

UC San Diego

STUDENT AFFAIRS



STUDENT AFFAIRS

IMPACT REPORT
2020-2021

78% UNDERGRADUATES FROM CALIFORNIA

20% GRADUATE STUDENTS

37% FIRST-GENERATION UNDERGRADUATE STUDENTS

34% OF INCOMING STUDENTS ARE TRANSFER STUDENTS

33% UNDERGRADUATE PELL GRANT RECIPIENTS

24% FROM AN UNDERREPRESENTED MINORITY (AFRICAN AMERICAN, LATINX, NATIVE AMERICAN)

30+ LANGUAGES SPOKEN BY STUDENTS

2ND HIGHEST UNDERGRADUATE MILITARY-AFFILIATED POPULATION IN UNIVERSITY OF CALIFORNIA (UC) SYSTEM

EMERGING HISPANIC SERVING INSTITUTION (HSI) WITH 21% FULL-TIME LATINX UNDERGRADUATES

**All data in this report is from the 2020-2021 academic year*

STUDENT AFFAIRS

WELCOME

to the Division of Student Affairs

DEAR STUDENTS, COLLABORATIVE PARTNERS, COLLEAGUES, AND FRIENDS,

I hope this message finds you and your loved ones safe and healthy.

As a community striving to be student centered, Student Affairs is proud to recognize the accomplishments of our team members and students in this 2020-2021 Annual Impact Report.

Through resilience, collaboration and talent, our committed student leaders and staff members demonstrated creativity and grit in equal measure during this challenging academic year – many of whom did so while caring for others, with bad wi-fi, or as essential team members keeping our campus safer for students and colleagues. Because of each of you, we are stronger together and have much to celebrate.

The 2020-2021 Impact Report is a testament to our Collective Impact framework – wherein units come together in support of a shared agenda. Student Affairs is proud of our deep partnerships with committed colleagues and stakeholders that include Associated Students, the Graduate and Professional Student Association, the Undergraduate Colleges, the Undergraduate and Graduate Divisions, Alumni Affairs, Equity, Diversity, and Inclusion, Enrollment Management, Educational Innovation, Health, Academic Affairs, Campus Safety, and Housing, Dining & Hospitality.

On the following pages, I am proud to celebrate our team’s amazing dedication to a transformative student experience with programs, spaces, and services – like the March 2021 HSI Summit (page 8), the April 2021 Enhancing the Black Student Experience Symposium (page 9) and our ongoing, adaptive commitment to Basic Needs (page 16) – that contribute to a student’s sense of connection to UC San Diego, enriching their education beyond the classroom, removing financial barriers and informing their life in deep and meaningful ways.

Finally, I would like to recognize the Impact Report Working Group, who tirelessly collected the information in this report throughout the year and into the summer. A special thank you to: Ian Wright, Shannon Milligan, Kirby Knipp, Destany Stuart Charles, John Weng, Tyler Rogers, Diana Go, Karla Barrón Galvan, Tom Rottler, Max Reinke, and Elizabeth Jimenez Perez.

We hope you will enjoy learning about the collective accomplishments of the UC San Diego Student Affairs team. I welcome feedback about our work, and hope it inspires additional opportunities for student-centered collaborations.

Go Tritons!



ALYSSON SATTERLUND
Vice Chancellor for Student Affairs

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VISION

To empower students to discover and achieve their dreams.

MISSION

To create an inclusive and collaborative student-centered university that champions student success and well-being in our global society.

CORE VALUES

As student affairs professionals, we strive to live by the same values that we promote to our students.



STUDENT AFFAIRS

Our Units and Campus Partners

Assessment, Evaluation, and Organizational Development (AEOD)

Provides support for division-wide assessment of student learning, decision-making, program evaluation, and continuous improvement.

Case Management

Provides non-clinical case management support to undergraduate and graduate students.

Global Education

Provides transformative experiences by bridging educational opportunities with the vast global research network of our campus. **Units: Director's Office, International Faculty & Scholars Office (IFSO), International Students & Programs Office (ISPO), and Study Abroad.**

Recreation

Engages all undergraduate and graduate students and the campus community to pursue lifelong well-being, growth, and success.

Student Conduct

Provides leadership for the student conduct process through its central coordinating, training, and advising role.

Student Life

Fosters engagement opportunities that recognize the scope and quality of both undergraduate and graduate students' cultural, social, and civic life. **Units: ArtPower, Associated Students (AS), Basic Needs, Center for Student Involvement (CSI), Changemaker Institute, Graduate and Professional Student Association (GPSA), Student Legal Services (SLS), University Centers, and the University Events Office.**

Student Retention & Success (SRS)

Creates programs and services that foster student success and degree completion by developing the personal, academic, and professional competencies that are critical for successful transition into diverse and global communities. **Units: Chancellor's Associates**



Scholars Program (CASP), Office of Academic Support and Instructional Services (OASIS), Undergraduate Research Hub, Student Success Coaching Program (SSC), Student Veterans Resource Center (SVRC), Triton Transfer Hub, and Undocumented Student Services (USS).

Virtual Experience and Peer Engagement Initiatives

Supports educational innovation and student centeredness by creating and implementing programs to support student success by leveraging virtual engagement, training, and mentoring opportunities for graduate and undergraduate Tritons.

Campus Partners — Campus Safety, Educational Innovation, Graduate Division, Housing, Dining, and Hospitality, Office for Equity, Diversity, and Inclusion, Staff Association, Student Health & Well-Being, Teaching + Learning Commons, The Undergraduate Colleges, UC San Diego Athletics, UC San Diego Faculty, UC San Diego Health.

Student Affairs Strategic Plan (2019-2024)

Background

Our **five-year strategic plan for 2019-2024** guides our division's efforts and ensures we focus on the most critical areas of success for current and future students. Using a **Collective Impact** framework, our plan supports the **UC San Diego Strategic Plan** and the **Strategic Plan for Inclusive Excellence** to ensure we are actively advancing our core values and are accountable for a student-centered Triton experience.

The Student Affairs strategic plan reflects the mindset of collective impact through a co-creation process with the Chancellor's Cabinet, the Executive Vice Chancellor's Cabinet, Student Affairs Unit Heads, Alumni Engagement, the Council of Deans of Student Affairs, the Council of Provosts, Directors of Residential Life, Enrollment Management, Housing, Dining, & Hospitality, Information Technology Services, the Teaching + Learning Commons, Resource Management & Planning, Associated Students, and the Graduate and Professional Student Association.

In early 2020, the Strategic Planning Committee reconvened to prioritize the elements of the strategic plan that were relevant to the current campus community. The top priorities for the academic year were the health and well-being of our campus community, enhancing the student experience through virtual innovation and holding Student Affairs accountable in the division's efforts around anti-racism. These priorities were announced at the Student Affairs All-Staff meeting in April 2020 and will continually be assessed through Student Affairs leadership and public forums (Triton Time, Speaker Series, Coffee Chat with VC Satterlund, etc.).



Strategic Plan Goals

The five goals of the 2019-2024 Student Affairs Strategic Plan are:

GOAL 1: STUDENT EXPERIENCE

Generate a student-centered transformation to maximize our vibrant and engaging community through partnerships with the Undergraduate Colleges and Graduate Division.

GOAL 2: STUDENT SUCCESS

Inspire students to discover meaningful connections, explore their interests, and participate in co-curricular experiences while pursuing their degrees in a timely manner.

GOAL 3: WELL-BEING

Cultivate an environment of well-being that empowers our campus community to establish and sustain healthy practices.

GOAL 4: INCLUSION AND EQUITY

Advance an inclusive culture and equitable practices and outcomes.

GOAL 5: PARTNERSHIP AND COMMUNITY

Develop, engage, and sustain purposeful and meaningful partnerships that reimagine student centeredness.

OUR FIVE-YEAR STRATEGIC PLAN GUIDES OUR DIVISION'S EFFORTS AND ENSURES WE FOCUS ON THE MOST CRITICAL AREAS OF SUCCESS.



Student Affairs Commitments to Address Anti-Blackness

As part of our Collective Impact framework – wherein units come together in support of a shared agenda – the Division of Student Affairs was invited to make commitments to address anti-Blackness at UC San Diego. Published in August 2020, our **“Strategic Commitments to Address Anti-Blackness”** enumerate ongoing and constantly evolving goals to co-create a campus that actively counters anti-Blackness, while simultaneously advancing the health and well-being of Black students, colleagues, and community members.

To maximize accountability for our shared goals and vision around Black empowerment, the Student Affairs **Assessment, Evaluation, and Organizational Development (AEOD)** team formed a subcommittee tasked with tracking the trajectory of this work. Over the past year, this subcommittee met with each unit

in Student Affairs to discuss progress in meeting our strategic commitments to address anti-Blackness, with close attention to the triumphs, challenges, and transformations that constitute this process.

Intentionality has been at the forefront of this work. We recognize that addressing anti-Blackness requires ongoing reflection, dialogue, assessment, evaluation, and taking measurable action steps. Over the past year, we have collectively pursued this important and imperfect work by providing training, engaging in conversations with staff and students, and continuing to build partnerships:

Transformative Trainings

The **Chancellor’s Associates Scholars Program (CASP)** developed staff training in Combating Anti-Blackness

and White Supremacy, a series of workshops for student workers to address anti-Blackness in their roles as part of the CASP team as well as in their roles as students.

Cultivating Conversations

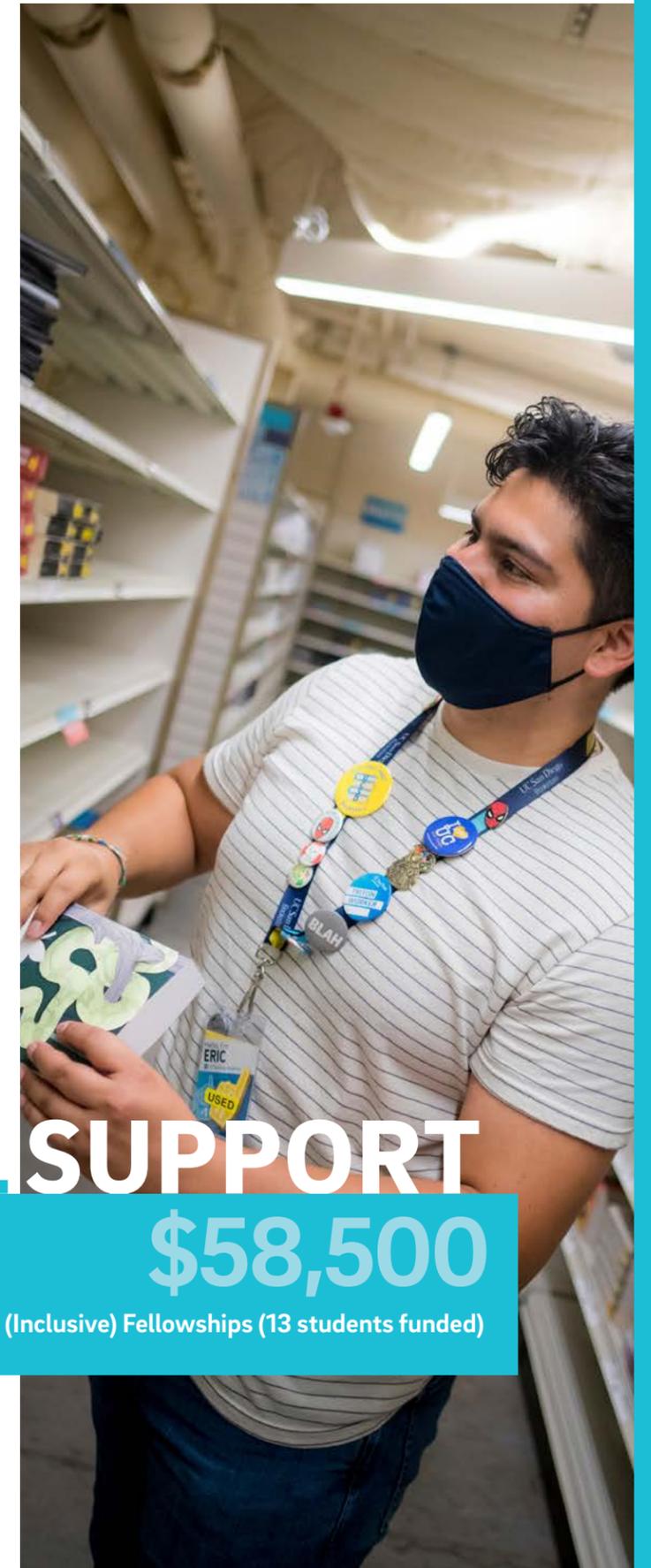
Recreation created a council of students and staff to advance their commitments. The council has been working on three main goals: inclusivity in all their facilities and space, engaging with campus organizations for collaborative opportunities, and addressing hiring practices.

Promoting Partnerships

The **Undergraduate Research Hub** partnered with the Writing Hub and Black Resource Center to host “The Plug” workshop events, geared toward supporting students in applying for various competitive research and scholarship opportunities.

Throughout this process, we have emphasized the value of information and resources in enabling units to dismantle anti-Blackness in their everyday work. Ultimately, these actions must go beyond short-term commitments – transforming into long-term and sustainable change. Our work aims to institutionalize the efforts to address anti-Blackness within Student Affairs and ensure a continued commitment to assess the Division’s areas for continued accountability.

THE VALUE OF INFORMATION AND RESOURCES IN ENABLING UNITS TO DISMANTLE ANTI-BLACKNESS.



FINANCIAL SUPPORT

\$58,500

In aid for Dream (Inclusive) Fellowships (13 students funded)

\$23,255

In aid for DACA renewals
(153 students funded @ \$495 per students)

VCSA Contributions to Collective Impact

Our Collective Impact framework extends beyond our Commitments to Address Anti-Blackness. Examples of Collective Impact work done in service of addressing opportunity gaps include the **Hispanic-Serving Institution (HSI) Summit**, expanded **Summer Bridge** program, and the **Enhancing the Black Student Experience (EBSE) Symposium**. In assembling a group of collaborators from units throughout the Division, our Return to Learn **Student Communications Team** demonstrates collective impact done nimbly, by responding to the unprecedented need for timely, student-centered communications during the COVID-19 pandemic.

Addressing Opportunity Gaps

Expanded Summer Bridge Program

Summer 2020 marked the first year that **Summer Bridge**, a pre-matriculation program, was co-lead by OASIS and the Academic Achievement Hub in the

Teaching + Learning Commons. More than **400 students** participated in Summer Bridge, and **65% of those students** identified as Latinx/Chicanx, Black, or American Indian, while **50% identified** as first generation. Though the program was conducted virtually due to the pandemic, **87% of enrolled students** completed the summer program, and of those students **99% earned** A, B, or C grades in their courses.

Hispanic-Serving Institution (HSI) Summit

Student Affairs team members and colleagues in the Office of Equity, Diversity, and Inclusion, Academic Affairs, and Enrollment Management joined students, faculty and academic leaders for the **HSI Summit** in March 2021, in order to better understand what student centeredness means for our Latinx/Chicanx students. The virtual gathering — emceed by AVC Maruth Figueroa — answered the thematic questions "Why? Why Now? What's At Stake?" as UC San Diego continues on its trajectory toward becoming a federally recognized Hispanic-Serving Institution.

419 summit attendees were treated to a keynote address by Dr. Pablo G. Reguerin, VCSA at UC Davis, and conversation with Dr. Juan Poblete, Professor at UC Santa Cruz. Additionally, the event included a fireside platica with UC San Diego senior administrators and a panel with Latinx/Chicanx students.

Stay Safer, Tritons!

For more details go to: threescompany.ucsd.edu



During Pandemic Times..



No In-Person Gatherings

#TritonsCareForTritons



One Panda Per Trash

"Have patience with yourself and others. Together we have come so far, and together we will get through this."

- Olivia Michael, Class of 2022, Muir College



1 Stay connected.

2 Stay protected.

3 Don't get infected.



attending an unmasked gathering with "just a couple friends"



my friends should call me on my cell phone because Tritons Care for Tritons



Enhancing the Black Student Experience Symposium

One month later, Student Affairs team members collaborated with faculty, staff, and students from across the campus for the April 2021 **Enhancing the Black Student Experience Symposium** — in order to increase awareness of the Black student experience; to foster intentional and sustained action to enhance the Black student experience; and to promote pro-Blackness.

The symposium included a **7-day** professional development experience with **19 hours** of programming on themes such as: pre-matriculation; campus safety and well-being; applying design thinking; retention and campus climate; and academics and graduation. **677 symposium attendees** left with the knowledge, skills, and community to create a better UC San Diego experience for all Black students.

Keeping Us Connected

RTL Student Communications Team

To address the immense communications needs at the onset of a new academic year in September 2020 — during the throes of a global pandemic, no less — Vice Chancellor Satterlund and Dr. Angela Scioscia convened a small group of colleagues who volunteered their time to ensure that Tritons remained informed, safe, and occasionally entertained by timely, relevant, student-centered messaging.

Throughout the year, five ad hoc "Student Comms" teams comprising representatives from **Global Education, Student Health and Well-Being, University Centers, AS, GPSA, ISPO, the Graduate Division, the Undergraduate**

Colleges, OSI, the VCSA Office, CASP, Student Retention and Success, Student Life, HDH, the EOC, Basic Needs Hub, Center for Student Involvement, and Recreation collaborated on: social media posts, student-created video content, campus signage, emergency health alerts, student-friendly memes, Powtoons, inspirational banners, pertinent parent/ family messaging, and a beloved series of Friday emails, dubbed "What We've Learned."

What We've Learned (WWL)

With a cadence initially developed to keep our students "in the know" about oft-updated pandemic policies and public health guidance, **What We've Learned** delivers bite-sized nuggets of important information — and a healthy dose of pop culture references, "dad jokes", and wordplay that students have come to look forward to each week (according to their rave reviews on Reddit!).

The Student Comms teams produced a WWL every Friday of each quarter during Weeks 1 through 10 — along with two Summer editions — for a total of **32 pun-filled, student-approved editions** with **open rates nearly double** those of traditional Campus Notices.

Student-Designed Mask Contest

In April 2021, the Student Comms team devised a "design-your-own" face covering initiative to encourage mask-wearing among students, with the promise that winning designs — as voted on by fellow Tritons — would be printed and distributed at no cost. Two overwhelming favorites emerged from dozens of student submissions, and soon adorned the faces of students and staff alike during Spring Quarter.



Goal 1: Student Experience

Supporting Our Students

Outdoor Classroom Technology Support

The **University Centers'** Technical Services Team put in a bid to provide the technical setup/breakdown every day for the six outdoor classrooms on campus. This project was led and spearheaded by Mark Kinsey. Upon winning the bid, the team has continually provided daily support to these spaces to ensure that the technology is operational and supporting the faculty. Winning the bid meant that the team was able to provide hours for student employees that would not have been available otherwise. Additionally, the team supported events throughout Spring Break 2021 in these pavilions, and looks forward to supporting these locations if events begin to occur in these locations in the future.

Triton Tools and Tidbits features students, staff and faculty, focusing on resource information and insights to support student success.



New Director of Virtual Experience and Peer Engagement Initiatives

UC San Diego created a new position under the Vice Chancellor of Student Affairs – the **Director of Virtual Experience and Peer Engagement Initiatives**. Dr. Ebonee Williams, who previously served as the Interim Associate Vice Chancellor for Student Retention and Success, accepted this position in Spring 2020. This position provides cross-functional, high-impact programming to support student success. In this role, Dr. Williams has

executed and provided oversight for parent webinars, town halls, student success podcasts, a Cares Campaign connecting faculty, staff and alumni with students, laptop lending, and a task force to promote remote student success. This position also participates in executive-level committees and professional development.

Staying Connected, Virtually

ASCE Presents: Expand Your Horizons

Associated Students Concerts and Events (ASCE) has responded to the challenges of this year by refocusing their efforts to meet the needs of our students and current social climate. ASCE repurposed their annual concert tradition, Horizon, into a virtual speaker series to highlight important conversations with prominent and recognizable speakers.

The Expand Your Horizons Series features a range of speakers and acts, including Laverne Cox and Naomi Klein, that will help showcase relevant social and political topics, taking place throughout Winter and Spring quarters. From inspirational stories to discussing challenging topics, the series seeks to bring representation and conversations to our campus using ASCE's platform.

Student-Centered Podcasts

By way of collaboration across multiple Student Affairs units, UC San Diego developed student-focused podcasts in the early days of the COVID-19 pandemic.

- **Triton Tools and Tidbits** features students, staff and faculty, focusing on resource information and insights to support student success.
- **Tritoncast** is an interview-based podcast hosted by the athletic department, featuring past and present Triton scholar athletes, coaches, and more.



Triton Community Connection

Our **Remote Student Experience Task Force** created Triton Community Connection for current students. This initiative resulted in a Zoom-calling campaign with alumni, staff and faculty volunteers proactively connecting with students. Triton Community "Connectors" complete a post-connection survey for each student which provides weekly data reports for senior leaders and administrators – offering a snapshot of students' well-being and an understanding of persistent stressors during this challenging quarter.

Fall 2020 Virtual Orientation and Programming

To prepare for an academic year unlike any before, the **International Students & Programs Office (ISPO)** hosted more than **40 sessions** at the New International Student Orientation in September 2020. In addition to regulatory and informational sessions on acclimating to studying inside of the U.S., ISPO focused on offering a wide range of intercultural and networking sessions. One of



the standout virtual networking programs, 'Meet-Ups', provided international students an opportunity to meet others with similar interests or students located in the same regions of the world. Over the course of **9 days**, **4,127 students** attended our sessions and **979 students** attended our social programs and events.

Fall 2020 and Winter 2021 Triton Fest event series

At the core of the **University Events Office's** programs is a desire to build lifelong social connections and a sense of community amongst students during crucial windows at the beginning of each quarter – before the pressure of the academic quarter sets in. In developing programs and events for the 2020-2021 year, the University Events team leaned heavily into the Student Affairs Strategic Plan as their north star to guide the intentionality behind their programs.

The team embraced the challenge of transforming Triton Fest from a weekly, late night in-person event series into an engaging, and thoughtful virtual showcase. The fall event series sought to excite our incoming and returning students by offering them the rare opportunity to meet popular and influential figures. When surveyed, **92% of students** felt they were a part of the UC San Diego community after attending one event, and **90% of the students** felt the Triton Fest series contributed to a positive social experience at UC San Diego.

Meeting Scholars Where They Are

The **International Faculty and Scholars Office (IFSO)** implemented the full-scale International Scholar Dossier



STUDENT AFFAIRS

During Spring Quarter 2021 alone, ISPO advisors recorded **3,346 drop-in sessions**

Goal 1: Student Experience (continued)

(ISD). ISD is a web-based application used by the International Faculty & Scholars Office (IFSO) to manage the invitation process for J-1 Exchange Visitors and H-1B/TN/E-3 employees at UC San Diego. This has allowed the office to go paperless and for departments and scholars to submit applications and documents from anywhere in the world.

Virtual Celebrations

Recognizing Our Tritons

After a year of navigating the remote environment, Student Affairs utilized their heightened technological

skills and creativity to uplift and celebrate the incredible milestones of our 2021 Triton graduates across myriad digital platforms.

Triton Firsts and the **Student Success Coaching program** published their second annual first-generation graduates recognition website to highlight and celebrate the stories and accomplishments of our first-gen graduates. More than **110 first-gen graduates** submitted their pictures, narratives, advice, gratitude and campus involvements to celebrate their Triton experiences.

Similarly, **ISPO** launched their first ever iGraduates Virtual Recognition website that highlighted their graduating international student class. Beyond their academic achievements, ISPO recognizes the challenges that many international students have faced this last year with navigating both in-person and online courses, and with the possible inability to attend in-person commencement. International graduates were honored through sharing their own biography pages on the website, with the option of self-translating the biographies into their native languages.

"WE ALL DESERVE HAPPINESS AND WE ALL DESERVE HEALTH. WITH THIS INITIATIVE I FEEL LIKE I AM GIVING TO MY COMMUNITY."



UC San Diego's **Students with Dependents** team celebrated graduating 2021 Tritons and their dependents who have supported them through their academic journey by releasing a celebratory video message. The video showcased messages of support and congratulations from the many campus partners who have worked together to holistically support our students with dependents. The video featured individuals from: **Case Management Services, Marshall College Student Council, Parents and Caregivers (PAC) Student Organization, Transfer Student Success, the Women's Center, the Vice Chancellor of Student Affairs, the Students with Dependents Workgroup, and the Basic Needs Center.**

The Playground: Online Wellness and Community

In April 2020, **Recreation** launched **The Playground** in response to the closure of facilities due to the pandemic.

The Playground is a virtual space for students to move their bodies, relax their minds, and find community, all online from the safety of their homes. We quickly mobilized our teams to create a robust schedule of classes. Each quarter there were, on average, **100 online classes** per week. Average **class attendance was 15** and student attendees joined from all over the US and abroad.

Playground satisfaction survey results have been very positive. **78% of respondents** reported that the quality of the programming is excellent, **85% of respondents** reported that their fitness habits are much or somewhat

better, **83% reported** that stress levels are much or somewhat better, and **76% reported** their sense of community as much or somewhat better.

The success of the Playground has been so phenomenal that Recreation has decided to continue using this virtual platform to keep Tritons active in the future.

Celebrating the Arts

Ephrat Asherie Dance Virtual Artist Residency

During Fall Quarter 2020, **ArtPower** presented a robust virtual artist residency with choreographer Ephrat Asherie and her dance company Ephrat Asherie Dance. The residency included two movement classes with students in the Theatre & Dance department, screenings and live panel discussions for the films *Check Your Body at The Door*, and *Everything Remains Raw*, an ArtTalk lecture with Ephrat Asherie about her career path, and a live work-in-progress showing of Asherie's work "Underscored". The residency activities were attended by students from a wide range of majors, and ArtPower partnered with the African American Studies minor, the African and African American Research Center, the Music department, and the Theatre & Dance department to promote the residency events to students.

Celebrate the Arts Welcome Week Event

ArtPower transitioned its annual "Celebrate the Arts" Welcome Week event to the virtual realm, partnering with multiple arts departments and student orgs to share the plethora of artistic resources that are available to students. **21 organizations** participated and **150 students** attended the virtual event.

Goal 2: Student Success

Welcome New AVC-Student Retention and Success

In Summer 2020, Student Affairs welcomed Dr. Maruth Figueroa as the new Associate Vice Chancellor for Student Retention and Success (SRS). Dr. Figueroa joins the Division of Student Affairs from California State University, Dominguez Hills, where she served as the Interim Associate Vice President for Retention, Academic Advising, and Learning. In addition to overseeing the units in SRS, Dr. Figueroa's portfolio also includes leadership roles with Summer Bridge and the HSI Taskforce.

An Undergraduate Research Community

The **Undergraduate Research Hub (URH)** empowers undergraduate students seeking research and experiential learning opportunities in the UC San Diego community to develop the skills needed to be successful in a post-baccalaureate career. Informed by our campus-wide **Collective Impact** framework, URH collaborates with faculty, staff, and community partners across the Undergraduate Colleges and every academic department to strengthen the network of support for student scholars.

In collaboration with the URH Summer Research Program (SRP) and the Division of Biological Sciences, the **STARTneuro** program trains and mentors diverse transfer students as they enter neuroscience research. The program begins with a 10-week summer research training program to ramp students up on key neuroscience techniques and facilitates lab placements with faculty mentors during the school year. STARTneuro also provides ongoing mentorship and workshops to prepare students to apply for Ph.D. programs.

Research Conferences

As a large public research university, UC San Diego strongly encourages our students to engage in research. Since the beginning of the pandemic, more than **90% of students** who participated in research were able to complete their projects. In addition, the university has hosted multiple virtual symposia for these students to display their research, practice presenting and connect with faculty. Virtual research conferences hosted throughout the pandemic have been attended by thousands of unique participants including students, faculty and guests, visiting individual posters, listening to pre-recorded presentations and engaging in speaker activities and workshops.

150 alumni of the UC San Diego McNair Program have now earned their Ph.D.

169 students participated in the Triton Research & Experiential Learning (TRELS) Program

342 total undergraduate research projects across all URH opportunities

4,121 unique views of student presentations at the 2021 Online Undergraduate Research Symposium (OURS)

Access to Supplies and Technology

To assist students facing financial challenges due to the pandemic, **Student Promoted Access Center for Education and Service (SPACES)** created a textbook lending program. Through this program, students can receive up to **4 textbooks**, and nobody has been turned away. Between Summer 2020 and Spring 2021, more than **450 students** received assistance, with over **\$24,000 utilized** to purchase books.

Student Affairs — in partnership with Information Technology Services (ITS) and the Bookstore — developed a **device lending program** which provided laptops and wifi hotspots to students facing pandemic-induced technology needs. From March 2020 through Spring Quarter 2021, 1,016 requests for devices were received — many of which were approved. **34% of students** who received a device identify as an underrepresented minority (URM), which is higher than the overall campus undergraduate population (**24% URM**).

Discovering the Law

In Winter Quarter 2021, **Student Legal Services** hosted the program "Discover the Law," which featured **37 workshops** that covered **29 distinct legal topics**. In order to complete the program, students were required to attend at least four workshops.

This program attracted the enrollment of **627 students**, with a total of **1,395 participants** in attendance across all workshops. As a result, a total of **258 students** completed the program, with **186** of the students attending eight or more workshops and over **136** students applying and receiving Co-Curricular Record acknowledgement for their participation.

Increasing Capacity to Serve Undocumented Students

Undocumented Student Services (USS) launched the new Undocu-Ally Online Training Module — which has all the same components of USS' in-person training, with the added benefit of being available on demand. The new module is more accessible, thereby increasing faculty and staff knowledge and effectiveness about the needs, concerns, and issues of undocumented students and their families.

504 undergraduate and graduate student organizations are registered with CSI, an increase of 15 from the previous year.

CSI has held **540** drop-in advising hours for student organizations

2,187 students have been trained to be principal members during the academic year

Building Community via Student Orgs

The **Center for Student Involvement (CSI)** helped student organizations navigate the transition to fully remote engagement, providing guidance and support to more than **500 organizations** and hundreds of virtual activities and events. Despite the obstacles created by the pandemic, student organizations have found new ways to engage with their members and the campus. From recruitment to game nights, dance practices, career panels, community service projects, comedy shows, cooking demonstrations, 5Ks, and more, organizations have used their creativity to pivot, holding **900+ virtual events** since September 2020.

Growing Demand for Virtual Advising by International Students, Faculty and Scholars

Though most of our international community was unable to be on campus this year, their need for critical advising services was greater than ever due to rapidly changing immigration and travel policies and academic course offerings. The **International Faculty & Scholars Office (IFSO)** and **ISPO** quickly pivoted to provide all advising services virtually. Virtual advising was expanded beyond standard office hours to work with individuals in various time zones. During Spring Quarter 2021 alone, ISPO advisors recorded **3,346 drop-in sessions**, which is approximately **300** sessions for each week or **60 students** per day. IFSO recorded **138 virtual advising appointments** during the 2020 fiscal year to international faculty and scholars.

"Student Success in a Virtual Environment" Project

In collaboration with various campus resources, **ISPO** created this course to support international students' academic success and facilitate access to campus resources. Throughout the course, students learned about technology and system support, intercultural communication with faculty and peers, navigating synchronous and asynchronous courses, and time management to help them be successful at UC San Diego.



Goal 3: Well-Being

Basic Needs Programs and Services

The pandemic posed myriad challenges for UC San Diego students, and **Basic Needs** rose to the innovative spirit of the institution in meeting these challenges. Usage data for the Basic Needs programs include:

- A total of **1,531 unique students** visited the Basic Needs Hub during Fall Quarter 2020. Of these students, there were **35% Asian/Asian American**, **33% Latinx/Chicanx**, **38.3% Pell Grant Recipients**, and **54.4% first-generation students**.
- **1,800+ CalFresh** (Supplemental Nutrition Assistance Program) applications were received between September 2020 and June 2021, which connected an estimated total potential benefit of **\$4.3M in food benefits** available for a one-year period.
- **356 graduate students** received a Housing Assistance Grant in Fall 2020, which had a **\$500 base** and an extra **\$250 for student parents/ caregivers/guardians**.

- More than **400 undergraduate students** – identified based on financial need and units completed – received a proactive **\$500 housing assistance grant** to support completion of their degree in Spring Quarter 2021.
- In partnership with **Housing, Dining, and Hospitality (HDH)** and Basic Needs Rapid Rehousing State funds, Basic Needs connected \$96,000 of emergency rent relief to students in arrears in campus housing at the end of Spring Quarter 2021.
- 187 students facing challenges with access to adequate transportation received support through the Basic Needs/Lyft partnership, which launched in Winter Quarter 2021

Basic Needs Program Achievements

- CalFresh: The CalFresh team increased support for graduate and professional students by obtaining more than **13 graduate program exemptions** and hosting events specifically for graduate students

- Established a partnership agreement with Feeding San Diego enabling the **Food Recovery Network** to provide more food to students via the **Triton Food Pantry** and/or **Basic Needs Hub** from local grocery stores, HDH, and the Hillcrest Farmers Market – that was then distributed back to students in need.

Collective Impact

- In collaboration with the **International Students & Programs Office (ISPO)**, the **iTable Basic Needs Program** was launched to serve the unique needs of our international student population by providing them with immediate basic needs resources that are otherwise not available via other means. The program's goal is to provide essential resources and to connect students to campus support required to thrive as a student, including access to nutritious food, stable housing, and financial wellness resources.
- In collaboration with the Triton Food Pantry – a service offered by **Associated Students (AS)** – the Basic Needs team ensured that hygiene products are available to students via delivery. This is part of the Food Pantry's new DoorDash Delivery Service, which aims to target off-campus food insecurity through no-cost, prepackaged deliveries to students' addresses.
- Additional partnerships to ensure the availability of hygiene products include one with **SIPHR (Student Initiated Programs for Holistic Retention)** within SPACES to provide essential supplies such as culturally-



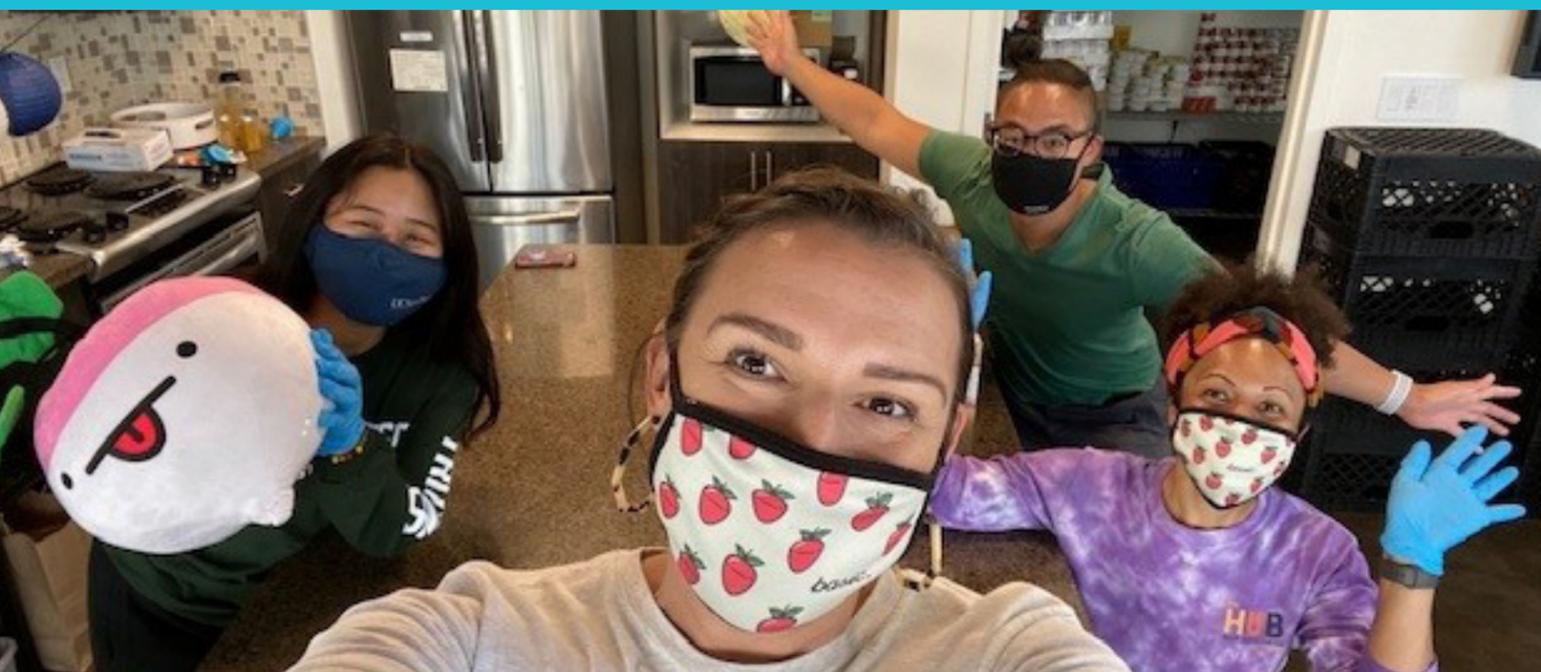
affirming hygiene items and baby food and diapers. The other is with the Student Sustainability Collective to provide items such as sustainable menstrual products and hair care products that support a spectrum of textures of hair.

- In collaboration with the campus **Emergency Operations Center (EOC)** and **HDH Dining**, any student who was connected to on-campus isolation housing and had concerns about affording meals during their stay was connected with Basic Needs so that their meals or groceries would be covered through the duration of their stay via electronic allocation of food funds onto their student ID.

BASIC NEEDS

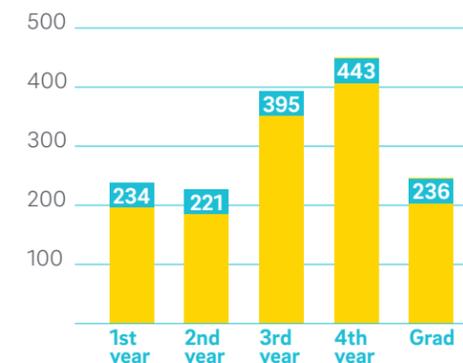
A total of 1,531 unique students visited the Basic Needs Hub during Fall Quarter 2020.

35% Asian/Asian American **33%** Latinx/Chicanx **38%** Pell Grant Recipients **54.4%** First-Gen Students



Students Served

Number of Students Served by Basic Needs in 2020-2021, by Academic Year



Goal 3: Well-Being (continued)



"SUPPORTING STUDENT WELL-BEING THROUGH VIRTUAL PROGRAMMING."



Programs Supporting Well-Being
In response to the need for virtual programming, **University Centers** created an online promotion during Winter Quarter 2021 for their **Virtual Student Union** website – that invited students to share feedback, provide ideas and input as well as enter into giveaway contests. The goal was to inspire and motivate students to check out the Virtual Student Union for activities, resources and wellness programs during remote learning and quarantine.

Counseling and Psychological Services (CAPS) also hosted Zoom-based "Community Forums" – identity and experience-based forums intended to serve diverse student groups and give students a space to build social connection during this time of physical distancing. One forum, "COVID Connection," was particularly directed at the particular needs of students in isolation/quarantine housing.

In response to the unique challenges facing our international students during the pandemic, the **International Students & Programs Office (ISPO)** created Fall/Winter/Spring Break Guides as well as corresponding connection programs to give international students an opportunity to creatively and safely connect and make the most of the break in what otherwise might be an isolating time this year.

To close out Black History Month, the **Graduate and Professional Student Association (GPSA)** co-hosted a cookie tasting and conversation on Black veganism – "De-colonizing your Diet" – with Maya Madsen of Maya's Cookies. The event included a tactile element – which many events lacked due to COVID-19 – an open discourse, and a celebration of Black-owned and operated businesses.

Library Walk illuminated with green lights in support of Mental Health Awareness during the "Out of the Darkness" walk hosted by Student Health and Well-Being.

Goal 3: Well-Being (continued)

Physical Health supports Mental Health: Return To Rec

While the indoor **Recreation** facilities were closed due to the pandemic, Recreation was open to serve students, albeit in a new way. As the campus recognized the great need for students to stay active and healthy and to build community, the Recreation team worked closely with partners in the Emergency Operations Center (EOC) and COVID Monitoring Team (CMT) to provide students with safe, in-person, outdoor classes and fitness facilities.

In July, 2020, Canyonview opened for lap swimming in the outdoor pool, and reservations were snapped up quickly. Starting in Fall Quarter 2020, outdoor classrooms were created near Main Gym that hosted many different types of fitness, yoga and sports classes. Outback Adventures pivoted to leading trips on and near campus to take advantage of UC San Diego's incredible weather and location.

Just over **5,400 students** participated in these in-person classes during the academic year.

In Fall Quarter 2020, a pool deck was reimaged into the Canyonview Fit Park with fitness and weight equipment available by reservation. The same took place at Mesa Nueva to serve graduate students and families. In Winter Quarter 2021, a basketball court near Main Gym was resurfaced and turned into the Triton Fit Park and a Tennis court in Marshall became Marshall Fit Park. These outdoor fitness spaces were much-needed and well-received, and their popularity may lead to long-term outdoor Fit Gym options to complement Recreation's indoor facilities.

More than **93,000 Tritons** visited one of these outdoor facilities during the academic year. An even more important number, there were zero COVID-19 transmissions that resulted from participation in these classes or use of facilities.

Triton Health Ambassadors Help Keep Campus Open and Safe

Recreation managed the hiring, training, scheduling, and payroll for the **Triton Health Ambassador (THA)**

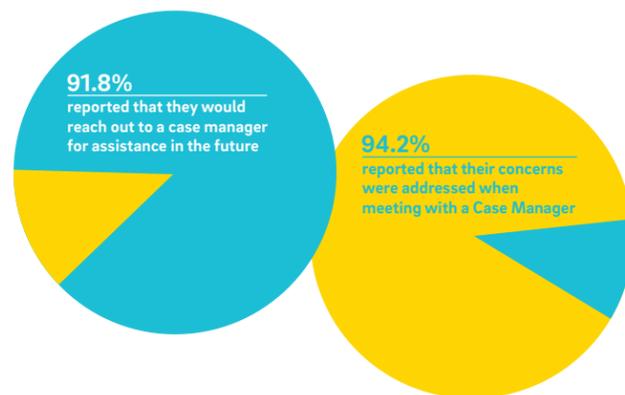
program — a group of more than **400 students** that was present throughout campus and encouraged everyone to safely practice masking and distancing during the pandemic. They also assisted with testing sites, COVID-19 test kit vending machine usage, and at the RIMAC vaccination site during the pandemic.

Creating a Culture of Care

In navigating the virtual environment, it was more important than ever to recognize when our Tritons were experiencing distress so that our faculty and staff members were equipped to support our students' well-being in a timely manner. To create this culture of care, **Case Management Services** trained more than **244 faculty** and staff members across divisions and departments on how to recognize and support students in distress.

As a result of attending the training, **100% of participants** either strongly agreed or agreed that the training provided them with practical skills and knowledge for identifying, providing resources to, and utilizing methods of reporting students in distress.

When putting this training into practice, faculty and staff members were able to connect over **2,000 students** with appropriate contacts or resources to support their well-being over the course of the academic year. **766** of those students were referred to and outreached by a Case Manager. In a satisfaction survey with **85 total respondents**, **91.8% reported** that they would reach out to a case manager for assistance in the future (**8.2% answered No**) and **94.2% reported** that their concerns were addressed when meeting with a Case Manager (**5.8% answered No**).



"I THINK NOW MORE THAN EVER WE NEED TO RECOGNIZE THE IMPORTANCE OF PEOPLE HELP[ING] PEOPLE, AND UNDERSTANDING THAT EVEN A LITTLE HELP GOES A LONG WAY."



Goal 4: Inclusion and Equity

Providing Inclusive Support in Global Education

Globally Engaged Tritons (GET)

Co-Curricular Record (CCR) Certificate

The Globally Engaged Tritons (GET) Co-Curricular Record (CCR) Certificate Program allows UC San Diego students to earn credit on their Co-Curricular Record for being involved in events on campus that promote the global engagement and internationalization of our campus. The GET CCR Certificate is coordinated by the Globally Engaged Tritons committee, a coalition of offices across campus comprising **Global Education, ISPO, Study Abroad, College Outreach Coordinators for International and Out-of-State Students, and International House (I-House)**. Through Summer 2021, **184 students** have enrolled in the program for the 2020-2021 academic year with **1,081 hours** accrued.

Adapting to the Virtual Environment

Global Education's resilience throughout the COVID-19 pandemic was showcased via the launch of their **Global Hub**. Recognizing the role that technology plays in ensuring global interconnectedness — even before the pandemic — Global Education moved all programs to an online platform and provided all services remotely, including: advising, visa documentation processing, orientations, trainings, and webinars.

This virtual resource provides a creative platform on which students, faculty, and scholars worldwide may connect with peers, access basic needs services, receive mental health and wellness support, learn new skills, and more.

The **International Students & Programs Office (ISPO)** created a "10 Things to Consider When Supporting International Students in a Virtual Environment" guide in response to hearing the challenges international students continue to navigate while operating in a virtual environment during the COVID-19 pandemic. ISPO worked collaboratively with both students and campus partners to identify top issues as well as best practices for faculty and staff to be mindful of when supporting students.

Diversity and Identity Webpages

Study Abroad updated and added to the Diversity and Identity webpage for Study Abroad students. Dynamic content designed for this page includes student stories, videos, and blogs on timely and relevant topics like race, class, and privilege abroad, LGBTQ communities abroad, and studying abroad as a student of color.

Study Abroad also recently created a BlackAbroad webpage to uplift Black voices through travel narratives and to provide resources, writing, and inspiration for Black Tritons venturing abroad.

Finding Community, Celebrating Culture

Black Art and Performance

During Black History Month, the **Undergraduate Research Hub (URH)** hosted the Winter Quarter Conference for Research in the Arts, Social Sciences, and Humanities (CRASSH) event, devoted to the topic of Black Art and Performance. The February 2021 event brought together Black undergraduate and faculty scholars to discuss the dynamic research and creative projects they are conducting in the fields of art and performance, and provided a platform to support, recognize, and share the visionary intellectual work of the Black community at UC San Diego.

Celebrating First-Generation Tritons

Triton Firsts and the **Chancellor's Associates Scholars Program (CASP)** collaborated to host a pick-up event celebrating the unique achievements of our first-generation graduates. **80 undergraduate students** picked up merchandise, while **100 students** received a mailed package with first-gen graduate lapel pins, buttons, stickers, face masks, and college merchandise.

CASP Once-a-Week Learning Communities

The **CASP Once-a-Week Learning Communities (OLCs)** are consistent, small-group based learning community seminars that give students an opportunity to engage with peers on topics ranging from transitioning into college to utilizing on-campus resources. During Winter and Spring Quarter 2021, **360 CASP students** attended dozens of seminars with on-campus partners like Cal Coast Credit Union, UC San Diego Summer Session, and HDH.



Goal 4: Inclusion and Equity (continued)

Student Success and Retention Study Jam

In a collaborative effort, **Student Retention & Success** (CASP, OASIS, Student Success Programs (SSP), and URH) hosted a virtual event for all UC San Diego students. Students who participated in the event had the opportunity to receive walk-in tutoring for writing, math, and sciences provided by the OASIS subject tutors, as well as a space for students to study in the community.

Undocumented Student Services

In Fall 2020, the Deferred Action for Childhood Arrivals (DACA) re-opened for new applicants. Between Fall Quarter 2020 and Spring Quarter 2021, the **Undocumented Student Services (USS)** office assisted **20 students** who were first time DACA applicants – all of whom now have Employment Authorization

and Social Security Cards. In addition to assisting DACA applicants, USS also had several notable accomplishments::

- A student became a naturalized United States citizen
- The mother and father of a student received lawful permanent residence (AKA “green card”) after living in the U.S. undocumented for more than **20 years**
- The father of a student became a U.S. citizen after being a lawful permanent resident for more than **40 years**
- The wife of a student received lawful permanent residence
- The husband of a student became a naturalized U.S. citizen

External Affairs Speaker Series

Through this speaker series, the **Associated Students (AS) Office of External Affairs** (supported

by the **University Events Office**) brought a series of identity-based speakers into moderated but personal conversations with the UC San Diego community. Students, staff and faculty had the opportunity to hear from experts on topics ranging from racial justice to grassroots organizing, native identity and the complexity of intersectionality, and more. Many events were followed by coordinated processing spaces and Meet and Greets.

Events included: “From Generation to Generation: Racial Justice: A Holistic Discourse” with Angela Davis and Salih Muhammad; “Reimagining Our Political Future” with Amy Goodman; “Indigenous Stewardship & Environmental Justice” with Wynona Laduke; “Social Vulnerabilities of Black Men and Boys” with Taharka Anderson; “Grassroots Activism and Politics” with Alicia Garza; and “The Complexities of Intersectionality: A Honest Conversation” with Blair Imani and Dr. Moya Bailey.

Equity and Inclusion Trainings

Understanding Digital Blackface Workshop

In April 2021 **Student Success Programs** hosted “Understanding Digital Blackface: Context & Implications for our Work” facilitated by Tori Bussey-Neal and Juan Carlos Carranza. The workshop explored the recent phenomenon of ‘digital blackface’ in a broader historical context, and discussed the implications for peer leaders in their communications and outreach. Participants were introduced to the concept’s historical foundations, and had the opportunity to discuss where digital blackface can present itself in their own roles – and how they can work to resist the perpetuation of these practices.

Sorority and Fraternity Life EDI Peer Program

The **Sorority and Fraternity Life (SFL) Equity, Diversity and Inclusion (EDI) Peer Program** consists of a team of sorority and fraternity members who – under staff supervision – create and facilitate workshops on EDI topics for the SFL community.

The Fall Quarter 2020 workshop “Allyship & Accomplice: Being Anti-Racist” focused on identifying forms of



racism and understanding their interconnectedness – acknowledging both historic and current practices in SFL that may perpetuate racism and exploring how members can use their influence to dismantle forms of oppression. EDI Peers hosted **36 workshops** on this topic, with more than **950 attendees**, and **98% of attendees** noting that they now have a better understanding of how different forms of racism intersect.

The Winter Quarter 2021 workshop “Unpacking Settler Colonialism” explored the lasting effects of settler colonialism on the educational system, and examined current issues impacting Indigenous communities – introducing action steps to address these issues. EDI Peers consulted with the Intertribal Resource Center in developing the program, which consisted of **36 workshops** attended by **1,349 members** throughout the quarter.

“HEARING FROM OUR ALUMNI INSPIRES OUR COMMUNITY”



Goal 5: Partnerships and Community

Defining Student Centeredness at UC San Diego

In 2017, Latinx students participating in focus groups for the **Hispanic-Serving Institute (HSI) Initiative** asked the HSI Taskforce to define what “student-centered” means. Understanding the benefit for the entire UC San Diego community, the **HSI Workgroup** moved this recommendation into the purview of the Vice Chancellor for Student Affairs (VCSA). During the 2019-2020 academic year, the VCSA office launched an IdeaWave campaign, conducted focus groups, and drafted the statement in partnership with the **Undergraduate Experience Success Team (UEST)**.

During Summer/Fall 2020, the statement was presented to various campus partners for review and feedback, ultimately resulting in a formal definition of student centeredness — and satisfaction of the VCSA office’s commitment to the HSI Workgroup. Further, the VCSA office developed a student centeredness website, that highlights the work on this initiative as well as resources

and relevant events for specific student populations including first-generation, transfer, undocumented, and international.

Community Outreach

New Graduate Assistant Program

In September 2020, **Student Affairs Case Management Services** established a new graduate assistant internship program in partnership with California State University San Marcos’ Master of Social Work (MSW) program — while also offering the opportunity to other graduate programs across San Diego county. As a result, Case Management Services was able to hire three graduate assistants directly from CSU-San Marcos’ MSW program, to provide non-clinical experience for the candidates, along with one graduate assistant from University of San Diego’s Master in Higher Education Leadership Program.

As a result of the internship program, graduate assistants had opportunities to engage and directly

support the UC San Diego student population via intake assessments, connecting them with appropriate contacts and resources, and strengthening on and off-campus partnerships by way of relevant projects — like development of the Culture of Care training program, and establishment of the Students with Dependents workgroup assistance program and newsletter.

Professional Development Opportunities

Over the past year, the Division of Student Affairs has continued to respond to the professional development needs of staff to encourage new, innovative opportunities that encourage both professional and personal growth.

The **Student Affairs Professional Development Committee** focused on building new pathways for staff development and growth — encouraging interaction and exposure to leadership, partnering to help build the new Level Up initiative, and inviting campus partners to collaborate on and lead conversations via **Triton Time**.



Triton Time

The weekly VCSA professional development initiative — **Triton Time** — completed its 60th session and surpassed 1,100 RSVPs this Spring. The Professional Development Committee partnered with colleagues throughout the division to cultivate sessions on timely and relevant topics, including: CASP Trainings on Combating Anti-Blackness; Voter Engagement; Recovery Ally Training; Managing Students Remotely; Burnout Prevention; and even a Pet Meetup!

Campus-wide Collaborations

Campus-Wide Student Services and Academic Support Fairs

The **Center for Student Involvement** pivoted to a virtual platform to host two student organization virtual fairs and two campus-wide student services and academic support fairs. These virtual fairs provided a space for students to learn about campus resources from the comfort and safety of their home, build campus community, and stay engaged.

More than **150 student organizations** created and managed virtual booths for the Fall and Winter Virtual Student Organization Fairs.



The Fall and Winter Student Services and Academic Support Fairs were hosted in partnership with **University Centers**, and included more than **85 academic, recreational and student service departments** with virtual booths sharing website resources and upcoming events. Our students made nearly **900 unique booth visits**, and more than **3,000 mobile devices** received notifications on the UC San Diego app that directed recipients to this innovative virtual fair.

More than **150 student organizations** created and managed virtual booths for the Fall and Winter Virtual Student Organization Fairs. Student orgs engaged with hundreds of interested students via live chat, looking to get involved and connected on-campus. More than **1,100 booth visits** were made, during which **250 messages** were exchanged and **83 students** participated in video conferencing.

Assessment Day 2021

Assessment Day 2021 provided an opportunity for participants to gain an overview of the foundational elements of engaging in assessment of student learning outside of the classroom, while also exchanging assessment ideas and strategies with colleagues. While this event was centered with a Student Affairs lens, the program was open to the entire campus community. The keynote speaker was Kaylan Baxter from University of



UC San Diego is committed to being a **student-centered** research university by putting all students first; inviting and respecting their voices and **existing strengths**; and honoring the **intersectional** identities of our Triton community. As a campus, we hold ourselves and each other accountable to **transformative action** that ensures **equity, inclusion, and success** across all aspects of the student experience at UC San Diego.

Student Centeredness at UC San Diego

STUDENT AFFAIRS

SOME HIGHLIGHTS FOR THE STUDENTS INCLUDED:

1,074 hours of service provided during CSI programs

1,034 students participated in Recreation's trips and classes

407 meal vouchers provided for redemption at University Centers eateries

381 visits to the Birch Aquarium

215 students attended the outdoor cinema and scavenger hunt through the University Events Office

121 undergraduate students participated in 38 different research experiences provided by 45 graduate students and postdoctoral students

14 disability awareness events were offered, all with universal accessibility



Spring Break 2021

Goal 5: Partnerships and Community (continued)

Southern California, with session panelists from Student Affairs and campus partners including the Office for Equity, Diversity, and Inclusion (EDI), the Teaching + Learning Commons, and the Undergraduate Colleges.

Supporting Students with Dependents

During Winter Quarter 2021, **Case Management Services** oversaw the launch of the Students with Dependents (SwD) Assistance Program. The program emerged out of the collective efforts of members of the SwD workgroup – partnering with representatives from multiple Student Affairs units, departments, students, and SwD survey respondents.

By the end of Spring Quarter 2021, **74 students** submitted a SwD assistance form, with **20 students** scheduling an individualized consultation with a Case Manager to review resources and be assessed for participation in Recreation's Knock Around Camp childcare program or emergency grant through Basic Needs. Case Managers were able to refer **2 students** to the Knock Around Camp for Spring 2021 and award **7 students** emergency grants through **Basic Needs**.

Transfer Student Week

UC San Diego recognized our transfer students during National Transfer Student Week, which was held virtually this year. **Transfer Student Success** (home of the Triton Transfer Hub) teamed up with more than **20 departments** to host events and programs throughout the week, awarding five microgrants to department partners and collaborators.

Spring Break 2021: Stay Safer, Stay Put

Student Affairs led a campus-wide effort with many units and partners across VC areas to encourage students to stay at UC San Diego for Spring Break to reduce the spread of COVID-19. This inaugural effort resulted in nine activity tracks to engage students in community building, career development, giving back, research exploration, as well as in physical and mental revitalization. Tracks included Adventure; Research; Service; Disability Awareness; Academic Enrichment; Health and Well-Being; Leadership; Career and Internship; and Performances and Art.

2020-2021 Achievements and Recognition

Staff Awards

26th Annual UC San Diego Inclusive Excellence Awards

Congratulations to the **Athletics** department for being named one of the recipients of the annual Inclusive Excellence Awards. This award recognizes Athletics' long-standing commitment to equity, diversity, and inclusion efforts, including partnerships with Campus Community Centers and regular town halls with scholar-athletes to discuss issues of race.



2020-2021 UC San Diego Exemplary Staff Employee Of The Year Awards



Congratulations to **Natania Trapp**, Associate Director, Office of Student Conduct, for being named one of the recipients of this year's Exemplary Staff Employee of the Year Award. Natania's successful nomination cited that she is one of the most caring and student-focused professionals at UC San Diego, and an amazing partner to all involved in student conduct.

Accomplishments

Stephanie Estrada



Success Coach - Revelle College
Stephanie successfully submitted and presented at the 2021 NASPA Conference on Student Success in Higher Education: "Identifying and Adapting Virtual Support based on First-Generation Student Needs."

Liz Henry



Associate Director, Engagement – Recreation
Liz recently completed her three-year volunteer term as a national member on the NIRSA Foundation Board. In appreciation, the NIRSA Executive Director shared that "Liz is a truly valued leader of our association and a recognized leader in the profession. Her volunteer service was invaluable to both the NIRSA Foundation and the collegiate recreation profession; her contributions to NIRSA and her campus rec community serve as an example to us all."

John Hughes



Senior Director, Finance, Facilities & Operations
Congratulations to John on completing the UC CORO Leadership Program. The UC-Coro Systemwide Leadership Collaborative program focuses on enhancing leadership skills and developing intercampus and cross-functional collaboration.

Dr. Shannon Milligan



Director, Student Affairs Assessment, Evaluation, and Organizational Development (AEOD)
Dr. Milligan was appointed Board Secretary of the Association for the Assessment of Learning in Higher Education (AALHE), as well as a co-lead for the "Using Assessment Findings to Increase Equity" working group of the Grand Challenges in Assessment Project.

Rich Mylin



Director - Recreation
During the pandemic, Rich seamlessly directed the transition of Recreation programs to a virtual environment, including the Playground and the youth-oriented Knock Around Camp. He also played a key role in campus efforts around COVID-19, most notably the development and implementation of the Triton Health Ambassador (THA) program and the conversion of RIMAC into a COVID-19 vaccination site.

Tonia Pizer



Global Seminars Coordinator – Study Abroad
Tonia completed a Specialized Certificate in Business Intelligence Analysis in November 2020 through UC San Diego Extension, a curriculum of 150 hours. She is putting the certificate to work as Study Abroad's data analyst and assessment guru.

Dr. Ebonee Williams



Director, Virtual Experience and Peer Engagement Initiatives
Dr. Williams completed the prestigious UC Executive Leadership Academy in June 2021.

Dr. Belinda Zamacona



Director, Chancellor's Associates Scholars Program (CASP)
Dr. Zamacona defended her thesis in May 2021, receiving her Doctorate of Education in Educational Leadership.

Recognition

2020 Staff@Work Survey



Each year, the Office of Operational Strategic Initiatives (OSI) recognizes staff members who were personally mentioned five or more times in the Staff@Work Survey for their positive contributions to UC San Diego.



For the 2020 survey, **Dulce Dorado** and **Stacie San Miguel** each received this recognition.

Staff Mentorship Program



Congratulations to both **Dulce Dorado** and **Luis Legaspi**, who both successfully completed the Staff Mentorship program, which supports professional development and provides opportunities to make meaningful connections.



Funding for Basic Needs Initiatives

During Winter Quarter 2021, the 2021 Chancellor's Testing Challenge raised **\$400K** for **Basic Needs** services, recognizing students that completed their weekly COVID-19 testing requirement.

Through leadership of AVC Patty Mahaffey, Student Life received approval for additional **Basic Needs Innovation Grant** funding from UCOP to be devoted to programs on campus that support food and housing resources for marginalized or under-resourced student populations. Funding has been approved to support the following initiatives and/or communities of students that campus partners currently serve, such as:

18k LGBT Resource Center

215k Student Retention & Success – OASIS

60k CalFresh Gap Support for students who cannot qualify for CalFresh food benefits



"INCLUSIVE CULTURE AND EQUITABLE PRACTICES."



"TOGETHER WE STAND."



"STAND UP AND CHEER FOR WHAT MATTERS."



STUDENTS CHANGE THE WORLD.

UC San Diego

STUDENT AFFAIRS

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STUDENT AFFAIRS

