

EVALUATING CONTRIBUTIONS TO DIVERSITY STATEMENTS: CASE STUDIES



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USING CONTRIBUTIONS TO DIVERSITY IN RECRUITING AT UC SAN DIEGO, 2010 - 13

- Purpose is to identify candidates who have job skills, experience, and/or willingness to engage in diversity-type activities that could enhance campus diversity efforts
- Underscores our public commitment to Equity, Diversity, and Inclusion
- Aims to change the culture in faculty commitment to Equity, Diversity, and Inclusion activities



TODAY'S SESSION AGENDA

- Today's Contributions to Diversity Scoring System
- Short Clicker Examples: Individually respond (with clickers) and discuss
- Table Breakout: Case Study and Discussion
- Summaries

OUR SCORING SYSTEM: TOTAL POINTS: 0-5

- Provides a statement of contributions to diversity (0-1 points)
- Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization (0-1 points)
- Demonstrates a track record and measure of success in activities (such as mentoring, teaching or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups (0-2 points)
- Specific plans to contribute through campus programs, new activities, or through national or off-campus organizations (0-1 points)

Examples: (5=EXCELLENT) (1=STATEMENT ONLY)

CLICKER EXAMPLE 1 (JUNIOR LEVEL)

I left India at 18 years old to attend school in England. I can speak three languages and have lived in seven different countries. My experience with many cultures will provide unique insights into problem solving in a scientific setting. I will apply a different outlook to scientific questions that hopefully lead to insights that are less obvious than my American-born counterparts. Understanding a variety of views and their contexts is essential to working in education, particularly as the world becomes more global in perspective. Currently, I have 3 UR students in my lab.

- **QU: Professor Adams gave 0 (out of 1) points for AWARENESS of inequities and challenges faced by historically underrepresented or economically disadvantaged groups and the negative consequences of underutilization.**

A = Agree

D = Don't Agree

CLICKER EXAMPLE 1 (JUNIOR LEVEL)

I left India at 18 years old to attend school in England. I can speak three languages and have lived in seven different countries. My experience with many cultures will provide unique insights into problem solving in a scientific setting. I will apply a different outlook to scientific questions that hopefully lead to insights that are less obvious than my American-born counterparts. Understanding a variety of views and their contexts is essential to working in education, particularly as the world becomes more global in perspective. Currently, I have 3 UR students in my lab.

- **QU: Professor Shah gave this 2 points (out of 2) for TRACK RECORD, because he was impressed by having 3 UR students in the lab.**

A = Agree

D = Don't Agree

CLICKER EXAMPLE 2 (JUNIOR LEVEL)

I am a Mexican-American. My mother was born in Mexico and her whole family continues to live there and none of them went to college. My father is also Mexican-American, but is what some call a Chicano. A few people in his family went to college; however, none of them earned a professional degree. My family history and personal experiences over the years will enable me to contribute more effectively at UCSD and make me a better professor. I am an active volunteer with the Society of Mexican American Engineers and Scientists (MAES) which promotes the professional and personal development of Mexican Americans pursuing degrees in engineering and science. I bring a distinct perspective to the classroom and am proud to be a role-model to students of all ethnic backgrounds.

- **QU: Professor Smith gave this 1 point (out of 1) for SPECIFIC PLANS to contribute.**

A = Agree

D = Don't Agree

CLICKER EXAMPLE 3 (JUNIOR LEVEL)

While I have always been alert to the variety of student learning styles, and the need to accommodate a diverse population of students, it was only after being tenured that I felt it was safe to commit primary effort to issues of pedagogy in the Chemistry lecture hall. As part of a collaboration with colleagues in the School of Education, I currently have an NSF award to measure learning outcomes in introduction to Chemistry courses, with special attention to students from underrepresented groups. Post docs in my Chemistry Education Lab are using national datasets from the ACS Exams Institute along with data we are generating in our own Chem I courses to study the effect of various interventions on student learning. We posit that by understanding and responding to the variety of learning styles of introductory students, we can create a more effective learning environment for all students, including students from diverse backgrounds, in our courses.

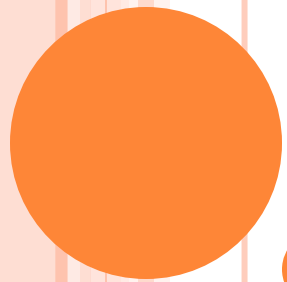
QU: Professor Garcia gave 4 points (out of 5) OVERALL, based on AWARENESS (+1), excellent TRACK RECORD (+2), but no SPECIFIC PLANS (+0) in the statement (+1). 8

A = Agree

D = Don't Agree

BREAKOUTS

- Each TABLE will consider and discuss their example contributions to diversity statement.
- Each TABLE is asked to come to agreement on the score.
- We'll reconvene for short summaries.



SUMMARIES

