

Undergraduate Student Diversity Project:

Progress Report

February, 2022


Introduction and background

- **Dec 2018:** Launch of Undergraduate Student Diversity Project, out of the Chancellor's Office


Undergraduate Student Diversity Project




Introduction and background

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- **Dec 2018:** Launch of Undergraduate Student Diversity Project
 - **Goals:**
 - increase diversity among our undergraduate class
 - improve the campus climate for those historically underrepresented in higher education
 - ensure that every member of the campus can access Berkeley's wide range of offerings
 - **Transform the entire campus into a place where all feel a sense of belonging and can thrive**

Introduction and background

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- **Dec 2018:** Launch of Undergraduate Student Diversity Project
 - **Jan 2019:** Steering Committee formed
 - Oscar Dubón, Vice Chancellor for Equity & Inclusion (chair)
 - Cathy Koshland, Vice Chancellor for Undergraduate Education
 - Steve Sutton, Vice Chancellor for Student Affairs

Introduction and background

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- **Dec 2018:** Launch of Undergraduate Student Diversity Project
 - **Jan 2019:** Steering Committee formed
 - **Fall 2019:** Three working groups issue 93 recommendations

3 Working Groups, 93 Recommendations

Undergraduate Admissions Policy and Process: 14



Co-Chairs



George Johnson

Professor,
Mechanical
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Undergraduate Admissions Outreach, Marketing, Yield: 20



Co-Chairs



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Campus Experience: 59



Co-Chairs



Nikki Jones

Professor, African
American Studies

Victoria Plaut

Professor,
Berkeley Law

A range of recommendations

Some recommendations
were very **specific**


- “adopt Native American land acknowledgement statements, read at official gatherings and events”
- “Reframe messaging to potential and incoming students to increase inclusion and welcoming and broaden focus beyond academic excellence”

Other recommendations
were very **general**

- “improve students’ sense of safety and well-being in housing”
- “Ensure that inclusion is at the center of all decision-making processes”

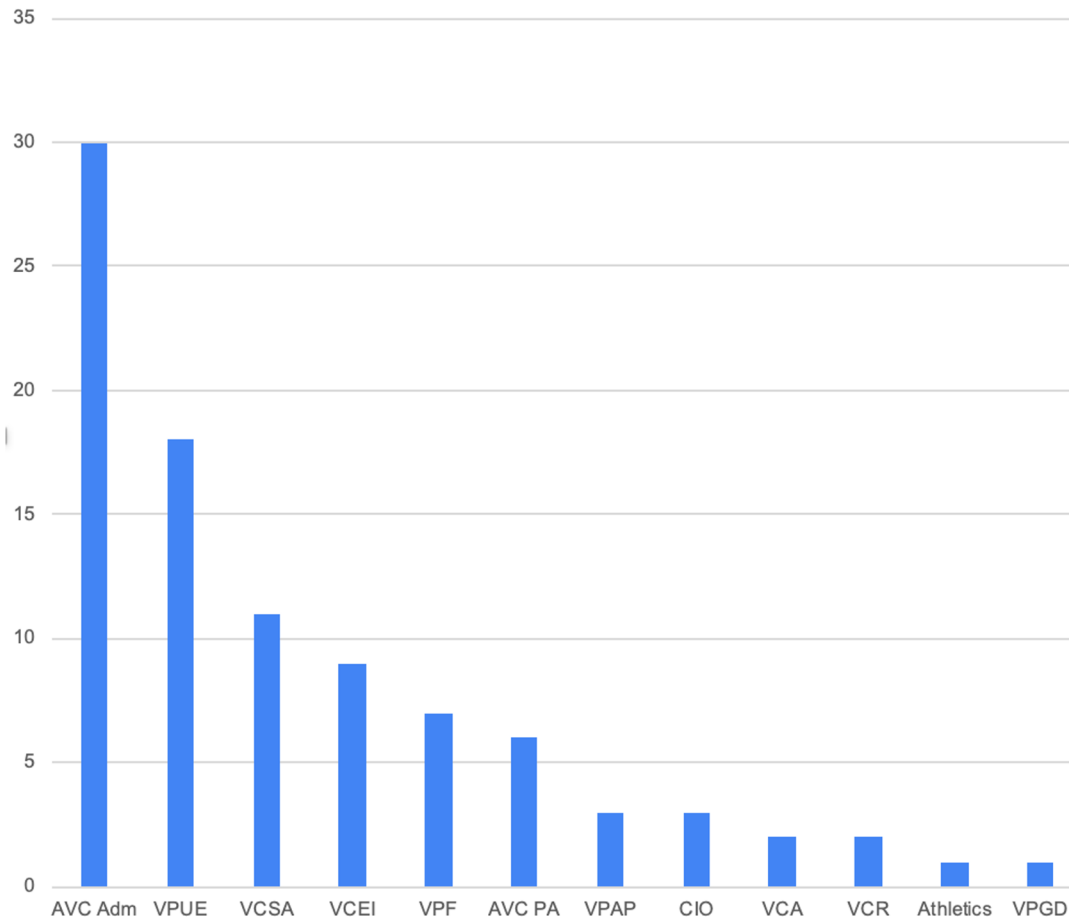
Taken together, the recommendations touched virtually all aspects of campus operations.

Introduction and background

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 - **Jan 2020:** Implementation begins, tracked by Chancellor's Office


Implementation and tracking

Recommendations assigned to Cabinet members



Each recommendation was assigned to a member of the Chancellor's Cabinet

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 - **Fall 2019:** Working groups issue 93 recommendations
 - **Jan 2020:** Implementation begins, tracked by Chancellor's Office
 - **Summer 2021:** Steering Committee reconstituted
 - **Jan 2022:** [Progress report issued](#)

Implementation and tracking

Progress was reported on 61% of the recommendations, across all divisions. Examples:

Athletics

“Increase support for student athletes from URM and other marginalized backgrounds.... promoting their integration into the broader campus community and recognizing (rather than avoiding) their identity-based needs and concerns.”

- Intercollegiate Athletics (IA) hired Dr. Ty-Ron Douglas as the new Associate Athletic Director for Diversity, Equity, Inclusion and Belonging.
- Since January 2020, IA has hosted numerous events around social, political and identity-based issues.



Implementation and tracking



Undergraduate Admissions

“Overall message to all prospective undergraduates should be driven by the Office of Undergraduate Admissions (OUA), based on a comprehensive marketing plan and supported by dedicated resources”

- OUA doubled its communications staff and manages its own messaging, with a focus on social media.

“Conduct an in-depth review and potential overhaul of reader selection, training, and norming”

- OUA overhauled processes for selecting, training, and evaluating readers and created a new approach to holistic review

Implementation and tracking

Communications & Public Affairs

“Before, during, and after high profile, potentially divisive campus events communicate commitment to both free speech and inclusion and diversity.”

- Public Affairs developed improved protocols for communicating about critical incidents, including acts of hate, exclusion, and racism.
- Public Affairs leveraged the “Campus Conversations” to bring together diverse voices on issues of racism and inequality.



Implementation and tracking



Administration

“Assign staff to field accommodation inquiries ...and ensure accessibility at all campus- sponsored events”

- The new Office of Disability Access & Compliance created a comprehensive website with guidance for the campus, and provided access services for approx. 100 campus events

Implementation and tracking

Equity & Inclusion

“Increase funding and investment in the Basic Needs Center.”

- The Basic Needs Center hired an inaugural Health Equity Coordinator and launched Undocumented Student Basic Needs Equity Grants
- New Basic Needs Holistic Fund provides a single point of entry for students to apply for emergency assistance.
- The campus raised over \$1 million in emergency funds for students in need



Implementation and tracking



Faculty

“Build expectations around inclusivity into hiring at the department level; encourage candidate evaluation based on demonstrated inclusivity in teaching or other activities.”

- Broad use of robust DEIB assessment practices in faculty searches
- Cluster hires to diversify research areas
- New resources for self-reporting and evaluating contributions to DEIB in faculty merit and promotion cases

Implementation and tracking

Academic Planning

“Develop clear and transparent processes for requesting and allocating space for community- or affinity-based groups to promote campus belonging.”

- A new process for future physical space allocation was developed by the Division of Academic Planning, VCEI, VCSA, and Chancellor’s Office.
 - Native American Community Center (Anthony Hall), Fall 2021
 - *bridges* (Hearst Annex), spring 2022
 - Disabled Cultural Center (Hearst Annex), spring 2022
 - QARC space (Hearst Annex), spring 2022
 - The Latinx Resource Center (Hearst Gym), spring 2022.



Implementation and tracking



Student Affairs

“Provide culturally competent health and mental health services (more URM staff, efforts to improve cultural competency of existing staff, increased access to mental health services)”

- University Health Services, Counseling and Psychological Services, PATH to Care, and Center for Support and Intervention increased mental health and counseling support services for diverse communities.
- UHS is continuing to diversify its staff and its referral lists for mental professionals in the Bay Area.

Companion efforts

Our Commitment to Diversity

The Graduate Division is committed to expanding the diversity of Berkeley's student body, and supporting students from all backgrounds, especially those from underrepresented groups, in their academic, personal and professional journeys. We're here to help you build community and make our campus your new home.

Office for Graduate Diversity



Graduate Division
Contact the Graduate Division
Workshops and Events

Our Sites
GSI Teaching & Resource Center
Berkeley Graduate Lectures

Our Mission
The Graduate Division oversees
graduate admissions, fellowships,



Graduate Division

Berkeley
UNIVERSITY OF CALIFORNIA

- While work on the recommendations of the Undergraduate Diversity Project was going on, the Graduate Division and People & Culture were also engaging in comprehensive, transformative DEIB efforts of their own.
- Both made significant and creative contributions to the goals of the Undergraduate Diversity Project, in terms of climate, inclusion, access, and belonging.

Office of Diversity, Equity, Inclusion and Belonging (DEIB)



Staff Appreciation Week





About Us

Programs

Employee Experience

People & Culture

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So did all this work have an impact?

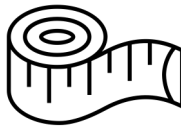
Have the goals of the Undergraduate Diversity Project been achieved?



One answer is “obviously not.”

- A number of recommendations remain unaddressed.
- The campus has not been wholly transformed.
- *But have we made measurable progress that a member of the campus community could notice?*
- *How would we know?*

There are a couple of ways to measure progress.



Impact measures



Tangible progress can be quantified, as in these examples:

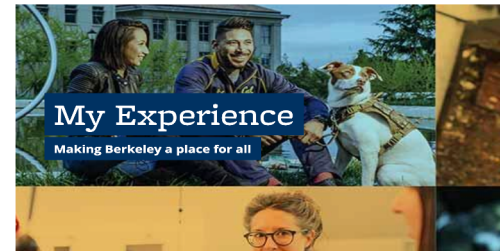


- Undergraduate classes admitted in Fall 2020 and Fall 2021 were the most diverse in 30 years
- Newly hired faculty in 2020–21: 24% belong to historically underrepresented groups, and 50% are women, both firsts
- 6 new spaces for identity groups on campus
- Expansion of Basic Needs Center funding

Impact measures

Intangible progress can also be measured, through surveys in which the campus community describes its experience:

- MyExperience Survey 2023



- MyVoice Survey 2023
- Student Pulse Surveys
- Employee Pulse Surveys
- UCUES Surveys

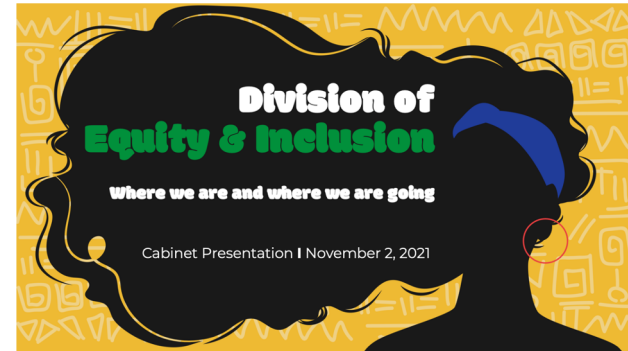
Past surveys have shown lower levels of comfort with campus climate among groups historically underrepresented in higher education.

Lessons learned

- Campus-wide transformation starts with shared, centrally proclaimed values
- The work of campus-wide transformation takes place in individual units all across campus
- Tracking progress of initiatives is easier when initiatives are more narrowly focused, with specific goals, and have associated performance measures

What's next?

- We know this work must continue
- Many of the recommendations of the Undergraduate Diversity Project have found new life among these newer, more specific initiatives, led out of the Division of Equity & Inclusion:
 - ☐ HSI Initiative
 - ☐ African American Initiative
 - ☐ Native American Initiative
 - ☐ Anti-Racist Campus Initiative



Thank you!

- to the Chancellor, for her sponsorship
- to the Steering Committee and Working Group members
- to those in units across campus who have carried out this work
- to those who will further this work in the future