Service Statement—Federico Mora (fmora@berkeley.edu)

The computer science community is homogenous and inaccessible to many. In the U.S., this is evident in classrooms from grade school to grad school [Code.org Advocacy Coalition 2024; Zweben and Bizot 2023]. In this statement, I outline the most impactful diversity, equity, and inclusion efforts that I have taken during my Ph.D., excluding my approach to teaching and mentoring. I am proud of the implications for inclusion in my teaching and mentoring philosophy—but I discuss that in my teaching statement.

You Belong! The inequalities in our field start well before undergraduate studies. For example, while approximately 40% of people living in California identify as Latino [US Census 2023], only about 5% of computer science degrees at UC Berkeley are awarded to Latinos [UCB OPA 2023]. During my Ph.D., I worked in local schools to develop and deliver scientific lessons in Spanish with the aim of exposing young Latino students to potential careers in science. With *Bay Area Scientists in Schools* (BASIS), I helped develop a new bilingual "You Belong" lesson on Ynés Mexía's research [BASIS 2020]. This lesson is taught in schools serving low-income and historically marginalized communities. I then worked with *Be A Scientist* (BAS) to mentor a group of four seventh-grade students in Spanish over a six-week-long lab.

Transfer-to-Excellence. Working with local schools will increase the diversity of our field in the long run, but there is much to do at the undergraduate level too. During my Ph.D., I was fortunate to participate in UC Berkeley's *Transfer-to-Excellence* (TTE) program, which I believe is an exemplar initiative. California has a robust community college system that offers 2-year associate's degrees that are free for residents. After graduating, students can apply to transfer to 4-year bachelor's degrees. The TTE program pairs students from these community colleges with graduate student mentors during a summer research program. This exposes students to research for the first time and strengthens their transfer applications.

I mentored two students through TTE. After the program, one student transferred to UC Santa Cruz and the other transferred to Stanford. Even more exciting, one student won a SACNAS National Diversity in STEM presentation award, and we extended their work to a conference publication. The TTE program made all of that possible.

Moving Forward. As faculty, I will continue to invest time in programs like TTE and will continue to engage with the community by supporting programs like BASIS and BAS. As discussed in my teaching statement, I will continue to incorporate inclusive practices into my teaching and mentoring philosophy. These are the kinds of projects that I have found to be most impactful and which match my skill set the closest.

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