

Six Examples of Submitted Diversity Statements (redacted):

Example 1 - I remember my first meeting with ##### University's coordinator for chemistry outreach. My idea was to develop an outreach program that would engage high school students in atmospheric chemistry, having students spend a day on the ##### University campus participating in studies of indoor and outdoor air quality using portable gas analyzers and aerosol particle collectors. One of the questions the coordinator asked during that meeting was which schools to contact? Knowing that nearby ##### Junior/Senior High School students had plentiful opportunities to engage with the university, I told him we should diversify and invite students from different socioeconomic and historically under-represented regions in the state of #####. I think this exemplifies my commitment to engage and advance community interest in the sciences. At UC San Diego, I will continue engaging students through similar programs and be an advocate for diversity in the chemical sciences.

My time as a graduate student and postdoctoral researcher provided a well-rounded experience working with wonderful people from all backgrounds, a leap from the small, mostly white southern town outside of #####, where I grew up. I thrived living and working in one of the most culturally diverse areas in the United States while pursuing my doctorate at ##### University. At ##### I was a mentor for three years for freshmen and sophomore female students as part of the Women in Science and Engineering (WSE) program and served as the lead instructor for the ##### atmospheric science section, which was developed to foster underrepresented minority middle and high school student interest in atmospheric science. As founder of ##### atmospheric chemistry outreach program on indoor and outdoor air quality and current mentor of three outstanding female graduate student researchers, one Hispanic and another with diagnosed narcolepsy, and a post-doctoral researcher from #####, I have learned how to effectively communicate with students from different educational backgrounds, abilities/disabilities, and from backgrounds that are very different from my own.

At UC San Diego, I will actively seek opportunities in research, the classroom, and across campus to enhance diversity and opportunity for individuals from historically under-represented backgrounds. Specifically, I will seek scholarship and fellowship opportunities for minority students in my lab and in the department, for example, encouraging and working with students on applications for the Minorities Striving and Pursuing Higher Degrees of Success (MS PHD'S) in Earth System Science and the McNair Scholars Program. I plan to become an affiliate of the Cross Cultural Center at UC San Diego, to build connections and cultivate cultural diversity in the chemical sciences. I will regularly involve undergraduate and high school student interns in my research through programs such as WSE and serve as a mentor for programs already in place at UC San Diego, including the Initiative for Maximizing Student Development (IMSD) and Summer Training Academy for Research in the Sciences (STARS) program.

I believe scientific communication is key and connections with people and institutions beyond our borders is just as important for a sustainable and prosperous research program. One area that I think needs vast improvement in the University setting is in the development of a free on campus resource where English as second language (ESL) researchers can bring their manuscripts for copyediting and substantive editing services. Having experience as a freelance contract editor for an international scientific editing service, I have helped numerous international researchers share their science in English as first language journals. Given my experience, I would be excited to start such a service at UC San Diego, with the mission to provide on-campus international researchers an inviting space to share their manuscripts and advance their science through communication in leading English as first language scientific journals.

I believe diversity inclusion in the classroom and research laboratory is critical for academic and research success. At UC San Diego, I will work with students and faculty regardless of their race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, or country of origin. As long as

students and faculty are committed to and engaged in the learning environment and promote the ideals for a diverse workplace, my philosophy is that all students should be given equal opportunity. At UC San Diego I will uphold these ideals and lead by example through outreach, promoting international scientific communication, and leading and participating in programs that advance women and minority representation in the chemical sciences.

Example 2 - 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 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-lead 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.