diversity equity & inclusion newsletter

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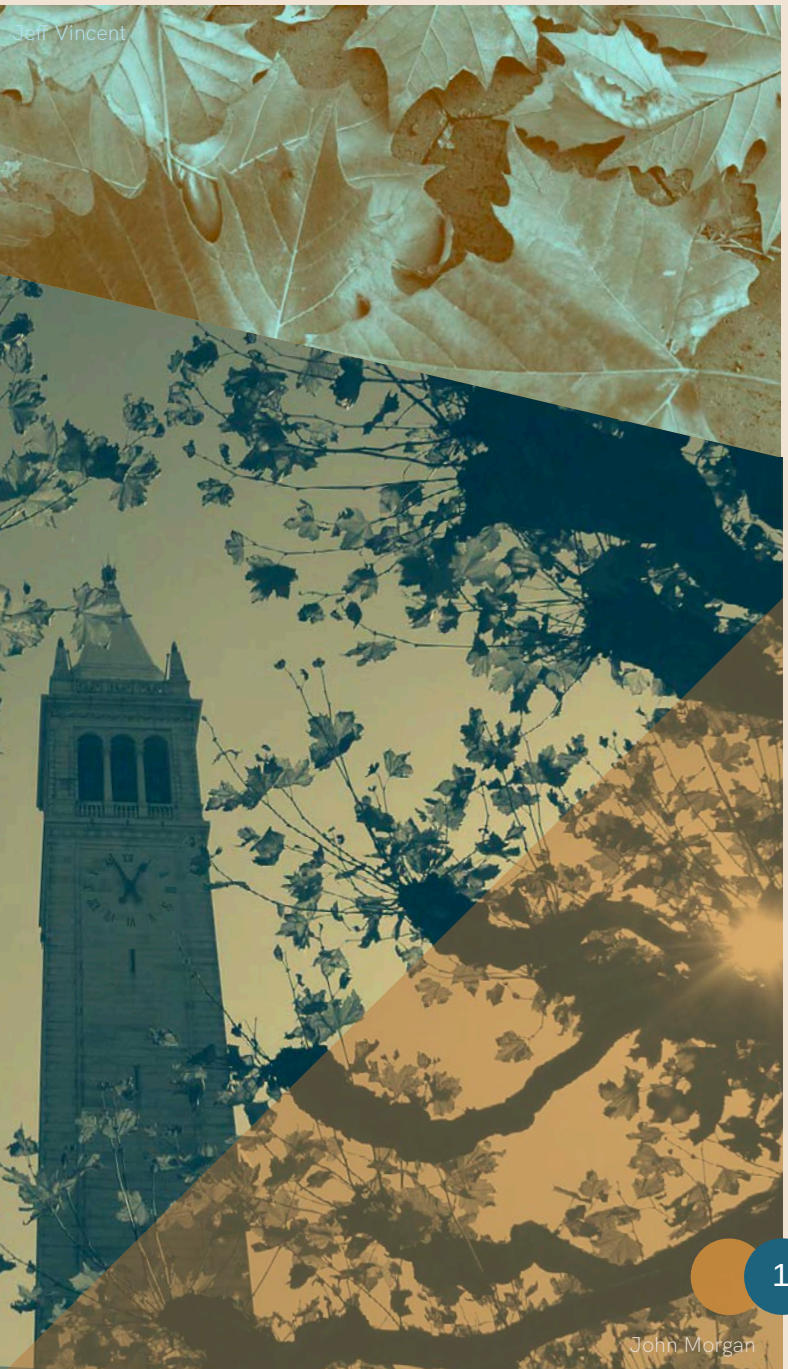

know your rights to a safe workplace

by Maya Samuels-Fair
IB graduate student

As the Integrative Biology community reflects on our workplace health and safety culture, questions have arisen about what rights and regulations are already in place. This article is a brief, non-exhaustive summary of some critical health and safety information UC Berkeley workers, especially graduate students, postdocs, and academic researchers represented by UAW, should have. The accuracy of this information is very important, so sources are linked wherever possible. If there are errors, please contact the Newsletter.

regulating agencies

There are multiple regulating agencies workers should understand how to access. Environmental Health and Safety (EH&S) is the University of California's internal regulatory agency. EH&S is responsible for providing trainings and equipment, maintaining facilities, and investigating incidents. EH&S has online resources for **field research preparation**, **reporting safety concerns**

photos left to right: Jerry Oldenettle, Luke Bloch, Majo Navarrete

and **accidents**, and acquiring **workers' compensation**. There are **state** and **federal** Occupational Safety and Health Administrations (OSHA), which can help workers resolve a workplace issue or get workers' compensation. United Auto Workers (UAW) is the union whose **contracts** cover Undergraduate Student Instructors (UGSIs), Readers, Tutors, Graduate Student Instructors (GSIs), Graduate Student Researchers (GSRs), Fellows (only fellowship recipients considered in-unit), Postdoctoral Researchers, and Academic Researchers. [1,2,3,4] University Professional and Technical Employees (UPTE) is the union whose **contracts** cover Research Staff, Health Care Professionals, and Technical Employees at the University of California. All these union contracts include protections in the workplace, which vary somewhat based on job title.

getting medical care

Did you know **EH&S** specifies where you should seek medical treatment in the event of an on-site workplace injury? If you suffer a non-emergency injury at work during business hours, go to the Tang Center for treatment. If the non-emergency injury occurs outside business hours, go to Alta Bates Medical Center. Of course, in an emergency call 911. Inform the medical staff that you are being treated for a workplace injury/illness and you are seeking workers' compensation. They should not need your insurance information, because you are not paying for the medical expenses. Instead, they should treat you and seek payment from the University later. If you are traveling **abroad**, you can get a special international insurance card by registering your trip through **UC Away**, a free and very easy to use service partnered with UC.

reporting an incident

According to **EH&S**, regardless of the severity of the injury, the worker's immediate supervisor should be informed. If the event results in hospitalization or fatality, the supervisor is required to **report the incident** to EH&S within 24 hours. EH&S is responsible for investigating the

event and filing an incident report. The worker also has the right to report the event to OSHA at the state or federal level. California OSHA (Cal/OSHA) and federal OSHA (US OSHA) are independent organizations with separate workplace regulations, but both sets of regulations apply to us. Therefore, the stricter of the two policies applies. For example, Cal/OSHA requires all single-occupant restrooms to be labeled all-gender, but US OSHA does not. Because Cal/OSHA has the stricter policy, all our single-occupant restrooms must be all-gender.

preventative action

Theoretically, EH&S and OSHA should be all that we need for a safe workplace. However, there are still many examples where uninformed workers have paid out-of-pocket for medical care after a workplace injury, and many examples of the University failing to fix unsafe equipment. As a result, our UAW 2865 SR contract has a Health & Safety Article and a Work Incurred Injury or Illness Article (other union contracts have similar articles, but the **SR contract** is the most exhaustive). Under the Health & Safety Article, we have the right to refuse unsafe working conditions. This means that we should be provided with the trainings necessary to do our jobs safely and the functioning equipment necessary to do those jobs, or we can refuse to perform those job duties. Student Researchers have used the Health and Safety Article to get the University to address broken autoclaves, broken fume hoods, excess radioactive waste, and office ant infestations. The Health & Safety Article also protects workers from retaliation for reporting to EH&S or OSHA. Ideally, we should take advantage of this article to address hazards before accidents happen.

filing a grievance

After an accident occurs, the Health and Safety Article can still help. If the University does not fulfill their duty to pay for medical expenses, provide paid medical leave time, have EH&S investigate the event, and address the cause of the accident, then Student Researchers can file a union grievance. The grievance will request the University "make whole all losses". Of course, in the case of many accidents, it is impossible to make whole what has been lost. However, the breadth of this language can be used to fight for a variety of needs the victim might have. The Work Incurred Injury or Illness Article gives us the right to paid leave for the duration of the disability caused by the workplace injury or illness, or for the duration of the appointment, whichever comes first.

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exceptions

UC, EH&S, and OSHA policies apply whenever we are doing work or travel affiliated with the University of California. Therefore, regardless of whether the worker has an appointment, the University still has a legal obligation to give workers' compensation in the event of a work related injury and rectify the cause of the hazard. However, the Student Researcher contract only covers "in-unit workers", meaning current GSRs and select Fellows who are considered in-unit. Only in-unit workers can file grievances.

In biology departments, many graduate workers face the greatest hazards during their fieldwork, yet we often do so without a current GSR appointment. We lose the protection provided by the Health & Safety Article and the Work Incurred Injury or Illness Article. If the worker pays for medical expenses out-of-pocket, the worker cannot file a grievance to get reimbursed, and if the worker has a long-term disability as a result of the event, the worker cannot file a grievance to continue to get paid. Instead, the worker can seek recourse through EH&S and OSHA. Again, the University is still obligated to follow its policies and cover these expenses, but our union has no power to enforce these policies when the worker is out-of-unit.

union contract links

1. Academic Student Employees, UAW · Local 2865
2. Graduate Student Researchers, UAW · Local 2865
3. Postdoctoral Scholars, UAW · Local 5810
4. Academic Researchers, UAW · Local 5810

photos: top to bottom, let to right: Maryam Sedaghatpour, Yael Orgad, @princess-lodges


UCB/CalForestry

career development through field safety

by Gregory Arena
IB Graduate Student

Editor's Note: *In June, the Berkeley community experienced immeasurable loss as we learned of the death of Gabriel Trujillo, a gifted Ph.D. Candidate in IB who was murdered while en route to collect data for part of his dissertation. Over the years, a few times a week I would see Gabe around the lab where I work when he would stop by to weigh samples, puzzle through some physiology question, or just chat about the heirloom varietals of corn or tobacco he was growing in his front yard. In the wake of Gabriel's death, members throughout our community are reassessing their relationship with field work and field safety. This singular tragedy speaks both to how personal and unique field work can be, as well as the universal nature of field work in our discipline. Working groups and community dialog are driving these conversations, and you can contribute your voice to those discussions at this* ***link****. The following article considers a very different aspect of field safety—it's capacity to create more inclusive spaces and professional development for our students.*

As scientists we learn to embrace uncertainty in the pursuit of truth. The unknowability of the outcomes and answers to our questions can lead to breakthroughs, or intellectual cul-de-sacs. Innovation and growth often lie at the edge of our comfort. But how we evaluate risks and who we include in these conversations have important ramifications. A staff member responsible for coordinating a class field trip, a grad student traveling to a UC Reserve with an undergraduate research assistant, a faculty member designing their lab-space and protocols, all highlight opportunities for each of us to re-enforce our values and standards around cultivating safe work and learning environments. Not only does a safe workplace mean the physical protection of our community, it is also foundational if we are to build more inclusive and equitable programs that offer the best outcomes for our students. In my experience, the tactics we apply to our field safety are the same tactics fundamental to providing students with the greatest potential for success in their time at UC Berkeley and in their future careers.

transferable skills

Before starting graduate school, I worked in restoration ecology, which means that herbicides,

sharp hand tools, and chainsaws were all used on a regular basis. This work includes obvious risks to the operator that most of us can clearly recognize. Growing up in a rural area, I had run a chainsaw while bucking downed trees a handful of times. So, I thought I knew my way around this tool from a technical and safety standpoint. But on the job, before I was even allowed to pick up a Stihl, I was assigned hours of classes, workshops, and first aid certifications. Most of these trainings did not directly involve chainsaw use. At first, I felt that these training sessions were unnecessary, bureaucratic obstructions getting in the way of me doing my job. I soon recognized the value in these lessons, providing for me much needed critical skills and vocabulary for evaluating and managing my own safety and the safety of those around me.

As fundamental as honing one's skills of observation are to our field science, refining a capacity to perceive risk is invaluable to completing work in the field.[1] This practice is called situation awareness. Situational awareness, or an ability to identify, anticipate and assess risks is an important and highly transferable skill for our students to master, regardless of their career path. Having well developed standard operating procedures, protocols and personal protection to ensure adequate working conditions are an important step in building a safe and effective workplace.[2] And, being able to take into account how different people or teams will be vulnerable to different risks is important to broadening participation in our field.

What can happen when situational awareness is not a part of someone's training and practice? I'm reminded of a chainsaw operator employed by a partnered non-profit who I would sometimes work with on Mount Tamalpais. On an office holiday card one year, I noticed the abstract scrawl of her faint and wholly illegible hand-writting. Apparently, she told us, her handwriting hadn't always looked so bad. She'd just developed extreme carpal tunnel syndrome. The cause, eight years of running chainsaws, hedge trimmers, and weed-whips for long hours and without anti-vibration gloves. If she'd had the right personal protection, or had been through a basic power tool training course she probably would not have had such severe nerve damage. But she hadn't received that professional support, and she only came to recognize the associated risks through the taxing physical toll of her profession.

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Her experience continues to impress upon me how when many of us think of the dangers associated with our work, we dwell on worst case seniors. That also means that when we think of safety, we may worry that red-tape or draconian measures that could bar us from participating in certain activities are the only solutions. Think of a chainsaw and we think of the saw's savagely vicious teeth or the felled materials. These are the high severity, but typically low probability risks of this work. What we don't always think about are the little, daily abrasions and wear that start small then build over time. Assessing the likelihood and impact of risks based on severity, probability and exposure are at the heart of situation awareness.[3] Nerve damage, hearing loss, heat exhaustion and chronic back-pain are among the most common and debilitating side effects of chainsaw use. These are in fact the same suite of risks associated with most manual labor and high-decibel tools. These same risks are not uncommon for field scientists. Yet most college students interest in field work do not know how to identify heat exhaustion or fatigue even if they are experiencing it for themselves. Once you know, preventing exposure to these risks by improving your posture, wearing ear-protection, proper gloves, taking regular breaks, and developing basic strategies for communicating with co-workers are simple and effective tactics

Students in ESPM's Forestry program equipped with propper PPE and training for the hazards of the field.

that can all but eliminate these hazards and improve your job performance. But you only learn this if someone tells you what to watch out for.

The problem is, as an employee you can't count on getting specific or thorough training all of the time. Some jobs may be exploitative and employees need to know how to identify the

this page: UCB/CalForestry

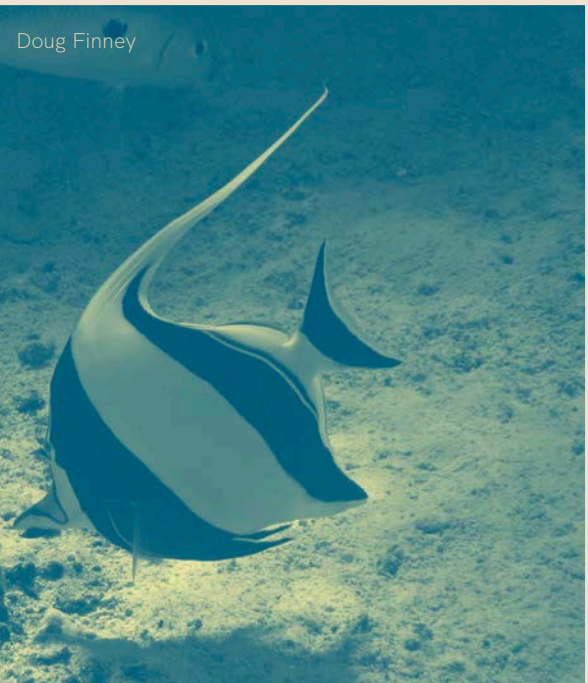
signs of an unsafe workplace. Or, a site or task specific risk may simply be overlooked by even the most well-intending supervisor. That's why having the capacity to identify and anticipate risk in our work environment is an important and proactive way to create safer workplaces both top-down and bottom-up. In departments like ESPM, IB, MCB and PMB we task ourselves with educating future scientists. But we are also tasked with educating a future labor force. Knowing how to assess and identify risks even when working with unfamiliar tools and in unique environments becomes an important skill for both employer and employee. Where better to begin that necessary and relevant training than in Berkeley classrooms, labs, and field classes? The outcome is a safer campus community as well as graduates who are better prepared for the professional world.

I completed my undergraduate degree in IB and ESPM. While I was fortunate to receive adequate safety training in my post-graduate employment, my undergraduate education did not prepare me for most of the manual labor I would do in restoration ecology. Understandably, it would be impossible to expect that any undergraduate program ever could provide that breadth of preparation. However, as a school that embraces a liberal education, we understand that our students may not go on to pursue a career in the specific discipline they dedicated their years at UC Berkeley to mastering. That's why college is foremost a place to teach students how to learn and synthesize the world around them no matter how they apply themselves in their professional lives. In that same tradition, the ways in which we foster a safe work environment can model for our students the habits and tools to succeed when presented with diverse challenges in their future workplaces.[4]

workplace preparedness promotes diversity, equity and inclusion

Field and lab safety is also foundational to building equity, inclusion, and optimal experiences within our programs.[5] The disparate personal and educational backgrounds of our undergraduates, grad students and other field workers do not make everyone equally prepared to manage or identify risk. Those with limited exposure or inadequate preparation for working in their study system elevate their risk of bodily harm. Field classes, wilderness first aid courses, in-lab training or general training for lab and field safety

Field safety is an essential to giving students the freedom to explore classes like IB158LF which brings students to French Polynesia each Fall.


Doug Finney


UCB/IB

offered through EH&S can be important resources in bridging these gaps. Adequate preparation and campus support not only reduce risk to these groups but also create more belonging within our fields of study.

I've noticed that facilitating inclusivity in a field class typically involves far greater attentiveness than is warranted in a traditional classroom. When talking with anxious students before an overnight field-trip there are many **inequalities** or bashfully confided insecurities that begin to emerge. Not all students will have the right shoes, clothing or provisions for a day-hike, or the gear for camping. Providing students with access to these resources for their field classes has been one way that **departments like IB** have been able to better accommodate the needs of our students. Other equity concerns, such as navigating field hygiene, physical fitness, or DSP accommodations can typically be resolved with responsiveness and empathy from instructors, staff and through the DSP program. Even still, students may feel that some spaces are off-limits or would otherwise place them in danger, which will impact their participation. Students may not have much experience spending time in nature and may therefore feel hesitant, apprehension, or that they do not belong in these spaces.

Students and scientists from minoritized groups and/or whose identities present as incongruous with the demographics of their field site are the most statistically likely targets of prejudicially motivated crimes or discrimination while in the field.[6] This past summer I connected one of my undergraduate students to a field job that seemed very much in line with his academic interests. He is a brilliant, motivated student, and I thought he would be an ideal candidate. But he never applied. I later asked him about his decision not to pursue the opportunity. He shared that he'd really never spent much time outdoors and was worried about being unprepared for the field. More than just these initial hesitations, as a Sihk man, he was worried about working mostly alone in a rural county where Trump flags still dot the roadside landscape. Many of us who work in the field have first-hand or second-hand stories of **profiled harassment** in the field that validate this student's concerns. And, there are also plenty of examples where rather than placing themselves at risk, researchers inadvertently cause harm to the people or places they are studying because of a lack of awareness of local conditions and cultures.[7] When training and preparation does not match the circumstances in which our students and employees will complete their work we increase chances for unfavorable outcomes and limit success for everyone. If students feel discouraged even from enrolling in a field class or participating in field based activities, we further limit who will access these important educational and career building opportunities.

Student develope important professional skills at ESPM's Forestry Camp.

UCB/ESPM

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Training, PPE & preparation make for productive and safe assent for a Berkeley graduate students into the canopy of a redwood forest.

leadership skills build career and college success

In the few years I've taught as a grad student, I've written letters of recommendation or been a reference for many former students. Each spring, I get 2-3 calls from hiring managers with the California Conservation Corp and crewleads and workbosses with various public-agencies and nonprofits running back-country spikes. If the student I am recommending has been in a field-class I instructed, or I have experience with them in the field, to the best of my ability, I speak to their field preparedness and situational awareness. More so than GPA or an honors thesis, in a very practical sense, if I can provide examples of how a student implemented risk management strategies and acted with responsibly and consideration for the safety of others, employers are more likely to hire those applicants and more likely to consider those applicants for better-compensated positions. These are the skills that can set our students apart when they apply for jobs or internships as field or biological technicians, conservation biologists or any role that may require them to act in the capacity of a supervisor.

The soft-skill component of situational awareness is sometimes referred to as operational leadership.[8] Training that can empower employees to articulate concerns and directly mitigate risks and hazards provide subordinates with greater agency in the workplace, classroom, and in the field. Supervisors also demonstrate operational leadership when they build in opportunities for this sort of feedback and employee centered

dialog through practices, such as the use of risk assessment tools. But operational leadership isn't just about improving safety, it is also important professional development, fostering an empathetic and team-motivated ethic that demonstrates a capacity for initiative and responsibility. Already, as a university, we focus on how students refine their communication, especially in their writing. That skill is also fundamental to how safety protocols, risk management and response are conveyed effectively and how teams delegate responsibilities and function productively. Incorporation of these important skills into our curriculum for both undergraduate and graduate students could be a cornerstone for their early career success and acclimation to the workforce.

Attend any campus function that brings together a room full of biologists and you can expect to fall into deep conversations on as many different niche topics as there are people in that space. In this Babel of biology, evolution and ecology becomes a common tongue spoken between botanists, ecologists, paleontologists, ornithologists, cell biologists and so many other disciplines represented in our departments. But while evolution or ecology may be an intellectual unifier, field work is often our more tangible common ground. That's why, as a community that spends so much time away from campus in the service of our research, it's important that we bring the same rigor to how we think about the processes and pitfalls of our fieldwork. Our field safety culture, and how we re-enforce that culture in trainings, curriculum, and lab meetings not only creates a better work environment, it also creates a more inclusive and welcoming environment while modeling professional excellence for our undergraduate students.

further readings & resouces links

1. Aven, Terje. 2016. "Risk assessment & risk managment: review of recent advances on their foundation."
2. UC Berkeley Field Safety Plan Template Document
3. Risk: SPE, ORMA, and GAR Calculator, NPS
4. Blonder, Benjamin Wong. 2022. "Carrying the Moral Burden of Safe Fieldwork."
5. Equity & Safety Resources, Macrosystems Ecology Laboratory
6. Demery, Ameila-Juliette, Pipkin, Monique. 2020. "Safe fieldwork strategies for at-risk individuals, their supervisors and institutions."
7. Ramírez-Castañeda, Valeria, et al. 2022. "A set of principles and practical suggestions for equitable fieldwork in biology."
8. Opperational Leadership in Practice. DOI

reflection questions:

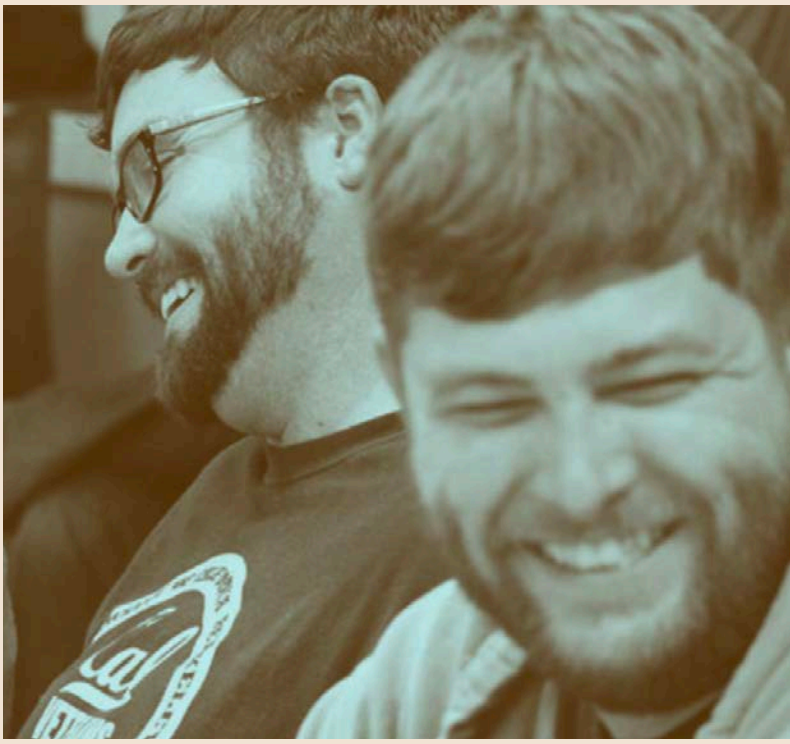
1. What are some transferable skills from your field safety practices?

2. In what ways do you feel ill-equipped for the work you do? What sorts of trainings or workshops could change that for you?

3.How can field safety improve access and opportunity for our colleges or students?

Cal Veteran Services Center

by Gregory Arena
IB Graduate Student



Today, the **Cal Veteran Services Center** plays a vital role in providing veterans, reservists, active duty service persons and those in the national guard with a foundation for academic and personal growth through trainings, mentorship and advocacy. But when Luis Hernandez first came to Berkeley in 2007, after five years with the Marine Corps, there was no university organized center for veterans. Veteran services were processed together with all other students. It wasn't until 2007 that then Governor Arnold Schwarzenenger mandated representatives be placed on all public California college campuses for the purpose of providing specialized veteran support. It was through the efforts of Ron Williams, assistant director of the **Centers for Educational Equity and Excellence**, CE3, and the philanthropy of Berkeley alumni and Openlink founder, Coleman Fung, that the Cal Veteran Services Center was realized. The Center has since continued to build its important programing and outreach efforts. Hernandez was one of the Center's early alumni, and since 2018 he has served as programs director. Dei Newsletter interviewed Luis Hernandez to learn more about the Cal Veteran Services Center and how members of the campus can best support the Center's work.

Because of the diversity of experiences and backgrounds held by veterans, there are of course many services and offices at UC Berkeley that intersect the needs of both veterans and the wider campus community. "There are so many resources on campus that it can be a challenge to keep track of them all," says Hernandez. In this way, the Cal Veteran Services Center often acts as a node, connecting veterans with these resources and advocates. But, there will also be support that is best provided only by those who can most relate to the veteran experience.

"The transition to Berkeley can be difficult," says Hernandez, "which is why it's nice to have a place-

where students can come and share their frustration or seek help from peers who have gone through something similar." The transition from military to veteran status adds to the already unique experience of transitioning back to school. "It's never going to be military to civilian, because just having that experience makes you different in your outlook. So it's great for new students to be able to connect with other vets who have been here longer." To make veterans welcome at Berkeley, the Cal Veteran Services Center contacts

"It's never going to be military to civilian, because just having that experience makes you different in your outlook. So it's great for new students to be able to connect with other vets who have been here longer."

— Luis Hernandez

left: Luis Hernandez, programs director at Cal Veteran Service Center. right: Hearst Memorial Gym, home of the Cal Veteran Services Center.

by phone every incoming student veteran, and establishes opt-out peer-to-peer mentorship to help acclimate these students to the Berkeley campus. Hernandez also co-facilitates **Ethnic Studies 198**: Independent Students in Higher Education: Cal Veterans, which serves as a de facto home-room for new student veterans.

College is often a time for many firsts for incoming students. There are new expectations, responsibilities, and experiences both exciting and at times terrifying. The last weeks of August, Berkeley sidewalks swarm with thousands of wide-eyed freshmen, and families helping these students make the big move. On a campus with over 32,000 students it can be easy to get lost in the crowd. But for most college freshmen, comradery found in a gauntlet of new experience shared with peers, well developed campus support networks, and dorm RAs help these incoming students succeed and find a sense of place. For re-entry students—students who do not fit the 18-21 demographic, have taken more than 5 years off from school, or are over the age of 25, UC Berkeley poses different challenges.

Finding support and community for this demographic is often not always so straightforward or easy. Hernandez explains that "most undergraduate veterans at the undergraduate level are formerly enlisted. A lot of these [veterans] did take course work either prior to joining [the service], or while they were in the military. That in itself prohibits them from applying to Berkeley as first year students." This means most student veterans must enter campus as junior transfers. Because 75% of undergraduate student veterans

are over the age of 24, challenges faced by many re-entry students and junior transfers, **strongly intersect** with the Berkeley veteran community.

Not uncommonly, re-entry students, such as veterans, report feeling somewhat outside of the typical undergraduate experience. "You may look or simply feel older than some of the other students." says Hernandez. "Being in a classroom with folks who are a lot younger can lead to self-doubt as to whether returning to school, or deferring a college education was the right path." Adding to that disconnect, student veterans, like other re-entry students, often have other obligations or commitments. Or, they are simply in a different place in their life than their 20 year old counterparts. Nationally, 47% of veteran undergraduate students are married and with children, and 62% are first generation college students. Understandably, the Cal Veteran Services Center works in close partnership with other units in the **CE3 network**, such as the Student Parents Center, Berkeley Hope Scholars Educational Opportunity Program, and Undocumented Student Program, among others.

Unlike veterans transferring into UC Berkeley, students who enter as freshmen will have already attended Berkeley for a few years and will have already built a social capital by their junior year. "They've already connected with other students, notes Hernadez, and "they also have a working knowledge of campus bureaucracy." Transfer students can therefore be at a disadvantage as they enter into an unfamiliar and fast-paced environment. But this can be especially difficult for veteran transfer students because of a habituation to the professional culture of the military. "When you're in the military you're told where to be and how to do things. A lot of the paper work is done for you. But that's not the reality in other institutions or career fields," says Hernandez. So one of the jobs of the Cal Veteran Services Center is to equip veterans with skills to advocate for themselves and a roadmap to traverse these spaces.

In addition to the impersonal nature of Berkeley's infamous bureaucracy, there is an entirely separate layer of bureaucracy that veterans must navigate to receive VA benefits including financial aid and healthcare. The Cal Veteran Services Center provides support on these fronts, but that doesn't mean that accessing these services isn't still an arduous process for many. "From the moment we reach out," says Hernandez, "we encourage students who may

above: Coleman Fung, pictured at left, and others, celebrate the launch of the Cal Veteran Services Center.

need accommodations to enroll in DSP, as early as possible." For students with SHIP insurance, accessing a primary care provider through the university is a fairly painless process. But for veterans who opt to go through the VA, things are rarely so simple, and VA services are highly impacted. "It could be a month or two before a vet is able to meet with their primary care provider. If DSP is asking for some documentation, [a veteran's] ability to access that documentation may take a little longer."

how you can support Berkeley's veteran community

Mindfulness of how classroom and infrastructural inequities reflect student matriculation into UC Berkeley or access services and VA benefits is an important step instructors can take to provide vets with necessary tools and a **foundation to succeed**. In many ways, the same tactics that we can implement to create more inclusive spaces and access to opportunities for all students closely mirror the approaches that can best provide for the needs of student veterans. Veterans may sometimes feel othered or may encounter more hurdles, real or perceived when connecting with classmates, forming study groups, and reaching out to an instructor. Facilitating group work in the classroom and forming study groups can allow students to connect with people they may not otherwise interact with. And, this approach invites students who may feel on the fringes or who are new to these spaces to more fully collaborate with their peers and their coursework. Instructors who make themselves available to their students, are detailed in their expectations and policies, and foster an open and non-judgmental atmosphere, reduce barriers students may feel when they need to reach out for help.

Hernandez notes that from his own time at Berkeley, he didn't feel that community college fully prepared him with strong study skills, or the skills required to actively engage with course content. While many instructors may review best learning practices and study habits in freshman and sophomore courses, instructors should recognize that junior transfers may not necessarily have had the same opportunity to cultivate these skills. Junior transfers may also not have the same understanding of the value of Office Hours or resources like GSIs. Utilization of campus opportunities and resources is also something that develops from time spent at Berkeley. Riva Szostkowski, Academic Success Counselor with Cal Veteran Services Center, adds that for students interested in research opportunities, sophomore year is typically when most undergrads get their foot in the door in a labspace or begin to build their resume with summer internships and faculty references. For the majority of student veterans who are junior transfers these opportunities are far less available, and transfer students find they have a far smaller window to build connections with faculty or other instructors.

For student veterans who are not able to quickly arrange their DSP accommodations, compassion and understanding on behalf of instructors can help to accommodate students' needs in real time. Many instructors now include links to campus resources and services in course syllabi, and resources such as those offered through CE3 and the Cal Veteran Services Center are an important inclusion to that list. "A lot of what we advocate for,

for, is knowing what resources are out there, how to connect to those resources, and normalizing connecting with those resources." De-stigmatization of getting help, and making all students aware of the availability or counseling, DSP and professional development opportunities, levels the playing field and empowers all students to make informed decisions that will improve their time at Berkeley.

UC Berkeley is a campus diverse in the lived and learned experiences of its students, staff and faculty. Among UC undergraduates, veterans, reservists and members on active duty or the nation guard account for only 1% of our student population. But roughly one-third of this population attends UC Berkeley.That recruitment and retention of veterans at UC Berkeley is largely thanks to the support and sense of belonging fostered through the Cal Veteran Services Center. The voices and perspective of veterans on campus add to the rich milieu of our classrooms and labs. Making our veteran community feel welcome and empowered at UC Berkeley comes with many of the same challenges we face as educators when working to build equitable and inclusive spaces for all members of the campus community. You can learn more about how they can support student veterans or about the services available to veterans on campus by contacting the Cal Veteran Services Center, or you can visit their office at 102 Hearst Memorial Gymnasium.

All photos in this article: UCB and UCB Archives

upcoming events + campus resources

- 11 Nov.—**East Bay Harvest Celebration**. 12.00-3.00pm, Richmond High School (free)
- 18 Nov.—**20th Annual Holiday Palestinian Crafts Bazaar**. 10.00am-6.00pm, Berkeley (free)
- 30 Dec.—**Annual Holiday Mercado**, 11.00am-3.00pm, La Peña Cultural Center, Berkeley (free)

Have a story or event you would like to see featured in upcoming newsletters? Contact us at dei.news.biology@berkeley.edu.


charles r. peterson

Supervisors—please circulate this newsletter to lab members and staff who may not be on our listserv.