

### Example (A)

I have long been committed to equity, diversity, and inclusion. Throughout my education, I have been particularly mindful of barriers faced by women and underrepresented people of color in the sciences. 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. Through this program, I volunteered to work with a student for 10 weeks each summer, and met with each student regularly, under the guidance of my advisor. I worked hard to give each student 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. I also actively recruited and mentored two female students during the summer as part of our national organization's distributed mentors program.

As a professor, I am interested in working with the campus to expand this kind of "lab-based" outreach to K-12 educators from low performing, majority-minority middle schools, so they can help ignite the interest of their students in science. With help from the 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 (B)

At each phase of my education, I have had opportunities, support, and role models that were necessary for my success. While an undergraduate, I became involved in a number of programs for students of color. These experiences profoundly influenced me. They provided invaluable support and mentoring as I struggled through the challenges of a demanding college major. One of my mentors strongly encouraged me to attend a doctoral program and pursue a Ph.D. in my current field. Although far from my original intent, I am now a tenured professor who has found love in teaching and research. I know first-hand the value of active encouragement and targeted mentoring.

In my current position, I have actively collaborated with others to build retention and outreach programs targeting students from underrepresented groups. Although our initial efforts improved our recruitment of White women (students and faculty), we had less success with underrepresented students and faculty of color. To overcome this, I have co-organized a summer bridge program that adopted many of the best qualities associated with the programs I personally benefitted from as an undergraduate. I also developed and taught a course that fulfilled a diversity course requirement for majors in my area.

In the future, I would like to take an active leadership role in furthering an equal learning environment for all members of the campus community. More concretely, I would like to help craft and implement mechanisms that reduce the prevalence of stereotype threat or other identity-contingent burdens will unevenly burden students of color. As part of this, I would like to coordinate formal opportunities for faculty to learn evidence-based pedagogy – for instance, by promoting a “growth mindset” approach in their teaching. I also plan to continue to actively recruit and retain students from underrepresented groups through programs such as Summer Bridge and PreP. I will also continue to pursue funds to actively recruit and mentor graduate students of color who remain underrepresented in the discipline. Lastly, I would work to fortify institutional relationships with faculty and students at HBCU’s and HSI’s and to pursue internal and external funding to support this type of collaboration.

### Example (C)

Concerns with equity, diversity, and inclusion have been central to my research, teaching, and advising since I began my graduate study. 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, through their scholarship and advocacy, to alleviate of the vast inequities that continue to shape our world. As a resident tutor in my current institution, I formally chaired the committee on race relations for three years and continue to be informally involved with diversity advising through the Foundation for Intercultural and Race Relations. Looking forward to my role as a professor at a new institution, I intend to continue my scholarly agenda, which has consistently interrogated the intersections of human migration, citizenship, and belonging. In addition, I want to serve as a mentor and advisor to students from underrepresented groups to prepare our students to be active citizens in an increasingly diverse society.