

Five Examples of Submitted Diversity Statements (redacted):

Example 1- As noted on the UC San Diego website, diversity, equity, and inclusion are part of the University of California's fundamental mission and are integral to UC San Diego achievement of academic excellence. My commitment to diversity, equity and inclusion, as demonstrated by my past experiences, align well with this philosophy. As a woman in the sciences, I have seen firsthand how the academic environment can be unwelcoming, unfair and inequitable because of not fitting into a particular gender schema. I am committed to making a difference in ensuring that everyone is given opportunities to excel in their scholarly activities.

My past experiences have been as a professor at #####. I have mentored over one hundred students in my laboratory including twenty-two students who have received their PhDs under my guidance, 60% of these have been women. On the national level, in my commitment to honoring and promoting women students at all levels (undergraduate students, graduate students and postdoctoral students), I was the National Director of Student Awards for Iota Sigma Pi, an honor society for women chemists, for three years. As the National Director of Student Awards for Iota Sigma Pi, I was responsible for expanding the application pool for the three awards given by the society. More recently I co-chaired the Association in Women in Science (AWIS)–American Chemical Society (ACS) AWARDS Task Force. In that role, I worked to increase the number of women nominated and selected to receive national awards for their scientific and technical accomplishments from the ACS.

For the last four years, I have chaired the Diversity Committee within the Department of Chemistry at #####. In this role, I work with faculty toward increasing diversity within the department on all levels as a collective goal and to insure diverse representation on all important committees within the department. I also serve as the ##### Director for the Department as part of the ##### Foundation - University Center of Exemplary Mentoring #####. The stated goal of the ##### is to increase the number of US citizens from minority backgrounds who earn doctoral degrees in STEM. I was a keynote speaker at the most recent NOBCChe (National Organization of Black Chemists and Chemical Engineers) regional meeting.

In addition, I have engaged in a number of outreach events as part of my role as community member. As a mother of two, I volunteered in the local Girl Scouts organization, and worked with middle schools, elementary schools and boy/girl scout organizations to bring exciting scientific demonstrations to school-aged children. I presented the keynote address to 150 girls from high schools around the state for the fourth annual ##### High School Mathematics Day, an event intended to encourage more women to study science and math at the ##### or other universities and to pursue science and math careers by following in the footsteps of #####, a renowned 19th century mathematician and the first female granted membership in the Russian Academy of Sciences, as well as a writer and women's rights.

These are some of my past and current experiences. As I have already noted above, I think they align well with the mission of UC San Diego and represent what I would like to do in the future to insure diversity, equity, and inclusion in achieving academic excellence.

Example 2 - Having a passion for science puts you in a minority in the Mexican education system and culture. I studied ##### in a university mostly dedicated to engineering and social sciences. I was one in a class of ten students, and one of two women. The culture around me was not geared towards science or academia, yet my motivation never dwelled, in great part thanks to teachers and mentors who challenged and supported me. Even though I graduated with honors, I was lacking experience and exposure to research compared to students in the United States and Europe. Nevertheless, when I was interviewed for a ##### Fellowship, the committee told me that they saw in me great potential to pursue an academic career. Because of my personal experience, I

believe that students that don't follow a straight path to science are not less likely to become successful if guided and mentored, and that they bring a valuable contribution to the academic community.

I had been to the US many times, but it was during my graduate studies that I appreciated the cultural diversity that exists in American life. The program is a cultural exchange program sponsored by the Department of State. Through symposia and newsletters the program taught me that one of the great pillars of American culture and the reason for its excellence in many fields is diversity, and how important it is to promote it and preserve it. Not long after I arrived, I volunteered to go to Puerto Rico as part of a ##### committee to recruit students to the STEM disciplines. We toured around the country promoting our Universities. As I was there, it was clear that I had the ability to get through to people, not only through the language (Puerto Ricans are fluent in English), but also because I often understood the cultural barriers that students faced, conscious or unconsciously.

To get an undergraduate degree, Mexican universities require 480 hours of social service. While most people do it working in industry to get experience, I decided to teach, both in the tutor center of the university, and in the K-12 system. Most of my teaching hours were spent teaching science at junior high schools and high schools in unprivileged areas. I am proud to say that two of the students I taught went on to get fellowships to study undergraduate degrees in the STEM disciplines. I learned then that I enjoy teaching. During my Ph.D. I developed a substantial amount of teaching material that is still used for ##### workshops in the #####. I also enjoyed being an instructor in multiple workshops that taught this material. Women in science often struggle to find good role models or mentors. I have been fortunate to encounter not only good female but also male mentors that are interested in improving the equality of women in science. To date, I have never felt being a woman as a factor counted against of for me in any aspect of academic life. However, I have realized that the rules of the game are tuned more towards certain male attributes such as being assertive over conciliator, among others. As such, it is important to nourish women into learning the skills needed to succeed while maintaining their identity. As part of the ##### Society, we organized outreach activities with the aim of teaching science to groups of girls, e.g., girl scouts. I believe that one-to-one mentoring is important for women to get to know the fine details of the personality of "strong women" and identify with them. Currently, I serve as a co-Ph.D. advisor of a female graduate student, and I am in the thesis committee and mentor three other female graduate students.

A key aspect in building and maintaining diversity is to understand that being a minority means that you feel like you come from a different world. Even though my family and friends might not fully understand my passion for science and the lifestyle it entails, I always have felt right at home in the academic environment. Thus, I never truly felt like I didn't belong somewhere. My move to ##### for postdoctoral studies changed that: even at work, I was the odd bit among a very homogenous population of (mostly male) scientists, most of which had never ventured outside of academia. This was an eye opener: the motivation to thrive despite constantly feeling that you don't belong can be hard to maintain at times. During my tenure, other foreigners have joined the lab, and in my opinion, diversity has forced an opening of the minds in both scientific and social aspects, resulting in a richer environment. I work very hard in trying to incorporate newcomers to life in ##### and I now can see the need to actively incorporate URM into a university environment and help them make the niche where they will feel at home.

As a faculty member, I will strive to promote and contribute to a diverse environment that welcomes individuals of different social and cultural backgrounds, and different life stories. I think that my optimal contribution to diversity will be three-fold: (1) I will participate in committees to establish measures to attract students from URM into UCSD. The success of these measures often depends on details that will make the students feel

understood, and that will lower certain cultural barriers or preconceptions. (2) I will actively participate in direct contact with students within the University. I believe that I will serve as an example that not having had a straight path into the goal they want to reach does not preclude them from getting there. I would like to mentor students through summer research programs. I also think that one-to-one tutoring and mentoring is a great tool for URM students to feel confident and thrive. (3) Dissemination to both URM students and people in direct contact with them can be a great way to build an environment that promotes diversity, and thus a good way to attract and help URM students succeed in UCSD. My efforts towards this will include speaking at conferences such as the UC Women's Conference, and writing about my experience and that of others as an URM in academia, and what can be done to promote diversity and inclusion of URM. Last but not least, in many cases the chance of an URM entering the university system is increased if they have been stimulated and felt included at the K-12 level. I will organize and participate in visits to schools to inspire students and empower them to pursue undergraduate degrees, but also to encourage their educators to do the same, and to promote inclusion and appreciation for diversity.

Example 3 - As a Latino immigrant who lived in X, Y, and the United States, I am sensitive to the challenges that ethnic minorities face in academia. Thus, over the last years I have become determined to act towards creating an environment that is more inviting towards underrepresented minorities, women, and socioeconomically underprivileged students which I will expand as a Professor.

As a graduate in X, I laid the groundwork for a scholarship program to bring Latino physics students to X. The program's first supported student has recently obtained his Master's degree from the University of N. Others are applying.

As a postdoc at NN, I am closely working with Professor Z on these fronts. Together with Prof. Z, the university's Division of Equity and Inclusion, and the Chicana Latino Student Development Office, we have created a counseling program called "From Day One". This program organizes a support structure for Latino undergraduate students to help them apprehend the entire academic process by talking directly to Latino graduate students, postdocs and perhaps ultimately professors (we are currently seeking their participation). We all hold office hours where students discuss their personal and academic struggles. The issues they bring up range from their undocumented status, gang family members, limited finances, sexual orientation, to questions about physics and math. Secondly, sparked by recent political events, I collaborate with Professor Z in lobbying for protection of undocumented students at the university.

As a faculty member at UC San Diego, I would propose the following activities in pursuit of a more diverse academic body:

- As a research mentor, I would embrace and welcome Latino, African American, gay, and women students and postdocs into my group.
- I would create support programs for Latino undergraduate students in STEM, inviting fellow Latino faculty, postdocs, and graduate students to offer guidance and support to upcoming undergraduate students. Furthermore, together with women and other minority groups represented in the Physics faculty, I would push to create a widespread support structure for STEM students.
- Being close to the border, at UCSD I would create outreach programs at Community Colleges and High Schools with high Latino representation, arranging visits from within the Physics Department (myself and other Latino members) to these locations, and discuss their needs, struggles and propose plans for improvements and solutions.

- I would reach out to the Undocumented Student Services Center at UCSD and offer guidance, counseling and support to the students.
- I would continue to help Professor Z draft UC-wide legislation to protect undocumented students from possible federal action – an issue critical at the UCSD campus due to its proximity to the border.

In conclusion, I believe academia must strive to expand diversity with a more inclusive approach – welcoming and embracing different socioeconomic, ethnic, gender groups, etc. – and create a broader pool of thought processes and worldviews. UC San Diego’s commitment to this idea resonates with my desire and responsibility to contribute as a Latino scientist, educator, and activist.

Example 4 - As a woman in chemistry, my undergraduate, graduate and postdoctoral experiences have benefitted from opportunities for women in science at both the department and university level, as well as supportive and unbiased mentors. I thus understand the value of educators and mentors who promote an atmosphere of inclusion and enable all students to access the tools they need to be successful in their field. By providing an equal-opportunity environment that fosters respect and communication across gender, racial or other cultural communities, a university will enhance the student experience as well as enable collaborative and innovative research.

During my graduate and postdoctoral careers I have been involved with Women in Chemical Sciences and Women in Chemistry at #####. These programs provide an avenue for discussions about gender-related challenges in science, as well as reach out to the community to encourage children and young adults to become interested in science. To engage the ##### in science, I volunteered for Expanding Your Horizons, an organization that hosts conferences around the world aimed at introducing young women to career options in STEM fields. For these conferences I co-led a nanotechnology workshop focused on introducing basic nanotechnology concepts through hands-on activities. During my graduate career, I mentored two women in undergraduate research. At the start of their experience, they had little perspective on opportunities in science, but they are now both pursuing doctoral degrees in chemistry. At ##### I also attended events by the Louis Stokes Alliance for Minority Participation (LSAMP) to talk to undergraduate students about future options in STEM fields.

As a faculty member, I would build on my previous experiences to take an active leadership role in fostering diversity at UCSD. The Society for Women in Graduate Studies in Chemistry and Biochemistry (SWIGS) has many goals that promote a diverse environment, such as increasing the awareness about gender bias in STEM fields and encouraging the next generation of female scientists through outreach activities. They also provide resources, including professional development seminars and workshops, to female scientists. Some possible ways I could contribute to the goals of SWIGS include participating in career seminars/workshops, working with students to develop and implement outreach activities related to inorganic chemistry and/or nanoscience, and to help female graduate students and postdocs find resources that will aid in their success.

Promoting diversity goes well beyond improving gender equality, and must include enabling opportunities for underrepresented minority students. The California Louis Stokes Alliance for Minority Participation (CAMP) in Science, Engineering and Mathematics program is designed to support and encourage potential underrepresented groups by preparing them for STEM fields. Through the CAMP program I could contribute to diversity by leading or participating in workshops on topics including careers in science or graduate school applications. Additionally, I would encourage and help undergraduate students of underrepresented groups to apply for summer or academic year research fellowships in a lab that matched their interests. Similarly, I would

encourage minority incoming graduate students to apply for the Competitive Edge program, which funds research during the summer before they start and provides workshops designed to familiarize them with the resources available to aid in graduate school success. As a new faculty member, these programs present valuable opportunities to recruit both undergraduate and graduate students to my own lab.

As a chemistry professor, I will have many opportunities to inspire students to pursue studies in STEM fields, whether through the aforementioned programs or through my roles as a teacher and research advisor. With these opportunities I can actively support the diverse environment of STEM students that contributes to the overall cross-cultural collaborative and innovative atmosphere of UCSD.

Example 5 - I have long been committed to diversity, and recognize the barriers faced by women and other minorities in engaging in science. In high school, I was one of the very few female students participating in mathematics, chemistry and physics olympiads. During undergraduate studies, there were still few female peers or professors in mathematics. We communicated little with others in and out of class and even did not know each other. To overcome this, I developed a discussion group that encouraged all the female undergraduates in our major to share their experience and discuss academic problems each week. To further promote support for female students, I co-organized a mentor program in the department that invited faculty members to share career advices in science.

In the summer vacations of 2009 and 2010, I participated in volunteer teaching at primary schools in the poorest area of #####. There was a huge financial burden for most families. Children were not able to receive basic education due to the shortage of teachers and lack of materials. I organized a volunteer group consisting of undergraduates from diverse majors and made teaching arrangements for summer and winter vacations. I believe equal opportunity is extremely important and every student is unique in their own way. I strive to create an open, inclusive, and equal environment in which every student has the opportunity to flourish.

At my current university, I was the instructor for an introductory ##### course in Winter 2014 which targeted undergraduates in economics, physical science and social science. I have taken an active role to promote diversity in classroom. One effective way I found is to encourage students to engage in peer discussion. Students learned from each other and gained an appreciation for the diversity they bring to table. As an instructor, my role is to create and manage an inclusive classroom so that every student feels comfortable to participate in discussion. To achieve this goal, I usually chose a discussion topic that interested as many students as possible. I believe that a diverse and cooperative environment in higher education can prepare students to become better professionals.

Looking forward to my role as a new professor, I intend to serve as a mentor and advisor inspiring students from underrepresented groups to pursue more higher-level math courses, and to increase their confidence that they can succeed in the academic goals. I will pursue NSF funds to actively recruit and train minority graduate students in my area, and to provide mentoring for both female and minority students to encourage them in academic careers, which is an important part of NSF Broadening Participation in my research grant proposals. I will also actively recruit and retain students from underrepresented groups through summer programs at UCSD, such as the OASIS Summer Bridge Program. As a member of the Graduate Admissions Committee, I will strive to recruit and retain a diverse student body during the graduate admissions. Moreover, I will continue to incorporate diversity into my teaching materials and methods. It is my hope that students with diverse backgrounds can find their voices in class, and my diverse background allows me the sensitivity I need to relate to them. Thus everyone contributes to discussion, which in turn boosts self-confidence. I believe I can contribute to my students' personal growth and motivate them to achieve their educational goals.