

**Department of Physics**  
**Strategic Plan for Equity, Inclusion, and Diversity**  
*Goals, strategies, and metrics for measuring success.*  
(5/9/16)

**Department Mission & Vision**

Department of Physics Mission Statement:

"Our mission is to expand the frontiers of fundamental physics research, to educate the next generation of scientific and educational leaders, and to produce an impact on the community commensurate with the distinguished history and tradition of Physics at Berkeley. We bring together diverse and excellent faculty, students, staff and researchers with a universal dedication to upholding the highest standards of scholarship, teaching, and service."

Commitment to diversity is central to the Physics Department’s mission, and critical for maintaining our leadership status in research and education going forward. Diversity provides the experience and knowledge that is needed to fulfill UC Berkeley’s public mission to welcome and serve all segments of California’s population, which in turn facilitates better research, better teaching and better public service. Diversity ensures that a wider range of ideas and opinions are contributing to our excellence, and that we welcome and retain the best physics students, faculty, and staff. The Department of Physics is committed to inclusive excellence in both the support of the mission of the University of California in educating the diverse population of the state, as well as in preparing our students, faculty and staff to excel in an increasingly diverse global community.

The **Key Goals** of the Physics Department’s “Strategic Plan for Equity, Inclusion, and Diversity” are:

**Goal 1:** Enhance diversity in the department at all levels through increased recruitment of students, faculty, and staff that are broadly representative of the diverse population of California and the global physics community.

**Goal 2:** Sustain diversity in the department by ensuring an inclusive climate, welcoming to all students, faculty and staff regardless of race, ethnicity, gender, gender identity, sexual orientation, or disability status.

**Goal 3:** Build on the inclusive climate in the department to maximize the retention and graduation of undergraduate and graduate physics majors, eliminating disparities in graduation rates among diverse groups.

**Goal 4:** Implement best practices for mentoring and career development for faculty and staff that promote equitable opportunities for career success.

<b>Expected 10-year Outcomes (2025)</b>
The Physics Department is recognized as a national leader promoting equity, inclusion, and diversity in the field of physics.
All department members report a strong sense of belonging and demonstrate the knowledge and skills necessary to successfully navigate and lead in a diverse world.
Intergroup disparities in the enrollment, retention, and graduation rate of physics undergraduate and graduate students are eliminated.
Departmental staff reflects the rich diversity of talent in the Bay Area and greater California.
Faculty hiring and retention rates reflect the composition of the availability pool of exceptional talent in physics nationally.
The Physics Department devotes ongoing leadership and resources to sustain and enhance equity, inclusion, and diversity in the Berkeley physics community.

**Alignment with University Plan**

In 2009 UC Berkeley developed a comprehensive strategic plan for equity, inclusion, and diversity. The plan seeks “to improve the access, advancement, retention, graduation rates, research and professional opportunities, and campus climate for all groups. This includes, but is not limited to, those defined by race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region.” The plan is based on three pillars: “Responsive Research, Teaching, and Public Service”, “Expanded Pathways for Access and Success” and “Engaging and Healthy Campus Climate.”

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In this document we develop the department-specific strategic plan, following the guidelines and framework outlined in the campus plan. Like its campus complement, this document is intended to be a “living plan,” to be modified and supplemented as we identify strategies and best practices most suited to the department.

**Strategies**

Below we outline our strategies for achieving these Key Goals. Some of these strategies are new, having been identified in the course of this planning exercise. Many of these strategies are already in place, and need to be evaluated and refined for continued success going forward.

**Strategies for Goal 1:** Enhance diversity in the department at all levels through increased recruitment of students, faculty, and staff that are broadly representative of the diverse population of California and the global physics community.

<b>Strategies for Faculty Recruitment</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Measurable Outcomes</b>
1. Search committees work closely with OFEW to implement best practices set forth in APM 210, the <i>UCB Faculty Search Guide</i> , and <i>UC Affirmative Action Guidelines For Recruitment and Retention of Faculty</i> to ensure equity and inclusion in faculty recruitment and selection. Participate in annual OFEW Faculty Search Committee Workshops.	Ongoing; as searches arise	Search Committee Chairs, HR Manager	Increased number of underrepresented applicants and short-list candidates.
2. Ensure that all job descriptions include language that encourages applications from candidates that have demonstrated contributions to diversity and equal opportunity (APM 210).	By Fall 2016; as searches arise	Chair, HR Manager	Increased weight and recognition of contribution to diversity in faculty recruitment and selection.
3. Broaden faculty searches and refrain from focusing on subfield specialization areas, to maximize number of underrepresented applicants.	Ongoing as of 2016	Chair, HR Manager	New non-traditional subfields of research emerge.
4. Identify and engage early-career underrepresented potential candidates, including prize postdoctoral fellows such as the Chancellor and Presidential Fellows and recommended candidates from outside colleagues. Maintain a list of potential candidates, and develop best practices for updating and utilizing the list.	Fall 2016;; annual	Equity & Inclusion Committee	Increased visibility of early-career underrepresented postdocs within the department.
5. Continuously and actively look for Target of Opportunity diversity hires outside of normally approved searches.	Ongoing; annual	Equity & Inclusion Committee and Search Committee	
6. Provide department support for underrepresented prize postdoctoral fellows to visit the department and speak at seminars. Utilize the California Alliance mentor-matching program.	By Fall 2016; start of semester	Chair, seminar organizers	

<b>Strategies for Graduate Student Recruitment</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Measurable Outcomes</b>
1. Increase the pool of applicants by encouraging applications from underrepresented students who have participated in campus diversity programs (BSN/BSC, SROP, UC LEADS, Cal NERDS).	Ongoing; review start of Fall	Student Services	Increased number of underrepresented applicants.
2. Continue to review and implement admissions practices that provide a holistic evaluation of candidates, including contributions to diversity and non-traditional educational backgrounds.	Ongoing; review each Fall	Graduate Admissions Committee	Increased number of underrepresented admits.

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3. Supplement funding of campus diversity fellowships to make them competitive.	Ongoing as of 2016	Chair	Increased number of underrepresented enrollees.
4. Increase recruitment efforts for underrepresented applicants through personal encouragement from faculty and involvement of student organizations. Every URM prospective student should be contacted by at least two faculty members and one student.	Ongoing as of 2016; review each Fall	Recruitment Committee, Student Services	Increased acceptance rates among underrepresented prospective students.
5. Intensify efforts to recruit Diversity Fellowship recipients, and invite them for an extra day visit.	Spring 2017	Recruitment Committee, Science Diversity Office and Student Services	Increased acceptance rates among Diversity Fellowship recipients.
6. Coordinate recruitment activities with BSN/BSC and with SWPS.	Ongoing; Mid Spring.	Recruitment Committee, Science Diversity Office and Student Services	Increased acceptance rates among women and URM.
7. Explore ways to involve BGENS, IGenSpectrum, LAGSES, SACNAS in recruiting efforts.	Spring 2017	E&I Committee, Science Diversity Office	Increased acceptance rates among URM.
8. Support the Berkeley EDGE conference with faculty participation. Encourage faculty members who met with Berkeley EDGE students and formed a good impression to advocate for them to the Admissions Committee.	Ongoing; Mid Fall.	Science Diversity Office and Student Services	Increased number of underrepresented admits.
9. Strengthen cooperation with CSUs, and encourage faculty to participate in the CSU-UC mentoring initiative.	Spring 2017	E&I Committee, Science Diversity Office	Increase number of CSU applicants and admits.

<b>Strategies for Undergraduate Recruitment</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Measurable Outcomes</b>
1. Offer a summer pipeline program for prospective students from underrepresented communities.	Ongoing; review each Fall	Compass Project	Increased number of underrepresented freshman prospective majors.
2. Work with CalSO (and its successor) to portray the physics program accurately and positively to the diverse student population.	Ongoing; review before each Fall	Student Services	
3. Work with L&S advisors to identify and mentor prospective physics majors early.	Ongoing; each semester	Student Services, Undergraduate Advisors	

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4. Encourage freshman and transfer students to participate in highly structured inclusion programs, including Berkeley Connect and Compass Project.	Ongoing; annual review	Student Services	
5. Support student organizations in outreach to students from underrepresented groups.	Ongoing	Chair	
6. Create high visibility undergraduate center co-located with the Society for Physics Students.	Spring 2016	Chair	

<b>Strategies for Staff Recruitment</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Measurable Outcomes</b>
1. Require all staff and Lecturer hires to be interviewed by a diverse panel of management and peers, if available.	By 7/16	Admin Director, Dept HR	Maintain diversity metrics consistent or better than campus metrics.
2. Formal discussion of Diversity Goals for each recruitment with Hiring Manager (staff) and Chair/Vice Chair of Instruction (lecturers). Post-recruitment report by Hiring manager on efforts taken to promote a diverse pool.	By 7/16	Admin Director, Dept HR	Broader analysis and understanding of Department recruitment efforts.

**Strategies for Goal 2:** Sustain diversity in the department by ensuring an inclusive climate, welcoming to all students, faculty and staff regardless of race, ethnicity, gender, gender identity, sexual orientation, or disability status.

<b>Strategies for Climate</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Measurable Outcomes</b>
1. Implement a climate survey for students to gauge well-being and belonging, monitor trends, and inform departmental policy and practice.	Fall 2015; alternate years	Chair, Equity & Inclusion Committee	Widespread participation in survey.
2. Hold town hall meetings for students to discuss climate and provide feedback on departmental policy and practice.	Ongoing; annual	Chair, Equity & Inclusion Committee	Widespread participation in town hall meetings.
3. Work to provide a diverse representation of departmental colloquium speakers.	Ongoing; every semester	Colloquia Committee	Monitor diversity of speakers each semester.
4. Devote at least one faculty meeting a year to diversity and inclusion, and make sure all faculty members are aware of concepts such as “stereotype threat”, “unconscious bias”, and “cultural taxation”.	Ongoing; annual	Chair, Equity & Inclusion Committee	All faculty members share responsibility for creating a welcoming and inclusive climate
5. Ensure that departmental website, communications, and events are proactive in representing the diversity of the department.	Ongoing	Development Officer	
6. Develop a 5-year MOU for ongoing departmental support of diversity efforts by student organizations.	By Fall 2016; annual review	Chair, Dean, student organizations	Student organization annual reports.
7. Require formal diversity training for faculty advisor and faculty mentors to increase sensitivity to unconscious biases and signals, educate about best practices, and foster inclusive dialogues.	Partial 2016; every 2 years	Head Graduate Advisor, Head Undergraduate Advisor	Climate discussions become a regular component of mentoring meetings. Identity Matters.
8. Provide in-person gender bias and sexual harassment prevention and awareness training for graduate students.	Ongoing; annual	Respect is Part of Research	Student engagement through organization and attendance.

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9. Maintain a strong and visible Equity & Inclusion Committee, including faculty, staff, and student representatives.	Ongoing	Chair, Equity & Inclusion Committee	All constituents of the department are aware of the committee's efforts.
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**Strategies for Goal 3:** Build on the inclusive climate in the department to maximize the retention and graduation of undergraduate and graduate physics majors, eliminating disparities in graduation rates among diverse groups.

<b>Strategies for Graduate Student Retention</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Measurable Outcomes</b>
1. Provide new graduate student orientation on arrival, and a follow-up orientation on degree requirements later in their first semester.	Ongoing; annual	Head Graduate Advisor	Climate survey reflects an increased awareness of degree requirements.
2. Assign a faculty graduate mentor to each student before arrival, and provide transitional mentoring on arrival and throughout the first year.	Ongoing; annual	Grad Mentors	
3. Develop a process for encouraging participation in study groups, and discourage exclusion of anyone.	Spring 2017	E&I Committee	Climate survey reflects increased sense of belonging.
4. Support a system of peer mentorship, implemented through BSN	Ongoing	Grad to Grad, Science Diversity Office	Student engagement through organization and participation.
5. Provide first year research seminar to acquaint students with the research enterprise in the department and provide information on finding a research advisor.	Ongoing; annual	Physics 251	Climate survey reflects an increased awareness of degree requirements.
6. Construct Preliminary Exams that fairly test the students' breadth of knowledge with clear expectations on subject matter covered and posted policies for passing the exam.	Ongoing; review each semester	Head Graduate Advisor	
7. Provide regular Preliminary Exam tutoring from advanced graduate students.	Ongoing	Student Services	
8. Provide group offices for fellowship students to build community for non-GSI students, as well as a central lounge for social interactions.	Fall 2016	Chair, Student Services	Utilization of these spaces.
9. Provide training for graduate mentors on inclusion and retention of underrepresented students.	Partial 2016; every 2 years	Head Graduate Advisor	Climate discussions become a regular component of mentoring meetings. Identity Matters.
10. Support increased career mentoring and post-degree placement services in the department.	Ongoing	Research Advisors	Climate survey reflects increased student optimism on prospects.
11. Implement catch up policies for undergraduate work, encourage individualized degree paths, and engage the graduate students in decisions regarding extra undergraduate course work to ensure the course recommendations best serve their academic development.	Ongoing	Head Graduate Advisor	Prelim Review Committee review results.
12. Implement best teaching practices (see Curriculum & Teaching).	Ongoing	Academic Coordinator	
13. Provide detailed annual reviews of individual students covering expectations and progress towards their PhD.	Ongoing; annual	Research Advisors	Research advisor annual reports.

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14. Encourage students to develop a network of mentors (faculty, postdocs, senior students).	Spring 2017	Student Services, E&I Committee, Graduate Student Mentors	Climate survey reflects increased sense of encouragement and support.
15. Each research group should develop a document outlining Qualifying Exam requirements and expectations for PhD.	Spring 2017	Chair	Climate survey reflects more clarity of requirements and expectations for degree

<b>Strategies for Undergraduate Retention</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Measurable Outcomes</b>
1. Encourage freshman and transfer students to participate in highly structured inclusion programs, including Berkeley Connect and Compass Project.	Ongoing; annual	Student Services	Climate survey reflects increased sense of belonging.
2. Work with L&S advisors to identify prospective physics majors, encourage early declaration of their major and in-department mentoring.	Ongoing, each semester	Undergraduate Advisors	Increased number of students declaring the physics major early.
3. Develop a process to encourage participation in study groups. Explore resources such as bCourses and a department website devoted for study groups. Consider alternating lab partners.	Spring 2017	Undergraduate Advisors	Climate survey reflects increased sense of belonging.
4. Support a system of peer mentorship.	Ongoing	Berkeley Science Network	Student engagement through organization and participation.
5. Provide an undergraduate lounge and study center, foster early sense of belonging.	Spring 2016	Chair, Student Services	Utilization of these spaces.
6. Provide training for undergraduate advisors on inclusion and retention of underrepresented students.	Partial 2016; every 2 years	Head Undergraduate Advisor	Climate discussions become a regular component of mentoring meetings. Identity Matters.
7. Support increased career mentoring and post-degree placement services in the department.	Spring 2017	Undergraduate Advisors	Climate survey reflects increased student optimism on prospects.
8. Implement best teaching practices (see Curriculum & Teaching).	Ongoing	Academic Coordinator	
9. Provide detailed reviews of each student every semester, covering expectations and progress towards their degree.	Ongoing; every semester	Undergraduate Advisors	Undergraduate Advisor reports.
10. Post department statement regarding commitment to diversity and available resources in a high-visibility (to students) display that is reviewed and updated annually.	Fall 2016	Student Services, with Comm.	Climate survey reflects increased student knowledge of available resources.
11. Provide a central bulletin board for undergraduate physics majors' use only.	Spring 2016	Student Services	Climate survey reflects increased sense of belonging.
12. Employ undergrad tutors within the department.	Fall 2016	Student Services	Utilization of the tutors.
13. Develop a plan to better support the transition for transfer students.	Spring 2017	E&I Committee, Science Diversity Office	Transfer students report an increased sense of clarity and satisfaction with the physics program

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**Strategies for Goal 4:** Implement best practices for mentoring and career development for faculty and staff that promote equitable opportunities for career success.

Strategies for Faculty Success	Timeline	Oversight	Measurable Outcomes
1. Implement a Faculty Mentoring Plan, including assigning a senior faculty mentor to all assistant and associate professors with regular reviews.	Ongoing; every semester	Chair, Faculty Mentors	Faculty Mentor reports.
2. Avoid “cultural taxation” by assigning service work to faculty in an equitable way.	Ongoing; annual	Chair	

Strategies for Staff Success	Timeline	Oversight	Measurable Outcomes
1. Enhanced Training, and tracking of training: <ul style="list-style-type: none"> <li>a) Diversity training for Managers               <ul style="list-style-type: none"> <li>a. <i>Identity Matters (Spring)</i></li> <li>b. <i>Exploring Workplace Diversity at Cal (Fall – MEP)</i></li> </ul> </li> <li>b) Online S/H Training for all Staff &amp; Management</li> <li>c) Diversity Training for all Staff.               <ul style="list-style-type: none"> <li>a. <i>Identity Matters (Spring)</i></li> </ul> </li> </ul>	By 1/17  By 7/16  By 7/16	Admin Director, Dept HR	All staff and managers share responsibility for creating and sustaining an environment that welcomes and supports a diverse workforce.
2. Launch Staff Equity, Inclusion, and Diversity committee (SEIDC), consisting of both management and staff employees, under the guidance of the Equity & Inclusion Committee (EIC), to oversee all equity, inclusion, and diversity efforts for Staff, including ongoing review of all <i>Strategies for Staff Recruitment</i> , and report on efforts annually to Department Chair.	By 1/17	Admin Director, Dept HR	1) Develop a charter consisting of: <ul style="list-style-type: none"> <li>a. define roles for each member (update JD)</li> <li>b. define meeting schedule</li> <li>c. defined vision &amp; mission</li> <li>d. establish reporting methods</li> <li>e. Methodology to implement <i>Strategic Plan Goals</i> for staff.</li> </ul> Consistent Annual reporting and integrated efforts with E&I Committee
3. Conduct annual performance evaluations with emphasis on goal attainment and goal setting.	Ongoing	Admin Director, Dept. HR	Clear understanding of individual goals and departmental expectations.
4. Support participation in career development workshops. Robust training initiative. Create a learning environment.	Ongoing	Admin Director, Dept. HR	Annual participation in 1-2 workshops by all staff.
5. Encourage inter-departmental peer groups.	<i>Ongoing</i>	Admin Director, Dept. HR	Open dialogue between groups.
6. Support participation on campus committees.	Ongoing	Admin Director, Dept. HR	More influence on campus-wide decisions.
7. Encourage higher faculty/staff visibility and communications.	Ongoing	Chair, Dir. of Administration	Higher staff/faculty participation at Physics events.
8. Maintain good communications between administration and staff on issues that affect morale. (Budgets, salary increases, etc.)	Ongoing	Director of Administration	Increased staff awareness of departmental challenges and opportunities.

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**Metrics & Indicators**

We have identified several key quantitative metrics and indicators for gauging our success in reaching our Key Goals. These are summarized in the table below, along with the specific Key Goal being addressed.

<b>Quantitative Metrics &amp; Indicators</b>
Enrollment and graduation rates of undergraduate students, compared both to national averages in physics and the overall student enrollment at Berkeley. (Goal 1, Goal 2)
Enrollment and graduation rates of graduate students, compared to national averages in physics. (Goal 1, Goal 2)
Demographics of physics faculty, compared to the national pool of physics PhDs. (Goal 1, Goal 4)
Demographics of physics staff, compared to staff across UC Berkeley. (Goal 1, Goal 4)
Well-being and belonging, reflected in responses to climate survey. (Goal 3)

**Accountability Measures**

The department will assess our progress in implementing this “Strategic Plan for Equity, Inclusion, and Diversity” through the processes summarized in the table below.

<b>Accountability Measures</b>
Department will perform a climate survey for students, faculty and staff in alternating years to monitor trends in climate and inform policy and practice.
Department will hold separate annual town halls meetings for undergraduate and graduate students to discuss the department climate and get student feedback.
Students have an opportunity to provide anonymous feedback regarding their academic mentor and mentoring.
Department will produce in alternating years a report that summarizes departmental status and progress in terms of diversity demographics as well as climate.
Faculty and staff on the Equity & Inclusion Committee review hiring plans, applicant pools, and search processes for faculty and staff hires to ensure equity and fairness of the hiring process.
Department will hold faculty meeting devoted to reviewing the diversity report.
Department will comprehensively review the “Strategic Plan for Equity, Inclusion, and Diversity” every 5 years.

**Incentives**

Lasting departmental transformation with regards to diversity will require rewards aligned to support the principles of the “Strategic Plan for Equity, Inclusion, and Diversity.” Our identified incentives are summarized in the table below.

<b>Incentives</b>
Faculty and staff performance reviews include evaluation of contributions to diversity, equity, and inclusion. Achievements in these areas are credited in the same manner as other achievements in research, teaching, mentoring, and service.
Develop 5-year MOUs with active student groups that include departmental commitment to annual funding and annual reporting expectations from the student groups.
New student awards, for research, teaching, and service supporting diversity and physics in society.
Nominate graduate students for the Graduate Division Diversity Award.
Nominate faculty for campus and national awards for promoting diversity.
Create new staff award for supporting diversity in the department.

**Research**

While it is difficult to promote diversity directly through the focus of physics research, there are several best practices with regards to research that can be utilized to promote a diverse department, particularly to attract and retain a diverse student body.



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<b>Research</b>
Advertise research opportunities related to societal applications of physics.
Train faculty to provide an equitable and inclusive environment in their research groups.
Promote undergraduate research opportunities for underrepresented populations in physics.

**Curriculum & Teaching**

As with research, promoting diversity directly through physics classes is a challenge. However, there are several best practices with regards to curriculum and teaching that help promote diversity in our classrooms.

<b>Curriculum &amp; Teaching</b>
Offer courses with multicultural or other diversity-related themes. (Berkeley Connect, Compass Project, Physics 375)
Ensure that all students have equitable access to lab groups, study groups, and project teams. (Review Fall 2016.)
Offer summer pipeline programs for students from underrepresented communities. (Compass Project)
Incorporate internships, action research, community projects, or other public-engagement efforts into the curriculum. (Review Spring 2016)
Use culturally responsive and inclusive teaching strategies. (Physics 375)
Provide transition courses for transfer students. (Berkeley Connect, Compass Project)
Partner with OPHD to provide sexual harassment training for Postdocs and visitors. (In Progress)

**Glossary of terms and acronyms**

Berkeley EDGE – a conference for underrepresented students who are competitively eligible for our Ph.D. programs

BGESS – Black Graduate Engineering and Science Students Association

BSN – Berkeley Science Network

CALSO – CAL Student Orientation

Compass project – a group of graduate and undergraduate students in the physical sciences that provides a summer program, fall and spring semester courses, mentoring, a research lecture series, and other academic and social support to foster a diverse and collaborative student community [[www.berkeleycompassproject.org](http://www.berkeleycompassproject.org)]

GIGS – Getting into Graduate School is a collaborative partnership between the Graduate Diversity Program (GDP), and the Graduate Assembly (GA), whose ultimate goal is to encourage and prepare undergraduate UC Berkeley students to select, apply, and enroll in graduate school [[diversity.berkeley.edu/gigs](http://diversity.berkeley.edu/gigs)]

IGenSpectrum – student group at UC Berkeley dedicated to improving the visibility and professional preparation of LGBT physicists

LAGSES – Latino/a Association for Graduate Students in Engineering and Science

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SACNAS – Society for the Advancement of Chicanos and Native Americans in Science

SWPS – Society of Women in the Physical Sciences

URM – (A person who identifies as an) Underrepresented Minority