



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

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.

DIVERSITY

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

Division of Equity & Inclusion University of California, Berkeley

102 California Hall, Berkeley, CA 94720-1508
510.642.7294 • equity_inclusion@berkeley.edu
diversity.berkeley.edu

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**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

- 🔗 Planning Team Guide
- 🔗 Sample Workplan
- 🔗 Campus Plan Review Worksheet
- 🔗 Information Gathering and Data Guide
- 🔗 Self-Assessment Worksheet
- 🔗 Stakeholder Engagement Models
- 🔗 Vision and Goal Setting Guide
- 🔗 Strategic Plan Template

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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 campus-wide 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 process on equity, inclusion, and diversity, with the assistance of the Division of Equity & Inclusion.

Departmental and divisional planning efforts provide the opportunity to look broadly at programs and services, workforce and client demographics, hiring and advancement practices, professional development opportunities, and workplace, living, and teaching environments – 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 Need for Strategic Planning

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

- Build a vibrant, inclusive climate that draws people together across differences in backgrounds, experiences, and interests.
- Expand the capability of your organization to successfully navigate a diverse work environment and global student, service, and business communities.
- Improve hiring processes that tap into Bay Area, national, and other relevant talent pools.
- Assess the impact of your programs, services, and learning environments in contributing to the mission of the University and your organization.
- Provide tools that assist in reaching and retaining your target constituencies—students, faculty, staff, community.
- Provide greater and more transparent connections between organizational goals and resource allocation for the annual budget process.
- Discover opportunities for curriculum development, and classroom, advising, or outreach practices that improve the overall teaching and learning you offer.
- Increase your organization's ability to embrace change.

“Engaging in strategic planning for equity, inclusion, and diversity created a forum for us to speak about and to the organization that were not possible previously. We now have strategic ways in which we can direct our resources, rather than guessing if we are doing the right thing.”

Vice Chancellor Scott Biddy, University Relations

Strategic Plan Elements

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

- **Introduction**

A brief overview of the importance of equity, inclusion, and diversity to fulfilling the mission of the division or department and a short description of the process taken to develop the strategic plan.

- **Divisional/Departmental Self-Assessment**

A set of reflections on the organization's current strengths, challenges, opportunities, and needs in relation to equity, inclusion, and diversity issues, lessons learned from past efforts that have influenced your strategic planning process, and the data collection tools and gaps that affect your ability to be most effective in these areas.

- **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 for the organization that describes the responsibilities and steps to be taken within a specific timeline to implement the strategies and achieve the goals laid out in the plan.

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 and analyze departmental data, identify strengths, gaps, and needs.

STEP THREE: Develop Vision – Set Goals, Strategies, Metrics

Articulate the aspirations of your organization on equity, inclusion, and diversity, and develop concrete goals, strategies, and metrics for the next 3 to 5 years.

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 your plan and aspirational goals with all stakeholders and develop ongoing communications about its implementation and progress.

STEP SIX: Implement Plan

Launch internal workplan with benchmarks, deliverables, and organizational and campus support.

“Having our plan in place has provided a foundation for building equity and inclusion into all of our programs and services, and not hold those issues as separate...It has also provided a way for all of our employees and clients to be ‘champions’ of diversity because there are real, tangible goals and actions to point to.”

Executive Director Claudia Covello, University Health Services

Planning Tools

Planning Team Guide A guide for setting up the infrastructure for your strategic planning process—planning team models, organizational sponsorship, roles and responsibilities, and internal communications.

Sample Workplan Ordered activities within each step to help guide the planning process work and ensure organizational and sponsor engagement.

Campus Plan Review Worksheet Exercise for reviewing the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity*, making connections to it as a base for launching your strategic planning work.

Information Gathering and Data Guide An overview of useful data sets such as workforce demographics, affirmative action goals and reports, and climate and client surveys.

Self-Assessment Worksheet A reflection exercise on indicators for equity, inclusion, and diversity in leadership, workplace, living, and office environment, programs and services, and climate.

Stakeholder Engagement Models Possible ways to engage key stakeholders in assessing your programs and services and developing your vision.

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

Strategic Plan Template Ordered 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_inclusion@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, such as workforce demographics, affirmative action goals, and campus climate
- Use of planning tools and resources
- Consultation and training on cross-cultural competencies
- Ongoing group facilitation and meeting planning.



- **Planning Team Guide**
- **Campus Plan Review Worksheet**
- **Sample Workplan**

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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. **Consult with planning staff** from the Division of Equity & Inclusion to learn more about the support offered for this process and practices that have been beneficial to other divisions/departments. Review the **Planning Team Guide** for more information on establishing a team to coordinate the overall planning process.
2. **Introduce the strategic planning process** to your leadership and planning teams. Items to consider including are:
 - Overview of the strategic planning process and timeline.
 - Resources available from Equity & Inclusion and the campus.
3. **Review and discuss** the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity*. Share which strategies and expected outcomes found in the campus plan your division or department already supports and where there may be opportunities for growth or challenges to overcome together. The full campus plan and the Executive Summary can be found online at diversity.berkeley.edu/strategicplan.

Use the **Campus Plan Review Worksheet** as a tool for reflection and to launch collective thinking about strategic ways to increase equity, inclusion, and diversity within your organization. This review assists you in collecting the information you will need to conduct a self-assessment and launch the visioning and goal setting exercises needed to create a strategic plan that captures the aspirations of your entire organization.
4. **Develop a workplan** that will support the work of the planning team and organizational sponsors' expectations. This should include ongoing assistance from Equity & Inclusion planning staff. See the **Sample Workplan** for more information.

Additional Resources

- *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity*
[diversity.berkeley.edu/strategic plan](https://diversity.berkeley.edu/strategicplan)



- **Information Gathering and Data Guide**
- **Self-Assessment Worksheet**
- **Stakeholder Engagement Models**

STEP TWO

Gather Information and Conduct Self-Assessment

ESTIMATED TIME TO COMPLETION: 3 MONTHS

This step will help create a better understanding of the current state of equity, inclusion, and diversity in your organization, including their relationship and importance to fulfilling your mission. This includes, but is not restricted to: the existence and status of past goals; the diversity of your clients, staff, and management, and the ways in which you foster and serve this diversity; your clients' and staff's experience of being welcomed and respected in your organization; the role equity and inclusion play in your programs, services, initiatives, and public engagement; recruitment, hiring, and advancement practices; campus goals on affirmative action hiring and advancement; and professional development needs on cross-cultural and other equity and inclusion competencies.

1. Use the **Information Gathering and Data Guide** to review current divisional/department-level and campus data sources relative to equity, inclusion, and diversity. Examples include demographics and campus affirmative action reports and goals; climate surveys (conducted internally and by the campus); client or marketing surveys; performance management reports; and program and services assessments.

Equity & Inclusion will provide custom workforce demographics and campus survey data, as well as other customized data requests. Equity & Inclusion will also work with you on Cal Answers training and permissions, if needed. Human Resources can provide affirmative action goals and reports. Contact staffeeo@berkeley.edu or call (510)642-5002.

2. **Conduct a self-assessment** of the current state of equity, inclusion, and diversity in your division or department. If your organization already has experience with and tools for doing this work, please feel free to employ these. You can also explore Equity & Inclusion and campus resources, beginning with the **Self-Assessment Worksheet**.
3. To gather critical information on your organization's impact in these areas, this is a good time to **engage your key stakeholders**. You may wish to share initial results of your self-assessment work, along with facilitated requests for their insight on your strengths and challenges in these areas. See **Stakeholder Engagement Models** for ideas on how to fully engage your stakeholders (students, staff, faculty, community, donors).
4. **Share your findings** with your sponsors and discuss how they will be used in developing your strategic plan.
5. This may be a good time to **check in with Equity & Inclusion planning staff** in order to get advice and support for the next step – developing your vision and setting your goals, strategies, and metrics.

Additional Resources

- Workforce demographics data packet prepared by Equity & Inclusion
- Campus Climate Survey reports - diversity.berkeley.edu/campus-climates
- Campus Affirmative Action Plan and Goals -
Plan at hrweb.berkeley.edu/files/attachments/StaffAAP.pdf
Goals at hrweb.berkeley.edu/files/attachments/aagoals-campus.pdf
- Human Resources, Staff Equal Employment Opportunity Compliance Office -
hrweb.berkeley.edu/diversity/staff-eeo
- Office of Planning & Analysis - opa.berkeley.edu



- **Vision and Goal Setting Guide**
- **Stakeholder Engagement Models**
- **Strategic Plan Template**

STEP THREE

Develop Vision - Set Goals, Strategies, Metrics

ESTIMATED TIME TO COMPLETION: 3 TO 6 MONTHS

The purpose of conducting this step of the process is:

- To enable you to articulate the aspirations of your organization in equity, inclusion, and diversity.
- To improve your ability to reach your goals on equity, inclusion, and diversity
- To set benchmarks that will act as the guiding lights on your path toward achieving your aspirations, marking successes as well as needed changes in direction.

If your division or department has a current strategic plan, this step will focus on updating, revising, or making additions to it in the areas of equity, inclusion, and diversity.

If your division or department does not have a current strategic plan, you will create one on equity, inclusion, and diversity.

Leaders from divisions and departments who have already developed their strategic plans may be available to you to share their experiences, best practices, and results. Contact Equity & Inclusion planning staff for more information.

1. **Review your analysis.** Study and synthesize the outcomes of your campus plan review, information gathering, and self-assessment and stakeholder engagement processes. A written summary of this work will be part of your final strategic plan.
2. Use the **Vision and Goal Setting Guide** and **Stakeholder Engagement Models** to **re-engage with key stakeholders**, leadership, and the entire organization to set the vision for the future of equity, inclusion, and diversity for your division or department. Ensure alignment of organizational needs and resources during this critical time. You may also wish to consult with Equity & Inclusion planning staff for assistance with meeting and exercise planning, facilitation, and other needs.
3. **Draft your strategic plan** for equity, inclusion, and diversity with the required elements of introduction, self-assessment, goals, strategies, and metrics, and implementation plan. See the **Strategic Plan Template** and current division/department strategic plans for further information and examples. Sample plans can be requested from Equity & Inclusion planning staff.
4. Working directly with your sponsors, **conduct a review and revision process** of the draft strategic plan until all questions and requested adjustments are agreed upon and your sponsors have given their approval of the plan.

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STEP FOUR

Review Plan with Equity & Inclusion

ESTIMATED TIME TO COMPLETION: 1 MONTH

Once your plan is agreed upon by your sponsors, it is time to share your plan with the Vice Chancellor for Equity & Inclusion. This includes discussing the process by which you came to your final plan and presenting the key strategies and goals, key partnerships with Equity & Inclusion and other campus organizations, and any institutional support that may be needed in order to achieve the goals you have set forth.

Sharing your plan in this way 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 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.
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 sponsor(s), and your planning team.

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

- An overview of your strategic plan. This should include how the strategies and expected outcomes represent ongoing or new best practices, organizational changes, and the critical ways your division or department will be advancing your own mission and vision, as well as supporting the campus goals on equity, inclusion, and diversity.
 - Areas in which institutional support may be needed to achieve success.
 - The general plan for oversight and implementation of your plan.
 - Your experience participating in this process. For example, lessons or skills learned, what worked or did not about the process, recommendations for ways Equity & Inclusion can further develop its support for divisions and departments for strategic planning on equity, inclusion, and diversity.
3. As part of the overall implementation process, it will be important to **designate a team or point person** in your organization for future strategic planning communications, workshops, peer-to-peer advising requests, leadership opportunities, and institutional support.



STEP FIVE

Adopt Plan and Communicate Vision

ESTIMATED TIME TO COMPLETION: 3 MONTHS, ONGOING

1. Following your own organizational culture and processes, **adopt your new strategic plan** for equity, inclusion, and diversity.
2. **Develop an internal and external communications plan** for sharing your new strategic plan with your workforce, your clients, the campus, other institutions, and your external stakeholders (community groups and leaders, donors, alumni, etc.). This may include revising your division/department's website to incorporate the new plan and announcing benchmark achievements and new phases in the implementation of strategies and deliverables, and other resources.

STEP SIX

Implement Plan

ESTIMATED TIME TO COMPLETION: 3 MONTHS, ONGOING

As part of your overall strategic plan, you have created an internal workplan, or implementation plan, that will be the “map” for ongoing steps toward achieving your goals. It is now time to launch that implementation plan.

As laid out in the **Strategic Plan Template**, implementation plans map out overall responsibility and leadership for the plan as a whole and for each goal and deliverable. They also include a coordinated timeline that locates the strategies to be implemented and deliverables to be produced in the order necessary to reach short and long term goals. The timeline also tracks checkpoints for your internal teams and with Equity & Inclusion so that you can remain as flexible and responsive to change as possible.

To ensure that you are prepared to launch the work of your strategic plan:

1. **Revisit your implementation plan** to ensure oversight and follow through for all parts of the plan. This includes benchmarks and checkpoints. A common checkpoint for all campus divisions and departments is just prior to the budget process each year so that you can include your work toward your goals on equity, inclusion, and diversity in your budget documents.
2. **Continue to plan for resources** such as trainings and workshops, online materials, and consultation services that will assist in developing the key competencies for successfully executing your new plan. See the following Overview of Additional Resources for a list of some of the key campus resources available to you, including the Multicultural Education Program, Talent & Organizational Performance, Staff Diversity Initiatives, and Human Resources' Staff Equal Employment Opportunity (EEO) Compliance Office.
3. **Plan multi-year checkpoints** with Equity & Inclusion planning staff.
4. **Share your plan and successes** with your entire organization and campus and community partners. Please contact the Equity & Inclusion office for ongoing support as needed.

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POST-IMPLEMENTATION

Mid-point and Final Reviews

Mid-point reviews are held with Equity & Inclusion 2 to 3 years following implementation of your strategic plan to share progress updates, new partnerships, collaborations, and tools, and to make any revisions needed in your plan in order to reach your overall goals. These reviews assist in keeping Equity & Inclusion and the campus informed about how equity, inclusion, and diversity occur at Berkeley and new challenges, needs, and resources for supporting success in these areas.

The mid-point review is also a time when other divisions and departments can learn from the ways in which you have approached critical issues and advanced your organization. This is done through open sessions with other units and campus partners in which your methodologies, tools, and expertise can be presented.

Final reviews are held at the end point of the life of your strategic plan, generally 3 to 5 years following implementation. These include a peer review panel, led by the Vice Chancellor for Equity & Inclusion, to assist in assessing the progress toward equity, inclusion, and diversity. The outcomes of this full review are then used to launch your next strategic planning process.

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 as university policy. (diversity.universityofcalifornia.edu/diversity.html)

Campus Equity, Inclusion, and Diversity Website: [Diversity.berkeley.edu](http://diversity.berkeley.edu) is the hub for UC Berkeley's programs, services, research enterprise, data dashboard, current news and events, and more on equity, inclusion, and diversity issues and the people and communities involved in them. It is also the web home for the Division of Equity & Inclusion. The campus strategic plan for equity, inclusion, and diversity can be found here, as well as the toolkits for division or department level strategic planning.

Campus Climate Survey Reports: 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): Campus data, including student, staff, and faculty profiles, campus administered surveys, reports, the academic calendar and program review, and other campus analytics. (opa.berkeley.edu)

Human Resources, Staff Equal Employment Opportunity (EEO) Compliance: Consultations on the campus's affirmative action plan and goals. These consultations can be part of your information gathering and also part of your regular practice when launching a hiring or advancement process. **Affirmative Action:** In order to reverse historical patterns of employment discrimination, the federal government requires its contractors to set Affirmative Action goals in line with the availability pool and to ensure that the recruitment process is backed by suitable outreach and inclusiveness towards underrepresented gender and ethnic groups. **Equal Employment Opportunity:** The guarantee of fair employment practices that ensure all applicants and employees will be evaluated and treated on par, free from discrimination of any kind. Both Affirmative Action and Equal Employment Opportunity are legally mandated for UC Berkeley due to its status as a federal contractor. Annual goals are outlined in the annual campus affirmative action plan at hrweb.berkeley.edu/files/attachments/StaffAAP.pdf. Contact: staffeeo@berkeley.edu, (510)642-5002 (hrweb.berkeley.edu/diversity/staff-eeo)

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

Learning Opportunities

Multicultural Education Program (MEP): The MEP provides topical and custom workshops and consultation in support of a positive campus climate for staff, students, and faculty. MEP workshops and consultations can be useful as an ongoing skills development resource, but can also be instrumental in developing knowledge and practice critical for your strategic plan process. Contact: mep@berkeley.edu, (510)642-2846 (mep.berkeley.edu)

Talent & Organizational Performance (TOP): The TOP office provides learning and organizational development consulting at the school, college and departmental levels. They also provide sponsorship of communities of practice and are the campus organization responsible for learning and development program for individuals and teams in the areas of management, supervision and leadership, business process improvement, project management, meeting facilitation, decision making and priority setting, and desktop applications. Contact: top@berkeley.edu or (510)642-7053 (hrweb.berkeley.edu/top)

UC Learning Center: This is the online learning hub for all campus employees, accessible through <http://blu.berkeley.edu> with your CalNet login. Click on UC Learning Center on the lower left side after logging in, then proceed to the Catalog. Learning opportunities consist of classes—in person and online—books, and sponsored tuition courses from University Extension for qualifying employees. There are learning opportunities there on strategic planning, priority setting, change management, creating an inclusive environment, and more that may be relevant to both your strategic planning process and your plan implementation. Contact top@berkeley.edu or (510)642-7053.



TOOLS



This tool can be used to guide you in setting up the appropriate infrastructure for your strategic planning process - planning team models, organizational sponsorship, roles and responsibilities, internal communications.

Team Models

There are a variety of models for successful planning teams. Here are two to consider when forming your divisional or departmental team.

Skill-based teams use the leadership and expertise that already exists within the organization for essential functions of the strategic planning process. These include expertise in addressing issues of equity and inclusion (in the workplace, classroom or other settings in which your unit works), data analysis, strategic planning, organizational development, human resources, communications, and management. This type of team is usually led by a member of the organizational leadership or their designate, and staffed by someone whose regular responsibilities include supporting high level teams. To ensure that the team also reaches deep into all your units, an organization-wide engagement plan will be a critical piece of the work for those choosing this model.

Unit-based teams utilize representatives from each unit within the division/department. In this way, the deep knowledge and expertise of each unit is brought to bear as part of the team's regular work and discussions. This type of team is usually led by a member of one unit, possibly also a leadership team member, and also staffed by someone whose regular responsibility it is to support high level working teams. To ensure that key skill sets are present, the workplan for this team includes periodic engagement of those within the division who possess the skills and knowledge-base required (such as addressing issues of equity and inclusion in the workplace, classroom, or other settings in which your unit works, data analysis, strategic planning, organizational development, human resources, communications, and management.) This type of team will also employ an organization-wide engagement plan.

Sponsorship, Roles, Responsibilities, and Communications

Whichever model is used to establish your planning team, please also consider the following:

- The division/department leader is the “sponsor” of this team and the direct line of report throughout the process. The sponsor may ask all or some other leadership members to assist in this role.
- Depending on their role, expect members of the planning team to devote 5 to 10 percent of their time throughout the strategic planning process to this endeavor. This should be a formal agreement between the sponsor, the individual team members, and team members' direct supervisors. Participation on this team may also provide an opportunity for professional development; successful participation should also be recorded in the team members' performance evaluations.
- Limit the planning team membership to 5 to 7 members in total, if possible. Part of the regular work of the team will be to engage with, as well as gather information and feedback from, the entire organization. Teams should construct an engagement plan to ensure that everyone can contribute to the planning process.
- Establish a communications plan between the team and the sponsors. This plan should cover general communication needs as well as decision making. A general plan for regularly communicating about the process organization-wide is also recommended as a tool for building transparency and broad participation and support.
- Lastly, consider including client membership on your planning team, especially if this is already part of your organizational culture. “Client” here refers to anyone served by your programs and services - students, staff, faculty, community members. Consideration of how to include client input into your strategic planning process should also be included in your engagement plan (for example through focus groups, town halls, other types of meetings, and surveys). See **Stakeholder Engagement Models** for more information.
- Regardless which approach you take, your organizational culture and structure are the ultimate guide. What kind of work teams have been successful within your division/department? Follow your own lessons learned from past experiences.



Sample Team Workplan

ACTION	PEOPLE	RESOURCES NEEDED
Step One: Map Out Planning Process		
1 Planning team infrastructure		
2 Connect with leadership		
3 Review campus plan		
4 Develop workplan with sponsor approval		
Step Two: Gather Information and Self-Assessment		
1 Gather campus and divisional/departamental data		
2 Review data - track sources & possible future needs		
3 Develop self-assessment		
4 Conduct self-assessment and engage stakeholders		
5 Communicate findings and next steps to leadership.		
6 Revise workplan based on self-assessment results		
7 Check in with Equity & Inclusion staff		
Step Three: Develop Vision (Goals, Strategies, Metrics, Implementation Plan)		
1 Study and synthesize results of work to date		
2 Finalize plans for visioning work and check in with leadership		
3 Re-engage with key stakeholders		
4 Draft goals, strategies, deliverables, metrics, implementation plan		
5 Ensure leadership support; conduct review and revision process		
6 Finalize draft plan		
Step Four: Review Plan with VCEI		
1 Review plan with Equity & Inclusion staff		
2 Meet with VCEI to review plan		
Step Five: Adopt Plan and Communicate Vision		
1 Conduct organizational process to adopt strategic plan		
2 Develop and launch communication plan (webpages, unit/staff meetings, newsletters, trainings)		
Step Six: Implement Plan		
1 Revisit implementation plan and revise as needed		
2 Plan regular check-points: with teams, with leadership, with Equity & Inclusion		
3 Continue to plan for resources needed		



This tool is intended to be used early in the strategic planning process to initiate considerations of the division's or department's connections to the campus's goals, as well as opportunities to strengthen them and create new areas of connections.

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 divisions/departments shape their own planning efforts and connect them to larger campus goals.

This tool can be used with leadership, the planning team, key stakeholders, and others participating in the planning process - multiple perspectives will provide a more complete outline of the areas of focus for the first few months.

NOTE: Not every goal or strategy in the campus plan will be relevant to the mission of your division or department. Feel free to explore new areas, but also feel free to exclude areas that are not relevant to your mission.

Review the Campus Strategic Plan

Read through the Executive Summary of the campus plan. Pay 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 organization'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 your strategic 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 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 division or department?
3. Which of the strategies and expected outcomes in the campus plan reflect areas in which your division/department is already strong? Additionally, where may there be strategies or expected outcomes which a particular unit in your organization considers one of its strengths?
4. Are there areas in the plan where you believe your division or department can be seen as a leader?
5. In which areas are you most excited to expand 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 division or department engages issues of equity, inclusion, and diversity that are not reflected in the campus strategic plan? If so, what are they?

Your collective answers should create an outline of the areas of focus for your planning process. You can revisit and revise this outline throughout the process.



This tool is designed to support units in the data gathering and review process by walking them through data sets and suggested review questions on a variety of diversity-related topics. It also provides a chance to reflect on trends, past goals and strategies, and indications of best practices and leadership.

Information Gathering

For most organizations, reviewing unit-level diversity data provides an important foundation for the strategic planning process on equity, inclusion, and diversity.

This is also a time to continue gathering information about your organizational mission that can be included in your strategic plan introduction or self-assessment.

Data provided by Equity & Inclusion and other campus partners includes:

- workforce demographics (custom reports provided by Equity & Inclusion);
- campus climate and other campus surveys (custom reports on campus climate provided by Equity & Inclusion; other campus survey reports available from Office of Planning & Analysis at opa.berkeley.edu);
- campus affirmative action goals and reports (provided by Human Resources Staff Equal Employment Opportunity Compliance, staffeeo@berkeley.edu or (510) 642-5002).

Other relevant data collected by your division or department relating to equity, inclusion, and diversity should also be gathered. This includes:

- past goals on equity, inclusion, and diversity, and their status;
- previous assessments of your programs and services;
- client or marketing survey reports;
- internal workplace, staff, or climate survey reports;
- performance management reports; and
- client demographics.

In order to assess what internal data sources will be most useful to you, answering the following questions may help.

1. Do we have additional internal data sources that contain information useful in thinking strategically about equity, inclusion, and diversity? If yes, what are those data sources and who can provide access to them?
2. Are there any obvious gaps in our data collection? If yes to this in any area, track these gaps. They can be used in determining whether there is a need for developing other internal data sources, an activity (deliverable) that can be built into your strategic plan.

NOTE: This is not the time to launch new or extensive data collection or analysis, aside from divisional or departmental meetings, focus groups, or other engagement activities. However, it is appropriate to track your gaps and build filling them into your strategic plan.

Reflection Questions

For workforce demographics:

- In looking at the data across categories and comparisons, what are your first impressions? Does anything stand out - either as a positive, a challenge, or a question?
- Are there areas in your data that may point to strengths in equity and inclusion in your hiring and/or advancement practices? For example, having diversity in your management that reflects Bay Area demographics, if relevant.
- Is there anything else you would like to know about your workforce demographics that would help you assess challenges and opportunities for fostering and retaining a diverse workforce? Please discuss with Equity & Inclusion planning staff - these may indicate further custom reports or Cal Answers training needs.
- Are there any groups for which you feel you do not have enough of a “critical mass” in the organization for them to feel fully included and supported?
- How do your division/department’s overall demographics compare to the demographics of the campus? If applicable, how do your various units compare to each other?

For workplace environment and climate:

- Based on your division/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 your staff feel in the unit workplace or on campus, including differences between groups or identities;
 - the percentage and sources of exclusionary behavior experienced;
 - the importance of diversity within your division or department;
 - the support provided by supervisors/managers in your organization for professional development and performance improvement; and
 - the perceived equity and inclusiveness of your merit and advancement processes.

What are some ways you can envision addressing these challenges? Growing or spreading your strengths?

- If you measure how your employees feel respected, welcomed, and valued by your organization with an internal survey, are there any strengths or possible challenges indicated by that data? (This should include the accessibility of your workplace environments.)*
- Do the responses or the experiences of any specific groups in either the campus climate or your internal surveys stand out to you? If so, what concerns or opportunities do you see?
- What issues related to workplace climate are you most interested in addressing at this time?.

For client demographics and climate data:

- How do your client demographics differ from those of the campus in terms of your target groups? Are there any disparities between groups being served or missing groups? Is there anything in your data that points toward strengths or challenges in equity and inclusion in serving your clients? Be as specific as possible.
- If you measure how your clients feel respected, welcomed, and valued by your organization and in your working, living, or learning environments, are there any strengths or possible challenges indicated by the data? (This should include the accessibility of all your environments.)*

*Note: If you do not track or measure how your clients or employees feel respected, welcomed and valued by your organization, this may be something to include as an area of growth in your strategic plan for equity, inclusion, and diversity.

Self-Assessment Worksheet



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

The **Self-Assessment Worksheet** supports units in identifying key strengths, gaps, and needs in relation to equity, inclusion, and diversity. This tool offers both a way to take stock of current efforts and a set of benchmarks for the design and implementation of future projects. It is intended to spark dialogue and inspire goals for the strategic planning process. However, if there are other tools your organization regularly uses for assessment and evaluation, you may wish to use them, either instead of, or in addition to, this tool.

The indicators found here reflect key priorities from the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity*. It is not intended to provide a “score” or formal evaluation. 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 you are doing some, but not all, of the listed items.

You may wish to invite multiple stakeholders to provide their perspectives on the statements below and further comments. In this way, very broad input on the issues you want to address in your strategic plan can be gathered, and your key stakeholders can be engaged very early in your planning process.

What do we mean by “self-assessment”?

If your division or department already has a strategic plan for equity, inclusion, and diversity, your self-assessment should focus on the success of this plan in realizing the expected outcomes (goals).

This assessment should also determine lessons learned, best practices for success in all areas, unforeseen successes, challenges, and opportunities, and any other information that will assist your current strategic planning process.

You can use this worksheet in conjunction with a review of your current plan to further help you open up dialogue within your leadership, your organization, and your stakeholders about the levels at which the principles of equity and inclusion are embraced in your organization.

If you do not have a current strategic plan for equity, inclusion, and diversity, you can begin assessing the levels at which the principles of equity and inclusion are embraced in your organization. Engaging a broad range of stakeholders with this tool can increase dialogue across your organization and with your stakeholders about where you have opportunities, best practices, challenges, and questions on how the principles of equity and inclusion are, or can be, embedded in your organization.

Additionally, your self-assessment should provide general organizational information such as mission, vision, and core values statements, and how they support equity, inclusion, and diversity. Also, any other statements on or definitions of “equity”, “inclusion”, or “diversity” used in your organization, and any current goals on equity, inclusion, and diversity, their status, and the data sources used to measure progress.

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

How to Use This Tool

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

Circle the most appropriate response from your perspective for each statement. Then provide comments, ideas, or questions that may arise as you complete the form. Examples include:

- Aspects of the organization that have had the greatest impact in achieving equity, inclusion, and diversity in the past or currently, and the reasons why this impact was able to be achieved.
- Challenges encountered in achieving equity, inclusion, and diversity in the past or present and the solutions attempted to overcome them.
- General lessons learned.

For some topics, possible additions are provided. These additions are to assist in more deeply exploring a topic for which you may need more information or in which you already have best practices that should be recorded, or challenges which may indicate gaps in addressing key issues that you may want to address in your strategic plan.

All of the information gathered by those filling out the worksheet can be used to assess your current state of equity, inclusion, and diversity. The results will then be used to set goals and strategies for your plan.

NOTE: Not all topics will be applicable to your division or department - use only the statements that pertain to your mission, daily work, workforce, and workplace environment and climate.

A. Vision, Leadership, and Messaging

Circle your response:

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

1. Our organization is actively committed to issues of equity, inclusion, and diversity.	Y	N	S	DK	N/A
2. Our mission and vision statements include references to or goals on equity, inclusion, and diversity.	Y	N	S	DK	N/A
3. The principles of equity and inclusion are embedded in our mission, vision, and core values.	Y	N	S	DK	N/A
4. We have resources dedicated to equity, inclusion, and diversity issues, including professional development for managers and staff.	Y	N	S	DK	N/A
5. Our equity and inclusion values are reflected in our internal and external communications, such as program descriptions, outreach materials, website, and newsletters.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

B. How We Address Responsive Research, Teaching, and Public Service

Circle your response:

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

1. We regularly and systematically collect and analyze data about equity, inclusion, and diversity.	Y	N	S	DK	N/A
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2. We use program assessments and evaluations that assess our ability to be responsive to the needs of our increasingly diverse state, national, and global context.	Y	N	S	DK	N/A
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3. We actively develop resources for supporting our equity, inclusion, and diversity needs.	Y	N	S	DK	N/A
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POSSIBLE ADDITIONS

4. Our managers and staff are familiar with our internal data gathering and analysis resources relevant to equity, inclusion, and diversity, as well as Cal Answers and other campus-based data resources.	Y	N	S	DK	N/A
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5. We research new developments in program assessment for equity, inclusion, and diversity and update our practices in this area accordingly.	Y	N	S	DK	N/A
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6. We encourage innovation that address equity and inclusion in our workplace, curriculum development, and teaching practices, where relevant.	Y	N	S	DK	N/A
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7. Our curriculum development, teaching, advising, and outreach practices offer all groups – including those from underrepresented communities - the opportunity to fully engage.	Y	N	S	DK	N/A
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COMMENTS, IDEAS, QUESTIONS:

C. How We Expand Pathways for Access and Success for Our Workforce

Circle your response:

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

1. Our division or 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, regularly using campus affirmative action goals and other workforce data, 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 or division.	Y	N	S	DK	N/A
4. All staff have divisional/departmental support to continue their professional growth and career advancement.	Y	N	S	DK	N/A
5. We provide mentoring opportunities for all levels of staff and management - internally and through other campus venues.	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
POSSIBLE ADDITIONS					
7. We actively advocate for more accurately reflecting the diversity of our talent pools in all of our hiring (students, faculty, staff).	Y	N	S	DK	N/A
8. We have a succession plan that ensures diversity in our workforce in the coming years.	Y	N	S	DK	N/A
9. Our managers and staff engage in professional development and/or dialogue about topics related to equity, inclusion, and diversity, and use performance management tools to track and build our capacity in this area.	Y	N	S	DK	N/A
10. We provide fair and transparent recognition processes for achieving excellence across all staff positions.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

D. How We Expand Pathways for Access and Success for Our Clients (students, faculty, staff)

Circle your response:

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

1. Our division or department values and seeks to support our students, faculty, and/or staff clients with diverse racial, ethnic, gender, socioeconomic, immigrant, international, sexual orientation, disabilities/abilities, and religious backgrounds in our programs and services.	Y	N	S	DK	N/A
2. Direct support is provided, where needed, to ensure the needs of our clients from of all backgrounds are met.	Y	N	S	DK	N/A
3. We provide support for critical transitions for students, faculty, and staff (for example, first year of college, assistant to associate professor, non-manager to manager) that is based on best practices in the field, and we track and measure our success.	Y	N	S	DK	N/A
4. We talk regularly with our clients about equity, inclusion, and diversity issues such as cross-cultural understanding, and provide resources to them for support.	Y	N	S	DK	N/A

POSSIBLE ADDITIONS

5. We employ advising and mentoring practices and partnerships to our student clients to provide greater impact to their graduation and retention rates.	Y	N	S	DK	N/A
6. We employ mentoring practices and partnerships with our staff/faculty to provide greater impact to their hiring and advancement rates.	Y	N	S	DK	N/A
7. We engage in study and dialogue with the students/staff/faculty we serve about topics related to equity, inclusion, and diversity. This kind of learning is actively supported and valued by our division or department.	Y	N	S	DK	N/A
8. We regularly provide our clients with information on family-friendly policies.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

E. How We Support an Engaging and Healthy Campus Climate

Circle your response:

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

1. We regularly assess and provide resources to address workplace climate related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, disability/ability, nationality, and other areas of diversity for all of our staff members and our clients.	Y	N	S	DK	N/A
2. We regularly assess the degree to which our staff and our clients feel respected, valued, fully included, and welcomed, and provide resources and training to address challenges and support an inclusive climate.	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 our division or department.	Y	N	S	DK	N/A
4. All division/department-sponsored events and activities are physically accessible to participants with disabilities.	Y	N	S	DK	N/A
5. If issues of insensitivity, exclusion, disrespect, or harassment arise in our workplace or other spaces we support, they are addressed directly and in a timely fashion.	Y	N	S	DK	N/A
6. In my opinion, all students, faculty, and staff feel comfortable and welcome to be their full selves in our workplaces and in the other spaces we support (for example, classrooms, dorms, cafeterias, buildings).	Y	N	S	DK	N/A

POSSIBLE ADDITIONS

7. Visible images and materials throughout our workspaces are welcoming and inclusive to diverse groups - for example, they include positive multicultural images, reflect the experiences of multiple communities, offer messages of equity and inclusion, showcase our own diversity.	Y	N	S	DK	N/A
8. We use the data from campus surveys and other reports to help understand our climate needs, as well as how we can become leaders on campus in creating a fully welcoming and inclusive environment for all students, faculty, and staff.	Y	N	S	DK	N/A
9. Our staff, as well as our physical spaces, provide a comfortable environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, disability/ability, nationality, and other areas of diversity.	Y	N	S	DK	N/A

COMMENTS, IDEAS, QUESTIONS:

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

	EXISTING STRENGTHS	OPPORTUNITIES & CHALLENGES
<p>Vision, Leadership, and Messaging</p>		
<p>Research, Teaching, Public Service</p>		
<p>Expanding Pathways for Workforce</p>		
<p>Expanding Pathways for Clients (students, faculty, staff, community members)</p>		
<p>Healthy Climate (living/working spaces, classrooms, other campus spaces)</p>		



This tool focuses on understanding your stakeholders' experience of and priorities for your programs and services (sponsors, leadership, students, staff, faculty, donors, community members). It is especially useful for the self-assessment and visioning and goal setting portions of your strategic planning process.

Listening to stakeholders directly can be an important way to deepen your understanding of critically important strengths and challenges. In the past, organizations have gained valuable insights from stakeholders on:

- Strengths and gaps in how programs and services welcome diverse perspectives and experiences, meet the needs of all client demographics, foster cultural competence, address issues of identity and marginalization or other equity and diversity topics;
- Climate issues for women, people of color or other underrepresented groups, within the division or department and among their client base, including people with disabilities and LGBTQ groups;
- Professional development and mentoring needs, especially for people from historically underrepresented groups; and
- The impact of demographics on the experiences of your workforce, your clients, and your ability to engage with potential and current stakeholders.

Suggested Activities for Incorporating Stakeholder Voices

The following activities provide different ways to engage stakeholders in sharing their experiences and insights on issues of equity, inclusion, and diversity outside of regular meetings. You may wish to include one or more of these options at various stages of your planning process. Again, the most common times to launch stakeholder engagement processes is during the self-assessment, and visioning and goal setting phases.

In choosing a method, please keep in mind the culture of your organization, the potential sensitivity of discussing equity, inclusion, and diversity issues, and the need for safety and confidentiality. Feel free to customize any of these activities to better suit your organization's needs, culture, and priorities.

Hold Facilitated Focus Groups

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

- Focus groups organized by sub-units within the organization;
- Focus groups of clients (students, staff, faculty, community partners); and,
- Focus groups organized by various topics, for example on workplace climate, diversity in hiring and advancement, cross-cultural communication.

In order to ensure safe and candid discussions, you may wish to engage a skilled facilitator to help design your focus groups and to facilitate them. Many divisions and departments have facilitators skilled in leading discussions on equity, inclusion, and diversity amongst staff and leadership. However, if you do not, or are unsure, there are a variety of campus partners with trained facilitators in these areas who can be contacted for assistance - Equity & Inclusion planning staff can provide this information.

Some basic guidelines for organizing focus groups are:

- Facilitators should not be the direct supervisor of anyone invited to participate in the focus group.
- All discussions should be kept confidential, with results reported out anonymously.
- Focus group participants should be provided with a statement about how their participation will be incorporated into the planning process, including any relevant decision making processes, and any other opportunities available to them to provide input.

Self-assessment focus groups: During the self-assessment phase, a useful tool for setting out topics to be discussed in focus groups is the **Self-Assessment Worksheet**. You may wish to create a smaller, customized version of the list of indicators found there for your focus groups. Focus group participants can fill out the customized worksheet as a first step; then provide feedback through facilitated discussion regarding their choices and their hopes for change and leadership in the future.

Visioning and goal setting focus groups: During the visioning phase, one option for engaging stakeholders in focus groups is with your draft priorities. See the **Vision and Goal Setting Guide** for information on how to get to draft priorities, including the Goal Development Worksheet. Discussions at this phase can focus on whether the draft priorities capture the critical needs and opportunities of the division/department from your stakeholders' perspectives, and where you may wish to make some changes before moving into the full goal setting process. Stakeholders can also provide insights and valuable information to help you set realistic goals and the strategies and deliverables needed to reach them.

Host a Town Hall Meeting

Town hall meetings are most often distinct from more business-oriented meetings in that they are organized as open forums for the whole division or department, or groups of other stakeholders. In this setting, various stakeholders can share their concerns, ideas, and hopes about the equity, inclusion, and diversity strategic plan, including the actual planning process, with the strategic planning team and the sponsors. A key to success for town hall meetings is the level at which the sponsors and other leaders can engage and reflect back what is being heard from the participants. This may mean some additional communication with the strategic planning team and leadership prior to the town hall meeting.

As with focus groups, prior to launching your discussions, it is important to share with all participants how their feedback and ideas will be incorporated into the strategic planning process, including key decision making processes, and any other opportunities to provide input into the planning process.

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

- 1) Early in the planning process. Possible discussion items include:
 - Overview of the strategic planning process;
 - Current strengths and challenges in relation to equity, inclusion, and diversity from their perspectives (shared without reference to specific individuals, groups, or units); and
 - Hopes for new directions and leadership in relation to equity, inclusion, and diversity.

Depending on the general organizational culture of the division or department, these discussions can vary between large and small groups.

- 2) When stakeholder input is desired on specific questions:

If town hall meetings are held farther along into the process, stakeholders can be invited to think deeply about one or more critical issue that the planning team has identified as important to include in the strategic plan. For example, a town hall meeting on “equity and inclusion in programs and services” or a session on “diversity and workplace climate.”

The nature of the issues in question and size and culture of your organization will help determine what makes most sense for organizing a town hall meeting. As with focus groups, these sessions should be facilitated or led by a well-regarded facilitator who is familiar with both the strategic planning process and equity, inclusion, and diversity issues.

Another key to success of your town hall is thorough and broad communication about it to all those invited to participate. This includes how participants can access the meeting, especially if it is held off-campus. For employee town halls, this includes clear directives to all employees and supervisors about the organizational expectations of release time and support for attending.

After your sessions, it is important to communicate back to all participants the outcomes of the meetings - themes that emerged, any notes taken that can be shared, and a reiteration of how the participant input will be incorporated into the strategic planning process and the next steps in the process.

Vision and Goal Setting Guide



This tool is designed to help divisions and departments draw on their self-assessment reflections and their stakeholders' input to develop a set of key priorities and goals related to diversity, inclusion, and equity.

The suggested activities and worksheet here provide opportunities to build a strong case for what you can achieve, to identify specific actions you will take to meet your goals, and to align methods for measuring progress and oversight of the future work. Throughout the vision and goal setting processes, you can refer to current strategic plans from divisions and departments across the campus for examples of goals, strategies, and metrics. Contact the Equity & Inclusion planning staff for samples.

Brainstorm Your Vision

Begin by looking ahead 3 to 5 years and envision your division/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 mission, programs, and services, workplace(s), and workforce, 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 our clients, staff, the division or department, the campus?

The visioning process is one for your planning and leadership teams, your entire organization, and your stakeholders. See the **Stakeholder Engagement Models** for more ideas about how to outreach as broadly as you wish to during this time.

Identify Priorities

Most organizations are able to prioritize 3 to 5 areas of focus for a strategic plan of this length and nature. However, this should not be viewed as a requirement or limit. Drawing from your self-assessment and other information gathered over the last few months, in addition to your visioning exercises, identify the priorities to be included in your strategic plan. These priorities may relate to any aspects of the division or department – mission and vision, leadership, programs and services, climate, workforce, and workplace environment, students, faculty, curriculum, advising, teaching, etc.

Set Goals, Strategies, Metrics

Use the “Goal Development Worksheet” in the following pages for this portion of the work, completing a separate sheet for each priority. The worksheet will help gather a great deal of the information needed to make decisions about short and long term goals, what strategies are needed in order to achieve your goals, and how you will measure progress toward goals so that changes in course direction can occur readily when required.

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 division/department's desired outcomes for each area you have chosen to work on. Long term goals should speak to where you are hoping to be in the next 3 to 5 years, and should be pitched at a fairly general level. Short term goals can be more specific as they are targeted for achieving in the first 2 to 3 years of your plan's implementation - see below for more information.

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**asurable – Goals that are measurable so that the organization 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 organization believes is reachable.
- **R**elevant – Goals that connect with the overall mission and vision of the organization 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.

Additionally, you will want to determine which are short term goals (achievable in 2 to 3 years) and which are long term ones (achievable in 3 to 5 years). Every short term goal should directly support a long term goal; long term goals may have multiple short term goals attached to them.

These distinctions will assist you in implementing your strategic plan, setting out the order and development of activities needed to accomplish your goals, as well as the basic timeline in which the work will be done.

Relevant Factors and Assumptions

Take a moment to list relevant factors and assumptions you think exist in relation to each particular priority. For example, will a new resource need to be developed to do the work you have in mind? Is there any information you think is needed before the priority's activity can be launched? Are there factors not in your division's/department's purview that will affect achieving your goal? Does this call for new partnerships to be formed? Do you have any assumptions in general about the priority you have chosen - such as "We assume that if we do X, it will result in Y"?

Address these factors and assumptions when developing your strategies, deliverables, and goals in order to achieve greater success in your outcomes.

Strategies, 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 engage in to produce the effects you wish to see, i.e., your goals. These strategies may reflect "best practices" in the field or be innovative ideas developed by the division/department. Strategies are higher-level categories (e.g., outreach and recruitment, mentoring, inclusive curriculum design, etc.) as compared to deliverables which are described below.

Strategies should relate to both short and long term goals. They can be activities or behaviors in which your entire organization engages, or only specific parts. As with the campus strategic plan, not all strategies or expected outcomes are fully supported by each and every campus department.

Your strategies may represent a change in work responsibilities for all or part of your organization. Accommodating these changes should be built into your implementation plan. See **Strategic Plan Template** for more information on implementation plans.

2. For each strategy, you may need to develop deliverables - these are specific activities, events, practices, products, or resources your organization will draw on to implement particular strategies, and to achieve short term goals.

Examples of deliverables include:

- A new hiring guide that incorporates best practices for equity and inclusion to be used by all managers and hiring committees in the organization.
- A database for tracking client participation (student, staff, faculty, community).
- Attendance at a conference on diversity in higher education.
- A coordinated client or marketing survey plan for all units that includes regular measures for equity and inclusion.

3. The last part of the goal development process is to identify your metrics, how you will measure progress, noting the specific data sources to be used.

For each short and long term goal, list the metric (sometimes called indicators) that defines success and the data source for it. Examples from the *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity* are:

- "Reduce or eliminate intergroup disparities in percentage of [students, staff, faculty] expressing sense of belonging." (Data sources: Campus climate surveys, UCUES)
- "Reduce or eliminate intergroup disparities in retention of UC Berkeley staff (both career and academic non faculty), manager, and executives by classification/rank." (Data sources: Cal Answers, HR Census)

Each metric should have an existing or planned data source. ("Planned" data sources are those built into your strategic plan as deliverables, preferably attainable by the third year of implementation in order for the goal they are supporting to be achievable.) Both internal and campus administered data sources should be included here.

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 workplace environment for all of our employees and visiting clients.

2. RELEVANT FACTORS AND ASSUMPTIONS

What relevant factors impact or are related to this priority?

Example: Our offices are dispersed in many locations, even some off-campus ones.

3. LONG TERM GOAL

What do you want to achieve or or change in regard to the above priority in the next 3 to 5 years?

Example: All of our staff report that they feel comfortable or very comfortable with the climate of our unit.

4. SHORT TERM GOAL

What benchmarks must be met to ensure that the long term goal will be achieved?

Example: Eliminate disparities between groups and sub-units on the level of comfort reported on surveys.

<p>4. STRATEGIES</p> <p>What general strategies or approaches will you use to accomplish your goals? <i>Example: Enhance training on cross-cultural communication and an inclusive workplace for all our employees, especially managers.</i></p>	<p>5. DELIVERABLES</p> <p>For each strategy, list one or more specific actions or resources you will use or develop to implement it. <i>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.</i></p>
<p>6. METRICS</p> <p>What information will you track and review to measure both short and long term progress toward your goals? What source(s) will be used? <i>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.)</i></p>	



Introduction

Provide a brief overview of the importance of equity, inclusion, and diversity to fulfilling the mission of the division or department, including mission and vision statements, budget priorities, and scope of the organization within the university structure. Additionally, provide relevant client information, any political, social or economic factors impacting your programs and services and a short description of the process you underwent to develop the strategic plan.

Self-Assessment

This section includes a set of reflections on the organization's current strengths, challenges, opportunities, and needs in relation to equity, inclusion, and diversity issues, lessons learned from past efforts that have influenced your strategic planning process, and the data collection tools and gaps that affect your ability to be most effective in these areas. Results of focus groups, town halls, surveys, and other stakeholder engagement activities held during the planning process should also be included here.

Goals, Strategies, Deliverables, and Metrics

Using the outcomes of the vision, priorities, and goal setting activities, provide the short and long term aspirational goals or expected outcomes, individual strategies and deliverables that will be employed to achieve them, and the metrics by which you will measure progress and success. Also include the data sources to be used for each metric (for example, Cal Answers, campus climate surveys, exit interviews, client surveys, etc.).

Implementation Plan

This final element of your overall strategic plan is an internal workplan or “map” for ongoing work toward achieving your goals. Implementation plans include:

- a. An oversight structure with individuals and/or teams responsible for the ongoing work and review of the plan over time, as well as particular pieces of the plan. Responsibilities should be in accordance with your organizational structure and culture, including any changes made to these by your strategic planning process.
- b. A coordinated timeline to ensure that steps are being taken in the needed sequence to achieve your goals. Timelines also help maintain consistency and transparency in communicating the progress toward your goals and shared understanding of the work. Initial timelines are often very detailed through the second or third year, then revised following the mid-point review or other critical check-in.
- c. A schedule for regular check-ins between the team/individual(s) monitoring the plan's progress and the divisional or departmental leadership, and between teams. Also include regular check-ins with Equity & Inclusion for ongoing support, connections to other units doing this work, and updates on the campus's goals.
- d. A tracking mechanism for the resources developed and used in order to fulfill the goals set for your division or department. Examples include new data gathering tools or surveys, professional development, staffing changes, improvements for inclusive workplace environments, accessibility improvements, research, etc. These can be included in your annual budget process.

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Vice Chancellor for Equity & Inclusion

Gibor Basri

Assistant Vice Chancellor and Chief of Staff

Liz Halimah

Authors and Lead Planning Staff

Elizabeth Gillis

Amy Scharf

Institutional Research and Data Analyst

Andrew Eppig

Designer

Rachelle Galloway-Popotas

Copyeditor

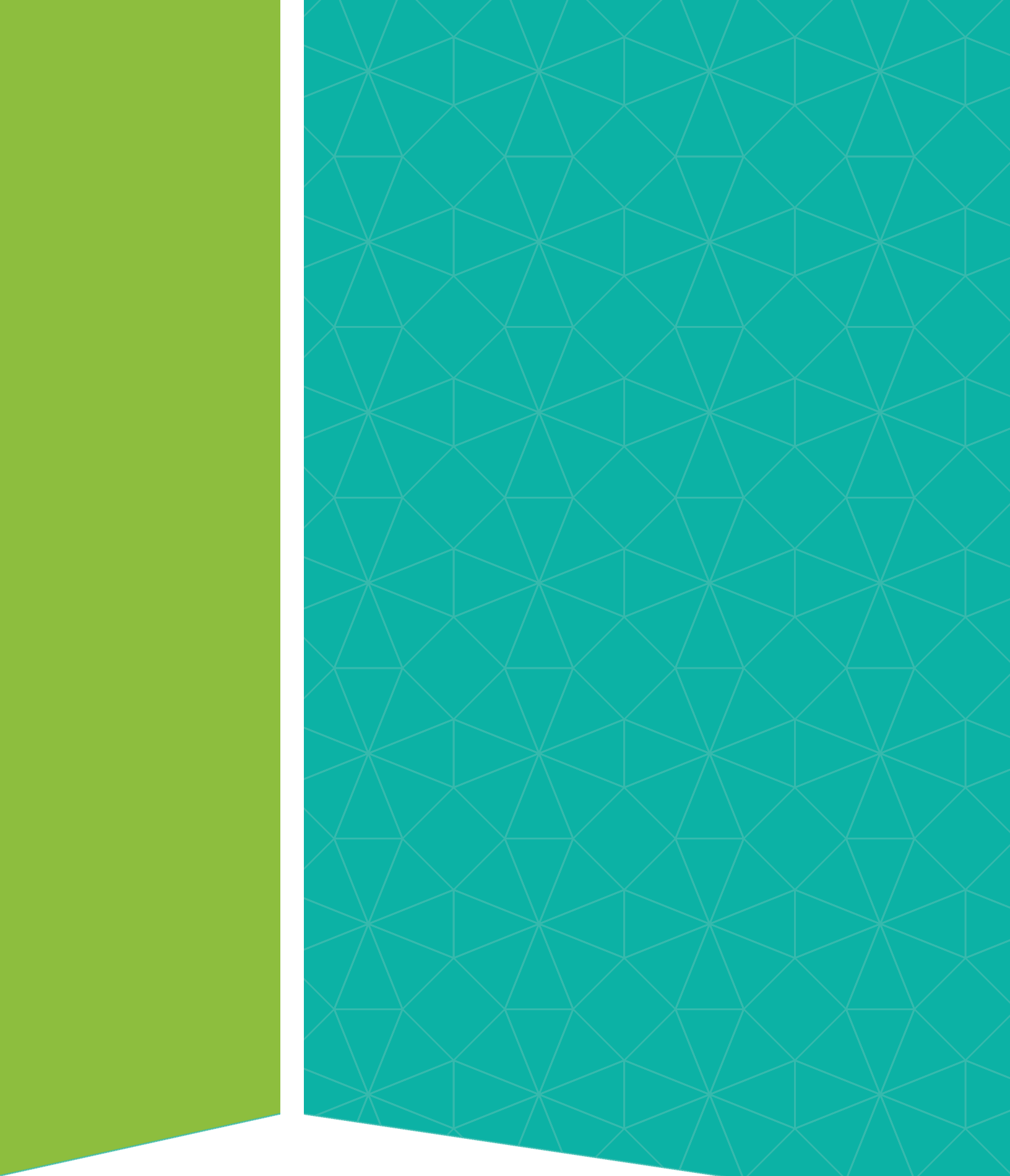
Sara Grossman

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