tips and strategies from the Graduate Diversity Program on successful outreach, selection and retention of diverse graduate students. (ls.berkeley.edu/files/Guide_to_Recruiting_and_Retaining_Diverse_Graduate_Students_at_UCBerkeley.pdf)

UC President's Postdoctoral Fellowship Program: Longstanding University of California systemwide program offering postdoctoral research fellowships and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity. (ppfp.ucop.edu/info)

Affirmative Action Program for Academic Employees: Yearly summary of campus affirmative action goals related to academic hiring, from the Office for Faculty Equity and Welfare. (ofew.berkeley.edu/affirmative/affirmative.shtml)

Campus Climate Survey Reports: Campuswide and departmental reports on issues of comfort and respect, exclusionary behavior, classroom and workplace experiences, job satisfaction and more. (diversity.berkeley.edu/campus-climate)

Office of Planning & Analysis (OPA): Clearinghouse for campus data, including student, staff, and faculty profiles, campus administered surveys, reports, the academic calendar and program review, and more. (opa.berkeley.edu)

Bias-related Reporting Sites:
- UC System-wide Intolerance Report Form: ucsystems.ethicspointvp.com/custom/ucs_ccc/
- UC Berkeley's Stop Hate Form: geneq.berkeley.edu/stophate_form

TOOLS

STEP ONE

- ❏ Appoint a department contact person and schedule initial conversation with the Division of Equity & Inclusion.
- ❏ Designate planning team (and sub-teams if needed) to lead the planning process; hold initial planning team meeting with Equity & Inclusion staff.

STEP TWO

- ❏ Review *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity*.
- ❏ Review departmental data provided by Equity & Inclusion (request additional data if needed), Office of Planning & Analysis data from the Academic Program Review, Campus Climate Survey reports, campus affirmative action goals, and departmental materials.
- ❏ Conduct assessment of current strengths, gaps, and needs using **Self-Assessment Worksheet** and other resources available in toolkit.
- ❏ Convene stakeholder conversations as appropriate to support this process.
- ❏ Check in with Equity & Inclusion planning staff to share self-assessment.

STEP THREE

- ❏ Draft strategic goals, strategies, and metrics using **Vision and Goal Setting Guide** and other resources available in toolkit. Sample goals, strategies, and metrics are available from Equity & Inclusion.
- ❏ Write strategic plan for equity, inclusion, and diversity. Circulate for discussion within department; incorporate relevant feedback.

STEP FOUR

- ❏ Review plan with Equity & Inclusion planning staff; make any needed revisions. If applicable, include plan in Academic Program Review self-study.
- ❏ Meet with the Vice Chancellor for Equity & Inclusion to discuss plan and share experience with planning process.

STEP FIVE

- ❏ Formally adopt final version of strategic plan within the department.
- ❏ Develop communications and implementation workplans.

STEP SIX

- ❏ Submit final strategic plan to Equity & Inclusion.
- ❏ Launch your work.

The Division of Equity & Inclusion is available for support, coaching, research assistance, and facilitation throughout the planning process. Please contact Equity & Inclusion planning staff at equity_diversity@berkeley.edu or (510)642-7294.

Campus Plan Review Worksheet

This tool is intended to be used early in the strategic planning process to help departments consider their current and potential connections to the campus's equity, inclusion, and diversity goals.

In 2009, the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity* was created with the goal of helping to transform the institution into "an equitable and inclusive academy of the highest caliber – a university that honors the rich tapestry of diversity in California, upholds a renewed commitment to Californians of every background and perspective, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications." The plan's primary strategies are centered in three broad areas:

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

Drawing on these priorities, the following set of questions is designed to help departments shape their own unit-level planning efforts and connect them to larger campus goals. For departments doing Academic Program Reviews (APR), reviewing the campus equity, inclusion, and diversity plan will also provide contextual background for answering several questions in the APR self-study.

Review the Campus Strategic Plan

Read through the Executive Summary of the campus plan, paying particular attention to the "guiding principles" on pages 5-7 and the strategy tables on pages 12-19. As you read, take note of areas in the plan that seem most relevant to your department's work, and to its equity, inclusion, and diversity goals.

Printed copies of the Executive Summary are available from Equity & Inclusion. Both the Executive Summary and the full strategic plan are also available online at diversity.berkeley.edu/strategicplan.

Questions for Reflection

In preparation for writing the introductory section of the departmental equity and inclusion plan, take some time to consider the following questions. In addition to helping shape the plan's introduction, these questions may also be useful in supporting the unit's self-assessment and/or in setting strategic goals.

1. What are your first impressions? What stands out as important or a priority? Did your reading bring to mind any questions that may be areas for follow up in the planning process?

2. How does the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity* connect with the mission of your department?

3. Which of the strategies in the campus plan reflect areas in which the department is already strong?

4. Are there areas in the plan where you believe the department can be seen as a leader – either on campus and/or within your field?

5. In which areas are you most excited to expand your work over the next 3 to 5 years? What would you most like to be known for in relation to equity, inclusion, and diversity in the future?

6. Are there other important ways the department engages issues of equity, inclusion, and diversity that are not reflected in the campus strategic plan? If so, what are they?

This tool is designed to support the data review process by walking departments through data sets and providing suggested review questions on a range of diversity-related topics.

For most departments, reviewing unit-level diversity data provides an important foundation for the strategic planning process on equity, inclusion, and diversity. This tool is designed to support units in the data review process by walking them through the data packets they receive from the Division of Equity & Inclusion; it also provides suggestions for reviewing affirmative action priorities and data on department and campus climate. The tool includes recommended reflection questions and a chance to consider departmental trends and goals. For departments in the Academic Review Process, the data provided by Equity & Inclusion compliments and expands on the Summary of Central Data booklet provided by the Office of Planning & Analysis.

Current Departmental Demographics

Data to review (from Equity & Inclusion packet)

- Comparison of undergraduate, graduate student, and faculty percentages from Census Snapshot page
- Bar charts and tables on race/ethnicity and gender (current year column) for undergraduates, graduate students, and faculty
- Additional demographics from Current Undergraduate Major Demographic Snapshot
- Staff Demographic Snapshot

Reflection Questions

1. Focusing on data about the current year, what are your impressions as you look at the demographics across different constituencies in the department?
2. Are there any student populations (graduate or undergraduate) that you feel would benefit from additional faculty of similar backgrounds to serve as role models, advocates, and mentors?
3. At the undergraduate level, which populations on campus are you most successfully reaching? Are there groups that you are not reaching as well as you would like? (Note: For reference, overall campus demographics for race/ethnicity and gender can be found on the Diversity Data Dashboard, diversity.berkeley.edu/data-dashboard.)
4. Looking beyond the campus, what groups are most especially underrepresented in your field (may include historically underrepresented populations, women, and/or other field-specific demographics)? To what extent is the department providing access for these groups, and at what levels (undergraduate, graduate, faculty)?
5. Are there any groups you feel do not have enough of a "critical mass" in the department for people to feel fully included and supported?
6. At the student level, are there any populations you serve that might need targeted support, for example international students whose first language is not English, or a high proportion of transfer students? What types of support do you think they need?
7. What stands out to you from looking at the Staff Demographic Snapshot?
8. How do your department's overall demographics compare to the demographics of the division, college or campus?

Trends Over Time

Data to review (from Equity & Inclusion packet)

- Demographic Trends overview page
- Tables and trend graphs for undergraduates, graduate students, and faculty

Please note: Trend data is only available for race/ethnicity and gender.

Reflection Questions

1. What are your goals for expanding diversity within the department? Based on these goals, which demographic trends do you see as most promising?

2. Are there any areas where you feel existing trends in the department need to be reversed? Are there areas where progress toward the department's goals seems to be stalled?

3. How do demographic trends within the department compare to trends for your division, college, or the campus as a whole?

Faculty Pipelines and Availability Pools

Data to review

- Ladder Rank Faculty – New Hire Summary (from Equity & Inclusion packet)

- Academic Workforce Utilization Data Tables (from *Academic Affirmative Action Program for Academic Employees,* available at ofew.berkeley.edu/affirmative/affirmative.shtml).

Reflection Questions

1. Looking at the data on your department's recent faculty hires, to what extent do these hires reflect (or exceed) availability pools – for women? for historically underrepresented racial/ethnic groups (African American, Chicano/ Latino, Native American/Alaska Native)? for Asian groups?

2. In what ways do your recent hires advance the department's goals for expanding faculty diversity? In what ways do they not advance these goals?

3. Take a moment to consider the availability pools in your field. In some fields, the numbers of women and/or underrepresented scholars can be extremely low. Are there additional goals beyond simply matching availability pools that your department is seeking to reach?

Campus Climate

Data to review (provided by Equity & Inclusion)

- Campus Climate Survey Reports

Reflection Questions

1. Based on your department's campus climate survey results, are there any particular strengths or challenges indicated by the data? This question can be asked in the following areas:
   - the level of comfort department members feel within the unit or on campus, including differences between groups or identities
   - the percentage and sources of exclusionary behavior experienced
   - the importance of diversity within your unit
   - student satisfaction with classroom and departmental experience
   - job satisfaction among faculty and staff

2. Do the responses or the experiences of any specific groups stand out to you? If so, what concerns or opportunities do you see?

3. What issues related to departmental climate are you most interested in addressing at this time?

Final Reflections

1. In light of your data review, what are your biggest concerns about demographics and/or climate in the department?

2. What are your biggest hopes for the future in terms of departmental diversity?

Self-Assessment Worksheet

This tool is designed to assist departments in assessing their work through a lens of equity, inclusion, and diversity.

The Self-Assessment Worksheet supports departments in identifying key strengths, gaps, and needs in relation to equity, inclusion, and diversity. It offers both a way to take stock of current efforts and a set of benchmarks for the design and implementation of future projects. Strategic planning teams are encouraged to use the pages that follow as a basis for dialogue and as a way to help identify issues of focus for their strategic plans.

Indicators found here reflect key priorities from the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity*, and many align with questions from the Academic Program Review self-study. Areas covered include: vision; leadership and messaging; faculty; students; staff; curriculum/research/teaching; and departmental climate.

Please note that the purpose of this tool is to spark dialogue and inspire goals for the unit's equity and inclusion plan; it is not intended to provide a "score" or formal evaluation of the department's practice. As such, some of the indicators are fairly general and/or have multiple parts, and response choices do not fall along a numbered scale – this is intentional. The "Somewhat" option has been included for use on indicators where the department is doing some, but not all, of the listed items.

You may wish to invite multiple stakeholders to provide their perspectives on the statements below. In this way, broad input can be gathered, and key constituencies can be engaged early in the planning process.

How to Use This Tool

This tool can be filled out in either an individual or a group format.

DIRECTIONS:

For each statement, circle the response that best reflects your own perspective on how the department is doing. Then, using the bottom of the page, jot down any comments, ideas, or questions related to the department's work in the area noted.

Planning teams often find it helpful to begin with members completing the worksheet alone, and then comparing and discussing answers together. Departments may also benefit from involving additional faculty, staff members, and/or students in discussion of strengths, challenges, and opportunities.

The summary sheet at the end of the tool may be helpful in synthesizing group observations and sparking ideas for possible goals to include in your equity and inclusion plan.

Thank you to California Tomorrow (www.californiatomorrow.org) for providing the model for this self-assessment tool. Used with permission.

A. Vision, Leadership and Messaging

Circle your response:
Y=Yes, N=No, S=Somewhat, DK=Don't Know, N/A=Not Applicable

	Y	N	S	DK	N/A
1. Our department is actively committed to issues of equity, inclusion, and diversity.	Y	N	S	DK	N/A
2. The department's mission and vision include goals relating to our equity and inclusion values.	Y	N	S	DK	N/A
3. Department leaders – including the Chair, Dean, Chief Administrative Officer, and others – help set the tone for creating an engaging and inclusive environment for all groups.	Y	N	S	DK	N/A
4. Our equity and inclusion values are reflected in internal and external communications, such as program descriptions, outreach materials, and our website.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

B. Faculty

	Y	N	S	DK	N/A
1. Our department actively values and seeks out faculty with diverse racial, ethnic, gender, socioeconomic, immigrant, sexual orientation, ability/disability, and religious backgrounds.	Y	N	S	DK	N/A
2. Current faculty demographics reflect or exceed the diversity of our students.	Y	N	S	DK	N/A
3. Our faculty search and hiring processes employ best practices in the area of equity, inclusion, and diversity, such as: defining searches broadly, appointing diverse search committees, actively reaching out to scholars from underrepresented groups, using clear evaluation criteria, being open to candidates with non-traditional backgrounds, etc.	Y	N	S	DK	N/A
4. Faculty searches in the department regularly attract a diverse pool of highly qualified candidates and/or attract a pool that represents the availability of PhD's in this field.	Y	N	S	DK	N/A
5. We have a strong faculty mentoring system which is effective in supporting all faculty members in the tenure and advancement process, as well as in expanding their academic and professional growth.	Y	N	S	DK	N/A
6. The department provides a supportive and welcoming environment for all faculty members to pursue their careers as teachers and scholars. Faculty from groups historically underrepresented in the field and/or in society are fully included in the intellectual life of the department.	Y	N	S	DK	N/A
7. All faculty in the department are comfortable and knowledgeable about working with diverse student populations.	Y	N	S	DK	N/A
8. The department encourages and rewards faculty members' contributions to equity, inclusion, and diversity.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

C. Graduate And Undergraduate Students

Circle your response:

Y=Yes, **N**=No, **S**=Somewhat, **DK**=Don't Know, **N/A**=Not Applicable

1. Our department actively values and seeks to enroll students with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, ability/disability, and religious backgrounds.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
2. Our outreach and admissions processes employ targeted practices for attracting diverse populations.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
3. Our applicant and admit pools reflect or exceed the diversity in the availability pools of our feeder institutions.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
4. Students of all identities and experiences are valued by faculty and staff, and everyone has a place in departmental study groups, labs, project teams, etc.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
5. Our students engage in scholarly inquiry about topics related to diversity, inclusion, equity, and public service as appropriate to their chosen field of study. This kind of inquiry is actively supported and valued.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
6. We have a strong mentoring system, which is effective in supporting all students both academically and professionally.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
7. Extra support is provided, where needed, to ensure the success of students from underresourced backgrounds, students with disabilities, students whose first language is not English, students with limited financial resources, and those facing other academic or social challenges.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A
8. Success rates within the department are comparable across students of all identity groups and backgrounds. This includes both degree completion rates and job placement.	GRADUATE	Y	N	S	DK	N/A
	UNDERGRADUATE	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

D. Staff

1. Our department actively values and seeks to hire a diverse staff.	Y	N	S	DK	N/A
2. We employ best practices for fair and inclusive hiring and advancement, such as: active outreach to underrepresented communities, appointing diverse hiring committees, using clear hiring criteria, supporting professional development and career advancement for current staff, etc.	Y	N	S	DK	N/A
3. Staff from underrepresented identity groups are proportionally represented in leadership and management positions as compared with their overall numbers in the department.	Y	N	S	DK	N/A
4. Staff members engage in professional development and/or dialogue about topics related to diversity, inclusion, and equity, and include attention to these issues in their work.	Y	N	S	DK	N/A
5. All staff have departmental support to continue their professional growth and career advancement.	Y	N	S	DK	N/A
6. We provide staff with opportunities to engage in community-based learning and public service.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

E. Curriculum, Teaching and Research

Circle your response:
Y=Yes, **N**=No, **S**=Somewhat, **DK**=Don't Know, **N/A**=Not Applicable

	Y	N	S	DK	N/A
1. The department supports a research, teaching, and public service agenda that is responsive to the needs of our increasingly diverse state, national, and global context.	Y	N	S	DK	N/A
2. Course offerings include explicit attention to issues of diversity, equity, and inclusion as they relate to our field(s) of study.	Y	N	S	DK	N/A
3. The department's curriculum includes elements related to public and/or community engagement.	Y	N	S	DK	N/A
4. Teaching practices throughout the department are culturally relevant, accessible, and inclusive for all groups.	Y	N	S	DK	N/A
5. Our program offers students from all groups – and especially those from groups that are underrepresented in the field – the opportunity to engage in research and other scholarly activities.	Y	N	S	DK	N/A
6. Faculty research agendas address issues of equity, inclusion, and diversity as related to our field(s) of inquiry.	Y	N	S	DK	N/A
7. To the extent that the department holds internal and external speaker events, lecture series, colloquia, and/or conferences, these events include speakers from diverse and underrepresented groups.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

F. Departmental Climate

Circle your response:

Y=Yes, N=No, S=Somewhat, DK=Don't Know, N/A=Not Applicable

1. Visible images and materials throughout the department are welcoming and inclusive to diverse groups – for example, they include positive multicultural images, reflect the experiences of multiple communities, and/or showcase the department's equity efforts.	Y	N	S	DK	N/A
2. All department-sponsored events and activities are physically accessible to participants with disabilities.	Y	N	S	DK	N/A
3. There is a clear culture of respect, collegiality, intergroup dialogue, and collaboration across differences in all levels and positions of the department.	Y	N	S	DK	N/A
4. The department provides opportunities for students, faculty, and staff from underrepresented or marginalized groups to connect with others who share their backgrounds and affiliations.	Y	N	S	DK	N/A
5. If issues of insensitivity, exclusion, disrespect, or harassment arise, they are addressed directly and in a timely fashion.	Y	N	S	DK	N/A
6. The department provides a comfortable environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other areas of diversity.	Y	N	S	DK	N/A
7. Departmental services, courses, meetings, and administrative practices reflect sensitivity to all groups and are conducted in culturally competent ways.	Y	N	S	DK	N/A
8. In my opinion, all students, faculty, and staff feel comfortable and welcome to be their full selves within the department.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

SUMMARY SHEET FOR DEPARTMENTAL SELF-ASSESSMENT ON EQUITY, INCLUSION, AND DIVERSITY

	EXISTING STRENGTHS	OPPORTUNITIES & CHALLENGES
Vision, Leadership and Messaging		
Faculty		
Students		
Staff		
Curriculum/Teaching/Research		
Departmental Climate		

Review of Faculty Equity and Inclusion

This tool highlights issues of faculty diversity and equity - including those related to hiring, advancement, service loads, departmental climate, and mentoring.

This tool is designed for departments that wish to look more deeply at issues of faculty diversity, inclusion, and equity. It focuses specifically on three key areas of concern:

- Faculty searches and hiring efforts,
- Advancement and inclusivity, and
- Faculty mentoring.

The tool draws on many questions from the Academic Program Review Self-Study Guide – and the Advancement and Inclusivity section in particular is designed to align with the self-study process. It also incorporates resources from Berkeley's Office for Faculty Equity and Welfare. Depending on your department's specific interests and needs, you may wish to focus on one or more area(s) covered in this tool, and should feel free to customize the sections below for maximum relevance.

Search and Hiring Efforts

Many departments are seeking to expand their efforts on attracting and hiring diverse faculty. At a minimum, this usually includes a focus on recruiting scholars from historically underrepresented racial/ethnic groups (African American, Chicano/Latino, and Native American/Alaska Native), other scholars of color, and women. Additional diversity efforts are sometimes defined relative to the makeup of specific fields and/or with reference to other marginalized groups – such as LGBTQ scholars or scholars with disabilities. In some departments, hiring practices also focus on attracting faculty with significant expertise in the areas of equity, inclusion, and diversity.

Framing Searches, Positions, and Departmental Directions

According to Berkeley's Senate Faculty Search Guide, the way searches are framed and positions are advertised often significantly impacts the breadth and diversity of the applicant pool. Efforts to expand into cutting-edge fields of new research, for example, often yield excellent and diverse groups of candidates. It is also helpful to define positions as broadly as possible and/or to prioritize subdisciplines (established or new) where women and/or scholars of color are more likely to be included. When possible, departments may wish to consider "cluster hiring" – grouping multiple searches together under a broadly worded position description, rather than conducting them sequentially. And the campus strongly recommends including language in all recruitment efforts and position descriptions about the department's commitment to diversity, inclusion, and equity.

Reflection Questions

- How is your department thinking about upcoming faculty positions over the next 5 to 10 years? In what ways do you see existing priorities helping to attract diverse candidates and/or to expand the department's work on equity and inclusion? What challenges might you face in attracting diverse candidates for positions you may be currently considering?
- What interesting, cutting-edge new directions is your field taking – and in what ways is the department positioned to work, lead, and/or hire in these areas?
- Are there areas of work in your field that tend to attract a greater than average proportion of underrepresented scholars? What is the department's relationship to those areas of work? How might they fit in with your hiring priorities in the next several years?
- Does the department have a consistent practice of including diversity, equity, and inclusion language in position announcements? If so, what effects do you see these statements having on your search processes? If not, some examples of this type of language can be found on page 19 of the campus's Senate Faculty Search Guide.

Areas of Success and Challenge

Given the many steps in the search and hiring process, it can be helpful to know where a department's diversity efforts are succeeding and where they are stalling. Use the enclosed worksheet entitled "Faculty Search and Hiring Results Over the Past 5 Years" to deepen the information found in your equity and inclusion data packet and in the campus's *Affirmative Action Program for Academic Employees* report, and to take a more fine-grained look at your search results over the past 5 years. If your department does not already have this data, much of it is available from the Office for Faculty Equity and Welfare at (510)642-6736. Berkeley's affirmative action report can be found at ofew.berkeley.edu/affirmative/affirmative. shtml.

Search Practices for Equity & Inclusion

Many departments have found it helpful to review Berkeley's Senate Faculty Search Guide, developed by the Office for Faculty Equity and Welfare, as they develop goals for their equity and inclusion plans. This excellent resource covers a wide range of topics, including position framing, job announcements, search committee practices, outreach and recruitment, evaluation of candidates, offers, and on-boarding – all with an eye toward equity, inclusion, and diversity. Departments wishing to work on diversity and faculty hiring may want to include some of the practices from this Search Guide in their strategic plans. The guide is available at ofew.berkeley.edu/resources/Senate_search_guide.pdf.

Advancement and Inclusivity

The following questions, excerpted from the Academic Program Review (APR) Self-Study Guide, provide a framework for reflecting on equity in faculty workload and advancement, and for assessing the inclusivity of the department's faculty-level climate. Departments may use some or all of the questions to help develop their strategic goals and priorities. Please note: Given the overlap of this section with the APR self-study, it is recommended that this analysis be done in conjunction with the department's broader APR efforts.

Questions from the APR Self-Study Guide – Section B: Faculty (Excerpts)

Quality of Instruction

- In what ways are faculty members actively encouraged and valued for their contributions to equity, outreach, and inclusion in teaching?
- Describe possible innovations in teaching that are contemplated. What efforts could be made to develop and utilize teaching strategies that are more responsive to the needs of students from groups that are underrepresented in higher education or in the field? How might the campus support these strategies?

Faculty Teaching and Service Loads

- Within the unit, what would an equitable distribution of faculty teaching assignments be, and what efforts are made to ensure that this distribution is achieved?
- Within the unit, what would an equitable distribution of faculty service assignments be, and what efforts are made to ensure that this distribution is achieved?

Faculty Advising and Mentoring of Students

- What efforts are made to ensure that mentoring and advising responsibilities are distributed equitably?
- How do the faculty provide role models, mentoring, and research opportunities that encourage underrepresented students to become more fully represented in their field? Do the faculty from groups that are underrepresented in the field (e.g., women and ethnic minorities) provide such mentoring disproportionately? If so, how is the rest of their service load adjusted appropriately?
- How are faculty actively encouraged and valued for their contributions to mentoring and advising students from groups that are underrepresented in higher education or in the field?

Search Processes

- What steps has the department taken to increase the diversity of its search pools?
- What evidence do you have that these steps have been effective?

Career Development

- Please address your development strategy for Assistant Professors. How are they mentored? How are they included in the intellectual life of the department? Are the expectations for tenure regularly discussed with them?
- Please address your support strategies for Associate Professors. How are they mentored? How are they included in the intellectual life of the department? Are the expectations for promotion to Professor regularly discussed with them?
- Please address your expectations for full Professors. Do they participate fully in the mentoring strategies of the department? Are they expected to take on increasing leadership within and beyond the department?
- Does the department have a written faculty mentoring plan?

Departmental Climate

- Do all faculty members find the department a supportive and welcoming environment in which to pursue their careers as scholars and teachers? Are faculty from groups that are underrepresented in the field fully included in the intellectual life of the department?

Faculty Mentoring

Does your department have a current faculty mentoring plan? If not, or if the plan needs updating, the campus's list of *Principles and Best Practices for Faculty Mentoring*, available at diversity.berkeley.edu/mentoring/principles, provides some useful ideas and suggestions. Having a well articulated and fully implemented faculty mentoring plan is an important part of supporting faculty equity and inclusion.

WORKSHEET: FACULTY SEARCH AND HIRING RESULTS OVER THE PAST 5 YEARS

Given the many steps in the search and hiring process, it can be helpful to know where a department's diversity efforts are succeeding and where they are stalling. Complete the following chart to deepen the information you received in your Equity & Inclusion data packet and to take a more fine-grained look at your search results over the past 5 years. If your department does not already have the requested data, much of it is available from the Office for Faculty Equity and Welfare, ofew.berkeley.edu.

PLEASE NOTE: This chart is intended for aggregate use (covering all hires over the past 5 years). However, departments may also wish to review individual searches using the same format.

	AVAILABILITY POOL(%)*	APPLICANT POOL(%)	SHORT LIST(%)	OFFERS MADE(%)	NEW HIRES(%)*
GENDER					
Men					
Women					
Other gender identities+					
RACE/ETHNICITY					
Historically Underrepresented Racial/Ethnic Groups (African American, Chicano/Latino, Native American/Alaska Native)					
Asian					
White					
Other ethnic identities+					
OTHER CATEGORIES OF INTEREST+					

*Information on availability pools and new hires by gender and race/ethnicity is available on the "Ladder-Rank Faculty New Hires" page of the department's data packet from Equity & Inclusion.
+Please note that these "other identity" categories are not included in standard campus data, but may be of interest if tracked at the department level.

Reflection Questions

1. At what stages of the search and hiring process has the department been doing especially well with regard to diversity and equity?

2. Which points have proved most challenging? Why do you think progress has been more difficult at these stages? And what might you do to shift things?

Student Engagement Models

This tool focuses on understanding student experience and helping departments incorporate student voices into their equity and inclusion planning process.

Listening to students directly is an important way to deepen what is learned in the departmental review, as student perspectives can often highlight critically important strengths and challenges on issues of academic success, program relevance, climate, mentoring, and other aspects of equity, inclusion, and diversity. In the past, departments have gained valuable insights from graduate and undergraduate students on:

- Strengths and gaps in the curriculum;
- Climate issues for women, students of color, or other underrepresented groups in the department;
- The need for greater professional development and mentoring, especially for students from historically underrepresented groups; and
- The impact of departmental demographics on the experiences of students.

Please note: Although this tool is focused on *student* engagement, the activities here can also be adapted to broaden the input of other stakeholder groups, such as faculty, staff, community partners, funders, and so on.

Suggested Activities for Incorporating Student Voices

The following activities provide different ways to engage students in sharing their experiences and insights on issues of diversity, inclusion, and equity. Your department may wish to include one or more of these options as part of the planning process. In choosing a method, please keep in mind the culture of the department, the potential sensitivity of equity and diversity issues, and the need for student safety and confidentiality. All of these activities can be customized to suit your department's own particular needs and priorities.

Engage with Existing Student Groups and Associations

Many departments have strong, vibrant student groups at the undergraduate and/or graduate level, including some which may share a particular interest in equity, inclusion, and diversity planning. Consider involving these groups in one or more of the activities listed here and/or simply hosting an open dialogue with them on issues related to the planning process.

Invite Students to Review and Comment on Departmental Equity & Inclusion Data Packet

One simple but powerful way to engage students is to hold a session inviting their comments on the department's diversity data packet. This can be done at any point in the planning process, but may be most helpful after the strategic planning group has already discussed the information itself.

For maximum benefit, be sure to plan a well-structured conversation centered on a few key questions of interest and import. Experienced and trusted facilitation is highly recommended. Please see the **Data Guide** from this toolkit for thoughts on framing the data conversation.

Hold Student Focus Groups

A focus group provides the opportunity for structured, facilitated conversation with a small group of students around certain key equity and diversity related questions. Focus groups may be organized in many ways. Some examples from other departments include:

- A focus group of women students to look at the climate for women in the department;
- A focus group for students concerned about diversity issues in the curriculum; and
- A focus group for graduate students of color to talk about racial dynamics in the department and how their experiences could be improved.

When putting together focus groups, be sure to include students who are not always the most vocal in the program, as well as more outspoken participants. It often helps to have an outside facilitator, such as a departmental Diversity Director, well-regarded equity advocate, knowledgeable grad student (for undergraduate groups), or facilitator from the Division of

Equity & Inclusion. To ensure a safe and candid discussion, we do not recommend having focus groups facilitated by the Department Chair or by faculty advisors to any of the group participants. All discussions should be kept confidential, with results reported out anonymously.

Focus group topics can be chosen from the list below or designed based on departmental interest. Be sure to develop at least 4-5 specific questions on your chosen topic(s) before convening the focus group session.

Potential focus group topics:

- Departmental demographics and their impacts on student experiences
- Academic and professional issues
    - Preparation before arrival
    - Support, mentoring, and professional development
    - Factors that encourage success
    - Factors that make it hard to succeed
- Curriculum, teaching and research
    - Diversity and equity in the curriculum
    - Community engagement and public service
    - Support for research related to identity, diversity, and equity
    - Equity and inclusion in teaching practices
- Departmental climate
    - Feeling of comfort, inclusion, and respect within the department
    - Issues of equity and inclusion within project teams, study groups, labs, etc.
    - Harassment and bias issues

Host a Student Town Hall Meeting
Town hall meetings are public discussion forums where students throughout the department are invited to share their concerns, hopes, and suggestions with the unit's strategic planning team.

Town hall meetings may be most useful in a couple of contexts:

1. <u>Early in the planning process</u>. Here, departments can involve students in helping to shape the planning conversation by hosting a general dialogue on departmental equity, inclusion, and diversity issues. Suggested discussion items include:
    - Overview of the department's planning efforts;
    - (Optional) Departmental data from equity, inclusion, and diversity packet or Campus Climate Survey; and
    - Student discussion of current strengths and challenges they see in relation to equity, inclusion, and diversity (shared without reference to specific individuals).

2. <u>When student input is desired on a more specific question of policy, programming, or departmental direction</u>. If town hall meetings are held farther along into the process, students can be invited to think deeply about one or more critical issues that the planning team has identified as important to include in the strategic plan. For example, you might hold a town hall meeting on "equity and inclusion in the curriculum" or a session on "diversity and departmental climate."

Town hall meetings can include graduate students, undergraduates, or both; the nature of the issues in question and departmental size and culture will help determine what makes most sense. Be sure the session is led by a strong and well-regarded facilitator who is familiar with the strategic planning process. Remember to publicize broadly, with particular attention to attracting a diverse range of participants.

After your session, be sure to share back some themes that emerged with students in the department, as well as with faculty and staff. Information from town hall meetings can be helpful with the equity and inclusion self-assessment process, as well as with other parts of the Academic Program Review self-study. In addition, these discussions may help to surface potential new projects that inspire student interest or areas of urgent concern that may feed into the department's strategic goals and activities.

Curriculum and Teaching Inventory

This tool helps departments review their curriculum and teaching practices with an eye toward equity, inclusion, and diversity.

For academic departments, one of the core elements in the *UC Berkeley Strategic Plan for Equity, Inclusion and Diversity* is the strategy on Responsive Research, Teaching, and Public Service. Its goals include:

- Encouraging broader teaching and learning on issues of equity, inclusion, and diversity;
- Supporting inclusive research and teaching practices; and
- Expanding public engagement.

There are many different ways to look at curriculum and teaching practices through an equity, inclusion, and diversity lens – and these play out differently in different fields and different departments. For example:

- Offering courses with multicultural or other diversity-related themes.
- Ensuring that all students have equitable access to lab groups, study groups, and project teams.
- Running summer pipeline programs for students from underrepresented communities.
- Incorporating internships, action research, community projects, or other public-engagement efforts into the curriculum.
- Using culturally responsive and inclusive teaching strategies.
- Developing pedagogical approaches that meet the needs of students with disabilities, students with different learning styles, and other targeted populations.

Although some disciplines may lend themselves to equity and diversity discussions more easily than others, all departments have a stake in this work – for two reasons: 1) It helps enhance Berkeley's leadership on cutting-edge knowledge production, and 2) It is key to attracting and retaining diverse students and faculty. This tool offers some questions to consider as you take stock of your own departmental strengths and opportunities, and as you look toward expanded equity and inclusion efforts.

Curriculum Mapping

The attached "Curriculum Mapping Worksheet" provides a guided process for reviewing the department's current learning opportunities and approaches with an eye toward, equity, diversity, and public engagement. Its aim is to spark reflection and dialogue about existing courses, curriculum, and learning goals. Please feel free to customize the questions and categories to fit the needs of your specific discipline.

Information gathered from the curriculum mapping process can help in the completion of your self-assessment and/or to inform the development of the department's strategic equity, inclusion, and diversity goals.

Inclusive Teaching Strategies – Reading and Reflection

As a complement to the review of courses and curriculum, academic units are also encouraged to look at pedagogical practices related to equity and inclusion. The short readings suggested below offer a number of different insights on inclusive teaching strategies for diverse populations. Topics covered include:

- Inclusive course content
- Diversity in the classroom
- Assumptions about student learning
- Culturally competent teaching practices
- Addressing stereotype threat

- Accessible education for all learners

- Strategies and accommodations for students with disabilities

- Strategies for teaching international students

You may find it helpful to read and discuss one or more of these pieces as the department completes its self-assessment and sets strategic equity and inclusion goals.

Suggested Readings*

Creating Inclusive College Classrooms
   Shari Saunders and Diana Kardia. University of Michigan, Center for Learning and Teaching. 2012. Slightly adapted for Berkeley context, with permission. Topics covered: inclusive course content and instructional practices; recognizing and addressing instructor assumptions; getting to know diverse students.

Whistling Vivaldi: how stereotypes affect us and what we can do
   Claude Steele. Chapter 1: An Introduction – At the Root of Identity and Chapter 2: A Mysterious Link Between Identity and Intellectual Performance. New York: W.W. Norton & Company, 2011. Topics covered: understanding and addressing stereotype threat.

Universal Design for Learning (overview) / Universal Design and Technology
   Center for Teaching Excellence, Cornell University. 2014. Topics covered: accessible education for diverse learners; multiple modalities for presenting material, assessing learning, and engaging students.

Teaching Students with Disabilities
   UC Berkeley Disabled Students' Program. 2014. Topics covered: specific strategies for teaching students with various physical, psychological and/or learning disabilities.

Creating Conditions for (International) Student Success
   Online resources from UC Berkeley Center for Teaching and Learning. 2014. Topics covered: experiences and needs of international students; strategies for supporting international student success.

*Additional information and copies of the above readings are available from Equity & Inclusion planning staff or at diversity.berkeley.edu/planning-process.

WORKSHEET: CURRICULUM MAPPING

This worksheet is designed to help departments take stock of the ways their curriculum currently includes attention to diversity, inclusion, equity, and/or public engagement. In each of the boxes below, list relevant departmental elements, along with any annotations you feel would be helpful to your planning process. Additional reflection questions are included on the next page.

	LEARNING OUTCOMES, EXPECTATIONS, GOALS	COURSE OFFERINGS	CO-CURRICULAR OPPORTUNITIES
	In what ways do the department's expectations for student learning at each level address areas such as: - Intercultural awareness/competence - Community and/or civic responsibility - Appreciation of multiple perspectives - Development of global sensitivity - Multicultural identity development - Ethical implications - Committment to social justice - Equitable access/outcomes for diverse learners - Other diversity and equity areas	Which of the courses in the department relate to equity, inclusion, diversity, and/or public service? For example: - American Cultures or ACES courses - Other courses with explicit topical focus on issues of diversity, equity, and/or inclusion - Courses which include community or public engagement components - e.g., action research, internships, community partnerships, service learning, activist scholarship, etc. - Courses which, regardless of topic area, use a multicultural approach (e.g., incorporate work of diverse authors, bring in speakers from underrepresented backgrounds, etc.)	Does the department offer relevant co-curricular opportunities, such as: - Speaker series or colloquia on issues related to diversity/inclusion/equity - Relevant conferences or events (e.g., Berkeley EDGE conference, conference on race and gender, etc.) - Identity-based learning communities or affinity groups - Community engagement initiatives - Other equity and inclusion related co-curricular activities
Graduate Program			
Undergraduate Major/Minor			
Breadth and Other Service Courses			

Additional Questions About Course Offerings, Assignments and Materials

1. Are the courses noted in your curriculum mapping table taught by a range of faculty, or mainly by a few faculty members? How many are required? How many are offered regularly?

2. Have you noticed that particular courses or subfields tend to attract especially large numbers of faculty and/or students from groups underrepresented in your field? If so, which ones? Have you noticed any courses or subfields that tend not to attract or support many underrepresented faculty or students?

3. Are there any new topics or fields you hope the department will explore in its future curriculum that you think will be especially attractive to diverse students and faculty?

4. Do you notice any gaps between what you hope students will learn in relation to diversity, equity, and inclusion as compared to the courses/opportunities you offer to help them get there?

5. To what extent do the department's courses and other curricular activities incorporate principles of Universal Design for Learning (UDL), which provide flexible and multiple approaches for representing material, engaging students, and assessing learning? UDL strategies are designed to help address the diverse learning styles, abilities, motivations, and levels of background knowledge that students bring to their studies.

6. Does the department have any shared values or guidelines related to inclusion of diverse and multicultural perspectives in curriculum materials? If so, what are they and how are they communicated?

7. Are there any particular aspects of your discipline that make it difficult to focus on equity, inclusion, and diversity issues?

8. Which of the department's courses or program-level projects do you feel could benefit from the inclusion of additional equity and inclusion resources, greater accessibility, more diverse perspectives, and/or the addition of a public engagement component moving forward?

9. Please note any additional reflections on how the department's course offerings, learning goals, content, and assignments relate to issues of diversity, equity, inclusion, and public engagement.

Vision and Goal Setting Guide

This tool is designed to help departments draw on their self-assessment reflections – and their Academic Program Review self-study analysis, if applicable – to develop a set of key priorities and goals related to diversity, inclusion, and equity.

Using the steps below, and the attached worksheet, you will have the opportunity to build a strong case for what your department will achieve, to identify specific actions you will take to meet your goals, and to begin developing a method for measuring progress.

Throughout the process listed here, you can refer to current strategic plans from other campus departments for examples of goals, strategies, and metrics. Contact Equity & Inclusion planning staff for more information.

Brainstorm Your Vision

Begin by looking ahead 3 to 5 years, and envisioning your department's long-term hopes and ideals in relation to equity, inclusion, and diversity. Questions to spark this kind of visioning include:

- If we are successful in advancing equity, inclusion, and diversity in our department, what would that look like 5 years from now – in research, teaching, and public service, in expanding pathways to access and success, in fostering an engaging and healthy campus climate?
- What are the changes we hope to achieve – for the members of our department, for the department itself, for the campus as a whole? What differences will there be for each of these?
- What would we most like the department to be known for in relation to equity and inclusion – either here at Berkeley and/or within our field?

Identify Priorities

Drawing from the department's self-assessment on equity, inclusion, and diversity, identify a few key priorities, challenges, issues, or opportunities you are interested in addressing in your strategic plan. Areas of interest may relate to any aspects of the department – faculty, graduate students, undergraduates, curriculum and teaching, research, climate, etc. Most departments focus on 3 to 5 key priorities in their strategic plans.

Set Goals, Strategies, Metrics

Use the "Goal Development Worksheet" on pages 43-44 as a tool for this portion of the work, completing a separate sheet for each priority area you wish to address in your planning process. The worksheet provides a template for developing the department's goals, strategies, activities, and metrics on equity, inclusion, and diversity.

Goals

What do you want to achieve or change in regard to each of the priorities you have identified? In the "goals" section of the worksheet, identify the department's desired outcomes for each area you have chosen to work on. Goals should speak to where the department is hoping to go in the next 3 to 5 years, and should be pitched at a fairly general level.

When setting goals it is often useful to test them with a set of standards that are commonly referred to as "SMART." If you are setting "SMART" goals, they should be:

- **S**pecific – Goals that state precisely what you are going to do, for whom, and to what end.
- **M**easurable – Goals that are measurable so that the department can track progress and have tangible evidence that you accomplished what you set out to do.
- **A**ttainable – Goals that are achievable, providing for a level of challenge or growth that is aspirational, yet one that the department believes is attainable.
- **R**elevant – Goals that connect with the overall mission and vision of the department and the university.
- **T**ime-bound – Goals that place the effort on a timeline, connected with other activities and benchmarks, and move the work toward completion.

Examples of goals:

- Updating and expanding departmental curriculum to better align with issues of diversity.
- Improving outreach and hiring practices to enhance faculty diversity.
- Addressing climate challenges facing women and/or underrepresented minority faculty and graduate students.
- Increasing departmental dialogue on diversity and cultural competence.

Relevant Factors and Assumptions

Take a moment to list relevant factors and assumptions you think exist in relation to the priorities you have chosen. For example: What types of courses have you found to be most successful in addressing issues of diversity and equity in recent years? How many faculty FTE are expected to be filled in the next 5 to 10 years? Do women faculty and students share similar concerns, or are their experiences significantly different? What partnerships might be beneficial in advancing your interests? Will new resources need to be developed in the areas you are prioritizing?

Strategies, Actions, Deliverables, and Metrics

Continuing with the "Goal Development Worksheet," fill in the strategies, deliverables, and metrics attached to each goal.

1. List the general strategies you will use to achieve the goals your department has identified. These strategies may reflect "best practices" in the field or be innovative ideas developed by the department. Strategies are higher-level categories (e.g., outreach and recruitment, mentoring, inclusive curriculum design, etc.) as compared to deliverables or actions, which are described below. Several of the Additional Resources from this toolkit offer ideas for strategies – in areas such as faculty hiring, graduate student recruitment, teaching and learning practices, working with K-12 schools and community colleges, and public engagement.

2. For each strategy, develop action steps and deliverables – these are specific activities, events, practices, programs, or resources you will draw on to implement particular strategies. For example, if one of your strategies is to expand outreach among underrepresented graduate student applicant pools, actions and deliverables may include things like: attending certain conferences, creating a new brochure, or building partnerships with minority serving institutions. For a strategy on enhanced curriculum, actions and deliverables may include: development of a new American Cultures class, audit of course syllabi, or hosting a series of faculty discussions.

3. The last part of the goal development process is identifying how you will measure progress and noting specific data sources you will use to ensure you are working toward the department's goals.

GOAL DEVELOPMENT WORKSHEET

Please use a separate copy of the chart below for each priority you are proposing to address in your strategic plan. The goals, strategies, deliverables, and metrics identified will be included as part of your strategic plan. (See **Strategic Plan Template**.)

---

1. PRIORITY YOU ARE TRYING TO ADDRESS

What is the opportunity or challenge, the need, or the new direction you would like to pursue?

Example: Providing an inclusive and respectful environment in the department where all students, faculty, and staff feel welcome and valued.

2. RELEVANT FACTORS AND ASSUMPTIONS

What relevant factors impact or are related to this priority?

Example: Survey and focus group data suggest concerns about disrespect and exclusionary behavior among underrepresented groups in the department (e.g. women, URM groups, people with disabilities).

3. GOAL(S)

What do you want to achieve or change in regard to the above priority?

Example: Improve relationships, increase respect, and eliminate exclusionary behavior so that all members of the department are able to report feeling comfortable or very comfortable with the climate of our unit.

4. STRATEGIES	5. DELIVERABLES
What general strategies or approaches will you use to accomplish your goals? *Example: Enhance training on cross-cultural communication and an inclusive workplace for all our employees, especially managers.*	For each strategy, list one or more specific actions or resources you will use or develop to implement it. *Example: Develop an all staff training plan with campus partners for enrolling in Multicultural Education, KEYS, and other relevant workshops on successful cross-cultural communication and creating an inclusive workplace.*

6. METRICS

What information will you track and review to measure both short and long term progress toward your goals? What source(s) will be used?

Example: Percentage of employees reporting that they feel comfortable or very comfortable with the climate of the unit. (Data sources: Campus Climate Survey, internal workplace survey.)

Strategic Plan Template

Introduction
Provide a brief overview of the plan, framing the importance of diversity, equity, and inclusion to the department, and describing the process for developing the strategic plan.

Self-Assessment
This section includes a set of reflections on the department's current strengths, challenges, opportunities, and needs in relation to equity, inclusion, and diversity issues. For departments doing their plans as part of the Academic Program Review process, the self-assessment will connect with the Academic Program Review self-study. Please include reference to the following key areas:

- Leadership and Vision
- Departmental Diversity
  - Faculty
  - Graduate Students
  - Undergraduate Students
  - Staff
- Curriculum, Teaching, and Research
- Departmental Climate
- Mentoring and Support for Underrepresented Groups

Goals, Strategies, Deliverables, and Metrics
Using the outcomes of the vision and goal setting activities, provide a summary list of the department's aspirational goals and strategies related to equity, inclusion, and diversity for the next 3 to 5 years. These should reflect what was learned in the self-assessment process, and should be accompanied by concrete metrics or indicators for measuring progress.

Implementation Plan
Along with departmental goals, please include a workplan describing concrete steps, responsibilities, and timelines for putting the department's goals and strategies into practice.

ACKNOWLEDGMENTS

We also wish to acknowledge the following campus departments whose planning efforts have helped inform the development of the toolkit:
City and Regional Planning • Civil and Environmental Engineering • Classics • Earth and Planetary Science • Economics • Electrical Engineering and Computer Science • English • Environmental Science, Policy, and Management • Equity & Inclusion • Gender and Women's Studies • Haas School of Business • History, • Integrative Biology • Mechanical Engineering • Molecular and Cell Biology • Optometry • Physics • Plant and Microbial Biology • Social Welfare • Sociology • Spanish and Portuguese • Theater, Dance, and Performance Studies • UC Berkeley Police Department • Undergraduate Education • University Health Services • University Relations

diversity.berkeley.edu