

UC BERKELEY STRATEGIC PLANNING

STUDENT EXPERIENCE WORKING GROUP FINAL REPORT DECEMBER 2018

EXECUTIVE SUMMARY

Berkeley should be as renowned for its student experience as it is for its research achievements.

We have a great legacy to build on: world-class faculty and students; amazing libraries, museums, and other resources; and a beautiful and vibrant campus. Over the past several decades the campus has held steadfast in its mission to provide a low-cost, high-quality education, but it has done so in an environment of diminishing public investment and demographic growth in the State that has required a dramatic expansion in enrollment. The expansion of our mandate over the past two decades, coupled with declining revenues and increasing costs, has brought the campus to a tipping point in terms of the student experience. Now is the time for a serious rededication to and investment in the future excellence of the student experience. The Student Experience Working Group addressed the following dimensions of this challenge:

TEACHING AND LEARNING

“Discovery” should be the theme of our undergraduate experience and every Berkeley student (including graduate students) should have the opportunity to take full advantage of the unique resources and opportunities of studying at a world-class research university. Two signature qualities of Berkeley stand out here: our excellence in research and creative accomplishment and the breadth of that excellence across the full array of disciplines we cover. We should integrate Berkeley’s world-class research and the excitement of creative work into the experience of every student: a “Discovery Experience” should be developed as the common denominator of the Berkeley experience, whatever the student’s course of study or professional ambition. This could be a traditional independent research project, completion of a creative or entrepreneurial project, or a public service project.

All students, regardless of their degree objective, should be able to follow a course of study that prepares them fully for a lifetime of success in the 21st century. To better prepare students for 21st-century jobs, curricula should be more flexible and adaptive to newly emerging subjects—such as data science, arts and design, and global studies—and technologies, as well as to the particular needs and creative ambitions of both our undergraduate and graduate students. We should make it easier to take advantage of the breadth of Berkeley’s curricular offerings by creating more opportunities to do interdisciplinary work or focus in more than one field (“half” or composite majors for undergraduates and more flexible ways for doctoral students to work and be trained outside their primary areas of focus). And we should increase the options for students to complete

both an undergraduate and a master's degree in five years (or three for transfer students) by creating 3+2 or 4+1/2+1 programs that combine a BA with a professional or academic master's degree.

STUDENT ACADEMIC SUCCESS

All students should have the opportunity to explore and pursue their intellectual and creative passions through a well-guided and timely path to graduation. Berkeley's academic program and curriculum present a dizzying—and often confusing—array of options and many of our students come from nontraditional backgrounds that may not have fully prepared them to navigate this environment. “Berkeley Connect” is a successful model for a program that helps students start strong by linking them in small groups with graduate student mentors. In addition, we must expand and improve academic advising and explore augmenting our current advising corps with more peer or volunteer (emeriti or alumni) advisors. At the graduate level, we should encourage faculty to take advantage of training and other resources that help them become better mentors and we should offer additional advising for students who seek career opportunities outside of academia.

TRAINING FUTURE LEADERS

Every student should develop the personal, social, and civic skills not to just succeed, but to lead, in an increasingly global world. Because of both the diversity of our student body and the interdisciplinary breadth of our scholarly enterprise, Berkeley has a special opportunity to become a “leadership laboratory,” dedicated to cultivating team-building, effective communication, and aptitude in working in diverse environments. Every student should have the opportunity to complete at least one internship (or residency opportunity for doctoral students) and we should make service learning experiences and Study Abroad available to a larger number of students by, among other things, reducing financial barriers to participation in these programs.

WELLNESS AND “BASIC NEEDS”

All students should have the personal support and services they need to succeed academically. Our students cannot succeed academically and take most advantage of their Berkeley experience if they struggle with basic needs in areas like affordable housing and financial support. We strongly endorse rapid implementation of the recommendation of the Housing Task Force to essentially double campus housing and stress that this housing needs to be affordable. Financial support is also critical, particularly for doctoral students. Offering competitive support packages for doctoral students that allow them to focus on their academic work and complete their degrees in a timely fashion must be a top priority for the campus. Other wellness concerns this report addresses include career advising, food insecurity, student mental health, and services and support for disabled students, staff, and faculty.

DIVERSITY AND CLIMATE

Berkeley should have a faculty, staff, and student body that more fully reflects the diversity of our state and nation, and every student should feel welcome, respected, and safe. Diversity and inclusion must be at the heart of Berkeley's academic excellence and its mission to educate the

most promising students from all communities across the state. We strongly endorse the recommendations of the Enrollment Working Group to increase representation for African American, Native American, low-income, and first-generation-college students and to seek to qualify for federal designation as an Hispanic-Serving Institution (which means 25% of our undergraduates would be Latinx). The campus should expand programs designed to bring underrepresented, low income, first-generation-college, LGBTQ, and disabled students to the campus and ensure they succeed. Once here, all students should have ready access to the services their circumstances require, from admission through a healthy transition to life on campus and on to graduation. The ultimate aim of such services should be to ensure full inclusion and participation in all Berkeley has to offer. Experiences like athletics, the performing and creative arts, and student organizations that bring people together and create lifelong bonds should be supported.

FACILITIES

Every student should have access to modern academic and co-curricular facilities that support our principles of inclusion and innovation. Berkeley's physical plant is aging and our classrooms, laboratories, libraries, and other academic facilities are strained well beyond capacity by rapid undergraduate growth over the past decade. Growth is consistent with our mission to expand opportunity, but it must be accompanied by renewal and expansion of our physical plant. As the campus plans and seeks support for new affordable housing, classrooms, and other academic buildings, it should focus on opportunities to create spaces that foster engaged learning (including group and collaborative space), leading-edge creative making, interdisciplinary research, and a sense of belonging. These facilities must be fully accessible to all members of our community, including students, staff, and faculty with disabilities.

More specific recommendations on each of these topics are included in the body of this report.

STUDENT EXPERIENCE WORKING GROUP REPORT

INTRODUCTION

Berkeley should be as renowned for its student experience as it is for its research achievements. We should integrate Berkeley's world-class research and scholarship into the undergraduate experience in the same way that we do in our doctoral and professional programs, by deepening the synergies between teaching, mentoring, and research. At the same time, we need to do better in aligning and strengthening the connections between the academic and co-curricular facets of student life. We aspire to provide a learning community that is holistic in its commitment to the intellectual, professional, and personal development of all students, both undergraduate and graduate.

We have a legacy of great strengths to build upon in taking up this challenge. Since its founding, Berkeley has earned a reputation for its unique ability to provide the very highest quality education, at a very low cost, to a remarkable number of students, in a beautiful and vibrant campus setting. Berkeley is singled out regularly by the media for its success in opening its doors to low-income students and enabling them to graduate in a timely manner with little debt. It is also an engine of upward mobility, rated by both academic studies and industry surveys as the best return on investment in higher education today.

We must recognize, nonetheless, that Berkeley is now at a pivotal point in its history. Over the past several decades the campus has held steadfast in its mission to provide a low-cost, high-quality education, but it has done so in a context of diminishing public investment, an infrastructure that is showing its age, an unprecedented surge in the cost of living in the greater Bay Area, and population growth in the state that has led to a dramatic expansion in enrollment. The expansion of our mandate, coupled with declining revenues and increasing costs, brings the campus to a tipping point in terms of the student experience. Without a serious rededication to, and investment in, the future excellence of the student experience, the value proposition that defines a Berkeley education as a shining light of excellence and opportunity may well be jeopardized.

Acknowledging our current circumstances leads us to identify seven aspirations that we believe must guide our strategy to ensure the excellence of the student experience at Berkeley in the future:

- Every student should have the opportunity to take full advantage of the unique resources and opportunities of studying at a world-class research university.
- All students, regardless of their degree objective, should be able to follow a course of study that prepares them fully for a lifetime of success in the twenty-first century.
- All students should have the opportunity to explore and pursue their intellectual and creative passions through a well-guided and timely path to degree completion.
- Every student should develop the personal, social, and civic skills not to just succeed, but to lead, in an increasingly global world.
- All students should have the personal support and services they need to succeed academically.

- Berkeley should have a faculty, staff and student body that more fully reflects the diversity of our state and nation, and every member of our community should feel welcome, respected, and safe.
- Every student—as well as our faculty and staff—should have access to modern academic and co-curricular facilities that support our principles of inclusion and innovation.

BACKGROUND ON THE DEVELOPMENT OF THIS REPORT

UC Berkeley’s Strategic Planning process began in the fall of 2017. On November 21, 2017, Chancellor Christ and EVCP Alivisatos hosted a retreat attended by members of the Chancellor’s Cabinet, the Council of Deans, and the leadership of the Academic Senate and the undergraduate and graduate student governments. At the conclusion of that meeting, the group recommended charging four small working groups to conduct the initial phase of the planning process. The Student Experience Working Group was charged with addressing the following question:

What investments and changes in our instructional and co-curricular programs would have the greatest impact on the quality of our students’ experience? Topics to be addressed: curricular and co-curricular programs that would improve the experience of both undergraduate and graduate students (including post-doctoral scholars); specific issues (e.g., lack of housing) currently affecting students; creating a supportive and inclusive campus climate (including morale of staff, students, and faculty); and the role of technology in improving student outcomes and instructional quality.

In December 2017, the Chancellor appointed Vice Provost for Graduate Studies and Dean of the Graduate Division Fiona Doyle and Professor and Chair of English Genaro Padilla to co-chair the Working Group. Membership included faculty and deans or associate deans from across the colleges, an undergraduate and a graduate student, and staff from Student Affairs, Equity and Inclusion, and advising. The Student Experience Working Group held its first meeting on January 18, 2018 and met six additional times from February through April.

As part of its deliberations, the Group reviewed reports and studies that had previously been produced on such key topics as housing and student mental health, as well as data from the Undergraduate Experience Survey (UCUES) and various surveys of graduate students. Its members attended two campus-wide town halls; meetings of the Academic Senate, the Divisional Council, and the Committee on Academic Planning and Resource Allocation; meetings of both the ASUC Senate and the Graduate Assembly; the Student Advisory Councils to both the Vice Chancellor for Undergraduate Education and the Vice Chancellor for Student Affairs; various staff groups, including two focused sessions with Student Affairs staff and with advising staff from across the campus; the Department Chairs Forum; and the Berkeley Board of Visitors and the Executive Committee of the Berkeley Foundation.

The Student Experience Working Group focused its findings and recommendations in four key areas: academics and curricula; advising; wellness and basic needs; and diversity and campus climate (including climate and inclusion issues for staff and faculty as well as students). Its findings and recommendations are discussed below.

FINDINGS AND RECOMMENDATIONS

I. TEACHING AND LEARNING IN THE TWENTY-FIRST CENTURY

- *Every student should have the opportunity to take full advantage of the unique resources and opportunities of studying at a world-class research university.*
- *All students, regardless of their degree objective, should be able to follow a course of study that prepares them fully for a lifetime of success in the twenty-first century.*

Berkeley students, whatever their particular degree goals, should learn to discover, to create, and how to make a difference. In an era defined by an unprecedented pace of social change and technological innovation, we should provide our students the education that best prepares them both for today's professions and careers and for ones that do not yet exist and that are likely to change over the course of their lives. Students should be prepared for what are likely to be profound changes in their personal, civic, and even environmental circumstances. This argues for curricula, particularly at the undergraduate level, that place greater emphasis on the development of a well-balanced set of core intellectual, social, and civic skills that can be deployed adaptively across multiple intellectual and professional domains, rather than on the exclusive mastery of a particular discipline. Curricula should provide more opportunities for active learning experiences that teach students to use their own initiative to make discoveries, to create new ideas and forms of expression, to invent new tools, and to find solutions to important problems. Curricula should be more flexible and adaptive to newly emerging subjects—such as data science, arts and design, and global studies—as well as to the particular needs and creative ambitions of both our undergraduate and graduate students.

Discovery as the Heart of the Berkeley Student Experience

A key feature of a Berkeley undergraduate education is the opportunity to pursue an excellent liberal arts or professional education at a world-class *research* university. Berkeley has developed numerous opportunities across its schools and colleges for students to engage in research activities, both in support of faculty projects and also of their own initiative. Student demand for these opportunities nonetheless far outpaces supply. The Office of Undergraduate Research is only the most visible of such programs and its work should be supported and expanded. That said, many students develop a passion for non-research creative activities, such as creating a unique work of visual or performing art, entrepreneurship, designing a device or plan to solve a complex problem, or serving other communities.

Currently, these activities are often co-curricular pursuits or electives; in many cases departments have developed programs or opportunities that fit the “discovery” theme but are not necessarily available to all students in the major or branded as “discovery” experiences. Yet the intellectual benefits are so profound we feel that these activities should be called out as a signature experience for every Berkeley undergraduate. A “Discovery Experience” should be developed as the common denominator of the Berkeley undergraduate experience, whatever the student's course of study or professional ambition. The faculty should work together to weave opportunities for self-initiated student projects into the entire fabric of the academic landscape; students should be encouraged to reflect on their intellectual and personal development and thoughtfully build a portfolio (most likely in electronic form) of their own work; and we should develop public fora for recognizing and

celebrating these student accomplishments. The campus's pursuit of a number of "Signature Initiatives" that combine research, instruction, and service should also offer many opportunities to develop discovery experiences for our undergraduates.

In addition, thought should be given to increasing opportunities for *graduate* students to engage in a "discovery experience" outside of, or beyond, the research and advanced projects typically included in Berkeley's graduate programs. For example, a "Discovery Summer Fellowship" for graduate students would be one way to encourage students to explore opportunities outside of academia or delve into questions from a different field or at the intersection of disciplines. The opportunity to pursue knowledge in an unrestricted, student-oriented topic could become a signature Berkeley innovation and add to our ability to attract the best students.

Curricular Flexibility

Berkeley has tremendous opportunities to draw on its breadth and excellence in both academic and professional fields and the exceptional resources provided by its libraries, museums, collections, and laboratories (including Lawrence Berkeley Lab) to create new and more flexible curricular offerings that respond to rapidly evolving student interests, labor markets, and the need for lifelong learning. Opportunities like this could become a signature of both the Berkeley undergraduate and graduate experience. Departments and programs should be encouraged to pursue these kinds of new directions on an "opt-in" basis, as is appropriate given their curricula and disciplinary needs and the interests of their faculty and students. Some compelling examples that might be developed in the future include:

- **Composite or "Half" Majors.** The campus could expand the possibilities for undergraduates to pursue more interdisciplinary work or work in more than one field without committing to a full double major. The interest of Berkeley students in mastering more than one field is demonstrated by the increasing number of undergraduate students who pursue minors or double and dual majors. (The percentage of students who pursue double majors has doubled in the past 15 years, from around 3% in the early 2000s to 6-7% in recent years.) Yet full double and dual majors require heavy unit loads (a minimum of eight courses per major) that restrict students' ability to enroll in electives, make it more difficult for them to pursue opportunities like Study Abroad or academic-term internships, and contribute to excess unit loads and longer time-to-degree. They also make it more difficult to accommodate increasing numbers of undergraduates—especially when one or both of the majors a student is pursuing are at capacity.

To address these difficulties, some departments (e.g. Computer Science) are experimenting with "half majors" in which students combine two majors without taking the full set of courses required by a double or dual major, or being constrained by the limited combinations of current joint major programs. This approach broadens access to highly impacted majors by allowing students to complete them with fewer courses and allows students to tailor their studies to suit their particular interests. Combinations of departments that wish to jointly pursue half majors may also want to develop joint courses that focus on the intersections of their two fields.

- **Letters and Science majors or minors offered in conjunction with professional schools.** Many Berkeley students are interested in exploring professional careers and would like to prepare for those futures and for admission to graduate school by pursuing a liberal arts major that is specifically linked to a professional school. The long-standing L&S major in Legal Studies and the more recently developed Public Health and Social Welfare majors, as well as minors offered by several professional schools, speak to this interest. To better respond to the interests of our undergraduates, as well as better leverage the excellence of our professional schools, professional schools that are interested in developing such programs should be encouraged to collaborate more deeply with the College of Letters and Science.
- **“3+2,” “4+1” (or “2+1”) programs.** We endorse the recommendation of the Enrollment Working Group to expand “3+2” and “4+1” programs—and to introduce “2+1” programs for transfer students—that combine undergraduate and graduate education and offer Berkeley undergraduates the opportunity to earn both an undergraduate and a master’s degree in five (or three) years, as well as free-standing one- or two-year academic or professional master’s programs for graduates of other institutions who wish to pursue additional work in a chosen discipline. Such programs are common at other research universities and we think they would increase Berkeley’s appeal to applicants with high intellectual and career aspirations. “2+1” programs for transfers would satisfy the desire many have to spend more than just two years at Berkeley. Programs like these should be developed on an opt-in basis by interested departments and schools. We note, however, that federal and state financial aid programs that support many of our undergraduates are not currently designed to support graduate study; careful attention will need to be given to designing programs that are financially accessible to all students.
- **Expansion of interdisciplinary graduate education: “Designated Emphases,” Blended MA/PhDs, and Joint PhDs.** Much of today’s cutting-edge research draws on the tools and cultures of more than one discipline. Berkeley has many highly-regarded graduate groups offering interdisciplinary graduate degrees or designated emphases. Similarly, it is increasingly evident that the highest performing professionals of the future may need the skills of more than one of the traditional professions. Although Berkeley has some concurrent programs, the combinations now available are limited. Recognizing the benefits of cross-training and interdisciplinary study, Berkeley should explore ways to make both doctoral and professional programs more flexible than current offerings. Much could be accomplished with more flexibility in the requirements for membership of committees for higher degrees (e.g. qualifying exam and dissertation committees), in conjunction with recognition of the contributions of faculty in supporting the work of graduate students from other academic programs. Some flexibility in crediting students for coursework taken as part of another program—or even before formally matriculating as a graduate student at Berkeley—could further enhance the ability of our students to tap into the rich opportunities of Berkeley. Our goal here is to pursue opportunities for greater flexibility within our existing graduate programs without encouraging the creation of multiple new

programs that increase administrative complexity.

II. STUDENT ACADEMIC SUCCESS

- *All students should have the opportunity to explore and pursue their intellectual passions through a well-guided and timely path to graduation.*

The curricular developments discussed above are necessary for ensuring an excellent student experience, but they are not sufficient. Though great strides have been made in addressing impaction in high-demand and required courses, more work remains to ensure that the full range of academic opportunities of the campus is accessible to all of our students—whatever their background or preparation, whether they are freshmen, transfers, or graduate students, whether they are first-generation or fourth-generation college admits, whether they have disabilities that affect their access to courses, materials, facilities, etc. We need to better ensure that academic courses and enrichment programs are available to all students in a sequence and timeframe that allows them to pursue a well-planned course of study and to graduate in a timely manner. As discussed below, our new Student Information System needs to be fully built out, but we also need to add staffing to improve undergraduate advising and faculty mentorship programs for undergraduate and graduate students alike. In the words of the Undergraduate Council, relatively “[s]mall investments in student-facing support services” could greatly enhance the undergraduate student experience.

Advising, Mentoring, and Navigation

Undergraduate Advising: Many undergraduates have difficulty accessing advisors—both academic and co-curricular—and advising is uneven across academic units. Some units are unable to provide the kind of high-touch guidance that both traditional and non-traditional students need—both to take the fullest advantage of their time at Berkeley and to successfully launch themselves onto a path of professional and personal success. At the same time, the Berkeley community offers many resources—including its own graduate and undergraduate students as well as alumni and emeriti—with valuable knowledge that could help students better navigate the complexities of the campus and its opportunities, and plan for their post-graduate careers. Efforts to improve the quality and accessibility of undergraduate advising could include the following:

- **"Launch Programs:"** The new "Golden Bear Orientation" week presents a wonderful opportunity to develop more targeted academic “launch programs” that expose students early on to the full range of academic and co-curricular opportunities available to them and build a greater sense of academic belonging in their new community. Special orientation and launch programs should be developed for transfer students, as well as for non-traditional and commuter students.
- **Expansion of Berkeley Connect and similar programs.** The Berkeley Connect program, which has been very successful in several departments that have introduced it, recruits advanced doctoral students or postdocs who serve as mentors for groups of about 20 freshmen or new transfer students, helping to orient them to undergraduate education and

learn to navigate Berkeley. This is particularly valuable for first-generation students, international students, those whose high schools did not offer a college-going culture, and for transfer students who are often commuter students and have only a limited amount of time to develop an academic community at Berkeley. But *all* undergraduates benefit from the opportunity to get to know graduate students outside of their classes; for some this may open a welcoming path toward graduate education. At the same time, graduate student mentors also benefit. In addition to receiving a modest fellowship, they are taught important communication and mentorship skills, and often participate in dissertation writing groups. Prospective employers of our graduate students value this professional development. We recommend making programs of this nature available to all undergraduates wanting this enrichment as part of their transition to Berkeley and expanding mentorship opportunities to postdocs and professional school students as a professional development opportunity.

- **Better metrics on student advising.** Developing accurate ratios of advisors to students is currently very difficult, given the wide range of responsibilities held by advising staff in different units. This challenge will not be made easier by adoption of our recommendations (below) to increase the numbers of peer advisors or engage retirees and emeriti in some type of advising. Rather, we suggest the campus investigate setting a campus-wide benchmark for advising services based on expectations of how often a student can see an advisor, or how long they should wait for an appointment or a helpful, accurate response to a specific question. Performance on these service metrics should be more consistent across colleges, schools, and departments.
- **Expansion of peer mentors, as well as volunteer mentors recruited from retirees and emeriti.** Several colleges have effectively incorporated peer mentors into their advising programs, training undergraduates to offer general advice and thereby freeing up the time of professional staff and faculty to deal with more complicated questions requiring their professional or disciplinary expertise. Many students seek out peer mentors with questions that they would not feel comfortable discussing with a professional advisor. Peer mentors can benefit by receiving training and experience and by being paid (perhaps using Work-Study funds at a fraction of the cost of full-time staff) or participating in structured programs that offer internship-type experience and academic credit. Retirees and emeriti who would like to maintain a connection to the campus and continue to interact with students have told us that they would be very interested in a program that allowed them to volunteer as advisors. In addition to increasing our advising corps, programs like these could help create a more cohesive, supportive campus community.
- **Better integration of career and academic advising.** The campus may wish to consider ways of better integrating career advising into academic advising provided by the College of Letters and Science. Typically, Berkeley undergraduates do not consult with Career Center counselors during their first two years. Rather, their primary source of advising is meetings with academic advisors at the college/major level. But many students would benefit from beginning to think earlier about their career interests and integrating this thinking into

academic decisions. (For example, they may learn of different major options available for the careers they seek.) For transfer students, the truncated timeline during which they must complete their upper division work and prepare for life after graduation makes early exposure to career-related advice even more crucial. College and department academic advisors could partner with the Career Center to provide training and resources, as well as sponsoring career development events based on specific academic interests or units. This collaboration would help advisors integrate career planning into their work with undergraduates as early as the spring semester of the freshman year. Academic advisors would help students think about how externships and internships could help clarify their aspirations; the advisors would also strategically link these experiences to the rest of the students' coursework and other co-curricular activities such as research and study abroad.

- **Identifying ways to create more intimate advising communities.** By virtue of their smaller size and disciplinary foci, some colleges have been able to create more intimate advising communities. This is challenging within the College of Letters and Science. We are aware that the College is exploring ways to create smaller and more focused advising activities. These might include, for example, creating a separate pre-major advising office for the 54% of L&S students who are undeclared or smaller advising cohorts or communities by field of interest (Social Sciences, Arts & Humanities, Biological Sciences, etc.). We endorse these efforts.

Doctoral Student and Postdoctoral Scholar Mentoring: For students in doctoral and research-focused masters programs, along with postdoctoral scholars, the faculty mentor-student relationship can make or break students' experiences at Berkeley and, potentially, their entire careers. The 2016 UC systemwide survey of [graduate student well-being](#) found that most students are satisfied with mentoring, but that significant numbers of students are dissatisfied. Berkeley's [2014](#) survey of graduate student happiness and well-being identified the relationship between a student and his/her advisor as one of the top predictors of general satisfaction and mental wellness.

In 2006, Berkeley's Graduate Council compiled a resource on [Best Practices for Mentoring of Graduate Students](#) and in 2011 the campus agreed that graduate student mentoring should be explicitly [evaluated in academic personnel cases](#). However, many faculty express surprise that such resources exist. Consequently, we recommend more strenuous efforts to help faculty be supportive, effective mentors. Faculty—particularly junior faculty—should have access to a program that introduces them to resources, tools, and best practices as mentors of graduate and post-doctoral students.

Transfer Students: Transfer students have particular needs that Berkeley should evaluate and address. Incoming transfer students are more diverse than our first-time freshmen, with many low-income students, first-generation college students, older students, student parents, and underrepresented minorities. Students transferring from the community college system—which many may have attended part-time while managing jobs and family—must quickly transition into the UC Berkeley academic environment to be successful and attempt to complete their degrees in two years. Special attention should be taken in evaluating the transfer student experience and their transition into UC Berkeley, including enhancing Transfer Day for newly admitted transfer students,

continued focus during Golden Bear Orientation, strengthening career exploration opportunities, and an appropriate level of support services to ensure the transfer student experience has some level of equity to the first-year freshman experience, while at the same time meeting transfer-specific needs.

Student Athletes: Recruited athletes bring a special kind of excellence to Berkeley and greatly enhance the campus experience for students, faculty, staff, and alumni. We need to place very high priority on the academic success of these students and ensure they have the support services they need to participate fully in the academic and co-curricular experience at Berkeley while still maintaining rigorous training and competition schedules.

Access to Classes

Though great strides have been made over the past several years to increase the number of seats in high-demand and required courses, more work is needed to ensure that students can access the classes they need, when they need them, in order to satisfy prerequisites, complete their curricular requirements, and graduate in a timely manner. This is a key goal of our recommendations above regarding undergraduate advising, but is also important in graduate programs. Not only will this significantly improve the student experience, and reduce the cost of earning a degree, but it recognizes that it is more important to plan for *degrees awarded* than for specific *enrollments*. The new Student Information System has the potential to better predict the demand for gateway and other required classes on the basis of students' programs of study and the curricular requirements of those programs. Building out this predictive capability and providing feedback and incentives to departments offering the relevant courses could vastly improve the student experience.

Finally, the campus should continue to expand high-quality online, summer, and off-campus courses and programs that provide flexibility for students who wish or need to study off-campus and/or outside of the traditional academic year and may help prospective students—including potential community college transfers—prepare for Berkeley and complete their degrees in a timely fashion.

III. TRAINING FUTURE LEADERS

- *Every student should develop the personal, social, and civic skills not to just succeed, but to lead, in an increasingly global world.*

Bringing students together in face-to-face learning communities that are constituted by a shared academic or professional interest, project, or ambition—rather than social affiliation—presents a unique opportunity for students to develop the communication and interpersonal skills needed by future leaders in business, government, and civic life. The diverse backgrounds of our students provide a natural opportunity for Berkeley to serve as a “leadership laboratory,” dedicated to cultivating team-building, effective communication, and aptitude in working in diverse environments. These pedagogical goals should be hardwired into our course design and classroom dynamics. We should broaden, moreover, the range of opportunities our students have to show independent initiative, to build and participate in teams for project-based learning challenges, and to incorporate internships and service learning experiences into their course of study. We recommend

that one or more of the kinds of experiences described below become a part of every student's experience.

Internships and Postdoctoral Programs

A core recommendation of this report is that the campus should make an institutional commitment to expand the number and range of available internships, aggressively engage alumni to provide more opportunities, integrate discussion of internships more fully into the undergraduate and graduate advising process, and ensure that access to internships is equitably distributed—including to low-income students, transfer students, student parents, students with disabilities, athletes, and others who may face barriers in identifying, securing, and successfully completing internships. This commitment also requires reassurance that participating in internships does not interfere with timely graduation.

Internships

All undergraduate students should have the opportunity to participate in at least one off-campus, paid internship experience. At present, internship opportunities are not equitably distributed across colleges and many of the students who would most benefit from this kind of experience are much less likely to seek and obtain off-campus, paid internships than their peers in, for example, business administration and the engineering disciplines. Many students will readily seek training and experience with for-profit employers who constitute the traditional source of internship opportunities. But others aspire to careers that engage in social rather than private entrepreneurship; generate policy rather than financial research; utilize grant writers rather than code writers; and apply creativity through the arts or marketing. Additionally, as noted above, some groups of students face barriers in securing and completing internships. Our challenge is to ensure access to internships that include all of our students and empower all of their varied aspirations.

Graduate Student Residency Opportunities

We should develop partnerships with other universities and industrial and corporate partners to expand post-doctoral and residency opportunities for our doctoral students. For those who anticipate seeking employment outside academia, these could help build resumes that distinguish them from other job-seekers.

Alumni Engagement

We should engage our alumni community in a broad campaign to secure internships and host interns and post-doctoral residencies. The over half a million Berkeley alumni located across the country and throughout the world have much to offer current students beyond their financial contributions and they constitute an invaluable and largely untapped resource to secure internships. We recommend that the campus launch an institutional initiative to increase alumni engagement by explicitly encouraging them to promote the creation of internship opportunities within their organizations. By doing so, the range of career fields and geographical reach of internship opportunities available will expand and many more alumni will become personally invested in contributing to the success of individual students.

Financial Support for Internships for Low-Income Students

We also recommend seeking funding to allow low-income students to take internships. Students from low-income families often face added obstacles to participating in and maximizing the benefits offered by internships. They may have limited access to the social networks that can lead to internship opportunities and provide familiarity with the professional workplace. Additionally, their lack of economic resources limits their ability to accept internships: all too often, they can only engage in internships that are located near their family residence and pay enough to allow them to forego summer employment. We recommend pursuing funding to support Pell Grant-eligible students with stipends that would allow them to take internships in locations and/or fields of interest that would otherwise be beyond their means. Such a program would also provide training that will boost the students' confidence and social capital, so that they can make the most of their internship opportunities and become members of an ongoing community that would provide support during and after the experience. In addition, each cohort of interns could serve as mentors for the subsequent year's participants.

Career Center Externship Program

Externships have become one of the Career Center's most powerful transformational tools, especially for humanities and social science students who are uncertain about how their studies can lead to a satisfying career. These one- to three-day placements with alumni in areas of career interest (focused on freshmen and sophomores) occur during Winter Break. They expose externs to the milieu of work in a given field through close observation of their alumni sponsor. Expanding this program will help ensure that low-income students can build their own network, which often leads to subsequent internship opportunities. This program has demonstrated success in connecting current students with Berkeley alumni in a substantive and significant way: according to the most recent data, 98% of externs would recommend the program to a friend and 97% of alumni sponsors would do so again.

Study Abroad

The future of our students--whatever their career trajectories and wherever they settle--will be global and they will thrive best if they have learned to successfully navigate in another cultural and geopolitical setting at some point during their course of study. Our Study Abroad opportunities should be expanded and made more flexible so as to ensure that Study Abroad is available to students from all backgrounds (including, for example, students with disabilities). We should aim for at least one third of our undergraduate students to study abroad at some point in their program.

Service Learning

Public service is at the core of our mission as a land-grant university and our students should be given every opportunity to identify with that ethos, to become a part of our public mission, and to learn over the course of their studies to live lives that take them beyond themselves. According to a number of different studies, learning and scholarship focused on service to others improves academic achievement; assists in the recruitment and retention of historically underrepresented students; promotes "character" qualities such as responsibility, trustworthiness, caring for others, racial understanding, and continued civic engagement; builds "soft" skills and emotional intelligence;

and can introduce students to new careers and the world of work. "Engaged Berkeley" is one of many examples of current campus-wide strategies for expanding Berkeley's long-standing commitment to public service by ensuring that every student has access to a quality public service opportunity and by incentivizing faculty and graduate students to integrate engaged scholarship into their courses and research.

IV. WELLNESS AND "BASIC NEEDS"

- *All students should have the personal support and services they need to succeed academically.*

We have a primary responsibility to ensure that our students are able to pursue their academic goals successfully. Berkeley has long offered opportunity to students from all backgrounds—including those from under-resourced schools, low-income families, and a variety of challenging personal circumstances. UC's financial aid program (and other programs in place for low-income or socioeconomically disadvantaged students) recognizes that these students need and should receive additional support. It is critical to recognize that as students and their families are forced to bear more of the financial burden of their education and as the cost of living in the Bay Area far outstrips that of other areas of the state and the country, even students from middle-income families struggle with basic housing, food, and financial sustainability.

Affordable Housing

If any single challenge at Berkeley deserves to be labeled a "crisis," it is housing. Lack of affordable, decent housing near the campus was routinely the greatest single obstacle raised in our discussions with students and those who serve them. And lack of affordable housing affects all members of our community: undergraduates, graduate students and postdoctoral scholars, staff, and faculty. Without substantial, rapid growth in its own affordable housing stock and the local affordable housing market, Berkeley will be increasingly unable to recruit the best students, faculty, and staff, and many of those who do come to us will still face serious hardships in terms of high rents, substandard living conditions, and lengthy and difficult commutes. Students and others forced to live at ever-greater distances are less likely to travel to the campus to study and socialize with others or engage in intellectual and cultural activities. As a result, they are more likely to suffer a sense of isolation and lack of connectedness, and less likely to seek academic or personal help when they need it. All of these conditions weaken our community and threaten individuals' success and well-being.

Fortunately, the campus has developed a plan to address these issues. We support and endorse full implementation of the January 2017 recommendations of the Housing Master Plan Task Force chaired by our current Chancellor. Noting that Berkeley currently houses only 22% of its undergraduates and 9% of its graduate students—the lowest in the UC system—the Task Force recommended a campus goal of affordable housing for about 50% of our undergraduates and 25% of our graduate students. This was estimated to require almost doubling the 2016 capacity of 8,700 beds to 15,600 beds; even more capacity would be needed to achieve the goal if campus enrollment increases. Any additional increases in enrollment must be coordinated with the development of additional affordable housing. Increases in student housing should help ease the housing crisis for

all members of our community, by diverting a portion of the housing demand that leads to shortages in the private housing market.

While we pursue the long-range plan to double affordable housing, we must also ensure that we have a robust safety net that includes homeless student protocols and emergency housing resources. We need to understand whether housing is disparately impacting students from different experiences. What are the housing challenges of transfer students? of student parents? of commuters? of students and staff with disabilities? We also need to look at the housing services and advising we provide to students as they transition out of campus housing and proactively prepare students to effectively navigate this process.

Financial Support

Doctoral Students: The second most frequent “pain point” we heard raised was financial support for doctoral students. Although doctoral students in some academic programs are well supported, stark differences in support exist across the campus. Some students report having chosen to make the sacrifice of a smaller financial aid package, along with a higher cost of living, in order to attend Berkeley. But surveys of admitted graduate applicants who chose *not* to attend Berkeley demonstrate that many others are unwilling or unable to make such sacrifices, which compromises our academic stature. In disciplines with few GSR positions funded from extramural grants, students may also find their research and academic progress slowed because of their need to support themselves by either teaching or working off campus. This increases the number of years for which the campus must provide support, as well as the possibility that students will leave their programs without completing their degrees. Faculty feel these impacts in the challenges they face recruiting the best doctoral students, in increasing costs borne by research grants and departmental funds, and in the difficult trade-offs that must be made between the number of students a department would like to enroll for academic reasons and the number it can afford to support adequately. Non-competitive financial support packages are also a major roadblock in the campus’ efforts to attract more underrepresented graduate students, who are highly sought after by many other high-quality research institutions that can provide greater support. Departments regularly report losing highly qualified minority potential students because of an inability to provide competitive financial support.

In order to maintain the quality of Berkeley’s graduate and research programs and its faculty, doctoral students must be offered a combination of fellowships and GSI/GSR support that enables them to live in the very high-cost Bay Area and that is competitive with the packages offered by our peer institutions. We recognize that teaching is an important skill for doctoral students to master, but teaching for many years competes with research. Accordingly, increasing the funds available for fellowship support should be a high priority for our philanthropic endeavors. In addition, we believe that some of the projects being recommended by the Signature Initiatives Working Group offer the opportunity to attract sponsored research that could provide GSR positions in academic areas that have historically seen very few of these positions.

Additionally, as recommended by the Enrollment Working Group, careful attention needs to be given to the size of our doctoral programs: graduate student enrollment should not necessarily grow at the

same rate as undergraduate or faculty growth. Robust doctoral programs are central to Berkeley's quality and identity. But quality and positive student experience are best served when programs have the full combination of adequate financial support, faculty bandwidth to provide appropriate mentorship, a strong applicant pool, and a job market that offers students reasonable confidence that they will be able to find employment and live comfortably after leaving Berkeley.

Professional Graduate Students: The 2016-17 academic year marked the first time that Berkeley had more graduate students in professional degree programs than in doctoral programs. Our own academic planning, in conjunction with national trends, projects further increases in the number of professional students. Whether they are in state-assisted or self-supported programs, studying full-time or part-time, on campus or online, it is crucial that the campus recognize the financial situation of this important group of students.

Students in professional programs traditionally pay all of their tuition and living expenses. Graduate students are ineligible for much of the need-based federal and state financial aid available for undergraduates. Many full-time professional students have no option but to take out loans to fund their education, often adding to debt incurred while undergraduates. Many report having to compromise their dreams of "giving back," and instead pursue high-paying jobs in the private sector when seeking post-graduation employment, just to pay off their loans. Students who enroll in part-time programs—so that they continue to have an income while studying—still often have challenges paying their tuition and balancing the demands of their studies with those of their jobs and, for many professional students, their family responsibilities.

We believe it is important for professional programs to offer financial aid for low-income students and those dedicated to working in the public and not-for-profit sectors where salaries are likely to be low. We recommend that programs evaluate their financial aid programs regularly. We believe that such assistance is likely to be of interest to some philanthropists. In addition, although teaching is not an integral component of most professional programs, we believe that many professional students, particularly those in the longer programs, would benefit educationally as well as financially from the opportunity to serve as a GSI for a semester. Not only would this ease the shortage of GSI positions resulting from slower growth in the number of doctoral students relative to undergraduates, but undergraduates are likely to be enriched by exposure to GSIs who have some professional experience or training.

Undergraduates: The University of California is a national leader in the level of need-based aid it provides its California students. The combination of federal, state (Cal Grant), and institutional support (by University policy, one third of all new tuition revenue is dedicated to financial aid for needy students) helps ensure that Berkeley remains accessible to students from a broad range of socio-economic backgrounds. Nevertheless, students from low- and middle- income families are finding it increasingly difficult to manage the financial costs of a Berkeley education and are assuming greater debt, all the while pressed into small living quarters, not eating well, and unable to supplement basic living needs.

Additionally, federal and state policies severely restrict the amount of aid available to domestic nonresident and international undergraduates—meaning these students are essentially expected to self-fund the costs of their education, regardless of family resources. As the state has required UC to substantially increase tuition for nonresidents, this burden has become increasingly challenging.

While many of the policies governing undergraduate financial aid are beyond the control of the campus, there are areas where we may be able to help access and leverage the aid and other resources our students do have.

Work-Study funds could be used more effectively by providing students with intellectually meaningful work opportunities with faculty and staff and activities such as peer advising that will also improve the experience of all students. These opportunities should be easy to create and easy to find. We believe that increasing the visibility of work-study opportunities for students will prompt the creation of more—and more meaningful—work-study positions. Attention should be given to ensure that increased work-study opportunities are accessible to all students—including those with disabilities, commuters, etc.

We should work to ensure that our financial aid office has the staffing needed to provide accessible, easy-to-navigate services and that financial aid awards are made in a timely fashion. Small investments in additional staffing could pay very significant benefits for our students.

Counseling on financial literacy should be a visible part of the orientation programs provided for incoming students, along with options for more detailed follow-up.

Career Advising and Professional Development

A key part of students' well-being is a sense that they have opportunities and a plan for the next steps when they leave Berkeley. Berkeley students (both undergraduate and graduate) consistently rank career advising as a high priority on various surveys and a lack of career clarity affects their confidence and academic success. Career services should be expanded, both within the Career Center and in the form of stronger partnerships with academic advising for undergraduates. These include a focus on expansion of internship opportunities, externships, and increased alumni connections, as discussed above. But to truly transform the student experience, career advising and support should not be an afterthought to four years of study. Students should be encouraged throughout their studies to explore opportunities they may never have considered and to develop broader skills that will make them more attractive to prospective employers and/or graduate programs.

A key feature of effective career advising is provision of services that augment the academic content of traditional curricula to build a comprehensive set of competencies valued by employers. The opportunity to acquire such skills will not just benefit our students when they seek employment or internships; it will improve students' confidence about their future prospects, which in turn will reassure them and improve their outlook on the future. Finally, effective career advising also includes much more effort on introducing doctoral students to job opportunities outside academia, as part of their academic mentoring as well as through broader programs; assisting students in acquiring the competencies sought by many non-academic employers; and providing more specialist assistance for professional students.

In its review of this report, the Undergraduate Council made a number of very specific recommendations concerning the Career Center and career advising services. We recommend that as part of the implementation of this report, serious consideration be given to these recommendations.

Other Key Basic Needs

While housing and financial support are clearly the most pressing of basic needs our students confront, they are also challenged in any other ways:

Food Insecurity: As a result of challenges with housing and finances, many students report going hungry and skipping meals on a chronic basis. Berkeley has launched several food initiatives that should be supported or expanded, even as the campus attempts to deal with the underlying issues causing food insecurity. These include:

- Food pantries
- Cal Fresh: New state policies passed last year mean that an estimated 12,000 UC Berkeley students now qualify for up to \$192 a month of state support for food that does not impact their financial aid. Berkeley should assist students in learning about their benefits, applying for them, and using them. In addition, EBT card reader implementation for Cal Fresh should be accelerated at Berkeley, allowing our students to take advantage of over \$25 million in annual purchasing power.

Student Mental Health: Both survey data and statistics on services sought at University Health Services demonstrate an ever-increasing need for mental health services. While this is a national trend that has been building for more than a decade, recent increases in the number of students at Berkeley, in conjunction with housing shortages, have exacerbated the stresses on our students. The Working Group believes it is insufficient simply to keep adding mental health professionals to the University Health Service to deal with the *effects* of stress and other mental health issues. Rather, the campus must endorse and embrace a culture of wellness, with a goal of truly promoting mental *health*. Wellness begins with, but goes beyond, a culture in which students feel safe and respected. We also recommend seeking new sources of financial support for the wellness minor, recreational sports, creative expression, and mental wellness activities.

We also note that a culture of mental health is particularly difficult to achieve at an institution whose cultural DNA is one of over-achievement. Students face significant stress from the expectations of their instructors. Faculty must learn and adopt best practices for conducting classes in a way that alleviates unnecessary stress without compromising rigor. The “Promoting Student Mental Health” guide for faculty and staff published by the Office of the President in 2016 has many useful suggestions. But Berkeley must recognize and confront the fact that many of the role models whom students see—that is, their faculty and GSIs—do not demonstrate the work-life balance that we know to be important. The important message here is that all members of our community can suffer from mental health challenges and we need to develop a comprehensive approach that recognizes this.

Students, Staff, and Faculty with Disabilities. Berkeley as a community and a campus has a long and proud history of welcoming people with a range of disabilities and supporting movements and programs to empower them. Research indicates that the number of individuals with disabilities in our community is growing quickly and we can expect this growth to accelerate with the aging of our faculty and staff. Services for students with disabilities must be easy to access and our campus climate must ensure that disability does not affect the equity of experience we strive for for all members of our community.

We recommend that further exploration of the needs and concerns of students, staff, and faculty with disabilities be a focus of the implementation efforts for this report and that individuals with knowledge and experience in this area be sought out for consultation and participation in this work. Our goal should be that Berkeley continue to be seen as an international leader in inclusion and support activities for people with disabilities. Specific areas that should be explored include:

- Foregrounding the perspectives of disabled students, faculty, administrators, and staff in planning for and responding to disability issues on campus
- Supporting faculty in development of accessible pedagogical practices
- Promoting disability inclusion in all facets of campus life, including recreational activities, student socializing and clubs, etc.
- Requiring campus-wide training in disability issues alongside, for example, the mandated harassment training
- Creating a social and cultural disability space/center like that recently endorsed by the Coalition of Disabled Student Leaders
- Recognizing in our thinking about efforts to further diversify our undergraduate, graduate student, faculty, and staff populations the important diversity of perspective and experience brought by people with disabilities
- Addressing in our planning the need for workplace modifications, leave policies, and provision of training in the use of assistive technology to support our aging faculty and staff
- Ensuring that people with disabilities who represent and speak about disability openly are in administrative leadership positions, thereby demonstrating that disability is a valued part of campus diversity.

We also note that several faculty associated with the Disability Studies Cluster within the Haas Institute for a Fair and Inclusive Society, staff from the Disabled Students Program, and members of the Undergraduate Council provided detailed suggestions for further work in this area—including the recommendation that the campus pursue philanthropic support for a Disability Resource Center. We recommend that their comments be carefully considered as part of the implementation work and that they be consulted for advice and perspective.

V. DIVERSITY AND CLIMATE

- *Berkeley should have a faculty, staff, and student body that fully reflects the ethnic diversity of our state and nation and every member of our community should feel welcome, respected, and safe.*

Diversity and inclusion must be at the heart of Berkeley's mission to educate the most promising students from each and all of our communities across the state. While compared to most first-rate research universities, we have a richly diverse undergraduate body, the fact remains that our numbers of African American and Native American students are very low and that the largest demographic group in California is severely underrepresented. Latinx students now constitute more than half of California's high school graduates, but only 14% of Berkeley's undergraduates. Chancellor Christ has articulated her interest in seeing Berkeley qualify for federal designation as a Hispanic Serving Institution (defined as having Latinx students comprise at least 25% of the undergraduate student body) within ten years. We note that the Enrollment Working Group recommends setting qualifying as an HSI as an institutional goal. To that end, we must ensure that our admissions practices are successful at identifying, recruiting, admitting, and enrolling Latinx students (as well as African Americans and Native Americans) for whom a Berkeley education will be transformative—not just for them personally, but also for the future of the state and nation.

It is not enough simply to admit diverse students; we need to create a campus that is the top choice for these students and where they want to stay once they are here. Berkeley prides itself on both access and excellence and celebrates difference while promoting opportunity across a rich terrain of academic disciplines and research, cultural, and artistic endeavors. But it is also large and can seem both chaotic and impersonal for our students. We are particularly concerned about those students from our most underrepresented communities, for whom Berkeley can be not only impersonal but hostile. These students may find support and kinship in sub-groups, based on shared interests or backgrounds. These safe anchors are important. But we need to create more experiences and opportunities for students to feel confident in exploring new social worlds and connections to one another as Berkeley students. Our students—and indeed all members of our community—should see Berkeley as providing an opportunity to widen their world view and project their own contributions to solutions for global issues. This cannot take place if they feel disrespected, left out, or unwelcome in a university that touts its global reach.

Achieving our goals for diversity and inclusion requires rigor and a commitment to a culture of deliberate planning and assessment aimed at developing robust admissions processes that will ensure that we increase representation while also always committing ourselves to a positive, enriching climate for *all* students, faculty, and staff.

- Students should have ready access to the services and assistance that their circumstances require, from admission through a healthy transition to life on campus and on to graduation. The ultimate aim of such services should be to ensure full inclusion and participation in all Berkeley has to offer.
- Disability access must move from the legal mandate of what is required through the Americans with Disabilities Act (ADA) to what is necessary to ensure full access and inclusion in the student experience.
- We should aggressively address any equity gaps in graduation and GPA and identify and track metrics of active participation in the student experience and student development (e.g., research experience, student group participation, student government, internships, etc.), with a goal that our students achieve equity of experience in their time with us.

- Experiences like athletics, performing and other arts, and student organizations that bring people together and create lifelong bonds should be encouraged and supported.

VI. FACILITIES

- *Every student should have access to modern academic and co-curricular facilities that support our principles of inclusion and innovation.*

A key priority in improving the academic experience of students should be investment in renewing the heritage academic infrastructure for student learning and discovery (classrooms, libraries, studios, and laboratories) and construction of new academic facilities that are designed for new forms of learning—e.g., active learning and project-based group work. The structural and functional aspects of our facilities need to be better aligned with our vision of an innovative, inclusive, collaborative, high-value education. UC Berkeley has a beautiful campus with a remarkable architectural heritage. However, aging infrastructure and siloed spaces are an impediment to engaged learning, leading-edge research, and a sense of belonging. There are many opportunities to invest in creative spaces to support a 21st century mission, including:

- Better consolidate and brand the student experience at the major, department, and college levels. For example, provide spaces that give students a sense of belonging in their academic units and bring geographically far-flung departments into a coherent "college neighborhood." The goal of a stronger sense of place within academic units would be not to create division or competition among units, but rather to give students a better foundation from which to venture out, to learn and grow.
- Invest in flexible, cross-unit interdisciplinary spaces. Creating a sense of belonging within units should be complemented by investing in facilities to support innovative interdisciplinary initiatives (e.g., as the Data Science initiative is doing).
- Renovate research spaces to reflect the trend toward collaborative approaches. Create shared facilities and work space for multi-PI research clusters where faculty and students can interact more freely.
- Invest in classroom buildings and instructional facilities with an increasing emphasis on spaces that can support active learning and discovery and creative activities and experiences.
- Consider a more distributed approach to student learning spaces that might leverage our many subject specialty libraries. Libraries can also provide flexible work spaces like meeting rooms for project teams (e.g., as Moffitt is doing).
- Upgrade laboratories for both teaching and research to provide safe, modern, and accessible spaces.
- Develop additional student support spaces with a blend of student and professional spaces focusing on student, staff and faculty engagement, inclusion, community building, and further bridging curricular and co-curricular activities.
- Create more and better space for academic support programs (e.g., as Cesar Chavez Center is doing) and consider distributing spaces around the campus for easier access.
- Invest in academic and other program space within existing and new housing.

Physical spaces that better reflect the values of our institution will have dramatic effects on the student experience. Many of these initiatives would be highly attractive to donors and they should be prioritized in capital campaigns and campus physical development planning. Renewal of our facilities will ultimately provide a strong foundation of support for the other initiatives proposed throughout this report.

* * * * *

Berkeley educates a large and growing number of students at incredibly low cost. A successful student experience involves more than the acquisition of a diploma, however. Over the years, the continuous expectation that the University do more with less has compromised the quality of the Berkeley student experience. This approach must be halted and reversed if we are to uphold the promise of public education and provide students with the positive Berkeley experience that they so richly deserve.