



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

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

### SPECIFIC STRATEGIES

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

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

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

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

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

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

### INTERMEDIATE OUTCOMES

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

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

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

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



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

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

### SPECIFIC STRATEGIES

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

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

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

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

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

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

### INTERMEDIATE OUTCOMES

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

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

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

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

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

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



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

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

### SPECIFIC STRATEGIES

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

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

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

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

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

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

### INTERMEDIATE OUTCOMES

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

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

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

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

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



## Expanded Pathways for Access and Success (Faculty)

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

### SPECIFIC STRATEGIES

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

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

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

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

### INTERMEDIATE OUTCOMES

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

Reduction in intergroup disparities in faculty advancement and retention.

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

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

Increase in faculty-to-faculty mentoring.



## Expanded Pathways for Access and Success (Staff)

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

### SPECIFIC STRATEGIES

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

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

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

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

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

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

### INTERMEDIATE OUTCOMES

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

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

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

Reduction in intergroup disparities for staff advancement and retention.

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

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