



DIVISION OF
EQUITY & INCLUSION
IMPACT REPORT
2020-21

Berkeley

TABLE OF CONTENTS

| | |
|--------------------------------------|---|
| Forward from Chancellor Carol Christ | 4 |
|--------------------------------------|---|

| | |
|---|---|
| Vice Chancellor for Equity & Inclusion Report Opening | 5 |
|---|---|

OPENING NARRATIVE 6

| | |
|---------------|---|
| Brief History | 6 |
|---------------|---|

| | |
|------------------------------|---|
| The Founding of the Division | 8 |
|------------------------------|---|

| | |
|----------------------------------|---|
| National Politics and Inequities | 9 |
|----------------------------------|---|

| | |
|------------------------|----|
| The Impact of COVID-19 | 10 |
|------------------------|----|

| | |
|---|----|
| The Role of E&I in the Broader Campus Context | 11 |
|---|----|

| | |
|-----------------------|----|
| HSI Task Force Report | 11 |
|-----------------------|----|

| | |
|---|----|
| Undergraduate Student Diversity Project | 12 |
|---|----|

| | |
|---------------------------------------|----|
| Graduate Student Diversity Task Force | 12 |
|---------------------------------------|----|

| | |
|-----------------------------|----|
| African American Initiative | 12 |
|-----------------------------|----|

| | |
|------------------------------|----|
| Building Name Review Process | 13 |
|------------------------------|----|

| | |
|--|----|
| Independent Advisory Board on Police Accountability and Community Safety | 13 |
|--|----|

| | |
|--|----|
| Gender Recognition and Lived Name Policy | 13 |
|--|----|

| | |
|---------------------------------|----|
| E&I Division: Beyond the Campus | 14 |
|---------------------------------|----|

| | |
|----------------------------------|----|
| Division Highlights of 2020–2021 | 15 |
|----------------------------------|----|

| | |
|---------------------------------------|----|
| My Experience Survey Results Released | 15 |
|---------------------------------------|----|

| | |
|-------------|----|
| Equity Lens | 15 |
|-------------|----|

| | |
|----------------------------|----|
| Cultivating Work on Campus | 15 |
|----------------------------|----|

| | |
|--------------|----|
| Philanthropy | 15 |
|--------------|----|

| | |
|-----------------------------|----|
| Looking Forward — A New Era | 16 |
|-----------------------------|----|

| | |
|-------------------------------------|----|
| Strategic Planning: Journey to 2030 | 16 |
|-------------------------------------|----|

| | |
|--|----|
| Campus Transformation — Becoming an Anti-racist Campus | 16 |
|--|----|

2020–2021 OVERVIEW 18

| | |
|--|----|
| Centers for Educational Justice & Community Engagement | 19 |
|--|----|

| | |
|--------------------------------------|----|
| African American Student Development | 20 |
|--------------------------------------|----|

| | |
|--|----|
| Asian Pacific American Student Development | 22 |
|--|----|

| | |
|-----------------------------|----|
| Pacific Islander Initiative | 23 |
|-----------------------------|----|

| | |
|--|----|
| South Asian, Southwest Asian, and North African Initiative | 24 |
|--|----|

| | |
|------------------------------------|----|
| Chicanx Latinx Student Development | 25 |
|------------------------------------|----|

| | |
|-------------------------------|----|
| Gender Equity Resource Center | 26 |
|-------------------------------|----|

| | |
|--------------------------------|----|
| Multicultural Community Center | 27 |
|--------------------------------|----|

| | |
|-------------------------------------|----|
| Native American Student Development | 28 |
|-------------------------------------|----|

| | |
|-------------------------------------|----|
| Center for Educational Partnerships | 29 |
|-------------------------------------|----|

| | |
|--|----|
| Aspire Richmond California College Preparatory Academy | 31 |
|--|----|

| | |
|---|----|
| Community College Transfer Services and Transfer Alliance Project | 32 |
|---|----|

| | |
|------------------------------------|----|
| Destination College Advising Corps | 34 |
|------------------------------------|----|

| | |
|---------------------------------|----|
| Early Academic Outreach Program | 35 |
|---------------------------------|----|

| | |
|-----------------------------------|----|
| East Bay Solano County Consortium | 36 |
|-----------------------------------|----|

| | |
|---------------------------|----|
| Educational Talent Search | 38 |
|---------------------------|----|

| | |
|----------------|----|
| Puente Project | 40 |
|----------------|----|

| | |
|--------------|----|
| Upward Bound | 42 |
|--------------|----|

| | |
|-------------------------------|----|
| Upward Bound Math and Science | 44 |
|-------------------------------|----|

| | |
|--------------------------|----|
| Student Equity & Success | 45 |
|--------------------------|----|

| | |
|--------------------|----|
| Basic Needs Center | 46 |
|--------------------|----|

| | |
|-------------------------------|----|
| Berkeley Underground Scholars | 47 |
|-------------------------------|----|

| | |
|-----------|----|
| Cal NERDS | 48 |
|-----------|----|

| | |
|--------|----|
| NavCal | 50 |
|--------|----|

| | |
|---------|----|
| Nav2Cal | 51 |
|---------|----|

| | |
|------------------------------|----|
| SEED Scholars Honors Program | 52 |
|------------------------------|----|

| | |
|----------------------------|----|
| Disabled Students' Program | 54 |
|----------------------------|----|

| | | | |
|--|-----------|--|-----------|
| Centers for Educational Equity and Excellence | 56 | Initiatives & Task Forces | 80 |
| Berkeley Hope Scholars | 58 | African American Initiative | 80 |
| Cal Veteran Services Center | 59 | Hispanic Serving Institution Task Force | 82 |
| Career Pathways | 60 | | |
| Educational Opportunity Program | 61 | My Experience Survey | 83 |
| George A. Miller Scholars Program | 62 | | |
| Re-entry Student Program | 63 | Standing Committees & Councils | 84 |
| Student Parent Center | 64 | Asian American & Pacific Islander Standing Committee | 84 |
| Student Support Services | 65 | Chicanx Latinx Standing Committee | 86 |
| Transfer Student Center | 66 | Undocumented Community Council | 87 |
| Transfer Transition Program | 67 | | |
| Undocumented Student Program | 68 | Philanthropy | 88 |
| | | Student Experience and Diversity | 88 |
| Office for Graduate Diversity | 69 | | |
| Berkeley Chancellor's Postdoctoral Program | 72 | Vice Chancellor for Equity & Inclusion Immediate Office | 89 |
| Othering & Belonging Institute | 73 | Communications | 89 |
| Faculty Diversity Initiatives | 75 | Data Initiatives | 90 |
| | | Finance | 91 |
| Grants & Awards | 77 | Staff/Human Resources | 91 |
| Chancellor's Award for Advancing Institutional Excellence and Equity | 77 | | |
| Staff Diversity | 78 | | |
| Office of Diversity, Equity, Inclusion, and Belonging (People & Culture) | 78 | | |
| Multicultural Education Program | 79 | | |

The Division of Equity & Inclusion was founded in 2007 to support the campus in achieving its diversity, equity, and inclusion goals. Over the past nearly 15 years, the unit has been led by three vice chancellors. I am grateful to outgoing Vice Chancellor Oscar Dubón for his leadership and commitment to producing this first-ever annual impact report.

This report tells the story of our campus efforts led by the Division of Equity & Inclusion. It tells a story of change over time; it provides a map of how the division relates to other units on campus. It tells a story of how the broader national context influences equity and inclusion concerns on our campus. And it highlights the work the division has done during the academic year 2020–2021, a year of great change across our campus and across our nation.

We have come a long way as a campus. We still have a long way to go before the campus fully achieves its diversity, equity, and inclusion goals. I invite you to browse this report and immerse yourself in the portrait it provides of a campus committed to diversity, equity, inclusion, belonging, and social justice.

Fiat Lux!

CAROL CHRIST

Chancellor, University of California, Berkeley
she/her/hers





The 2020–2021 academic year was one like no other. A global pandemic, demands for racial reckoning, national political unrest, and so much more. Through all of this, the Division of Equity & Inclusion illuminated the way toward becoming a more fair and inclusive campus community. We served our students even as they navigated through remote instruction while located across the state, nation, and globe. We pursued innovative ways to meet our students' and staffs' basic needs and foster belonging in a virtual environment. We met thousands of academic accommodations, which required much creativity and partnership with our colleagues across academic programs and other student services units. The division's incredibly dedicated staff developed ways to deliver holistic, culturally informed student development programming even as they experienced these extraordinary forces in their own lives. We continued initiatives and outreach efforts and forged new ones that advance diversity, equity, inclusion, and belonging (DEIB) at UC Berkeley.

The 2020–2021 academic year also brought changes within the division. We pursued not only partnerships with numerous divisions, including the Division of Student Affairs as well as schools and colleges but also changes in organizational structure with the Graduate Division, People & Culture, and others that reflect a vision for the campus in which the work of DEIB transcends any unit; these collaborations represent true, shared investments in our commitment to impactful change at the campus level.

It is difficult to comprehend fully what the coming academic year has in store. What we do know is that our experiences this past year will enable the division to continue to rise to the challenges, whatever they may be, and light the way for a hopeful future. I am delighted to share our accomplishments and more in the inaugural annual impact report for the Division of Equity & Inclusion.

OSCAR DUBÓN

Vice Chancellor for Equity & Inclusion
he/him/his



BRIEF HISTORY

In 2018, the University of California celebrated its 150th anniversary as the first land-grant public university in the state. The University of California, Berkeley, its first campus, was established on the territory of xučyun (Huichin), the ancestral and unceded land of the Chochenyo-speaking Ohlone people, the successors of the sovereign Verona Band of Alameda County.

In his inaugural address in 1872, the second president of the university, Daniel Coit Gilman, spoke of the school's mission when he said, "The charter and the name declare that this is to be the 'University of California.' It is not the University of Berlin nor of New Haven which we are to copy... it is the University of this State. It must be adapted to this people... It is 'of the people and for the people' — not in any low or unworthy sense, but in the highest and noblest relations to their intellectual and moral well-being."

Originally founded with a focus on agriculture and mining, UC Berkeley is today a Tier 1 research university and the top public university in the country and the world.

Initially, 'the people' served by the university did not fully represent the state; the university's initial cohort of students and faculty were all white men. Two years later, the UC Regents passed a resolution affirming that women would also be admitted to the university. Other dimensions of inclusion would take much longer to develop.

As California's population has increasingly transformed to represent a variety of cultures and racial, ethnic, disability, religious, gender, and sexual orientation groups, so has the university. The diverse life experience, knowledge, and expertise each individual brings enriches every aspect of the campus and is an essential component of the university's excellence. But, it remains true today, as it was true in 1868, that the communities of students, staff, and faculty employees at UC Berkeley do not fully reflect the demographics within the state. For many communities that historically experienced exclusion, these patterns remain reflected in gaps between who lives and works in California and who is admitted, studies, and works at Berkeley.



| | African American | Chicanx/Latinx | Native American/ Alaska Native | Pacific Islander | Individuals with Disabilities |
|---|------------------|----------------|-----------------------------------|------------------|----------------------------------|
| California | 7%* | 39 %* | 2%* | 1%* | 19%** |
| Undergraduate Students at UC Berkeley*** | 4%*** | 18%*** | 0.4%*** | 0.2%*** | 11%**** |

*As of 2019. Source: [United States Census Bureau](#)

** Source: [Centers for Disease Control and Prevention](#)

***As of fall 2020. Source: Cal Answers.

****As of fall 2020. Source: Disabled Student Program.

Note. Here and elsewhere, figures are rounded to the nearest whole number unless smaller than 1.

| | Undergraduates | Graduate Students | Staff | Faculty |
|--|----------------|-------------------|--------|---------|
| Women | 54%* | 47%* | 52%* | 34%** |
| Underrepresented Minorities (URM) | 22%* | 15%* | 26%* | 11%** |
| Parents without 4-year degrees | 29%* | 17%** | 34%* | 21%* |
| Have a disability | 11%**** | 4%**** | 5%**** | 8%**** |

*As of fall 2020. Source: Cal Answers.

**As of fall 2020. Source: [Office of for Faculty Equity & Welfare](#). Note: These numbers include Senate Faculty only.

*** 2019 My Experience Survey

****As of fall 2020. Source: Disabled Students' Program and UC Path.

In 2007, the profound need to do more to promote diversity on campus and provide an equitable experience for the entire campus community inspired the founding of a new division to take the lead in this work.

THE FOUNDING OF THE DIVISION

In 2007, then-Chancellor Robert Birgeneau established the Division of Equity & Inclusion, the first within the UC system, to bring the work of equity, access, and belonging to the highest level. After a nationwide search, Gibor Basri, a professor in Berkeley's Department of Astronomy, was appointed the inaugural vice chancellor. One of his first charges was to create and implement a strategic plan. In 2009, the [UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity](#) was released, outlining a vision "to transform UC Berkeley into an equitable and inclusive academy of the highest caliber — one that fully honors the diversity of our students, faculty, and staff, expands possibilities for those from underserved backgrounds and communities..."

Over the next 12 years, the division created and advanced programs, initiatives, and opportunities to support students, staff, and faculty from historically marginalized communities, many of whom were from low-income families and the first to go to a four-year college, and to build a welcoming campus climate where everyone had access to the abundant resources on campus.

The broad work of the Division of Equity & Inclusion included:

- » K–12 and community college programs, equipping students to apply and come to Berkeley and other higher education institutions.
- » supporting undergraduate and graduate student recruitment, retention, and graduation;
- » creating postdoctoral opportunities focused on increasing the number of diverse professors in colleges;
- » increasing the diversity of staff in leadership positions on campus; and
- » increasing the diversity of the faculty to represent better the demographics of the state of California and the changing diversity of the students.

Following Vice Chancellor Basri's retirement in 2015, the division was led by Na'ilah Suad Nasir (2015–2017), professor of the Graduate School of Education and the Department of African-American Studies, and by Oscar Dubón, Jr. (2017–2021), professor of Materials Science & Engineering and former associate dean for Equity & Inclusion and Student Affairs in Berkeley's College of Engineering.



The Division of Equity & Inclusion (E&I) provides leadership, accountability and inspiration to the UC Berkeley campus in integrating equity, inclusion, and diversity into all aspects of university life.

E&I Advocates for equity by providing programs and services that lead to academic access and success for students, pathways to leadership and advancement for staff, building equitable structures with faculty advisors, closing opportunity gaps for marginalized groups, and offering consultations, training, facilitation, and strategic advising.



NATIONAL POLITICS AND INEQUITIES

The past five years have shown just how deeply inequities and racism are embedded in our country. White House policies and U.S. Supreme Court decisions have reversed and lifted laws protecting marginalized community members, including antidiscrimination, gender identity, trans people, immigration status, women's reproductive rights, and gay marriage. And the January 6, 2021 insurrection on Capitol Hill and the national response to the COVID-19 pandemic clearly revealed deepening divisions in the United States.



THE IMPACT OF COVID-19

| COVID-19 (Data up to 7/10/20) | UC Berkeley* | City of Berkeley** | Alameda County*** | California*** | United States*** | Global**** |
|----------------------------------|--------------------------|-----------------------|----------------------|---------------|---------------------|--------------|
| Cases | 221 (2/10/21–7/10/21) | 3,716 | 42,948 | 3,827,935 | 33,746,442 | 185,067,315 |
| Deaths | – | 50 | 583 | 63,351 | 605,426 | 4,999,985*** |

*Source: coronavirus.berkeley.edu

** Source: City of Berkeley website — COVID-19 Dashboard.

***Source: *The New York Times*.

**** Source: *The New York Times*. Official tallies in more than 30 countries undercounted deaths during the coronavirus outbreak.

Since late January 2020, when the U.S. government first announced a public health emergency, the COVID-19 global pandemic has had a [disparate impact on marginalized communities](#), exacerbating [employment](#), [health care](#), and [food and housing](#) insecurities.

During this same time period, [police violence against Black people](#) escalated even as more incidents were caught on video but resulted in few officer convictions. Incidents of [hate against Asians and Asian Americans have escalated](#) due to xenophobia and a lack of understanding about the Coronavirus disease, and if the trend continues, 2021 is on track to be the [deadliest year for trans Americans](#).

While some people learned about these disparities through the media, many students, staff, and faculty members in our communities experienced the hardships firsthand. Students moved home into tight living spaces. They helped care for siblings and grandparents while taking their classes from busy living rooms and around kitchen tables. Some stayed up late into the night studying while everyone slept because it was the only time it was quiet. Some had to hide identities they had finally felt safe to reveal. Others who had been in the Incarceral system relived traumas during the shelter-in-place confinement. Many students decided to drop classes or take a semester off to better care for themselves. Higher education specialists began sounding alarms over the learning loss that occurred and its disproportionate impact on [minority and low-income students](#).

Equity & Inclusion staff members turned home spaces into workspaces. As they continued their jobs, they also cared for partners, children, and other family members, getting up early and working late into the night and on weekends if need be. They came up with innovative ways to meet the growing needs of their students — academic, ability, technology, social, and increasing mental health concerns — all delivered remotely.

- » The Basic Needs Center saw food insecurity growing among students, staff, and others and created weekly pop-up food pantries.
- » The Disabled Students' Program provided accommodations and services to the growing numbers of students with disabilities, reaching a milestone of more than 4,000 students served.
- » Across the division, program managers saw a growing need for mental health care and quickly set up online and phone counseling sessions as well as offering referrals to support their students.
- » Staff created as-needed innovative delivery models and offered shifting schedules in order to be more available.

Instructors (faculty as well as graduate student instructors) developed new curricula and pedagogical methods. They taught courses live and also recorded lectures for those in shifting time zones around the world as they too cared for their children — many of them students whose own schools had shifted to remote instruction — and for other family members. They found new ways to meet the needs of their students and the changing demands of the university as the impact of the virus grew, waned, resurged, and slowed down again.

Following the violent killing of George Floyd on May 25, 2020, the campus joined the growing calls for racial reckoning, demanding change and an end to privilege in all its forms—race, social, economic, health care, religion, ability, and more. Equity & Inclusion served as a guiding resource, responding to campus departments, schools, administrative units, and

offices that reached out to the division requesting consultations, guidance, and facilitation. Equity & Inclusion staff created safe spaces where difficult discussions could take place among students, faculty, and staff. These events also influenced a number of initiatives on campus, as discussed below.

THE ROLE OF E&I IN THE BROADER CAMPUS CONTEXT

Over the past almost 15 years, the Division of Equity & Inclusion has been an incubator of ideas, initiatives, and programs that advance diversity, equity, inclusion, belonging, and justice (DEIBJ) across the campus, a thought leader amidst complex and often decentralized activities. The division's work is not done in isolation. Instead, we are partners in change and transformation, part of a rich network comprised of advisory committees, academic departments, units, divisions, research centers, student and staff activists and organizations, as well as community partners.

The campus commitment to DEIBJ starts at the top. Following in the footsteps of Chancellor Birgeneau, Chancellor Carol Christ, the first female chancellor in the 150-year history of the campus, is committed to transforming Berkeley into a place where everyone can thrive. This commitment is reflected in a variety of high-profile campus initiatives begun during Chancellor Christ's leadership.

The following are highlights of some of the division's campuswide partnerships over the past year.

HSI Task Force Report

In 2018, Chancellor Christ announced the intention for UC Berkeley to become a Hispanic Serving Institution (HSI) by 2027, identifying HSI status as one of the boldest goals of the new strategic vision for the campus. A Hispanic Serving Institution (HSI) Task Force was established in June 2019, cochaired by VCEI Dubón and Kris Gutierrez, Carol Liu Chair and professor in the Graduate School of Education.

Composed of 30 students, staff, faculty, and administrators across the campus, the task force is divided into three workgroups: HSI Eligibility, focused on the application process; Investing & Serving, focused on services to support the Latinx/Chicanx community; and a Socialization team, tasked with creating a campuswide communication, engagement, and socialization plan.

In 2020, the work of the task force committees was collected in a [report](#) and presented to the chancellor, who endorsed its recommendations of:

- » immediate, short-, and long-term goals to becoming an HSI;
- » an actionable, campuswide engagement and socialization plan, including a communications plan (e.g., website, materials, social media, community engagement, etc.);
- » investments in infrastructure, curriculum, research, and campus culture toward serving the Chicanx/Latinx community, as well as other underrepresented, underserved, and marginalized communities;
- » HSI application processes and timelines, eligibility criteria, and the collection of relevant institutional data;
- » a model for an HSI implementation team with a key project manager role; and
- » identifying a location for short-term space for a Latinx Resource Center and programming for holistic wraparound service (note: a space was identified, and the center will open during the 2021–2022 academic year).

Undergraduate Student Diversity Project

“Our mission and institutional character — in research, teaching, and public service — demand that we embrace, embody, and protect diversity of every kind, including, but not limited to, race and ethnicity, disability, intellectual interest, gender, sexual orientation, socioeconomic status, geographical origin, and religious and ideological belief,” Chancellor Christ said as she announced the [Undergraduate Student Diversity Project](#) (USDP) in 2018.

The goals of the USDP are threefold:

- » Increase diversity among the undergraduate class.
- » Improve the campus climate for those who are historically underrepresented in higher education.
- » Ensure every member of the campus has access to Berkeley’s wide range of offerings.

The Division of Equity & Inclusion has been working closely with the Chancellor’s Office and key campus partners, including the divisions of Student Affairs and Undergraduate Education, to ensure that the many recommendations of the USDP continue to be implemented.

Graduate Student Diversity Task Force

In 2019, a [Graduate Student Diversity Task Force](#) was launched “to assess, develop, and implement a coordinated campuswide strategy to expand the diversity of the Berkeley graduate student body.” In June 2020, the task force released three broad recommendations:

- » Institute meaningful accountability mechanisms at the college, school, and department level that improve the infrastructure, support, and assessment of climate for graduate students.
- » Invest resources in programs, institutions, and initiatives that support academic preparation, retention, and holistic well-being.
- » Articulate a consistent message of inclusivity and belonging that places diversity at the very heart of our academic excellence.

Top priorities were also identified in the areas of outreach and recruitment, admissions, and student experience. The Division of Equity & Inclusion has strengthened its strategic partnership with the Graduate Division through cross-divisional staffing and working with other campus entities on the task force priorities.

African American Initiative

Launched six years ago, the [African American Initiative](#) (AAI), under the executive leadership of the Division of Equity & Inclusion, has developed a tactical and strategic process for addressing institutional inequities and disparities and creating a transformative experience for Black students, staff, and faculty at UC Berkeley.

The initiative includes a competitive scholarship program admitted Black students, designed to address affordability and to compete with other universities to attract the top Black students in California and beyond. The San Francisco Foundation funded 30 scholarships for the 2021–2022 academic year.

In 2018, the Black Arts Project was launched to transform the landscape of the campus by reimagining space for Black public art on campus. An important piece of the project is establishing the “Black Wednesday Wall” outside of the Golden Bear Cafe as a historic and current landmark. For more than 30 years, every Wednesday at noon, members of the Black community have gathered at this spot to build community, support one another, socialize, and celebrate. It continues to be a space of activism and a space of healing that creates a sense of belonging. Over the years, it has become a major recruitment and retention tool for the university. The commemoration of the wall will honor “the legacy, impact, and value that Black students and the Black community have had throughout UC Berkeley’s history and continue to have on campus,” according to Takiyah Jackson, director of African American Student Development.

Additional art projects are planned across campus from Sproul Plaza and Sather Gate on the southside to Sutardja Dai Hall and North Gate Hall on the northside.

Building Name Review Process

The work of transforming the campus into a place where everyone belongs also penetrates the structures in which we learn and work. Equity & Inclusion has been a leading partner in the new [building name review process](#), looking at the history of who buildings are named after and why as well as the impact of that history on campus members. In addition to E&I participation on the committee, staff members in African American Student Development and Native American Student Development played leading roles along with the Native American Advisory Committee, and undergraduate and graduate students in the un-naming of Barrows, Kroeber, and LeConte Halls.

Independent Advisory Board on Police Accountability and Community Safety

Just as has been the case nationally, demands for police reform have grown louder at UC Berkeley. Members of the division's staff and other community members have actively led the call for re-visioning what safety looks like on campus, who plays a role, and what role the University of California Police Department should have in the future. The [Chancellor's Independent Advisory Board on Police Accountability and Community Safety](#), which includes members of the division's staff, was formed to:

- » assess the concerns and needs related to policing, community safety, quality of life, and equity of experience among students, staff, and faculty;
- » provide multifaceted support to campus community members impacted by negative police encounters;

- » improve and strengthen systems of accountability by increasing transparency of policing policies and practices; and
- » hold open meetings, forums, and listening sessions to discuss experiences of community safety and community-centered approaches to improving community safety, among other charges.

An early result of the work of this committee was the creation of a team of mental health professionals who would replace police as first responders in wellness checks and mental health emergencies.

Gender Recognition and Lived Name Policy

In 2020, the University of California adopted a new policy requiring campuses to ensure that all campus community members have university-issued identification documents and displays of personal identification information that recognize their accurate gender identity and lived names. The policy aims to prevent the harmful effects of misgendering and deadnaming. Its implementation on the Berkeley campus is led by the Gender Equity Resource Center and will be completed by the end of 2023.



DIVISION OF EQUITY & INCLUSION: BEYOND THE CAMPUS

Historically, UC Berkeley is known as the birthplace of the Free Speech Movement and the Disability Rights and Independent Living Movement. Work across the division through programs, initiatives, committees, and partnerships has resulted in impactful changes on campus, across the University of California, the state, and the nation.

- » The Basic Needs Center has become a UC-wide, state, and national model for how to ensure all students have food and housing.
- » The Berkeley Underground Scholars program is a system-wide model for building a prison-to-university pipeline “through recruitment, retention, and advocacy.” The Berkeley Underground Scholars also led the push to ‘ban the box’ — getting the prior conviction question removed from job application forms across the UC system.
- » Students and staff led the call to serve better and protect undocumented students on campus. The result was the first Undocumented Students Program founded on a university campus — now a national model.

DIVISION HIGHLIGHTS OF 2020–2021

My Experience Survey Results Released

The My Experience Survey was the first campuswide climate survey developed by and for UC Berkeley. The goal of the survey was to update our knowledge about how members of the Berkeley community experience the campus on a daily basis — with the intent of using the data to analyze and build on what is working and address what is not.

With the help of partners across campus, the Division of Equity & Inclusion, led by Institutional Research Analyst Andrew Eppig, developed and released the survey in 2019 to everyone on campus. The distribution included paper copies for those without access to technology and translations in Spanish and Chinese. Twenty-two percent of the campus responded to the survey.

The survey team carefully analyzed the results, gathering campus experts to review the data and provide recommendations for the next steps. After a series of informal previews, the results were formally released in 2021. A full report, data dashboards, and a separate report on faculty climate can be found on the [My Experience website](#).

To lead our institution toward meeting our goals of ensuring that every member experiences belonging, access, and opportunities, we must examine more closely which groups are experiencing the campus in positive ways, which groups are not, and why. The My Experience website lists a number of [initiatives and programs](#) currently underway that are tackling this work.

Equity Lens

The division brought an Equity Lens to every conversation as the campus designed a year of in-the-cloud/virtual learning and work, considered budget constraints — temporary and permanent — and planned to return to campus in fall 2021. That planning process included thinking about who is not regularly at the planning table and bringing their voices to bear, addressing systemic barriers, including diverse perspectives, creating safe and inclusive environments, and looking at the impact of decisions on communities that are disparately impacted.

Honed during a pandemic year, the Equity Lens will continue to be an essential tool in transforming UC Berkeley into an anti-racist campus.

Cultivating Work on Campus

In partnership with the Chancellor's Office, E&I developed a process and plan that led to the division's reorganization. Using a mission-centric approach, E&I supported the transition of the Centers for Educational Partnerships to the Office of Admissions and Enrollment under a new portfolio focused on attracting the best diverse talent to Berkeley and, toward the end of spring 2021, welcomed PATH to Care and the Restorative Justice Center into the division for a well-rounded portfolio that includes prevention, training, consultation, and healing justice.

Work that started in E&I is continually being embedded in other divisions and offices, resulting in stronger strategic partnerships. In 2020–2021, the division entered into shared financial investments and intentional partnerships with the Graduate Division to advance the work of the Office for Graduate Diversity. Through joint investment and strategic collaboration with People & Culture, E&I elevated the work of Staff Diversity Initiatives. The division continued to enjoy a successful partnership on student development with Student Affairs and Undergraduate Education.

As awareness of the impact of DEIBJ initiatives has expanded, schools and departments across campus have increasingly been hiring DEIBJ officers to lead the work of transformation in their units. In 2020–2021, E&I launched a monthly convening of Academic Chief Diversity Officers (CDOs), led by Vice Chancellor Oscar Dubón and Director of Faculty and Departmental Diversity Initiatives Amy Scharf. This growing group is currently composed of 18 leaders from across campus who meet to share strategies, increase collective impact, and build a community of support and collaboration.

Philanthropy

The 2020–2021 year was record-breaking for E&I philanthropy. Through the Student Experience and Diversity (SED) program, E&I raised over \$98M. Since the *Light the Way* campaign launch in 2020, 6,837 donors have contributed to E&I, including 823 donors who are new to the E&I family.

LOOKING FORWARD — A NEW ERA

New Leadership

Summer 2021 was a time of leadership transition for the Division of Equity & Inclusion. In June, Vice Chancellor Oscar Dubón concluded his four-year term, succeeded briefly by Interim Vice Chancellor Sharon Inkelas. The division welcomed the new vice chancellor, Dania Matos, JD, in mid-August 2021. The 2021–2022 academic year promises to be transformative.

Dania Matos, who uses the pronouns she/her/ella, comes to Berkeley from UC Merced, where she created and led their first Office of Equity, Diversity, and Inclusion. In that role she conceived and created a number of important initiatives, including the People First and Valuing Black Lives projects. Before joining UC Merced, Dania Matos was the first deputy chief diversity officer at the College of William and Mary in Williamsburg, Virginia and also served in the public defender's office in Virginia. Read more about VCEI Matos in this [Berkeley News article](#).

Strategic Planning: Journey to 2030

In 2020–2021 the division launched Journey to 2030, an inclusive and iterative process led by Professor Brandi Wilkins Catanese, associate dean of the Graduate Division, and Ruben Canedo, director of strategic initiatives in E&I's Student Equity and Success (SES). They will guide committees made up of staff, students, and faculty to create a vision for the next 10 years of the division.

Campus Transformation — Becoming an Anti-racist Campus

Following the 2020 murder of George Floyd and in connection with larger racial reckoning conversations around the nation, our campus has begun to deepen its own racial reckoning process and to look toward long-term, transformative change on racial justice and anti-racism. As part of this process, the Chancellor's Office, the Executive Vice Chancellor and Provost, the Division of Equity & Inclusion, and People & Culture have charged a steering committee of racial justice partners to bring forth recommendations for becoming an anti-racist campus.

The Anti-Racism Steering Committee's work draws on both campus and broader community wisdom. Efforts include:

- » developing a campus anti-racism framework;
- » mapping existing anti-racism efforts;
- » mapping additional efforts related to diversity, equity, inclusion, and belonging;
- » fostering courageous conversation and professional learning on race and racism;
- » supporting a campus process of racial reckoning and healing; and
- » developing an anti-racist action plan for institutional transformation.







2020–2021 OVERVIEW

CENTERS FOR EDUCATIONAL JUSTICE & COMMUNITY ENGAGEMENT

The Centers for Educational Justice & Community Engagement (EJCE) are a collaborative of offices including African American Student Development (AASD), the Fannie Lou Hamer Black Resource Center, Asian Pacific American Student Development (APASD), Chicax Latinx Student Development (CLSD), the Latinx Student Resource Center, Native American Student Development (NASD), the Native American Student Resource Center, the Multicultural Community Center (MCC), and the Gender Equity Resource Center (GenEq).

Our offices serve a broad range of students from communities often underserved in higher education. We advocate for, build capacity with, and dialogue among and across diverse communities. Our community engagement approach enriches students' academic success by providing academic support, wellness outreach, cultural identity development, and student leadership opportunities. Our work is grounded in a social justice framework and reflects an intersectional approach to community building and identity.

Program Highlights

Big C

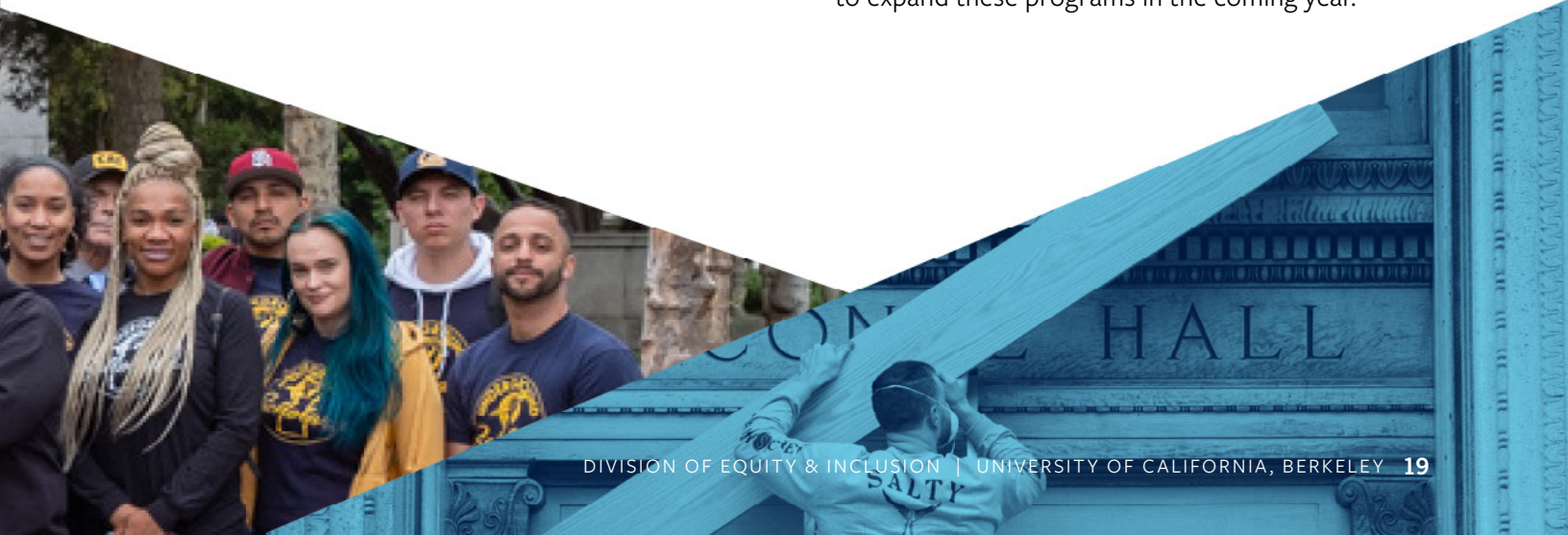
The Big Community Fee Referendum (commonly called Big C) has greatly expanded our capacity to serve students across the university. Since 2018, Big C has provided increased staffing capacity for student employment, as well as professional staff, all of whom work directly with EJCE programs and students. For example, assistant directors from all the EJCE offices are at least partially funded by Big C. Assistant directors spend a significant amount of time in direct service to students. Big C also provided additional funding for signature programs and support services for students that are delivered by each of the student-facing offices in our cluster.

Student-Initiated Projects (SIP)

The Big C Student-Initiated Projects (SIP) Fund provides funding to student-led projects that foster a more inclusive campus community. Projects are selected for funding if they emphasize student-centered and student-initiated direct service projects that focus on the needs of underrepresented and historically marginalized populations. Grants are awarded through an open application process and support both one-time and recurring (up to three years) projects. Student leaders are directly involved in selecting funded projects.

Data Highlights

- » Big C has allowed EJCE to fully or partially fund 83 student employees and nine staff members throughout the seven EJCE offices or centers in 2020–2021.
- » Big C granted funding to 31 different student-initiated projects in the 2020–2021 academic year, totaling over \$175,000.
- » Theme Programs in EJCE are supported by AASD, APASD, CLSD, and NASD. Retention rates for first-year students who participate in these programs are over 90% and significantly higher than that for comparable students who did not participate in Theme Programs. For this reason, EJCE is looking to expand these programs in the coming year.



African American Student Development

African American Student Development (AASD) is the academic, social-emotional, professional development, and community and cultural support center for students of African/Black ancestry at Berkeley. In partnership with students, staff, faculty, alumni, campus, and community partners, we develop, deliver, and implement student development programs, opportunities, and events centered around the diversity mission of the University of California.

Our programs, events, and activities enhance our student experiences and facilitate the retention and graduation of Black students by:

- » engaging in critical academic inquiry, reflection, and research;
- » inviting, developing, and supporting student leadership;
- » building community and partnerships on and off campus;
- » encouraging matriculation to graduate and professional schools;
- » equipping students with the tools to navigate pathways to professional opportunities; and
- » supporting students' academic, personal, and social-emotional, career, and community development.

Program Highlights

This year AASD pivoted from in-person support services to provide virtual support to our community members. We collaborated with Black campus practitioners to hold weekly virtual sessions for academic advising, financial aid advising, and mental health support. Our students were able to feel supported through the difficult circumstances of not only the pandemic but the increasing terror that we endured as a Black community. We also put together a yearlong wellness series with a range of wellness activities to support the Black Cal community. We also partnered with the community to put on over 100 programs and events ranging from healing spaces to learning, art, game, and Black Joy spaces.

Despite courses being virtual, we were able to continue our Theme Program in which 22 students lived on campus on the Afro floor. This year, we opened our

seminar course for the Theme Program to include all interested new students. Students reported the Theme Program and the seminar to be life-changing for them, especially this year when Black students felt the additional pressures of the pandemic and police violence.

Over the past year, we launched a mentor/femtorship program. We partnered with the Black Alumni Association on a Coffee Chat series and the Black Alumni Showcase. We also partnered with the Black Staff and Faculty Organization to put on Black History Month programming that included bringing speakers and events to campus, including a virtual concert with Grammy Nominated Artist D-Smoke.

Our Black graduate staff put on a full year of programs and activities to build community for Black graduate students and provide opportunities for them to connect and share their resources. These programs included meet and greets, game nights, movie nights, academic presentations, and virtual retreat activities.



Our AASD leadership participated in a series of campus leadership roles this year. Our proposal to un-name Barrows Hall had the highest support rate of 96% from the campus and beyond, including many of the Barrows family members themselves. And, we are happy to say, now the building is unnamed. Melissa Charles, assistant director for AASD, moderated a special event with the cofounder of the #MeToo movement, Tarana Burke. African American Student Development Director, Takiyah Jackson, participated in a series of conversations around campus to help departments develop their “Thrive Plan” for Black students on campus. She also participated in California Magazine’s Forum, “[How to Make Black Lives Matter at Berkeley](#).” Takiyah also moderated a fall and spring [Berkeley Arts + Design Series](#) focused on Black Public Arts and the Black Wednesday Wall Project.

[The African American Initiative \(AAI\)](#) welcomed its third cohort last year and recently announced its fourth cohort. In August 2020, we officially launched the African American Initiative Scholars program, which was designed to support African American Initiative Scholars in their transition to, through, and out of Cal. This program includes a partnership with the Educational Opportunity Program (EOP) for our first EOP/AAI academic counselor, two EOP/AAI peer academic counselors, and two student program leaders.

Data Highlights

- » The African American Student Development Office supported 20 undergraduate interns and two graduate student interns to provide programming and support to the Black community. The AAI supported four undergraduate interns to provide support and programming to all three cohorts of AAI Scholars, and the Blackbook Team of four students and four alumni is building our first-ever Black Community App.
- » In partnership with Black campus and community members, AASD held over 100 programs, workshops, and activities for over 2,000 participants, including undergraduate students, graduate students, staff, faculty, alumni, and community members.
- » African American Student Development partnered with campus practitioners to provide year-round and weekly virtual services (more than 55 weeks of service) for academic advising, financial aid advising, and mental health support.



Asian Pacific American Student Development

The Asian Pacific American Student Development (APASD) office serves the diverse and changing needs of Asian American (AA), Pacific Islander (PI), South Asian, Southwest Asian, and North African (SSWANA) communities by equipping students with the tools and resources to transform themselves and their communities.

Our office houses three distinct programs: the PI Initiative, the SSWANA Initiative, and the Asian American Political Activation (AAPA) program, and engages students through our office internships, themed housing program for first-year students, community organizing fellowships, and flagship conferences and events. Our office also advises students, administers ethnic studies field studies courses, and houses satellite services for Letters and Science advising and Counseling and Psychological Services.

Program Highlights

This academic year, our 20 student interns worked to hold over 30 virtual events reaching over 3,500 people. These events included Arab Women & the Art of Storytelling with Zahra Hankir, Talanoa with Tongan Women Scholars, and the annual Asian Pacific Islander Issues Conference (APIICON) with keynote speaker Helen Zia. This was the first year of the OMAOCH Conference, which brought together more than 200 Pacific Islander youth and community members from the Bay Area.

In partnership with campus and community allies, we helped provide programs and mental health services for our Asian American students in response to the escalating racial violence toward Asian people nationally and the mass shootings targeting Asian women and Sikh people.

We have six fellows in this year's MOVE Fellowship, which provides opportunities for Berkeley students to have yearlong paid fellowships with AAPI community organizations. Host organizations included Asian Pacific Environmental Network, Banteay Srei, The New Breath Foundation, and Asian Pacific Islander Legal Outreach. For next year, we anticipate the program expanding to have 10–12 fellows at eight different host organizations.

Data Highlights

- » Twenty student interns, 30+ events, reaching over 3,500 people.
- » Five ethnic studies field studies courses were administered, providing oversight for 38 students to do fieldwork in places such as Kaiser Permanente and the Galing Bata YMCA Afterschool Program.



Pacific Islander Initiative

The Pacific Islander (PI) Initiative is a student-centered program started through student activism at the University of California, Berkeley, that serves the diverse and changing needs of Pacific Islander communities. The PI Initiative seeks to develop and maintain cultural interests, promote cross-cultural community building, and address educational disparities affecting PI communities by increasing access to educational and community resources.

Program Highlights

In August 2020, the PI Initiative gained a full-time program manager position and an increase in programming funds thanks to the work and advocacy of students and the supportive staff and faculty. With this increase, in addition to the reinstatement of the student organization Pacific Islanders at Cal (PAC), the hiring of a PI faculty, Dr. Fuiuilupe Niumeitolu, in the Department of Gender and Women's Studies, and the continued support of allies, PI communities were able to build capacity to host and cosponsor over 15 virtual campus events.

These events included Pacific Islander Student Orientation (PISO), a Talanoa with Tongan Women Scholars, semesterly student mixers, the first OMAOCH Conference, PI graduation, and more.

The PI Initiative has also increased its outreach efforts by building and maintaining partnerships with PI organizations in the broader Bay Area, including a few at local middle schools, high schools, and community colleges. In 2021, there will be two new positions within

the PI Initiative internship program to help formalize and sustain these partnerships and outreach efforts.

Lastly, PI students, support staff, and faculty have continued meeting regularly with campus leadership in an effort to realize more resources for PI communities. Students created a Report on PI Students at Cal that outlines demographics and a community advocacy timeline. Students started this report in fall 2019 for a listening session with campus leaders. Since then, current students have published an updated report every semester as a means of helping hold institutional memory of PIs at Cal.

Data Highlights

- » Fifteen plus events, reaching more than 2,000 people.
- » Two virtual sites held weekly workshops at Fremont High School and biweekly at Roosevelt Middle School. At these virtual school sites, current Berkeley PI students partner with PI organizations to offer cultural and educational workshops to PI youth.





South Asian, Southwest Asian, and North African Initiative

The South Asian, Southwest Asian, and North African (SSWANA) Initiative was advocated for and created by student activists that felt this student population lacked representation and resources at UC Berkeley. As such, students will always be the heart of this initiative with the support of staff. The SSWANA Initiative seeks to provide personalized access to resources on campus, accessible programming, promote cross-cultural community building, and advocate for social justice in SSWANA communities through education and empowerment.

Program Highlights

Although we operated remotely this year, the SSWANA community remained connected and continued to flourish. We held numerous events that explored themes such as mental health, the art of storytelling, the history of SSWANA activism in Berkeley, and how to embark on creating an anti-racist world that operates from love and abundance.

We also came together to celebrate the diverse cultures of the SSWANA community with our very first cultural show. Our cultural show consisted of several student performances, including dance, singing, a vibrant virtual art showcase, elusive magic tricks, and a brilliantly hilarious comedian.

The SSWANA Initiative was also awarded a \$150,000 grant over the course of three years to support the mental health of SSWANA students through the Wellness Fund. Through this grant, we have provided tailored training to Counseling and Psychological Services (CAPS) counselors regarding how to support SSWANA students better, provided SSWANA specific counseling drop-ins, and hosted an entire series of workshops focusing on mental health within the community.

Data Highlights

- » Hosted 16 virtual events.
- » Reached over 300 students.
- » Provided individual consultations with over 70 students and student organizations.

Chicanx Latinx Student Development

Chicanx Latinx Student Development (CLSD) serves diverse Chicanx and Latinx undergraduate and graduate students at Berkeley. Our office uses a student-centered framework grounded in ethnic studies, Chicana/o/x studies, and womxn of color feminist perspectives to help address the needs of our students. We provide research opportunities, leadership and community development courses, and office internships to create and lead student programming and events. Our office also provides emotional wellness support, academic and professional advising, and alumni mentorship support.

Program Highlights

Our biggest accomplishment is the negotiation of a Latinx Student Community Resource Center (LSCRC). Chicanx Latinx Student Development continues to be a key player in the conceptualization and planning process. Our office led all student engagement efforts across the Cal community. The LSCRC planning process is a key ingredient for the success of the recommendations outlined in the Hispanic Serving Institution (HSI) Task Force Report. We expect to finalize the details of the space and celebrate its opening in the coming year.

Given the COVID-19 pandemic this year, our Casa Magdalena Mora Theme Program served only 25 students compared to 40 in previous years. Five of the 25 students did not live in the housing unit but still enrolled in the seminar and participated in all virtual activities. Students were placed in groups of five and assigned a Casa Mora Alumni Fellow to provide them with mentorship for their first year at Cal. The Theme Program continues to serve more than 400 Casa Mora alumni.

The Latinxs and the Environment Program (LEP), now in its third year, continues to be a multidisciplinary hub for research and programming on environmental issues shaping the Chicanx/Latinx experience. Latinxs and the Environment Program creates a community of student scholars conducting research with faculty and state organizations. The program also provides internship opportunities with community stakeholders and, overall, prepares student leaders interested in pursuing environmental justice and climate change.

Chicanx Latinx Student Development is committed to student success. We partner with various campus offices to ensure that Chicanx/Latinx students have access to all academic support services, especially mentorship/femtorship opportunities. These partnerships include the Chicanx Latinx Alumni Association (UC Berkeley CLAA), which annually

hosts the Sharing Wisdom Across Generations (SWAG) conference to engage current students with alumni professionals. Our recent partnership with the College of Letters & Science Advising provides our Latinx students with Chicanx/Latinx academic advisors. Last, we partner with the Graduate Association of Latinx Students to participate in the “From Day One” mentorship program to build a pipeline of Chicanx/Latinx students into graduate schools.

Finally, the Chicanx Latinx Graduation is an annual celebration of all Chicanx/Latinx graduates with participation from nearly 400 graduate and undergraduate students each year and a community attendance of over 7,000. Due to the COVID-19 pandemic, this year, we had our first virtual graduation celebration that brought families and community members together to recognize our graduates’ accomplishments.

Data Highlights

- » Chicanx Latinx Student Development academic seminars are run through the Chicanx Latinx Studies Program/Ethnic Studies Department and regularly enroll over 200 students per year.
- » Chicanx Latinx Student Development employs at least 70 student interns per year in leadership opportunities.
- » Chicanx Latinx Student Development is connected to Chicanx and Latinx community organizations. We have partnerships with more than a dozen local, state, and nationwide organizations, including Latinos Unidos de Berkeley, La Peña Cultural Center, Bay Area Hispano Institute for Advancement, Chicana/Latina Foundation, California Latinas for Reproductive Justice, Homies Organizing the Mission to Empower Youth, Justice Coalition for Water, Mujeres Activas en Letras y Cambio Social (MALCS), and the National Association for Chicana and Chicano Studies.

Gender Equity Resource Center

The Gender Equity Resource Center (GenEq) serves the entire UC Berkeley community by providing community-building events, educational programs, advising on university policy and procedure to the campus administration, and resource information.

We focus our work on three areas: (a) women's resources, (b) LGBTQ inclusion and resources, and (c) sexual and relationship violence. Our programs aim to provide a space for respectful dialogue about sexuality and gender; illuminate the interrelationship of sexism, homophobia, and gender bias and violence; create a campus free of violence and hate; advocate on behalf of survivors of sexual, hate, dating, and gender violence; foster a community of women and LGBTQ leaders; and, be a portal to campus and community resources on intersectional experiences of LGBTQ people and women.

Program Highlights

One of our biggest highlights this year was hiring our new and inaugural Director of LGBTQ Advancement & Equity Em Huang. This new position will provide important additional leadership on LGBTQ issues at Berkeley and system-wide.

We expanded our [web presence](#) and created a new page for [prospective students](#), which includes video panels created during CalWeek 2021. Students interested in LGBTQ and gender equity are looking for resources before they commit to a university, so we want to lead with our amazing resources and community.

GenEq was a significant participant in UC Berkeley's "150 Years of Women at Berkeley" campaign. Our [Instagram Campaign](#) highlights influential women leaders on our campus over decades, and we have worked hard to create an inclusive list spotlighting the diversity of women at Berkeley.

GenEq is an important resource for LGBTQ community members who are facing being disowned by their birth families. To meet the unique needs of college students in this situation, GenEq has created a page of resources for LGBTQ students facing this challenge. The page provides guidance and resources on topics such as housing, financial aid, and mental health.

GenEq is leading the implementation of the Gender Recognition and Lived Name (GRLN) policy that was adopted system-wide. This new policy will allow students to change their gender designation on university forms, including diplomas, and to include their correct names in university databases. This is a huge step forward for transgender rights in the UC system.

We continue to advocate for and secure changes in restroom facilities across campus to make them more accessible for all students. Gender-inclusive restrooms are in high demand, and we are key partners with departments across campus in realizing this goal.

Finally, we have partnered with the Queer Alliance & Resource Center (QARC) to advance our work with the Office of Undergraduate Admissions and serve as key partners for LGBTQ recruitment efforts. We will kick off our new campaign in the summer of 2021.

Data Highlights

Since going remote, GenEq has managed to maintain some of our previously robust event and program offerings. Our online engagement included online office hours, keynote speakers, and smaller workshops.

- » Hosted 30 virtual events with over 1,250 participants this year. The majority were live-captioned.
- » Continued to employ and build community with 21 student interns to foster connection, a sense of belonging, and student retention. Student interns also gain valuable skills and knowledge.
- » Partnered with over 30 organizations and departments on and off campus, including across the UC system.
- » Initiated two nationwide hiring searches to expand GenEq staffing by 100% (doubled staffing).

Multicultural Community Center

The Multicultural Community Center (MCC) provides dynamic resources and opportunities for students, faculty, staff, and community members to collectively envision and work toward a more equitable, accessible, and relevant university while also supporting each other's personal and professional growth and development.

Our praxis is grounded in peer-to-peer dialogue and action, engagement, and collaboration across and from differences, honoring knowledge in all shapes and forms, cultivating sustainability at every level, holistic mentorship or advising, and creative skills sharing and capacity building.

We work toward creating a university that truly serves and honors the lived experiences of communities who have been, and continue to be, disenfranchised.

Program Highlights

Pace. Pivoting to a virtual environment, the MCC's primary focus has been to provide continuity of support and a consistent touchpoint for our broad range of constituencies. Working from a foundation of trauma-informed praxis, we create opportunities for support and connection, centering ease, self-determined safety, and holistic care. Understanding the widespread impact on our individual and collective hearts, minds, bodies, and spirits, the MCC offered a variety of opt-in resources and programs over the course of this year. Virtual offerings included graduate student writing + workshop sessions, weekly "Chat Times with Pro Staff," student-led drop-in "alone together" hours, interactive People's Potluck community gatherings, cross-cultural dialogues and workshops, and opportunities for direct financial emergency support for undergraduate and graduate students. Throughout it all, our collaborative wellness programs, *bridges* + MCC Wellness Initiative, and the Transgender Student Wellness Initiative (TSWI), offered a multitude of capacity-building resources and programs, community-specific care packages, and direct support through sessions with our in-house therapist.

Possibility. In March 2020, the COVID-19 shelter-in-place order was issued on what would have been the opening day of the 10th annual Week of Cultural Resistance (WoCR). This weeklong series of events historically culminates in a night of performance, art, and community. With our historic 20th annual

Night of Cultural Resistance (NoCR), the first and longest-running MCC signature event was postponed indefinitely amidst the seemingly endless unknowns of the unfolding pandemic. In the spring of 2021, we decided to create a virtual WoCR/NoCR experience, reviving the prior year's theme called *Holding Our Threads*. Our overarching theme was an invitation to hold, reflect on, and carry forward the intricacies of our histories and futures. An invitation to hold and honor the wisdom within us passed down from our ancestors, from them and one another, we have learned the best way over, is through. Threads — of clothing, blankets, and quilts and all our relations, intimacies, and interdependencies alike — remind us of the importance of self and community and self in community. Over the course of the semester, the MCC hosted eight virtual events, including DIY workshops, poetry readings, critical conversations centered on accountability, possibility, and transformative justice, and community celebration through art and music. Invited guests included Ariana Brown, Alan Pelaez Lopez, Hari Ziyad, Cara Page, and Indya Moore. With over 700 attendees, it was a beautiful manifestation of connection across distance.

Data Highlights

- » Eighty thousand dollars was distributed to graduate students. This included a Graduate Student Research (GSR) position focused on developing MCC's Graduate Student Initiative, funds for professional development, funding toward dissertation completion, and direct emergency funding.
- » Seventy trans and non-binary students supported through TSWI direct support + care packages.
- » Twenty-first annual WoCR/NoCR events went virtual: 700+ registrants for the eight-part series of events.

Native American Student Development

Native American Student Development (NASD) serves Berkeley's diverse Native and Indigenous student population through a student-centered, community-based approach empowering students to see themselves as the next generation of Native scholars and leaders.

Centering programs and services around wellness, community, leadership, academic excellence, and critical inquiry, the office provides holistic support for undergraduate and graduate students so that they participate in the meaningful institutional transformation of indigenizing the Berkeley legacy by making Indigenous knowledge and experience a known and valued part of the Berkeley narrative. The office offers advising, mentoring programs, academic support, student internships, and signature programs like the Native American Theme Program, while students and staff within NASD are able to provide critical, Indigenous insights and perspectives through carefully curated events that enrich the Berkeley community.

Program Highlights

While the global pandemic forced the adoption of virtual programming, NASD spent time creating intentional programs that would provide quality content and critical information and reduce unnecessary screen time and Zoom fatigue. In the summer of 2020, NASD launched a virtual speaker series on wellness and transformed orientation from an all-day in-person experience to a three-week series of virtual workshops allowing new students to build community and acclimate to virtual Berkeley. Outreach to prospective students continued via partnerships with the Indigenous & Native Coalition (INC) for annual programs and new national outreach initiatives with the Office of Undergraduate Admissions.

Virtual community programming throughout the year included monthly movie nights, community feasts, baking and cooking lessons, and weekly beading sessions. The office provided supplies for participants across the country for workshops and events (such as beading, fire cider making, cooking) led by student interns. Native American Student Development was a lead sponsor of the [UC Land Grab series](#), a two-day convening that examined the origins of land grant institutions, land dispossession, and the

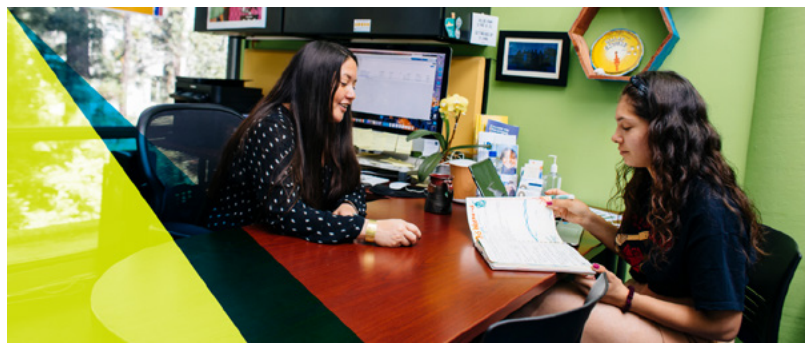
responsibility of the UC system to Native peoples. The series was attended by over 1,000 people each day and had 3,500 views on YouTube. The University of California, Berkeley was the first institution to host an event around the Morrill Act land grab, which is now a critical topic nationally. The office also used virtual programming as an opportunity to increase partnerships and reach, launching monthly elder chats with elders from California tribes to offer advice and perspectives to students.

In addition to virtual programming, NASD took on the management of a garden space in the Oxford tract to establish an Indigenous Teaching Garden in partnership with INC and faculty in Environmental Science Policy & Management.

The office led efforts to secure community space for a Native Community Center with the historic agreement between two communities on campus — the Graduate Assembly (GA) and the Native American community — establishing a Native Community Center in the GA-controlled Anthony Hall. Native American Student Development has also been integral in developing the forthcoming Native American Initiative, which will be announced in 2022.

Data Highlights

- » Native American Student Development provided over \$40,000 of funding directly to Native and Indigenous students via grants, stipends, and internships.
- » Native American Student Development delivered over 70 virtual events in 2020–2021 with more than 2,500 attendees.





CENTER FOR EDUCATIONAL PARTNERSHIPS

At the Center for Educational Partnerships (CEP), we increase the number of diverse California students enrolling and succeeding in higher education by directly addressing college-going barriers typically faced by low-income, first-generation, undocumented, and historically underrepresented K-14 students.

Through our 12 programs, CEP prepares K-12 and community college transfer students for college by providing academic enrichment, college advising, and assistance with applying to universities to make their college dreams come true. We also partner with schools, school districts, colleges and universities, and community-based organizations to create systemic change and provide professional development and tools for educators to support college access and readiness.

Our programs include Aspire California College Preparatory Academy, Destination College Advising Corps, Early Academic Outreach Program, East Bay Solano County Educational Consortium/Cal-SOAP, Educational Talent Search, The Puente Project, NAF Future Ready Scholars, Community College Transfer Services/Transfer Alliance Project, Upward Bound, the African American Male Pipeline Project (AAMP)/Womyn in STEAM Education (WISE), and Upward Bound Math & Science.

CEP Highlights

The Center for Educational Partnerships had many highlights this year, which resulted in work that we are very proud of. These highlights include, but are not limited to, the following.

In February 2021, CEP transitioned from the Division of Equity & Inclusion to the Division of Student Affairs within Admissions and Enrollment (A&E). The A&E units play critical roles in shaping the Cal student experience from prospects through alumni and beyond. Along with CEP, the portfolio includes Cal Student Central, the Financial Aid & Scholarships Office, the Office of the Registrar, the Office of Undergraduate Admissions (OUA), and has a dotted line to Parent & Visitor Services. The new alignment with CEP gives Student Affairs greater access to the admissions and enrollment process and articulates the types of programs and support CEP participants can receive at an institution like Berkeley.

This year, CEP intentionally created more opportunities to collaborate with our school district and campus partners. We ensured that our programs collaborated within West Contra Costa Unified School District and Oakland Unified School District so that students were not overwhelmed with multiple events and activities via Zoom. Five CEP programs provided cross-programming, which resulted in better attendance and ensured that students were provided with clear messaging, information, and resources. We also provided monthly college advising workshops to all of our programs and intentionally included our campus partners: *bridges* and OUA. Eight workshops were provided throughout the year, with an average of more than 75 people attending.

We held two very successful yield events in collaboration with OUA. The Freshmxn and Transfer Welcome Receptions for admitted CEP students started with a warm welcome from Chancellor Carol Christ, Associate Vice Chancellor Olufemi Ogundele, and CEP Interim Assistant Vice Chancellor Yvette Flores. Students also got to experience small breakout Q&A sessions with current Berkeley students or recent alumni, followed by resources and information regarding enrollment and the transition to Cal.

We collaborated with OUA on a new event named “Finding Your Berkeley Spark.” The event was an opportunity for rising sophomores and juniors or students starting their community college journey to learn more about Berkeley and the competitive admissions landscape. The program’s goal was to

equip students with practical tools to become competitive applicants and build their college admissions knowledge. The topics included:

- » Finding the right fit college
- » Taking advantage of resources to support the college application journey
- » Leveling up participation in extracurricular activities
- » Exploring academic interests
- » Tips to becoming a more competitive transfer student
- » College affordability
- » Conversations with current Berkeley students

Another major highlight is the addition of our 12th CEP program. In 2021, we welcomed the NAF Future Ready Scholars program to CEP, with the first program beginning July 2021.

Data Highlights

- » There was a 28% increase in freshman admission offers to students who participated in a CEP program, YOY 2020–2021.
- » There was a 29.7% increase in transfer admission offers to students from CEP programs.
- » There was a 26% increase in the underrepresented minority (URM) admits coming from CEP programs.
- » In general, students coming from CEP programs have filed their Statement of Intent to Register (SIR) in higher counts than in recent previous years.



Aspire Richmond California College Preparatory Academy

Vision: Education for Liberation

Mission: In order to ensure all learners at Richmond Cal Prep have the skills to thrive, we:

- » live our core values as a means to create more just and equitable communities for generations to come,
- » exercise our core competencies to solve the challenges our communities face,
- » ground educational practices in our core pedagogies as we seek to understand and transform the world, and
- » practice the four agreements as we humxnize one another in the process of lifelong learning.

Program Highlights

This year despite the challenges of virtual engagement, our Destination College Advising Corps (DCAC) adviser Ms. Angela, served 104 students in a 1:1 setting with a total of 430 interactions. Ms. Angela engaged with students and families through Parent Square, email, text, phone calls, Zoom, Google Classroom, and more. Most workshops were presented in a ~35% lecture and ~65% reflection format, which students reacted to positively and really enjoyed. Students actively engaged with workshop content through tools Ms. Angela utilized, such as Google Jamboard and Zoom features.

Postsecondary pathways workshops had the highest attendance from ninth and 10th-grade students. Whereas, college application and financial aid topics and office hour support were most popular among 11th-grade and 12th-grade students. The DCAC Junior & Senior Family Night event had the highest attendance of all the family nights provided. Additionally, the DCAC Wellness Series that Ms. Angela offered was also popular among the ninth-grade through 12th-grade students.

During these events, Ms. Angela offered informational presentations and working lab sessions for attendees to receive live support. She learned that the more opportunity there is to engage in events, the more students will want to participate in future events.

This year, we had a total of 483 college applications submitted by our seniors. Ms. Angela advised 58 seniors, with a total of 472 submitted college applications. For the UC pathway, seniors had the highest number of acceptances to UC Merced and UC

Santa Cruz. For the CSU pathway, seniors had the highest number of acceptances to San Francisco State University and California State University East Bay. For the community college pathway, students had the highest number of acceptances to Contra Costa College. Those who applied to out-of-state schools were accepted to various schools, including Oregon State University, the University of Arizona, and Pennsylvania State University (Penn State).

Ms. Angela offered a variety of financial aid application support for students, including informational presentations, 1:1 advising, application office hours, and communication via text and phone calls. Through these different platforms, she effectively checked in with seniors at different points throughout the year and assisted with their understanding of financial aid and application submissions. Ms. Angela utilized text and phone calls to reach out to seniors individually, which increased the response rate compared to other communication platforms, such as Google Classroom and Remind App. Every single Cal Prep senior submitted a Free Application for Federal Student Aid (FAFSA®) form or Development, Relief, and Education for Alien Minors (DREAM) application.

Data Highlights

- » Total # of 1:1 Sessions — 430.
- » Total # of Group Interactions — 775.
- » Total # of Assisted College Applications — 472.

Community College Transfer Services and Transfer Alliance Project

Community College Transfer Services (CCTS) provides transfer assistance to approximately 3,000 prospective University of California transfer students annually at 45 community colleges in Northern and Southern California. The Transfer Alliance Project (TAP) provides one-on-one, student-centered services to over 1,000 first-generation, low-income, educationally underserved students at those community colleges.

Transfer Alliance Project students can participate in various educational enrichment opportunities on the Berkeley campus, such as a free summer class, a three-day summer residential program, and summer research internships. Transfer Alliance Project students successfully transfer to UC Berkeley at a rate that is three times the overall transfer admission rate. In addition, over 90% of TAP students who apply to the UCs successfully transfer to a UC campus.

Program Highlights

This year, we found innovative ways to connect virtually with underserved community college students. We redesigned our 2020 summer programs to provide meaningful and supportive programming that helped us recruit and support a diverse group of students with their UC applications. Over 81% of TAP applicants were admitted to UC Berkeley for fall 2021.

Summer 2020 Programs

National Institutes of Health (NIH) Bridges to Baccalaureate (B2B)

A research program to increase the number of underrepresented minorities and Pacific Islander students who transfer and graduate from four-year universities with biomedical science degrees. The 2020 program for 15 students was recreated in a virtual format with four components: core scientific curriculum and classes facilitated by graduate student coordinators; group research projects where students analyzed Berkeley lab data, prepared reports, and presented their findings; professional development workshops; and weekly community-building events to help students connect and find support.

Dr. Adrienne Coleman, a diversity, equity, and inclusion (DEI) in STEM expert, facilitated student workshops on confronting bias and supporting people of color in STEM and a DEI workshop for the Berkeley STEM graduate community.

National Institutes of Health (NIH) B2B students transfer rate: 80–90%.

2020 cohort: 10 transferred to UC Berkeley, UC Davis, and Mills College in fall 2020; two were accepted to UC Berkeley for fall 2021.

Transfer Tuesdays

Four virtual one-hour events to engage first-generation, underserved community college students in fun programming while taking an in-depth look at the myths and realities of applying to the UCs, financial aid, UC eligibility, extracurricular activities, and a virtual tour of the Berkeley campus.

The program included collaborations with campus partners from the Centers for Educational Equity and Excellence (CE3) and office of Financial Aid & Scholarships to present information about major preparation and alternate majors, paying for a UC education, student panels about transfer experiences, and the importance of connecting to resources and supportive communities on campus.

Participants: 155, 48% underrepresented minorities (URM).

Twenty-six students joined TAP, 20 fall 2021 applicants to UC Berkeley, 79% admitted.



Transfer to Excellence Research Experience for Undergraduates (REU)

A collaboration with the College of Engineering for community college students participating in a Berkeley lab research experience to help them transfer and complete their bachelor's degrees in science and engineering. Services include seminars on the UC transfer process and career pathways, professional development opportunities, and enrollment in TAP.

2020 cohort: 7 students (fall 2021 admits); UC Berkeley: 5.

2019 cohort: 15 students (fall 2020 admits); UC Berkeley: 8; UCLA: 1; UC San Diego: 1; UC Irvine: 1; Stanford: 1; Cal Poly San Luis Obispo: 2.

Transfer Transitions Initiative

A pilot program that helped 129 newly admitted, underserved transfer students transition to UC Berkeley. Cal undergraduate advisors provided virtual appointments, calls, text messages, and emails to answer questions, share information about resources, financial aid, housing, campus programs, distance education, and help students successfully enroll.

Female: 83; Male: 39; Other: 7.

African American/Black: 16; Chicana/Latina: 94; Native American: 1; Asian/Pacific Islander: 2; White: 5; Mixed: 11.

Program Participation (students in multiple programs)

Extended Opportunity Programs & Services: 58; Umoja: 4; Puente: 11; Mathematics Engineering Science Achievement: 10; Transfer Alliance Project: 29; Disabled Students Program: 29; Undocumented: 9; Student Parent interest: 16.

Data Highlights

- » **2021–2022: 81.7% admit rate** (preliminary data), **54% of admitted students are underrepresented minorities (URM).**
 - Applicants: 299; Admits, 243.
- » **2020–2021: 75.8% admit rate; 58% of admitted students are URM; 76% of the URM students accepted admission to Cal.**
 - Applicants: 314; Admits: 238; Accept: 193.
- » **University of California Office of the President (UCOP) data: TAP UC applicants in fall 2019.**
 - TAP admit rate to all UC campuses: 91.7%.
 - Applicants: 471; Admits: 432; Accept: 366.
- » **Summer Enrichment Program, 2019.**
 - Seventy-two percent of TAP students who took a Berkeley summer class received A+, A, or A- grades.

Destination College Advising Corps

The Destination College Advising Corps (DCAC) increases college access for low-income, first-generation, and underrepresented high school students by placing highly trained, recent college graduates in schools as full-time college adviser fellows.

In 2007, UC Berkeley Destination College Advising Corps (DCAC) launched as one of the original (National) College Advising Corps chapters funded by the Jack Kent Cooke Foundation. Destination College Advising Corps began with two advisers in two high schools in Solano County. Today, it provides college access and preparation services to over 40,000 high school students in districts throughout California. Destination College Advising Corps is part of the larger national College Advising Corps (CAC) founded by Dr. Nicole Hurd. The CAC currently has 803 advisers working in 31 chapters located in 17 states across the nation.

Destination College Advising Corps has an important dual mission to change the face of education by preparing college adviser fellows to be future educators and leaders. After two years of service with DCAC, many of our adviser alumni pursue careers as school counselors, teachers, higher education administrators, social workers, educational policymakers, and other positions within social service.

Program Highlights

Berkeley DCAC has grown from its original two adviser fellows serving Solano County to its current 51 college advisers serving 44 school sites and community-based organizations across the Bay Area. It has also supported the expansion of CAC to four other UC campuses: UCLA, UC Merced, UC Santa Barbara, and UC Santa Cruz.

During the summer of 2020, DCAC launched its first-ever Summer Melt initiative in collaboration with the Office of Undergraduate Admissions (OUA). Ten DCAC college adviser fellows supported 600 graduating seniors, 300 who were Berkeley-bound and 300 who are going on to either a California community college, a California State University, or a University of California campus in the fall. The advisers provided them with 1:1 meetings to review step-by-step instructions on the college enrollment process, weekly adulting seminars, and connections to vital resources on their chosen college campuses. These efforts

contributed greatly to the successful enrollment of first-year students entering UC Berkeley and other higher education institutions throughout California.

In August of 2020, 51 college adviser fellows participated in our five-week, first-ever 100% virtual training — College Advising Institute, where training sessions ranged from the technical aspects of college advising such as A-G requirements and financial aid to healing educational racialized trauma. After the month-long training, advisers virtually transitioned to their partner sites and provided virtual (1:1, group, whole school) services the entire academic year. While there were challenges, there were successes, which are reflected in the data highlights. The virtual nature of the work allowed DCAC to collaborate in new ways. Throughout the year, there were multiple collaborative college fairs with local school districts, including West Contra Costa Unified School District, Oakland Unified School District, San Leandro, San Lorenzo Unified, and two statewide college fairs that involved other California chapters of College Advising Corps.

Data Highlights

- » Total # of 1:1 Sessions — 13,170.
- » Total # of Group Interactions — 20,705.
- » Total # of Assisted College Applications — 5,494.

“Like most seniors, I started the college application process feeling insecure about my ability to get into a four-year university. Since working with Freddy, I’ve gained a new sense of confidence in myself and in my future. For the first time in my four years at Pittsburg High School, I have someone who believes in me and is willing to help me every step of the way in achieving my goals.”

—Kalani Dunn, Pittsburg High School

Early Academic Outreach Program

The UC Berkeley Early Academic Outreach Program (EAOP) is committed to closing the opportunity gap and increasing access to higher education for underserved students, families, and communities. The EAOP partners with schools, districts, community organizations, and families to empower underserved students and prepare them for college and careers.

Program Highlights

Early Academic Outreach Program works with 21 Bay Area high schools to provide college advising to students. This year, we provided all services to students in a fully virtual setting, including one-on-one student interactions, workshops, and college application lab support. At this time, there was much more emphasis on providing spaces for a larger geographic area to maximize efforts.

Early Academic Outreach Program also provides two summer academic programs for students on the campus: Pre-College Academy and Berkeley Summer Sessions. These two programs, typically offered in person on the Berkeley campus, transitioned quickly into virtual programs.

Pre-College Academy

The Pre-College Academy utilized a partnership with UC Scout to provide curriculum to students enrolled in the program. We offered courses from geometry to AP Calculus during the summer and enrolled students in their respective courses to either supplement and strengthen the knowledge they already had about the topic or advance and prepare them for the following year.

Summer Sessions

The program also worked with Summer Sessions to enroll rising seniors in two Berkeley courses taught by Professor Alex Saragoza (Ethnic Studies 21AC) and Professor Stephen Andrews (Earth & Planetary Science 80). Our students took one of the courses with current Berkeley students and received a Berkeley transcript. The program hires teaching assistants to provide support not only for the EAOP students but also as a support to the professors.

Technology and Basic Needs Access

For both programs, we provided all the students with Chromebooks and other technologies to alleviate any technology access issues they may encounter. After the program, students were able to keep the computers for personal use.

Senior Seminar

Additionally, EAOP and UC President Pre-College Scholars host a weeklong senior seminar in June and work with UC-bound students to prepare them fully for the UC application. This program brings together admissions representatives from all undergraduate UC campuses to meet with students and provide information regarding the campuses.

This year, being a virtual program, we extended the program to include dedicated college adviser support that worked with students throughout the summer to complete their applications.

Data Highlights

- » Total # of 1:1 Sessions — 10,374.
- » Total # of Group Interactions — 16,465.
- » Total # of Assisted College Applications — 5,583.

“Overall, EAOP has provided me with a great support program, one where I feel a genuine personal connection with Ms. Brittany that ensures me she and her program are trying their best to help me in any way possible.”

—Abel Anguiano, Mt. Diablo High School

East Bay Solano County Consortium

The East Bay Consortium of Educational Institutions (EBSCC) is a 501(c)(3) nonprofit organization affiliated with CEP, working to increase the number of students who qualify for and pursue postsecondary studies by providing academic and college advising support.

East Bay Consortium of Educational Institutions operates a range of programs to achieve its mission. The East Bay Solano County Consortium, a California Student Opportunity and Access Program (Cal-SOAP), makes information about postsecondary education and financial aid more widely available. The consortium has operated a Cal-SOAP project for 42 years and serves over 9,000 students each year.

Program Highlights

The **Pre-College Academy (PCA)** summer program transitioned to distance learning due to COVID-19. Math classes and College Readiness Workshops (CRW) took place via Zoom. Ninety-six rising eighth-grade through 12th-grade students participated in math classes and College Readiness. The PCA held several informational parent meetings to inform them about the program changes and enroll students in the program. The Pre-College Academy celebrated its 30th anniversary virtually. Program alumni, current students, families, former PCA staff, and community members joined us in celebrating this milestone.

The **Summer Melt** program targeted graduated seniors from our East Bay and Solano County partner schools to support them through college and financial aid-related deadlines and tasks. Two college advisers provided virtual advising services. One hundred and forty-eight students were served with a total of 325 interactions. Outreach included emails to all seniors, phone calls, text messages, and word-of-mouth. Advising assistance included financial aid verification, updating WebGrants accounts, community college application assistance, completing tasks on portals, orientation, and signing up for classes.

The **Cash for College Program** transitioned to a virtual platform, with all workshops statewide taking place via Zoom. Seventy-three workshops were offered in the East Bay and Solano County regions. Sixty-five workshops were held at our partner high schools, four

at community colleges, and four at community-based organizations. East Bay Consortium of Educational Institutions offered three virtual Financial Aid Line-by-Line Trainings with a total of 235 volunteers in attendance. Over 2,700 students and parents received help completing their financial aid applications.

College Advising. The East Bay Solano County Consortium provided services at 15 high schools in Oakland, Richmond, Vallejo, Fairfield, Vacaville, and Dixon. Staff provided information and college advising services related to college admission, careers and majors, financial aid, scholarships, and other topics associated with pursuing higher education.



Our staff conducted their advising sessions through multiple platforms, including phone calls, text messages, emails, Google Hangouts, and Zoom, and supported seniors through various topics such as four-year admission decisions, financial aid verification and award letters, and community college application and matriculation steps.

The 43rd Annual College Information Virtual Day, usually held on the Berkeley campus, took place on Saturday, October 10. Four hundred and seventy-four students and parents registered through Eventbrite, and over 400 students RSVP'd through our group registration process. Approximately 600 students and their families attended the event and had the opportunity to meet 36 college representatives and attend a variety of college informational workshops, such as the Admissions Information Panel, Transfer Making It Happen, and How to Earn Scholarships.

Family Workshop Series for High School Seniors. In an effort to reach more of our high school seniors and their parents during the pandemic, East Bay Solano County Consortium planned a series of six family workshops for this academic year. Workshops were offered in English and Spanish and included Next Steps After Applying to College, Financial Aid 102, Community College 101, and Transitioning from HS to College.

Data Highlights

- » Cash for College: A total of 73 workshops were offered in the East Bay and Solano County regions. Over 2,600 students and parents were served.
- » Financial Aid Line-by-Line Training: EBSCC offered three virtual workshops with a total of 235 volunteers in attendance.
- » College Information Day: 600 students and parents attended the event.



Educational Talent Search

The Educational Talent Search (ETS) program aims for high school completion and postsecondary enrollment. The program encourages students to complete high school and enroll in postsecondary education, helps students apply for student financial assistance, and encourages older individuals who have not completed secondary or postsecondary education to enter, or re-enter, and complete such programs. Our program is funded to serve 1,507 students from 10 target middle and high schools in the Oakland and West Contra Costa Unified School Districts.

Program Highlights

The ETS program provides advice and assistance in preparing for college entrance examinations, completing college admission applications, student financial aid opportunities, and methods of achieving a secondary school diploma or equivalent degree or postsecondary education.

The programs and activities include exposure to cultural events, academic programs not usually available to disadvantaged students, mentoring programs, tutoring, counseling, exposure to careers or higher education, and related programs and activities designed specifically for special populations. Program regulations permit grantees to pay for educational costs, such as tuition, transportation, meals, high school equivalency programs, and college applications, if necessary, for participants.

For FY2021, the average cost per ETS participant was \$555.

Institutional Impact

- » When examining the 2020 cohort of ETS participants, 20 students chose UC Berkeley as their undergraduate institution of choice.

Regional and National Impact

- » Nationally, since 1965, an estimated two million students have graduated from college with the assistance and support of the TRIO programs.

- » Based upon a U.S. Department of Education report, high school graduates who participated in ETS programs enrolled in postsecondary institutions at a rate of 82% and 89.8%, respectively. These rates far exceeded the national postsecondary enrollment rate of 70.1%.
- » Students who participate in ETS are four times more likely to earn an undergraduate degree than low-income or first-generation students who do not participate.

Wire On!

A summer writing course that prepared rising seniors for college applications with assistance and breakdown of personal statement prompts for Common App and Historically Black Colleges and Universities along with Personal Insight Questions (PIQs) for the UC application.

Class Challenges

A student research project for participants. Participants were given a select number of items that they were instructed to research at various colleges and universities. Students presented their findings at cohort meetings, and winners were announced.

Student Leadership Conference

Participants were able to register for the regional Student Leadership Conference with the NorCal Chapter of WESTOP. Students attended workshops, and seniors were celebrated with Decision Day presentations and a keynote address by Ruben Canedo, director of Strategic Equity Initiatives at the division's Centers for Educational Equity & Excellence.

Mental Health Counseling

Students were given the opportunity to receive mental health counseling as requested.

PhotoStudy Tutoring

Participants are given 24/7 access to live tutors through the PhotoStudy tutoring application on their phones or computers. Students can receive assistance in any subject, including math, writing, and the sciences.

Data Highlights

- » All ETS projects must annually report the extent to which they meet or exceed the goals approved in their application for the following statutory outcome criteria:
 - the number of participants served;
 - the graduation of participants with a regular secondary school diploma in the standard number of years; and
 - the postsecondary enrollment of participants.
- » Program staff is consistently providing services and activities that support standardized performance outcomes as established by the U. S. Department of Education.

Participants

- » Funded to Serve ratio is 1,507 participants.
- » One hundred percent (1,507) of participants were served by the program.

Secondary School Graduation

- » Seventy percent of seniors served during the project year will have completed a rigorous school program of study and will graduate during the project year with a regular secondary school diploma in the standard number of years.
- » Ninety-six percent (358) of senior participants received a regular secondary school diploma and completed a rigorous program of study.

Postsecondary Education Enrollment

- » Sixty percent of participants, who have graduated with a regular secondary school diploma during the project year, will enroll in a higher education institution by the fall semester immediately following high school graduation or will receive notification by the fall semester immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.
- » Ninety-three percent (334) of senior participants enrolled in a higher education institution by fall 2020.

“As I learned about my acceptance to UC Berkeley, today, I can say with full confidence that it would not have been possible without this program and the constant support that Ms. Keyanna provided. I will always owe part of my academic success to this program because it was this program that gave me the confidence that I always lacked and believed in me when I didn’t believe in myself.”

—Devli Tiwari, De Anza High School, Class of 2021

Puente Project

The Puente model combines rigorous, culturally relevant and engaging curriculum, sustained academic counseling, and monitoring, mentoring, and community leadership development for students. To implement these components and sustain their quality at school and college campuses requires the work and focus of Puente’s statewide team of professional development staff. Expert practitioners and trainers provide foundational and ongoing professional development for teachers and counselors in middle and high schools and community colleges who lead and coordinate the program at their campuses.

Program Highlights

Secondary Virtual Professional Development & Student Activities included the following:

- » Follow-up coaching and support for new Puente practitioners.
- » Ninth-grade student leadership conference in partnership with UC Davis.
- » Team Regional Professional Development Training for Puente faculty and administrators.
- » Puente Days for students in collaboration with the Dodgers, Microsoft, and the University of Chicago.
- » Recruitment sessions for middle and high school student recruitment.
- » Supporting incoming programs’ high school scholarships process.
- » Presentations at educational conferences.

Community College Virtual Professional Development & Student Activities included the following:

- » Puente Summer Institutes for new faculty and administrators.
- » Virtual Motivational Conference for First-Year Students cosponsored by UC Davis.
- » Fall & Spring Faculty Professional Development training for all Puente practitioners.
- » Virtual Puente Hours for Puente practitioners on student recruitment.
- » Community College Virtual End Year Celebration & Scholarship Ceremony for Students.
- » Professional Development for non-Puente faculty.

The latter half of AY2019–2020 was unlike any other. The pandemic forced the program to cancel its in-person professional development events and student conferences and all student campus visits. Routine program implementation (informational outreach, student recruitment, teacher observations, parent meetings, celebrations) was also out of the question in terms of normal processes. However, Puente’s leadership and staff adapted quickly and fluidly to the crisis, learning and teaching new and virtual methods to support faculty and students. Puente staff offered various workshops and differentiated training opportunities for Puente community college and secondary teachers and counselors focused on equity and social justice. These workshops also included outside equity leaders, including Zaretta Hammond, Dr. Pedro Noguera, Dr. Bettina Love, Dr. Tara Yosso, Cornel West, Las Cafeteras, Dolores Huerta, Dr. Laura Rendon, and Asao Inoue. Other sessions to support the equity and social justice work included the following:

- » High school and middle school administrator session on program implementation and best practices.
- » University of California Berkeley Office of Undergraduate Admissions/Puente Webinars—students Puente Summer Institutes for educators.
- » Community college educators social-emotional coaching and support in self-care for Puente educators.

Additionally, Puente successfully piloted professional development targeting non-Puente faculty and staff and is preparing to offer this component to more colleges. Puente training strengthens faculty skills



and knowledge in their discipline and in working with underrepresented students. This year, Puente staff successfully trained over 1,000 faculty and staff. The training included the following schools and program:

- » Cabrillo College
- » LA Valley College
- » Mira Costa College
- » California Community Colleges Chancellor's Office (CCCCO) Statewide two-day Institute

Data Highlights

- » Eighty-one percent of all Puente high school graduates gained admission to two- and four-year colleges compared with 64% of all California high school graduates. [Sources: California Department of Education; National Student Clearinghouse; Puente Program]
- » Over half (52%) of Puente community college students transfer to four-year institutions. Puente's achievement rate compares favorably to California statewide results, which show that the transfer rates for all CCC students statewide and CCC underrepresented students are 39% and 31%, respectively. [Sources: CCCCCO; Puente Project]

Upward Bound

Upward Bound (UB) provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from higher education institutions.

Program Highlights

Upward Bound projects provide academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages; tutoring, counseling, mentoring, cultural enrichment, work-study programs, and education or counseling services designed to improve the financial and economic literacy of students; and programs and activities previously mentioned that are specially designed for students who have limited English proficiency, students from groups that are historically underrepresented or marginalized in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of the foster care system, or other disconnected students.

All Upward Bound projects MUST provide instruction in math, laboratory science, composition, literature, and foreign language. Other services include the following:

- » Information on the full range of Federal Student Financial Aid programs and benefits.
- » Guidance and assistance on secondary school reentry, alternative education programs, or entry into general educational development programs or postsecondary education.
- » Youth Financial Institute of America Financial Literacy Workshop Series: Thursdays in October 2020
- » Fall 2020 PIQ & College Application Workshop Series: Wednesdays in October & November of 2020
- » Saturday College Cohort Showcase
- » Students in Senior, Humanities, and STEM cohort present semester-long Saturday College Projects: December 5, 2020

- » Class of 2021 Virtual Senior Retreat: Tuesday, February 16 to Wednesday, February 17, 2021
- » Black College Expo: Saturday, February 20, 2021
- » Upward Bound/Upward Bound Math & Science Alumni Panels: Wednesday, March 31, 2021; Wednesday, April 14, 2021; Wednesday, May 12, 2021; Saturday, May 1, 2021
- » Upward Bound/Upward Bound Math & Science Senior Recognition Saturday College: Saturday, April 17, 2021
- » Wellness & Self-Care Week: April 19–23, 2021
- » Virtual Senior Celebration & Graduation: Wednesday, May 19, 2021
- » WESTOP Staff of the Year Recognition — Hazel Amina
- » Western Association of Education Opportunity Personnel 43rd Annual Conference: March 8–10, 2021
- » New Pre-College TRIO Director Jimmie Sanders: Started on March 15, 2021

Data Highlights

All UB projects must annually report the extent to which they meet or exceed the goals approved in their application for the following statutory outcome criteria:

- » The program staff consistently provides services and activities that support standardized performance outcomes as established by the U.S. Department of Education.
- » Participants served during the fiscal year: 100.00% (169) of participants were served by the program.

- » Secondary School Retention and Graduation Objective: 85% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. Ninety-nine percent (168/169) of participants persisted or graduated from secondary school with a regular secondary school diploma.
- » Postsecondary Education Enrollment: 80% of participants, who have graduated with a regular secondary school diploma during the project year, will enroll in a higher education institution by the fall semester immediately following high school graduation or will have received notification by the fall semester immediately following high school, from a higher education institution, of acceptance but deferred enrollment until next academic semester. One hundred percent (49/49) of senior participants enrolled in a higher education institution by fall 2020.



Upward Bound Math and Science

The Upward Bound Math and Science (UBMS) program is designed to strengthen participating students' math and science skills. The program's goal is to help students recognize and develop their potential to excel in math and science and encourage them to pursue postsecondary degrees in math and science and, ultimately, careers in the math and science profession.

Program services include summer programs with intensive math and science training; year-round counseling and advisement; exposure to university faculty members who conduct research in mathematics and the sciences; computer training; and participant-conducted scientific research under the guidance of faculty members or graduate students, who are serving as mentors; education or counseling services designed to improve the financial and economic literacy of students; and programs and activities previously mentioned that are specially designed for students who have limited English proficiency, students from groups that are historically underrepresented and marginalized in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or aging out of the foster care system, or other disconnected students.

Program Highlights

- » Youth Financial Institute of America Financial Literacy Workshop Series: Thursdays in October 2020
- » Fall 2020 PIQ & College Application Workshop Series: Wednesdays in October & November of 2020
- » Saturday College Cohort Showcase
- » Students in Senior, Humanities, and STEM cohort present semester-long Saturday College Projects: December 5, 2020
- » Class of 2021 Virtual Senior Retreat: Tuesday, February 16 to Wednesday, February 17, 2021
- » Black College Expo: Saturday, February 20, 2021
- » Upward Bound/Upward Bound Math & Science Alumni Panels: Wednesday, March 31, 2021; Wednesday, April 14, 2021; Wednesday, May 12, 2021; Saturday, May 1, 2021
- » Upward Bound/Upward Bound Math & Science

Senior Recognition Saturday College: Saturday, April 17, 2021

- » Wellness & Self-Care Week: April 19–23, 2021
- » Virtual Senior Celebration & Graduation: Wednesday, May 19, 2021
- » WESTOP Staff of the Year Recognition — Hazel Amina
- » Western Association of Education Opportunity Personnel 43rd Annual Conference: March 8–10, 2021
- » New Pre-College TRIO Director Jimmie Sanders: Started on March 15, 2021

Data Highlights

- » Participants served during the fiscal year: 100.00% (83) of participants were served by the program.
- » Secondary School Retention and Graduation Objective: 85% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. One hundred percent (83/83) of participants persisted or graduated from secondary school with a regular secondary school diploma.
- » Postsecondary Education Enrollment: 80% of participants, who have graduated with a regular secondary school diploma during the project year, will enroll in a higher education institution by the fall semester immediately following high school graduation or will have received notification by the fall semester immediately following high school, from a higher education institution, of acceptance but deferred enrollment until next academic semester. Ninety-six percent (26/27) of senior participants enrolled in a higher education institution by fall 2020.

STUDENT EQUITY & SUCCESS

Student Equity and Success (SES) is an umbrella of dynamic and student-centered equity services that include the Basic Needs Center (BNC), Berkeley Underground Scholars (BUS), Cal NERDS, the Centers for Educational Equity and Excellence (CE3), the Disabled Students Program (DSP), and NavCal programs.

Our services and initiatives aim to ameliorate the impact of societal and institutional equity gaps and work to empower students with resources and support to transition into and access all that UC Berkeley has to offer. Students are active agents in coconstructing their blueprints, and we are there to ensure they understand all the options and implications and step in when they need additional support to make their educational and career dreams a reality.

Unit Highlights

This year allowed us to be more intentional about identifying better and sustainable ways to collaborate among SES programs and work toward intersectional collaboration on students we share across programs.

A new important effort we started this year was developing a UC Berkeley vision for Tech Equity 2030, which currently has three goals:

- » Develop a vision and plan for UC Berkeley to become a national model for Tech Equity by 2030.

- » Create thriving relationships across and among our campus Tech Equity influencers and decision-makers.
- » Secure the resources that we need to realize our vision and plan (resources, capacity, people, funding, etc.).

We were also successful in partnering with campus leaders in moving our disability equity efforts in a number of areas. For instance, thanks to support from campus leaders, we are excited to be opening a new and improved proctoring center with close to 100 seats this fall. This has been 20 years in the making.

In addition to coleading a Basic Needs UC system-wide five- to 10-year strategic and implementation plan, the Basic Needs Center co-led campus efforts to create a holistic fund interface. The Basic Needs Holistic Fund is a centralized entry point for all UC Berkeley students to apply for emergency financial support. The fund is a collaboration between the Basic Needs Center, the Office of Financial Aid & Scholarships, the Graduate Division, the Graduate Assembly, and the Associated Students of the University of California (ASUC) Student Advocate's Office.

Total UC Berkeley CalFresh Student Data July 2020–May 2021:

| | # of Total Applications Submitted | Approval Rating | Supplemental Nutrition Assistance Program (SNAP) Benefits Generated | Estimated Local Economic Impact | SNAP Meals |
|--|-----------------------------------|-----------------|---|---------------------------------|------------|
| Applications Submitted by Students | 817 | 63% | \$2,483,371 | \$3,824,917 | 757,888 |
| Alameda County Community Food Bank Staff Assisted | 69 | 81% | \$280,778 | \$432,398 | 85,622 |
| Total | 886 | 72% | \$2,763,283 | \$4,255,050 | 843,174 |

Basic Needs Center

The Basic Needs Center (BNC) is committed to fostering belonging and justice on the UC Berkeley campus through a robust model of research, prevention, sustainability, and advocacy. Our efforts aim to combat the structural drivers of basic needs insecurity, such as rising income inequality, increasing cost of living, inadequate high school preparation, and more.

Using a holistic and systematic approach, we target the different facets of basic needs insecurity on campus to consistently reduce the number of students requiring emergency resources. We envision an equitable and inclusive campus where all students have access to the necessary support to thrive.

Center Highlights

- » **Services through COVID:** Provided on-campus and remote basic needs services through all the changing COVID tiers, guidelines, and protocols.
- » **New Website/Data Center:** Launched a new [website](#) and data center with historical and live impact data.
- » **New Basic Needs Holistic Fund:** Launched a new [basic needs holistic fund](#) in partnership with the Financial Aid and Scholarships Office (FASO), the Graduate Division, the Student Advocates Office, and the Graduate Assembly.
- » **First Basic Needs Health Assessment:** Hired two recent UC Berkeley alumni in a short-term project/policy analyst contract to publish and train our community on the first-ever [Basic Needs Health Assessment Executive Summary](#).
- » **Staff Basic Needs:** Partnered with UC Berkeley Staff Basic Needs Working Group to hire a graduate student researcher dedicated to understanding gaps, making connections, and identifying clear actions needed to improve the basic needs of our campus staff.
- » **Team Growth:** Grew UC Berkeley's Basic Needs Center team to honor the [University of California's Next Phase of Improving Student Basic Needs Report](#).
- » **Future Food Recovery Hub:** Earned additional space in the MLK Student Union to open the first-ever Food Recovery Hub at UC Berkeley to healthily and sustainably repurpose food for students in need.
- » **City and County Partnerships:** Formal conversations began with both Alameda County Social Services and Alameda County mayors to improve city and county efforts that move toward improving the basic needs experiences of students on and off campus.
- » **Innovative Pilot Programs:** Donor funding provided two unique pilot efforts: (a) mental health services and (b) the Safe Parking Program for students experiencing basic needs challenges.
- » **State and Federal Advocacy:** Participated in educational campaigns and organizing for state and federal budget and legislation efforts to improve student financial aid and basic needs.
- » **Next Phase Redesign:** Completed a yearlong process to redesign UC Berkeley's Basic Needs Committee, UC Berkeley Basic Needs Center, and funding to honor the new UC Regents policy, goals, and recommendations for the next phase to improve students' basic needs.

Data Highlights

University of California Berkeley Basic Needs Center Holistic Fund impact data:

| | |
|-----------------------|----------------|
| Total Applicants | 829 |
| Unique Applicants | 739 |
| Total Awardees | 603 |
| Total Unique Awardees | 563 |
| Total Awarded | \$1,196,875.00 |
| Average per Award | \$1,984.87 |

Average per Unique Awardee

\$2,125.89

University of California Berkeley Food Pantry impact data:

| | |
|-----------------------------------|--------|
| Total Visits | 28,237 |
| Unique Visitors | 2,452 |
| Average Visits per Unique Visitor | 11.5 |

Berkeley Underground Scholars

Berkeley Underground Scholars (BUS) creates pathways to a UC higher education for incarcerated and formerly incarcerated students. Through our three-pronged recruitment, retention, and advocacy approach, we are building a prison-to-school pipeline for the more than 5,000 students in California state prisons who are enrolled in UC transferable community college courses.

Program Highlights

Recruitment: In 2020, the acceptance rate for our cohort of formerly incarcerated community college students that we supported with the UC application was 65%. We hired and trained 18 community college students to represent Underground Scholars and support formerly incarcerated students in their transfer process on their campuses. We launched our Incarceration to College Program, which provides a college prep class, mentorship, and re-entry support to young people incarcerated in Alameda and Contra Costa counties.

Retention: In partnership with the Graduate Student Assembly, we launched the Sylvia Bracamonte Memorial Scholarship to provide funding for graduate students pursuing careers in social justice and advocacy. In partnership with the Basic Needs Center, we awarded over \$100K in direct support to our students. We celebrated a graduating class of about 12 students, many of whom are continuing on to graduate school. We launched Black Underground Scholars Initiative to support formerly incarcerated Black students and our Pre-Law Cohort in partnership with Berkeley Law students to create a pathway for Underground Scholars into the law school.

Advocacy: In 2020, we launched our yearlong policy institute and hired four Underground Scholars as policy fellows. They worked with several statewide coalitions to draft legislation, secure legislative authors, and advance the bills through the legislative process. Our Parole Reform bill, AB 2342, was passed by the legislature but vetoed by the governor. In 2021, we are cosponsoring SB 416, a bill to protect incarcerated students' rights and ensure the highest quality of education is provided in anticipation of the restoration of Pell Grants to incarcerated students.

Statewide Expansion: We have been leading statewide efforts to expand the Underground Scholars program to every UC campus. We now have Underground Scholars Initiative (USI) student organizations at UCLA, UC Irvine (UCI), UC Riverside (UCR), UC Santa Cruz (UCSC), UC Santa Barbara (UCSB), UC San Diego (UCSD), and UC Davis (UCD). We have staffed programs at UCLA and UCSC. We recently secured \$1.75 million from the Mellon Foundation and the Crankstart Foundation to support these expansion efforts and expect to have staffed programs at UCR and UCI in 2021.

Data Highlights

- » Acceptance rate for 2019 transfer cohort: 87%.
- » Acceptance rate for 2020 transfer cohort: 65%.
- » Expanded USI presence to seven UC campuses.





Cal NERDS

Cal NERDS (New Experiences for Research and Diversity in Science) is creating a diverse STEM workforce through computational skills training, tech equity efforts, professional development workshops (business core competencies, STEM speaker series, etc.), faculty-mentored research, student support grants (graduate school, professional clothes, dissertation writing, etc.), advising, and STEM communication.

Our STEM student center creates a sense of belonging for our vibrant community of STEM undergraduate and graduate innovators and leaders. Our scholars become professional NERDS in industry, academia, or government.

The pandemic did not stop us from supporting our Cal NERDS community through virtual (Zoom) offerings for STEM undergraduate and graduate students.

These Zoom events expanded to support our sister UC campuses along with our sister diversity National Science Foundation's (NSF) Louis Stokes Alliances for Minority Participation (LSAMP) programs from across the nation (over 15 states), building a stronger sense of belonging and enhancing our positive campus climate as we came together as a community to do our best to navigate the pandemic.

We met our students where they were by creating nine new offerings, including emergency health and wellness grants to help with food, technology, office setups, books, office supplies, blue lens glasses, etc. In addition, we created 1:1 mentoring experiences with Cal alumni, Cal Fresh 101 workshops, a business core competencies workshop series, Introduction to Web Dev Full Stack Boot Camp (JavaScript), Lana Fukasawa Community Leadership Scholarship, graduate student dissertation writing grant, and a Fiat Justice Tech Equity Scholars Program. We also organized virtual UC statewide research poster individual undergraduate coaching sessions and research poster judging for diversity STEM UC LSAMP students with the help of 80 Berkeley STEM graduate students. These efforts were layered on top of our regular offerings, some of which include graduate school preparation workshops, pre-Ph.D. research programs, python boot camps, STEMint introduction to data science boot camps, and faculty interactions.

Despite difficult circumstances, we achieved a lot through the teamwork of 10 student directors (both undergraduate and graduate students) and two professional staff producing over 200 web pages, 129 virtual events, nine online computational skills boot camps, and supported 2,197 student experiences. We developed new relationships with the Disabled Students' Program, NavCal, TrybeAI, DropBox, Google, NSF LSAMP Midwest Center for Excellence, and secured a Public Interest Technology grant cowritten with the School of Information and the D-Lab.

We also created a shut-down and return plan for our Cal NERDS Student Center that involved transitioning all our staff to remote work, safety improvements, painting, and a cleaning strategy. We continued to use basecamp.com (and its companion app) as our project management tool, allowing us to stay engaged with each other, organize our files, and assign various to-do tasks. We purchased a hospital-grade EPA-approved Halo Fogger that uses aerosolized hydrogen peroxide to disinfect our spaces at timed intervals.

We also focused our energies on solving the problem of making STEM opportunities accessible at Berkeley. We researched, designed, and did a soft launch phase 1 of a new online UC Berkeley STEM guidebook called [STAR.berkeley.edu](https://star.berkeley.edu), which stands for STEM Training,

Activities, and Resources. This TechnoInclusive web tool features a downloadable database with custom filters, a 184-page PDF guidebook, STEM role models, and a blog. We are currently building phase 2, which involves a faculty engagement opportunity mapping tool plus a marketing plan.

Data Highlights

- » Number of virtual events hosted: 129.
 - Two-day computational skills weekend boot camps: 9
 - Research poster coaching and judging: 60
 - » Number of students served: 2,197*.
 - First-generation: 62%
 - Graduate students: 22%
- *Some duplicates may exist (meaning that students may have participated in more than one event/s)
- » Launched STAR.berkeley.edu.
 - Number of web pages created: 201 + 184-page PDF guidebook
 - Number of views (August 2020–February 2021): 16,022

“One of the best things that happened to me during my time at Cal was to get admitted into the UC LEADS program. The summer research opened many doors for research, conferences, and graduate school programs. Before entering UC LEADS, I never considered graduate school. I always thought I was not good enough to continue for an advanced degree. However, UC Berkeley thought I was prepared for it, and I will start my Ph.D. this fall in the Civil and Environmental Engineering Department.”

—Jose, Cal NERDS UC LEADS Scholar

NavCal

The NavCal fellowship assists incoming nontraditional students in navigating the Berkeley campus through a hands-on/high-touch approach. Current students coach and mentor incoming students and pass down their knowledge and experiences to help incoming students adjust to higher education. Through readings, discussions, and engagement with campus resources, this course empowers students to address challenges and ultimately ensures that more students are educated on how to access and maximize resources and advocate for themselves.

Program Highlights

NavCal has served more than 350 undergraduate students since its founding in 2018. In this first year as an institutionalized program, two staff — Dean Tanioka, director of operations, and Mac Hoang, founder — were hired along with multiple year-round student interns. Partnerships were secured with the sociology department, solidifying accredited units for the NavCal Fellowship, NavCal Internship, and the Institute for Research on Labor and Employment (IRLE), resulting in more than 30 paid research positions for undergraduate and graduate students. A number of NavCal fellows and interns have become published researchers. You can see their articles on the [IRLE website](#).

Data Highlights

- » Two and a half million dollars in direct student funding.
- » Ninety-nine percent of NavCal participants receive a Letter of Recommendation from a professor in their first semester with NavCal.
- » Grade point average (GPA) average: 3.56 (cumulative).

“I learned how important community is. I have been a student at Cal for two years now, and I have never been part of a community such as NavCal. I came to Berkeley with an individualistic mindset, thinking that I should do everything by myself. Thanks to NavCal I have learned the kind of communities I would like to be part of for the rest of my undergrad career.”

—NavCal Student Participant



Nav2Cal

Through the sister program Nav2Cal, nontraditional UC Berkeley undergraduate and graduate students assist historically marginalized students in West Contra Costa County high schools navigate UC Berkeley's application process through a hands-on approach that involves active engagement and coaching.

Program Highlights

In its inaugural year, 70 Nav2Cal high school students successfully completed the program. We hired 32 UC Berkeley student mentor/femtor/themtors (MFT), allowing Nav2Cal to hold an average 1:2 MFT to student ratio. In partnership with Berkeley's Department of Sociology, we introduced the first Nav2Cal research arm. Twenty-seven students partnered with Cal students to participate in research projects ranging from the presence of COVID-19 in U.S. prisons to the first-generation, low-income, nontraditional student experience in West Contra Costa Unified School District (WCCUSD). This year, several high school scholarship applications were submitted, several scholarships were won, and additionally, we were able to initiate direct financial assistance to our high school students from UC Berkeley affiliates.

Another notable highlight was the creation of a Nav2Cal-inspired, branch-off high school club called Students for Higher Education (S.H.E.) by two students. This district-wide club came in response to the need for college application support in WCCUSD.

Using the Nav2Cal community *non competition framework*, these students created a path for their fellow nontraditional classmates to receive the application support and peer-to-peer support they were lacking.

Data Highlights

- » One hundred percent acceptance to a four-year university.
- » Fifty-one percent acceptance rate into UC Berkeley.
- » Sixty-seven percent yield chooses to come to Cal.
 - Four Regents' and Chancellor's Scholarships interviewed
 - Two Regents' and Chancellor's Scholarships awarded
 - Six Fiat Lux Scholarships



“Applying to college is such a competitive thing because every student is trying to ‘one-up’ the other, but Nav2Cal made me realize that it doesn’t have to be that way. Working with other students and supporting them through this process is what will get all of us to college, not competing with them. We’re all a family.”

—Nav2Cal Student Participant

SEED Scholars Honors Program

The STEM Excellence through Equity & Diversity (SEED) Scholars program is an honors program focused on supporting and inspiring historically marginalized undergraduate populations majoring in all areas of science, technology, engineering, and math (STEM).

The STEM Excellence through Equity & Diversity Scholars program was designed to increase the number of historically underrepresented students who graduate with bachelor's degrees across the STEM spectrum, introduce them to the world of research, and prepare them for STEM doctoral programs through increasingly intensive research opportunities and professional development. Based on the proven formula pioneered by the Meyerhoff Scholars Program at the University of Maryland, Baltimore County, the program introduces scholars to the frontiers of research with the longer-term goal of increasing their interest in and preparing them for advanced studies in these disciplines. Through comprehensive, holistic programming, SEED prepares outstanding undergraduates to become change-makers, scholars, and leaders, further increasing the representation of underrepresented individuals in academia and other STEM professions while engaging in cutting-edge, innovative research.

Program Highlights

The SEED social justice seminar series “Science, Society, and You” is a round-table of discussions that presents various social justice concepts to our scholars. We encourage all participants to contribute to conversations as a form of open dialogue and honest discussion. During fall 2020 and spring 2021, we focused on “Race, Ethnicity, and Racism,” providing statistics on current STEM demographics across the United States and concepts such as the model minority myth. Terms covered included interest convergence, intersectionality, and cognitive dissonance. SEED recognizes that STEM does not exist within a bubble; therefore, these sessions aim to generate dialogue and bring attention to the lived experiences of historically marginalized communities in STEM.

Mentoring: Five graduate students and one postgraduate professional spanning STEM disciplines serve as near-peers. As teachers, research lab partners, and future colleagues, the mentors serve as models of whom undergraduate students can become, helping them cultivate a sense of belonging and see themselves as scientists and researchers who are on their way to becoming professionals and leaders in the field. Currently, each mentor is in charge of running at least one mentor session each semester, spanning a slew of subjects, including self-actualization, health and wellness, scientific writing skills, presenting scientific matter, and work-life balance.

Academic Support: Scholars are required to meet, at minimum, twice a semester with a program coordinator for advising and wellness check-ins. In line with our belief that college is a holistic experience, topics range from the personal and social to the academic and professional. The meetings serve to promote an open line of communication between scholars and staff, and provide scholars individualized support. Our staff has worked hard to cultivate relationships across campus to ensure our scholars succeed in academia. One resource available to all scholars regardless of major is the Center for Access to Engineering Excellence and Computer Science Mentors in the School of Engineering.

Personal Support: SEED aims to ensure that our program is not only one that prepares scholars for the exciting world of STEM but also provides a home away from home. For us, it is equally important that scholars can relax and enjoy the “everything else” that college has to offer. Putting on monthly socials allows for scholars to unwind and catch up with peers. Town hall meetings held each semester serve as a valuable communication tool between our program's administration and scholars. At these gatherings, everyone's voice and opinions are taken into consideration to serve the wants and needs of our community best.



Data Highlights

- » Retention in major: 100%.
- » Summer research placement: 100%.
- » Faculty mentors: 18 spanning the STEM spectrum. It is highly unusual to have 18 amazing faculty with such busy schedules of their own so heavily invested on a granular level in the success of our scholars.
- » Six graduate student mentors.
- » Five scholars actively engaged in research groups during the academic year.
- » One scholar is published.
- » One scholar is active in university government.
- » One scholar sits on an organizational board.

“The SEED Scholars Program has arrived at a critical moment in which the world’s scientists must both lead at the bench and address the broader impacts of our research. I am enthusiastic about engaging with emerging scholars in the STEM disciplines who deeply value community, contribute novel insights in science, and commit themselves to [the] reimagination of the world’s institutions toward the betterment of human life and the environment.”

—Adrian Davey, Third-Year Ph.D. Student
Chemical and Biomolecular Engineering
SEEDS Scholars Program Assistant/Mentor

Disabled Students' Program

The Disabled Students' Program (DSP) provides both mandated accommodations and services and nonmandated services to meet unique educational needs, increase retention and success, and build a community for enrolled students with disabilities. Our staff includes disability specialists, skilled service providers, educational specialists, and accessibility experts who serve our students with disabilities throughout their educational careers.

The Disabled Students' Program includes a federally funded [TRiO Disability](#) program, the new Disability Cultural Community Center, [Spectrum Connect](#) services for students on the autism spectrum, a full-time [disability career counselor](#), and a full-time housing specialist. The DSP currently serves 4,053 students with disabilities and has 41 full-time staff.

While the primary focus and mission of DSP are to serve documented disabled students, DSP staff also work closely with faculty, administrators, and staff to build a more accessible campus environment.

Year Highlights

This year has been challenging with COVID-19, online courses and remote work, and budget concerns. In spite of these challenges, DSP provided timely accommodations and services to our growing population of students with disabilities. We hit another milestone as our student disability population passed 4,000 and ended the spring semester at 4,141 students, up from 3,483 (+658).

In addition to serving our students, we advanced several other important initiatives this year as well. Our office uses an online data management system to manage our work and store data and documentation.



We made the decision to adopt a commercial system, Accessible Information Management (AIM), created by and for disability services professionals. We rolled out the new system in the spring, and though we had a few issues to work out, the transition has been smooth, and the new system is working well and has streamlined workflows in several units.

Another highlight is the receipt of several large grants. The director wrote the five-year TRIO Disability grant renewal, and the grant was renewed for 2020–2025. The new grant has expanded services for our students. The DSP requested funding through the Life-Safety fee to build a new DSP Center, and the proposal was approved. The DSP is in the process of initiating a feasibility study for Dwinelle Annex to determine whether the building can meet the needs of DSP with the \$11 million from the Life-Safety Fund. The DSP also successfully applied for funding for the campus's first full-time academic achievement counselor for students with disabilities. The new staff will coordinate the new Disability Cultural Community Center.

After several years of student advocacy, the campus assigned space for the new center last summer. We are in the process of renovating and furnishing

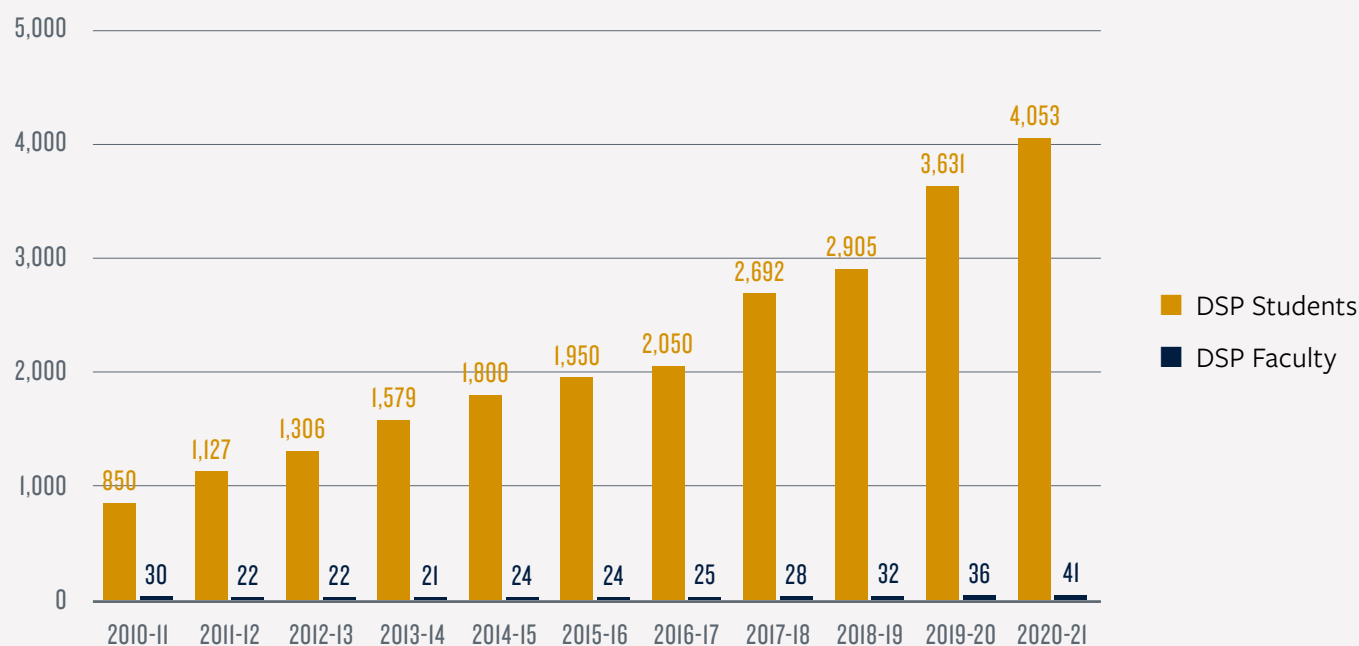
the center, and our new coordinator is preparing for a late fall opening. This is a very exciting development for our campus and for DSP as the center will provide community and a space for disability advocacy at Cal.

In addition to all of this, DSP managers and supervisors have engaged in many collaborative efforts with E&I partners and other campus partners, including a DSP Food Pantry and other efforts with the Basic Needs Center, the Center for Teaching and Learning (CTL), and Educational Technology Services (ETS) to make online courses accessible to all students. In concert with faculty, DSP has created a new online faculty accessibility training, which will be widely available this summer.

Data Highlights

We have seen increases in six-year graduation rates for DSP students for the past two years. (Freshman from 75% to 80% and transfer students from 82% to 86% compared to 92% for non-DSP students). While there is still a significant gap, we are happy to see progress and evidence that the programming we have enacted is having an impact.

DSP Student to Faculty Ratio



CENTERS FOR EDUCATIONAL EQUITY AND EXCELLENCE

One of the many things that make UC Berkeley so special is the rich diversity of its student community. Comprising multiple distinct programs, the Centers for Educational Equity and Excellence (CE3) offers a comprehensive array of counseling programs, supplemental aid, and grants to support students who are first-generation college-goers, from low-income families, former foster youth, veterans, parents, undocumented students, formerly incarcerated, community college and other campus transfers, and those re-entering higher education after time away.

Our goal is to put students in a position not just to survive Berkeley but to thrive.

Regarding students as people first, CE3 empowers them to see their unique backgrounds as strengths. Through our programs and services, students learn how to make the most of their time on campus by navigating the wealth of possibilities available to them. In doing so, CE3 cultivates a sense of belonging, community, connection, and confidence.

Our efforts are grouped into three broad categories:

- » **Access and opportunity programs** (Educational Opportunity Program and Undocumented Students Program) focus on providing counseling, community, programming, and scholarships for first-generation students and undocumented students.
- » **Independent student programs** (Berkeley Hope Scholars, Cal Veteran Services Center, Re-entry Student Program, Student Parent Center) are aimed at students with life experiences often considered “nontraditional,” such as veterans, student parents, and formerly incarcerated or foster youth.
- » **Transfer student programs** (Miller Scholars, Student Support Services, Transfer Student Center, Transfer Transition Program) help ease the transition to Berkeley from community colleges or other institutions, with a particular focus on students from underresourced backgrounds.

CE3 and COVID-19

Operating remotely for the entire year continued to pose significant challenges to students and impacted the ways in which we served them. For most of the year, 40% or above of all undergraduate students

reported experiencing significant levels of anxiety or depression. Early in the pandemic, CE3 moved quickly to survey students to understand what they were experiencing. They shared their concerns openly:

“I need professors to understand that at the moment, we as students are not worried about academics or our grades, we are worried about the health of our families and friends. We are worried that at the moment, everyone is out of work, and we have no idea how long that is going to last, so we have no idea how we are going to pay rent or feed our families. It’s a difficult time for everyone, and it is personally messing with our mental health to the degree that we cannot focus on classes.”

—CE3 Student Survey Respondent

“I need community, I need hugs, I need professors and faculty that care, that continue to communicate every day. I want professors and faculty to be open and transparent with each step. I mostly miss seeing my friends, classmates, and cohorts that I spent all year building relationships with and holding space for. I am a reentry and transfer student, and this is my first year back in school in 10 years. I know UC Berkeley is trying their best, but the isolation and the lack of community will have deep and resounding impacts.”

—CE3 Student Survey Respondent



Additionally, other themes continued to surface in our work with students as a result of the pandemic:

- » Many students opting out of enrollment by canceling or withdrawing.
- » An elevated need in paying for essentials related to food and housing.
- » Unreliable or nonexistent access to learning technology and the Internet.
- » Home environments that are not conducive to learning (shared environments, multiple students, student parents) and challenges transitioning to online learning as the sole modality.

Given the circumstances, CE3 effectively provided support to students via one-on-one remote counseling appointments, webinar-based programming and

community events, Zoom-based transition courses, and a virtual front desk model. Working with our partners in the Financial Aid and Scholarships Office and the Basic Needs Center, we also mobilized resources such as emergency grants, supplemental aid, and electronic gift cards for food and other essentials to address existing needs and those that arose because of the pandemic.

More recently, CE3 hosted [several virtual admissions yield events](#) focused on helping newly admitted students get more familiar with our resources to inform their decision whether to attend Berkeley. Despite the year's challenges, we continued to innovate by adding more staff and programs across the cluster, including a new federal SSS STEM TRIO grant and launching the HSI student success counselor role (two new positions).

Berkeley Hope Scholars

Berkeley Hope Scholars (BHS) provides comprehensive support to all first-year entry, transfer, graduate, and continuing students who are current and former foster youth, probation youth, or orphaned before the age of 18. Berkeley Hope Scholars provides academic counseling, programming, community, mentoring, and supplemental financial support to program participants.

Program Highlights

Berkeley Hope Scholars' active participants grew from 49 in spring 2020 to 80 students in spring 2021. In 2020, our first cohort of four graduate students completed their programs, and we now have a cohort of eight graduate students. Outreach to prospective BHS students increased this year through the efforts of a peer advisor who created a webinar, "UC Belonging," to ensure that foster youth and child welfare system-impacted high school students see UC Berkeley as an attainable goal. One BHS participant who recently graduated with a Master of Social Welfare degree now works as a social worker. In her spare time, she provides mentorship to students exploring graduate school in the social work field. The program is called MAPS: Mentoring Academic & Professional Success.

Berkeley Hope Scholars partnered with Together We Rise to provide COVID-19 emergency support services to students at risk for displacement and to address challenges with transitioning and persisting in college. We have also strengthened our partnership with the Basic Needs Center to provide support for students for housing stability, food security, and navigating financial sustainability. Berkeley Hope

Scholars also held an alumni career panel this year, at which four alumni discussed their career paths and accomplishments and established a partnership with the MAPS program that assisted one recent BHS graduate toward being admitted to the Master of Public Health degree program at Yale University.

Data Highlight

Of the estimated more than 100 eligible students, BHS currently serves 80 annually; 51% of UC students that experienced foster care are food insecure, and 13% of them experience homelessness at some point in the year (per UCOP's 2017 Food and Housing Insecurity Report).

"Thank you so much for these Monday BHS virtual community spaces meet-ups. This feels very meaningful to connect with other Berkeley students who have the same life experiences, and to just have pleasant company during these isolating times."

—Sofia Bharadia, Undergraduate Student 2020–21



Cal Veteran Services Center

The Cal Veteran Services Center (CVSC) is dedicated to providing programs and services in support of the academic and personal success of student veterans. As a supportive and inclusive community, we are committed to increasing student veteran access to and awareness of campus resources and enrichment opportunities.

The center also promotes campus and community engagement and leadership development that enrich and support students' academic and professional goals. The center carries out Berkeley's commitment to access and equity for students and plays a key role in campus outreach and recruitment of student veterans.

Program Highlights

During the 2020–2021 academic year, the Cal Veteran Services Center has continued to provide programming and services to meet the needs of the veteran and military-connected student community on campus. We have maintained Peer Advisor Virtual Front Desk hours for 12 hours per week, including two hours in the evening to be as accessible as possible. Our peer advisors were provided various training so that they are able to continue to have knowledgeable, thoughtful, and compassionate conversations with students that opt into the virtual front desk.

We recently signed a three-year MOU with VetArt to provide veterans, active-duty, family members, caregivers, and community members meaningful ways to express themselves, advocate for their communities, and ultimately heal through art. This project is funded through Mental Health Services Oversight & Accountability Commission.

In addition, we have been able to host the following workshops and events:

- » Virtual College Fair in collaboration with Columbia University Center for Veteran and Transition and Integration that allowed us to connect with 10+ prospective veteran and military-connected students.
- » Graduate School Overview Presentation in collaboration with UC Berkeley's Office for Graduate Diversity.
- » In recognition of Black History Month, collaborated with the Berkeley Black Staff and Faculty Organization, Berkeley Veteran Staff Organization, and Contra Costa College for a film screening of *Choc'late Soldiers of the USA*.
- » Participated in various Yield Events to help 27 newly admitted student veterans make an informed decision as to their next higher education steps. As of today, the CVSC has its main presentation on May 18, 2021, and another Office Hours Session on May 25, 2021.
- » Cost of Attendance Adjustment Request Workshops instructing students how to maximize their financial aid awards and VA education benefits.
- » San Francisco Veterans Health Administration (SfVHA) Tele-Health Virtual Event that allowed student veterans to enroll in VA Healthcare, have an initial appointment with a VA doctor, and get set up for telehealth services.

Data Highlight

Of the approximately 400 eligible students, CVSC currently serves 200 annually.

“Working at the Cal Vet Center, I have gained valuable work experience that cannot be obtained in a classroom setting. The hands-on work experience allowed me to develop and refine hard and soft transferable skills, fully preparing me to enter the workforce upon graduation. During a time of social distance and self-isolation, our team was able to still connect with and serve the student veteran community. Being a peer advisor has been the highlight of what was a trying school year.”

—Purvis Gills, Lead Veteran Outreach Peer Advisor



Career Pathways

Career Pathways has been absorbed into Student Support Services and the pilot Sharer Scholars Program, providing those participants with career preparation guidance that addresses the needs of first-generation and low-income students (working in collaboration with the Career Center).

Program Highlights

Career Pathways continued to provide career preparation guidance throughout the 2020–2021 academic year. Career Pathways has hosted various events, including Career Tangibles, Breaking into the COVID-19 Job Market, and Cultivate You! Additionally,

the program engaged in collaborative projects with the Recreational Sports Facility (RSF), the second-largest employer on campus, to provide their first-generation staff career preparation. One-on-one career mentorship and guidance were also provided to CE3 students.

Educational Opportunity Program

The Educational Opportunity Program (EOP) provides first-generation, low-income, and underrepresented college students with the guidance and resources necessary to succeed at the best public university in the world.

The EOP academic counselors and student staff work alongside amazing students who, despite their unique responsibilities and challenges, transform their lives through academic achievement and personal growth. The EOP's individualized academic counseling, comprehensive support services, and extensive campus referral network help students develop the unique gifts and talents they each bring to the university while empowering them to achieve.

Program Highlights

The Educational Opportunity Program served 2,724 low-income, first-generation, and URM students across all majors with a total of 7,903 contacts. The EOP has been in place for more than 55 years. The EOP led the inaugural UC Berkeley First-Generation College Celebration in coordination with NASPA—Student Affairs Administrators in Higher Education. Over 200 students attended, and Chancellor Carol Christ spoke. This was an extraordinary event that fostered connections between a variety of community members, from first-generation students to first-generation professionals and faculty.

- » Ninety-four percent agreed that the event created a stronger sense of belonging.
- » Eighty-seven percent agreed there are resources that specifically support first-generation students.
- » One hundred percent would encourage their friends or colleagues to attend EOP's next First-Generation Celebration.

In partnership with African American Student Development, EOP helped catalyze and co-launch the implementation of an African American Initiative (AAI)/EOP academic counselor position with an emphasis on AAI scholars. This role has provided a coordinated approach of holistic advising, counseling, advocacy, and community programming aimed at increasing retention, inclusion, and degree completion for African American/Black students on campus.

Data Highlight

Of the 12,000 eligible students, EOP serves more than 3,000 annually.

“UC Berkeley is a challenging place; I heard that a lot during my first year and experienced just that so far. However, I know that the main reason I have been able to stay afloat is with the guidance of the amazing counselors and resources EOP has offered me over the course of my academic journey at Cal. From the moment I began classes at Cal until now, EOP has guided me through each moment in my academic career, especially when it came to academic, emotional, and even financial support. These resources have not only allowed me to succeed alongside my peers but has made me realize that I can face the challenges and academic rigor at this institution.”

—EOP Student Participant



George A. Miller Scholars Program

The Miller Scholars Program provides outstanding community college transfer students the opportunity to develop leadership, research, or community service skills and apply them in practice. Based on financial need, each year, Miller Scholars receive up to \$5,000 in scholarships for fall/spring and up to \$2,000 for the summer between year one and year two.

Students spend an entire academic year developing research and leadership skills while they plan an academic research or community service project, which they conduct under the guidance of a faculty mentor during the summer after their first year at Berkeley. The program's second year prepares scholars for life after graduation, either preparing them to apply for graduate or professional school or searching for and securing a job in their area of interest.

Program Highlights

The Miller Scholars Program has operated remotely since spring 2020. Ten new scholars were selected in July 2020 and have been engaged in learning about research and developing their research and community-based projects. Despite the remote environment, the scholars have forged a strong community among them.

Data Highlight

One hundred eligible students; 20 scholars are served annually (10 new scholars are selected each year).

“When I transferred to UC Berkeley from Southwestern Community College I felt overwhelmed. The Miller Program provided a safe space and the resources to thrive. Moreover, I was introduced to research opportunities that led to my pursuit and completion of doctoral studies at the University of Michigan.”

—David Flores, Ph.D., 2000 Miller Scholar



Re-entry Student Program

The Re-entry Student Program (RSP) provides resources and community, including sponsored courses, scholarships, and holistic academic counseling, for students who once deferred their lifelong goal of earning a college degree. Re-entry students (undergraduates 25 and older and graduate students older than their cohort) bring their life and professional experience to Berkeley along with ethnic and cultural diversity that powerfully and positively impact our learning environment.

Program Highlights

After pivoting to remote instruction in spring 2020, the Re-entry Student Program continued to operate virtually throughout the 2020–2021 academic year. In fall 2020, we hired a new Program Coordinator and Academic Achievement Counselor, Amanda Bent. She worked closely with a group of re-entry peer advisors to provide necessary services and support, including:

Online classes and workshops: Students were able to enroll in a specialized course called Independent Students in Higher Education: Adult Learners, where they explored strategies for managing the demanding workload of a research university virtually and maximizing funding opportunities and resources available throughout campus. In spring 2021, we hosted several workshops, including crafting personal narratives, mental health wellness, career development, and resume writing.

Remote access to resources: To connect students and help them find resources in a remote environment, the Re-entry Student Program created a Zoom “virtual front desk” staffed by peer advisors. Students have been able to drop in to ask questions, book peer advising appointments, and socialize.

Virtual events and community-building:

The Older Wiser Learners (OWLs) group continued to meet online twice a week, providing re-entry students with a virtual space to share their experiences with balancing family, work, and school; trade tips on how to prepare for exams; and discuss how to navigate the generational divide with their younger classmates.

Student leadership development and career pathways:

This semester, we expanded our student leadership team of highly invested individuals committed to developing the Re-entry Student

Program. As a team, we explored ways to help our community cultivate their unique strengths and build their leadership potential at Berkeley and beyond. We have begun to build out a range of project teams where our peer advisors and student interns will have the chance to lead and work on skill-building projects. These teams include digital marketing and communications, research, re-entry student storytelling, and writing, career, and leadership development workshops.

While this past year has brought its fair share of challenges, we have used this time to clarify how we can distinguish our services from those of other support programs on campus.

Data Highlight

Of 1,800 eligible students, RSP serves about 450 annually.

“Aside from community, the biggest asset that I’ve gained through the Re-entry Student Program was the opportunity to develop my personal and professional skills from being involved as an intern. My acquired skills have helped me obtain my position as an advisor as well as get admitted into graduate school in Counseling and Guidance, which will help me pursue my ultimate career goal.”

—Trinh Nguyen, Re-entry Student Program Participant



Student Parent Center

The Student Parent Center (SPC) is adept at navigating the challenges of being a new, expecting, or seasoned parent. We provide a comprehensive, solutions-driven approach for delivering individualized service to empower each student to make Cal their own as an engaged scholar and devoted parent. We understand that extenuating unexpected circumstances arise and are prepared to help students find positive solutions to maximize their experiences and remain on a path toward graduation. The Student Parent Center is devoted to empowering students with a sense of belonging and ownership as members of the UC Berkeley community.

Program Highlights

During the 2020–2021 academic year, the Student Parent Center leveraged multiple campus partnerships to sustain and retain our students and services remotely. Working with the Financial Aid and Scholarships Office, University Village, and other campus partners allowed students to access both financial and housing relief programs. This created the platform for student parents to participate in socially distant/essential outreach activities, such as the University Village “Bear Pantry” food donation program and the student-led University Village spring achievement celebration.

Other highlights for student parents include the expansion of services with the addition of Anita Adams, SPC student parent success counselor. Anita has already created a dynamic of empowerment and inclusion for student parents she has supported thus far.

The Student Parent Center was also featured on several media platforms, including the Steve Harvey Facebook platform and local Fox News affiliate KTVU Fox 2.

Data Highlight

Of the 800–900 eligible students, SPC serves 250–300 per year.

Student Support Services

Student Support Services (SSS) is a federally funded TRIO program designed to support low-income and first-generation college students. Students benefit from an assigned academic advisor and a community of fellow SSS scholars. These scholars receive academic assessment and advising; guidance as they establish their individual study plans, aid in selecting their courses, and creating academic achievement plans; tutoring and mentoring; regular one-on-one check-ins; and opportunities to participate in several SSS credit-bearing courses. Students also have access to personal counseling, financial literacy courses, graduate school preparation, and career services.

Program Highlights

In September of last year, the Department of Education approved continued grant funding to SSS for an additional five years. The new grant allows us to continue to serve 320 first-generation, low-income transfer students. An updated plan of operation has made it possible to introduce new resources, formats, and offerings to program participants. The pandemic made it necessary to move all program offerings to an online format. The result was an increase in demand for services and an increase in overall student engagement. Staffing changes resulting from two voluntary separations made it possible to add a new counselor position to the program. This individual brings substantial experience and expertise.

Data Highlight

Of 1,500–1,800 eligible students, SSS is required to serve 320 annually.

“Aside from the pro staff at SSS, I was given the opportunity to become a peer advocate for SSS, and I now have a whole other group of student staff who support me and whom we can both utilize as an outlet during our time here at Cal. Student Support Services has a deep understanding of their demographic, and that’s important to me.”

—Angie Solis, Student Support Services Participant



Transfer Student Center

The Transfer Student Center (TSC) provides services to assist students who transfer to Berkeley from other colleges and universities with navigating the academic and cultural landscape of this research university.

Our programs and services focus on supporting a successful transition, helping transfers build connections and a strong sense of community, and assisting students as they explore and pursue their academic and career goals. Key programs and services include academic counseling, transition courses, student success workshops, mentoring programs, leadership opportunities, community-building events, and a welcoming community space.

Program Highlights

Over the last year, utilizing innovative approaches, the Transfer Student Center staff moved all programs and services to online virtual formats, effectively serving new and continuing transfer students. A community desk, quick question texting service, and online advising appointments are just some examples of the offerings created. Transfer Student Center counselors worked closely with students to address the various challenges they were forced to negotiate due to the global pandemic. Community-building events took on new importance as levels of stress and isolation among students increased during this time. Enrollment in the transition course for first-semester transfer students increased in this last year. Nineteen sections of the transition course were offered, and over 490 transfer students enrolled. Other programmatic highlights for this year included alumni mixers, a robust social media presence, and new information sessions for community college mentees via the Starting Point Mentorship Program. The TSC hired two new staff counselors bringing the total full-time staff to five. The increase in staffing will make it possible to support a larger number of transfer students and expand the center's presence on campus. Lastly, we were successful in creating a new program director position. This position is a new role within the center and was created by elevating an existing staff position into one of greater leadership and responsibility.

Data Highlights

- » Of the 6,200 eligible students, TSC serves more than 1,800 annually.
- » Sixty percent of Berkeley transfer students are first-generation or low-income.
- » The TSC facilitates an academic-year transition course that currently serves more than 600 students, helping them navigate the university and its resources, as well as develop skills and strategies for academic success and build community with peers.

“Being the first in the UC system to create a transfer center has really given us a chance to learn and to build on what students have taught us about what they need. That has really helped us to design what we do in a hopeful and meaningful way.”

—Lorena Valdez, Director, Transfer Student Center



Transfer Transition Program

As part of the Transfer Student Center, the Transfer Transition Program's (TTP) mission is to promote the successful transition to UC Berkeley of newly admitted students who are part of the Educational Opportunity Program. Students take two courses concurrently: an upper division course relevant to their major or field of interest and an ethnic studies course on developing as a researcher.

Transfer Transition Program students work directly with academic counselors who help them plan their academic trajectory, understand the systems and practices of the research university, and identify enrichment opportunities. The program's mission aligns with the institutional mission of teaching, research, and public service, grounded in critical inquiry and academic engagement practices.

Program Highlights

The TTP was offered virtually during the summer of 2020. Nearly 60 students joined the program. Three sections of the central course, Ethnic Studies 194, were offered. The program incorporated peer mentors, former TTP students, to help support the new transfers and provide them with information and insights into campus resources that would support their successful transition. The program featured presentations and workshops from a robust array of campus partners, including staff from across CE3, Counseling and Psychological Services (CAPS), Undergraduate Research and Scholarships, and Stiles Hall.

Data Highlight

Fourteen hundred eligible students; 50–60 served annually (selected each year); most transfer students have not completed their American Cultures requirement when entering Berkeley (one of the courses offered by TTP).

“I belong here at UC Berkeley because of the ES 914 course/TTP, the resources made available to me, the guest speakers in the class, and the community created here. What I like most about the 194 course is the movies, readings, discussions, guest speakers, and Luisa’s social justice and equitable framework in her academic approach. As a result, I am stronger and more confident as a student here.”

—TTP Student Participant



Undocumented Student Program

The Undocumented Student Program (USP) practices a holistic, multicultural, and solution-focused approach that delivers individualized service for each student. The academic counseling, legal support, financial aid resources, and extensive campus referral network provided by USP helps students develop the unique gifts and talents they each bring to the university while empowering a sense of belonging. The program's mission is to support the advancement of undocumented students within higher education and promote pathways for engaged scholarship.

Program Highlights

Once shelter-in-place orders began in March 2020, all consults and appointments went from in-person to online or over the phone. During remote consults with our legal support team, some students mentioned they had lost their source of income due to the COVID-19 pandemic or reported concern regarding the economic stability of family members. Hence, our legal support team helped update the USP website with information and resources for undocumented immigrants to utilize if they needed financial assistance. Both USP psychologists held over 700 individual therapy appointments and had 117 students drop in to see them during “Let’s Talk” hours for the 2019–2020 academic year. The top three presenting issues that students endorsed during their first visit with a USP psychologist included anxiety, academics, and depression. Counseling was provided to students coping with a range of issues endemic to the undocumented community, such as complex trauma, PTSD, grief, anxiety, and discrimination.

Once the shelter-in-place order was set as a response to the COVID-19 pandemic, we began to see students’ anxiety levels rise. Students expressed worry for their own and their family’s health, well-being, and financial stability. In addition, the anticipation regarding the U.S. Supreme Court’s decision on the Deferred Action for Childhood Arrivals (DACA) policy impacted a majority of students who met with a USP psychologist. Anti-immigrant policy changes and xenophobic language utilized in mass media also played a role in the hopelessness and chronic fear that many students experienced, which had a deep impact on the students’ academic functioning and well-being.

Data Highlight

Five hundred eligible students, USP serves 475–490 annually.

“I dreamt of Berkeley since coming here at eight years old. When I got in, I couldn’t believe it. I could breathe again. It was such a long journey to get here. So many people said people like me couldn’t do it. I felt a physical weight coming off my body. You helped me find and open doors that I thought never existed.”

—USP Student Participant





OFFICE FOR GRADUATE DIVERSITY

The Office for Graduate Diversity (OGD) is deeply committed to enriching diversity and inclusion through ongoing efforts to cultivate a welcoming campus climate. Our support services specifically focus on the needs of underrepresented prospective and current graduate students at Berkeley and provide a forum for ideas and programs designed to enhance students' educational experience and academic outcomes.

In addition to general programming, the Office for Graduate Diversity encompasses a variety of programs — Getting into Graduate School (GiGS), Firebaugh Scholars Program, McNair Scholars Program, STEM*FYI (First Year Initiative), UndocuGrads, and the American Indian Graduate Program (AIGP) — for comprehensive reach and support to students.

Program Highlights

This year, the Office for Graduate Diversity experienced an expansion in capacity, programs, and services. In addition to welcoming Dr. Deniz Streete as the new director, Jessica Mena Flores joined as our undocumented graduate student specialist, launching us into a year leading the graduate community toward

the successful implementation of strategic initiatives as outlined in the [Graduate Diversity Task Force Recommendations](#): outreach, admissions, and the student experience.

Outreach: Recruitment and Programs for Prospective Students

In an effort to facilitate the connection, preparation, and yield of a diverse and qualified graduate candidate pool, the following initiatives occurred:

- » The inaugural [Virtual Graduate Diversity Admissions Fair](#) brought together over 1,500 prospective students and 58 departments.

- » [Pipeline to Grad School Bootcamp](#) is a series of virtual workshops designed to provide underrepresented prospective students the opportunity to explore potential interests and goals and understand how Ph.D. programs differ from other graduate degrees. The inaugural cohort saw 942 participants.
- » [Getting into Graduate School \(GiGS\) Professional Development Series](#). These eight webinars remain available to all who view our webpage in search of assistance and support toward their graduate education.

Invested in the growth and development of a pipeline within UC Berkeley, we've continued and established new relationships to reach promising talent in the undergraduate community:

- » Getting into Graduate School (GiGS), Firebaugh Scholars Program, and McNair Scholars Program are programs designed to assist first-generation, historically underrepresented, and other diverse students in preparation for graduate school and participation in independent faculty-sponsored research projects.
 - Firebaugh Scholars presented their original research at the Firebaugh Scholars Research Symposium
 - Getting into Graduate School (GiGS) program successfully sent 14 scholars into graduate programs
 - The McNair Scholars Program saw eight scholars matriculate into Ph.D. programs such as Harvard, Stanford, and Berkeley
- » The OGD expanded its partnership with the Centers for Educational Equity and Excellence (CE3), providing 16 Graduate School Overview sessions to Berkeley's Transfer Student Center and one to Cal Veteran Services Center.

Admissions and Yield

- » At the onset of the application season, we hosted Holistic Graduate Admissions with Julie Posselt for admissions committees across the campus.
- » The Berkeley Graduate Application Hack-A-Thon connected prospective students with current Berkeley graduate students in similar fields for 80 individual 30-minute application assistance sessions.

- » Experience Diversity 2021 took the place of our annual Diversity Day. This series of 11 webinars were open to any admitted graduate student, focusing on the needs of underrepresented and first-generation scholars deciding on a graduate program. The AIGP, UndocuGrads, and STEM*FYI each hosted workshops in this series where over 900 individual admitted students participated.

Campus Climate and the Student Experience

- » Recognizing the work graduate students take to improving campus climate, the [Dean's Graduate Diversity Innovation Fund](#) was established and awarded over \$20,000 to support graduate student-led anti-racist and climate-related programs across campus.
- » 'Decolonizing the Syllabus' with Dr. Yolanda Sealey-Ruiz in a three-part series, we supported over 100 graduate students and 128 faculty in exploring what it means to Decolonize the Syllabus for the self and the academy.
- » STEM*FYI and UndocuGrads are programs designed to provide academic support and mentoring for current graduate students.
 - This past term, STEM*FYI and UndocuGrads held a record number of events, 10 and 27, respectively, around career self-advocacy, maximizing professional development resources on campus, wellness, and holiday celebrations.
- » The inaugural cohort of 18 Diversity and Community Fellows were appointed and supported their peers holding office hours for current and prospective students and supporting cross-campus and outreach initiatives such as Anti-racism in the Academy Panel and the Mardi-Grad Send Off.
- » The American Indian Graduate Program (AIGP) partnered with the Native American Student Development (NASD) program to sponsor two graduate research symposia — Crossing Paths and the [Indigenous Sound Studies Symposium](#) — providing greater educational opportunities for Native American students nationally.

- These symposia focus on culturally informed community engagement and place-based knowledge to promote dialogue to challenges and new learning rooted in the unique conditions of Indigenous-based histories, environments, cultures, economies, literature, and aspects of professional career development.
- » The AIGP Director, Patrick Naranjo, participated in a panel, Power and Place, at the 2021 National Association of Student Personnel Administrators (NASPA) Conference. This session explored issues related to orientation, transition, retention, and other topics that impact the participation of Indigenous higher education communities.
- » Patrick also joined an expansive collaboration with partners in Tribal Colleges and Universities, the University of California system, University of Arizona, Humboldt State University, community colleges, community and government organizations, and more to submit a grant proposal to the National Science Foundation aimed at promoting not only a pipeline for Indigenous scholars into STEM disciplines and professional fields but fuse place-based approaches to teaching and diversity with applied research in food, energy, and water systems (FEWS) and Indigenous knowledge and ways of knowing.

With funding a high priority, OGD provided more direct aid to students.

- » STEM*FYI awarded more than \$12,000 directly to students with COVID, tech, and professional development needs.
- » In collaboration with the Graduate Division and the University of California Office of the President (UCOP), UndocuGrads awarded over \$50,000 to current undocumented graduate students through the Birgeneau Perelman Fund.

- » GiGS mentees were granted \$15,000 in application and launch awards.

Data Highlights

- » Eighty-five virtual events were held over the academic year (34 events for prospective students, 48 events for current graduate students, and three events for staff and faculty).
 - Over 45 events were held with external partners, including the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), Black Graduate Engineering and Science Students (BGESS), Native American Student Development (NASD), First-Generation Low-Income Graduate Students (FGLI), Undocumented Students Program (USP), GradPro, etc.
- » Revenue generated and funds raised or awarded.
 - The AIGP received a \$15,000 contribution from [The Christensen Fund](#).
 - STEM*FYI's \$100,000 grant was renewed.
 - STEM*FYI awarded over \$12,000 directly to students with COVID, tech, and professional development needs.
 - [Dean's Diversity Innovation Funds](#) awarded \$20,000 to student-led initiatives across campus.
 - Birgeneau Perelman Fund for Undocumented Students (in collaboration with the Graduate Division) awarded over \$50,000 to current undocumented graduate students.
 - Getting into Graduate School (GiGS) mentees were awarded \$15,000 in graduate school application and launch awards.

“You see, in a world in which it is very clear that certain bodies just can’t assume that their presence is guaranteed, the work I do today may just be my last opportunity to do work that impacts. Work that becomes my legacy. Work that makes a future generation of Black academics look back and whisper, ‘I hope I’m making my ancestors proud!’”

—Denzil Streete, Chief of Staff and Assistant Dean for Diversity Graduate Division

BERKELEY CHANCELLOR'S POSTDOCTORAL PROGRAM

The UC Berkeley Chancellor's Fellowship Program was established in 1979 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current program complements the UC President's Postdoctoral Research Program and offers postdoctoral research fellowships, professional development, and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to the diversity and equal opportunity at UC. Fellows are selected from the pool of highly ranked President's Postdoctoral Fellowship Program (PPFP) fellowship applicants choosing to conduct their studies at UC Berkeley.

Program Highlights

Chancellor's fellows participate in the programming hosted by the UC President's Postdoctoral Research Program. The program is funded to support approximately one to two fellows per year. This past year, UC Berkeley supported one new fellow, Dr. Anila Daulatzai, in the Department of Anthropology, and one renewed fellow for a second year, Dr. Kasey Pregler of the Department of Environmental Sciences, Policy, and Management. We anticipate supporting

the second year of Dr. Daulatzai's fellowship and bringing on another new fellow in the coming year. The administrative office of the UC President's Postdoctoral Program is hosted by UC Berkeley and is located in the Division of Equity & Inclusion. The office administers the local Chancellor's program and the system-wide President's Fellowship Program. This system-wide program supported over 72 new (see chart below) and 33 renewed President's and Chancellor's fellows across all 10 UC campuses this past year.

| Data Points and/or Info-graphs (up to 3 data points) | | | | | |
|--|---------------------|---------------|--|-----------------|---------------|
| Campus | Arts and Humanities | Life Sciences | Math, Engineering, and Physical Sciences | Social Sciences | Campus Totals |
| Berkeley | -- | 2 | 3 | 4 | 9 |
| Davis | 2 | 1 | -- | 1 | 4 |
| Irvine | 4 | 3 | 1 | 8 | 16 |
| Los Angeles | 3 | 2 | 2 | 5 | 12 |
| Merced | 2 | -- | -- | 2 | 4 |
| Riverside | 1 | -- | 2 | 2 | 5 |
| San Diego | 2 | 3 | 4 | -- | 9 |
| San Francisco | -- | 3 | 1 | 1 | 5 |
| Santa Barbara | 1 | 2 | -- | 2 | 5 |
| Santa Cruz | 1 | 2 | -- | -- | 3 |
| Total | 16 | 18 | 13 | 25 | 72 |

experiencing disparities in infection and death rates by race; an interactive web map of California that includes multiple metrics to identify regions facing increased risks associated with the pandemic; a series of static maps that identify regions that may be in most need of resources; and a series of infographics that visualize the impacts of the pandemic on different populations.

[Rise Up for Justice GOTV Narrative Hub & Live Stream Series](#)

In the lead-up to the 2020 election, OBI's [Civic Engagement Narrative Change](#) team oversaw the creation and distribution of a Get-Out-The-Vote (GOTV) digital content library for shared use by civic organizations working to engage underrepresented groups nationally. Drawing on OBI's strategy brief "[From Estrangement to Engagement: Bridging to the Ballot Box](#)," this innovative venture encompassed a space for aligning over 15 key civic and power-building organizations working in critical states. The OBI's team and collaborating partners met weekly to develop a research-based GOTV narrative strategy, a forum for generating multimedia assets with resonant messages and imagery, and a platform for extended networks to access and use these products in their campaigns.

At the same time, to engage public audiences more directly, particularly during the re-emergence of the Black Lives Matter movement in public discourse during the summer of 2020, the Civic Engagement team also launched the [Rise Up for Justice](#) livestream series, which sought to provide a space for conversations among activists, scholars, journalists, and other thought leaders about this critical moment of transformative social and political change. Conversations in 2020 included "COVID-19 and the Political Determinants of Health," "Voter Suppression and the Fight to Vote," and "Activist-Athletes Elect Justice."

[Toward Belonging](#)

In 2020, OBI launched its first European-based initiative, Toward Belonging, with a core set of European partners, including More in Common, Counterpoint UK, and Queen Mary University of London, as well as a growing network of people working in the civil society, government, academic, and cultural sectors in the European region. The initiative aims to connect work across geographies

and disciplines to mount a challenge to rising authoritarianism, widening inequality, and politics based on hate, exclusion, and division, and offer ways of strengthening work that focuses on practices of bridging and belonging.

Notable Research Reports in 2020

- » Racial Segregation in the San Francisco Bay Area Part 5: Remedies, Solutions, and Targets
- » Single-Family Zoning in the SF Bay Area: Characteristics of Exclusionary Communities
- » Stabilizing Shelter: Rent and Mortgage Cancellation at State and Federal Levels
- » Will Corporations Pay Their Share?: Race, Distrust, and California's Tax-Confidence Gap
- » Toward the Abolition of Biological Race in Medicine: Transforming Clinical Education, Research, and Practice
- » From Estrangement to Engagement: Bridging to the Ballot Box
- » Impact Report: Expanding the Circle of Human Concern

Data Highlights

- » In 2020, OBI researchers published 13 major reports and one book (on Trumpism).
- » More than \$3 million in grants was awarded to OBI's 95+ associated faculty cluster members during the 2019–2020 academic year.
- » Eleven new faculty members joined OBI in 2020, working on issues related to religious diversity, LGBTQ citizenship, and diversity and health disparities.





FACULTY DIVERSITY INITIATIVES

The Division of Equity & Inclusion offers a wide range of faculty and departmental initiatives to engage, inspire, and support diversity, equity, inclusion, belonging, and social justice in the academic enterprise.

Our programs include departmental equity and inclusion planning, the Faculty Equity Advisors program, faculty workshops and dialogues, resource and tool development, departmental diversity, equity, inclusion, belonging, and justice (DEIBJ) consulting, and the annual Chancellor's Award for Advancing Excellence and Equity. We also offer a range of convenings for deans, department chairs, chief diversity officers, chief administrative officers, and other academic partners.

These efforts taken together seek to increase faculty and student diversity, enhance teaching and learning, support courageous dialogue, transform campus culture, and promote research for the public good.

Chief Diversity Officers—Monthly Convening.

In fall 2020, E&I launched a new monthly convening for academic chief diversity officers (CDOs), who meet to share strategies, increase collective impact, and build

a community of support and collaboration. The group is comprised of 18 DEIBJ leaders from across campus, along with key partners, including the vice chancellor for Equity & Inclusion, E&I's Faculty and Departmental Diversity Initiatives, the Office for Faculty Equity & Welfare, the Graduate Division, People and Culture, and the Office of the Provost. In this inaugural year, CDOs compared and synthesized their roles, scopes of work, and DEIBJ structures across academic units.

Equity Advisors Network. Our campus-wide network of faculty equity advisors includes more than 100 faculty from all departments and fields who provide leadership on diversity and equity — both within their own departments and for the campus as a whole. This year, in response to both campus and national contexts, the network offered a space for a collective focus on DEIBJ relating to the COVID-19

pandemic, anti-racism efforts and initiatives, innovative strategies for increasing faculty and graduate student diversity, understanding and addressing anti-Asian violence, and improving departmental climate. Equity advisors also had the opportunity to participate in campus workshops on *Decolonizing the Syllabus* and *Designing for Equity in Graduate Education*, led by national experts.

Monthly DEIBJ Dialogue Series for Academic Chief Administrative Officers. Throughout 2020–2021, E&I’s director of faculty and departmental diversity initiatives and assistant vice chancellor/chief of staff have helped build capacity among academic, administrative officers for equity-based leadership and leadership on racial justice issues. Our monthly DEIBJ Lunch Series for Chief Administrative Officers has provided a space for courageous personal and professional exploration of topics including structural racism, allyship, self and community care, anti-Asian violence, LGBTQ+ experiences, and equity-based budgeting.

Leading for Equity & Inclusion: Workshop for New Department Chairs. Our annual workshop for new chairs explores effective strategies for supporting equity, inclusion, and diversity in faculty hiring, curriculum, research, student success, and department climate. This year’s session included approximately 20 participants and was led by the vice chancellor for equity & inclusion and the director for faculty and departmental diversity initiatives, along with a panel of experienced departmental leaders on these topics.

Workshops, Town Halls, and Community Dialogues. Throughout the academic year, E&I has continued to provide departmental and campus-wide workshops to faculty, academic staff, and graduate students. This included developing online versions of our Inclusive Teaching and Inclusive Department workshops, town halls on racial justice, workshops on bias and microaggressions through the Multicultural Education Program, and community dialogues on belonging and faculty-graduate student relationships.

DEIBJ Consulting and Planning for Faculty and Academic Departments. We have also continued to support departments in creating comprehensive equity and inclusion plans and consulting with faculty on a broad range of equity, inclusion, diversity, and social justice issues. This year saw a sharp increase

in demand for our consulting services, particularly in areas related to racial justice, department climate, curriculum and teaching, and faculty-grad student relationships.

Data Highlights

- » During the 2020–2021 academic year, held 26 convenings and strategy sharing sessions for academic DEIBJ leaders. Sessions focused on chief diversity officers (six meetings), chief administrative officers (12 meetings), and faculty equity advisors (eight meetings).
- » Held 23 workshops, town halls, and dialogue sessions for faculty, academic departments, and organized research units. Topics included Inclusive Classrooms, Inclusive Departments, Identity and Diversity, Unconscious Bias, Bystander Intervention, Cross-Cultural Communication, and Leading for Equity and Inclusion.
- » Consulted with more than 40 academic departments, divisions, schools, programs, and organizations, as well as larger campus units such as the Vice Chancellor for Research Office, the Division of Undergraduate Education, University Extension, and the Future of Biology 2 Initiative.

“Equity & Inclusion’s Faculty and Departmental Diversity team were instrumental as a thought partner in helping me think through resources that we could offer our Arts & Humanities departments as they tried to figure out the most constructive ways to work through the difficult climate issues that emerged after the start of the COVID-19 pandemic and the racial reckoning following the police murder of George Floyd and Breonna Taylor, among others.”

—Alberto Ledesma, Assistant Dean for Diversity, Equity, and Inclusion, Division of Arts and Humanities, College of Letters and Science

GRANTS & AWARDS

Chancellor's Award for Advancing Institutional Excellence and Equity

The Chancellor's Award for Advancing Institutional Excellence and Equity, now in its 14th year, is presented annually to distinguished faculty members at UC Berkeley for outstanding contributions in enhancing equity, inclusion, diversity, and social justice through teaching, research, and university or public service. The award acknowledges outstanding achievement in pursuit of the university's mission to create an inclusive environment, serve the needs of our increasingly diverse state, and highlight inequalities in society and the pathways to resolving them.

Year Highlights

This year's award recipient was Khatharya Um, associate professor of Asian American and Asian Diaspora Studies and affiliated faculty in Global Studies. Professor Um is an internationally acclaimed scholar whose groundbreaking research illuminates the global impact of war, genocide, and forced migration. Her research and publications center on Southeast Asia and on Southeast Asian diasporas and include the recent books *From the Land of Shadows* and *Southeast Asian Migration*. Through her teaching and path-breaking scholarship, she built the Southeast Asian American Studies program at Berkeley, helping to shape the field and contributing to its growth nationally and internationally. She is also a founding member of the UC system's Critical Refugee Studies Collective, an academic and community engagement initiative on global refugee concerns that centers the voices, perspectives, and leadership of refugees themselves.

Professor Um's work on educational disparity has helped shape state and national policy. She is active in conducting teacher and staff training on issues related to Southeast Asian American students, refugee experiences, cultural and linguistic diversity, and family engagement. Globally, she has worked with United Nations agencies on projects ranging from global refugee policies to producing a shared histories curriculum that numerous Southeast Asian countries have adopted.

Professor Um is a beloved teacher, mentor, and role model to Berkeley students, particularly those of Southeast Asian descent. Her courses provide a critical space for Southeast Asian students, among the most invisible groups on campus, to engage their histories

and find a sense of community. With a handful of students, she cofounded the Southeast Asian Student Coalition (SASC) at Berkeley. The SASC Summer Institute has since graduated more than 600 mentees, many of whom have gone on to pursue successful academic and professional careers.

An impassioned community advocate, Professor Um fosters community-university partnerships through her mentorship of community projects, and she has cofounded and served on the boards of various national organizations. She has received numerous recognitions, including from Congresswomen Barbara Lee and Anna Eshoo.

Professor Um is the first Cambodian American woman to have received a Ph.D.



STAFF DIVERSITY

Office of Diversity, Equity, Inclusion, and Belonging

The Office of Diversity, Equity, Inclusion, and Belonging (DEIB) within People and Culture (formerly known as Central HR) emerged as an organization in the summer of 2020 during an era of a “double pandemic,” referring to the major impact of the COVID-19 virus and how it has escalated and unveiled racial discrimination and systemic racism.

Recognizing that we operate within a variety of social systems and contexts, DEIB believes in cultivating a work environment where employees from all communities are valued and succeed. We engage in this process through consultation, providing financial and human resources to staff organizations, facilitating professional learning experiences, and developing data to inform campus DEIB goals and efforts.

Office Highlights

In 2020–2021, People and Culture’s [DEIB office launched its website](#) to provide information about upcoming programs, resources, and opportunities for staff employees and the role of DEIB at UC Berkeley.

This year, [Staff Appreciation Week \(SAW\)](#) was hosted remotely and featured Berkeley Trivia with Chancellor Christ, a Career Question and Answer session with campus experts, Sound Bath Meditation, Critical Voices in DEIB, and a moderated conversation with Maurice Evans, former NBA Player and vice president of the NBA Players Association. More than 1,200 staff employees registered for this first remote SAW experience.

A comprehensive redesign of the New Employee Orientation and Reception (NERO) was based on participant feedback. After engaging in this process, there was a 7% increase in folks sharing that they would recommend NERO to another colleague.

The “Staff Equity Dashboard Project,” a series of data dashboards focused on staff equity, was developed to access information to inform DEIB efforts and goals for staff employees. The dashboards will initially be released to division leaders in the summer, with a broader campus rollout anticipated next year.

Learning experiences facilitated by DEIB include the “Racial Literacy Training Series,” a piloted series of workshops focused on cultivating leadership competencies around cultural fluency and racial literacy for staff leaders and managers in People and Culture and collaborating units.

The Office of Diversity, Equity, Inclusion, and Belonging also developed “[Critical Voices in Diversity, Equity, Inclusion, and Belonging](#),” an annual flagship program primarily designed to engage staff leaders and managers in a professional learning experience anchored in the expertise and facilitation of external thought leaders and speakers. This year, Critical Voices in DEIB features “American Reckoning: A Conversation on Anti-Blackness in the Post George Floyd Era,” with 1,500 students and employees registered to attend.

Additionally, DEIB has collaborated with organizations across campus, including the following activities:

- » Facilitated two Berkeley People Management (BPM) courses: BPM 103 & BPM 205.
- » Cochaired the Anti-Racist Campus Steering Committee.
- » Sponsored the Black Staff and Faculty Organization’s Juneteenth program.
- » Cosponsored the Center for Race and Gender program, Epidemic of Anti-Asian Violence: Connections and Resistance.
- » Hosted “[Disrupting the Model Minority Myth: A Conversation on Anti-Asian Racism in the Global Pandemic](#)”— a program sponsored by People and Culture.

Data Highlights

- » Two hundred fifty-five new hires completed New Employee Reception & Orientation (NERO) as of May 20, 2021.
- » Twenty-eight staff organizations are sponsored by People and Culture’s DEIB office and have access to fiscal and human resources for the growth of the organization and its constituents.
- » Four hundred seventy-four individuals registered for and 215 attended Disrupting the Model Minority Myth: A Conversation on Anti-Asian Racism in the Global Pandemic.

Multicultural Education Program

Established in 2011, the Multicultural Education Program (MEP) provides workshops, resources, and consulting services to the campus community with the goal of fostering a more welcoming and inclusive environment. Featured topics include identity, unconscious bias, cross-cultural communication, and creating inclusive workplaces. The program uses a collaborative peer-leadership model in which trained campus staff members serve as workshop facilitators, and a volunteer team of expert leaders is available to consult with departments on topics related to diversity, equity, inclusion, belonging, and social justice.

Program Highlights

This year marked MEP's 10th year offering workshops and resources to campus staff. Faced with the COVID-19 shutdown of in-person activities, MEP moved online during the summer of 2020, bringing the program's interactive training experiences to a Zoom format. This was particularly valued and appreciated, given the context of both campus and national dialogues on racial justice, diversity, equity, inclusion, and belonging.

The program now has both in-person and online versions of our three core workshops:

- » Looking In & Looking Out: Exploring Workplace Diversity.
- » First Take, Second Look: Exploring Unconscious Bias.
- » Let's Talk: Engaging in Cross-Cultural Communication.

The MEP workshops are offered both campus-wide (on an open enrollment basis) and within specific divisions or departments. Staff members have the option to earn an MEP Certificate by participating in all three sessions.

Data Highlights

- » Thirty-five workshops offered during AY 2020–2021, including seven open enrollment sessions for individuals and 28 workshops with campus departments, divisions, and organizational teams.

- » Approximately 400 workshop participants this year, including more than 200 who earned certificates for completing the full MEP training series. More than 2,000 Berkeley staff members have participated in MEP workshops since the program began.
- » Three-fold increase in the number of departments requesting MEP services over the previous year.
- » Expert engagement of 12 staff trainers — for ongoing workshop development, online adaptation, facilitation, and departmental consulting.

MEP Facilitation Team

“For many of us in the Division of Undergraduate Education, the MEP program was a foundational experience. It provided space and structure for powerful, meaningful personal conversations — the kind that is incredibly important but often rare in a professional environment. These, in turn, helped nurture and deepen connections with colleagues within our own and other units. The MEP program seeded much of the equity, inclusion, and diversity work we’ve done since then since it helped create relationships and a baseline of understanding across our division.”

—Jean Cheng, Co-Chair, Equity, Inclusion, and Diversity Committee, 2019–2021, Division of Undergraduate Education

INITIATIVES & TASK FORCES

African American Initiative

The rich history of student activism and elevating the campus' critical consciousness about structural racism in the nation and on the campus ignited the development of the African American Initiative (AAI). After strategic and staged sit-ins and occupations, the Black Student Union (BSU), a registered student organization, initially presented 10 demands to former Chancellor Nicholas Dirks.

After much deliberation and debate, the 2015 official announcement of the initiative included these six overarching goals:

1. Establish a \$20M endowment and current use funds for recruitment and yield of African American/Black students.
2. Create and implement a strategy to attract, recruit, and yield African American/Black undergraduate and graduate students and sustain a critical mass of African American/Black students.
3. Improve classroom experiences, pedagogical resources for faculty and GSIs.
4. Increase Black staff representation in senior management positions.
5. Improve the recruitment and retention of Black staff and faculty.
6. Set up structures for social, personal, professional, and academic support and improve the overall campus experience for Black students, staff, and faculty.

Program Description

The African American Initiative acknowledges the gap in attracting, retaining, and providing equity of experience for Black students, inequity of staff experience and career mobility, and the disproportionate and small number of Black faculty and administrators on the Berkeley campus. In order to solve a problem, the first step is acknowledging the problem. The initiative began with a reactionary response to a pervasive challenge on campus, and through the executive leadership of the Division of Equity & Inclusion, has now developed a tactical and strategic process for addressing the institutional inequities and disparities toward a transformative experience for Black students, staff, and faculty at Cal.

The African American Initiative centers on changing the campus experience and offering targeted programming and resources to attract, retain, grow, and sustain a positive campus culture and experience for Black students, staff, faculty, and administrators. The initiative offers admitted Black students an \$8,000 annual scholarship for up to five years to address affordability and to compete with other universities for the best Black talent in California and beyond.

The tactical strategy of the initiative includes but is not limited to transforming the landscape of Berkeley to include belonging signals through the Black Arts Project at Berkeley. This project includes commemorating and memorializing the “Black Wall” as a historic and current landmark for Black excellence, innovation, creativity, intelligence, community, and belonging. The Black Arts Project does not stop with the “Black Wall.” It will expand across the campus from Sather Gate and Sproul Plaza on the south end to Sutardja Dai Hall and North Gate on the north end.

Initiative Highlights

- » Established a Black Leaders Collective, an advisory body of Black mid- and senior-level leaders and faculty that advises the chancellor on institutional change levers that can transform the Black experience at Cal (2020).
- » Offered funding for Black Graduate Students for internship opportunities (2020).
- » Welcomed the largest Black freshmen class in 30 years (2020).
- » In partnership with UDAR, established the Black Alumni Leaders' Network (2020).
- » Obtained cabinet-level commitments from



each cabinet leader to advance the African American Initiative and assigned an AAI steering team member as a liaison, content expert, and accountability partner to cabinet members to incorporate and bring to scale AAI throughout the campus (2021).

- » Black History and Contributions Project (in progress; 2021).
- » Conducting a financial analysis of investments in the Black community at Cal in addressing disparities (in progress, 2021).

Data Highlights

- » Increased the Black student enrollment (2015) from 3% to current (2021) 5%.
- » Offered more than 150 African American Initiative Scholarships (\$8,000 for four to five years for every AAI scholar).
- » Raised \$7.1 million in scholarship funds for current use.
- » Key partnerships: Office of Admissions and Enrollment; Centers for Educational Partnerships; Division of Student Affairs; Office of Faculty Equity & Welfare; People & Culture–Office of Diversity, Equity, Inclusion, and Belonging; Office of the Executive Vice Chancellor & Provost; and the Chancellor’s Office

Hispanic Serving Institution Task Force

The Hispanic Serving Institution (HSI) Task Force was established in June of 2019. The task force was composed of 30 students, staff, faculty, and administrators across the campus and divided into three workgroups:

1. The HSI Eligibility workgroup is charged with reviewing HSI designation application processes, timelines, criteria, and relevant institutional data with an eye toward recommending how Berkeley will meet the HSI application requirements by 2027.
 2. The Investing & Serving workgroup is charged with conducting an inventory on where the Chicana/Latina community is being served and where the campus must invest in attracting, retaining, and ensuring the Chicana/Latina community and other underrepresented communities thrive.
 3. The Socialization workgroup is charged with creating a campus-wide communication, engagement, and socialization plan that will identify and articulate the benefits of becoming an HSI for all stakeholders.
- » the HSI application processes and timelines, eligibility criteria, and the collection of relevant institutional data;
 - » model for an HSI implementation team with a key project manager role; and
 - » identification of a short-term space for a Latinx Resource Center and programming for holistic wrap-around services.

Task Force Highlights

- » Comprehensive HSI report and recommendations released.
- » Identification of space for a Latinx Resource Center and the development of programming to address the targeted needs of the Chicana/Latina community.
- » In fall 2019, the percentage of Hispanic/Latino undergraduate students at UC Berkeley was 16%, and currently, our enrolled Hispanic/Latino population for fall 2020 was at 19%. (Using federal HSI terminology and methodology for determining the percentage.)

Telling the story of why the flagship campus of the University of California is seeking to gain the designation of a Hispanic Serving Institution started well before 2019 when the task force was first established. It starts with the California Master Plan for Higher Education of the 1960s. One of the key tenets of the plan is to admit the top 12.5% of high school students who are California residents. Currently, 55% of California high school students are Chicana/Latina. To satisfy and enact the university's mission and California Master Plan, the HSI Task Force developed a report as a roadmap to becoming an HSI. The report included recommendations for:

- » immediate, short- and long-term goals to becoming an HSI;
- » an actionable, campus-wide engagement and socialization plan, including a communications plan (e.g., website, materials, social media, community engagement, etc.);
- » investments in infrastructure, curriculum, research, and campus culture toward serving the Chicana/Latina community, as well as other underrepresented, underserved, and marginalized communities;



MY EXPERIENCE SURVEY

An important component of our public mission is to increase educational equity and justice by providing quality education to students from diverse communities and fostering an inclusive and equitable workplace. Therefore, conducting surveys to assess the campus climate is a practice toward learning and continuous improvement to meet our strategic plan goals. The survey’s goal is to update our knowledge about how members of the UC Berkeley community experience the campus daily — with the intent of using the data to analyze and build on what is working and address what is not.

Survey Highlights

We are pleased to see that the majority of the respondents of the 2019 My Experience Survey report having a positive experience at UC Berkeley. Almost all respondents (97%) agreed that diversity, equity, and inclusion were important values to uphold. A substantial majority (87%) reported that diversity, equity, and inclusion are values promoted at Berkeley. More than four out of five (82%) respondents were comfortable with the climate. Overall, students rated their academic experiences positively, and most employees (86%) reported being satisfied with their job overall.

Not all experiences reported on the survey were positive. These patterns of negative campus experiences are cross-cutting among populations — affecting students, faculty, and staff alike — in critical areas: belonging, basic needs, and mental health. Roughly one in four (25%) reported regular experiences with exclusionary behavior on campus, and a similar number (27%) reported food insecurity. Almost half of the respondents (49%) reported

symptoms of depression. In all cases, respondents from marginalized communities (African American/Black, Chicana/Latinx, Native American/Alaska Native, Pacific Islanders, LGBTQ+, Communities with Disabilities, women, and low-income, working-class, or poor) disproportionately had negative climate experiences. These negative experiences worsened at the intersections of these marginalized communities.

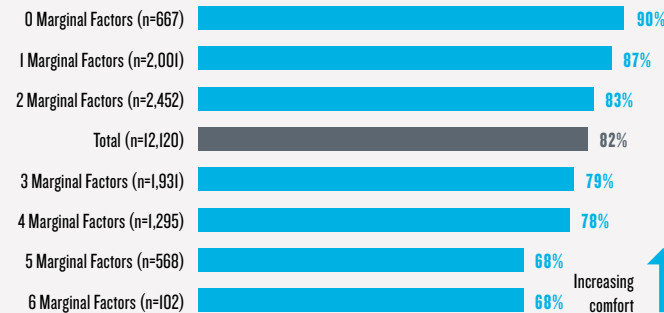
We still have more work to do to improve the campus experiences for the majority of protected class groups and the socioeconomically disadvantaged. To lead our institution toward meeting our goals of ensuring that every member experiences belonging, access, and opportunities, we must closely examine which groups are experiencing the campus in positive ways, which groups are not, and why.

My Experience Survey 2019: Campus Findings & Recommendations

Data Highlights (See graphs below):

Comfort with Campus Climate

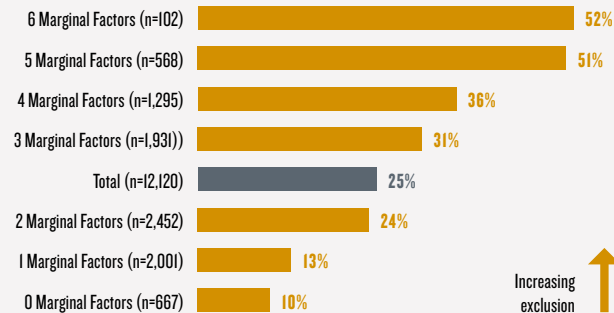
Percent comfortable with campus climate



Source: UC Berkeley My Experience Survey 2019

Experiences with Exclusionary Behavior

Percent regularly experiencing exclusionary behavior on campus in the past year



Source: UC Berkeley My Experience Survey 2019

STANDING COMMITTEES & COUNCILS

Asian American & Pacific Islander Standing Committee

The Asian American and Pacific Islander Standing Committee (AAPISC) is an advisory body comprised of 16 undergraduate and graduate students, staff, and faculty under the executive sponsorship of the vice chancellor for Equity & Inclusion.

The committee was created in May 2019 by Asian American and Pacific Islander (AAPI) undergraduate and graduate students, staff, faculty, and alumni concerned with improving campus life for AAPI communities at UC Berkeley. The purpose of AAPISC is to provide recommendations to the chancellor and the chancellor's cabinet about how best to serve AAPI communities on campus in pursuit of the following objectives:

- » Improve the recruitment and retention rates of underrepresented AAPI ethnic groups at both the undergraduate and graduate student levels.
- » Develop and strengthen existing social, personal, and academic support systems for AAPI students.
- » Expand existing professional development and career enhancement opportunities and resources for AAPI staff and faculty.
- » Increase the racial, ethnic, and gender diversity of those occupying critical campus senior management positions.
- » Ensure the continued growth and vitality of teaching and research efforts by and about Asian Americans and Pacific Islanders on campus.

The AAPISC has identified the following Priority Areas to guide our ongoing work:

Priority Area 1: Disaggregated AAPI Undergraduate and Graduate Student Experiences

- » Increase awareness and understanding of the needs of AAPI undergraduate and graduate students.
- » Create consolidated resources and networks in support of AAPI undergraduate and graduate students.
- » Collect quantitative and qualitative data about AAPI undergraduate and graduate student experiences.
- » Strengthen relationships within and between AAPI undergraduate and graduate student communities on campus.

The AAPISC undergraduate and graduate student members hosted the first in a series of listening sessions with AAPI undergraduate and graduate students this spring to learn more about their experiences on campus as AAPI students, the resources they accessed during their time at UC Berkeley, and how COVID-19 affected them both academically and personally.

Priority Area 2: AAPI Staff and Faculty Representation and Leadership

- » Advocate for increased AAPI staff and faculty representation in campus leadership positions and committees.
- » Increase opportunities for AAPI staff and faculty recruitment, retention, mentorship, sponsorship, and community building to improve our sense of belonging on campus.

In addition to its semesterly meetings with the chancellor, the committee has engaged with numerous campus leaders to increase awareness about the needs of AAPI campus communities and further strengthen our collective efforts to realizing an anti-racist vision for UC Berkeley, including representatives from the Office of Graduate Diversity, the Office of Undergraduate Admissions, People and Culture, and the Diversity, Equity, and Campus Climate Committee of the Academic Senate.

Priority Area 3: Data and Policy

- » Propose “best practices” for AAPI data collection, aggregation, and reporting of race and ethnicity categories.
- » Critically assess currently available data about the AAPI campus community, as well as data still needed.
- » Improve campus communication about who AAPIs are and what we need via reports, policy papers, programs, etc.

Committee Highlights

This past year, AAPISC worked with campus partners in the division and the Office of Planning & Analysis to release the first in a series of briefings about AAPI campus communities. Entitled “Twenty Years Later: Asian Americans and Pacific Islanders at UC Berkeley,” this briefing serves as an update to the most recent report on the status of the AAPI campus community published in 2001 in *Visibility and Marginality, Asian Pacific Americans at Berkeley: A Report to Chancellor Berdahl*.

Asian American and Pacific Islander Wellness

- » Offer quantitative and qualitative analyses of AAPI student utilization rates of the wellness resources offered by CAPS/the Tang Center.
- » Develop a list of resources and recommendations in partnership with Asian American and Asian Diaspora Studies (AAADS) Program, Asian Pacific American Student Development (APASD), Asian Pacific American Systemwide Alliance (APASA), and CAPS/the Tang Center to improve efforts to promote and sustain AAPI wellness on campus.
- » Work in partnership with administrative and academic campus units to develop and host workshops, events, and trainings about AAPI wellness on campus.

This year, AAPISC cosponsored a series of educational events and wellness workshops in partnership with APASD, APASA, AAADS, and AARC, including:

- » “Asian Americans and Racial Justice Today” with Chief Deputy of Administration, Asian Health Services Thu Quach; Assistant Professor of Ethnic Studies, University of Utah Annie Fukushima; and Deputy Mayor of Public Safety, City of Chicago Susan Lee, J.D.
- » “A Defining, Movement-Making Election: Some Findings on the AAPI Youth Vote in 2020” featuring Professor of Political Science and Law Dr. Taeku Lee.
- » “COVID-19’s Employment Disruptions to Asian Americans” with Research Professor at UCLA Luskin School of Public Affairs Paul Ong, and Professor Emeritus of Economics at San Francisco State University Don Mar.

- » A wellness workshop for AAPI students, staff, and faculty focused on evidence-based tools for building psychological resilience in times of distress.
- » “This Is the Way We Rise,” a talk by Dr. Jamaica Heolimeleikalani Osorio, Kanaka Maoli wahine poet, activist, and assistant professor of Indigenous and Native Hawaiian Politics at the University of Hawai’i at Mānoa.
- » A campus screening and discussion of the film “Minari.”

The AAPISC also partnered with APASD to support the development of an AAPI Mental Wellness Guide created by and for AAPI undergraduate and graduate students.

Data Highlights

- » Engaged 35 AAPI students, staff, and faculty on campus representing 21 divisions and departments through our standing committee and subcommittees.
- » Met with 29 campus leaders to increase awareness about the diverse needs and issues of Asian, Asian American, and Pacific Islander undergraduate and graduate students, staff, and faculty on campus.
- » Organized and cosponsored 19 events for our campus community, which engaged over 630 students, staff, and faculty.



Chicanx Latinx Standing Committee

As part of UC Berkeley's commitment to a thriving Chicanx/Latinx community on campus, the Chicanx Latinx Standing Committee (CLSC) was formed under the executive sponsorship of the Vice Chancellor for Equity & Inclusion (VCEI) to advise the Chancellor's Cabinet, which includes the chancellor and executive vice chancellor and provost (EVCP), about improving campus equity, inclusion, and the experience for faculty, staff, and students.

Committee Highlights

- » Meetings with key administrators, including Associate Vice Chancellor and Dean of Undergraduate Admissions Femi Ogundele, twice during the application reading season and just after admission decisions and positively impacting Chicanx/Latinx undergraduate admissions strategies, concerns, and yield.
- » Provided a strong recommendation to the system-wide Academic Senate in response to the use of college test courses that was adopted and impacted the test option/blind protocols.
- » Prioritized the Chicanx Latinx Task Force Report 2017 Recommendations and provided our Phase 1 and 2 Recommendations to the Hispanic Serving Institutions Task Force (HSITF) Committee, and through joint CLSC-HSITF membership, provided input throughout to the task force.

- » Made recommendations into the final HSI Task Force Report draft that were adopted and presented in the final report.
- » Communicated our concerns with the AVC for People and Culture regarding the representation of Chicanx/Latinx in essential workers on campus.

Data Highlights

- » Latinx faculty make up just under 7% of the Academic Senate, a disproportionately low number that does not serve us well now and will certainly not do when we achieve HSI status by 2027, if not sooner. Hiring and retaining Chicanx/Latinx faculty is a key priority.
- » Berkeley's fall 2020 Chicanx/Latinx undergraduate headcount percentage of nearly 18% is short of the goal of reaching 25% by 2027.





Undocumented Community Council

The Undocumented Community Council (UCC) is comprised of staff, faculty, and students. The charge of the UCC is to identify and articulate the issues and needs for undocumented members of the UC Berkeley on-campus community and make recommendations for campus initiatives to support them in best achieving their goals while recognizing legal strictures.

Council Highlights

- » The UCC met monthly during the 2020–2021 academic year.
- » A student involved in the ASUC participated in the UCC, and the information they heard in the UCC meetings helped in what the student advocated for through the ASUC when it came to undocumented student support, resources, and programming.

Data Highlights

- » Before becoming the UCC, this was first the Task Force for Support for Undocumented Students, meant to provide recommendations on how the campus could support undocumented students better. Along with various other recommendations, the recommendation of creating a position dedicated to serving undocumented students (which later blossomed and grew to become the Undocumented Student Program) came from the task force.
- » The UCC was chaired by Fabrizio Mejia (assistant vice chancellor, Student Equity and Success, E&I) until later in the year when the torch was passed on to Liliana Iglesias (program director for the Undocumented Student Program).

PHILANTHROPY

Student Experience and Diversity

The Student Experience and Diversity (SED) philanthropy program partners with the Divisions of Equity & Inclusion (E&I), Student Affairs, and Undergraduate Education to fundraise to support the Berkeley student experience. Equity & Inclusion programs and partners are central to fulfilling the SED mission of serving as a catalyst for transformative gifts that promote equity of experience for all students.

Program Highlights

The 2020–2021 year was a record-breaking year for E&I philanthropy, and together we demonstrated that equity and inclusion is the heart of the Berkeley experience.

As part of UC Berkeley’s [Light the Way Campaign](#), E&I has raised over \$98M to date, with a total of 6,837 donors. This year the division raised \$34M — the most dollars raised in any fiscal year for E&I, ever — with the support of 2,670 donors, which is the highest donor count in any fiscal year since the start of the campaign in 2014 and the highest since the creation of the SED team in 2018.

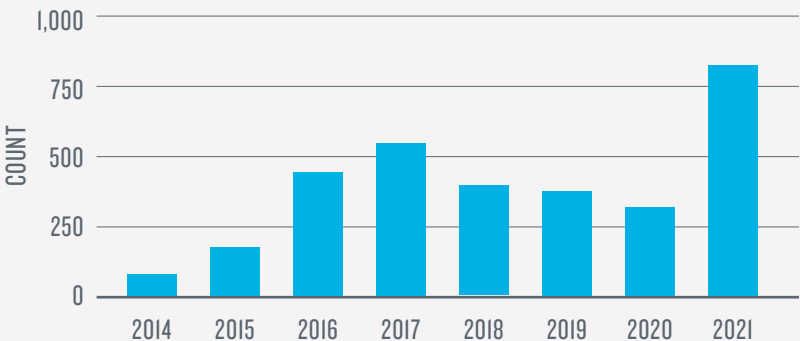
While E&I has been a priority for many throughout the years, there was a significant increase in donor interest, marked by 823 new donors welcomed to the E&I family this year. In terms of who gave, it was parents who really showed their strength and commitment to E&I, providing gifts that totaled \$9M to date. Remarkably, parent gifts to E&I comprised half of what they gave across the entire campus. Faculty and staff doubled down on what they gave in 2020, giving a total of \$1M in FY 2021, and the number of friends who gave to E&I was up 320% from FY 2020, giving a total of \$8M to date.

Looking ahead, we are heartened by the community, which has overwhelmingly shown up to support our students by providing care and resources, ensuring all students have what they need to thrive.



First Time Donor Count

E&I, FY 2014 to date



VICE CHANCELLOR FOR EQUITY & INCLUSION IMMEDIATE OFFICE

Communications

The Division of Equity & Inclusion Communications office shares the experiences, accomplishments, and challenges of UC Berkeley's students, staff, and faculty from marginalized, historically underrepresented, low-income communities, many of whom are the first in their families to go to college.

We showcase the division's work as leaders, managers, and staff of campus initiatives and task forces as UC Berkeley works toward creating an anti-racist campus and provides an equity lens for campus planning, impact, and change.

Program Highlights

This year, E&I Communications expanded its role from predominately inward-facing to campus-facing as a partner, team member, and consultant on campus communications regarding COVID-19 and diversity, equity, inclusion, belonging, and justice in this time of growing calls for racial reckoning.

- » Released the My Experience 2019 Survey: Campus Findings & Recommendations report.
- » Member of the Chancellor's Recovery Management Team (RMT) Communications group.
- » Partnered with Communications & Public Affairs and the Division of Student Affairs on campus messages addressing racial violence, xenophobia, and racial reckoning.

- » Member of Campus Communicators group convened monthly by AVC Diana Harvey.
- » Provided guidance to campus communications officers on DEIBJ website statements and department messages.
- » Redesigned the E&I website to provide easily accessible information during COVID-19 as we worked and provided services remotely.
- » Led video production team for the Racial Equity 2030 grant application.
- » Worked closely with Berkeley's Communications & Public Affairs office to highlight students and staff participating in E&I programs as they entered, journeyed through, and graduated from Berkeley.

Data Highlights

- » Seventy-two percent average open rate on weekly staff newsletter.
- » Average Twitter impressions — 15,448.
- » Eighteen percent increase in Twitter followers.



Data Initiatives

Equity & Inclusion Data Initiatives provides analysis, tools, and consultation around institutional data to advance diversity, equity, inclusion, and belonging to the campus, divisions, departments, and programs. This broad range of offerings includes reports on student outcomes; designing, administering, and reporting campus climate surveys; and changing data infrastructure to serve the campus analytic capacity and community needs better.

Program Highlights

- » **My Experience Survey:** In spring 2021, E&I completed a multiyear initiative with the rollout of the results of the My Experience Survey by the survey steering committee. The rollout featured the survey report, a [website](#), news articles around the survey findings, and several presentations to campus groups.
- » **Underrepresented Minority Redefinition:** In spring 2021, E&I worked with campus partners to change the definition of underrepresented minority students to include Pacific Islander students in addition to African American, Chicana/Latinx, and Native American/Alaska Native students. This will help elevate the issues faced by Pacific Islander students whose representation among undergraduate students is less than half of what it is among Californians.
- » **Decanal and Divisional Consultation:** In 2020–2021, E&I worked with divisions and departments to provide analysis and reporting on student demographics and outcomes, local climate, and workforce demographics to support local work on diversity, equity, inclusion, and belonging.

» Task Force and Committee Service:

In 2020–2021, E&I provided analyst membership on and support of key campus groups working to advance equity, inclusion, and diversity. These include the Hispanic Serving Institutions Task Force, the Mathematical and Physical Sciences Undergraduate Diversity, Equity, Inclusion, and Advancement Task Force, the Future of Biology 2 Committee, the Asian American Pacific Islander Standing Committee, the Chicana Latinx Standing Committee, and the African American Initiative.

Data Highlights

- » Equity & Inclusion provided custom support, analysis, and reporting to five divisions and 39 academic departments.
- » Equity & Inclusion provided an analyst as an evaluator on two National Science Foundation grants, a researcher on a Chan Zuckerberg Initiative grant, and data support on five other grants (including the Howard Hughes Medical Institute, the National Institutes of Health, and the National Science Foundation).



Finance

Division of Equity & Inclusion Operating Budget: ~\$41M in FY2021.

Distinct program budgets: 35.

Revenue portfolio:

- » Restricted Gift Funds (26%).
- » Unrestricted Funds (26%).
- » Contracts & Grants (24%).
- » Designated Student Fees (22%).
- » Restricted Endowments (2%).

Divisional expenses:

- » Compensation (65%).
- » Student awards, including scholarships and fellowships (9%).
- » Supplies and materials (2%).
- » Other operating expenses (24%).

June ledger has now closed, and the following link/charts have the actual final for FY21 (July 2020–June 2021):

[FY21 Revenue and Expenses data](#)

Staff/Human Resources

This past year, we supported staff through fully transitioning to remote work, created campus initiatives such as the new Achieve Together program, created robust and equitable practices for reviewing all divisional staff hiring and salary requests, and informed internal decision-making with equity-based practices. We also supported two unit transitions to other divisions.

Data Highlights

- » In fall 2020, the Division of Equity & Inclusion comprised about 190 full-time staff, multiple affiliates, and student employees that support the division's many programs, services, and initiatives. Equity & Inclusion staff is racially diverse, with 66% self-identifying as staff of color, including 50% who identify from underrepresented groups (African American/Black, Chicano/Latino, Native American, Pacific Islander, and URM-multiracial). In contrast, overall campus staff consists of 46% staff of color, with 26% identifying from underrepresented groups.
- » The division employed over 900 undergraduate and graduate students in mostly student assistant titles, many in work-study positions. Compared to fall 2019, student hiring dipped by only 5.4% despite the pandemic, showing a commitment by managers to continue student employment opportunities that could be conducted remotely during this challenging time.





Berkeley