

# diversity equity & inclusion newsletter

## work in progress

**part II:**

*financial barriers  
to academic equity*

by Maya Samuels Fair  
PhD candidate

Last **issue**, I opened a discussion on how those without generational wealth are discouraged from academia. This time, I follow up with IB and ESPM Professor Todd Dawson to learn what faculty like him are doing to create equitable opportunities for their students. Prof. Dawson recognizes financial barriers deter students from careers in biological research at every stage in their education and suggests ways he has found to intervene.

"The undergrads here at Cal are just great; they're so smart, they're so fired up and they actually really love it when they get to work with their classmates," Prof. Dawson says. He teaches Physiological Plant Ecology, which is actually two classes: a three-credit lecture course of about forty students and a two-credit lab course that about half the students also take. In the lab, students learn what tools are used in plant eco-physiological research and then go through the process of designing and implementing an original research project. One high-point of these courses is a weekend field trip to **Blue Oak Ranch Reserve** where

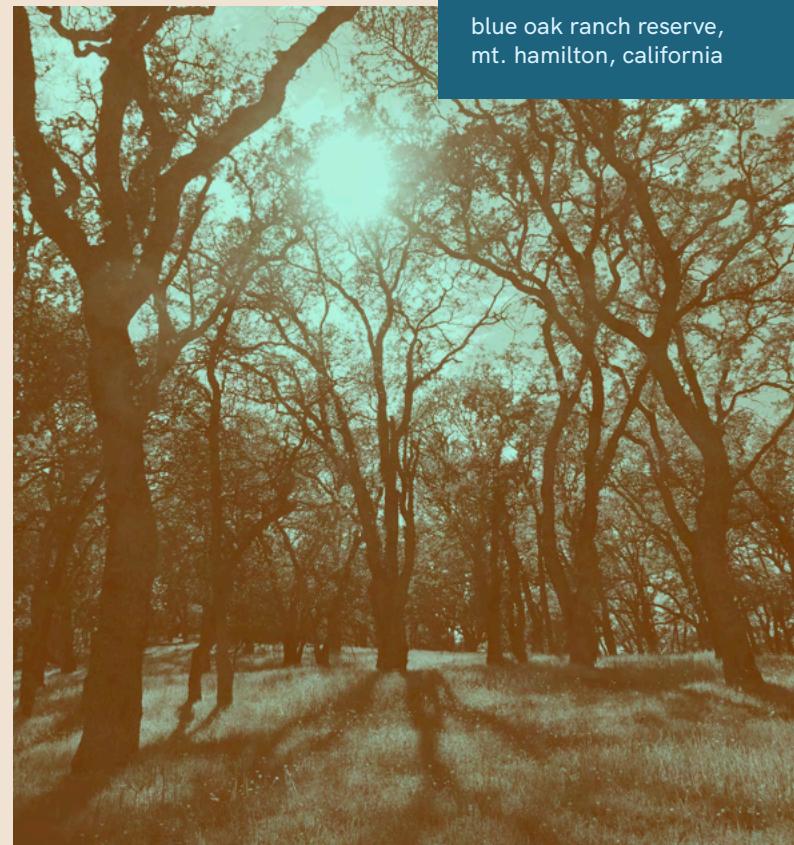
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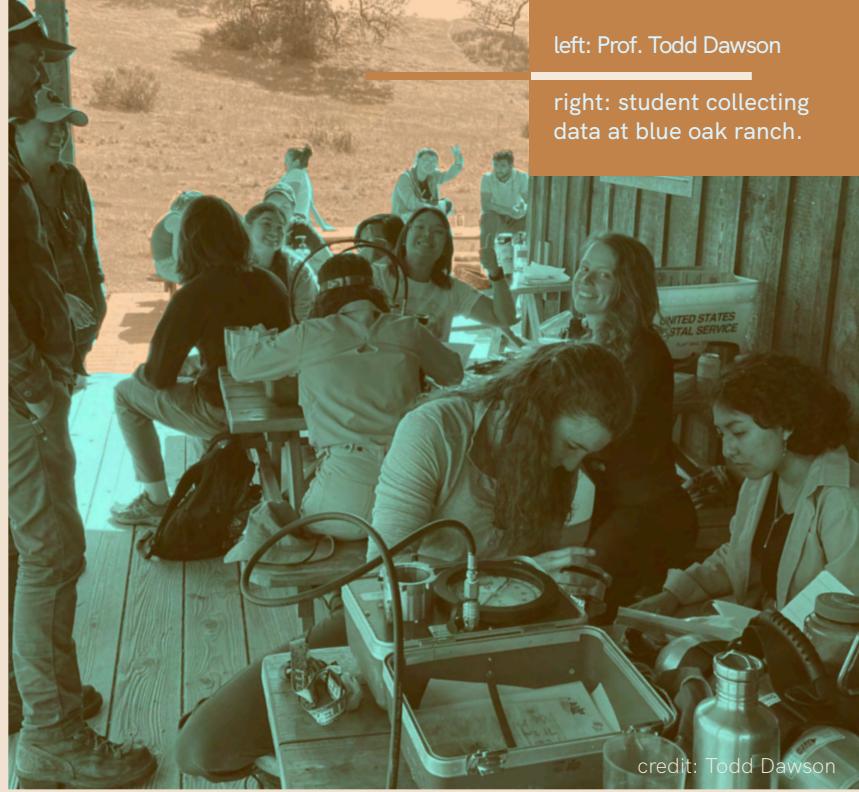
everyone participates in collecting data. The trip is so much more than that, though. "We talk science, debate best practices, do some research, cook meals together and then look at the stars and sit around the campfire and have open-ended and wide-ranging discussions. It's really a great time. And when we get our course evaluations back, the students just rave that the field trip was so fun! It was a formative experience in their education, so we can't give those types of experiences up."

There's a catch. Even with undergraduates carpooling in their own vehicles, the cost of gas and food for the





credit: Parrot



credit: Todd Dawson

***"We talk science, debate best practices, do some research, cook meals together and then look at the stars and sit around the campfire...It's a formative experience in their education, so we can't give that up."***

—Professor Todd Dawson

weekend adds up. IB covers about 20% of the trip expenses, but the rest is put on the students as a lab fee. This spring, Prof. Dawson polled his students to see if they could afford to pay for their share of the trip themselves. "80% said no, they couldn't go if they had to pay. I think they're just on the razor's edge. They already pay their tuition, their fees, their rent, and so to be asked to pay even \$50 is a big deal for them." He gets a similar answer every time. So for years now, Prof. Dawson has been paying all his students' trip fees out of his own discretionary funds (for transportation, lodging, and research project expenses) and his own pocket (meals). He remembers vividly his first forays into the field as a student at Santa Barbara City College, and he wouldn't short anyone of that. "These are the sorts of experiences

every single student should have access to," he says. "The Cal students came up to me at the end of the 2022 semester and said thank you so much for that experience. These students were very thankful and very mindful."

The trip fee isn't the only barrier to participation, though. Students also admit they don't have sleeping bags, sturdy shoes, and other necessary but expensive supplies. Prof. Dawson and his GSIs already have all the gear for them as well. Those same students are often the ones having their first field experience, who are nervous but moved by the welcoming, inclusive environment Prof. Dawson and his GSI's create on these trips.

As an undergraduate advisor, Prof. Dawson can't do the same for all his advisees. "I've had students tell me 'yeah I really wanted to take that class, but I can't afford the lab fee. So, I can't take that class—bummer.'" IB prides itself on its experiential lab and field courses, but that means our undergraduates in particular need resources to cover the compounding lab fees not included in their financial aid packages.

For those of us lucky enough to have had inspiring research experiences as undergraduates, we still may be deterred from graduate school and beyond by our earning potential compared to other professions.

Graduate student, postdoc, and staff salaries are negotiated by our unions with the University, and faculty can only request that negotiated salary in their NSF grants. Prof. Dawson remembers thinking IB's support was quite competitive and sufficient when he first arrived in 2000, but it just hasn't kept up with the cost of living. Since 2020, IB faculty have been topping up grad students to \$30,000, now \$34,000 for the incoming 2022 cohort. Prof. Dawson uses the discretionary funds he gets as Director of UC's Blue Oak Ranch Reserve to top-up his students, the same funds he uses to pay his undergraduate students' lab fees. Without access to flexible funds, though, Prof. Dawson explains that a faculty member may not have a way of topping up students. "It breaks the rules at NSF to fund a student through a grant if they're not working on the project that the grant was funded for." Hence the need for GSR positions, which Prof. Dawson admits are not a perfect solution. "Then students have two jobs, and one's hard enough."

Prof. Dawson contrasts IB to our sister department in the College of Letters & Sciences, Molecular and Cell Biology. In MCB, students are paid better, because they often choose a piece of a pre-funded project to expand upon for their dissertation. However, they may not get the experience of creating a de novo project like many IB students do. "They're not suffering financially, but they may not also be stretching their brains in ways that they maybe wanted to when they joined a PhD program. It's a clear trade off." The distinct design of IB's graduate program thus creates unique opportunities that come with real challenges for funding our training. However, if the graduate unions win enough of a wage increase during our current contract negotiations, the need for faculty top-ups would be alleviated.

#### reflection questions:

1. What types of learning opportunities were most impactful in your education?
2. How have budget constraints affected your own educational, work or teaching experience?
3. How might undergrads you know face barriers in their studies, and how can you support their needs?



above: hands on learning  
below: sitting by the fire after a long day in the field.



# a sure thing

## summer undergraduate research experience



Abarca (second from left) and her colleagues letting loose after the symposium.

*in the sciences. According to IB's website, "the IB SURE is built around three pillars: a sense of community among scholars, engagement with original research, and mentorship." To learn more about what this experience was like DEI Newsletter spoke with one of this summer's participants, Grecia Abarca. Abarca is a graduating senior in Integrative Biology.*

The SURE program pairs students with mentors in various branches of the biological sciences. Who were you working with and what projects have you been working on this summer?

I am working with Signe White, a postdoc in the Boots Lab. This summer we've been working on a project that will be used for a bigger experiment that studies how viruses evolve. My project investigates how moth larvae move and develop in a range of foods.

Has the SURE program shifted or reinforced any of your career aspirations? What is something you learned through this program that you think undergraduates who did not complete SURE would benefit from knowing?

Before the SURE program I had been focused on wanting to attend medical school and had never seriously considered a career in research or getting a PhD. Through this program however I got a really good insight into what a career in research would entail. Being able to just focus on research this summer and working in the lab everyday has really helped me envision myself in this space/career. I would say that after this program I am thinking about pursuing a PhD and I plan to get more experience in a lab to help

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by Artemis I Acana  
PhD student

*On August 10th, Integrative Biology celebrated the achievement of seven students—the inaugural participants in the Summer Undergraduate Research Experience Program, SURE. For two months these students worked in close collaboration with IB researchers to develop research projects that they presented to the department held at a symposium in the Valley Life Science Building Courtyard.*

*The eight week intensive program offered students not only hands-on experience in research but seminars and workshops focused on graduate school application and preparation as well as professional development. SURE, which was envisioned through the Integrative Biology Graduate Diversity Pilot Program, is keenly directed at providing opportunity and access in academia for students from demographics underrepresented in graduate school or careers*

affirm this decision. I would say that the skills that I learned through this program can be applied to other fields people may want to pursue. For example, I learned how to create an effective cv/resume that I can tailor for certain opportunities. In terms of working in a lab I learned how to communicate effectively with my mentor and other people I was working with. I also was able to improve my writing skills by learning how to write an abstract and also how to communicate science to an audience without a scientific background. But I do think that if someone is wanting to pursue med school, then spending time on other programs focused on medicine would be

*"being able to just focus on research this summer and working in the lab everyday has really helped my envision myself in this space/career."*

—Grecia Abarca

more beneficial. The research that I conducted, for example, was not human focused and I worked independently most of the time. So I do think that if someone was looking to get more experience for med school then they should choose something more patient focused.

**UC Berkeley is a big school. How do you think SURE and other hands-on learning opportunities help students find belonging in their major and academia?**

I think it helps because it is able to break down academia in a way that is more accessible. Before SURE I didn't really understand the research process and what life was like in academia. This program provided workshops on how to apply to graduate school and it was in a way that was more realistic and personal than previous workshops I attended while at Cal. The graduate students and mentors in SURE gave their honest opinions and own experiences which was really helpful because they all took different paths to get to grad school. There is a narrative that you have to have to follow certain steps while in undergrad and have certain experiences to be able to go to graduate school which in my opinion is discouraging because not everyone at Cal has the



SURE participants learned valuable skills with mentors at Hastings Natural Preserve.

same background. Additionally, through SURE I was able to see more people of color in this field and that was very encouraging because it wasn't something that I saw in my classes. For a long time I felt like I couldn't be a scientist and that I didn't belong because of this. But being able to see and hear from people of color made me realize that a career in research is attainable.

**In your opinion, what is one thing that you think faculty and/or graduate student instructors can do in the classroom or as mentors to improve the quality of the undergraduate experience at UC Berkeley?**

Not a lot of the faculty or gsis I had during my undergrad experience actively promoted these opportunities. I think that since they are so well

connected within the university and are aware of programs such as these they should try to let as many students as they can know. I found out about SURE through one of my mentors in the Biology scholars program. She let me know a bit about the program and encouraged me to apply. I found out about a lot of opportunities actually thanks to the Biology Scholars Program. Which is why I think that it would be important for faculty to promote opportunities because of the large amount of undergrads they can reach. The program I was in was able to reach a handful of students, so imagine the impact one professor can have in a classroom setting, especially on students already having trouble finding opportunities on their own.

## iBio symposium

by Gregory Arena  
PhD candidate

Amidst the last few weeks of summer break, campus is abuzz with preparation for the start of the fall semester. But in all that bustle, staff, faculty, graduate students and postdocs are taking time for the important work of coming together for



iBio, a day of conversation about diversity, equity and inclusion in the Departments of Integrative Biology and Molecular and Cellular Biology. According to IB graduate student, and long-time organizer, Jessica Aguilar, the symposium took inspiration from an event first hosted by then MCB graduate student Lisa Eschuen-Willson



members of IB and MCB congregate in  
Li Ka Shing

*"It felt like a weight lifted through naming those experiences, knowing that other people had similar experiences, and building community."*

—Jessica Aguilar

iBio symposium  
2022



in 2018. Coming from a background underrepresented in academia, Aguilar found that experience positive and affirming, and knew it was something she wanted to bring to a larger audience. "It felt like a weight lifted through naming those experiences, knowing that other people had similar experiences, and building community." With help from a few other dedicated graduate students and staff members like Jaemin Lee, Monica Albe and Carina Galicia, Aguilar grew the program into an annual event, which has been a driving force in what IB-chair Dr. Eileen Lacy described as "a remarkable and encouraging increase in DEI efforts in Integrative Biology, in recent years."

Aguilar describes the iBio symposium as committed to two main goals: "learning about issues faced by URM grad students/people in academia and ways to make change for the better and building community." This year iBio's theme, titled: *Anti-blackness in STEM: moving past inclusion toward belonging*, has focused specifically on what it means to be Black in academia. Speaking as

part of a panel on the Black experience in STEM, Khansaa Maar, a PhD student in MCB, called attention to the history of the biological sciences as a tool to support and justify racism and how this impacts her and her Black colleagues. She explained that as biologists, we inherit a responsibility to dismantle the racial oppression that has stemmed from our discipline. During Maar's first year at UC Berkeley, the biases and prejudices in Biology and the academic community often made her "feel like 3/5th of a scientist." She is not alone in that sentiment. Panelist Dr. Diana Bautista (MCB) offered these sobering statistics: "over 60% of Black students [at UC Berkeley] feel excluded, prejudged in their abilities, and isolated. 25% of Black students leave our programs without attaining a PhD." Left unexamined, discrimination embedded in the culture of academia has



opening keynote speaker:  
Dr. Devon Horton

with constructive critique, with uncertainty in what we know, and the diligence to seek out difficult truths. Allyship requires these same skills, said Dr. Horton, "learning to become comfortable with discomfort." "iBio's invitation made only one request of its participants," noted Galicia, "that they come to the symposium with an open mind." That means being open to making mistakes and being wrong.

Professor Paul Barber of UCLA, and an alumni of the IB graduate program, shared how the creation of truly inclusive and supportive spaces requires the same dedication and commitment applied to work in the lab or field. "Embracing a growth mindset, practices for unlearning unconscious biases, and challenging assumptions with data" claims Dr. Barber are all imperative. While the process may sound daunting, Barber promised "low-hanging fruit" for educators looking for immediate change, through straightforward modification to grading-scheme, classroom expectations, and vocabulary. IB instructor, Dr. Jules Winters added that in her work the "simple values of kindness, compassion and empathy improve how we relate and communicate with our students." These are values that can have equal weight in enriching our lab and workspaces. All this requires collective action, as pointed out by IB-Chair, Dr. tyrone B. hayes, who stressed that "creating a sense of belonging is ultimately up to the community, not the individual." That's why Dr. Winters is most interested in cultivating the rising generation of scientists and teachers with "more focus on training undergraduates and graduates in these practices."

consequences far beyond who participates and who feels they can have a voice in science. STEM Graduate Diversity Officer Dr. Devon Horton (UC Davis) noted that for the many IB and MCB researchers focused on medicine and the human condition, it is imperative we recognize an often overlooked reality that "racism is a public health issue." In her assessment, identifying and rooting out racism must be integral to our scientific practices.

Throughout the day the conversation returned to the important intersections between research, education and DEI, not only as a catalyst for changing the classroom climate, but in effecting greater belonging in our workspaces. In her keynote address, Dr. Horton drew parallels between how we tackle difficult questions in our research and how we can combat oppression at both a personal and systemic level. "Science is 95% screwing-up and 5% luck. And, it's the same with confronting racism," quipped Dr. Horton. As scientists we learn to become comfortable

To these ends Dr. hayes and Dr. Bautista have piloted an interdepartmental initiative called *Future of Biology 2*, which recently produced a "short list of evidence based ideas for fostering belonging." Voices from faculty, staff, and students echoed this need for concrete tactics and more DEI focused trainings and infrastructure. In her closing remarks, Dr. Chrissy Stachl, founder of **Reflecting Equity**, outlined opportunities for the development and expansion through DEI book

clubs and classes, systems of accountability, and opportunities for community driven dialog. Too often, the burden of DEI work and activism is shouldered by those most affected. When formal or compensated opportunities for DEI work do not exist, students of color and students from marginalized communities are placed in a position where they must sacrifice the quality of their academics either through their activism or their endurance. "This whole symposium," said Dr. Horton, "was put on by students. They shouldn't have to do that." Dr. Stachl also recognized that graduate school is a busy time and "graduate students are rarely in a position to leverage systemic change, so staff and faculty input is vital."

After the event I spoke with several incoming PhD students in IB and MCB. For one student, who had just relocated from El Paso, Texas, the California landscape, curb-side compost-pick-up, and the very concept of a workshop dedicated to topics in DEI, are the geography of an exciting, strange, new territory. What brought her to Berkeley, she told me, was a strong sense of empathy and inclusion she found among the students and faculty she has already met. For her, iBio affirmed the decision to make Berkeley home for the next six

years. We discussed the honest, and at times unvarnished testimonials we had heard that day. Stories that pointed to both the beauty and the ugliness in academia. It is nothing that makes for a tidy narrative, no straight, sure path toward any one solution. Instead, as Dr. Stachl intoned, the way forward is messy, awkward, and therefore very human. To present this any differently, would be dishonest. And the iBio symposium never shied away from this truth. Through moments of raw acknowledgment of the challenges we still face in the biological sciences, the symposium was powerful, moving, but also hopeful. A deep and abetting capacity for introspection, and willingness for self-improvement is rooted in our community, as scientists. Qualities like these foreshorten any shadows of doubt as to what can be accomplished. But only when we choose to earnestly commit to the important work ahead.

*Production of this article was made possible with generous support from the Department of Integrative Biology.*





## what's been going on at people's park?

**editor's note:**

*On July 29th, Alameda County Superior Court ruled in favor of plans by the University of California to construct student housing at People's Park after nearly two years of protests and legal action by East Bay residents and advocates for the unhoused. A 53 years old quandary, the story of People's Park begins in 1967 when the University of California acquired and razed a 2.8 acres parcel between Haste Street and Dwight Way. Originally intended for student housing, the demolished block would then sit unused and derelict for the next three years before Berkeley community members repurposed the space as a community garden, a move tacitly accepted by the University. But in 1969, plans for construction in the park were met with protest that would escalate at the hands of the Sheriff's Department and the National Guard, leaving 128 hospitalized and one dead. In the bruising aftermath of the actions taken against the protestors, the University left the park untouched. Largely neglected by campus, People's Park became home to the overlooked and un-housed.*

*In recent weeks, national media attention has centered around University talking-points, the push-back by protestors, NIMBYism, and the symbolism of this space as an enduring flashpoint for Berkeley counter-culture. Less attention has been paid to the tangible impacts of these events, the people who have called this park home and whose lives are affected by these changes. In this article we explore the intersections of homelessness and People's Park. This story first ran in June 2022, and has been reprinted with generous permission from Street Spirit. Since 1995, Street Spirit has covered homelessness and poverty from the perspective of those most impacted.*

by Alastair Boone  
Street Spirit, Editor in Chief

An eerie quiet has fallen over **People's Park** as UC Berkeley takes its initial steps toward building the housing development that could soon stand in its place. The encampment that has housed some 60 people since the beginning of the pandemic has disappeared; large piles of mulch and giant logs are poised along Dwight Way; and the park, typically bustling with visitors and volunteers, has fallen silent. In May, City of Berkeley employees began moving residents of the People's Park encampment into transitional housing at the Rodeway Inn on University Avenue. As of this writing, all 42 of the rooms at the Rodeway are occupied by former residents of the park, according to Assistant to the City Manager Peter Radu. The rest of the residents are living at the city's new Horizon shelter (a congregate shelter on Greyson Street), have been placed in other local housing, have left the park and remain unhoused, or are unaccounted for.

As UC officials move steadily forward with plans to break ground on People's Park, activists and community groups are working to keep up a resistance. The park is closer than it has been in decades to development, as the university plans to begin construction this summer. In the wake of these developments, park supporters are doing what they have done for decades: preparing for a summer of protest.

"We've been battling this [development] for two or three decades," says Boomer, a former park resident. "[People's Park] is the ground where we get to lay it down on the table. If we don't get

to have rights here, we don't get rights at all." In recent weeks, the university has also shut off water at the park, welded the bathroom doors shut, and removed trash cans. Cal spokesperson Dan Mogulof said that the park is scheduled to be closed for construction sometime this summer, but did not provide a specific date. The university's goal is to complete construction of the 1,100 bed student housing complex by the summer of 2024 so that students can move in at the beginning of the 2024/25 academic year. The People's Park **development plans** also include a supportive housing complex for 119 currently and formerly houseless people. UC Berkeley will donate the land for this project to Resources for Community Development, a local nonprofit that builds affordable housing.

When Street Spirit visited the park at the end of June, members of a local church walked around the park with bags of socks and toothpaste, struggling to find people to give them to. An unmarked police car circled the park twice and then drove away. Just one encampment resident—Eddie—remained. Eddie, who is permitted to remain at the park as the city works on securing

a housing placement, says the park is the only remaining place where he can exist freely. "This is a place where everybody who comes is equal, no matter what race, age, or creed you come from. If they take away the park they're going to take away the only place that identifies us as individual people. The only place where everyone is equal and free."

Eddie, who is waiting for a housing placement, is the last park resident. Eddie says he is eager to be housed, as long as he can stay in Berkeley. But he does not want to see the park close. He feels confused about the process of finding a transitional housing placement, and says the park should remain open as a refuge for the public, as the number of public spaces that are accessible to unhoused people fade away.

Activists have been fighting to protect the park since first occupying the land in 1969, successfully guarding against UC police and the National guard, who wanted to return the land to the University so that it could build there. The fight to protect the park reignited in 2017 when Chancellor Christ announced that the university would



people's park with planned housing superimposed.

build student housing there. In June, the People's Park Historic District Advocacy Group succeeded in having the park listed in the National Register of Historic Places—a designation the group hoped would force Cal to build elsewhere. But the university was undeterred, arguing that their environmental impact report already evaluated the historic status of the site.



Eddie, park resident

*"If they take away the park they're going to take away the only place that identifies us as individual people. The only place where everyone is equal and free"*

—Eddie, park resident

Activists have also taken to the courts to try to halt development plans. On July 29, an Alameda County Superior Court judge heard a lawsuit by the People's Park Historic District Advocacy Group and community group Make UC a Good Neighbor. The lawsuit argued that the environmental impact report (EIR) accompanying Cal's **Long Range Development Plan**—the plan that

outlines the People's Park project, among others—was inadequate. Now in appeal, winning the lawsuit could mean that Cal would have to re-write the EIR, a lengthy process that could delay construction for months and incur hefty fees.

The City of Berkeley was once among the groups that balked at Cal's Long Range Development Plan (LRDP) and the accompanying EIR. After Cal announced that it planned to increase enrollment by 33.7 percent, the city sued the university in 2019, saying it had not adequately analyzed the impact this enrollment jump would have on city services. Ultimately, the two agreed to settle outside of court, and last summer, UC Berkeley announced that it would start paying the City of Berkeley \$4.1 million per year for its use of city services—more than doubling the \$1.8 million annual fee it had previously paid.

The city dropped the lawsuit, and also agreed not to sue over the LRDP and EIR—even though the head of Berkeley's planning department had previously issued a scathing **75-page response** to the plans, saying they were so inadequate that they should be fully revised. The city has now joined the university as a partner in the People's Park project.

"In order to ensure that everyone who had lived in the park wouldn't be displaced onto city streets or other city parks when construction starts, we wanted to ensure that everyone had a meaningful, safe, indoor option that would provide them a pathway to permanent housing and end their unsheltered status," Berkeley City Manager Radu said.

The city is taking the lead on outreach to People's Park residents, placement in transitional housing, opening Sacred Rest (a new daytime drop-in center at First Presbyterian Church), and replacing the park's restrooms. Berkeley is paying for the majority of the 18-month lease with the Rodeway, using a \$4.7 million grant from the state's Encampment Resolution Fund to pay the lease

for 12 months and contract with Abode Services, the agency providing supportive services. Cal will contribute \$2.2 million for the remaining six months of the contract.

"This is how stuff gets done: the people with shared values come together to make things happen," Mogulof says.

Reports from former park residents who are living at the Rodeway are mixed. While some say they are grateful to have a roof over their head, others have shared that the midnight curfew, the no visitor policy, and having no keys to their own rooms have made life there very uncomfortable. Others have said that the food is inedible, that they have been locked out after curfew and not allowed back in, and that they are frequently disrespected by Abode Services staff.

"Don't get me wrong, of course, I'm grateful because I have a personal bathroom...I feel grateful because I got a roof over my head, I got somewhere to sleep and I sleep good," former park resident Eric Morales told Berkeleyside. "But when the program says they're going to support us, they're not doing that. We have housing, but that's all."

Ultimately, whether they remain in transitional housing, find placement in permanent housing, or end up unsheltered elsewhere, the tight-knit community that People's Park has provided for decades will be hard to replace. Park advocates are planning a protest on June 6, as well as a series of community-oriented events, to voice their support for this community.

"I still come to the park here to see my family," former park resident Boomer told Street Spirit. "Just because I move indoors doesn't mean I'm going to forsake my family. Why does there have to be this negative or inferior cloud over us like we're less than? Like our existence doesn't matter?"

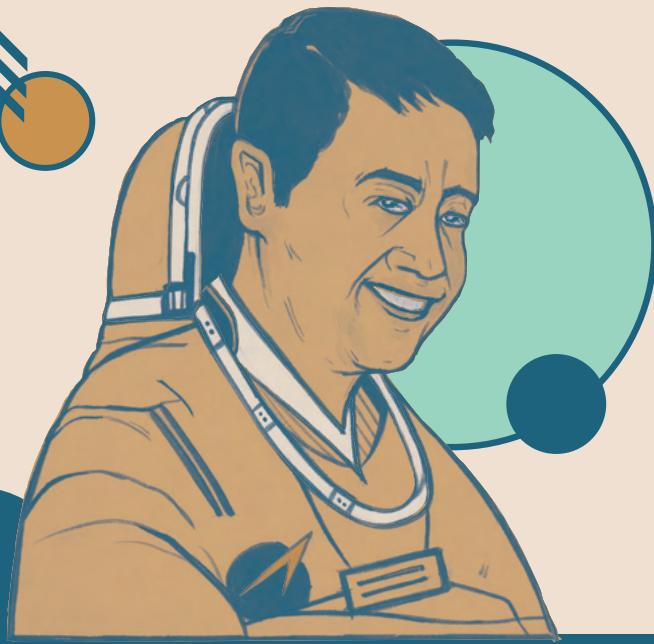
*Alastair Boone, is Editor in Chief of **Street Spirit**. To find out more about Street Spirit and how you can support their mission visit Street Spirit's website and consider making a **donation**. Street Spirit publishes important stories often underrepresented by traditional news outlets. Purchase a copy of this newspaper every month from your **local vendor**.*

#### reflection questions:

1. People's Park is less than two blocks from main-campus. What has been your experience of this space?
2. What value does People's Park serve for the college community and citizenry of Berkeley? What value can dormitory construction serve for these communities?
3. Eminent domain allows for the acquisition of property in exchange for fair compensation to landholders but not necessarily stakeholders. What inputs and compensation should be extended to the unhoused?



a sign of solidarity with peoples park outside a telegraph avenue business.



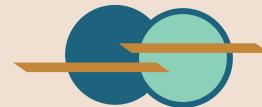
## in history: Dr. Leroy Chiao

by Emily Bōgner  
PhD candidate

Born to first-generation parents who immigrated to the United States from China to pursue careers in chemical engineering, Dr. **Leroy Chiao** was captivated with the field from an early age. Following in his parents footsteps, Chiao majored in chemical engineering at the University of California Berkeley for his B.S. followed by a MS and PhD in chemical engineering from UC Santa Barbara. After graduating with his Ph.D., Dr. Chiao worked at the Lawrence Livermore

National Laboratory engineering aerospace composites and in his spare time piloted a variety of aircraft, logging over 2,500 in-flight hours.

Additionally, Dr. Chiao worked towards becoming trilingual in English, Mandarin, and Russian. These skills and experiences were noticed by NASA, who recruited Dr. Chiao as the youngest in his crew at the age of 29. A year later he took his love for chemical engineering to new heights when he was promoted to mission commander which he would then serve as on four space flights between 1994 and 2000, making him the 196th NASA astronaut to fly in space, and 311th human in space. During these missions, Chiao logged over 26 days in space and performed four spacewalks.



In 2004, Dr. Chiao joined his last mission for NASA and spent over 6 months aboard the international space station completing over 20 research projects. In 2006, Dr. Chiao decided to leave NASA to pursue a career outside of chemical engineering. Dr. Chiao boasts an



impressive record being the first Asian-American to perform a spacewalk and mission commander, co-piloting the Soyuz Russian spacecraft, and the first American to visit the astronaut research and training center of China, and

uniquely qualified to speak about the space programs of the United States, Russia, as well as China.

## upcoming events + campus resources

- 4 Sept.—**The Bizerkeley Food Fest**, 11.00am-5.00pm, 2727 Milvia Street, Berkeley
- 10 Sept.—**Chuseok Festival**, Korean Harvest, 11.00am-5.00pm, Presido Parade Ground, San Francisco.
- 30 Sept.- 2 Oct.—**Hardly Strictly Bluegrass**, Music Festival, Golden Gate Park, San Francisco (free)
- 8 Oct.—**Italian Heritage Parade**, Washington Square Park, San Francisco (free)
- 10 Oct.—Indigenous Peoples' Day, **Sunrise Gathering, Alcatraz Island**, Golden Gate NRA Ferry: 5.00am-5.45am, Pier 33, San Francisco. (free for some tribal groups, \$11 others)



photo credit: Eugene Zelenko

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