



Innovations in Equity,  
Inclusion, and Diversity  
at the University of  
California, Berkeley

*catalysts  
for change*

**Berkeley**  
UNIVERSITY OF CALIFORNIA





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# In This Report

Foreword.....	7
Lead Change, Inspire Change.....	9
<b>CHAPTER 1</b>	
<b>Test the Theory, Change the Narrative.....</b>	<b>17</b>
<b>CASE STUDIES</b>	
Shift Course: Revealing Hidden Histories and Cultural Contributions .....	18
Break Down the Barriers Between Research and Reality .....	23
Envision a College-Bound Future.....	26
<b>PROGRAMS AND INITIATIVES</b>	
American Cultures Engaged Scholarship .....	30
Haas Institute for a Fair & Inclusive Society .....	31
Destination College Advising Corps .....	33
<b>CHAPTER 2</b>	
<b>Build Capacity and Infrastructure, Encourage Empathy.....</b>	<b>35</b>
<b>CASE STUDIES</b>	
Healthy Dialogues on Diversity.....	38
Undocumented Students Dare to DREAM.....	
Serving Those Who Served.....	
Fitness Test: Inclusion Builds Strength.....	
<b>PROGRAMS AND INITIATIVES</b>	
Multicultural Education Program.....	
Undocumented Students Program.....	
Cal Veterans Service Center .....	
Transfer Scholarship Initiative .....	
Innovation Grants.....	
<b>CHAPTER 3</b>	
<b>Let the Data Speak.....</b>	<b>45</b>
<b>CASE STUDIES</b>	
A Plan of Action Measured.....	
Frame the Story: Big Data Made Accessible .....	
<b>PROGRAMS &amp; INITIATIVES</b>	
Data and Strategic Planning .....	
Faculty Mentoring and Career Development.....	
Appendices.....	76



Robert D. Haas  
Evelyn & Walter Haas, Jr. Fund

“UC Berkeley historically has sought to educate Californians from every background, regardless of their financial status. This initiative takes that public mission to a new level, propelling much-needed research on diversity and cultivating a campus built on fairness and acceptance.”



# Foreword

**MY FAMILY HAS BEEN INVOLVED WITH** the University of California for six generations. Levi Strauss, my great-great granduncle, made a visionary gift that established the very first scholarships — half of them for women — at UC Berkeley in 1897. About that same time he made a gift to provide electric lighting to the library so that students could study at night.

Since those early days the campus has undergone many changes. Over time, its standing among peer institutions has risen and the undergraduate population has grown more diverse, mirroring changes in our society. In recent years, the State’s support has diminished dramatically.

## **What hasn’t changed is Berkeley’s commitment to access and excellence.**

To help Berkeley meet the needs of an evolving student body, my parents’ family foundation, the Evelyn & Walter Haas, Jr. Fund, funded Chancellor Robert Birgeneau’s efforts to establish the Division of Equity & Inclusion in 2007. This launched a wide range of new initiatives across the campus. We applaud the many ways Berkeley has pioneered fresh approaches to improve the campus’s climate and strengthen access, inclusion, and diversity. These are described in this report.

I hope that as you read this report you will gain appreciation for Berkeley’s significant achievements as well as the important lessons it has learned — and for the work that remains to be done. Further, I hope that these experiences will motivate and help speed the progress of similar efforts on other campuses toward greater equity and inclusion.

Finally, just as Levi Strauss’s gift illuminated the library, I hope you will consider joining with UC Berkeley in upholding its motto, “Fiat Lux,” meaning “let there be light,” to help ensure that the light of knowledge shines equally on all, for generations to come.

Go Bears!

Robert D. Haas, ’64

Trustee

Evelyn & Walter Haas, Jr. Fund

Gibor Basri, Vice Chancellor for  
Equity & Inclusion, 2006-2015



Liz Halimah, Associate Vice Chancellor  
for Equity & Inclusion and Chief of Staff



## INTRODUCTION

# Lead Change, Inspire Change

We do this work because education has the power to transform individuals, institutions, and the world. If we succeed, Berkeley will become a national leader —as well as a global leader — in higher education by preparing students, staff, and faculty to become global citizens.

# Introduction

**IN AMERICAN HIGHER EDUCATION, diversity is a catalyst**, though perhaps not in the scientific sense of the word.

In chemistry, a catalyst is an agent that causes or accelerates a reaction — a transformation. In the university setting, when various aspects of diversity are introduced to a campus — be it gender, race, or socio-economics — a reaction also results. For example, universities see profound changes in their student body, teaching, facilities, and even research. In the history of higher education, we've seen this pattern unfold countless times, from the inclusion of women at Ivy League colleges, to the influx of WWII veterans going to college on the GI Bill, to the day that James Meredith enrolled at the University of Mississippi. Sometimes the reaction is positive — thousands of veterans earned college degrees and expanded the American middle class. And sometimes it is not — federal troops were sent in after the governor barred Meredith, riots resulted, and people were killed.

Today, a frequent diversity catalyzer is an unexpected incident or crisis — such as video footage of students singing racist chants or songs — that forces the university to react immediately. Institutions form task forces, hire diversity officers, or shut down the offending campus group. Damon A. Williams, Ph.D., senior vice president of Program, Training & Youth Development Services for Boys & Girls Clubs of America, and one of the nation's leading thinkers on diversity and inclusion management, labeled this action-reaction as the “Diversity Crisis Model:”

*On many campuses this model follows a well-choreographed process: diversity crisis leading to mobilization leading to institutional response. For many institutions, this is the only time they engage in a serious conversation about campus diversity issues. However, because of the need for a rapid response, their efforts often lack continuity and focus.*

Here at the University of California, Berkeley, we've intentionally shifted from this typical crisis response mode to instead take a proactive approach to campus diversity and inclusion. We apply what we call the “diversity catalyst” model to create positive change in the university.

## Bringing the Diversity Catalyst Model to Life

Simply desiring a more equitable and inclusive campus does not create change. Five elements provide the foundation for Berkeley's success with the diversity catalyst model:

- » **Vision**
- » **Leadership**
- » **A Plan**
- » **Supporting Infrastructure**
- » **Partnerships**
- » **Vision**

Berkeley seeks to work with its partners to make the campus a reflection of the state of California at every level of our community: students,

faculty, and staff. That means that all of us can have the opportunity to work and study side-by-side with people from different backgrounds and life experiences. Hardworking, talented students are able to overcome the obstacles that stand in their way so they have a fair shot at a Berkeley education. And hardworking, talented staff, and faculty find Berkeley to be a community where their contributions are welcome and respected.

We do this work because education has the power to transform individuals, institutions, and the world. If we succeed, Berkeley will be a national leader — as well as a global leader — in higher education by preparing students, staff, and faculty to become global citizens.

## Leadership

Leadership from the very top of the campus administration is imperative in the diversity catalyst model. In his inauguration address in 2005, then-Chancellor Robert J. Birgeneau affirmed the campus's commitment by stating, "UC Berkeley has always been motivated by serving the public good, and I see no higher ideal than working for equity and inclusion for all."

In 2006, Berkeley faculty and the administration designed the mission and structure of Berkeley's first Division of Equity & Inclusion. In 2007, Gibor Basri, distinguished professor of astrophysics, became the division's founding vice chancellor, as well as the first vice chancellor for diversity in the University of California system.

Chancellor Nicholas B. Dirks in his inaugural address reaffirmed this commitment:

*In an age when the challenges to affirmative action mount and the political commitment to ensuring diversity is being whittled away by referenda and court challenges, I will engage our campus in finding new ways to reflect the rich ethnic, racial, cultural, and socio-economic tapestry of our state — African American, Native American, Latino, documented and undocumented alike, among us — at every level and in every part of the university.*

He later added, upon the release of less-than-positive findings from a campus climate survey (see page XX),

*As a public university, among our most fundamental purposes are the contributions we make to our collective intellectual and moral well-being, and the extent to which we prepare our students to fully engage in a world defined by differences and diversity. We will do what is necessary to create on this campus an environment that can serve as a model for the sort of society we are striving to build.*

## A Plan

A strategic plan must be at the core of the diversity catalyst model. Without one, universities are prone to operating in a reactive diversity crisis model, without the necessary strategies and resources to create and sustain positive change. That is why, upon his appointment as vice chancellor for equity and inclusion, Gibor Basri said that his first task would be to create a diversity strategic plan — one that would encompass the entire campus community — faculty, students, and staff. The plan would be driven by a clear set of strategies and metrics. Basri said,

*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.*

In December 2009, after a 13-month planning, consultation, and vetting process, Berkeley issued *Pathways to Excellence: Campus Strategic Plan for Equity, Inclusion, and Diversity*. This 10-year plan features outcomes-focused metrics driven by three core strategies:

- » **Responsive Research, Teaching, and Public Service:** Broadening the creation of ideas and knowledge on equity, inclusion, diversity

- » **Expanded Pathways for Access and Success:** Creating a critical mass of students, faculty, and staff and providing an environment in which all can thrive academically and professionally
- » **Engaging and Healthy Campus Climate:** Creating and sustaining a healthy campus climate so that all campus community members feel welcome, supported, included, and valued.

With this strategic plan in place, Berkeley could then design the infrastructure needed to support such an ambitious plan, develop a fundraising plan, and build collaborations with campus and community partners.

## Supporting Infrastructure

The Division of Equity & Inclusion is the home base for Berkeley’s diversity catalyst model. Headed by the vice chancellor for equity and inclusion, the division has a solid and nimble infrastructure to support existing programs and new innovations through expert advice, counsel, and best practices, including many described in this report.

As shared in the case studies (EECS page XX and Campus Climate Survey and page XX), this infrastructure has helped to create a cultural shift on campus toward a deeper appreciation and valuing of data and institutional research on diversity in addition to deliberate and strategic planning for faculty and student diversity in every academic department on campus.

The division serves numerous programs that support and advocate for undergraduate students, graduate students, and postdoctoral fellows; promote staff and faculty diversity and equity; and open doors to a four-year college degree for low-income and first-generation high school and community college students. In addition, with the philanthropic support of the Evelyn & Walter Haas, Jr. Fund, the division founded the Haas Institute for a Fair and Inclusive Society, the research arm of our efforts.

## Partnerships

Berkeley harnesses the power of partnership both on and off campus. Rather than a “go-it-alone” attitude, we prefer to show our partners what is possible and to give them the tools to catalyze change. We believe partnership is a constant force in the diversity catalyst model. Even though the division provides infrastructure and support, our work isn’t isolated to one office, to one floor, or to one building on campus. Because everyone has a stake in diversity, our work is purposefully spread across campus departments and beyond. We believe that all students, faculty, and staff have the power to transform Berkeley into a community where opportunity is both valued and practiced.

Key on-campus partnerships have been built with **Student Affairs**, **University Health Services**, the **UC Police Department**, academic departments, and of course the offices of the **Provost** and the **Chancellor**.

Philanthropy is one of our greatest allies and partners. Indeed, without the generous support of the support of the **Evelyn & Walter Haas, Jr. Fund**, very little of what you will read in the following pages would have been possible. In 2010, the fund awarded a \$16 million gift to launch the **Berkeley Initiative for Equity, Inclusion, and Diversity** — an array of programs that permanently embed equity, inclusion, and diversity in the fabric of Berkeley’s academic and work environment. Funding has supported:

- » **Eight endowed faculty chairs** to focus on educational disparities, health disparities, diversity and democracy, economic disparities, LGBTQ equity, disability studies, and religious diversity (page XX)
- » The **Haas Scholarship Challenge**, a \$1.5 million matching fund for undergraduate scholarships for transfer students (page XX)
- » 30 new engaged scholarship course offerings in **American cultures** (page XX)
- » **Innovation grants** for students, faculty, and staff to seed work in areas that advance equity, inclusion, and diversity (page XX)

- » **Multicultural education** curriculum development and implementation (page XX)
- » Robust infrastructure to create and implement **strategic planning** and assessment for equity, inclusion, and diversity for every unit on campus (page XX)
- » **Mentoring**, career advising, and professional development for faculty (page XX)

Moreover, subsequent funding from the members of the Haas family as well as other private donors and foundations have supported the diversity catalyst model, including:

- » **Pre-college advising** for low-income high school students, funded by the Jack Kent Cooke Foundation (page XX)
- » A **center for military veterans**, funded by Coleman Fung (page XX)
- » A **Dreamers' Resource Center** for undocumented immigrant students, funded by Elise Haas (page XX)
- » Research in **economic and social inequities**, funded by the The California Endowment and the Kellogg Foundation (page XX)

## The Opportunities in Berkeley's Future

As you'll read in the following pages, Berkeley is at the forefront of research in social and economic disparities, providing access and information to college for underserved communities, and embedding equity, inclusion, and diversity into the planning and everyday life of the university.

But we cannot rest on our laurels. Challenges remain. Berkeley provides vital access to higher education for many underserved California populations, but the university is still less diverse than the state as a whole. In particular, African Americans, who make up six–seven percent of the California population, make up only three percent of the undergraduate student body, four percent of graduate students, and two percent of faculty. For this reason, we will be launching a new Berkeley **African American Initiative**

geared at increasing the critical mass of African American students and improving the academic and professional lives of our African American faculty, students, and staff who are here now and will join our community in the future.

In addition, our campus climate survey found that one in four respondents personally experienced exclusionary behavior (intimidation, harassment, etc.), and groups that are marginalized and underrepresented in the broader society experience a worse campus climate than dominant or majority groups at Berkeley. These include African Americans, genderqueer/transgender, Native Americans, people with disabilities, and staff employees. In 2015, Berkeley initiated the **Chancellor's Campus Climate Initiative** and will continue these efforts to address the conscious and unconscious acts of bias or intolerance that mar the experiences of our faculty, students, and staff.

And finally, Berkeley's faculty is still largely white (77 percent) and male (70 percent). Berkeley hopes to launch new initiatives that prioritize diversity in faculty recruitment and retention across all academic disciplines.

## Take the First Steps

While your campus may celebrate diversity, it may still have much work to accomplish in creating an equitable and inclusive environment. The first steps are to define your campus vision for this important work and to invest the strategic planning resources needed to shift to a diversity catalyst model.

This report highlights nine case studies of how Berkeley has deployed the diversity catalyst model to drive innovations in equity and inclusion at our own campus. These case studies are meant to serve as inspiration to other campuses, not to be an exhaustive inventory of every campus diversity initiative taken over Berkeley's history. We've divided the case studies into three chapters:

- » **Chapter 1: Test the Theory, Change the Narrative**  
Diversity and inclusion must be at the heart



Na'ilah Nasir, the incoming  
Vice Chancellor of Equity  
and Inclusion

“The campus has its challenges; the world has its challenges, and what happens on campus is a microcosm of the world. ... We’re in a really heartbreaking and exciting time. Heartbreaking because we keep coming face to face with these issues — which we thought we’d made progress on — are still heated, contentious, and troubling for our society.”

Na'ilah Nasir

of teaching, learning, and research. This chapter explores how coursework and research about and for “real people” can better connect scholarship and the community. It also highlights the path to higher education for underrepresented populations.

» **Chapter 2: Build Capacity & Infrastructure, Encourage Empathy**

An environment where marginalized, emerging, and so-called nontraditional populations — such as military veterans, the disabled, and the undocumented — can thrive is possible, but institutions must first lay the groundwork and create the spaces where inclusion can flourish.

» **Chapter 3: Let the Data Speak**

Excellence in diversity and inclusion requires rigor and a shift to a culture of deliberate planning and assessment aimed at developing and measuring a more positive climate for *all* students, faculty, and staff.

Each chapter also includes descriptions of programs and initiatives so that other institutions can adopt relevant best practices and avoid any of our missteps.

**Finally, an invitation.**

Just as Berkeley has shared our learning and growth in diversity and inclusion, we ask colleges and universities to share your learning publicly — so that together we can continue in our journey toward a stronger California, a more perfect union, and a more equitable and just world.



Photo caption here:  
Need to get her name  
from Matt Griffith



## CHAPTER 1

# Test the Theory, Change the Narrative

Diversity and inclusion must be at the heart of teaching, learning, and research. This chapter explores how coursework and research about and for “real people” can better connect scholarship and the community. It also highlights the path to higher education for underrepresented populations.

The power of human connection cannot be exaggerated. Here, we tell the story of how a professor, a community activist, and a university student came together to uncover the untold history of the Owens Valley water wars.

## Shift Course: Revealing Hidden Histories and Cultural Contributions

### The Professor

Patricia Steenland was in the first cohort of faculty and instructors to teach a new kind of undergraduate course at Berkeley called “American Cultures Engaged Scholarship” (ACES) that sought to connect academic research and scholarly work with on-the-ground efforts of community leaders and organizations. The courses began in 2010 with funding from the Evelyn & Walter Haas, Jr. Fund as part of the \$16 million gift to the Berkeley Initiative on Equity, Inclusion, & Diversity. ACES created 40 new undergraduate courses that all fulfilled the American Cultures requirement, Berkeley’s only undergraduate breadth requirement.

In 2011, Steenland was designing College Writing, “Researching Water in the West,” with a goal of giving her students firsthand experience with original source documents and as a way to explore the intersection of communities in the Owens Valley. The water stories of Owens Valley became infamous in the 1970s film *Chinatown*, which told the story of Los Angeles County diverting the Owens River to build the LA aqueduct to nourish the growing metropolis. These water stories were perfect for an ACES course because they allowed students to track the different populations whose lives intersected in Owens Valley, from the indigenous Native American Paiute tribe, to the farmers and ranchers, to the Japanese Americans interred in Manzanar during World War II.

“I ran into a curious roadblock,” Steenland said. “It was well known that the Paiute were the first to dwell in the Owens Valley. What was their

part in the water story? I was looking for something from their perspective — materials that represented the firsthand views of the people, not what had been said about them. And I could not find such a source.”

A colleague told her about an elder in the Paiute tribe, Harry Williams, who had come to Berkeley to explore repatriation of the human remains of his ancestors archived in a university museum. Steenland called Williams. “I don’t think either of us had any idea what would result,” she said.

### The Community Organizer

When Harry Williams was a boy growing up on the Bishop Paiute Reservation, he played among the tule (a wild plant found in watery lands and marshes) and watersheds of Owens Valley. When two LA aqueducts were constructed in the 1970s, the valley dried up, and dust storms blew directly into his Paiute reservation.

Williams vaguely knew that, prior to the arrival of white people, the Paiute had learned how to engineer the water into carefully constructed irrigation ditches or channels designed to irrigate the land, thus raising the valley’s water table. The Paiute planted and harvested food crops, and the community thrived. The history of this ecosystem in harmony was not well understood because the Paiute community had been systematically displaced after a war with the US Army and native children being removed from families for “assimilation education” in Federal boarding schools. “Our history seemed lost,” Williams said.



Patricia Steenland (left)  
and Theresa Salazar

Recognizing that his homeland and way of life might disappear, Williams got into “water politics” and joined the Owens Valley Committee in 1996. The committee’s purpose was and is to seek just and sustainable management of Owens Valley land and water resources.

Little by little, Williams began uncovering bits and pieces of this history. He spent his free time walking the irrigations, ravines, and gullies, identifying historic irrigation ditches along the way. He read everything he could find about the water history of the valley. He was eager to share his findings so that the committee could document its water rights. “But no one wanted to listen to this Indian guy,” Williams said. “I didn’t have a degree. I wasn’t a doctor. I wasn’t a lawyer. If I was a white guy, they’d want to listen to me.” Then Williams received a phone call from Berkeley’s Steenland.

Steenland invited Williams to speak to Berkeley students about the culture and history of the Owens Valley Paiute. He spoke of playing in the watersheds, watching the river dry up and the dust storms move in, and of becoming involved in water politics. He told his people’s stories, and the students listened.

## The Curator

Theresa Salazar is a librarian and curator of the Western Americana collection at the Bancroft, Berkeley’s archive of rare documents. The Bancroft’s mission is to document nothing less than the history of human activity west of the Rockies. Salazar sees herself as a friendly gatekeeper. “Our caretaking role is to preserve these collections for current and future generations. We’re also a public repository open to Berkeley faculty, students, and staff, and to a broad community of local and international users and researchers.”

Steenland approached Salazar for help in giving students access to archival materials to read and interpret as original source documents. Salazar uncovered scores of deep and rich resources to demonstrate water use in the Owens Valley: maps, photos, diaries, journals, field notes, linguistic grammars, correspondence, drawings, genealogical tables, and drawings. Two collections proved invaluable to the ACES course and held evidence that supports Williams’ narrative of his people’s achievements.

Two Berkeley anthropologists who traveled to the Owens Valley in the 1930s compiled the first collection and worked with the younger Paiute

members to translate the elders' life stories, myths, stories, and recipes. These "generational transfers," as Salazar called them, were never published and sat unnoticed in the Bancroft for two generations. As part of the ACES course, Salazar brought the notebooks for the students and Williams to see. Williams studied them silently and pointed out that he recognized the names of the young translators. They were no longer alive — they were elders when he was growing up. "This moment had a big impact on my students and influenced some of them to research these notebooks," Steenland said. "The Bancroft archives opened up doors to things I never thought about learning," Williams said.

The second collection the students reviewed was a series of maps made by 19th century surveyor Von Schmidt, who had drawn maps to document the California-Nevada border in the 1860s. This collection contained hand-drawn maps of the ancient Paiute irrigation ditches in Owens Valley. Over 150 years later, a student of Steenland, in partnership with Harry Williams, overlaid these maps onto modern maps to pinpoint the exact location of the historic irrigation ditches. Williams now had evidence to document his people's legacy and water rights.

## The Student

One of the students listening to Harry Williams' lecture in the first year of "Researching Water in the West" was Jenna Cavelle '12. In her junior year at Berkeley, Cavelle was hardly a typical undergraduate. A community college transfer, she was a first-generation college student who re-entered college in her thirties after working for years as an environmental journalist and travel writer. While at Berkeley, she was selected as a [George A. Miller Scholar](#) as well as a [Haas Scholar](#), earning a stipend to conduct independent research as well as access to in-depth mentoring from faculty related to that research.

Interested in how water and indigenous communities intersect, Cavelle researched the Paiute's water techniques in the Owens Valley. Finding original source documents — one of the

requirements of the course — was a challenge. Historians had written little on the issue and what had been recorded was poorly documented. "It took a month before I finally realized that they were under my nose the whole time at Berkeley in the Bancroft library."

When Williams came to speak to the class, Cavelle was shocked to learn that the ditches still existed. She jumped at the opportunity to visit them with Williams. "It was absolutely life changing. That was a moment that continues to reverberate in my life," Cavelle said.

Cavelle became devoted to researching the ancient irrigation system built by the Paiute. She graduated summa cum laude from Conservation & Resource studies, won the American Cultures Research Prize, and was awarded the prestigious Judith Lee Stronach Baccalaureate Prize, a \$25,000 grant to conduct a nine-month community service project that combined education, outreach, and technology. Cavelle's work centered around engaging the Paiute community in restoring cultural memories associated with their ancient irrigation systems. Using the proceeds from the grant to buy an old trailer, she lived on the Paiute reservation for more than a year and worked with Williams to map the exact location of the irrigation ditches. Cavelle and Williams also conducted open water literacy seminars on the different Paiute reservations on the subject of Paiute water history, drawing on the primary sources from the Bancroft Library. As a consequence, this water history is now well known among the Paiute throughout the valley.

Three years later, Cavelle is now a graduate student in the University of Southern California's film school working on the documentary *Paya: the Water Story of the Paiute*. Her goal for the film is to mobilize the three Paiute tribes of Owens Valley to fight for their water rights. "Until the tribes come together, they won't get their water rights, no matter how much research I do," Cavelle said.

While Williams and Cavelle continue their activism in the water politics of the Owens Valley, Steenland and Salazar continue their teaching

and research on the water of the West. “Re-searching Water in The West” is now in its fourth year, and more than 50 Berkeley students have completed the course. Next year, Berkeley will host a symposium, bringing Paiute tribal elders and youth from the Valley to meet with Steenland’s students to view the notebooks in person and receive oral history training. This is all part of a larger goal to establish a more collaborative and equitable relationship between the university and one of the state’s native peoples.

This sustained partnership between the university and the community is a testament to the power of the ACES program. “It is so critical for healing, for the students, for the cultures we serve,” Cavelle said.

“I tell my students that history as we know it is written by historians, but that the vast majority of the past contains things that don’t make into the historical records,” Steenland said. “Sometimes if we are fortunate, incredible parts of that history can be found in our libraries, waiting quietly for a new generation.”

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## The Catalyst Moment

**Facilitating connections between the historical resources of Berkeley and the intellectual curiosity of a faculty member, librarian, and student helped a Native American tribal leader preserve the history and legacy of his tribe.**

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### Best Practices

- » Program design must provide curricular support. ACES receives a faculty research grant of \$3,000, up to \$1,500 in additional funds for community project costs, logistical support from one or more students, as well as staff consulting services.

- » Identify community partners. Berkeley’s Public Service Center is a key partner with ACES, providing the logistical and operational support to develop and sustain partnerships with community agencies that wish to become part of an ACES course.

### Lessons Learned

- » Community-based scholarship and research projects can be hard to implement or sustain in lecture classes of more than 200 students. These large courses require discussion sections led by graduate students, and funding for the sections is not always available.
- » Infrastructure support is required. In the ACES model, staff and graduate students are needed to initiate and sustain the community partnership and provide curricular resources such as travel and course materials. Ongoing funding will be needed to sustain the current model.

### What’s Next

- » After the original grant from the Evelyn & Walter Haas, Jr. Fund ended in 2015, the administration provided funding to ACES, enabling the program to develop and offer 12 new courses across 10 departments. This funding and further course development is expected to continue, which will allow ACES to serve as a model in broader discussions about undergraduate education, community engagement, and public service at Berkeley.

*Interviews in this case study were excerpted from a panel presentation on “Exploring an Untold California Water Story: A Community Partnership at UC Berkeley” held on the Berkeley campus on April 18, 2015*

The Haas Institute for a Fair and Inclusive Society aims to change the very nature of interdisciplinary research by breaking down barriers that have traditionally kept researchers in silos and by creating new possibilities for research focused on community change.

## Break Down the Barriers Between Research and Reality

**THE FIRST PRESIDENTIAL** election Berkeley professor **Hilary Hoynes** voted in was when Ronald Reagan won over incumbent Jimmy Carter. Two years after Reagan took office, Hoynes moved to Washington, DC to work for a public policy consulting firm — her first job after college.

It was around this time that Hoynes began noticing the inequality gap growing in the United States. “Living in Washington during this era was very eye opening for me,” Hoynes said. “I started to think about what the role of government should be and what we could or should do for the more disadvantaged populations.”

Nearly 35 years later, Hoynes is a well-known economist, a professor in the Goldman School of Public Policy at Berkeley whose research focuses on poverty, inequality, and the impacts of government tax and transfer programs on low-income families.

Although she has a number of titles, awards, and honors already under her belt, these days Hoynes is focused on turning her efforts into tangible social change. She was one of six economists invited to the White House in the spring of 2015 to an off-the-record meeting with President Obama, Vice President Biden, and a few senior staffers. President Obama wanted to hear from experts about inequality, stagnation in wages for low to moderate skill workers, and more broadly, the future of work.

“I was there to discuss the social safety net and

what was and wasn’t working given these broader trends in the labor market,” Hoynes said. “I made the argument that the Earned Income Tax Credit and the SNAP program are central to helping keep households afloat.”

Hoynes, who also serves as co-editor of the leading journal in economics, *American Economic Review*, wasn’t always interested in the field of economics. But while majoring in math at Colby College in Maine, she found that she was more interested in math as a tool rather than as a course of study. She began gravitating towards economics, “where the problems were more tangible and connected to the real world,” she said. Ultimately pursuing a Ph.D. in economics, Hoynes became a third generation economist (her father recently retired from Harvard University, and her grandfather was a professor at Wesleyan University).

Today, Hoynes is engaged in several new projects all focused on estimating the short- and long-term benefits of participation in the social safety net. Two of these projects use income supplements like the Earned Income Tax Credit to examine how the increased income in early life affects child cognitive outcomes and adult human capital outcomes. Other projects examine how the availability of supplemental nutrition assistance (SNAP, or what used to commonly be referred to as food stamps) in childhood affects adult health and economic outcomes.

Hoynes also serves as the distinguished chair of Berkeley’s [Haas Institute for a Fair and](#)



Jovan Lewis, Hilary Hoynes and John A. Powell — Berkeley faculty whose research informs the work of the Haas Institute for a Fair and Inclusive Society

**[Inclusive Society's Economic Disparities cluster](#)** where she works to translate complex economic and public policy research into actionable policies. She is one of more than 90 University of California faculty affiliated with the Haas Institute, which is grouped into seven interdisciplinary research clusters focused on a full range of social equity issues including LGBTQ citizenship, disability studies, public health disparities, religious diversity, race, and education.

The Haas Institute is unique in its scope and reach, as evidenced by a policy event in Washington, DC in September 2014. Hoynes, along with two other Berkeley faculty — Haas Institute director John A. Powell and Michael Reich — joined national policymakers to discuss **Berkeley research-based policy solutions** to reduce economic and wealth inequality. Speakers included California Congresswoman Barbara Lee and Nevada Congressman Steven Horsford. The policies they presented were outlined in **[“The Path to a Fair and Inclusive Society: Policies that Address Rising Inequality.”](#)** This policy brief

delivered a roadmap to end extreme inequality and included, among other things, support for expanding the scope of the Earned Income Tax Credit, a recommendation largely based on Hoynes' own research.

Congresswoman Lee underscored the importance of the evidence presented by the Haas Institute research by opening the discussion with the remarks, “The Haas Institute’s brief “shows just how entrenched the barriers to economic opportunity have become over the last several decades. It should really be required reading for every member of Congress.”

Haas Institute director John A. Powell added that the mission of the Haas Institute is to do “research that actually affects real people.” “The idea of equality is enshrined in the US Declaration of Independence,” Powell said. “If we continue down this road of extreme inequality, it’s not just hurting Blacks, Latinos, Asians, Native Americans, or poor whites — it’s hurting the entire country.”

Hoynes expanded on this theme when she

discussed her research at the event. “The United States has a high rate of poverty,” she said. “But this is not an inevitability.”

Hoynes joined the Haas Institute not only for the opportunity to present her research to those in the highest realms of power, but also because she was excited about the possibility of working with other scholars from other disciplines across campus interested in similar problems.

“I share the Haas Institute’s goal of translating research to action,” she said. “That can be very hard for individual professors and scholars to do on their own. But the tools, staff, and experience of the Haas Institute can really help to achieve these goals. What is truly unique about the Institute, though, is the significant resources dedicated to faculty positions and endowed chairs to support this activity. That is transformative.”

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## The Catalyst Moment

**Creating an interdisciplinary academic research center that works in collaboration with community partners, strategic communicators, and policymakers in order to effect change that transforms the lives of marginalized people.**

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### Best Practices

- » Develop a strong vision and focal points: The Haas Institute helps translate academic research on societal inequalities into public policy development and advocacy — real research for real people. The overarching theme for the Haas Institute research agenda is the broader issue of “Othering and Belonging.”
- » Plan for endowed chairs to support faculty salaries, faculty research, and graduate student research in addition to funding

the work of interdisciplinary research and policy formation.

- » Communicate broadly: In spring 2015, the institute shared its work with over 700 scholars, practitioners, policy makers, and community organizers at the first national conference on Othering & Belonging.

### Lessons Learned

- » The recruitment and hiring of new faculty members in the interdisciplinary research clusters has taken longer than expected, as competition is fierce for the high caliber of faculty that Berkeley requires.
- » Leading the interdisciplinary research agendas of the research clusters requires the time and commitment of faculty who have many demands on their attention. Having infrastructure support for the research clusters in the form of dedicated analytical staff and graduate students would help cluster faculty in developing policy briefs, speaker series, and convenings with community organizers, policy makers, and philanthropy.

### Next Steps

- » With support from Haas Institute staff, the research clusters will produce national and regional policy briefs, reports, journal articles, and other policy-related work. In 2016, the Race, Diversity, and Educational Policy Research Cluster will publish a policy brief to affect the persistence of inequities in the US educational system
- » In 2016, the institute plans to launch an online platform for the journal Othering & Belonging. This will be an accessible channel for scholars and community organizers alike to engage with other to continue the work that constructing a society centered on belonging requires.



First-generation college students support the next generation of underserved high school students in realizing their college aspirations, and nurture their own professional careers and passions for educational access and equity.

## Envision a College-Bound Future

**ARIES JARAMILLO '13 DID NOT** have an easy or straightforward journey to and through higher education. Growing up in the Coachella Valley, a desert community in Southern California near the Mexican border, her parents both held jobs in the Palm Springs service and tourism industry. Like many of the area's other working class residents, neither parent had a college education. Jaramillo was the first in her family to pursue a college degree.

Today, she is a Berkeley graduate and a successful Adviser Fellow with the Destination College Advising Corps. When she graduated from high school, however, she didn't feel prepared for the college route. She had not completed the necessary requirements to attend a four-year university and, in fact, did not even know what those requirements were. In the fall of 2007, Jaramillo enrolled in community college, and over the following four years, struggled to balance employment and study — working first full time and then part time to help support her family during the economic crisis while also going to school. Eventually, with the support of a much-beloved counselor and transfer-preparation program, she was able to focus her energies and prepare herself for admission and success at Berkeley.

Once on the Berkeley campus, Jaramillo looked for places where she would feel comfortable and welcome given her background and experiences. She found these in the campus's culturally-based student recruitment and retention centers, where she served as the transfer outreach director, and in the Multicultural Community Center, a stu-

dent-led space dedicated to cultural expression, cross-cultural programming, and multicultural activism. Through her connections with these programs, Jaramillo learned about the Destination College Advising Corps (DCAC). When she graduated in 2013, she accepted a job as the DCAC College Adviser Fellow at the Cobalt Institute of Math and Science, a school for grades 6–12 in Victorville, California. Located only 90 minutes from where she grew up, the position allows her to work directly with low-income, first-generation students and their families on issues of college access and preparation, which gives her great satisfaction and joy.

Jaramillo is one of 41 Destination College advisers statewide who provide college counseling and support to more than 30,000 students in underserved high schools throughout California. All fellows are recent graduates and first-generation college students themselves, and each draws on his or her own experiences to assist and inspire young people from similar backgrounds in the practical and emotional aspects of moving toward college. Within their schools, DCAC fellows offer classroom workshops, cohort programming, and one-on-one advising to hundreds of students, as well as provide family and community support. At each site, these elements are customized to meet the needs of specific student, family, and community populations.

Cobalt Institute for Math and Science is composed of almost 90 percent students of color, a majority of whom is Latino. Like Jaramillo, many come from families that have moved to the desert



Photo caption here — need names from Jose Rivas... need names from Jose Rivas... need names from Jose Rivas... need names from Jose Rivas

from Los Angeles County due to economic hardship. More than 90 percent qualify for free and reduced lunch, and most have limited knowledge about college, the college admissions process, and the impact that college might have on them and their families.

Over the course of her first year at Cobalt, Jaramillo worked with most of the school's 300 high school students in some capacity. A key component of her job was the creation of interactive classroom workshops. In 2014-15, she ran sessions every month in each of the school's 11 English classes.

One of the most powerful workshop sessions Jaramillo offers is modeled after the Destination College Advising Corps training itself. The session looks at students' educational journeys and invites each student to share their own educational story with their classmates. This not only allows Jaramillo to know the students better, but also builds community among the students themselves, helping each person surface their own

history, goals, and aspirations. As first-generation college students, setting goals and aspirations is an important part of being able to envision themselves in higher education. It is also an important initial step in crafting meaningful personal statements for college applications.

Jaramillo ends this Educational Journeys workshop with a literal visioning activity. Students wear university-style graduation caps and gowns and take pictures of themselves holding signs that read, "I am going to college because..." She shares these pictures with both the students and their families. When students see the pictures, it sparks pride and ambition. They think, "I'm going to wear this one day and my family will see me in it." The importance of this visualizing process, which can be both literal and metaphorical, is central to the Destination College program.

Beyond this, moving students from visualization to actually making it to college takes concrete practical support, as they often lack knowledge about college applications, selection,

and enrollment processes. This is where much of the DCAC one-on-one advising comes in. For example, advisers may help with things like mapping out timelines and work plans for the application process, application forms; financial aid, personal statements and other essays, and talking with parents about college options.

More than anything, the work that Jaramillo and her colleagues do is about being an advocate for each student — saying, **“I believe in you. I know you can do this.”** Many students have never had anyone tell them that before, and it can be a profound experience. In particular, she said, “This kind of validation is important for students who others don’t necessarily view as college bound.” Jaramillo recalled an example of when her one-on-one attention helped transform a sophomore from an oppositional “D” and “F” student who disrupted workshops and made fun of her activities to an honor roll student with college dreams and commitments.

In addition to working with students, Jaramillo and other DCAC College Adviser Fellows often work with teachers, families, and communities. She runs several college workshops for Cobalt Institute parents, many of whom know little about how to help their children get to college and are unfamiliar with different types of institutions, the application process, and financial options. Drawing on the demographics of the area, she created a powerful community workshop for undocumented students and their families, sharing information about legal issues, scholarships, and the Dream Act which seeks to provide a path to legal residency for undocumented minors. She also invited a panel of undocumented students from nearby UC Riverside to discuss opportunities and challenges in a safe and trusting atmosphere.

Jaramillo and the other Destination College Adviser Fellows have a profound impact on students and schools. Many students come away from their DCAC experience with a transformed sense of self, a deeper level of empowerment, and new possibilities for their futures. Statewide, the program helps 14,000 students each year achieve their dream of attending college. At the school

and community level, the program also helps build broader college-going cultures; expand the views of teachers, parents, and students about what it means to be college bound; and widens the circle of who is included in the higher education pipeline.

In addition to the impact on students and communities, the Destination College program is also deeply meaningful to the advisers themselves. Like many of her colleagues, Jaramillo loves the work she does, and plans to stay in the field of education long after her two years at the Cobalt Institute are over. As a result of her work with DCAC, she plans to attend graduate school to study higher education policy and management and looks forward to continuing her work on college access and success for non-traditional students. More than just professional training, Jaramillo credits DCAC with helping her realize her life’s purpose: “[This work] has made me realize that my function in life, what I’m meant to do, is to make higher education accessible to other students — in whatever way I can. That’s the only way families can break the cycle of poverty, by going to school.” This is the message she will share with her students at the Cobalt Institute again next year and the inspiration she will carry forward in her future endeavors in Victorville and beyond.

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## The Catalyst Moment

**The Destination College Advising Corps program creates an opportunity for first-generation college graduates to “give back” to California’s low-income communities. Through this work, DCAC Adviser Fellows are able to support the next generation of underserved high school students in realizing their college aspirations while also nurturing their own professional careers and passions for educational access and equity.**

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### Best Practices

- » Match the background of adviser fellows to students served as a way of building understanding and trust.
- » Believe in the potential of low-income high school students and help them concretely visualize their place in the college environment.
- » Provide holistic academic and personal support to students and their families throughout the college application process.
- » Use a near-peer advising model to maximize the positive role-model effect.
- » Build a collective college-going culture in underserved schools and communities.

- » Offer extensive training and ongoing professional development for new DCAC College Adviser Fellows, many of whom ultimately choose to stay in the field of educational equity.

### Lessons Learned

- » Supporting high school students through the college application process is time intensive. Strive to create a workable balance between individual advising and classroom or community projects.
- » It is crucial to work with parents and other family members as key partners.
- » Teachers can be valuable resources for advisers and students and often benefit from the perspective of those who can share an expansive view of what it means to be “college bound.”

### What’s Next

- » To sustain these efforts, DCAC will launch a new fundraising campaign aimed at foundations and will continue to seek business contracts with school districts.

## American Cultures Engaged Scholarship Program

### Integrating Communities With the Classroom

For 25 years, Berkeley's American Cultures program has introduced undergraduates to the diverse cultures of the United States through comparative courses on race and ethnicity in a wide range of disciplines. The American Cultures curriculum serves as the academic diversity requirement for all students, regardless of major. In 2010, Berkeley launched the American Cultures Engaged Scholarship (ACES) program to expand and strengthen this curriculum by engaging faculty in developing community-engaged American Cultures courses.

In a nation with persistent inequities, it is increasingly important that colleges and universities engage students in community-based work for the public good while also understanding the differential impact of laws, policies, and cultural practices on people from diverse backgrounds. ACES provides students with this type of firsthand experience. Courses offer the opportunity to develop new knowledge in the service of social transformation through direct engagement with practical problems, democratizing the research process, and enhancing the relevance of the research university to community groups, underrepresented students, and other scholar activists. ACES was developed jointly by the American Cultures program and the Public Service Center. Funding for the program's first five years was provided by the Evelyn & Walter Haas, Jr. Fund as part of the Berkeley Initiative for Equity, Inclusion, and Diversity.

The ACES model pairs faculty members with graduate or undergraduate students who support the development and implementation of a key community partnership in each course. Selected in cohorts of approximately 10 courses per year, faculty and student fellows receive course creation funding and are supported by ACES staff members for 6-18 months. The ACES staff assists with course and syllabus development, community partnership development, assessment of student learning, and the intricacies of implementing a course that fully integrates community engagement. The program is explicitly designed to work across university hierarchies: senior faculty, adjunct lecturers, graduate and undergraduate students, and staff form a collegium dedicated to community engaged scholarship, learning from one another and from the community.

After just five years, ACES has created a signature undergraduate experience, engaging over 5,000 students in deep learning through teaching and practice grounded in racial and social justice.

### Highlights

- » Since January 2010, ACES has supported 45 faculty members in developing more than 40 courses, involving approximately 70 student fellows, enrolling more than 5,000 students, and collaborating with more than 70 community partners. Courses are offered across approximately 25 departments, engaging students and faculty in diverse disciplines from engineering to ethnic studies. Two-thirds of these courses have been offered multiple times, involving the same partners and/or developing the partnerships in subsequent courses. See "Shift Course: Revealing Hidden Histories and Cultural Contributions" on page xx for the story of one ACES course and its impact.
- » Assessments of student learning have shown that ACES courses engage diverse groups of students in real-world community-based learning, increasing their ability to think critically and understand social issues and enhancing their motivation to take action in their communities.

- » ACES spurred the development of a “Handbook for Developing Community-Engaged Courses,” which details best practices for community partnerships, course development, and student learning.
- » To date, ACES has offered four academic symposia on community-engaged scholarship and launched each of the six cohorts with an institute on partnership development that brought together faculty, staff, students, and community partners.

### Impact and Institutionalization

In addition to the student outcomes noted above, the ACES program has had powerful impacts on participating faculty, community partners, and the Berkeley campus as a whole.

- » **Community impact:** In community partner interviews, 91 percent of community partners who worked with ACES courses said they would partner with the program again, with 67 percent sharing that the partnership increased their organization’s capacity.
- » **Teaching and learning:** As a result of their work in ACES, seven faculty members have been recognized with awards for Innovation in Teaching, Service-Learning Leadership/Community Engaged Scholarship, and Civic Engagement, and many have received grants for course development from Berkeley’s Center for Teaching and Learning. According to follow-up surveys and interviews, faculty members have also found the program to be deeply meaningful, both personally and professionally.
- » **Catalyzing campus change:** Along with these course-specific impacts, ACES has sparked broader changes on the Berkeley campus. For example, partnerships from two courses helped in the creation of Berkeley’s new disability studies minor. ACES is also featured in outreach and retention efforts for underrepresented communities. ACES classes have sparked increased support for formerly incarcerated students on campus, and several departments are exploring ways to weave ACES courses throughout their entire programs and within capstone courses.

Since January 2015 when initial philanthropic funding for the program concluded, the university has provided staffing and program funds to continue the ACES program. To date, this has enabled the program to develop and offer 12 additional courses across 10 departments. Campus funding and further course development is expected to continue into the future, along with the integration of the ACES model into broader discussions about undergraduate education, social engagement, and public service at Berkeley.

## Haas Institute for a Fair And Inclusive Society

### Research and Public Engagement in the Service of Social Justice

The Haas Institute for a Fair and Inclusive Society at Berkeley serves as a platform for a vibrant network of researchers and scholars advancing knowledge and policy related to issues faced by marginalized communities around the globe.

As part of the Berkeley Initiative for Equity, Inclusion, and Diversity funded by the Evelyn & Walter Haas, Jr. Fund, the Haas Institute aims to change the very nature of interdisciplinary research by breaking down barriers that have traditionally kept researchers in silos and by creating new possibilities for community-oriented research for change.

At the heart of the Haas Institute are seven faculty research clusters that focus on addressing pivotal issues related to vulnerable and marginalized populations. The clusters are composed of almost 100 faculty members and led by eight endowed chairs focused on equity and inclusion, a force that is unprecedented at Berkeley, and unparalleled in the nation. The seven research clusters engage in multidisciplinary research in the areas of: Disability Studies; Diversity and Democracy; Diversity and Health Disparities; Economic Disparities; LGBTQ Citizenship; Race, Diversity, and Educational Policy; and, Religious Diversity.

While each of the seven clusters engages in interdisciplinary research, the Haas Institute also employs a team of experienced staff who work on issues requiring immediate and long-term action. Strategic communicators work with the Haas Institute's researchers to reframe public discourse around issues of marginality and inequality, and collaborate with the faculty clusters to create connections among research at the policy and community level.

The work of the Haas Institute is centered on creating connections among diverse stakeholders, collaborating with strategic partners, and approaching problem solving in direct contact and critical inquiry with communities.

“Belonging” and its converse, “Othering,” are central tenets of how the Haas Institute frames its work. Belonging or being fully human means more than having access. It means having a meaningful voice and being afforded the opportunity to participate in the design of social and cultural structures. Belonging entails being respected at a basic level that includes the right to both contribute and make demands upon society and political institutions.

### Highlights, Impact, and Institutionalization

- » Renowned civil rights and civil liberties scholar **john a. powell** was appointed as the Robert D. Haas Endowed Chair to direct and lead the Haas Institute. Professor powell is a national leader and frequently sought-after speaker on issues of race, civil rights, and civil liberties. Bringing him to Berkeley has increased fundraising for diversity research by over \$3 million.
- » Four leading national scholars have been hired to lead several of the research clusters: Hilary



john a. powell, Professor of Law, African American Studies, and Ethnic Studies is the Director of Berkeley's Haas Institute for a Fair and Inclusive Society

Hoynes, Economic Disparities Cluster; Na'ilah Nasir,\* Race & Education Cluster; Rodney Hero, Diversity & Democracy Cluster; and Russell Robinson, LGBTQ Cluster. Hiring for the remaining cluster leaders is still in progress.

In addition to operationalizing the structure of the Haas Institute and the seven faculty clusters, the institute has been working on several fronts to advance its larger vision for equity and inclusion, including:

- » Creating the **Haas Network for Transformative Change**, a network of social justice organizations, leaders, advocates, academics, and policymakers. The Haas Network model is designed to align social change efforts across a broad range of constituencies and thus build greater coherence and scale in addressing seemingly intractable problems. To date, the Network has organized four meetings of national-level leaders and is deeply engaged in identifying and disseminating a social justice meta-narrative throughout the United States.
- » Providing research-based analysis and thought leadership on the #BlackLivesMatter movement. The Haas Institute published responses that received national media attention, and Director John A. Powell has been a widely sought-after commentator in many venues, including online forums, broadcast TV, radio, and speaking engagements, where he discussed the systemic issues that underlie many of the most deeply entrenched issues faced by Black and brown people.
- » Advancing a meta-analysis on “Othering and Belonging.” As part of this work, the Haas Institute hosted a national conference on **Othering and Belonging** in the spring of 2015 that brought together almost 700 people to explore the mechanisms of Othering in order to advance structures, identities, and systems that promote Belonging.
- » Looking to the future, the Haas Institute’s third year will focus on strengthening the pipeline of faculty research, amplifying the efforts of the Haas Network for Transformative Change, and doing the rigorous work of hiring the remaining faculty members to populate the seven research clusters.

*\*As of this report’s publication, Na'ilah Nasir was chosen to become Berkeley’s new Vice Chancellor for Equity & Inclusion.*



## Destination College Advising Corps

### College-Going Resources for Low Income, First Generation, and Underrepresented College Students

Destination College Advising Corps (DCAC) at Berkeley is a founding chapter of [College Advising Corps](#), a national organization that places recent college graduates who faced barriers to higher education in a full-time year of service fellowship in high schools and other partner sites to serve students with similar challenges.

The program meets critical unserved needs. The national counselor-to-student ratio in high schools is one counselor for every 400 students. In California, the ratio is 1 counselor for every 900 students, and in some of the schools DCAC has served, there were times when there were no counselors at all. In addition, the vast majority of school counselors are trained to provide social and emotional support. California school counselors are trained rarely to provide college advising and, with incredibly heavy workloads, they do not have time to support their students' journeys out of poverty through education.

DCAC College Adviser Fellows provide one-on-one college and financial aid advising for 300 students per school and provide group and substantial whole-school college preparation services to benefit students, their families, schools, and communities. Secondary school students who met even once with DCAC fellows in 2013-14 were:

- » 24 percent more likely to apply to one or more colleges
- » 14 percent more likely to apply to a four-year college
- » 19 percent more likely to take an ACT or SAT prep course
- » 21 percent more likely to submit their FAFSA (federal financial aid application)
- » 23 percent more likely to be accepted to college

The Destination College program was started in 2007 with a grant from the Jack Kent Cooke Foundation.

### Program Highlights to Date

From a pilot program of two advisers in 2007, in 2015-16 DCAC placed 41 full-time College Adviser Fellows serving more than 30,000 students in San Bernardino, San Jose, Solano, West Contra Costa, and Alameda counties. The partner schools have significant unmet needs. Many of the students are eligible for free or reduced lunch, are underrepresented in higher education, and are first in their families to attend college. Each school district funds a significant portion of their advisers' annual fellowship.

DCAC fellows receive rigorous training before their placements from experts in the college access and higher education field and from Berkeley experts drawn from the Center for Educational Partnerships and other staff within Berkeley's Division of Equity & Inclusion. There are four weeks of full-time 'boot camp,' when all the adviser fellows are trained in the basics of college advising, admission requirements, and recommendations for both the University of California and California State University systems, as well as private colleges, financial aid systems, and essential cultural supports for students who will be first in their family to attend college. This College Advising Boot Camp includes two weeks of training held in local districts with Berkeley's regional DCAC manager, with whom fellows will work for the next academic year, learning about the specific sit-

uations or challenges of the high school where they will serve, and meeting with administrators and staff of the school and community partners who support this work.

The young professionals who serve one or two years as DCAC Fellows are often the first in their family to attend college and have personal knowledge of what it requires from students, families, and communities to blaze new education trails. Many advisers go on to pursue master's degrees in teaching, counseling, and higher education and continue to work as advocates in the communities they serve.

### Impact and Institutionalization

Berkeley's Destination College Advising Corps was one of two programs highlighted by Chancellor Nicholas Dirks in the 2014 White House Summit on increasing college going, particularly among students underrepresented in higher education. Dirks pledged the first campus support of DCAC — \$300,000 to expand the program — and observed, “Expanding access to the unrivaled benefits and opportunities inherent in a high-quality college education is an indivisible element of our public mission, and we are fully committed to supporting this important initiative.”

Within the communities it serves, DCAC is seen as a leader in helping students dream of and get to college. This requires working effectively with families as well as students, schools, and other partners. Creative initiatives that have grown from community collaborations include:

- » **Solano County:** A new partnership of DCAC, the Vacaville Unified School District, and the largest Roman Catholic church in Vacaville to provide outreach to Spanish-speaking families after worship services on Sundays.
- » **West Contra Costa Unified School District:** The district has consistently expanded the number of high schools served by DCAC. In the spring of 2015, they did their first ever district-wide Decision Day, when high school seniors announce which college they will attend. This event has had very strong representation by the school board and principals of every high school of participating students.
- » **Oakland Unified School District:** DCAC has a strong partnership with the district and is an essential part of the African American Male Achievement Initiative (AAMAI). The San Francisco Foundation has supported DCAC's work with AAMAI since 2010.
- » **San Jose Unified School District:** Inspired and largely implemented by Berkeley's DCAC team in San Jose, a citywide College Day was created for SJUSD in 2011. The event brings in politicians, sports leaders, and Silicon Valley entrepreneurs to talk about their own educational journeys with students and family members at every school. This is now a yearly event that helps those who will be first in their families attending college to realize that this is a dream they can also achieve. The curriculum for College Day is provided by Berkeley's [Center for Educational Partnerships](#).





Emily, a Dreamer from the Undocumented Student Program — see her story on p. XX

# Build Capacity and Infrastructure, Encourage Empathy

An environment where marginalized, emerging, and so-called nontraditional populations — such as military veterans, the disabled, and the undocumented — can thrive is possible, but institutions must first lay the groundwork and create the spaces where inclusion can flourish.

Working in partnership with University Health Services to change understandings and incorporate new strategies for diversity, bias, cross-cultural communication, and cultural humility.

## Healthy Dialogues on Diversity

**WITHIN BERKELEY'S** University Health Services division (UHS), the diversity committee has big plans for staff development and organizational transformation. In partnership with the campus's Multicultural Education Program (MEP), the committee recently launched a comprehensive, organization-wide staff training initiative on workplace diversity, unconscious bias, cross-cultural communication, and cultural humility for all employees. This includes healthcare providers, administrative staff, technical staff, health educators, and organizational managers.

As the university's health and wellness center, UHS is a vibrant 300+ person organization that provides medical, mental health, and health promotion services to all Berkeley students and occupational health services to faculty and staff. Its diversity committee serves as an advisory group to the executive director and administration, providing recommendations and feedback on weaving equity, inclusion, and diversity into the organization's work. Committee members include both frontline staff and managers. Some of the group's past successes have included leading community book and toy drives, hosting an annual "Celebration of Diversity" potluck, and creating a toolkit for supervisors and managers to improve inclusivity in hiring practices.

The idea for the new training initiative grew from UHS staff development activities and the organization's recent strategic planning process for equity, inclusion, and diversity. In 2010, with grant funding from Berkeley's Initiative on Leadership in Diversity, UHS invited the Interactive Theater Project to present scenario-based trainings on workplace climate to staff managers,

students, and faculty in a workshop-style setting. The workshops were well received by those who participated and sparked interest in deeper and broader conversation on diversity issues.

In 2011, as part of the organization's strategic planning process for equity, inclusion, and diversity, the diversity committee reached out to MEP for help in designing an organization-wide training effort. Bene Gatzert, UHS strategic initiatives manager and an active member of the diversity committee, shared the purpose for this initiative, "One goal was to explore equity and inclusion issues as they relate to nurturing a vibrant work culture at UHS. Another goal was ensuring our staff is as culturally competent or as culturally humble as they can be in their work because we serve such diverse communities."

### Berkeley's Multicultural Education Program

The Multicultural Education Program is one of six initiatives funded by the Evelyn & Walter Haas, Jr. Fund that support institutional change and create a positive campus climate for diversity. The program offers campuswide workshops designed to foster self-awareness, intergroup understanding, and practical skills for building welcoming and healthy environments. Sessions include:

- » Looking In / Looking Out:  
Exploring Workplace Diversity
- » First Take / Second Look:  
Exploring Unconscious Bias
- » Let's Talk: Engaging in  
Cross-Cultural Communication



Benet Gatzert from  
University Health Services

Prior to the strategic planning process, several UHS diversity committee members participated in these trainings and found them helpful and rewarding. As a way to deepen the shared dialogue on diversity practices across the organization, the committee proposed bringing the full workshop series to UHS as a whole. The organization's leadership endorsed the proposal in early 2014, and UHS is now partnering with MEP to train all of its 300+ health service employees. Over the course of two years, every staff member, including part-time staff, will participate in MEP's three-workshop sequence, after which they will receive a certificate of completion. Supervisors will also go through an additional session on creating inclusive work environments and employing diverse hiring practices.

Diversity committee members coordinated this ambitious project, dividing UHS staff into approximately 15 cross-departmental cohorts, each of which will go through the full training sequence together. To build respect and community across the organization, each cohort intentionally includes participants from several UHS program areas, including counseling services, medical records, physical therapy, and informa-

tion technology. During the course of the three workshop sessions, cohort members from various levels in the organization share perspectives and strategies, drawing on both their own identities and their differing positions and disciplines.

### Dialogue and Diversity in University Health Services

Overall, despite the substantial time commitment involved, most UHS staff members have welcomed the opportunity to learn more about diversity issues and collaborate with their fellow healthcare workers. "My first thoughts were, 'Oh, another meeting.' But then I was interested in seeing what the campus was promoting [with regard to diversity issues], and curious to see what people's feedback would be," said Diane Drew, who manages the information center at UHS.

Along with the regular training curriculum, MEP staff tailored the UHS workshops to a health service audience, orienting their instructional focus to suit the unique set of issues that arise in the healthcare field. For instance, MEP developed a new component on cultural humility, an important concept in medical and mental



Sidalia Reel, Director of Staff Diversity Initiatives

health services. As Drew explained, “Many of our patients are visiting scholars, international students, people from all over the community, from all over the world. You have to be more patient and have to understand that they’re coming from a different lifestyle and environment.” Tailoring the workshops to the participants eased the initial uncertainty some felt about the training content, as they came to more fully understand the relevance of diversity and bias issues to their profession.

Each of MEP’s two-hour workshops consists of facilitator-led interactions, experiential learning techniques, and small- and large-group interactive exchange among participants. These interactions include exercises such as one-on-one interviews, scenario explorations, and a participatory look at divergent communication styles, as well as one-minute autobiographical exchanges anchored around diversity, equity, and inclusion. Participants are invited to “step up, then step back,” to make their contribution to the group and then allow others to do the same.

“One minute is not a lot of time,” said Greg Ryan, an ergonomist at UHS, and one of the co-chairs of the diversity committee. “You have to ask yourself ‘What am I going to focus on? What’s important to me?’ and then you learn the same thing about the other person. In a short period

of time, you get to know someone a lot closer than you knew them before. It forces you to think about your life in a different light and think about someone else’s life in a different light as well.”

Working across departments and cultural backgrounds has also promoted the sharing of approaches for interrupting bias throughout the organization and the development of empathy and connection within each cohort. Dr. Debra Nelson, a clinic physician as well as a new diversity committee member, said of her participation in the workshops, “I learned a lot about my colleagues, some of whom I’ve been working with for a long time.”

At the end of each workshop, individual participants summarize their experience by completing the sentence “I appreciate...” on a piece of paper. Collected responses have been overwhelmingly positive, with most answers indicating that participants appreciated the opportunity to interact and learn about one another.

Committee member Gatzert noted that the personal reflection pieces about people’s own lives and experiences were particularly important for her. “Part of what we want to foster is the idea of lifelong learning — and especially around these issues to know that it’s an ongoing process to both learn and unlearn,” Gatzert said. She also appreciated the discussions of unconscious bias,



power and privilege, and microaggressions, which she thinks will help staff members better understand and shape the impacts they have on others.

Today, UHS administration is developing an evaluation plan to quantify the success of the workshop requirement. In the meantime, UHS staff members are more openly discussing issues of diversity and inclusion both within their units and with members of their cohorts. “I feel more comfortable approaching people that were in my group even though I don’t work with them because we talked with each other during the workshops,” said Nelson.

Looking ahead, the diversity committee is also exploring ways to reinforce how people are benefitting from the trainings so that the learning lives on beyond the sessions themselves. The organization has an all-staff newsletter, and the committee is considering ways to use that and other venues to reinforce the training content and continue to highlight equity and inclusion issues on a regular basis.

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## The Catalyst Moment

**University Health Services brought in Berkeley’s Multicultural Education Program as a campus partner to train their full staff on issues related to diversity, bias, cross-cultural communication, and cultural humility and to help incorporate new strategies for addressing these issues into all levels of the organization’s work.**

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### Best Practices

- » Provide interactive workshops that combine personal reflection with conceptual understanding and concrete strategy sharing.
- » Use a cross-department cohort-training model to both examine diversity issues and build community.

- » Customize workshop content to meet the needs of a specific field (in this case, health services).
- » Develop follow-up supports to encourage continued engagement with workshop topics and strategies.

### Lessons Learned

- » Organizational leadership and buy-in are crucial to sustaining an initiative of this breadth and magnitude, particularly in the face of scheduling challenges, potential resistance, and competing priorities.
- » Creating a respectful space is often more easily and effectively done by outside facilitators than by leaders internal to a group or organization. The UHS diversity committee appreciated how MEP’s facilitators navigated complex — sometimes personal — issues within the organizational context.
- » An organizational infrastructure (in this case, the diversity committee) must be in place to coordinate, promote, evaluate, and follow up on training efforts.

### What’s Next

- » University Health Services will continue implementing its cohort training initiative with the Multicultural Education Program, as well as maintaining its other equity, inclusion, and diversity efforts. MEP will continue to offer workshops and customized coaching to both administrative and academic units across the Berkeley campus.

## Case Study

A suite of support and financial-aid strategies find a home in a new campus center, and allow hardworking students continue to pursue their higher education goals.

# Undocumented Students Dare to Dream

**EMILY\* '14 CAME TO** the United States from South Korea when she was 10 years old with her twin sister, her older brother, and their mother. Living in the United States, Emily always dreamed of going to college. “My family strongly believed that we lived in a country where, despite our difficulties, we could succeed if we worked hard,” she said. “I knew that, because of my undocumented status, my options for college were limited. But I also knew that there were more options for undocumented students in California.”

With many policies designed to assist undocumented people pursue higher education already in place, the California legislature passed AB 540 in 2001, which allowed for undocumented students to pay in-state tuition prices if they attended a California high school for three or more years, graduated from a California high school or attained a G.E.D., and filed an affidavit stating that they would apply for legal residency as soon as possible. Though Emily and her sister qualified for AB 540, Berkeley still seemed out of reach. High school counselors told Emily’s older brother, also an undocumented student, that he would not be eligible for financial aid because of his undocumented status. This was discouraging to him and both of his sisters.

Despite this, Emily and her sister applied and were accepted to both UCLA and Berkeley. Though still concerned about how they would finance their educations, the bigger question was

how to choose between their two options. Emily and her sister attended a Berkeley orientation for admitted students in Southern California. After learning of their undocumented status, a coordinator promised them she’d help them navigate the possibilities based on AB 540. This offer of support encouraged Emily to choose Berkeley.

Emily entered Berkeley as a freshman in the fall of 2009, but didn’t initially feel a sense of belonging within the campus community. “I never wanted to identify as an undocumented student. Never. I always had a feeling of being unwanted because of my status,” she said.

At the same time, financial pressures mounted. Unable to cover tuition costs, Emily had to drop out after one year at Berkeley. At the time, undocumented students were able to pay in-state tuition prices, but were barred from receiving government-sponsored financial aid, institutional scholarships, or student loans. Undocumented students in California had to rely on limited private scholarships or their own savings in order to pay tuition and expenses.

Emily worked for a year, saving her money to pay the following year’s tuition. In 2011, she re-enrolled at Berkeley. In that same year, the California legislature passed two key pieces of legislation — AB 130 and 131 — that allowed for eligible AB 540 students to apply for and receive scholarships derived from non-State funds at California public colleges and universities and to receive financial aid from State funds.

In 2012, Berkeley convened a special task force on undocumented students chaired by Vice Chancellor Gibor Basri. At the task force’s

\*a pseudonym



recommendation, Berkeley formed the Undocumented Student Program (USP) to aid the influx of undocumented students that the new legislation would facilitate. A generous donation made by Elise Haas established the Robert D. Haas Dreamer Resource Center in the fall of 2012, offering a physical space for the Undocumented Student Program as well as funding for a number of services to aid undocumented students in their pursuit of higher education. USP offers a wide number of services to undocumented students including academic counseling, emergency grants, housing resources, a Dream Lending Library, mental health and wellness, and immigration legal support.

In the same year, President Obama signed the Deferred Action for Childhood Arrivals (DACA) memorandum that allowed for undocumented immigrants meeting specific criteria to receive a reprieve from deportation as well as a work permit for up to two years. With this added support, USP served 103 undocumented students in the 2012-2013 year, 87 of whom were placed with pro bono attorneys through a partnership with Berkeley's Law International Human Rights Law Clinic. Through USP, undocumented students received critical financial support to cover the DACA application costs, which would have otherwise been cost-restrictive for students like Emily.

For other undocumented students like her, the Dreamer Resource Center offered not only

Need names from Meng So... Need names from Meng So... Need names from Meng So... Need names from Meng So... Need names from Meng So...

vital resources for student success, but also a safe space for undocumented students. "The program helped me have a sense of belonging on the campus for the first time," Emily said. "I was moved to see staff members who were supportive of students like me, who supported our education and our future. It kept my morale up. There were counselors available to talk to who understood our situation."

With the resources and support of the Undocumented Student Program behind her, Emily graduated in May 2014. The day after graduation, she started her first job. She now serves as a community health specialist at Asian Health Services, a community health center and advocacy group for Asian immigrants and refugees. Emily sees her work as a continuation and extension of the support provided by the Undocumented Student Program at Berkeley. "The Berkeley pioneers who started programs like this encouraged me to find ways to give back to the community and help underserved groups," she said. "I learned that I could be undocumented and still be able to serve my community."

The Undocumented Student Program sends a strong message not just to Berkeley students, but also to prospective students and to the broader community. “Berkeley is a school based on inclusion and equity,” she said. “Berkeley respects everyone’s dignity and right to an education.”

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## The Catalyst Moment

**The creation of programs and a center on campus where undocumented students can find support without judgment or fear.**

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### Best Practices

- » Build networks. Being in dialogue with other established programs within the UC system, Georgetown, and the University of Texas helped USP sparked the creation of a group of institutions that is poised to take on the broader agenda of “sharing the model” and communicating a sense of urgency for the importance of this work nationally.
- » Account for contextual challenges faced by undocumented students. In the absence of immigration reform, USP provided immediate relief in essential areas of food security, mental health, and legal issues for undocumented students.

### Lessons Learned

- » Extend the discussion about undocumented students beyond cost. Access and equity support services are equally vital to success and have been integral to shifting institu-

tional conversations on the topic.

### What’s Next

- » Working in partnership with Educators for Fair Consideration, USP will publish a college scorecard report, “Building Institutional Capacity to Serve Undocumented Students: California Report & Assessment Tool,” which will provide framework on how institutions can better serve undocumented students.
- » The Standing Committee on Undocumented Members of the On-Campus Community will soon share an updated and enhanced set of campus recommendations on how Berkeley can provide a better campus experience for undocumented students, including emerging needs of graduate students.

A veteran and Berkeley alum gives voice to the challenges faced by student-veterans and finds and funds ways for vets to increase success at Berkeley.


## Serving Those Who Served

For many veterans, life after military service means adjusting to a new life and livelihood. And when veterans choose to pursue a degree in higher education, they often have an additional set of challenges to navigate. When Coleman Fung '87, a former US Army Supply Sergeant, attended Berkeley, there were no veteran services at the university. And rather than being recognized for their leadership and public service achievements, Fung felt that veterans were sometimes discounted within the Berkeley community.

Fung credits Berkeley with many things, including an outstanding education and nurturing the perseverance and courage that a sometimes

overwhelming — or even inhospitable — institution can inspire. Perseverance and courage are things Fung knows well, having emigrated from Hong Kong to New York City at 16 years of age.

After earning his bachelor's degree in industrial engineering/operations research at Berkeley, he earned his master's degree in industrial engineering from Stanford in 1989. By 1992, Fung had founded OpenLink Financial, a successful technology platform that transformed risk management for financial, energy, and commodity markets. After retiring from executive leadership at OpenLink, Fung co-founded Blue Goji, a startup actively developing a new field — Fun Activities



Sidalia Reel, Director of Staff Diversity Initiatives



as Medicine (FAM) — and became a leading social entrepreneur. Fung created and endowed two research centers at Berkeley, funded a number of university and grade school chairs, supported an integrated program to restore the watershed of the Chesapeake Bay, and provided financial support for veteran housing on the East Coast.

Fung was committed to ensuring that Berkeley student veterans have better access to services than when he was an undergraduate. When he learned about Berkeley's nascent Cal Veteran Services Program that was created following the passage of the Veterans Educational Assistance Act of 2008 (commonly known as the Post-9/11 GI Bill), he was enthusiastic about improving and expanding the program. Fung was very aware of the massive withdrawal of troops from Afghanistan and Iraq that was expected to create the largest influx of student veterans since World War II.

"Student veterans strengthen Berkeley with their drive, work ethic, and leadership," said Gibor Basri, vice chancellor of equity and inclusion at Berkeley. In addition to their distinction as former military personnel, more than a third of Berkeley veterans come from underrepresented backgrounds, and many are the first in their families to go to college.

"Student vets bring with them experiences, sacrifices, and commitments that are most likely not shared by the main student body," said Fung. His goals included ensuring that vets have access to the wisdom of other vets on campus and that military personnel have access to better guidance about their educational options beyond what can be provided by the Veterans Administration.

He was also concerned with the many for-profit colleges taking advantage of the tuition payments coming their way under the GI Bill. Financial motivation meant that not all institutions had the academic goals and welfare of veterans in mind.

Now, by making a gift exceeding \$500,000, Fung is taking steps to enhance the outreach to veterans. His gift will help enable Berkeley to expand upon the university's existing position as a leader in veteran support. "Coleman's visionary investment in Berkeley's Veteran Services Center expands access and support for returning service members to engage the transformative opportunities available through higher education," said Ron Williams, director of re-entry and veterans services. "Expanding access to a top-tier public research university such as Berkeley exemplifies public service for the common good and the warrior ethos of leaving no one behind."

In honor of Veterans Day, Berkeley opened the doors of its new Cal Veteran Services Center on November 10, 2014. The opening celebration, attended by Fung, the Chancellor, and other campus dignitaries, included a flag-lowering ceremony in which Berkeley ROTC students lowered and folded the American flag while *Taps* played. While enlisted military personnel observe this ritual on a daily basis, it was a special opportunity to include other members of Berkeley's community.

The new center made possible by Fung's gift will provide one-stop access to an array of services such as veteran benefits information and counseling, academic counselors, career preparation and networking, community outreach, and more.

While temporarily located in Stiles Hall, a building adjacent to campus, the center will move to a permanent on-campus site. In addition to the new physical space, Berkeley will also expand its online space for veterans. A new, robust Veteran Services website is currently under development. The site will aid Berkeley's current and prospective students and aims to emerge as a trusted source of information for veterans nationwide in exploring their educational opportunities and engaging with Berkeley. The website will provide

resources that help veterans examine transfer options, public universities, graduate programs, and of course, Berkeley.

The new center and website will allow student veterans to both enrich their own lives and those of their fellow veterans. “I’d like to encourage Berkeley student vets to be ‘ambassadors’ to other vets in the Bay Area and offer them guidance on their educational options, especially on how to use their VA benefits,” said Fung. “With the website we are building, I would hope to see our effort become a model for other schools to adopt. The new space will be very conducive for our cohort to help and support each other.”

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## The Catalysis Moment

**Veteran Coleman Fung’s experience showed him the benefits of Berkeley, but he also clearly saw the challenges posed by a “survival of the fittest” ethos on campus. Fung created this expanded center for veterans to help them flourish at Berkeley in a truly welcoming community.**

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### Best Practices

- » Establish a clear mission statement and learning objectives that incorporate constituent feedback.
- » Create a dedicated and welcoming space that offers camaraderie, services, and a place from which better engagement with the research university can begin.
- » Draw on collaborations and partnerships to provide an expanding variety of services, including local Veterans Administration, community-based organizations, and student groups.

### Lessons Learned

- » Adaptability, patience, and cultivated partnerships are all needed. It took time to establish a new model of shared staffing to gain access to an expert in admissions who now dedicates half her time to outreach and educational services for veterans.

### What’s Next

- » The program will launch the Veteran Outreach Peer Advocate program to include webinars and an array of additional online resources.
- » The resources available on the veterans website will be strengthened through a partnership with the national [Code of Support Foundation](#).
- » In partnership with Berkeley’s Program for Rehabilitation Neuroscience, a veteran-specific section of a class focused on brain state training and attention regulation will be offered. This will leverage cutting-edge neuroscience for improved concentration and strengthened “mental muscles” to deal with the challenges of navigating through life after military service.
- » The location of a permanent home for the center will be finalized.

Innovation grants allows a broad spectrum of campus partners to create and fund a variety of new programs for adaptive sports and fitness on campus.

# Fitness Test: Inclusion Builds Strength

**MOST STUDENTS, UPON** beginning their studies at Berkeley, discover that the university leads the world in many fields and programs. However, when Matt Grigorieff transferred to Berkeley as a junior, he found that Berkeley was far behind Saddleback Community College in ensuring people with disabilities benefit from comprehensive athletics programs.

Grigorieff has an invisible disability that has affected his hip and leg motion since he was seven years old, so this issue is personally important to him. As an undergraduate and graduate student at Berkeley, Grigorieff focused on significantly improving access to sports facilities and programs for academic research and social justice. He was selected as a Haas Scholar — one of 20 highly qualified, academically talented undergraduates with financial need who come together to build a supportive intellectual community during their senior year at Berkeley.

In the spring of 2009, Berkeley offered 98 courses in the Physical Education Department, but none were designed for disabled students. “Forty years after Berkeley helped forge a civil rights movement for people with disabilities, neither Berkeley nor any UC institution had a plan or program for addressing the fitness needs of the disabled,” said Grigorieff. Recognizing the shortcoming, his research focus as part of the Haas Scholar program was to document adaptive sports programs at other institutions of higher education and begin to assemble recommendations for improving facilities and programs at Berkeley.

His initial recommendations included hiring full-time staff specialists and rebuilding one of the swimming pools with an adjustable bottom

to accommodate those with limited mobility. However, funding was not available for those projects, so Grigorieff moved to Plan B. He wrote a successful proposal for an Equity & Inclusion Innovation Grant, made possible by the Evelyn & Walter Haas, Jr. Fund, to support projects growing from student, staff, and faculty initiatives. The Innovation Grant allowed Grigorieff to bring together key stakeholders on campus in a collaborative spirit, including the Department of Recreational Sports, University Health Services, American Cultures Engaged Scholarship, the Disabled Student Program, Cal Inter-collegiate Athletics, and campus fundraisers.

“We thought he just needed analysis, but Matt is much more action-oriented,” said Mike Weinberger, director of the Department of Recreational Sports (RSF) on campus. “He wanted to quickly develop programs that would develop opportunities.”

One of the unique aspects of the sports being introduced at Berkeley through Grigorieff’s Fitness for All program is that they level the playing field for the non-disabled and disabled athletes. In fact, athletes with disabilities are teaching the non-disabled how to function in a new world. Sighted athletes wear blindfolds to play goalball, a sport developed for visually impaired veterans following WWII in which teams of three players try to hurl a heavy rubber ball with bells embedded in it into the opponents’ goal. Power soccer, introduced in the fall of 2015, takes place on a basketball court and allows those who have never used a power wheelchair to learn the fine points of steering, momentum, and turn ratios from athletes who rely on wheelchairs to maneuver through their world.

“Matt changed the department [of recreational





Sidalia Reel, Director of Staff Diversity Initiatives



Sidalia Reel, Director of Staff Diversity Initiatives

sports] by enlarging our vision and broadening our awareness and program offerings,” Weinberger said. “He brought in information that we were unaware of, and he found coaches and class instructors. Matt is a remarkable individual with a passion of increasing opportunities for people with disabilities. And he makes things happen fast!”

Now earning his master’s degree at Berkeley’s Graduate School of Education, Grigorieff is mentored by Assistant Adjunct Professor Derek Van Rheenan, the director of Cultural Studies of Sport in Education. Grigorieff’s research focuses on the impact of sports for people with disabilities and highlights the unique curriculum design used in adaptive sports classes at Berkeley. Another important academic feature is that offering single units of academic credit for Fitness for All classes helps students with very full academic schedules find time and space to explore this new field of learning. A three-unit course, “Education, the Student Body and Disability Studies,” taught by Van Rheenan and Grigorieff, will debut in the spring of 2016.

Some of the changes are less noticeable than others. In the fall of 2012, the program installed accessible workout equipment in several campus gyms, including the new Simpson Center Student Athlete High Performance Center. Universal design equipment is becoming the norm for RSF purchases, as are accessible locker rooms. In 2013-14, Berkeley hired Marty Turcios to help student golfers at all levels overcome obstacles with their swings, putts, chips, and drives. Turcios, who has cerebral palsy, and his golf coaching career was the focus of a recent KQED video.

As the first competitive collegiate team for blind students, Berkeley’s goalball team has garnered significant attention from Chancellor Nicholas B. Dirks and from public media. In September 2014, Dirks introduced the team during a home football game and presented the team members — including Van Dyke, the guide dog — with their team jerseys. “I never imagined I’d ever play sports on a team,” said Judith Lung, a senior and secretary of the Disabled Students Union. Lung described to the Chancellor her time as a child spent “playing with paper and doing

quiet activities.” “Here at Berkeley,” she said, “I was given a chance to be on a team, to be competitive, to experience something I never could have imagined in my life.”

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## The Catalyst Moment

**Innovation Grant brought together a broad spectrum of campus partners to create and fund a variety of new programs — from adaptive and universal design workout equipment to new competitive sports teams.**

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### Best Practices

- » Offer academic credit to allow more students to experience the program.
- » Place accessible equipment in prominent workout spaces to ensure its usage and integration. Further, upgrade accessible locker rooms to aid in inclusion.
- » Expand the role of programs well beyond legal Americans with Disabilities (ADA) requirements to health, employability, and broader issues.

### Lessons Learned

- » Identify and build from the home institution’s strengths rather than trying to import another school’s model.
- » Start small and build new projects on proven successes.

### What’s Next

- » The program will continue expanding accessible sports, including a sailing class for visually impaired students offered by Marin Sailing School.
- » The campus is seeking funding to fund a dedicated staff person to lead Fitness for All.
- » Berkeley plans to make a case to the National College Athletic Association (NCAA) for including sports for athletes with disabilities.

## MULTICULTURAL EDUCATION PROGRAM

### Inspiring Campuswide Dialogue on Diversity

Berkeley's Multicultural Education Program (MEP) provides campuswide training and consultation services on topics related to identity, unconscious bias, cross-cultural communication, inclusive classrooms, and inclusive work environments. Over the past five years, the program has brought together a collaborative group of staff, students, and faculty with the goal of engaging the entire campus community in learning experiences, exercises, and dialogue that foster a more welcoming and inclusive environment. Initial MEP funding was provided by the Evelyn & Walter Haas, Jr. Fund as part of the Berkeley Initiative for Equity, Inclusion, and Diversity.

MEP uses a highly successful peer-training model, in which approximately 20 trained campus members serve as diversity facilitators and a volunteer development team of five expert leaders is available to conduct additional needs assessments and help with the design of new workshop modules.

Core objectives of the program include:

- » Reinforcing positive intergroup contact across the campus to foster a healthy campus climate and to prepare students for a diverse and complex world
- » Providing rapid and effective diversity consultant response to incidents that require immediate discussion and resolution
- » Synthesizing diversity educational and training opportunities and resources for the campus community on a dedicated MEP website
- » Developing a successful and replicable national model for implementing a diversity training curriculum that is delivered by MEP-trained campus facilitators
- » Publicly recognizing and supporting equity, diversity, and inclusion efforts throughout the campus and beyond

Each year, MEP runs dozens of workshops for staff, students, and faculty, both on an open-enrollment basis and within the context of specific academic or administrative units. The program also provides customized consultation and coaching to departments from across campus facing concerns about privilege, cultural humility, unconscious bias, respectful behavior, inclusive customer service, and onboarding.

### Program Highlights

- » **Training development:** MEP has developed five workshop modules that are now in wide circulation on campus. Modules include: Looking In, Looking Out: Exploring Workplace Diversity; First Take/Second Look: Exploring Unconscious Bias; Creating Inclusive Classrooms; Creating an Inclusive Work Environment (for Supervisors/Managers); Let's Talk: Cross-Cultural Communication
- » **Workshop delivery:** Since 2011, the program has delivered approximately 150 workshops to more than 3,800 campus community members. More than 2,200 staff members, 1,375 students, and approximately 200 faculty members have attended these workshops.
- » **MEP facilitation team and Train-the-Trainers program:** To support campuswide rollout of MEP activities, the program has designed a 50-hour Train-the-Trainer program that

enables campus staff and faculty to be certified to conduct one or more of MEP's workshops. To date, the program has trained approximately 35 staff and faculty as MEP Diversity Facilitators. Through attrition, the total number of facilitators is currently at 21.

- » **Completion certificate:** In 2014, MEP established a certificate program for participants who complete all three of the program's primary workshops covering workplace diversity, unconscious bias, and cross-cultural communication. To date, approximately 150 participants have completed the certificate program.
- » **Consulting and customization:** In addition to facilitating core workshop modules, MEP also consults directly with teams, units, departments, and divisions on equity, diversity, and inclusion issues. This work sometimes includes creating new or customized workshops, facilitating dialogues or town halls, and providing other interventions such as developing customer interaction guidelines, social contracts, group agreements, and communication processes.

### Impact and Institutionalization

MEP has fueled many new inquiries and conversations among both teams and individuals about equity, inclusion, and diversity issues and concerns. Some notable examples include:

- » Undergraduate and graduate students have been inspired by MEP workshops, dialogues, and town halls to continue developing the interaction and collaboration skills they need to become savvy global citizens during their time at Berkeley and beyond.
- » Deans and chairs, the academic senate, and faculty in departments ranging from Engineering to Theater, Dance, and Performance Studies have participated in MEP workshops and have embraced the development of departmental equity, inclusion, and diversity strategic plans.
- » Staff at all levels have leveraged MEP skills and knowledge to improve cross-cultural communication, increase collaboration across units, and establish processes that result in more inclusive team interactions. In some administrative units, senior leaders sponsored MEP workshop participation for entire units, including Business Administration Services, the campus police department, University Health Services, and University Relations.

These accomplishments serve to institutionalize MEP as a primary resource for training on equity, inclusion, and diversity topics. Efforts to expand outcomes beyond raising awareness are taking shape. MEP will next focus on custom workshops on more challenging topics such as confronting white privilege, tackling insensitivities and microaggressions, and supporting transgender campus community members.

## CAL VETERAN SERVICES CENTER

### Making the Transition From Military Service to University Life

The Cal Veteran Services Center at Berkeley has grown to a vibrant collection of services that help more than 300 students successfully transition from boots to books. Through creative use of limited resources, Berkeley has built a strong program and reputation, ranking as a “Vet Friendly Campus” by the *Military Times* and *G.I. Jobs*. Most veterans are considered non-traditional students because they are at least 25 years in age, have children, or are transfer students. These veterans bring unique experiences of leadership that enrich the campus. Two examples illustrate the types of valuable perspectives veterans offer to Berkeley:

- » Navy veteran John Ready exemplifies a focus on service, a proud hallmark of Berkeley students. Along with his doctoral studies in nuclear engineering and his responsibilities as a young father, Ready served as president of the Graduate Student Assembly (2014-15). In his first year on campus, he also took the initiative to conduct a first-ever needs assessment survey of fellow veterans at Berkeley. Of 76 respondents, 40 percent reported military service-related disabilities, and 52 percent reported one or more health and wellness challenges. The strongest unmet needs identified were career/employment, a dedicated physical space, assistance with GI benefits, and disability services.
- » Lieutenant Colonel Nina D’Amato, M.A., ’08, C.EAS ’08 earned her degrees while serving as a Reservist in the United States Marine Corps. She is now focused on a nascent program through the Alumni Association that hopes to create paid internships for student veterans — mostly with local businesses — to both increase recruitment and improve career readiness for vets at Berkeley.

### Program Highlights

Berkeley leverages work with the services of the Veterans Administration, various community groups (such as Swords to Plowshares, a national leading nonprofit providing wrap-around services for veterans), and Berkeley campus partners including the Cal Veterans Group. This student organization for veterans now has a home in the Veteran Services Center on Berkeley’s campus and focuses on student retention among veterans.

Ron Williams, director of re-entry student and veteran services, currently serves as chair of the planning committee for a statewide summit for California student veterans. This effort is mobilizing at the request of University of California President Janet Napolitano to assemble student leaders from California community colleges, the California State University campuses, and UC system campuses along



with partners from the California Department of Veterans Affairs to forge opportunities, mentorship, and recruitment efforts for veterans to more fully engage California public higher education. This summit is scheduled to take place in the spring of 2016.

### Growth and Institutionalization

The massive drawdown of troops from Afghanistan, Iraq, and elsewhere is expected to create the largest influx of student veterans since World War II. Some 10 percent of our country's military personnel are stationed in California, offering Berkeley a unique opportunity to overcome misperceptions about access and meet crucial needs for support of military personnel in a high-level educational environment.

In the fall of 2014, the Cal Veteran Services Center received a leadership gift from **Coleman Fung '87**, an Army veteran. With his help, Berkeley has created new initiatives for outreach to current and former service members and a massive reworking of the center's website so that personnel around the world will have access to good information about the best ways to use their GI education benefits. The information vets need to make the best use of their educational resources will be spotlighted through a growing collaboration with the Code of Support Foundation to help ensure a national impact. For veterans considering or already attending Berkeley, the interactive portal will include up-to-date information about the campus, veteran benefits, career opportunities, and workshops and other events.

Through Fung's generosity, the center also has a physical home for the first time. Current accommodations are temporary, and the center anticipates a permanent home on campus within the next few years. Looking ahead, the Veterans Service Center is actively pursuing additional philanthropic support to continue and expand efforts on behalf of student veterans.

## UNDOCUMENTED STUDENT PROGRAM

### Access, Support, and Community for Berkeley “Dreamers”

The Undocumented Student Program (USP) at Berkeley supports undocumented students with holistic services and resources that help undergraduates stay engaged and successful. Nearly 380 undocumented students at Berkeley, often called “Cal Dreamers,” are served by USP — a number that is growing annually. Following the lead of Berkeley’s program, every University of California campus now has an undocumented student program. USP also responds to requests from colleges and universities across the nation to share best practices, improving the circumstances for Dreamers nationally.

Programs and services through the Undocumented Student Program include:

- » Academic counseling and a lending library to offset the average \$650 per semester cost of course-required textbooks
- » The Robert D. Haas Dreamer Resource Center, which provides a welcoming space and resource center to access legal information, counseling, and social support
- » Legal support to help Dreamers take the necessary steps to explore legal immigration options so they can take advantage of the full range of opportunities at Berkeley, including research, internships, and work opportunities
- » UCB Summer Bridge, which prepares entering freshmen from under-resourced communities to succeed at Berkeley; philanthropy helps newly admitted Dreamers cover the program’s fees of \$2,559 for room, board, books, and transportation

Berkeley is trailblazing a national model in higher education to create educational equity for 2.1 million Dreamers across the United States. The university has responded to requests from dozens of institutions across the country that have asked for leadership advice and best practices to replicate the Berkeley model. Berkeley is shifting the conversation — not only about how to get Dreamers to college, but also how to provide holistic resources to get Dreamers through college.

To date the university’s work with undocumented students has received major gifts from Elise Haas — in honor of her father, Robert D. Haas; The Evelyn & Walter Haas, Jr. Fund; Tom Hansen and Ira Hirschfield; Jeff Hawkins; the Heising-Simons Foundation; the W.K. Kellogg Foundation; the Liberty Hill Foundation; and two anonymous donors.

## TRANSFER SCHOLARSHIP INITIATIVE

### Expanding Access for Underserved Populations

Sparked by a \$1.5 million challenge grant from the Evelyn & Walter Haas, Jr. Fund, Berkeley's Transfer Scholarship Initiative has raised more than \$3 million in new funding over the past five years to expand opportunity for low-income and underserved students. Increasing the number of scholarships for transfer students is essential in ensuring access to a world-class education for the best and brightest students who bring unparalleled richness of life experience and academic excellence to Berkeley.

As an institution, Berkeley serves more students with severe financial hardship than all the Ivy League universities combined. In most years, about 8,000 Berkeley undergraduates come from families earning less than \$45,000 per year. However, the campus only has enough scholarships for 2,500 of these students. In addition, one third of Berkeley's undergraduate population has transferred into Berkeley. For these students, scholarships are usually even more essential. Most students use the transfer pathway to save money on their education. Many will be the first in their families to attend college. Some are juggling responsibilities for children, are orphans or former foster youth, or are healing from traumas experienced in war zones. All have worked incredibly hard to earn their place at Berkeley, as transfer admission rates are almost as restricted as freshman admission. To their credit, transfer students graduate at the same rates as students who enter Berkeley as freshmen.

Since 2009, with the leadership of the Evelyn & Walter Haas, Jr. Fund, Berkeley has created 11 new endowed scholarships for transfer students who demonstrate academic excellence, financial need, and leadership in community service. The fund's matching grant of \$1.5 million inspired friends and alumni alike to make additional gifts ranging from \$50,000 to \$500,000. To date, this has translated into financial assistance for 22 students — a number that will continue to grow as the scholarship endowments grow.

### Program Highlights, Accomplishments and Impacts

The impact of scholarship programs is best relayed by what the hard-working students have been able to accomplish through their opportunities at Berkeley:

- » **Paolo** graduated from the top science high school in the Philippines, and his senior high-school thesis was published in the Philippines government science research network. However, the only job he could get in the United States was waving a signboard for a sandwich shop. Paolo worked his way through Mount San Jacinto College in San Jacinto, California, and transferred to Berkeley's Electrical Engineering and Computer Science program with support from the endowed Banatao Family Scholarship Fund.
- » **Della** is a returning student and the mother of two children. She is also an underrepresented minority and first-generation college student. Her award from the Hirschfield Hansen Family Scholarship makes it possible for her to attend Berkeley full time. Della plans to pursue a Ph.D. to teach at the university level and is mentoring other students of color as she makes her own educational journey.
- » As an Army veteran deployed in Afghanistan and Iraq, **Luis** immigrated to the United States from Mexico when he was four years old. He is a first-generation college student who received The Regents' and Chancellor's Community College Transfer Scholarship for Science Majors. "I can focus entirely on school without having to worry about how I will survive," Luis said.



- » **Caitlin** received the “top graduate” award from the aircrew technical training school while in the Air Force. As a recipient of The George A. Miller Scholars Program Endowment, she will take an ethnographic approach to studying the “maker” or “do it yourself” movement in the Bay Area with interviews at a shelter that teaches 3D printing and other trade and craft skills to homeless people.
- » **William** is a psychology major and also a Miller Scholar. Having facilitated writing workshops at San Francisco Juvenile Hall for 10 years, he is interested in alternatives to detention centers for young people. William plans to pursue a Ph.D. in psychology to teach at the university level.

This sampling of just a quarter of Berkeley’s 2014-15 recipients demonstrates the breadth and drive of students whose lives are improved by the transfer scholarships.

Future plans include continued provision of existing and additional scholarships critical to meeting financial aid needs among transfer students whose presence enhances campus diversity in important ways. Endowments, by their nature, grow over time, but the need for scholarships far outstrips the funds available. Increasing the number of awards will be a priority for Berkeley as the campus continues meeting its public mission of serving students from all segments of California and enriches the academic experience for all students, preparing them to succeed in a global economy.

## EQUITY & INCLUSION INNOVATION GRANTS

### Berkeley's Innovation Incubator for Equity and Inclusion

Since 2010, Berkeley's Equity & Inclusion Innovation Grants program has provided over \$500,000 in funding for 44 projects focused on new and sustainable ways to promote equity, inclusion, and diversity on campus. The Division of Equity & Inclusion developed the program to encourage grass-roots creativity, innovation, and experimentation among campus members in addressing both long- and short-term challenges. It provides a dynamic and flexible complement to larger institutional efforts and approaches.

The grants have centered on key areas from Berkeley's strategic plan on equity, inclusion, and diversity. Areas of focus have included curriculum and new program development and the creation of new tools and resources for expanding access, supporting diverse populations, and improving campus climate (e.g. storytelling banks, advising practices, cross-cultural competencies training, and dialogue).

Funding for the first five years of the Innovation Grants program was provided by the Evelyn & Walter Haas, Jr. Fund as part of the Berkeley Initiative for Equity, Inclusion, and Diversity.

### Program Highlights, Impact, and Institutionalization

Taken together, the Innovation Grants have enabled unprecedented activity by students, staff, and faculty in critical areas of need and opportunity. This is the first time a research institution has directly supported student and staff projects in this way. In the first five years of the program, project accomplishments include:

- » Increasing the university's ability to tap new, previously underutilized, or unknown talent pools
- » Providing insights into improvements for advising and academic and community support for underrepresented and undocumented students
- » Developing curriculum and other resources to increase violence prevention and survivor support
- » Creating courses, conferences, symposiums, workshops, and other new ways to engage campus members about understanding difference
- » Offering low-income, first-generation, undocumented, underrepresented, LGBTQ, and other marginalized students new spaces to belong within the university
- » Improving the ability of various units to broaden the talent pools they tap for recruiting, hiring, admission, and advancement
- » Creating a replicable department-based business model that uses internal profits to subsidize the cost of required course materials for low-income students
- » Expanding engaged scholarship and research opportunities for underrepresented students and their communities
- » Developing new leaders skilled in navigating our global, richly diverse world

Not all projects succeed, and that is an integral part of the learning process within innovation incubators. Like all failures, the challenges within Innovation Grants efforts offer important lessons about the ways to move forward. Each year, proposals become more sophisticated, incorporating greater attention to current research and past experience on the issues being addressed. Proposals have also expanded partnerships across campus and with community leaders and leadership development opportunities within the project structure, leading to greater impact and increased

likelihood of sustainability. Interest in the Innovation Grants program is high and growing. Every grant cycle, the Division of Equity & Inclusion receives many more requests than can be supported with available resources.

Of the 30 projects funded through 2014, 20 have produced sustainable mechanisms for ongoing activity. This percentage of sustainability is unusually high for this type of innovation process, particularly when compared with innovation in the business sector. Moving forward, 14 new projects have received funding for the 2015/2016 academic year, all focused on improving the ways in which students, faculty, and staff are welcomed, supported, and provided a safe community environment at Berkeley.

See “Fitness Test: Inclusion Builds Strength” on page xx for a profile of one Innovation Grant project and the descriptions of Berkeley’s Undocumented Student Program on page xx and Veterans Services Program on page xx for examples of groups that have drawn on Innovation Grants to further their development.

In addition, some of the most significant campuswide outcomes from the first five years of the Innovation Grants program include:

- » The norming of accessible wellness, fitness, and athletics, across the campus. One of our early Innovation Grants has allowed for reshaping the way that fitness spaces and programs are designed and has helped integrate students, faculty, staff, and community members with disabilities into fitness and sports in groundbreaking ways. This includes the first competitive goalball team for blind athletes and new academic research on disability and fitness/athletics by the Graduate School of Education’s Cultural Studies of Sports Education program. An unexpected byproduct of this norming of accessibility has been the creation of gender-neutral bathroom and dressing facilities within Berkeley’s recreational sports facilities. This has opened the doors, quite literally, to transgender campus and community members and others for which gender-specific facilities are not a welcoming or safe environment.
- » Increase in successful graduate school applications for low-income, undocumented, underrepresented, LGBTQ, first-generation, and other marginalized undergraduate students through mentoring and academic and community support. This not only impacts the faculty and other professional talent pools of the future, but also alters the landscape of academia by providing what are often new perspectives on age-old disciplines.
- » Increased tools and resources on violence prevention and disruption for first responders and professional caretakers as well as for bystanders, survivors, and potential targets of violence. Several projects have provided increased support for reporting incidences to those previously expressing a lack of comfort or safety with campus reporting mechanisms, improved support for domestic violence survivors, and “truth and reconciliation” mechanisms such as restorative justice circles for students on and off the campus.

Looking ahead, the Division of Equity & Inclusion is eager to continue the Innovation Grants program that has proven to be a popular and successful model for spurring creativity, broad engagement, and collaboration. The Division of Equity & Inclusion will be seeking future funding from both campus and extramural sources.



## CHAPTER 3

# Let the Data Speak

Excellence in diversity and inclusion requires rigor and a shift to a culture of deliberate planning and assessment aimed at developing and measuring a more positive climate for *all* students, faculty, and staff.

# Case Study

Reshaping expectations about gender and race in a STEM field by taking stock of existing diversity efforts and setting a course for continued effort and innovation.

## A Plan of Action Measured

**AS CHAIR OF BERKELEY'S** Electrical Engineering and Computer Sciences (EECS) department, Professor Tsu-Jae King Liu and her colleagues are seeking to change the norms around diversity in a discipline long challenged by racial and gender disparities. EECS is one of Berkeley's largest and fastest-growing departments, with approximately 2,900 students, more than 100 faculty, and over 50 full-time staff. At a time when the technology sector is under fire for a lack of diversity in its workforce and many science, technology, engineering, and mathematics (STEM) fields are struggling to recruit and retain women and underrepresented minorities, Liu and her colleagues — including faculty, staff and students — have been looking at the department's demographics and history, assessing their successes, identifying weaknesses, and pursuing new possibilities for a more inclusive future.

When Liu joined the department as an assistant professor in 1996, she was one of only five women faculty in a department of 75. Although intentions were good, and people were very supportive, the culture was still largely male-centric. The low percentage of women tended to reproduce itself due to limited role models and critical mass. Despite strong and longstanding efforts to increase departmental diversity — in terms of both gender and ethnicity — through 2010, the department's faculty and student populations of women ranged from 10–15 percent with less than five percent in the department coming from underrepresented minority groups (African American, Chicano/Latino, and Native American/Alaska Native).

In 2011, the department partnered with Berkeley's Division of Equity & Inclusion on a new strategic planning initiative to improve these

numbers and to create a more welcoming and inclusive environment. Today, with Liu's support and leadership, EECS is alive with programs and activities to change the face of the department and shape expectations about who will comprise the next generation of scholars and tech leaders.

Over the past four years, as a result of these efforts, the percentage of undergraduate women in EECS has grown more than twice as fast as the growth of the student population overall, and the percentage of underrepresented minority students has grown four times as fast. For graduate students, the proportionate increase in women and underrepresented minorities has been three to five times the overall rate, and faculty diversity has increased as well.

To Liu, this is just the sort of departmental transformation that students and others should seek out and anticipate as normal. "In engineering, people have to work together in teams to succeed, and when our students think about collaboration, they should expect it to be natural that there's diversity," she said. "Society is diverse, so you should expect the people you deal with here to be diverse. And if we make it clear that we all have shared goals to make a difference in this world and that we're all part of a diverse community...we'll be better able to serve a diverse society."

### The Planning Process

Berkeley's departmental strategic planning initiative for equity, inclusion, and diversity began in 2011, and now supports all academic and administrative units in bringing to life the core principles at the heart of the university's 2009 "Strategic Plan for Equity, Inclusion, and Diver-



Professor Tsu-Jae King Liu

sity.” As part of this initiative, each unit conducts its own strategic planning process, drawing on data support, self-assessment tools, and goal-setting assistance from the Division of Equity & Inclusion. In the EECS department, Diversity Director Sheila Humphreys (now emerita) led the planning process, incorporating the participation of a wide range of faculty and students, as well as the department’s then chair, associate chair, and faculty equity advisors.

The team’s first step was looking at data. In addition to analyzing the racial/ethnic and gender composition of faculty, graduate students, and undergraduates, the department conducted student surveys about departmental climate and reviewed information about outreach, admission, yield, and hiring trends.

As a complement to its data review, the planning team looked to other units on campus, peer institutions, and the broader STEM field for best practices on mentoring, advising, faculty searches, student recruitment, scholarship funding, and online communications. They also reviewed the work of student diversity and leadership groups within EECS and the Berkeley College of

Engineering and took stock of the department’s many undergraduate, graduate, and K-12 outreach efforts to see which were most — and least — effective. Throughout the team’s deliberations, they sought to identify successful approaches, ongoing concerns, and future strategic directions. Key priorities that emerged included undergraduate diversity, expanded graduate outreach, faculty recruitment and hiring, and departmental climate.

## Shared Values and Goals

The EECS planning process resulted in a shared vision for promoting equity, inclusion, and diversity within the department, with a focus on:

- » Increasing diversity at all levels: undergraduate students, graduate students, and faculty
- » Fostering an inclusive environment that supports the success and well-being of each member of the community
- » Collaboration among faculty, students, and staff, under the leadership of the department chair.

The process also generated a comprehensive set of strategies in several key areas. These included:

- » Expanding faculty diversity by implementing known best practices for recruitment and hiring and connecting with outstanding diverse Ph.D. candidates and post-doctoral researchers at the top institutions for electrical engineering and computer science. As a prime example, EECS has attended the annual “Rising Stars in EECS” workshop, which features the top female graduate students and post-doctoral researchers in EECS. In the fall of 2014, EECS hosted this workshop to give outstanding women the opportunity to present their research and to become well acquainted with the faculty and the supportive environment at Berkeley. In turn, this outreach effort showcased Berkeley’s interest in attracting more women to apply for EECS faculty positions at the university. Notably, each of the three new women faculty who joined the department in 2015-16 is a past participant of this selective workshop.
- » Improving climate by regularly gathering student input, working with Berkeley’s Multicultural Education Program on diversity in the classroom, and supporting diverse student organizations, both within and outside EECS, including through financial support.
- » Increasing the recruitment and retention of diverse graduate students by hosting summer research experiences for undergraduates from underrepresented groups to enhance their chances of applying to and being admitted into the EECS graduate program at Berkeley, maintaining and enhancing visibility at conferences for women and underrepresented minorities (including supporting the participation of current graduate students), and fully engaging the faculty in recruitment and yield activities once admissions decisions have been made.
- » Increasing undergraduate diversity by creating the CS (Computer Science) Kickstart program, an onboarding program for incoming freshmen women who are new to computer science, launching the CS Scholars program to provide extra seminars and tutoring in lower-division CS courses to cohorts of students who had limited access to resources in high school, and improving informational brochures and web presence for prospective diverse students.
- » The CS Kickstart program started in the summer of 2011, and the project has shown early success in supporting the recruitment and retention of women undergraduates. This student-led program provides a one-week introduction to computer science and is designed for entering undergraduate women with no prior programming experience. The goal is to show participants the creativity and power of computer science, to give them a hands-on experience in programming, and to offer a network of support. Each year, 30 incoming female students participate, and more than 40 continuing students help run the program. Initial evaluation data suggests that, as a result of the program, 96 percent of participants felt more prepared to take their first CS course at Berkeley, and 95 percent had a greater motivation to pursue computer science. Microsoft has provided a grant to enable the department to expand this program to 60 students in the summer of 2015. The department is also looking to raise additional funds for a program endowment.
- » To complement CS Kickstart, EECS launched the CS Scholars program in the fall of 2013. CS Scholars helps create an academic “home” for diverse students interested in computer science by offering a year-long cohort-based experience for the first three lower-division computer science courses. The program supports students from underserved backgrounds who might not have had access to resources that prepare them to succeed in computer related fields. It provides targeted lab and discussion sections; supplemental lectures and hands-on assistance from a top-rated



graduate student instructor (GSI); weekly academic and career development seminars; specialized tutoring; and, peer mentoring.

- » To date, approximately 90 students have participated in CS Scholars and thanks to support from Microsoft, even more are anticipated to join the program in the coming year. A survey of students who completed the first CS course during the spring 2015 semester showed that the average grade point average (GPA) in this course was nearly 0.3 higher for CS Scholars vs. non-scholars among students who voluntarily self-identified as “having no skill at programming” or as “terrible programmers” before the course. Even more notably, 59 percent of these self-identified students are women, for whom the difference in GPA was close to 0.5. The department is hoping to create an endowment for CS Scholars.
- » Enhancing K-12 outreach by assessing the department’s many pre-collegiate programs and expanding best practices. Attendance at the EECS Department’s largest pre-college event, CS Education Day, has shifted in the last two years from high schools with AP Computer Science programs to schools that serve educationally disadvantaged students through the MESA Program (Math Engineering Science Achievement). Through this partnership, there have been increasing numbers of underserved and underrepresented students matriculating to Berkeley.
- » Pursuing external funding sources to support diversity, equity, and inclusion efforts within the department. For example, Microsoft has recently committed funding to support the CS KickStart and CS Scholars programs.

## New Efforts and Impact

Liu found the strategic planning process a helpful foundation for her own leadership on promoting and increasing diversity in the department. “It

forced the department to take stock of where they’re at, what has worked, what hasn’t worked as well, and why — and to learn from that,” she said. “We need to have some institutional memory to learn from the past so that we can move forward and improve things for the future.” In her tenure as chair, Liu has both drawn on the formal planning document and moved beyond it, updating the plan with new strategies and projects to keep it current and innovative. All of this has helped transform how the department does business. It has also increased diversity among EECS undergraduate students, graduate students, and faculty.

In addition to improving academic success for underrepresented groups, EECS efforts have helped create a climate of deeper inclusion and support within the department. As one student said, “It’s a great feeling to know that there are people here to support me, along with a community to go through this journey with.” In recent years, the department has also seen a general increase in visibility and leadership among women students, with many serving as peer advisers, mentors, and tutors for other students, both male and female.

Along with a transformation in programming and climate, over the past several years the EECS department has begun to see a shift in its undergraduate diversity numbers. From 2009-2014, while the total number of students majoring in EECS or computer science (through the College of Letters & Science CS Program) grew by 80 percent, the number of underrepresented minority students more than doubled, and the number of women almost tripled. In the fall 2015 semester, record high percentages of women and underrepresented minority students entered the EECS major program.

Graduate student diversity and climate have also improved, largely as a result of outreach, retention, and mentoring initiatives. Key efforts include partnering with Berkeley EDGE, a campus conference that encourages competitively eligible underrepresented minority students in the science, technology, math, and engineering

fields to apply to Berkeley Ph.D. programs, as well as several summer research experiences for undergraduates, such as SUPERB — Information Technology for Sustainability — and undergraduate research opportunities through the Team for Research in Ubiquitous Secure Technology (TRUST) and the Center for Energy Efficient Electronics Science (E<sub>3</sub>S). As noted in the charts below, over the past five years, the proportion of women and underrepresented minority graduate students in EECS has grown at a significantly higher rate than the department's overall graduate population.

Finally, the past few hiring cycles have yielded a significant number of diverse new faculty members. Counting the new hires in 2015-16, there have been six new women (out of a group of 21 new hires) added to the EECS faculty since 2010, thanks in large part to an effort to actively identify and contact diverse rising stars in EECS and to follow best practices in recruitment and hiring. While there is certainly room for further growth in diversity, the following statistics show a picture of success. In addition to the five-year numbers included below, three additional women and one additional Latino man joined the EECS faculty in 2015-16.

**Regular Faculty in 2010 (pre-plan) – (n=95)**

**New Faculty Hires 2010 – 2014 (n=9)**

Looking forward, the department will continue its proactive work to increase diversity at all levels and to encourage a culture of respect and support for all EECS members. In addition, the department's strategic plan is seen as an inspirational model by other departments across the Berkeley campus, many of which use it to spark their own ideas and strategies.

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## The Catalyst Moment

**The Electrical Engineering and Computer Sciences department partnered with the Division of Equity & Inclusion to take stock of their existing diversity efforts and to create a strategic plan that sets a course for continued effort and innovation on these issues.**

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### Best Practices

- » Engage a broad range of departmental stakeholders in the planning process and implementation of diversity efforts.
- » Ensure leadership from the department chair and other leaders.
- » Ground the department's goal-setting process in a thorough review of existing data and approaches.
- » Leave room for innovation and revision as implementation of the strategic plan unfolds.

### Lessons Learned

- » Ensure that departmental diversity planning is a collaborative effort and that it does not get seen as only the purview of those who already have expertise or official roles in these areas.
- » Departments that are most successful with their diversity plans are those that, like EECS, look broadly at mission, curriculum, research, outreach, climate, mentoring, and administrative practices, as well as at faculty, student, and staff demographics. For some departments, taking this broader view can be challenging, particularly at the outset of the planning process.
- » Concrete goal-setting and new strategy de-

velopment are crucial parts of the planning process. For most departments, simply identifying priority concerns and aspirations at a general level is not enough to ensure meaningful change.

## What's Next

- » The EECS department will continue to implement and expand its diversity efforts, including developing new initiatives supporting leadership for women in technology. At a campuswide level, the Division of Equity & Inclusion will further support all academic and administrative units in creating strategic plans for equity, inclusion, and diversity.

# Case Study

A compelling data-driven story galvanizes action on improving campus climate.

## Frame the Story: Big Data Made Accessible

**ANDREW EPPIG LOVES DATA.** “Data helps us learn more about the world,” he said. “I don’t just love data, but I love analysis too, because analysis helps patterns emerge. Then we see the individual stories come together.”

Eppig’s love of data is not surprising. He has excelled at math and science all of his life. While he was a doctoral student in experimental particle physics, he helped build experiments using the particle collider at the CERN laboratory in Geneva, Switzerland, and his dissertation topic was on quarks, the fundamental building blocks of matter. As he was finishing his dissertation, Eppig worked on a National Science Foundation Advance Program that attempted to address inequities in higher education, especially for women in science, technology, engineering, and math (STEM) fields. “I was looking for something smaller scale and something that addressed social justice, and I ended up loving it,” he said. “I could look at data and analysis that was attached to understanding the inequalities that I saw around me.” After completing his dissertation, Eppig turned to the field of institutional research to pursue his passion in number crunching and problem solving.

Both his skill set and passion are helpful in his current job as the institutional research analyst for the Division of Equity & Inclusion at Berkeley. In 2013, the University of California system undertook what is believed the largest [survey of campus climate](#) in American higher education. The survey, made up of more than 100 questions, sought to measure the attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential. It was

offered to over 400,000 faculty, students, staff, and fellows across UC’s 10 campuses, a national research lab, and other locations.

At Berkeley alone, 13,000 campus members responded to the survey. When disaggregated by demographic characteristics such as gender, ethnicity, religion, department, age, the survey data yielded millions of data points. It was fortuitous — or just good planning — that Eppig was responsible for analyzing the Berkeley campus survey data, and most importantly, finding a way to let the data tell a story that would influence campus and student leaders and not just be another study to sit on a shelf.

Eppig likes to tell the story of his first presentation on the campus climate survey, which had more than 100 slides and took well over 90 minutes to present. At his first presentation, he could see the eyes of the audience glazing over. And those whose eyes weren’t glazing over were asking laser-point questions about methodology, response rates, and question design. Eppig knew that he had not clearly communicated the core findings of the survey.

“Initially, I looked at just some basic things. But then people started asking about this question, or that question. When you have 100 slides to show, even the most engaged people lose interest, and it would get very technical very quickly. I needed a way to capture the most salient points,” he said. “Then I realized that every way you sliced the data, it pretty much told the same story. I was looking for a way to a) not bore the audience and b) respect the fact that the survey asked many questions. We realized we had to distill the essence and tell the story across all of these questions.”



And what is that story? “There is a certain subset of people at Berkeley that is experiencing a worse climate than others, and those are people who are also marginalized in the broader society: Blacks, Latinos, LGBTQ, persons with disabilities, Pacific Islanders, and staff employees,” said Eppig. “This marginalization in society was being reflected on campus. It was about finding this story and finding a way of conveying this succinctly. We went from 100 slides to 15 slides. Now, people were more engaged, because the issues were more tangible. These are simple declarative findings that we can move forward on

and begin to change things.”

The survey also found:

- » One in four survey respondents personally experienced exclusionary behavior from others such as harassment or intimidation. For marginalized groups such as African Americans, as many as two in five experienced exclusionary behavior.
- » Racial/ethnic groups differ on how they view climate for themselves compared to other groups. In particular, non-African Americans overestimate the level of respect toward

African Americans. For example, many (47 percent) African American undergraduate respondents reported that the climate at Berkeley was “Respectful” or “Very Respectful” for African Americans, while a majority of Asian (89 percent) and white (87 percent) undergraduates reported a respectful climate for African Americans.

- » Exclusion occurs most often in classrooms, work spaces, and public spaces. Roughly two in five undergraduate respondents who reported experiencing exclusion within the past year indicated that it took place in classes, labs, and clinical settings (42 percent) as well as in public spaces (39 percent). Over half (55 percent) of graduate students said it took place in classes, labs, and clinical settings. Almost half (49 percent) of faculty and almost one third (32 percent) of staff who reported experiencing exclusion said it took place in meetings with other people.
- » Climate varies widely by department. Some department respondents are more comfortable within their department compared to campus, while others are more comfortable on campus than within their department. Only a handful of respondents are uncomfortable both within their department and on campus overall.

In the fall of 2014, the findings for each control unit, division, school, and college were shared with their respective leadership who were then expected to develop action plans to address negative climate. As a result of these survey findings, in 2014, Berkeley Chancellor Nicholas B. Dirks announced a series of initial steps and decisions in support of the goals and aspirations regarding campus climate at Berkeley. He subsequently awarded funding through the campus budget process to the Division of Equity & Inclusion to support and implement new projects and ideas. These projects include:

- » A new undergraduate course in intergroup dialogue in which students will develop

the language and capacity for dialogue in a diverse society as well as the skills to work with differences and conflicts as opportunities for deeper understanding.

- » The Faculty Leadership Series on Inclusive Classroom and Departmental Practices will engage faculty from across the Berkeley campus in a series of structured, peer-lead dialogues on inclusivity in classroom and departmental practices.
- » All 800 graduate student instructors (GSIs) will receive training on diversity and inclusion in classroom and teaching practices. The training will also feed into ongoing graduate-level pedagogy courses.
- » Funding is being used to continue the Innovation Grants (see page XXX) to spur innovative practices that address exclusion, build intergroup connections, and create a more welcoming campus climate.
- » Campus offices and student organizations will coordinate a series of town halls and symposia to engage students, staff, and faculty in the dialogue and discussion of campus climate, diversity, and inclusion.
- » The campus’s Multicultural Education Program (see page XXX) will continue to provide open enrollment and customized workshops.
- » Staff-focused projects will be added to improve the diversity of senior level staff and management, including the Next Opportunity at Work (NOW) Conference and a pilot program for professionals of color.

“Some people have said that these findings are not surprising, while for others the data really opened their eyes. The fact that most exclusion occurs in classrooms was new information. And now GSIs have undergone training to improve classroom climate,” Eppig said.

More recently, in 2015, Chancellor Dirks and Executive Vice Chancellor and Provost Claude Steele launched the Berkeley [African American Initiative](#), a comprehensive effort to achieve

a critical mass of African American students, faculty, and staff, and to improve the social and academic support for current and future African Americans at Berkeley. The initiative announcement directly quoted findings from Eppig's work that found that African Americans felt the least respected at Berkeley.

Eppig said, "It is notable to me just how much Berkeley reflects our broader society and that it's not much different from American society as a whole. These problems aren't unique to Berkeley, but at the same time there's no 'Berkeley bubble' that protects people."

"We live in a world where people respond well to data, especially those who control budgets and make decisions," Eppig concluded. "When you can bring something that distills the story in five minutes and we tell them we have good evidence on what's going on, they're saying, 'Oh, that doesn't look good...what can we do to improve the climate on campus and in our departments?'"

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## The Catalyst Moment

**A compelling data-driven story can galvanize action on improving campus climate.**

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### Best Practices

- » When analyzing results, disaggregate repeatedly. For example, Eppig was able to disaggregate the very large Asian American population into smaller groups, such as East Asian, South Asian, Southeast Asian, and Pacific Islander, yielding more precise and nuanced findings.
- » Survey at the local or department level. "You need to disentangle a campus effect from a local effect," Eppig said.
- » Dedicate resources and staff to collect and analyze diversity-related data. Berkeley has

a full-time analyst who is funded by the Division of Equity & Inclusion. This level of support and expertise is allowing Berkeley to be at the forefront of this type of work.

### Lessons Learned

- » Ask fewer questions. Berkeley's survey had more than 100 questions, and there were many incomplete surveys. Fewer questions may have increased response rates.
- » Ask better questions on sexual harassment — not just sexual assaults — to examine sexual violence as a continuum of behavior.
- » Heavily promote the survey administration across all departments. Low response rates in smaller departments made it difficult to interpret those results.

### What's Next

- » Tools and sample questions will be provided for departments to create their own follow-up surveys.
- » Eppig will publish historical trends of faculty hiring that compares the faculty availability pool to faculty applicants and hires by discipline, race/ethnicity, and gender. This information will be shared with deans to assess their progress in diversifying the faculty in their departments.

## DATA AND STRATEGIC PLANNING

### From Information to Action

Over the last several years, as part of the foundational work of Berkeley's equity, inclusion, and diversity efforts, the campus has made major strides in improving capacity around two important aspects of institutional infrastructure: data analytics on diversity and inclusion; and department-level strategic planning that incorporates aspects of diversity, campus or workplace climate, inclusion, and educational equity.

- » Data analytics provides accessible and up-to-date information on the demographic characteristics of Berkeley's students, faculty, and staff to campus users through simple and web-accessible data dashboards. These dashboards also include information about student enrollment, undergraduate admissions, student financial aid, undergraduate retention, graduation, and degrees earned. Access is not limited to data analysts or researchers. Any campus user with an approved campus ID has access to this data. This makes for a broad range of accessible information and eliminates the wait time for simple data requests or queries. It has also helped to create an important culture shift on campus toward a deeper appreciation and valuing of data on gender, race/ethnicity, family income, and other diversity measures in equity and inclusion planning, program development, and evaluation.
- » Department-level strategic planning supports departments in conducting their own strategic planning and assessment processes on equity, inclusion, and diversity. The Division of Equity & Inclusion offers a toolkit to support individual units and consulting assistance on data collection, analysis, self-assessment, and setting of goals. For academic departments, the planning effort is integrated with the Academic Program Review, a required planning effort for all academic departments. Strategic planning can also be undertaken as a standalone project. For administrative departments, participation is voluntary but strongly encouraged by campus leadership.

Support for the first five years of this infrastructure work was provided by the Evelyn & Walter Haas, Jr. Fund as part of the Berkeley Initiative for Equity, Inclusion, and Diversity.

### Program Highlights to Date

- » **CalAnswers:** Creation of a campuswide data dashboard called, an analytical tool that allows the Berkeley community to view centralized, integrated information from various campus systems. The tool makes data accessible to all, enabling staff, faculty, and students to locate reliable, consistent answers to critical campus questions.
- » **Census Equity dashboards:** These allow users to compare the demographics of the students and employees of one department against those of the entire campus.
- » **Publications and websites** that provide publicly accessible trend data on changes in demographics and campus climate for faculty, students, and staff over time. For example, in 2013, the Division of Equity & Inclusion published the *Berkeley Diversity Snapshot*, featuring information about enrollment and graduation for different student populations and hiring trends for faculty and staff. In 2015, the Division of Equity & Inclusion also released *Where Do We Go From Here?*, a report publishing an overview of recent campus climate challenges and upcoming initiatives to address them.



- » **Campus climate survey:** The Division of Equity & Inclusion oversaw the administration of a campus-wide survey in 2013 that yielded more than 13,000 responses. As a follow-up to the survey, the Division of Equity & Inclusion distributed customized findings across campus departments and constituencies and has developed a suite of initiatives to improve campus climate among faculty, students, and staff. For more information about the Campus Climate Survey, see “Frame the Story: Big Data Made Accessible” on page xx.
- » **Creation of the Strategic Planning Toolkit for Equity, Inclusion and Diversity:** a comprehensive, step-by-step guide through the departmental planning process. The toolkit includes self-assessment worksheets, goal setting guides, a planning template, and references for inquires or materials. As of 2015, 15 academic departments have completed strategic plans, and another 19 are in progress. These include departments in all of Berkeley’s major colleges and academic divisions as well as several professional schools. Five administrative units, including several large divisions, have completed their plans and another two are in progress. Please see “A Plan of Action Measured” on page xx for the story of one department’s strategic planning process.

### Impact and Institutionalization

For departments and campus units, the benefits of data and planning work are broad and varied.

- » Nearly every plan completed by academic departments has addressed increasing faculty diversity through improved searches and outreach processes and expanding efforts to admit graduate students from underrepresented backgrounds. Plans have also addressed classroom and departmental climate, curriculum enhancement, student and faculty mentoring, community outreach and pipeline work, creation of diversity or equity committees, and creation of diversity director positions.
- » Administrative units have also addressed increasing diversity in staffing, most pointedly within management positions. Additionally, administrative units have focused on improving the cross-cultural competencies of their employees to better service the diverse Berkeley student body and to enhance the workplace climate by making the offices and learning spaces more inclusive and welcoming to all groups. Other items addressed by the plans of administrative units include communications (revamping websites, updating recruitment materials, enhancing external and internal communications), mentoring/internships, data collection practices, and unconscious bias within recruitment, hiring, performance management, and advancement processes.

The data elements and analytics on diversity and inclusion are now embedded throughout Berkeley’s information systems and infrastructure, making these elements part of the institution’s everyday data collection and institutional research. In addition, both diversity-related data analytics and departmental strategic planning efforts also support a wide range of other campus projects and initiatives, including many of the projects featured in this report.

## FACULTY MENTORING AND CAREER DEVELOPMENT

### Multiple Resources for Support and Advancement

During the past five years, Berkeley has developed a number of new resources, partnerships, and projects in support of faculty mentoring and career development. The goal of this work has been two-fold:

- » Provide general support for faculty success and advancement throughout the campus
- » Ensure the retention and advancement of women and underrepresented minority faculty members

The efforts have been multifaceted and incorporated individual and collective elements — both within departments and at a broader, campuswide level. The work has included the creation of a cross-campus thematic mentoring initiative, along with the development of online mentoring resources, professional development workshops, faculty affinity networks, and departmental mentoring plans. In addition to campus-based efforts, Berkeley has also built connections with University of California systemwide partners and national mentoring organizations to support faculty success, productivity, advancement, and well-being. Critical to success has been the collaboration of the Division of Equity & Inclusion, the Office for Faculty Equity and Welfare, the Office of the Vice Provost for the Faculty, and the new special assistant for faculty mentoring. Funding for these faculty mentoring efforts has been provided by the Evelyn & Walter Haas, Jr. Fund as part of the Berkeley Initiative for Equity, Inclusion, and Diversity.

- » While formal projects such as these are designed to impact all faculty, they often have an especially important benefit for women and minority faculty who may be left out of informal mentoring activities or social circles in their departments and fields. In particular, participation in Berkeley's campuswide workshops and affinity networks has been broad and diverse, both in terms of discipline and in terms of gender and ethnic background.

### Program Highlights and Accomplishments

- » **Enhanced online materials and resources for faculty mentoring:** New resources include Berkeley's guide to Principles and Best Practices for Faculty Mentoring, along with links to a range of articles on mentor and mentee experiences, advancement strategies, and best practices from peer institutions.
- » **Thematic mentoring teams with campuswide reach:** Led by the special assistant for faculty mentoring, this initiative has involved the creation of cross-campus workshops and mentor teams on key topics of interest to assistant and associate professors such as book writing, journal article publication, and grant writing. For each topic, two campuswide workshops are held, led by senior faculty mentors/advisers with deep experience in the subject areas. After the workshops, the mentors agree to be available for further individual consultation as needed during the academic year. Since the launch of this effort, six workshops have been held, serving approximately 100 attendees. Workshops are co-hosted by the Office for Faculty Equity and Welfare and the Division of Equity & Inclusion.

- » **Other professional development workshops:** Each year, the Office for Faculty Equity and Welfare, in collaboration with the Office of the Vice Provost for the Faculty and the Academic Personnel Office provides tenure workshops for assistant professors and associate professor workshops for mid-career faculty. The tenure workshops are held twice a year, with approximately 80-100 faculty members attending. The associate professor workshop is held once a year, with approximately 60 faculty members attending. These workshops serve as an opportunity to provide important information to faculty, but also for faculty to share ideas and for mentoring on career progression, success, and satisfaction.
- » **External professional development support:** Since 2013, the Berkeley campus has partnered with the National Center for Faculty Development and Diversity (NCFDD), a national organization providing professional development and networking resources for faculty members, post-docs, and graduate students. NCFDD's offerings cover a broad range of mentoring topics. The center also has a special focus and expertise on diversity. As an institutional member, Berkeley offers all faculty complimentary access to the organization's online workshops and resources.
- » **Departmental mentoring plans:** As part of the strategic planning initiative on equity, inclusion, and diversity, departments are encouraged to update or create their own internal mentoring plans. In addition to pairing junior faculty members with senior faculty members for general support and advice, some of the components of these plans include: annual or semi-annual check-ins on research, teaching, and service; monitoring administrative and other responsibilities to ensure they do not unduly detract from research and writing; providing support on the writing and publishing process; hosting ongoing junior faculty discussion forums; and networking support.
- » **Faculty of color network:** Each year, the vice chancellor for equity and inclusion meets with a representative group of faculty of color to discuss mentoring and career development needs. This is done in collaboration with Stiles Hall, a nonprofit university partner focused on community service, equity issues, and campus access for underserved groups. These networking sessions encompass both business and social elements. This combination encourages the creation of strong relationships and provides a place to share concerns, celebrate successes, and engage in senior-junior peer mentoring.
- » **Special assistant for faculty mentoring.** From 2013-2015 Professor Kurt C. Organista of the School of Social Welfare served as a special assistant for faculty mentoring. This position, created with funding from the Evelyn & Walter Haas Jr Fund, was designed to draw on the expertise of a senior faculty member in improving the mentoring of faculty from all departments in scholarly and promotion-relevant ways.

Moving forward, the Office for Faculty Equity and Welfare will continue to offer a range of workshops for assistant and associate professors. The Division of Equity & Inclusion will continue to convene the Faculty of Color Network, and thematic mentoring teams will remain available for consultation and support.

# Appendices

Acknowledgements .....	77
Resources & References .....	78
Division of Equity & Inclusion .....	80
Contributors .....	81

# Acknowledgements

## To Our Supporters

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Elise Haas has been our visionary partner in creating the scholarships, practical assistance, and wrap-around services for undocumented students that are being modeled at every campus of the University of California — and beyond. It was perfectly fitting that Berkeley named the first dedicated space for undocumented students in honor of Robert D. Haas, Elise's father. As noted elsewhere, the network of philanthropy around these programs is growing through the compassion of donors large and small.

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Coleman Fung is leading the charge for the creation of the first physical center for veteran services benefitting Berkeley students and for major upgrades and revisions to the Cal Veteran Service Center's website. Soon, personnel around the world will have access to good information about the best ways to use their GI education benefits.

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## To Our Berkeley Colleagues

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# Resources and References

## **UC Berkeley Strategic Plan for Diversity, Equity and Inclusion**

[diversity.berkeley.edu/uc-berkeley-strategic-plan-equity-inclusion-and-diversity](http://diversity.berkeley.edu/uc-berkeley-strategic-plan-equity-inclusion-and-diversity)

## **UC Berkeley Division of Equity & Inclusion**

[diversity.berkeley.edu](http://diversity.berkeley.edu)

## **UC Berkeley Campus Climate Survey**

<http://diversity.berkeley.edu/2013-campus-climate-survey-results>

## **UC Berkeley Chancellor's Campus Climate Initiative**

<http://diversity.berkeley.edu/campus-climate>

## **UC Berkeley Principles and Best Practices for Faculty Mentoring**

(URL?)

## **American Cultures Engaged Scholarship Course Listing**

[americancultures.berkeley.edu/aces](http://americancultures.berkeley.edu/aces)

## **Berkeley Diversity Snapshot**

[diversity.berkeley.edu/sites/default/files/Diversity-Snapshot-web-FINAL.pdf](http://diversity.berkeley.edu/sites/default/files/Diversity-Snapshot-web-FINAL.pdf)

## **“Berkeley Gives Hope to the Undocumented,” The Chronicle of Higher Education**

<http://chronicle.com/article/Berkeley-Gives-Hope-to-the/146729/>

## **Center for Educational Partnerships**

<http://cep.berkeley.edu/>

## **CalAnswers Data Dashboard**

<http://calanswers.berkeley.edu>

## **Code of Support Foundation**

<http://www.codeofsupport.org/>

## **CS Kickstart Program**

<http://cs-kickstart.berkeley.edu/index.html>

## **CS Scholars Program**

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## **Cal Veterans Services Center**

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## **The George A. Miller Scholars Program Endowment**

<http://www.aap.berkeley.edu/miller-scholars-program>

## **“Goalball, a sport invented for blind WWII vets, catches on at Cal,” *The Los Angeles Times***

<http://www.latimes.com/local/education/la-me-blind-sports-20150418-story.html>

**The Haas Scholars Program**

<http://hsp.berkeley.edu/>

**The Haas Institute for a Fair & Inclusive Society**

[haasinstitute.berkeley.edu](http://haasinstitute.berkeley.edu)

**Othering and Belonging Conference**

[www.otheringandbelonging.org](http://www.otheringandbelonging.org)

**Multicultural Education Program**

<http://mep.berkeley.edu><http://mep.berkeley.edu>

**National Center for Faculty Development and Diversity**

<http://www.facultydiversity.org>

**“New athletic team breaks barriers for the disabled,” University of California, Berkeley News**

<http://news.berkeley.edu/2014/09/22/new-athletic-team-breaks-barriers-for-the-disabled/>

**Principles and Best Practices for Faculty Mentoring**

<http://diversity.berkeley.edu/principles-and-best-practices>[http://](http://diversity.berkeley.edu/principles-and-best-practices)

**Strategic Planning Toolkit for Equity, Inclusion, and Diversity**

<http://diversity.berkeley.edu/toolkits-and-resources>

**“Stereotypes, Not Disability, Are Golf Coach’s Problem”**

**KQED Coverage of Adaptive Golf Coach Marty Turcios**

<https://www.youtube.com/watch?t=12&v=rkJZMhob03Q>

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**Education Week**

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**“Where Do We Go From Here?”**

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**MORE RESOURCES**

<http://diversity.berkeley.edu/reports-and-resources>

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**Implementation,” Planning for Higher Education, v. 36, b2, pp. 27-41, 2008.**

# Partner With Us

## Continue the Conversation

At the Division of Equity and Inclusion, we welcome the opportunity to work with colleagues — locally, nationally, and around the world. If you have discovered new ways to resolve some of the problems of educational, economic, ethnic, and social disparities, we want to know about it.

If you would like to explore ways that models developed or deployed by Berkeley might be used or might be helpful in your context, we want to talk.

To continue the conversation, please contact:

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And, of course, if you would like to make a philanthropic contribution to support and expand our achievements, please [consider making a gift online](#) or please contact us.



# Contributors

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Together with our partners, the Division of Equity & Inclusion works to make Berkeley a reflection of our state at every level of our community: students, faculty, and staff. That means all of us will have the opportunity to work and study side-by-side with people from different background and life experiences. By focusing on the whole community, we help to make our community whole.

To produce this print report and online report ([catalystsforchange.berkeley.edu](http://catalystsforchange.berkeley.edu)), Equity & Inclusion partnered with Mission Minded, a branding firm that works exclusively with nonprofits. Mission Minded believes that nonprofits, foundations, and independent schools only reach their highest potential if people understand the importance of their work — not just what they do, but why it matters.

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