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## Evaluation of Contributions to Diversity Statements

Division of Physical Sciences, 2017-2018

In the context of a faculty search in the Division of Physical Sciences, diversity and outreach activities are activities that relate to making math and science accessible to groups historically under-represented in STEM. For the purposes of evaluating the Contributions to Diversity statements, under-represented groups (URGs) includes under-represented ethnic or racial minorities (URM), women, LGBTQ, first-generation college, people with disabilities, and people from underprivileged backgrounds.

The statement of “Contributions to Diversity” (i.e., a one- to two-page statement about a candidate’s contributions to equity, diversity and inclusion, including the motivation and context for specific outreach activities and their impacts) is meant for the candidate to describe his or her:

1. Awareness of the barriers that exist for groups historically under-represented in math and science;
2. Past efforts in diversity and outreach activities;
3. Future plans for diversity and outreach activities.

Of these, the candidate’s past efforts are given far greater weight than merely showing awareness of barriers or stating future plans. The candidate’s effort, initiative, and creativity will all be considered.

Examples of past activities and efforts are listed below. Items A-H below exemplify what very junior candidates (not yet holding a PhD) might engage in. More senior candidates (people already holding a faculty position) would be expected to engage in some of these activities, but would also be expected to go beyond these, as exemplified by items I-Q below.

Note: There may be other types of activities which would qualify as contributions to diversity; this list is not meant to be fully comprehensive, but it provides clear examples of the type and scope of relevant activities.

Past efforts and activities:

- A. Participated as either a mentor or mentee in a mentoring program aimed at URGs.
- B. Participated in sustained (beyond one day and/or one time) outreach efforts aimed at URGs at the K-12 level, either as a recipient or leader of this effort.
- C. Tutored URG children or students in math/science.
- D. Tutored inmates in prison in math/science.
- E. Participated in or organized a URG student or postdoc group in math/science.
- F. Attended a conference aimed at women and/or URM such as SACNAS, NOBCCChE, CAARMS, Undergraduate Women in Physics, etc.
- G. Participated as a speaker in panels on URGs in STEM, work-life balance in academia, etc.
- H. Research advisor for URG undergraduate students.
- I. Served as an advisor for a group aimed at URGs in math/science.
- J. Proactively had URG students or postdocs in their research group or lab on a sustained basis, spanning several years.
- K. Mentored URG postdocs or junior faculty through a mentoring program.
- L. Led summer programs focused on providing research experiences for URGs.
- M. Organized a workshop or panel at a conference aimed at URGs in STEM.
- N. Served on campus or national committee related to equity, diversity, and inclusion (include list of specific responsibilities).
- O. Received campus funding or grant support for STEM outreach or diversity activities.
- P. Published articles, editorials, etc. related to URGs in STEM.
- Q. Gave invited talks on URGs in math/science on campus or elsewhere.