

Guidance on Documenting Contributions to Diversity in Merit and Promotion Files, Scripps Institution of Oceanography, Spring 2021

Adapted from a document by Drs. Alison Coil and Stacey Brydges, UCSD Division of Physical Sciences

Scripps Institution of Oceanography seeks to create and sustain an environment where everyone has an opportunity to thrive and succeed. An important component of reaching that goal is creating opportunities for groups historically excluded from academia to both thrive and help shape the research and educational mission of the institution. As such, professors and researchers (academics) are expected to engage in activities that improve equity, diversity, and inclusion (EDI) at SIO, at UC San Diego, and on larger scales, and to foster the success of diverse students in the classroom and in STEM degree programs and careers. Such contributions will be recognized and can include enhancing EDI through research, teaching, service, or a combination of these areas. Contributions that provide detailed success metrics are encouraged.

Some in our community approach these topics from a place of lived experience, with personal knowledge of many of the barriers faced; this is a tangible and valuable perspective they carry with them as mentors, role models, and in all facets of their role as scientists. Some in our community have less personal experience, but have proactively taken opportunities to educate themselves on the issues (e.g. through reading, conversation and participation in anti-racism seminars or discussion groups); that personal effort can also provide a good starting point for embarking in some of the activities described below.

Contributions to diversity include but are not limited to activities related to understanding barriers to participation in academia, making science accessible to groups historically underrepresented in STEM (at student, postdoctoral and faculty levels) both within and outside of the institution, and conducting earth, and ocean and atmospheric science research that is relevant to historically marginalized communities. Such under-represented groups (URGs) include under-represented ethnic or racial minorities (URM), women, LGBTQ, first-generation college students, people with disabilities, and socioeconomically disadvantaged communities.

All academics are strongly encouraged to document their professional contributions to equity, diversity, and inclusion in their merit and promotion files. EDI is not a “fourth leg” of the stool; as an activity it is infused within research, teaching (if applicable), mentoring, and service. As such, EDI activities can be presented within the sections of the personal statement as appropriate, and can also be highlighted and reiterated in a separate EDI section. If a separate EDI section is included, academics should not be concerned about duplication; the same activities can also be listed in the relevant sections on research, teaching and/or mentoring, and service.

Ad hoc committees are strongly encouraged to highlight the EDI activities of candidates in their reports as well, in a separate section and/or throughout the report as appropriate. Highlighting such efforts in a separate section helps campus reviewers (CAP, etc.) identify such efforts clearly. The efforts will be evaluated using an analogous process to how research contributions are evaluated, including i) scope of involvement in different efforts, ii) personal contribution to each effort, and where possible iii) the

impact or outcome of each activity.

Examples of contributions to diversity activities that deliberately aim to improve outcomes for URGs, substantially increase participation of URGs in STEM and academia, and create an inclusive environment can include:

Research/Scholarly Activity

Research goals

1. Conducted research on earth, ocean, atmospheric science topics that disproportionately impact URGs and can contribute to improving outcomes for these communities - for example research related to air or ocean pollution levels, sea level rise, or coastal ocean food security issues that particularly impact racially or socioeconomically disadvantaged communities, and/or efforts to connect basic research along these lines with societal solutions.
2. Conducted and/or co-authored publishable quality research on diversity and inclusion in STEM fields (e.g. from surveys, interviews, analysis of demographic data).

Research practices

3. Established authentic collaborations with diverse institutional partners (Historically Black Colleges and Universities, Hispanic Serving Institutions, Community Colleges, Tribal Colleges, etc.), industries, or internationally-based researchers.
4. Developed and maintained an inclusive research team, uncovering and addressing systematic barriers and implementing practices that support a positive work environment, including in the field. For example, created a group position for a student to organize EDI activities, such as brief presentations in group meetings, discussing and addressing challenges that URGs face in the field and doing fieldwork, outreach activities, and/or communications to the larger community.
5. Proactively recruited URG students or postdocs into your research group or to UCSD on a sustained basis, spanning several years. Note that simply having URGs in your group does not indicate proactive recruitment. [Women are no longer significantly under-represented in most of our fields at the undergraduate or graduate level, but still often encounter a more hostile climate, and are steadily pushed out of academic research at a higher rate than men at all subsequent academic career stages. The issues are compounded for women of color].
6. Published articles, editorials, policy recommendations, etc. related to effectively supporting URGs and improving participation and performance of URGs in STEM.

Teaching and Mentoring

Pedagogies and classroom strategies to advance equity and inclusion

7. Implemented research-validated inclusive classroom pedagogical techniques in your taught

courses, with details of methods provided.

EDI-focused course content and curriculum

8. Developed an inclusive syllabus for a course, with details provided.
9. Used Universal Design for Learning (UDL) approaches to course design.
10. Selected course content and materials (e.g. textbooks) for an existing course that recognize diversity and acknowledge barriers to inclusion.
11. Designed a seminar or course (e.g., EDI requirement) focused on the URG experience in STEM.
12. Designed and implemented a service learning course that addresses issues of equity, diversity, and access to STEM education in the wider community.

Recruitment and retention of URG students

13. Led an effort to recruit and support URG undergraduate students through your departmental major and related courses.
14. Served as an advisor for a campus or national group supporting URGs in STEM.
15. Led an effort to establish holistic graduate admissions processes within your department, with documented outcomes for URGs.
16. Mentored URG students, postdocs, or junior faculty through a mentoring program.
17. Led summer programs focused on providing research experiences for URGs.
18. Established or led a bridge or engagement program with a minority-serving institution(s).
19. Developed co-curricular opportunities to enhance the EDI competencies of non-minoritized and minoritized students.

Service and Outreach

Campus or external committees and efforts

20. Served on campus or national committee related to equity, diversity, and inclusion (include list of specific responsibilities).
21. Participated as a speaker in panels for URGs in STEM.
22. Led or contributed to campus events supporting URG communities.
23. Gave invited talks on URG issues in math/science on campus or elsewhere.

24. Partnered with the Student Success Center in the Division and/or the Teaching and Learning Commons or other campus organizations on leading EDI initiatives (ie, Diversity in STEM talk series, DPS Summer Bridge program, URM focus groups, etc.)

Professional or scientific associations or meetings

25. Attended a conference aimed at women and/or URM such as SACNAS, NOBCChE, CAARMS, Undergraduate Women in Physics, NSBP, NSHP, etc.
26. Organized a workshop or panel at a conference aimed at URGs inSTEM.

Outreach activities designed to increase participation of URGs

27. Participated in sustained, long-term outreach efforts aimed at URGs at the K-12 or community college levels.
28. Applied for and received campus or external funding or grant support specifically for STEM outreach or diversity activities.

This list is not meant to be exhaustive, rather it is meant to provide an idea of the types substantive activities that should be documented within merit and promotion files.

Additional guidance on Contributions to Diversity statements may be found here (<http://facultydiversity.ucsd.edu/recruitment/contributions-to-diversity.html>). While contributions to diversity statements for hiring discuss both past and proposed future work, merit and promotion files should concentrate on activities in which the candidate has already engaged.