

## College of Engineering Equity and Inclusion Strategic Plan Fall 2020

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## Introduction

The College of Engineering has a longstanding commitment to advancing equity and inclusion (E&I). From the founding of the Black Engineering and Science Students Association over 50 years ago and the Hispanic Engineers and Scientists to our trailblazing women faculty, we have made substantial progress dismantling barriers that prevent our students and faculty from reaching their full potential. The college currently boasts a wide array of programs and policies to increase access, support the success of all students, and help our faculty thrive. While celebrating these accomplishments, we also recognize that we must do more.

Through our strategic plan, we aim to accelerate the pace at which we innovate, implement and learn from our E&I efforts. This strategic plan connects a vision to concrete implementable strategies, with milestones and metrics to measure our results. It is a resource that helps us communicate about our efforts and enable our entire community to engage. It is a commitment and an invitation.

Since the strategic planning process began in summer 2019, many things have changed. It is important to acknowledge that COVID-19 has exacerbated many existing inequalities in our community and created new ones. In addition, we are experiencing a national reckoning with our nation's history of racial injustice which is giving rise to more widespread awareness and a deeper understanding of the ways in which systemic racism manifests in our institution. While this moment presents many challenges, it is also an unprecedented opportunity to channel our efforts and emerge from this difficult period closer and more committed to the goals outlined here, to achieve our vision for an ideal College of Engineering.

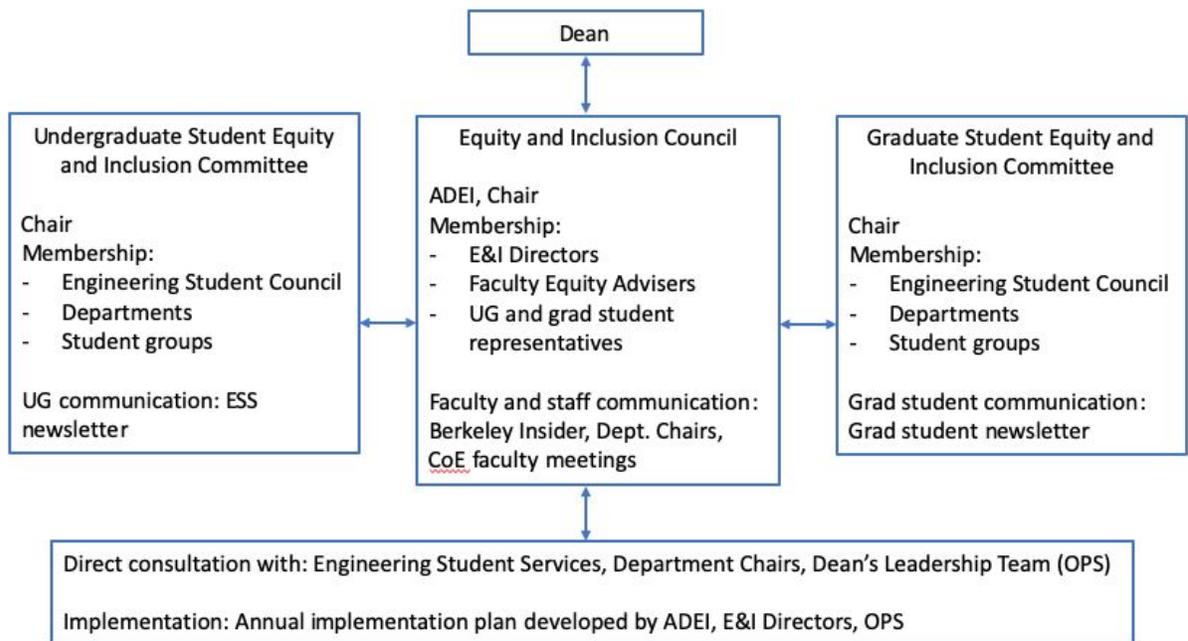
## Vision

Our vision defines the future state that we aim to achieve. In this vision, the College of Engineering attracts talent and provides access such that our community reflects the state we serve. The college has contributed to UC Berkeley becoming a Hispanic Serving Institution. We hold each other accountable to create an equitable, inclusive and empowering environment where each and every member belongs and thrives and can realize their full potential. We continuously transform our college by understanding and disrupting the patterns and systems that reproduce inequality. We are leaders in this transformation and accept the responsibility of such leadership; we share our experience and effective strategies with, and continue to learn from, other organizations pursuing transformation. Through our vibrant community, we are best equipped to identify the most challenging engineering and technology problems faced by our society and develop innovative solutions that emerge from our rich culture of critical inquiry. Realizing our equity and inclusion vision is necessary for the College of Engineering to fully achieve its mission to “Educate *Inclusive* Leaders, Create Knowledge *Equitably*, and Serve a *Diverse* Society”.

## Equity and Inclusion Strategic Planning Process

The process of strategic planning is as important as the plan itself, and is still a work in progress. This inaugural plan was developed through engagement primarily with E&I staff and the CoE E&I Council. In the coming year we aim to put into place the mechanisms needed to foster a more inclusive planning process that informs our strategic priorities and our ability to effectively implement our strategies. We aim for the next version of the strategic plan to reflect this broader and more inclusive engagement, including additional adjustments that need to be made to foster an inclusive process.

The proposed engagement process is outlined in **Figure 1**. The College’s [Council on Equity and Inclusion](#) (E&I Council) oversees the strategic planning process. The E&I Council is chaired by the ADEI and its membership is comprised of our E&I Staff Directors, the Faculty Equity Advisors from each department, and representatives from the Undergraduate Student Equity and Inclusion Committee (established in 2020) and the Graduate Student Equity and Inclusion Committee (to be established in 2021). The staff, faculty, undergraduate, and graduate student members of the E&I Council are the liaisons for the constituencies they represent. Communication channels for reaching all members of the CoE community are shown in Figure 1, and will be used to invite participation from all stakeholders.



**Figure 1.** Governance, communication, and accountability structure for the Equity and Inclusion Strategic Planning Process.

We aim for the inclusive process used for strategic planning to have the following features, and to serve as a model that can be emulated to foster inclusion in other efforts. All students, faculty, and staff will be invited to provide suggestions for changes to the next version of the strategic plan before it is developed, and to comment on a draft version of the next strategic

plan before it is finalized. These suggestions include new ideas, edits, additions, subtractions, and the opportunity to provide links to reference documents. In addition to the general invitations to students, faculty, and staff in their entirety, specific invitations will be made for groups that help support and amplify the voices of communities that are marginalized by history and the existing power structure. The E&I Council will have final decision authority to accept, modify, or reject a suggestion and to approve the final version. Members of the CoE community that provide input will be given a chance to signal that, even though they are making suggestions, they disagree with the plan for final decision authority. That is, participation in the discussion is not to be construed as implicit consent with the entire process.

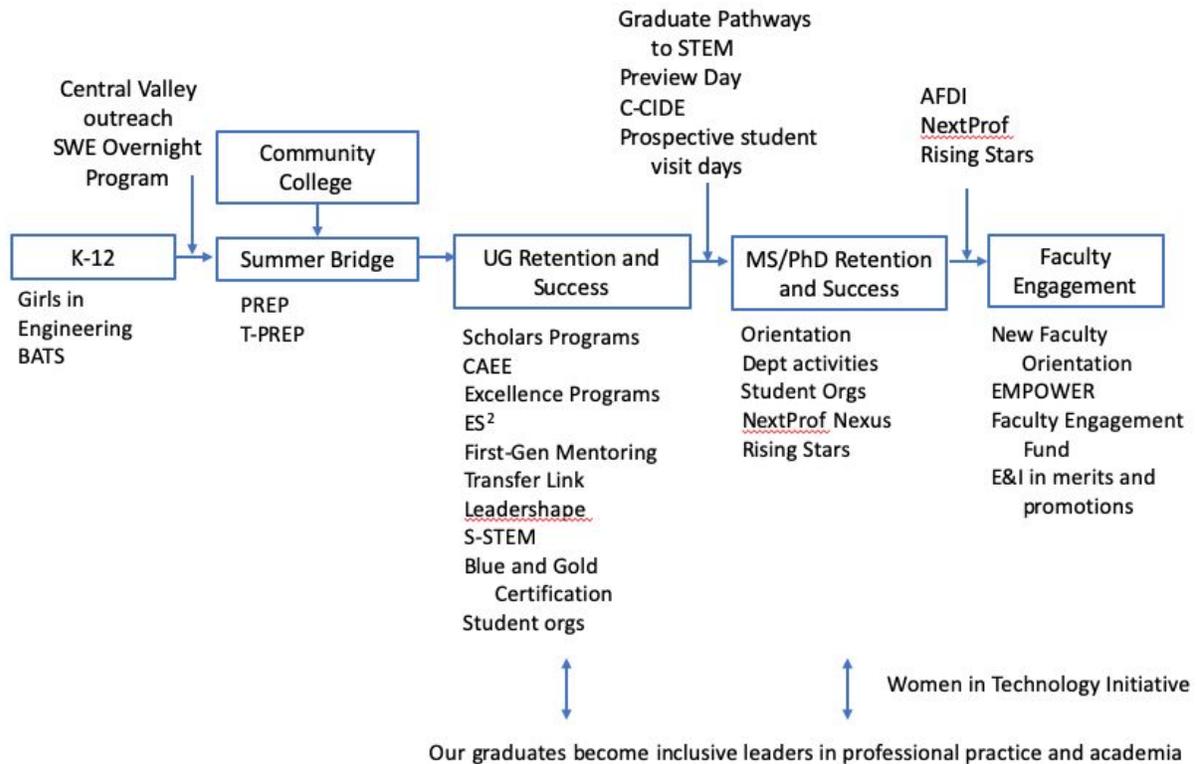
## Strategic Focus Areas

The Equity and Inclusion Strategic Plan is organized around four overarching strategic focus areas. For each focus area, we define the future state we aim to achieve. These focus areas are highly interrelated. For example, without an inclusive climate, we cannot attract a diverse talent pool nor achieve our goals of educational equity and preparing inclusive leaders.

- I. **Demographics.** Future state: The demographics of our domestic undergraduate students, graduate students, staff, and faculty more closely reflect that of the state of California (students and staff) and the United States (faculty).
- II. **Educational Equity.** Future state: There are insignificant disparities among sub-groups in the achievement and the shared responsibilities of our students, staff and faculty.
- III. **Climate.** Future state: Every member of our community feels included, valued, heard, and a sense of belonging.
- IV. **Preparing inclusive leaders.** Future state: Our graduates become inclusive leaders with multicultural awareness in academia, public service, and professional practice.

## Specific Strategies

To achieve the future state in each strategic focus area, we operationalize our efforts through specific strategies, which are tied to measurable metrics to track our progress and assess our results. In this section we describe sixteen specific strategies that we will pursue in 2020-21, organized by strategic focus area. Our specific strategies are integrated with, and expand upon, our wide range of ongoing programs and activities. We aim to have a high degree of continuity in our programming, as illustrated in **Figure 2**.



**Figure 2.** Continuity of our programming, illustrating the continuous spine of advising, mentoring, and professional development for students.

## Strategic Focus Area I. Demographics

Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include age, language, race, ethnicity, gender identity, religion, language, sexual orientation, disabilities/abilities, first generation, socioeconomic status, immigration status, veterans, student parents, and more. We recognize that the demographic data shared in this section only capture a few attributes that contribute to our diversity and we aim to continuously expand and improve upon the ways our identities are represented in the data we track.

Our efforts to accelerate the rate at which we diversify our students and faculty span K-12 outreach, undergraduate and graduate admissions, and faculty hiring. Retention and achievement are also essential to diversifying our demographics, and are discussed under strategic focus areas II and III. The components of our efforts include a wide range of outreach/recruitment/pipeline, admissions, and yield activities.

### K-12 outreach

We aim to build a diverse pipeline of aspiring engineers for Berkeley Engineering and STEM degree programs. We also seek to provide engaging, accessible opportunities for students

throughout California to learn about engineering, whether or not they are UC-bound. Currently, there are many K-12 outreach activities implemented across the college by student organizations, faculty, and research centers, many of which are captured on our CoE [website](#) and in this [campus report](#). Also, our students, staff, and faculty collaborate with many outside organizations and programs. Each summer, the college implements the [Girls in Engineering](#) summer camp, which targets middle school students.

**Strategy 1. In 2020-21, we will develop and begin implementation of a strategic plan to guide the coordination and expansion of our K-12 activities.** Milestone: Strategic Plan adopted by CoE.

### Undergraduate students

The college currently implements a wide range of outreach and yield activities. For example, ESS staff and engineering students participate in yield events such as presentations and tabling at Cal yield events throughout the state held at venues large and small throughout California. Yield activities include personal postcards sent by students, staff, and faculty, the [SWE overnight host program](#), and partnering with the student-run bridges Multicultural Resource Center to introduce engineering admits to support services and to the engineering community during [Senior Weekend and Transfer Weekend](#). Engineering faculty also support our yield activities by reviewing applicants for Regents and Chancellor's Scholarships. Recently, the college participated in designing the new [SEED Scholars Honors Program](#), which welcomed its first cohort in Fall 2020, and includes several engineering students. While the college does not have a direct role in freshman admissions (conducted by the Office of Undergraduate Admissions, OUA), the college informs transfer admissions.

The numbers (and percentages) of female and underrepresented ethnic groups continue to increase in our undergraduate student body, as shown in **Table 1**. In Fall 2020 we welcomed our most diverse class of incoming freshmen, with 3.4% African American (up from 1.3% in 2019), 25% Latinx (up from 11% in 2019), and 30.3% female students (slightly down from 31.0% in 2019, which was the highest percent to date). The significant increase in freshman Latinx students ensures that the college can play a significant role in helping campus to achieve its goal of becoming an Hispanic Serving Institution.

The yield rates for Fall 2020 freshman admits were 49% overall, 41% for women, 33% for African Americans, and 48% for Latinx students. In 2013, the yield rate for Latinx admits was only 30%; we attribute the increase since then to our significant outreach and recruitment efforts. A continuing priority is to increase the yield for female and African American students. Intersectionality plays a role here, as the yield for African American women was only 22%, whereas that for African American men was 40%.

**Table 1.** Demographics of CoE undergraduate students by ethnicity and gender.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Trendline
African American	58	73	78	79	86	101	
Asian	1,840	1,831	1,933	2,038	2,120	2,138	
Chicano/Latino	255	282	338	401	423	488	
Decline to State	270	292	292	301	326	338	
International	1,171	1,204	1,286	1,456	1,538	1,655	
Native American/Alaska Native	11	15	11	18	16	16	
Pacific Islander	6	6	2	1	3	5	
White	1,259	1,227	1,248	1,241	1,203	1,225	
<b>Grand Total</b>	<b>4,870</b>	<b>4,929</b>	<b>5,186</b>	<b>5,534</b>	<b>5,713</b>	<b>5,964</b>	

Gender	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	trendline
Male	3,711	3,653	3,746	3,972	4,039	4,074	
Female	1,159	1,276	1,407	1,526	1,638	1,761	
Decline to State	-	-	34	35	36	129	
<b>Grand Total</b>	<b>4,870</b>	<b>4,929</b>	<b>5,186</b>	<b>5,534</b>	<b>5,713</b>	<b>5,964</b>	

Up until this year, the percentage of underrepresented ethnic groups was higher in the incoming transfer students than the incoming freshman. However, this year the freshman class was more diverse than the transfer class (2.8% African American and 15.3% Latinx). The percentage of female students, however, has been consistently lower among transfer students, around 20%.

**Strategy 2. In 2020-21, we will strengthen our partnership with Senior Weekend and increase ESS participation in yield events to admitted students, especially female, Latinx, African American, and Native American admits. Milestone: Summary report of outreach and yield activities and recommendations for the next year, including specific yield targets.**

In future years, we hope to focus more attention on expanding our outreach to community colleges and our transfer admissions process.

### Graduate students

The college implements a wide range of outreach and recruitment activities to attract diverse talent to our MS and PhD programs. CoE is active in nationwide outreach and recruitment, attending graduate school fairs and conferences (e.g. SHPE, NSBE, and SWE, AISES, O-STEM, UMBC Meyerhoff, Ivy Plus in Puerto Rico, MIT Career Fair). Each spring we host Preview Day, an invitation only 3-day event for underrepresented students to learn more about CoE graduate programs and the application process. Each fall, CoE co-hosts (with Stanford) the [Graduate Pathways to STEM \(GPS\)](#) workshop, a free workshop founded and organized by graduate students to learn about graduate school, targeting undergraduates that may not have been encouraged to attend graduate school and have access to such information. Berkeley is a member of the FLIP Alliance, which aims to dramatically improve the demographic diversity of the Computer Science professoriate by sharing best practices for recruiting, retaining, and developing underrepresented graduate students at member institutions. Campus recently expanded its fee waiver program, which the College is assisting in implementing. Our Director

of Graduate Programs and our graduate student organizations (e.g., BGEES, LAGSES, GWE) partner with departments to strengthen their yield activities at prospective student visit days. Dr. Fatima Alleyne served as a member of the campus [Graduate Student Diversity Task Force](#), which released its recommendations in summer 2020.

The demographics of our masters and PhD students are summarized in **Table 2**. Our masters programs have grown significantly over the last 5 years, from 493 to 905 students. In 2019-20, underrepresented ethnic groups represented 6% and women 36% of MS students; small increases have occurred over the last 5 years (from 5% and 33% in 2015-16, respectively). In 2019-20, underrepresented ethnic groups represented 10% and women 27% of PhD students; while there has been an increase in the percentage of students from underrepresented ethnic groups (from 7% in 2015-16), the percentage of female students has stayed about the same.

**Table 2.** Demographics of CoE masters (top two tables) and PhD students (bottom two tables) by ethnicity and gender.

Reporting Clg/Major Dept		Person Gender	Prorated Student HC					2019-20	HC Trendline
			2015-16	2016-17	2017-18	2018-19	2019-20		
Clg of Engineering	Female		164	219	282	267	327	36%	
	Male		329	401	515	490	570	63%	
	Decline to State				2	2	8	1%	
Clg of Engineering Total			493	619	798	759	905		

Reporting Clg/Major Dept		Ucb Level1 Ethnic Rollup	Prorated Student Major HC					2019-20	HC Trendline
			2015-16	2016-17	2017-18	2018-19	2019-20		
Clg of Engineering	Asian/Pacific Islander		86	120	143	142	166	18%	
	International		237	302	439	446	534	59%	
	Underrepresented Minority		23	33	41	31	53	6%	
	White/Other		148	165	175	141	153	17%	
Clg of Engineering Total			493	619	798	759	905		

Reporting Clg/Major Dept		Person Gender	Prorated Student HC					2019-20	HC Trendline
			2015-16	2016-17	2017-18	2018-19	2019-20		
Clg of Engineering	Female		369	374	368	401	391	27%	
	Male		982	959	981	999	973	68%	
	Decline to State			1	4	2	76	5%	
Clg of Engineering Total			1,351	1,333	1,353	1,401	1,439		

Reporting Clg/Major Dept		Ucb Level1 Ethnic Rollup	Prorated Student Major HC					2019-20	HC Trendline
			2015-16	2016-17	2017-18	2018-19	2019-20		
Clg of Engineering	Asian/Pacific Islander		182	189	191	216	227	16%	
	International		563	552	569	601	629	44%	
	Underrepresented Minority		97	111	120	128	138	10%	
	White/Other		510	481	473	457	446	31%	
Clg of Engineering Total			1,351	1,333	1,353	1,401	1,439		

Given the slow rate of change over the last 5 years, it is a priority to accelerate the rate at which we are diversifying our MS and PhD programs. Our current focus is to closely examine our graduate admissions practices and look for ways to improve diversity of applicant pools and yield. In 2019, three of our college departments (BioE, ME, and CEE) began participating in an NSF-funded network of STEM faculty and staff at five UC campuses, the California Consortium

for Inclusive Doctoral Education (C-CIDE, <https://pullias.usc.edu/c-cide/>). Through C-CIDE we are working to adopt evidence-based practices that will make our graduate admissions and mentoring more equitable and inclusive. Our participation also contributes to building the evidence base through the analysis being conducted by the C-CIDE principal investigators.

**Strategy 3. In 2020-21, build on our participation in C-CIDE to develop a rubric template for holistic review in graduate admissions that incorporates quantitative and non-quantitative criteria.** Milestone: Document describing the rubric template, and supporting evidence, for customization by departments.

In future years, we hope to have several faculty and staff complete the 2-day training being developed by C-CIDE, focus more attention on yield and retention activities, and look forward to continued partnership with the Graduate Division to implement the recommendations of the task force.

## Faculty

We are continuously testing and adopting new practices for faculty hiring through our [Advancing Faculty Diversity Initiative](#) (AFDI), which was launched in 2018 with support from the UC Office of the President. The college provides detailed guidelines to our faculty search committees, which aim to support equitable and effective search committee interactions, attract diverse candidate pools, reduce bias throughout all stages of the evaluation process, and successfully recruit our top candidates. These guidelines aim to complement the excellent resources provided by the campus [Office of Faculty Equity and Welfare](#) (OFEW). Each faculty search committee includes the participation of a [Faculty Equity Advisor](#), consistent with practice across campus. All college searches have adopted the practice of requesting and evaluating statements from candidates on their contributions to equity and inclusion, and we expect excellence in this area from all finalists, on par with excellence in research and teaching. One of the lasting contributions from the initial year of the AFDI was the development of rubric guidelines for evaluating contributions to equity and inclusion, which were subsequently adapted and continue to be updated by OFEW as a resource for all of campus. In 2019, we offered for the first time our [EMPOWER](#) workshop “Showing up for the Faculty Search.” In this three-part series, we raise awareness about specific types of implicit bias that manifest in faculty searches, and participants learn about and practice concrete, evidence-based strategies to make searches more effective that will save time and result in better outcomes.

To increase the diversity of scholars pursuing academic careers, the college co-sponsors the annual [NextProf Nexus](#) program along with our partners at the University of Michigan and the Georgia Institute of Technology. Our faculty also organize academic career workshops in specific disciplines such as the [Next Gen Faculty Symposium](#), [Rising Stars ME](#) and [Rising Stars EECS](#).

The demographics of the College of Engineering faculty from 2011-2020 are summarized in **Table 3**. The number of female faculty has nearly doubled, with the percentage increasing from 14% to 23%. Over the same time period the number of faculty from underrepresented ethnic groups has only increased from 11 to 18, or 5% to 7%. The accelerated rate of increase over the

past two years in the hiring of women and faculty from underrepresented ethnic groups suggests that the strategies described in this section to diversify the applicant pool and improve our search processes are beginning to have positive outcomes.

**Table 3.** Faculty demographics from 2011-2020.

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>CoE Faculty</b>	<b>217</b>	<b>225</b>	<b>229</b>	<b>235</b>	<b>236</b>	<b>242</b>	<b>237</b>	<b>231</b>	<b>241</b>	<b>247</b>
Female	30	32	33	34	38	40	41	43	49	58
Male	187	193	196	201	198	202	196	188	192	189
Underrepresented	11	10	11	12	14	16	16	15	18	18

**Strategy 4. In 2020-21, we aim to achieve high faculty participation in the Showing up for the Faculty Search EMPOWER module and facilitate more communication among equity advisors on searches.** Milestone: At least one member of every search committee participates in EMPOWER, and at least three equity advisor meetings are held.

## Strategic Focus Area II: Educational Equity

We recognize that among the talented students, staff, and faculty that we attract to the College of Engineering, not everyone has had access to the same opportunities and resources to prepare them to succeed. We believe strongly in the principle of equity, meaning that all individuals have access to the support and opportunities they need to achieve their highest potential. The college implements a wide range of programs and activities that target students from non-traditional backgrounds, including first-generation, low-income students, and transfer students. We also strive to have academic policies that reflect the principle of equity and do not present barriers to advancement. While we have made significant progress, we continue to observe lower retention in the college, and lower average GPAs, for undergraduate students from underrepresented ethnic groups. For graduate students, we are still working to understand the nature of achievement gaps. Thus, one of our priorities for the coming year is to compile the necessary data, which are spread across many different data sources, and conduct the analysis needed so that we can develop data-informed strategies in future years.

**Strategy 5. In 2020-21, develop an initial set of metrics to track achievement gaps for our undergraduate and graduate students.** Milestone: Incorporation of new metrics into our data dashboard and recommendations for next steps.

One of our main strategies to achieve educational equity and improve climate is through our [EMPOWER](#) program, which was launched in 2019. In the workshops, we use specific examples from the college to raise awareness about the types of exclusion that our students experience, which can impact their academic achievement. The Grading for Equity and Inclusive Learning Spaces modules aim to improve educational equity and climate through shifting norms about belonging as well as changing policies that disproportionately create barriers for underrepresented students. In 2019-20, seven faculty and 33 staff completed all three sessions of the Inclusive Learning Spaces module (100 people attended at least one session), 15 faculty and 9 staff completed all three sessions of the Faculty Search module (see previous section for description; 53 people attended at least one session), and 38 faculty and 8 staff attended the

Grading for Equity module. In summer 2020, Grading for Equity session was offered jointly with the College of Natural Resources. In addition, in Spring 2019 we were able to offer the Inclusive Learning Spaces module to our graduate students.

**Strategy 6. In 2020-21, we aim to achieve high participation in our EMPOWER Grading for Equity and Inclusive Learning Spaces modules. Milestone: At least 40 faculty complete one module.**

### Undergraduate students

We're proud that a substantial number of our students are the first of their families to attend college, or come from underrepresented communities. Our signature retention programs are the [Pre-Engineering Program](#) (PREP) and [Transfer Pre-Engineering Program](#) (T-PREP), which are residential summer bridge programs. PREP students consistently outperform their peers from similar backgrounds who did not take part in the program. Building on PREP, we also offer a suite of Scholars Programs (in [Computer Science](#), Civil and Environmental Engineering, and Bioengineering) to support primarily first-generation students through the critical first-year courses specific to their major. In addition, in 2019 we launched our [first-generation mentor](#) program, which offers individualized mentorship, professional development opportunities, and academic support to first-generation students.

A growing number of students entering the college as freshman lack the academic preparation to complete their engineering degree in four years. Thus, we aim to further expand on our PREP program to provide a pathway for students that require a full year to transition into the college.

**Strategy 7. In 2020-21, we will develop a plan for a “redshirt” (5-year) program for high achieving students from high schools that did not provide adequate academic preparation for the freshman year in CoE. We aim to select the first class of students from Fall 2022 applicants. Milestone: Plan for implementation of redshirt program.**

Through our [Center for Access to Engineering Excellence](#) (CAEE), we offer a robust range of academic success programs and workshops on a variety of topics — such as time management, study skills, managing stress and anxiety, etc. CAEE is a one-stop shop for academic support and professional development, with [tutoring](#) for 40+ courses, Deep Dives, and Academic Success Coaches. It is also the home for our first-gen mentoring program and our [ES<sup>2</sup> program](#). CAEE manages a lending library and food pantry to ensure that students have the materials they need for class, studying, and interviews. To encourage transfer students to consider graduate school, in 2018 we were awarded an NSF S-STEM grant, which provides scholarships, graduate school mentoring, and individual counseling for new transfer students. In 2020 we were thrilled to bring on two new members to the programs team to expand our programming for transfer students and specialized learning strategies.

**Strategy 8. In 2020-21, we will expand our programming to include a mentoring program for transfer students, new workshops and individual coaching by our learning specialist, a peer**

**career coaching program, and a research program for PREP/T-PREP students. Milestone: Report on new and expanded programs, their outcomes, and recommendations for next year.**

## Graduate students

Each fall the college organizes an orientation for incoming graduate students from underrepresented groups, which aims to build community and provide students with a strong foundation for their first semester. To provide ongoing support, the college works in strategic partnership with our graduate student organizations for underrepresented students (BGESS, LAGSES, and GWE) to build community, celebrate the achievements of our students, and understand and respond to any challenges faced by our students. In summer 2020, we were fortunate to have strong leadership from BGESS to represent our Black graduate students and communicate the challenges many are facing resulting from anti-Black racism and the emotional toll they are experiencing as our nation confronts its long history of racial injustice. BGESS leadership presented the college with a list of requests for accommodation. We are confident that responding to these requests will make the college a more supportive environment for all students and will help us make concrete progress towards our goal of educational equity.

**Strategy 9. In 2020-21, we will respond to the concerns of our student organizations reacting to the national outcry for racial justice. We commit to implementing specific actions that will elevate all students within our College. Milestone: Completion of actions, concluding with a meeting with BGESS leadership.**

One of the largest determinants of success for PhD students is an effective relationship with their faculty research advisor.

**Strategy 10. In 2020-21, we will develop a new EMPOWER module on faculty mentoring, with input from a diverse group of graduate students. Milestone: Delivery of the new module in Spring 2021.**

## Faculty

UC Berkeley has a proud tradition of producing scholarship that exposes gender inequities in academic careers (e.g., [Mary Ann Mason](#)), developing policies to address systemic biases that negatively impact faculty from underrepresented groups (e.g., [family responsive policies](#), [targeted decoupling initiative](#), [career equity review](#), [Faculty Link](#) mentoring program), and mechanisms to measure them (e.g., [annual salary equity study](#)). The ability to attract world-class faculty to the College of Engineering, and the continued excellence and achievements of the faculty, are enhanced by these policies and programs.

A specific inequity that we are working to address in the college is the recognition that female and underrepresented faculty shoulder a disproportionate share of the work to advance equity and inclusion for our community. To address this inequity, we aim to cultivate a climate in which all members of the faculty are active participants in this important work. Thus, beginning in 2020, the college began implementing the expectation that all faculty contribute to advancing equity and inclusion, and an evaluation of such contributions is now required in all

merit and promotion cases. Faculty who wish to start new equity and inclusion efforts can apply to the Faculty Engagement Fund.

In future years, we aim to evaluate the extent to which contributions to equity and inclusion are shared more equitably, and identify other areas where there continue to be barriers to advancement for faculty in the college.

### Strategic Focus Area III: Climate

We have a multifaceted approach to understanding and improving our climate in the college. Many types of information are used to understand the climate, including in-person meetings (e.g., Town Halls with students, department meetings, ad hoc meetings, individual meetings, feedback from ESC, staff advisers and equity advisers) and anonymous surveys (My Experience, My Voice, the climate dropbox). This year we will use the findings from the My Experience and My Voice surveys to develop additional strategies that target the climate challenges revealed in the surveys. In addition, the college will implement the first belonging survey, a short, annual survey that will allow us to track the climate in the college. We also continue to learn from efforts elsewhere on campus to improve climate, such as the grassroots initiative started in the the Department of Chemistry<sup>1</sup>. There are also departmental efforts across the college that can be a source of inspiration for others.

**Strategy 11. In 2020-21, we will digest the results from the My Experience survey, My Voice survey, climate dropbox, and CoE belonging survey and identify future priorities.** Milestones: Recommendations for next year to respond to issues that emerge from survey results. Report back on progress made addressing concerns raised at student Town Halls.

In Spring 2020, the college collaborated with the PATH to Care center to implement the SVSH Prevention Toolkit. The working group presented the college with a final report including 11 specific recommendations.

**Strategy 12. Convene monthly meetings of the 2020-21 working group and implement recommendations from the Spring 2020 SVSH PATH to Care working group.** Milestone: Successful implementation of actions responding to the recommendations in the 2020 report.

### Undergraduate Students

One significant source of exclusion for undergraduate students is the competitive nature of many student clubs and organizations. To address this challenge, in 2019-20 the college worked closely with the Engineering Student Council to develop a new certification program that promotes inclusive practices.

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<sup>1</sup> Stachl, Christiane N., Emily C. Hartman, David E. Wemmer, and Matthew B. Francis. "Grassroots Efforts To Quantify and Improve the Academic Climate of an R1 STEM Department: Using Evidence-Based Discussions To Foster Community." *Journal of Chemical Education*, August 19, 2019. <https://doi.org/10.1021/acs.jchemed.9b00163>.

**Strategy 13. In 2020-21, implement the Blue and Gold certification program in partnership with ESC and develop methods to track the impact of the program. Milestone: Report summarizing participation in the program and recommendations for next steps.**

### Graduate Students

In 2020 we introduced a monthly newsletter for graduate students, which includes opportunities for how they can become involved in equity and inclusion efforts. To empower graduate students to become more engaged in equity and inclusion efforts, we will establish the new college-wide graduate student equity and inclusion committee.

**Strategy 14. In 2020-21, establish a graduate student equity and inclusion committee. Milestone: Adoption of committee charter and selection of initial members.**

### Staff

In 2019-20, we had a high level of staff participation in our EMPOWER modules. Through these workshops and the feedback we received from evaluations, we became aware that some staff experience exclusionary and non-inclusive behavior. Thus, a current priority is to address climate issues that impact our staff.

**Strategy 15. In 2020-21, we will develop a new EMPOWER module on equitable faculty-staff interactions, with input from a diverse group of college staff. Milestone: Delivery of the new module in Spring 2021.**

## Strategic Focus Area IV: Preparing Inclusive Leaders

Across the college, there are many academic programs, co-curricular activities, and events that aim to develop leadership skills.

**Strategy 16: In 2020-21, identify existing programs that contribute to this goal, and where there are gaps. Milestone: Summary report and recommendations for next steps.**