Annual Report of Operations
Office of Diversity and Engagement
2017/18
### Diversity and Engagement Strategic Priorities

**Inclusive excellence**
UC students, faculty and staff have the skills and awareness to lead in a multicultural society and world.

**Investment in student success**
UC students reflect the diversity of California high schools and community colleges.

**Institutional support at all levels**
UC programs, partnerships and initiatives provide high-quality services and produce strong outcomes.

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A Message from the Vice Provost

I’m pleased to present the 2017–18 Annual Report of Operations for Diversity and Engagement at the UC Office of the President (OP). The document summarizes key accomplishments for this department. Our mission? To translate UC’s vision of inclusive excellence into sustainable practices and programs.

This work would not be possible without the support of President Janet Napolitano and Provost and Executive Vice President Michael T. Brown. The department is indebted to collaborative leaders from OP, the UC campuses, and our intersegmental, community and school partners.

In 2017–18, we launched the Diversity and Engagement Strategic Plan, 2017–22, which articulates priorities for institutional equity, diversity and inclusion. The plan was developed in collaboration with our OP and campus partners.

Our collective work promotes an inclusive climate for everyone in the UC community; bolsters UC’s efforts to diversify its students, faculty and leaders; helps more K–12 and community college students prepare to earn baccalaureate degrees; cultivates high-quality teaching and curricula in K–12 public schools; and engages community and school leaders in closing opportunity gaps.

As described in the following pages, Diversity and Engagement is making consistent progress toward our strategic priorities. Highlights of accomplishments — many of which were the result of strong and productive partnerships and collaborations — include:

**New resources to help leadership foster a climate of inclusion across UC campuses, particularly with regard to campus events.**

UC campuses have access to a new toolkit, Principles, Policies and Practices: A Toolkit to Prepare for and Manage Major Campus Events or Incidents, to help them prepare for and manage major campus events. The toolkit was developed in partnership with the OP offices of General Counsel, Student Affairs and Operations, and in consultation with campus officials.

**New funding to support college readiness.** A $24.5 million grant from the U.S. Department of Education for California GEAR UP will provide middle and high schools with data-driven instructional coaching, professional development and other services through the year 2024. For nearly 20 years, OP has administered California GEAR UP at the request of the Governor.

**New campus funding for teacher education research.** UC’s eight teacher education programs received a $1.2 million President’s Research Catalyst Award to establish the California Teacher Education Research and Improvement Network (CTERIN). Funds are being used to help the university and the state respond to pressing needs for research on policy and practice linked to teacher education in California.

**Increased awareness of and preparation for UC in underserved schools and communities.** As a result of the President’s Diversity Pipeline Initiative, more schools and students learned about UC through Achieve UC events, and more African American students participated in the President’s Pre-College Scholars program. The LAUNCH Academy partnership between Bethany Baptist Church in Los Angeles, UCLA’s Center X, and Diversity and Engagement expanded to serve more students.

**Increased UC preparation for prospective transfer students.** In summer 2017, nearly 1,000 community college students participated in academic summer bridge programs on UC campuses. These new programs were made possible, in part, by the support of one-time funding from the California Community Colleges and offered through a partnership between the campuses and the OP offices of Student Affairs and Diversity and Engagement.

**Greater awareness among students of their academic preparedness for baccalaureate degrees.** UC’s Transcript Evaluation Service (TES), a data tool that assesses students’ progress toward “a-g” completion for the UC and California State University (CSU), was used to evaluate more than 300,000 transcripts for students in 39 districts and 111 schools. And nearly 200,000 students attending California Community Colleges now have accounts with the UC Transfer Admission Planner (UC TAP), an online tool — developed by UC Davis and the offices of Student Affairs and Diversity and Engagement at OP — that helps prospective transfer students track and plan their progress in meeting UC requirements.

**Improved accountability for systemwide programs.** Nearly 200,000 California students, educators and families were served by Student Academic Preparation and Educational Partnerships (SAPEP) programs in 2017–18. SAPEP programs are available on all UC campuses and at OP. In 2017, the SAPEP accountability framework was replaced with a new impact framework to allow us to better measure efficacy and identify areas for improving program outcomes.

The summary I’ve provided describes only a small part of our efforts in Diversity and Engagement, which are outlined in detail on the following pages. Our work reinforces the mission and purpose of the University of California, which was founded on the promise of education for all Californians. We look forward to deepening and expanding our partnerships and collaborations to foster institutional equity, diversity and inclusion, and to continue to advance the university on the path toward this promise of inclusive excellence.

**Yvette Gullatt, Vice Provost**
DIVERSITY AND ENGAGEMENT: A YEAR IN REVIEW

2017/18  The Office of Diversity and Engagement champions and supports UC campuses on the path to a fully diverse and inclusive university.

Linking  leaders to advance UC-wide progress in equity, diversity and inclusion
- 6 conferences and forums
- 10 webinars
- 30 meetings and retreats
- 2,000 event registrants

Promoting  college enrollment by improving access to and preparation for higher education and the workforce
- 250,000 students, families and educators served through UC’s Student Academic Preparation and Education Partnerships (SAPEP)
- 306,000 transcripts processed to increase “a-g” completion for UC and CSU minimum eligibility
- 110,000 students reached through Achieve UC, a component of the President’s Diversity Pipeline Initiative
- Nearly 200 Achieve UC events held statewide
- 83% increase in African American President’s Pre-College Scholars members

Advancing  high-quality teaching through educator preparation programs and professional development
- 2,000 Science and Math Initiative (CalTeach) students served in 2015–16
- 28,500 educators reached in 8,400 schools through the California Subject Matter Project (CSMP)

Cultivating  strategic partnerships to raise awareness of UC and inspire new groups of students to enroll at UC campuses
- Boys and Girls Clubs of America
- College Board
- Council of African American Parents
- Faith-based outreach
- UC Community-Based Organization Forums
- Umoja Community

ucop.edu/diversity-engagement  @UCdiverse
Overview of the Office of Diversity and Engagement

Translating UC’s vision of inclusive excellence into sustainable policies, practices and programs.

WHO WE ARE

Diversity and Engagement (D&E) at the Office of the President champions and supports the UC campuses on the path to a fully diverse and inclusive University of California. A multi-year strategic plan guides our efforts, which aim to translate UC’s vision of inclusive excellence into sustainable policies, practices and programs.

WHAT WE DO

Through leadership and coordination, program administration, policy guidance, accountability oversight and technical support, D&E provides four key services to UC and to California:

- We link leaders to advance equity, diversity and inclusion for the UC community.
- We collaborate with UC campuses and other higher education institutions to advance curricular rigor, high-quality teaching, and college preparation and access for K–12 and community college students.
- We cultivate systemwide strategic partnerships with community-based organizations to raise awareness of UC and generate interest and motivation to prepare, apply and enroll at a UC campus.
- We facilitate knowledge-sharing, foster a culture of shared responsibility and promote diverse leadership across the UC system.

D&E serves as the primary systemwide office for equity, diversity and inclusion for UC. The department works closely with UC campuses, OP departments and with the Academic Senate on all matters pertaining to institutional equity, diversity and inclusion.

D&E maintains systemwide academic partnerships with schools and school districts, other higher education sectors, nonprofit organizations, and key community- and faith-based organizations.

D&E oversees systemwide programs that directly impact K–12 and community college student academic preparation and teacher preparation in California. In collaboration with the campuses and with other higher education partners, D&E manages the university’s Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs.

D&E also serves as the administrative steward and fiscal agent for a number of intersegmental programs in consultation with our K–12 and higher education partners. For these efforts, the department provides program oversight and personnel management, fiscal management, operations support and other administrative services.

Finally, D&E serves as the administrative home for the Intersegmental Coordinating Committee (ICC) of the California Education Round Table. The California Education Round Table comprises the chief executive officers of all the educational sectors in the state. (The president of the University of California is a member.) The ICC is the administrative and programmatic arm of the Round Table, linking California’s educational community at all levels, including academic senates.
STRATEGIC PRIORITIES

D&E has identified three strategic priorities, with associated goals to guide its actions. The goals reflect our overarching mission, vision and key issues as well as the internal capabilities of the department. The priorities are:

- **Inclusive excellence.** UC students, faculty and staff have the skills and awareness to lead in a multicultural society and world.
- **Investment in student success.** UC students reflect the diversity of California high schools and community colleges.
- **Institutional support at all levels.** UC programs, partnerships and initiatives provide high-quality services and produce strong outcomes.

The *Diversity and Engagement Strategic Plan, 2017–22* is available by contacting ucdiversity@ucop.edu.

DEPARTMENT STRUCTURE

For its core internal activities, Diversity and Engagement is organized into four functional areas that support the department as a whole. In 2017–18, Diversity and Engagement comprised 33 staff members.

**Immediate Office and Central Services** includes the immediate office of the Vice Provost, department operations and budget management, and educational relations.

**Diversity Strategy and Coordination** provides coordination, policy support, technical assistance, training and professional development for leaders and practitioners; manages the data and accountability functions for statewide and systemwide programs; and coordinates communications about equity, diversity and inclusion programs and initiatives.

**Education Pipeline Programs** provides systemwide coordination, program administration, policy guidance, technical assistance, strategic planning, and staff professional development for academic preparation and outreach programs; and develops and manages initiatives that support access to higher education and to UC. The department also oversees intersegmental coordination for the California GEAR UP grant, and systemwide community engagement and strategic partnerships.

**Educator Programs** supports campuses in preparing teacher credential candidates; oversees programs that advance key initiatives for educators, including CalTeach; and administers statewide educator professional development programs, including the California Subject Matter Project (CSMP).
OPERATING BUDGET

The Diversity and Engagement 2017–18 operating budget totaled $22.8 million from all fund sources, including state general funds, government contracts and grants, and private gifts and awards. More than half of D&E's budget derives from state and federal contracts and grants, including grants specifically for California GEAR UP and the California Subject Matter Project. Another 31 percent of D&E's budget comes from state funds designated for Student Academic Preparation and Educational Partnerships (SAPEP) programs, including the intersegmental MESA program.

D&E funding is used primarily to support UC and intersegmental programs: K–12 educator preparation and professional development; education pipeline programs; coordination of campus-based diversity efforts; and central support services including operations and program evaluation.
Highlights for 2017–18 include progress toward Diversity and Engagement’s three strategic priorities: inclusive excellence, investing in student success, and cultivating institutional support at all levels for equity, diversity and inclusion at UC.

A community of practice is growing in the realm of inclusive excellence at UC. Leaders and practitioners participated in systemwide meetings on campus climate, attended workshops and webinars focused on addressing unconscious and implicit biases, learned how to apply policy and to understand policy changes, and shared knowledge and best practices for work in equity, diversity and inclusion, among other activities.

Our efforts to improve participation in UC programs by African American students showed positive results. Through the President’s Diversity Pipeline Initiative, for example, African American participation in the President’s Pre-College Scholars program increased by 83 percent in 2017–18.

We’ve been offering more digital tools to support students as they prepare to enroll at a baccalaureate degree-granting institution. Nearly 200,000 prospective transfer students now have accounts with the UC Transfer Admission Planner, and in 2017–18, more than 300,000 student transcripts were evaluated for “a-g” progress and UC/CSU eligibility using the Transcript Evaluation Service.

We also made substantial progress in developing effective strategic partnerships to advance the university’s commitment to equity and access. As one example, 2018 marked the launch of a new UC strategy with community-based organizations that includes regional forums to disseminate critical information about UC preparation, admissions, financial aid and financial literacy.
Inclusive Excellence

Diversity and Engagement supports all the UC campuses in improving fairness, inclusiveness and diversity on campus.

One example of this support is UC's convening of campus leaders to share practices that promote inclusiveness. This can take the form of education, training and professional development for equity and inclusion leaders and practitioners.

D&E also maintains systemwide accountability for improving campus climate and provides — to growing demand — data and analytics in support of diversity and equity initiatives.

CULTIVATING DIVERSE LEADERS

In 2017, D&E launched the UC Chicanx/Latinx Leadership Council, which brings together 40 senior leaders from throughout the UC system to discuss strategies and practices that can expand the leadership pipeline for Chicanx/Latinx managers and faculty. The council identifies actions to support and promote the next generation of UC leaders.

The UC Chicanx/Latinx Leadership Council model is based on the longstanding UC Black Administrators’ Council (UCBAC), which in 2017 launched a series of UC-wide symposia focused on increasing the African American presence at UC.

In response to a 2018 report from the Campaign for College Opportunity on the mismatch between UC leaders/faculty/students, the UCBAC proposed and is sponsoring a UC-Coro Leadership Collaborative project. This project will assess barriers to leadership positions that may be unique to members of underrepresented groups, and will recommend modes of leadership development that can result in diverse leaders at UC. The recommendations will be delivered to UC leaders in December 2018.

INCLUSIVE CLIMATE INITIATIVES

Supporting policy development, accountability and reporting for equity, diversity and inclusion

In collaboration with Student Affairs, D&E provided support to community partners to draft recommendations for developing the career readiness and financial sustainability of UC undocumented students. The recommendations will be delivered to the president and chancellors when they are complete.

In collaboration with Academic Personnel and Programs in Academic Affairs, D&E has developed a logic model that clarifies the system- and campus-level strategies in place and pinpoints their intended long- and short-term outcomes. A standalone chapter in the UC Annual Accountability Report provides at-a-glance information for UC’s diversity efforts. In addition, meetings of UC chief diversity officers help foster a culture of accountability across the system.

New tools for fostering inclusive campus climates

Diversity and Engagement, in collaboration with the OP offices of Student Affairs, General Counsel and Operations, as well as campus chief diversity officers, created a toolkit for responding to major campus events and protests. The toolkit is an outgrowth of two systemwide meetings in 2017–18 that focused on best practices for managing campus protests and sustaining positive and respectful campus climates.

The resulting resource, Principles, Policies and Practices: A Toolkit to Prepare for and Manage Major Campus Events or Incidents, gathers all the relevant UC policies in one place. The toolkit provides a series of framing questions related to free speech and advocacy, diversity and campus climate. The toolkit also contains helpful guiding questions for
Supporting UC’s emergence as a system of Hispanic-Serving Institutions (HSIs)

With six of its campuses designated or eligible for designation as Hispanic-Serving Institutions, the UC system was called upon to examine UC’s role as both a research institution and an HSI. Diversity and Engagement hosted the first-ever systemwide UC HSI Retreat in 2017. Participants determined that there is a critical need for campus-level research and learning that can be mutually informed by the unique context of UC Minority-Serving Institutions (MSIs). As a result, D&E will work with campus partners to develop a UC-HSI Systemwide Resource Center. The Resource Center will be housed in the Institute for Immigration, Globalization, and Education (IGE) at UCLA with the aim of creating cross-campus collaboration. This partnership will leverage the campuses' status and funding to pursue innovative and effective practices, thus facilitating greater student success and more equitable student outcomes.

TRAINING AND PROFESSIONAL DEVELOPMENT

Professional development — D&E designed and hosted a suite of professional development activities, symposia, systemwide meetings, retreats and online trainings. These events advanced D&E’s goal of generating more inclusive excellence through a growing network of reflective leaders and practitioners. An overwhelming majority of participants rated D&E training and professional development opportunities as “good” or “excellent.”

Protest and climate meetings — For campus leaders, two systemwide meetings about campus protests and campus climate addressed emerging issues of unrest (e.g., bias incidents or protests) and ways to improve campus responses, infrastructure and collaboration.

Webinar series — The 2017–18 Diversity and Engagement Webinar Series for educators, college preparation professionals and the UC community featured distinguished speakers who addressed a range of the most urgent issues, including anti-bias and unconscious bias training, accountability for supporting students’ basic needs on UC campuses, and financial aid policy for California students.

LeadLearn Conference — D&E organized the second annual LeadLearn Conference for current and aspiring California educators, in partnership with the California Subject Matter Project. LeadLearn offers California K–12 educators a multidisciplinary forum where they can engage in professional learning and collaborative leadership.

CalTeach Symposium — For campus science and math faculty and teacher leaders, the CalTeach Symposium provided the opportunity to discuss emerging trends and research about undergraduate students pursuing teaching credentials and the professional development of mentor teachers.

College Access and Preparation (CAP) Forum — D&E hosts the CAP Forum each year for UC outreach professionals and faculty researchers. The CAP Forum provides them with the opportunity to discuss key issues for college readiness and access and to deepen expertise in best practices for college access and preparation work.

UC Community-Based Organization Forums — For community- and faith-based organizations, D&E launched the UC Community-Based Organization Forums, a series of regional events that drew more than 100 organizations to meet with campus staff and learn more about UC preparation, application, financial aid and retention efforts.

UC Hispanic-Serving Institutions

The University of California plays a leading role among top research universities in serving large numbers of Chicanx/Latinx students. Five of UC’s nine undergraduate campuses are designated HSIs:

- UC Irvine
- UC Merced
- UC Riverside
- UC Santa Barbara
- UC Santa Cruz

UC Davis expects to gain HSI designation in spring 2019.
2017–18 HIGHLIGHTS  INVESTMENT IN STUDENT SUCCESS

Investment in Student Success

D&E oversees programs and initiatives for UC that promote access to its campuses and to higher education in general for California students. D&E also supports the efforts of the campuses and other OP departments whose work impacts prospective undergraduate and graduate students. These activities are central to the university’s efforts to build, deepen and maintain effective partnerships with K–12 schools, community colleges, public agencies, private organizations and other stakeholders involved in issues related to college access and graduate school preparation. D&E’s investment in technology-based tools is an important element in achieving this outcome.

PRESIDENT’S DIVERSITY PIPELINE INITIATIVE

The President’s Diversity Pipeline Initiative (DPI) aims to expand pathways to the University of California for underrepresented undergraduate students, graduate students and faculty, with a particular emphasis on African American students and faculty.

DPI activities include informational outreach and marketing, college readiness and academic preparation, community partnerships, and support for faculty diversity initiatives. DPI activities are organized and managed through a strike team comprising members from a number of OP offices, including Academic Personnel and Programs, President’s Executive Office, Public Affairs, Research and Graduate Studies, Student Affairs, and Diversity and Engagement. A community advisory group, the President’s Advisory Committee on the African American Presence at UC (PACAAP), provides input and guidance for DPI activities.

As part of the President’s Diversity Pipeline Initiative, the Achieve UC informational outreach campaign reached nearly 110,000 K–12 and community college students. Students participated in college preparation workshops; received assistance with preparing their UC admission and financial aid applications; met current UC students and alumni; and met with UC senior leaders, including President Napolitano, campus chancellors and other senior administrators. Award-winning Achieve UC communications resources, developed by the OP marketing communications team, enhanced each event.

The President’s Pre-College Scholars component of the DPI expanded to serve 5,300 9th- through 12th-grade students across California. These high-achieving underrepresented, first-generation and/or low-income students received online advising and virtual coaching. Participants visited UC campuses and received support for college applications and FAFSA completion. In fall 2017, two out of three 12th-grade Pre-College Scholars applied to UC; 75 percent of these applicants were admitted to at least one UC campus. Current UC enrollment rates will be available in fall 2018.

Another DPI activity involves the UC-HBCU Initiative, which seeks to improve the representation of African Americans in UC graduate programs by investing in efforts between UC faculty and Historically Black Colleges and Universities (HBCUs). In fall 2018, a total of 53 UC-HBCU fellows will be enrolled across seven UC campuses.

A full report on the initiative and its partners is available by contacting ucdiversity@ucop.edu.
COMMUNITY ENGAGEMENT AND STRATEGIC PARTNERSHIPS

In 2017–18, D&E revamped its community engagement strategy to focus on developing effective new strategic partnerships that advance the university’s commitment to equity and access. D&E supports UC campuses in pursuing community- and faith-based partnerships that equip students, families and communities with knowledge and strategic action that will help bring postsecondary education within their reach.

In 2017–18, D&E launched the first-ever UC Community-Based Organization Forums in partnership with UC campuses, to provide professional development and training for community leaders working on college access and readiness. D&E also expanded its partnership with Boys & Girls Clubs of America to bring college advising to more clubs.

Yet another partnership, this one with the College Board, encourages students from rural and small schools to practice for the SAT and enhance their academic preparation for college. This partnership has devised incentives, such as visits to UC campuses, for schools that increase the number of students who prepare for and take the SAT.

TRANSFER INITIATIVES

D&E worked with campus Transfer Preparation Program offices to offer the UC Summer Intensive Transfer Experience (SITE) program to nearly 1,000 prospective transfer students participating in the Umoja, MESA or Puente community college programs. This year’s UC SITE was organized in collaboration with the OP office of Student Affairs and was made possible by one-time funding from the California Community Colleges Chancellor’s Office. UC SITE programs were implemented on all undergraduate campuses, with the exception of UC Santa Barbara and UC Santa Cruz.

Through UC SITE, students learn to navigate effective community college-to-UC transfer processes and have opportunities to stay in residence halls, receive academic advising, attend workshops offered by UC and community college faculty and staff, sit in on lectures and seminars, create or update a UC TAP account and meet students who have transferred successfully to UC.

UC TAP is an online tool designed to help prospective UC students transferring from California community colleges track and plan their progress toward meeting UC’s minimum requirements. Students can use the planner from the very beginning of their college careers, or at any point when they decide to transfer to a UC campus. Nearly 200,000 students from California community colleges have already used UC TAP to plan their transfer to UC.
Institutional Support at All Levels

D&E has been successful in engaging stakeholders from UC and beyond, as well as in securing external funding for many of its programs and initiatives. The university’s continued financial constraints demand that we be innovative and creative in our pursuits. D&E has also invested in communications and marketing in support of programs and initiatives. These are key to raising visibility of efforts.

**UC SYSTEMWIDE COUNCILS**

D&E convenes two campus councils to guide systemwide efforts and to provide advice and recommendations to OP and campuses about long-range plans, strategies and approaches.

The Council of Chief Diversity Officers (CDOs) comprises senior campus officials who have oversight of campus equity, diversity and inclusion efforts for faculty, students and/or staff.

The work of the CDOs supports various university policies, such as Regents’ Policy 4400: *Policy on University of California Diversity Statement*.

The Council of Chief Outreach Officers (COOs) comprises senior campus officials who represent matters of educational outreach to low-income, first-generation and/or underrepresented students and families. The work of the COOs supports Regents’ Policy 2106: *Policy Affirming Engagement in the Preschool Through Postsecondary Education System, as Fundamental to the University of California Mission as a Land Grant Institution*.

**DATA AND ACCOUNTABILITY**

D&E provides accountability analytics for UC’s work in equity, diversity and inclusion and for its student and educator preparation endeavors. This work includes creating annual accountability reports, which assess programs and outcomes through data-informed narratives and visualizations. In 2017–18, the department continued efforts to improve all aspects of its accountability agenda, including:

- Data stewardship of campuses, programs and external agencies to improve data by implementing standards for data validation and integration
- Data and policy analysis in collaboration with campuses and programs to standardize processes for consistently producing meaningful information
- Data dissemination in collaboration with campuses and programs to develop meaningful data products in support of data-informed decision making

**Program logic models**

We created — and keep updated — logic models for all academic and educator preparation programs. These communicate the set of assumptions or hypotheses that program proponents have about why the program is a good solution to an identified problem and how it will inform future program evaluation and review. The models are regularly updated.

In 2017, D&E developed an integrated logic model for SAPEP, synthesizing SAPEP programs into a comprehensive portfolio that works collectively to change educational outcomes for California students.

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**UC data resources**

Analytical products are available at the following locations:

- UC Accountability Report
- SAPEP Outcomes Report
- Select dashboards on the UC Information Center:
  - UC fall enrollment
  - UC workforce diversity
  - UC in California map
  - UC prepares diverse California K–12 students for college
  - Admissions by source school
COMMUNICATIONS AND SOCIAL MEDIA

Diversity and Engagement maintained an active marketing and communications schedule throughout 2017–18. These efforts supported the university's equity and inclusion priorities, with a focus on increasing the visibility of university programs to stakeholders. Communications staff worked on refining messages and expanding D&E’s digital presence, promoted D&E’s role in linking leaders across the state, and initiated and aided opportunities to publicize the work of D&E and our partners.

In 2017–18, D&E launched a new bimonthly digest to provide UC administrative leaders and program directors with updates on some of the systemwide programs and services that support equity and access at UC. These e-newsletters provide policy and program updates, share highlights of recent events and invite participation in upcoming activities.

D&E’s social media following and engagement increased significantly on various platforms, including the D&E Twitter handle (@UCDiverse), Pre-College Scholars Facebook Page, Pre-College Scholars Instagram account and a newly-designated systemwide CSMP Twitter account.

A new style guide for the department supports clear and consistent communication to all UC audiences including the public at large; the media; students and parents; our advocates and allies; and our colleagues throughout the UC system. The guide contains terminology and examples to lead UC in using up-to-date, inclusive language in all of our materials.

2017–18 Communications Results

120,000 collateral pieces distributed to UC campuses and community-based organizations

24,500 users visiting D&E sites

2,000 registrants for D&E events
The University of California strives to provide an excellent education to as many students as possible, regardless of their financial or family backgrounds. To advance the university in its mission, UC administers systemwide programs that directly impact K–12 and community college student academic preparation in California.

In collaboration with the campuses and with other higher education partners, Diversity and Engagement manages the university’s Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs. SAPEP comprises student academic preparation programs; community college articulation support; school and community partnerships; undergraduate, graduate and educator preparation programs; and online and technology-assisted services.

D&E also administers California GEAR UP in partnership with other educational systems and on behalf of the Governor.
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

PROGRAM DESCRIPTION

California GEAR UP is a federally funded intersegmental program devised to support low-income students in developing the skills to enter and succeed in postsecondary education. The program's services begin in middle school and continue through high school graduation.

UC administers GEAR UP at the request of the Governor. The program is sponsored by the California Education Round Table (CERT), a voluntary association of CEOs from all the state’s educational systems. A new $24.5 million grant from the U.S. Department of Education ensures that the program is funded through 2024.

OBJECTIVES

The program was in transition during the 2017–18 year, in that the 2011 grant cycle was ending while the 2017 cycle was beginning. The objectives for this atypical year were:

• To secure a No Cost Extension for the 2011 grant to extend designated services and support the design of a new suite of college-awareness materials for California’s middle school community.

• To initiate a 2017 grant focused on improvement in classroom instruction in 15 feeder sets of middle and high schools.

ACTIVITIES

2011 Grant

• GEAR UP extended professional development for math teachers in the San Joaquin Valley and San Diego.

• Myriad activities enhanced a regional collaborative of five elementary schools, one middle school and one high school in the Elk Grove Unified School District.

• The program facilitated discussions with representatives of CERT members to design a suite of materials for California’s middle school students, families, schools and educators in various media, e.g., print, video and social media.

2017 Grant

• GEAR UP has begun to facilitate tutoring and academic advising for 488 sixth-graders who will go on to Will C. Wood Middle School in the Sacramento City Unified School District in fall 2018.

• The program will select 15 feeder sets of middle and high schools in Riverside, Sacramento, San Diego and Tulare for improvement in classroom instruction.

• GEAR UP will provide these feeder schools with data-driven instructional coaching, professional development and other services through 2024.

ACCOMPLISHMENTS

2011 Grant

• 40 teachers each received 100 hours of training and coaching in math.

• WestEd reports show that students whose teachers received ACCESS (A College and Career Equity-based STEM Strategy) services significantly outscores their peers on grade-appropriate Mathematics Diagnostic Testing Project assessments.

• A sustainable collaborative now exists in the Valley region of Elk Grove.

• Development began on a suite of college-awareness materials for middle schools and continues through the grant administration period.

2017 Grant

• A new process for selecting schools has been developed.

• To date: 15 feeder sets of middle and high schools have submitted applications, were visited by GEAR UP staff and consultants, and have accepted the invitation to participate in this program for the next six years.

• Partners have redesigned their services to meet the needs of the participating schools.

Key Partners for the 2017 Grant

• A College and Career Equity-based STEM Strategy: Math teacher professional development (Intersegmental Coordinating Committee)

• California Subject Matter Projects: Teacher professional development in nine disciplines

• Coalition for Educational Partnerships: Family training and empowerment program

• Expository Reading and Writing Course: English/Language Arts teacher professional development (California State University)

• Mathematics Diagnostic Testing Project: Diagnostic testing, assessment and placement support for teachers

• Parent Institute for Quality Education: Family training and empowerment program

• WestEd: Program evaluator
Mathematics, Engineering, Science Achievement (MESA)

PROGRAM DESCRIPTION
Mathematics, Engineering, Science Achievement (MESA) is a systemwide intersegmental program that helps K–16 students excel academically in math and science and graduate from four-year institutions with degrees in STEM-based fields. MESA serves K–12 students through the MESA Schools Program, community college students through the MESA Community College Program, and undergraduates through the MESA Engineering Program.

MESA is part of the Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs.

OBJECTIVES
In pursuit of the program's goals, MESA's objectives are as follows:
• Prepare middle and high school students to gain admittance to and enroll in college.
• Prepare community college students for transfer into STEM majors.
• Ensure that university students complete bachelor's degrees in STEM majors.
• Prepare community college and university students for STEM careers.

ACTIVITIES
As a core activity at the K–12 level, MESA advisers teach a competition curriculum to middle and high school students at 355 schools across California. Through this MESA course, students learn the STEM concepts that not only enhance their knowledge overall but also prepare them to submit entries for the program's statewide engineering competitions.

MESA also provides college access preparation support to middle and high school students, including one-on-one academic counseling, parent information workshops, campus visits and assistance with college applications.

At 33 California community colleges, MESA helps prepare students to transfer into STEM majors at bachelor's degree-conferring institutions. They receive academic and career counseling, transfer assistance and access to an on-campus study center.

To help ensure that MESA students at 13 California universities earn bachelor's degrees in STEM majors, the program provides a range of support that includes ongoing academic advising and counseling, tutoring at dedicated student study centers, and peer mentoring.

The MESA Idea Accelerator is a new pilot project that provides a series of workshops and coaching to help students develop a computer application idea into a viable business proposition. Twelve teams of MESA students are working with Kathryn Autin, a MESA alumna and an Oracle executive, to refine their ideas into presentations for potential funders. In the years ahead, MESA aims to make this program available to all MESA university students.

ACCOMPLISHMENTS
• 17,126 middle and high school students received the MESA competition curriculum.
• 93 percent of MESA middle and high school students came from low-income families.
• MESA's percentage of Chicxan/Latinx (58 percent) and African American (6 percent) students exceeded those of California public schools overall.
• 68 percent of admitted MESA students enrolled at a UC (all nine undergraduate campuses were represented).
• MESA's community college program served over 4,000 students statewide.
• MESA's university program served almost 3,000 students statewide.
• 990 students from MESA's university program earned bachelor's degrees in STEM majors.
Student Academic Preparation and Educational Partnerships (SAPEP)

PROGRAM DESCRIPTION
The University of California’s Student Academic Preparation and Educational Partnerships (SAPEP) portfolio of programs prepares California students — including those who are first-generation college-goers or socioeconomically disadvantaged and those for whom English is a second language — for postsecondary education and for graduate and professional school opportunities, as well as success in the workplace.

SAPEP comprises academic preparation programs; community college articulation support; school and community partnerships; undergraduate, graduate and educator preparation programs; and online and technology-assisted services.

SAPEP Programs
ArtsBridge
Community College Transfer Programs (CCTP)
  • CCTP Articulation
  • CCTP ASSIST
  • CCTP Transfer Preparation Programs
Early Academic Outreach Program (EAOP)
Graduate and Professional School Programs (GPSP)
MESA
P–20 Regional Intersegmental Alliances
Puente
Student-Initiated Programs (SIP)
UC Scout
University Community Links (UC Links)
University-Community Engagement (UCE)

More information about SAPEP programs, services and outcomes is available in the SAPEP Program Outcomes Report.

ACTIVITIES AND ACCOMPLISHMENTS
SAPEP programs provided critical services across California. In 2016–17, the most recent years for which data are available, SAPEP programs served more than 186,000 students at nearly 1,500 California public K–12 schools; 27,000 community college students at 111 of the 114 California Community Colleges; 2,400 college/university undergraduates; 300 graduate students; 59,000 parents/guardians of K–12 students; and 12,000 K–12 teachers, counselors and school administrators.

Through services to these students, SAPEP programs improved participants’ academic achievement, college-readiness and college enrollment. Examples of selected program outcomes:

• 82 percent of EAOP, MESA and Puente 12th-grade participants completed the “a-g” course sequence in 2016–17, compared with 47 percent of all California public high school seniors.

• 70 percent of EAOP, MESA and Puente 12th-grade participants took the ACT or SAT in 2016–17, compared with 57 percent of non-SAPEP-served students at the same schools.

• 67 percent of EAOP, MESA and Puente 12th-grade participants enrolled at a California public college or university in fall 2017, compared to an estimated 41 percent of all California public high school seniors.

2018–19 SAPEP Program Impact Framework
The SAPEP Accountability Framework’s replacement, the new Program Impact Framework, will improve SAPEP programs’ ability to measure impact, recognize areas of strength and identify opportunities for improvement.

The new framework includes:
1. An integrated logic model for SAPEP, synthesizing SAPEP programs into a comprehensive portfolio, one that works collectively to change educational outcomes for California students
2. Seven portfolio goals capturing the full breadth of programs’ impact on California students
3. Program-specific goals capturing SAPEP programs’ contribution to portfolio goals, as well as critical information for continuous improvement of services
4. An improved SAPEP Annual Performance Reporting (APR) process, increasing consistency between programs

The framework serves as a foundation for the future coordination of services, with better leveraging of resources and a deepened impact on students.
Transcript Evaluation Service (TES)

TES Benefits

A clear map to college readiness for high school students and families

TES reports show what “a-g” courses a student has taken, along with course and grade deficiencies, thus informing critical course-selection decisions.

Time for advising for high school counselors

Because TES automates transcript analysis for every student in a school, counselors’ time is freed up to provide targeted advising to students and families.

Data to inform improvement for schools and districts

TES provides schools and districts with an accurate depiction of course-completion patterns to facilitate school improvement. Schools and districts may use these data in a variety of ways, including identifying and closing gaps in “a-g” progression and completion; aligning courses in the school’s information systems to the “a-g”-approved courses in UC’s Course Management Portal (CMP); and informing district and state accountability reporting.

PROGRAM DESCRIPTION

The UC Transcript Evaluation Service (TES) is a data tool created by UC to help students achieve college readiness. Using a proprietary algorithm and trained UC evaluators, TES analyzes students’ transcripts, providing a UC-certified snapshot of earned “a-g” course credits and those still needed.

Recent studies of TES show that after four consecutive years, student eligibility at TES high schools increased for CSU by 32.1 percent, and for UC by 21.6 percent.

OBJECTIVES

TES objectives for 2017–18 included:

- Piloting the use of TES data to populate selected SAPEP reporting fields with 25 EAOP/MESA schools
- Completing the redesign of the TES algorithm and preparing it for launch
- Scaling TES to serve at least 90 schools

ACTIVITIES

During 2017–18, TES:

- Conducted webinar and in-person trainings for TES schools and districts
- Developed and tested the redesigned algorithm
- Realigned the contracting cycle for all schools and districts to a July 1 start date

ACCOMPLISHMENTS

- TES data were used successfully to populate the “a-g” completion fields in the SAPEP report for EAOP, MESA and Puente students in 24 selected schools for the 2016–17 school year. The pilot will be scaled to more schools in 2017–18, and TES will become the primary data collection method for SAPEP’s “a-g” completion progress.
- Development of the updated UC and CSU TES algorithm was achieved ahead of schedule for an on-time delivery of July 1, 2018. The redesigned algorithm accelerates the analysis of school data files while increasing accuracy. As a result, TES will be able to scale rapidly and serve more schools across California.
California is in urgent need of more qualified public school educators. The K–12 system is facing a challenging shortage of teachers for a diverse student population that includes many low-income and English learners.

UC’s educator preparation work is organized along a continuum that begins at the undergraduate level. Programs such as CalTeach are designed to provide early recruitment and preparation of students who wish to explore careers in teaching. At the postbaccalaureate level, UC offers both traditional and alternative certification programs that include multiple-subject credentials for elementary teachers, single-subject credentials for secondary teachers, and education-specialist credentials for both elementary and secondary candidates.

Educator programs, including the California Subject Matter Project (CSMP) and the Mathematics Diagnostic Testing Project (MDTP), offer ongoing, in-depth professional development and curriculum support.

UC’s Principal Leadership Institutes (PLI) prepare education leaders who are equipped to tackle the most critical needs of the state’s high-poverty, high-need schools.
California Subject Matter Project (CSMP)

PROGRAM DESCRIPTION
The California Subject Matter Project (CSMP) is a systemwide intersegmental program comprising a statewide network of nine discipline-based projects that provide rigorous professional learning for K–12 educators.

The Office of the President administers CSMP, which has nearly 90 regional sites located across UC, CSU and independent university and college campuses.

Projects
California Arts Project California Reading and Literature Project
California Global Education Project California Science Project
California History-Social Science Project California World Language Project
California Math Project California Writing Project
California Physical Education Health Project

OBJECTIVES
Objectives for 2017–18 included ensuring that CSMP professional development institutes, seminars and workshops were aligned with state standards and content frameworks and with the newly adopted goals of the Every Student Succeeds Act (ESSA), the new federal education plan which replaced No Child Left Behind.

ACTIVITIES
In February 2018, CSMP hosted LeadLearn 2018, a statewide conference focused on sharing information about CSMP’s professional development offerings with schools and teachers. This year’s conference focused on civic engagement across the disciplines and presented ideas about how teachers can motivate students to become involved in their community through classroom practices.

Throughout the year, several CSMP projects hosted numerous “framework rollout” conferences for thousands of teachers across the state. These events focused on introducing the new state content standards, specifically in the areas of history-social science, English language development, mathematics and science. Several CSMP executive directors served as lead authors of the new standards.

ACCOMPLISHMENTS
In 2016–17, CSMP served more than 28,500 educators from over 8,400 California schools.

In partnership with the California Historical Society and the San Francisco Unified School District, the California History-Social Science Project (CHSSP) created a free, statewide digital K–12 curriculum for history-social science. Called Teaching California, it will include primary and secondary sources, lesson plans and related instructional materials aligned to the History-Social Science Framework adopted by the State Board of Education in 2016. The curriculum will be available to teachers in 2019.

More than 200 educators, school leaders and state policymakers attended the LeadLearn conference held at UC Davis. Particularly high marks were given for an evening panel that provided perspectives on “Equity in Education.” The panel comprised superintendents, higher education leaders and representatives from the California State Board of Education, California Department of Education and California Teachers Association.

30 Years of CSMP
In 2018, CSMP is celebrating its 30th year of providing high-quality, research-based professional development for California educators. In recognition of the role CSMP has played in supporting the professional development needs of the state’s teachers, it is one of a handful of providers of professional learning services for teachers named in the state’s ESSA plan. Under this plan, CSMP will receive resources from the California Department of Education to continue to support effective teaching and strong achievement by students.
Mathematics Diagnostic Testing Project (MDTP)

MDTP Launches Online Testing Platform

In fall 2017, MDTP announced an online diagnostic testing platform, free to California K–12 math educators. The new system provides unlimited access to MDTP tests and instant student results. The results can be used to inform teaching practices, interventions, support and program reflection.

PROGRAM DESCRIPTION

The Mathematics Diagnostic Testing Project (MDTP) is a systemwide intersegmental program managed by UC San Diego on behalf of California’s education segments. MDTP promotes and supports students’ readiness and success in college mathematics courses. MDTP achieves its purpose by developing diagnostic readiness tests aligned to the Common Core State Standards (CCSS) and supplying these diagnostic tools to secondary schools in California free of charge.

Studies of MDTP show that its use by teachers improves student outcomes in mathematics.

OBJECTIVES

MDTP’s primary objectives are to support schools with low student participation in postsecondary education by providing California K–12 teachers with access to free diagnostic testing tools and resources that will help students succeed in mathematics courses. MDTP tests are used for placement and student advising purposes at CSU and UC campuses. MDTP also lends support to educational agencies across the state and collaborates with K–12 college preparation programs.

ACTIVITIES

MDTP outreach activities included numerous site visits to support teachers in their use and interpretation of MDTP results, hosting annual MDTP users’ conferences and workshops, and recruiting teacher participation in MDTP field-testing. The Director’s Office collaborates regularly with many organizations that target students in underrepresented groups, e.g., CAPP, ARCHES ACCESS, GEAR UP, EAOP/TRIO, UC SummerUp, UCSD OASIS Summer Bridge Math Track, Level Playing Field Institute (SMASH Programs), and summer algebra academies and institutes connected to UC and CSU campuses.

ACCOMPLISHMENTS

In 2016–17, MDTP scored 404,169 tests statewide, with test usage highest at the middle school level. In the same year, 10 CSU and five UC campuses reported using a total of over 26,000 MDTP tests to assess their students for mathematics course placements.

MDTP also piloted a 9th-grade placement assessment (aligned to state-adopted content standards); designed a new middle school readiness test for 5th- and 6th-graders; and launched an online diagnostic testing platform.
Science and Mathematics Initiative (CalTeach)

PROGRAM DESCRIPTION
The Science and Mathematics Teacher Initiative (CalTeach) is a systemwide program that recruits and prepares UC undergraduate students majoring in STEM disciplines to explore careers as K–12 math or science teachers.

CalTeach provides a sequence of courses to introduce students to teaching while they simultaneously complete their undergraduate degrees, preparing them to seek a teaching credential during or after earning a bachelor's degree.

Three CalTeach programs — at Berkeley, Irvine and Los Angeles — offer accelerated credential programs with two options: earn a teaching credential along with the baccalaureate degree, or combine the last year of undergraduate studies with the first year of credential studies.

OBJECTIVES
Key objectives for 2017–18 included supporting the campus programs' goals of increasing the number of CalTeach participants who enter a teacher education program, attain a teaching credential and find employment as a math or science teacher at a California school. Objectives also included increasing the diversity of CalTeach participants as well as the number who choose to teach in California's high-need schools.

ACTIVITIES
All CalTeach campus programs continued to recruit and enroll participants into courses and classroom and research experiences, and to focus on recruiting undergraduate STEM majors from diverse backgrounds.

CalTeach leadership convened this year at UC Riverside for the annual CalTeach Symposium, where they discussed supporting undergraduates in their pursuit of teaching credentials; state trends and policies in teacher credentialing; and teacher education in the digital era.

CalTeach is a participant in the Science and Mathematics Teacher Research Initiative (SMTRI), funded by the National Science Foundation's Robert Noyce Teacher Scholarship Program. This project unites researchers from five UC campuses to study the impact of CalTeach and UC's other teacher preparation programs on the recruitment of STEM majors into teaching. The project also examines how these programs affect the preparation of teachers for implementing new state standards.

ACCOMPLISHMENTS*
Since its establishment in 2005, over 12,000 UC undergraduate students have participated in a CalTeach program at one of the nine UC campuses.

In 2015–16, approximately 1,882 UC undergraduate students participated in a CalTeach program.

In total, 1,920 CalTeach participants have been awarded a teaching credential in mathematics and/or science.

CalTeach participants are highly diverse. More than two-thirds of CalTeach STEM graduates are from underrepresented minority and/or Asian backgrounds.

On average, approximately 300 CalTeach graduates are awarded teaching credentials in mathematics and/or science per year.

*based on the most recent data collected, from academic year 2015–16

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Essential Components of CalTeach

- Recruiting and advising
- Relevant STEM and education curriculum
- Field experience
- Research opportunities
- Exposure to professional environments
- Faculty collaboration across disciplines
- Mentorship by current K–12 teachers
- Data collection and analysis
- Community college partnerships
- Financial aid for students and stipends for mentor teachers
**President’s Educator Fellowships (PEF)/Teacher Education Programs (TEP)**

**PROGRAM DESCRIPTION**

Launched in 2016, the President’s Educator Fellowships (PEF) provides support for UC graduate students with significant financial need to participate in the Governor’s Teacher Scholars (GTS) program and Principal Leadership Institutes (PLI).

Teacher Education Programs (TEP) at all UC undergraduate campuses (except UC Merced) support the President’s Educator Fellowships for GTS and PLI students.

- **GTS** is a 15-month program of study leading to a master’s degree and teaching credential.
- For administrators, Principal Leadership Institutes at UC Berkeley and UCLA prepare urban school leaders who are committed to increasing educational achievement and opportunities for underserved students.

**OBJECTIVES**

2017–18 objectives for UC’s educator preparation programs included working to ameliorate the state’s teacher shortage by enrolling more candidates for educator credentials; improving the diversity of candidates; addressing the affordability of UC’s educator preparation credential and degree programs; and strengthening the research and evaluation capacity of the programs to improve outcomes for teachers and students alike.

**ACTIVITIES**

As a way of accelerating UC’s contribution to solving the state’s teacher shortage, President Napolitano launched the President’s Educator Fellowships (PEF) in 2016. The purpose of this program is to help aspiring teachers and administrators defray the cost of earning their teaching credential. Recipients must demonstrate not only significant financial need but also their commitment to working in public schools that primarily serve students from low-income families.

In 2017, UC’s network of eight TEPs, in collaboration with the CalTeach program, received a $1.2 million President’s Research Catalyst Award to establish the California Teacher Education Research and Improvement Network (CTERIN). The funds will be used to help the university and the state respond to pressing needs for research on policy and practice linked to teacher education in California. A particular focus of CTERIN is the preparation of teachers who can increase educational opportunities for students of color, students living in poverty, students with disabilities and students for whom English is a second language, and of teachers whose subject areas — such as STEM disciplines — are in high demand.

**ACCOMPLISHMENTS**

- In 2016–17, UC TEPs enrolled a total of 1,055 students, up from 928 the previous year.
- In 2016–17, PLI at UC Berkeley and UCLA enrolled 62 students. In total, 1,300 students have received their administrator credential from a PLI and are working as principals, assistant principals and in other leadership positions in California’s urban schools.
- In 2016–17, President’s Educator Fellowships were awarded to 177 students. The average size of the award was $2,500.
- In its first year, CTERIN, working in collaboration with the California Commission on Teacher Credentialing, the CSU system and the California Department of Education, established a network of 60 researchers from nine UC campuses to collect data and provide analysis that can answer crucial questions about how to help more teachers succeed in the classroom.
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- Cisco Systems
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\(^1\)Pregnancy includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth.