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Dear Biology Faculty:

Maintaining academic excellence is central to the mission of every faculty member within the Division. Institutions across the country of the same caliber as UC San Diego have recognized that academic excellence can only be fully achieved through diversity at all levels and by creating an environment in which individuals from a variety of backgrounds, cultures, and personal experiences are welcomed and can thrive. In fact, the University of California is “dedicated to achieving excellence through diversity in the classroom, research lab and the workplace. It strives to establish a climate that welcomes, celebrates and promotes respect for the contributions of all students and employees.” (University of California Statement -- Adopted by the Assembly of the Academic Senate of the University of California, May 10, 2006 and endorsed by the President of the University of California June 30, 2006).

The Division of Biological Sciences shares this commitment. In the same way the Division leads the university in many areas of excellence, we strive to be at the forefront of achieving excellence through diversity. Faculty members within the Division are in a unique position to foster a diverse community of participants in the sciences through their teaching, training, mentoring, and other outreach efforts that promote equity and diversity. Participation in this aspect of the academic enterprise is evaluated during hiring and promotion consideration at UC San Diego¹ as well as other top institutions in the public and private sectors.

To supplement Divisional guidelines for preparing academic files, the attached document prepared by our Divisional Diversity Committee, provides a guideline for documenting your diversity-promoting activities. Examples of the many ways that faculty might contribute is also attached; this list is not comprehensive. Note that in the instructions for preparing one’s “Academic Biography and Bibliography” (the ‘BioBib’), a document used in appointment and promotion evaluations, Section (f) specifically asks faculty to describe their “... most Significant Contributions to Promoting Diversity.” This document should not merely be a list of your activities, but should include a description of each activity in a manner that will enable an evaluator to understand the objectives, the effort, the outcome, and the impact of your work, similar to the features that make up a strong Research Statement. Diversity efforts can contribute to excellence not only in the areas of University service, but also in research and teaching, and these areas should be highlighted as appropriate.

We hope the following information will help you organize your documents, and also inspire you to do more. We urge you to seek out additional ways that you can contribute to a campus climate of inclusion, fairness, and appreciation for persons of diverse backgrounds.

Sincerely,



Steve Kay, Ph.D.
Dean, Division of Biological Science

¹ See section: 230-28 Page 8 in <http://adminrecords.ucsd.edu/ppm/docs/230-28.pdf>; “Teaching, research, and professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the appointee’s qualifications.”

Guidelines for Documenting Diversity Activities

I. Suggestions on how to document and describe your diversity contributions:

If you serve on committees whose focus is to improve campus climate for URM and other minority populations:

- Describe the committee's objectives, your role on the committee, and the outcomes of the committee's efforts, highlighting your contributions as appropriate.

If you mentor URM students and or postdoctoral fellows, describe the specific objectives of these mentoring activities and how your efforts demonstrate a personal and/or institutional commitment to diversity. Beyond simply listing the names, ethnicities and genders of those students and postdoctoral fellows:

- Track their success and progress after they have left your lab.
- List their employment, matriculation into graduate/postgraduate education and faculty appointments.
- Include letters from students (with their approval) documenting their perception of your role in their success
- Describe any significant successes of former mentee's and how your mentorship contributed to their success.

If you contribute to recruitment activities, such as attending undergraduate research conferences (e.g. SACNAS):

- Describe how your contribution is aligned with the Divisional goal of increasing the application of URM students
- Describe your specific contributions, i.e., include specifics such as that you judged posters and or talked to X number of students at the conference and or that you stayed in contact with Y number of students.

II. Sample activities that demonstrate advocacy and support of diversity

A. Within the Division of Biological Sciences and across the UC San Diego Campus

- 1) Mentoring undergraduate and graduate students and postdoctoral fellows from under-represented minority (URM) groups or other under-served groups.
- 2) Serving as a mentor/educator for undergraduate summer research fellows and participating in any affiliated summer workshops that serve URM students. The following website lists UC San Diego's summer research opportunities for undergraduates: http://sea.ucsd.edu/summer_research/ . Of specific interests are the following:
 - i. The UCSD MSTP Summer Undergraduate Research Fellowship (SURF): <http://mstp.ucsd.edu/Pages/default.aspx>
 - ii. Amgen Scholars: <http://aep.ucsd.edu/?action=programs>
 - iii. UC LEADS: <http://aep.ucsd.edu/?action=programs>
 - iv. STARS: <http://ogs.ucsd.edu/student-affairs/summer-research/stars/>

For more information about these programs and possibilities for involvement please contact Mary Alice Kiisel (mkiisel@ucsd.edu) for the SURF program; Veronica Henson-Phillips (vhensonphillips@ucsd.edu) for the STARS program, or David Artis (dartis@ucsd.edu) for the AMGEN STARS program.

- 3) Participating in recruitment/workshop events for transfer students. There are historically higher numbers of URM students among this group.

- i. Division of Biological Sciences Transfer Student Program (ToPS): <http://biology.ucsd.edu/undergrad/pages/tops.html>
 - ii. Summer Bridge: <http://oasis.ucsd.edu/> Academic Transition: http://oasis.ucsd.edu/otp/atp_brochure.asp
 - iii. Summer Transitional Enrichment Program (STEP): http://oasis.ucsd.edu/otp/sssp_brochure.asp
 - iv. CC2U: <http://www.eventbrite.com/org/605389267>
 - v. Example Programs through Office of Academic Support and Instructional Services (OASIS): <http://oasis.ucsd.edu/>
- 4) Participating in other ongoing UCSD programs serving URM groups or communities; for opportunities see <http://eaop.ucsd.edu/>
Examples:
- i. Organizing a workshop for the UCSD AWIS chapter <http://www.awis.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=272>
 - ii. Serving as an advisor to the UC President's Postdoctoral Fellowship Program <http://www.ucop.edu/acadpersonnel/ppfp/>
 - iii. Speaker at the Annual UC Women's Conference
 - iv. Giving a research or career talk to students at Campus Community Organizations such as Black Student Union, the LGBT Center, etc.
- 5) Participating in organizations or conferences that specifically target URM groups. These activities are related to increasing the number of URM applicants for our graduate programs. The following are examples of undergraduate research conferences and organizations with an emphasis in underrepresented/underprivileged participation:
- i. Society for the Advancement of Chicanos and Native Americans in Science (SACNAS): <http://sacnas.org/>
 - ii. Annual Biomedical Research Conference for Minority Students (ABRCMS): <http://www.abrcms.org/>
 - iii. McNair Scholars: <http://aep.ucsd.edu/mcnair.htm>
 - iv. Historically Black Colleges and Universities Undergraduate Program: <http://ehrweb.aaas.org/HBCU/index.php>
 - v. American Indian Science and Engineering (AISES): www.aises.org
 - vi. California Forum for Diversity in Graduate Education: <http://www.ucop.edu/acadadv/forum-for-diversity/recruiters/>
 - vii. UC-LEADS Symposium: <http://www.ucop.edu/ucleads/symposium.htm>
 - viii. Activities associated with UCSD's Office of Graduate Studies (OGS) Diversity Initiatives and Diversity Outreach Collaboration: <http://ogs.ucsd.edu/student-affairs/graduate-diversity/diversity-initiatives/>

Note: The Division actively participates in SACNAS, ABRCMS and in the CA Forum for Diversity events. If you are interested in contributing to these activities, please contact Andy Lukosus (alukosus@ucsd.edu) in the Biological Sciences Graduate Instructional and Student Services Office.

- 6) Serving on committees (UCSD or UC-wide) whose focus is to improve campus climate for URM and other minority populations. Some examples are listed below:
- Division of Biological Sciences Diversity Committee
 - UCSD Diversity Council: <http://blink.ucsd.edu/sponsor/diversity-council/index.html>
 - Undergraduate Recruitment, Admissions and Yield Committee (U-RAY): Chaired by Sandra Daley (Associate Chancellor for Diversity):
 - Graduate Recruitment, Admissions, and Yield Committee (G-RAY): Chaired by April Bjornsen, Assistant Dean, OGS
 - Chancellor's Advisory Committee on the Status of Women <http://statusofwomen.ucsd.edu/>
 - UC President's Postdoctoral Fellowship Program, Advisory Council

- 7) Teaching a course that satisfies the Academic Senate approved Diversity Equity and Inclusion Graduation Requirement (approved 2011 for incoming freshmen):
<http://www.ucsd.edu/catalog/front/AcadRegu.html>.
- 8) Writing a scholarly article about an activity that specifically addresses an issue or problem encountered by individuals or institutions that serve a disproportionate number of URM students. *Example:* Published article(s) in peer-reviewed or non-peer reviewed journals describing best practices and effective strategies for teaching in a diverse classroom. (For example, AAAS June 11-12, 2011; Poster Presentation: Development and Implementation of a Workshop on Inclusive Teaching for Undergraduate and Graduate Teaching Assistants by Postdoctoral Scholars; Clement, S. et al.)

B. Within the Local Community and at Other Institutions across the Country

Below are a few examples of how you can contribute to diversity efforts within the broader community:

1. Serving as chaperone/mentor at a Better Education for Women in Science and Engineering event
2. Presenting a talk or hosting an activity at a Family/Community Science Night activity at a K-12 school that serves a disproportionate number of URM or economically disadvantaged students (e.g., an urban or rural school)
3. Presenting a talk or hosting an activity at an organization that serves a disproportionate number of URM or economically disadvantaged students (e.g., MANA de San Diego, <http://manasd.org/>; Elementary Institute of Science, <http://www.eisca.org/>)
4. Teaching/mentoring activities at educational institutions that serve a disproportionate number of URM students or students with limited educational opportunities (e.g., rural/urban socio-economically disadvantaged communities), such as the UC San Diego Preuss School. Examples of activities are:
 - a. Recruitment activities for community colleges & high schools
 - b. Talks at middle & high schools with large populations of URM students
 - c. Mentoring and or judging at a local or state science fair
 - d. Becoming an advisor for a UCSD/NSF Socrates Scholar who teaches at a local high school
5. Contributing to public service activities, committees, boards that serve or benefit a disproportionate number of URM students (e.g., serve on an Urban League board or committee, election to a rural/urban K-12 school board, etc.)

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