

# UC Berkeley Undergraduate Student Diversity Project

## Campus Experience Working Group

### Recommendations

The Campus Experience Working Group recommends that the campus leadership make investments in four categories (Campus Belonging Signals; Orientation & Onboarding; Curriculum, Mentoring & Training; and Student Life) in order to improve the equity of student experience at UC Berkeley. To be successful in this endeavor, the campus must be willing to understand and address individual group needs and avoid a generalist mentality. Campus leaders need to trust that doing so strengthens university identification and belonging, rather than detracting from it or creating division, and that it is possible to simultaneously recognize different lived experiences and achieve a shared UC Berkeley identity and community.

Over a period of two to three months, the working group met nine times, hosted four presentations, facilitated over twelve focus groups and interviews, and reviewed over twenty-two data sets and reports. Two Graduate Student Researchers reviewed best practices identified in the research literature and in other institutions' practices, including peer-institution messaging and initiatives addressing colonial histories and institutional culture. It should be noted, however, that given the short time frame of the Working Group, this list of recommendations is not meant to be exhaustive, and recommendations vary in the amount of further research that is needed before implementation.

Category A: Campus Belonging Signals
A1. Proactively work to implement recommendations from the Building Naming Project Task Force report (2017).
A2. Create an interdisciplinary research group, similar to peer institutions, that generates research on the university's history, and create related symposia, conferences, courses, and diversified permanent or semi-permanent memorials of diverse histories on campus (see also A4). <ul style="list-style-type: none"><li>• Use findings to proactively include historical representations and contributions of URMs and marginalized groups in university history displays, artwork, and acknowledgements.</li><li>• Create physical and visual maps that excavate and commemorate URM histories and contributions. For example, establish prominent and visible spaces honoring and uplifting the history and current presence of Native Americans, Pacific Islanders, African Americans, Chicanx/Latinx people, and other underrepresented or marginalized groups.</li><li>• Provide pay and research experience for undergraduate and graduate students, as well as opportunities for mentorship, all of which would be helpful for URMs' campus experience and professional development.</li></ul>
A3. Officially adopt a set of Native American land acknowledgement statements to be understood and embedded as a foundational fabric of university life and which can be read at official university gatherings and events.

A4. Invest in symbols on campus (e.g., pictures, art, personal care products at the student store, etc.) that communicate belonging for students who feel the greatest levels of exclusion and marginalization on campus (see 2013 campus climate report and 2019 My Experience Report).

A5. Invest in and support programs and initiatives that serve students who experience the greatest degrees of exclusion (e.g., Fannie Lou Hamer Resource Center, Multicultural Community Center, Stiles Hall, African American Initiative, etc.).

A6. Develop protocols to message more equitably around critical incidents that occur either on campus or in the world around terrorism, hate, and exclusion. Protocols should be established regarding the type of incident, magnitude of incident, response time to communicate, etc.

A7. In an effort to avoid feelings of exploitation reported by URMs, the Office of Communications and Public Affairs should develop a set of practices to document consent for use of URM likenesses in university-sponsored publications and related media.

A8. Messaging before, during, and after high-profile campus-funded and campus-sponsored events should include simultaneously a commitment to free speech, principles of community, and the values of diversity, equity, belonging, and inclusion. The campus should also think seriously about ways to reduce the hyper-visibility of the police during high profile events (see A12).

A9. Host high-profile campus-wide URM-focused events. Invited guests could include authors, artists, scientists, musicians, journalists, etc. Invited guests should also represent the diversity *within* URM populations, for example, including guests that occupy more than one underrepresented identity.

A10. Hire and/or appoint staff to field accommodation inquiries for campus-wide events and include on Berkeley's event calendar and website the staff to contact to handle inquiries regarding accessibility of events. Ensure accessibility at all campus-funded and campus-sponsored events.

A11. Implement the recommendations of Admissions, Policy, and Process Working Group and Outreach, Recruiting, and Yield Working Group in order to combat feelings of racial isolation and alienation expressed by students from underrepresented groups.

A12. Consider and treat experiences of policing as a key dimension of campus belonging and address the needs and concerns reported by students who have experienced negative encounters with the police (directly or vicariously), especially Black students, LGBTQ+ students, non-traditional students, and students from URM backgrounds.

- Work with E&I and URM-serving groups on campus to host a series of Critical Listening Sessions related to URM experiences with policing and campus safety; host talks that highlight the historical and contemporary relationship between racism and policing and how leaders in this area are working to address these issues in innovative and transformative ways.
- Hold UCPD accountable for adopting a student- and community-centered orientation and enact a service model that demonstrates understanding, values, and a commitment to equity, inclusion, and belonging.

- Charge UCPD to make transparent systems of accountability and maintain disaggregated and intersectional data on police encounters (e.g., race, gender, race x gender, etc.); make transparent pathways of accountability for bias in discretionary and procedural police actions.
- Establish a mechanism to measure the UCPD application of professional standards of service and interactions that are aligned with the Sworn Oath of police conduct.
- Establish expectations of engagement, in partnership with community members, regarding conflict resolution, restorative justice, and police interaction and conduct, especially for interactions with youth in heterogeneous communities (e.g., University Village and Student Housing).
- In collaboration and in parallel with UCPD engagement efforts, develop trainings regarding “Know Your Rights,” Restorative Justice, and bystander observation in police encounters (e.g., CopWatch).
- Establish de-escalation as a central feature of UCPD’s departmental culture, reflect this organizational expectation in UCPD’s policies and practices, and support supplemental training (in addition to mandated POST training) for these efforts.
- Develop ways (e.g., campus climate surveys, accountability apps, listening sessions, post-event surveys, etc.) to systematically evaluate student experiences with policing (including UCPD, City of Berkeley, and other police agencies) on campus.

## Category B: Onboarding and Orientation

B1. Review and reframe admissions messaging to admitted and current URM students in ways that reflect UC Berkeley’s values and commitment to welcoming and belonging, not solely academic excellence (see also recommendations of the Outreach, Recruiting, Marketing, and Yield Working Group).

B2. In partnership with New Student Services staff, examine the GBO experience and the degree to which it optimizes opportunities to signal inclusion and belonging. Additional potential improvements include:

- Ensure GBO leaders include non-traditional and transfer students.
- Use available data to create intentional groups to avoid isolation.
- Include targeted activities for non-traditional and transfer students in GBO programming.
- Connect GBO to programs that support URM and non-traditional students.
- Conduct qualitative data collection to supplement the post-GBO survey to delve deeper into the GBO experience for non-traditional students.
- Examine department practices of advising, support, information, and welcoming, especially for transfer students and especially through the summer, and whether all the major departments are represented.

B3. Invest in and strengthen summer programming for students from challenged schools and support cohorts throughout the first year.

B4. Post-GBO, establish concrete and intentional handoff to programs, peers, and resources (e.g., Hope Scholars, Student Parents, Underground Scholars, Multicultural Student Development).

B5. Establish a First Year Experience Program model, which could be similar to and/or include expansion of the residential theme floor model, that would signal welcoming and inclusion early on and would help to integrate students into the university more deeply during the first year. The program could include the following elements and could interact in synergistic ways with recommendations in Category C:

- A “home room” for students to connect, share resources, and cultivate a place of belonging during their first two semesters.
- First-year experience classes hosted by faculty, lecturers, staff, graduate students, and undergraduate juniors and seniors.
- Facilitating intergroup dialogues and tools for having difficult conversations; sharing and practicing strategies for confronting exclusion in classrooms.
- Introduction of theories on topics such as identity development, power, privilege, white fragility, restorative justice, etc. to inform conversations and practices around diversity and inclusion.
- Making Bear Territory (which focuses on Equity and Inclusion training) mandatory by end of first year.

B6. Research successful pathways for particular student populations and/or student experiences (e.g., coming from challenged high school) and facilitate department navigation for these students—for example, by preparing major maps. Ensure that transfer-specific recommendations are made visible and accessible regarding majors/departments.

### Category C: Classroom, Curriculum, and Mentoring

C1. Leverage Berkeley Connect’s success to increase inclusion and belonging during the first year. Berkeley Connect should pilot a year-long, cohort-based program that partners with other affinity-based programs on campus, like NavCal, to complement the program’s current focus on academic integration.

C2. Make Discovery experiences more inviting, relevant, and accessible to URM students and build community and lived experience into research opportunities. Make easily accessible and visible information on how to connect to Discovery experiences and potentially conduct targeted outreach through Multicultural Student Development (MSD), Educational Opportunity Program (EOP), and other affinity-based programs, organizations, and offices on campus. Provide space for student-led Discovery experiences and mentorship

that nurtures and develops research projects that emerge from students' diverse intersectional standpoints.

C3. Incorporate Discovery experiences into an interdisciplinary research group that explores campus history (see Recommendation A2).

C4. Work to increase diversity and inclusion in undergraduate research experiences, making specific efforts to integrate URM students into faculty-led research (C5-C7).

C5. Provide support for a campus-wide research symposium that focuses on research related to and conducted by members of underrepresented groups on campus.

C6. Leverage the Undergraduate Research Apprentice Program (URAP) to attract and support a more diverse set of students. Organize the program around clusters that are likely to attract the participation of URM and non-traditional students, including research related to campus history and/or research related to historically marginalized populations. Consider incentives that focus on diversifying the pool of URM students who participate in URAP. Partner with URM-specific and affinity-based programs to facilitate faculty outreach, information sharing, recruitment, and participation.

C7. Build more community-building and research preparation structures into the URAP program. A model for this is "Affinity Research Groups (ARG)," implemented by the University of Texas-El Paso with promising results for broadening participation in STEM (and applicable across other disciplines).

- These groups could comprise faculty and undergraduates who share common research interests and goals. The groups (or the program) could hold an annual orientation, workshops, and seminars (with topics such as how do you network, how do you prepare for a poster talk, technical skills, etc.), in addition to regular meetings and project management. Each cohort of students could work collaboratively on a project, overseen by a mentor.
- Further, Berkeley could use students' lived experiences as entry points into research and link to resource centers/existing affinity groups (e.g., Fannie Lou Hamer Center, MSD Offices, Undocumented Students Program, La Raza, Underground Scholars, MCC, HIFIS, etc.). This model would complement other work being done on campus (see, e.g., Berkeley Science Network, run through the Division of Math and Physical Sciences).

C8. Make sure that there is sufficient representation of faculty and staff who can mentor underrepresented students and that departments across disciplines use best practices to attract robust and diverse applicant pools and ensure equitable hiring processes.

C9. Design and execute a multi-pronged strategy for creating cultural change around teaching, geared toward improving the experiences of URM and marginalized groups (see C10-C22). Such an approach will also benefit undergraduate education more generally. Our holistic set of recommendations includes attending to institutional signals, norms and expectations, selection and evaluation processes, incentives for inclusive practices, and connecting instructors with resources and support.

C10. Create expectations and incentives for departments and department chairs to adopt inclusive educational practices and purge exclusive ones.

- Communicate the mission and goals around E&I clearly and unequivocally to deans and department chairs.
- Create a departmental evaluation system for inclusivity in undergraduate and graduate education with incentives attached (e.g., extra graduate student funding, one extra faculty FTE in a specified multi-year period).
- Advertise successes in E&I in undergraduate education and model departments.
- Increase departmental accountability for equity, inclusion, and diversity behaviors in the classroom/lab. Campus should work more proactively with departments on implementing these goals and on evaluating progress more frequently, especially with departments that demonstrate more challenges in these areas.
- Review departments' current practices regarding evaluating equity and inclusion in faculty teaching. Include in this review an understanding of how departments address exclusive or dismissive classroom/office hours behavior that is brought to their attention.

C11. Engage in a “norms campaign” to improve mindsets, behaviors, and culture around exclusion, elitism, and dismissiveness in undergraduate education. Research and plan for implementation of selected and “trained” exemplars who are “nodes” within networks in departments in order for norms to spread around those exemplars.

C12. Develop an accessible, useful, finger-tip ready and easy-to-use Equity Resource Folder for faculty.

- Develop “Gold folder”-like reference for faculty with a) key personnel and resources to contact for assistance (including identity-specific and basic needs resources around campus that can be used to help support students); and b) information that can inform decision-making around curriculum (e.g., author and topic diversity), office hours (e.g., timing to accommodate students with different schedules), assessment (e.g., competency-based; exam question formats that test test-taking ability over competency), class structure (e.g., flipped classroom), avoiding gratuitous images that may be triggering and are unnecessary, disability considerations, communicating about accommodations, gender pronouns, disparate impact of attendance policies, suggested time per unit, etc.
- The folder should be introduced during new faculty orientation, sent to faculty several weeks before classes begin (with links to other communications such as religious holidays and DSP information), included in bCourses prompts for setting up course web sites, and made available in CalCentral.
- Add a section that can be customized by departments to increase relevance and buy-in and/or customization for individual faculty teaching different types of classes.
- Research and leverage examples of faculty resources provided by universities, like the University of Washington’s “Diversity in Curriculum,” which includes pedagogical techniques for teaching in diverse classrooms and full-time staff members to assist faculty members in incorporating the study of diversity into their curriculum.

C13. Provide infrastructure support for the incorporation of inclusive practices. For example, make it possible for students to input preferred pronouns in Cal Central and use technology to facilitate faculty’s use of preferred pronouns and names. Use/adapt technology to facilitate the management of accommodation

requests (e.g., DSP) in classroom settings and to more easily combine information voluntarily collected from students (e.g., preferred name, intended major) for a class with their CalCentral information (e.g., name, picture).

C14. Provide support for faculty transitions toward competency-based assessment and encourage faculty to adopt practices that convey more collaborative, less competitive orientations.

C15. Provide access to targeted trainings on undergraduate teaching skills that center issues of equity and inclusion (including a focus on URM and marginalized populations). Research the effectiveness and limitations of different types of training (e.g., online, interactive) as conductors of cultural, behavioral, and climate change. Explore the potential of tools such as narrative theatre, in which the audience listens to the lived experiences of the people involved (e.g., URMs) through drama, narratives, or testimonials. The campus should be wary of trainings that become symbolic, “check the box” efforts that do not meaningfully contribute to cultural or behavioral change and may even be counter-productive.

C16. Encourage department orientations on teaching that communicate expectations, introduce faculty to infrastructure and resources, and provide targeted trainings (e.g., Gender Equity Resource Center training on gender identity).

C17. Develop awards to recognize faculty commitment to equity and inclusion in teaching and mentoring at the department and campus levels. The awards should incentivize and spotlight innovative approaches to fostering inclusive classrooms and mentoring. Awards could be given to individual faculty, faculty teaching large service courses, curricular groups, and departments.

C18. Build expectations around inclusivity into hiring at the department level. Encourage the evaluation of candidates on demonstrated inclusivity in teaching, innovation around equity and inclusion in teaching, and/or demonstration of such a commitment through other relevant activities (e.g., mentoring). Reflect this requirement in job advertisements and evaluative criteria and monitor the effectiveness of such approaches. This extends to all hiring, including cluster hiring initiatives.

C19. Build diversity, equity, and inclusion efforts into evaluation of faculty.

- Include classroom climate-specific items in teaching evaluations while being sensitive to the amount of time it takes to complete an evaluation. Use multiple forms of evaluation, including teacher observation.
- Connect faculty who are experiencing challenges with equity and inclusion resources and with peer faculty mentors, and make these resources more visible to reviewers at all levels.
- Ensure that the process campus uses to evaluate faculty is transparent to students.
- Educate faculty reviewers about the potential bias embedded in teaching evaluations, especially regarding evaluations of faculty from underrepresented backgrounds.

C20. Apply the principles in the recommendations made for faculty to GSIs.

- Communicate equity and inclusion expectations to GSIs and provide them with more robust equity and inclusion resources and support (e.g., Equity Resource Folder).
- Ensure that teacher training opportunities, including pedagogy courses, integrate equity and inclusion.
- Include a specific equity and inclusion item in the evaluation of GSIs.
- Provide incentives for creating inclusive classroom/department/lab experiences, e.g., build E&I into evaluation of GSIs for outstanding GSI awards, create awards for innovation and excellence in inclusivity for GSIs, as well as awards for broader contributions to fostering inclusion in non-classroom settings.

C21. Review practices, expectations, and faculty evaluation around office hours.

- Set clear expectations regarding office hours, including expectations about availability and inclusivity.
- Recognizing that faculty have practical limitations on their office hours, set the expectation that they also be mindful of how scheduling impacts students with major commitments outside of class and find ways to communicate availability to these students and accommodate these types of schedules.
- Ensure that faculty who bear a larger responsibility for serving URM and marginalized students during office hours are rewarded for this work during evaluation.
- Faculty should consider encouraging “buddy” office hours, which may appeal to students who feel less comfortable approaching faculty alone, and should also consider partnering with URM targeted programs/organizations to host office hours in co-curricular spaces (e.g., Fannie Lou Hamer, MCC, etc).

C22. Target large, service-learning courses, especially in math and sciences, for investments in fostering inclusion and belonging. Develop and implement a targeted, long-term plan to better understand and address patterns of exclusion in these courses. In the meantime, pilot efforts such as those suggested above to improve equity in the classroom experience (e.g., incentivize inclusion and innovation in math service classes; instructor observation) in these types of courses, across faculty and GSIs.

C23. Assess policies on required student hours outside of class (which can have a disparate impact on students with other major commitments such as work and family responsibilities), promote transparency of student hours required outside of class, and promote awareness of these guidelines among faculty, GSIs, and students.

C24. Develop a multi-pronged commitment to the development of curricula and research that facilitate discussions on, and reflect the value of, equity and inclusion (e.g., integrating URM's perspectives and scholarship when teaching URM histories).

- Invest in staffing to assist faculty in the development of syllabi and courses that promote inclusion and belonging, especially in courses that are not formal American Cultures courses.



- Invest in education for faculty and staff to improve knowledge and understanding of URM history and issues. For example, provide opportunities for faculty and staff to improve knowledge and understanding of Native American history and issues, and share strategies for integrating narratives of Native American history that are produced from the perspective of Native Americans in syllabi and classroom discussions.
- Invest in staffing both within and outside of the American Cultures Center to provide annual funding for a faculty seminar to create new courses that address issues of equity and inclusion, including the study of power, privilege, and discrimination.

C25. Consider including in curriculum design an academic requirement that includes critical reflection of self, diversity, equity, and inclusion.

#### Category D: Student Life

D1. Develop a clear and transparent process for requesting and allocating space for community- or affinity-based groups to promote campus wide belonging.

D2. Establish an Equity Resource Center that centralizes multicultural and equity resources and supports a one-stop shop model of service delivery.

D3. Ensure that the Immediate Office of the Division of Equity and Inclusion and units performing E&I services are adequately staffed.

D4. Identify opportunities to reduce the degree to which E&I work occurs in silos and increase opportunities for synergy by increasing communication and partnering among staff and offices across campus performing similar functions.

- Provide mechanisms for student-facing staff to coordinate across offices and departments and with faculty and administrators.
- Make the structure of Equity & Inclusion, Student Affairs, and Undergraduate Education more transparent to staff and faculty, and ensure that staff and faculty know where to send students for resources and with whom they can partner to ensure student well-being and academic progress.

D5. Improve information delivery to students to facilitate navigation and engagement.

- Identify ways to use technology to make resources more visible and accessible, and coordinate and streamline resources and activities to decrease information overload and improve uptake— e.g., “googlemaps” for student support; a more intuitive process-map in CalCentral; making equity resources more visible; targeting information to students with specific needs; an equity and inclusion resource app; and on-line chat boxes.

- Provide an organizational map in order to foster transparency and awareness about how systems of power work at the university and how to navigate them.
- Provide opportunities to be part of institutional change (e.g., the Campus Experience Working Group).
- Ensure that these improvements are accessible to people with disabilities.

D6. Restructure student services so that students who work or have multiple commitments outside of school (e.g., caregiving responsibilities), or have long commutes, can access the same equity of experience in terms of student support. For example, stagger open hours for academic advising and student services functions and extend hours beyond 9-5.

D7. Enhance student services and student advising by providing communication mechanisms, such as undergraduate advising tools or toolkits, to avoid students “falling through the cracks.” Consider leveraging electronic feedback systems (e.g., students getting consistent updates on their progress towards degree requirements) and providing multiple required advising sessions, which according to research may be particularly helpful for URMs.

D8. Improve and expand financial aid support.

- Start financial aid processes from Day 0 and triage Financial Aid such that high need students are served first. Meet students in home communities so that financial aid processing can start prior to their arrival on campus.
- Expand the emergency loan program for students in extreme financial need situations.
- Minimize the self-help funding gap, especially for Pell-eligible families.
- Work to implement the recommendations of the Chicanx/Latinx Task Force regarding financial aid.

D9. Increase funding for equity and inclusion related employment, and pay students for their work on committees and in other activities related to equity and inclusion. Set aside a central fund (or funds) that can be used to compensate students (e.g., in the form of scholarships) for their participation on campus-wide committees that promote equity, inclusion, diversity, and belonging. Ensure that paying students for doing work for the institution does not affect their financial aid.

D10. Increase funding and investment in the Basic Needs Center.

- Expand efforts to understand and provide for basic needs (e.g., food off campus, more food stations, to-go food in dining halls).
- Make conscious efforts to assess the impact of decision-making and implementation of UCB policies on vulnerable populations and try to innovate solutions that address cost or other concerns (e.g., zero waste) without putting vulnerable students (e.g., those who work during meal times) at greater risk.
- Expand and communicate efforts to address housing insecurity in the interim before new student housing plans can be enacted.

- Innovate to increase affordable housing.

D11. Improve students' sense of safety and belonging in housing.

- Expand theme floors/residential spaces (e.g., SSWANA, first generation, undocumented) and provide additional support for existing floors (see also Chicax/Latinx Task Force Report).
- Examine the belonging experiences that students from marginalized groups are having in cooperative housing and identify best practices and barriers to belonging in these types of spaces.
- Increase resources for conflict resolution and mediation and examine options and processes for students who report feeling unsafe in their housing situation.
- Review and update the application for housing and invite student input to highlight any areas of concern regarding belonging and inclusion in the application process.
- Offer structures of engagement that increase a sense of belonging and community in housing (e.g., more collaborative projects in residence halls).
- Strengthen RA diversity and inclusion capabilities and integration of equity and inclusion themes in floor programming (e.g., through expectations and modeling, evaluation, incentives, and training and support).

D12. Address students' experience of a lack of access to culturally competent mental health services.

- Hire more mental health professionals from underrepresented backgrounds (and with multiple subordinate identities) and bolster referral lists for such professionals in the Bay Area.
- Strengthen inclusion and cultural competencies of Tang Center staff—including not only mental health professionals but also medical and pharmacy staff—regarding specific issues pertaining to marginalized populations.
- Review screening process for access to mental health services at Tang and limits on duration of treatment.

D13. Adopt a more expansive approach to career and professional development and ensure inclusion of URM and marginalized students in these activities.

- Ensure that career networking and professional development opportunities are being made available to a broad range of student organizations (e.g., BSU, Raza, etc.) and expand opportunities for networking and professional development outside of student organizations.
- Integrate social justice into career advising and think more expansively about what career trajectories can look like for different majors, for example to include a social justice framework (e.g., environmental justice).
- Partner with local entities (tech companies, local government, chambers of commerce, etc.) to forge partnerships in ensuring that a diversity of jobs are protected and supported.

- Provide targeted professional development and networking opportunities for URM, first generation, formerly incarcerated, and undocumented students starting in the first year.
- Intentionally partner with staff in MSD/EJCE, ce3 programs, Fannie Lou Hamer, and others for joint events, to outreach to students, etc.
- Integrate career and professional development and networking opportunities into courses by adding built-in workshops (on hands-on community-action/service, alumni networking opportunities, etc.) to large entry-level courses (e.g., Psych 1, Math 1A).
- Recruit URM alumni for outreach and participation in career and professional development and networking activities.

D14. Develop a more rigorous set of standards and norms regarding diversity and inclusion practices among Registered Student Organizations (RSOs) to ensure alignment with UC Berkeley's principles of community and to discourage exclusionary practices.

- Conduct a review of LEAD, including the possible implementation of (and potential barriers to implementing) an equity and inclusion training module requirement for RSO boards; a requirement for RSOs to develop Diversity, Equity, & Inclusion Plans and/or demonstrate commitment to diversity, equity, and inclusion in other ways (e.g., in annual reports); and an RSO Evaluation & Feedback System.
- In conjunction with the LEAD Center, identify a clear accountability structure for Registered Student Organizations with regard to equity and inclusion.
- Incentivize equity and inclusion work among Registered Student Organizations and develop programming that honors RSOs that demonstrate a deep and sustained commitment to diversity, equity, and inclusion.
- Participation in annual meetings should be made an ASUC requirement and attendance at annual meetings should be required in order for student organizations to maintain their status. Funding should be provided to support student attendance and participation at these annual meetings.

D15. Increase support for student athletes from URM and other marginalized backgrounds in the areas indicated below. This support should include promoting their integration into the broader campus community and recognizing (rather than avoiding) their identity-based needs and concerns.

- Athletics Administration should support conversations, talks, and workshops around social, political, and identity-based issues (e.g., Black Lives Matter; being LGBTQ). Help students cultivate their voices and develop strategies to address and navigate these issues as public figures (e.g., on social media).
- Work on messaging practices directed at student athletes around social media to ensure that student athletes are not implicitly or explicitly discouraged (or prohibited) from expressing views on issues that are important to them.
- Provide networks for transition to campus early on and in ways that do not isolate student athletes.

- Build a guide for student athletes that includes information on who and where to go to for advising, support, and resources when they arrive on campus.
- Add staff with similar identities or experiences to athletes and increase the number and diversity of staff in Student Athlete Development and Student Athlete Services, and ensure belonging in those spaces across sports.
- Identify opportunities for improving diversity among coaches, as coach diversity is noticed by, and a concern for, students.
- Add a staff member with equity and inclusion responsibilities who can help to implement some of these recommendations, and ensure that this staff member is equipped to support a range of students including URM and LGBTQ students.
- Increase student-athlete engagement in campus cultural and community programs and events to create a more integrated sense of belonging on campus.
- Ensure intentionality and thoughtfulness around how identity-based programs (e.g., Pride Night) are planned by meaningfully consulting and involving identity groups.
- Partner with campus programs that serve URMs to celebrate different communities throughout the year through athletic events (e.g., Black History Month).
- Bring recruits to see cultural and identity spaces on campus during recruiting visits (e.g., bring all black recruits to see the Fannie Lou Hamer Black Resource Center).
- Have the MultiCultural Student Development Directors and the Gender Equity Directors present about their communities and resources at an early All Athletics Staff meeting.
- Highlight the role of Black athletes in civil rights battles (e.g., through campus displays, courses).
- Increase the visibility of the diversity and history of student athletes and showcase their influence on community and culture within the Cal Athletics Hall of Fame.
- Break down stereotypes about student athletes, for example by highlighting athletes' achievements outside of athletics through media and by inviting staff and faculty to events that celebrate these achievements.
- Celebrate success as a demonstration of excellence in academics and sports, as well as student-athlete participation in ongoing efforts to support equity and inclusion.
- Create a plan for gender-inclusive bathrooms or locker rooms at the High Performance Center (HPC).
- Develop research opportunities that are sensitive to the schedules of student-athletes both in and outside of playing seasons.
- Ensure equitable support for non-scholarship student athletes. Examine policies that create barriers to accessing basic needs (e.g., food) and devise remedies (e.g., get Training Table for all sports).
- Ensure that health and injuries of minority athletes are taken as seriously as those of other athletes.

## Additional Recommendations: Executive Resources

### E1. Ensure that inclusion is at the center of all decision-making processes and not an afterthought or add-on:

- Establish a permanent working group, modeled directly on the Campus Experience Working Group. It will be important for the group to have a clear charge and scope; to be composed of staff and faculty from across the university and from different levels of seniority as well as students; to engage in an iterative change process with the Chancellor and the Chancellor's cabinet; to continue to engage stakeholders across the university; and to engage in meaningful change-making in order to avoid becoming simply symbolic. It will also be important to pay students for their time and to be conscious of the impact of involvement on staff and faculty.
- Provide opportunities for top administrators to reflect and learn about issues of race, privilege, and power in a safe and productive space in order to improve readiness to address these issues and ultimately improve impact.
- Utilize and integrate the expertise of the office of the VCEI, and do so from the beginning of decision-making processes.

## Conclusion and Next Steps

The Campus Experience Working Group believes this work must be continued through an iterative process of examining our practices and progress periodically. An implementation plan and communication plan must be developed and prioritized to track and hold accountable the Institution to make significant progress on these recommendations.