

**Example 1: Contributions to Diversity**

I have long been committed to diversity, and recognize the barriers faced by women and other minorities in engaging in science. While a graduate student, I participated in my university's K-12 outreach program to engage female high school students in science for three years. I volunteered to work with a student for 10 weeks each summer, and met with them regularly, under the guidance of my advisor. I worked hard to give them a positive and welcoming experience in science. Several of these students have been co-authors on published papers.

At my current institution, as an assistant professor, I was faculty advisor for the Women In Bio Sciences group, and I actively recruited and mentored two women students during the summer as part of our national organization's distributed mentors program.

As a professor, I am interested in working with campus to expand this kind of "lab-based" outreach to K-12 educators from low performing, high minority middle schools, so they can help ignite the interest of their students in science. With help from campus, I will recruit an educator each year to work for the summer on research in my lab, expose them to new ideas and developments in my research area, and encourage them to bring some of these into their curriculum. I would also work to engage other faculty in science as part of their NSF Broad participation in their research grant proposals.

**Example 2: Contributions to Diversity**

While an undergraduate at Yale, I became involved in a number of programs for minority students, and these have had a profound influence on me. They provided support and mentoring as I struggled through a difficult program for which I was somewhat unprepared by my high school experience. One of my mentors strongly encouraged me to attend graduate school for a Ph.D., although that was far from my original intention. To my surprise, I have become a tenured professor who loves his teaching and research. At each phase of my education, I have had opportunities, support and role models that were necessary for me to succeed. Advancing diversity requires all of these components for minority students. I describe below my current and proposed efforts in advancing diversity.

At my current university, I have taken an active role in building retention and outreach programs targeting students from underrepresented groups. While we have been successful in recruiting women (students and faculty), this has not been the case for underrepresented minorities. To overcome this, I serve on the Advisory board and co-organize a summer bridge program based on the ones I experienced myself as so important to my own development as an undergraduate. I also developed and taught a course that fulfilled a diversity course requirement for majors in my area. In addition, I have been successful in getting graduate student training funds (NSF IGERT grant) with a focus on recruiting underrepresented students.

In the future, I would like to take an active leadership role in furthering diversity at UC Berkeley. I will continue to actively recruit and retain students from underrepresented groups through your summer programs, and if necessary, create an additional program in my department or school. I will continue to pursue funds to actively recruit and train minority graduate students in my area, and to provide mentoring workshops from such funding for both female and minority students to encourage them in academic careers. I also have a strong interest in working with middle schools and teachers with large minority or underprivileged populations to use technology for promoting science and engineering careers, and hope to build on some of the current activities. I also propose to build relationships to facilitate research collaboration with faculty and students at historically underrepresented institutions (HBCU's and HSI's) and to pursue internal and external funding to support this type of collaboration.

### **Example 3: Contributions to Diversity**

Concerns with diversity, equity and inclusion have been central to my research, teaching and advising at Harvard. As a sociologist, my research broadly focuses on the socioeconomic, civic and political integration of post-1965 immigrants and their children, as well as its implications for the future of ethnic and racial inequality in the U.S. in the coming decades.

In my advising capacities, I encouraged my students to ponder the roles they might play in the alleviation of the vast inequities that continue to shape our world. As a resident tutor at Lowell House, one of Harvard College's twelve residential houses, I formally chaired the committee on race relations

for three years and continue to be informally involved with diversity advising through the Harvard Foundation for Intercultural and Race Relations.

Looking forward to my role as a new professor, I intend to focus my research on issues of immigration, diversity and inequality. In addition, I want to serve as a mentor and advisor to underrepresented groups to prepare our students to be active citizens in an increasingly diverse society.