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## Funded Innovation Grants 2014-2015 AY

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PROJECT: UC SAN DIEGO SUMMER PROGRAM FOR WOMEN IN PHILOSOPHY

*PI: Rick Grush, Professor, Philosophy*

The **UC San Diego Summer Program for Women in Philosophy (SPWP)** is a two week program of intensive coursework and workshops designed to provide an engaging experience in which undergraduate women can study philosophy without the hurdles usually associated with being a small minority in a heavily male-dominated field. The goal of the program is to increase the representation of women in the discipline by providing opportunities to improve women's prospects of acceptance into UC San Diego's highly ranked graduate program.

PROJECT: UC SAN DIEGO INTERTRIBAL YOUTH WRITING PROGRAM

*PI: Olga Vasquez, Professor, Communications*

**UC San Diego-Intertribal Youth Writing Program** addresses low representation of Native American students at UC San Diego by creating and providing a research based, culturally relevant two week summer writing course in addition to a 10 week on-line writing course for Native American high school students. The two-week course was designed to be the academic anchor of the InterTribal Youth (ITY)/UC San Diego summer program. The on-line course will be offered in partnership with UC San Diego Extension. Taught by Caroline Collins, it will be followed by an additional 10-week online writing course for Native American high school students.

PROJECT: BLACK STUDIES RESEARCH COLLABORATIVE

*PI: Dayo Gore, Associate Professor, Ethnic Studies*

*PI: Sara Kaplan, Associate Professor, Ethnic Studies*

The **Black Studies Research Collaborative** explores new ways to institutionalize and sustain a cross-discipline research collaborative in Black Studies. The program aims to accomplish four goals: 1) Create a cross-campus institutional structure that fosters innovative frameworks and methods for the study of Blackness; 2) Increase collaborative scholarship in Black Studies across departments, divisions, and schools by building networks for intellectual exchange among scholars in the humanities, social sciences, and sciences within and beyond UC San Diego who are working in critical emergent areas of African American and African Diaspora studies; 3) Support and strengthen the African American Studies Minor; at UC San Diego by providing a vibrant intellectual node for scholars, instructors, students, and community members committed to the field, and 4) Foster ongoing connections and collaborations among campus researchers and those individuals and groups working with communities of African descent in the region.

PROJECT: INCREASING THE PARTICIPATION OF WOMEN OF COLOR IN THE PHYSICAL SCIENCES: THE UC SAN DIEGO-MOREHOUSE-SPELMAN PHYSICS BRIDGE PROGRAM

*PI: Adam Burgasser, Associate Professor, Physics*

The **UC San Diego-Morehouse-Spelman Physics Bridge Program** is a trial expansion of the existing UC San Diego-Morehouse UC-HBCU program in physics to include women students from Spelman College. The program will build upon existing partnerships and infrastructure to accomplish the goal of increasing recruitment of HBCU students into UC graduate programs, with specific emphasis on creating a new Bachelor's-to-PhD pipeline for African American women in physics at UC San Diego.

PROJECT: COMMUNITY COLLEGE PARTNERSHIP IN BIOENGINEERING

*PI: Todd Coleman, Associate Professor, Bioengineering*

*PI: Michelle Ferrez, Director IDEA Center*

The **Community College Partnership in Bioengineering** program partners with a Hispanic Serving Institution and focuses on community college transfer students, many who are first generation to increase the admission of students into the Bioengineering undergraduate and graduate programs. The primary goals are to: (1) Immerse incoming transfer engineering students from MESA College in Bioengineering through graduate/faculty mentorship and experiential learning projects; (2) Increase participation of transfer students in research during their first year at UC San Diego; (3) Use Biomedical Engineering Graduate Students in the teaching of transfer students and provide training in the mentoring of diverse students.

PROJECT: MILITARISM AND MIGRATION RESEARCH CENTER

*PI: Wayne Yang, Associate Professor, Ethnic Studies*

*PI: Yen Espiritu, Professor Ethnic Studies*

**Militarism and Migration Research Center** pilot brings to campus scholars and other professionals to discuss the impact of U.S. militarism on people's lives. The scholarly and co-curricular activities of the pilot will pay special attention to displaced refugees and migrants from Southeast and West Asia, the Pacific Islands, and East Africa—populations that are underrepresented and underserved at UC San Diego, with the goal to initiate and cultivate comparative discussions and projects across groups that have been displaced due to transnational militarism, empire, and war. Feasibility data from the pilot will be used to seek foundation funding that will support an eventual research cluster/center on campus on "Militarisms and Migrations."

PROJECT: GRADUATE STUDENT CLIMATE INTERN (GSCI)

*PI: April Bjornson, Assistant Dean Graduate Division*

*PI: Kim Barrett, Dean Graduate Division*

**Graduate Student Climate Intern (GSCI)** pilot program was created to meet the need for enhanced co-curricular and professional development for URM graduate students. The GSCI develops niche and broad co-curricular programming and events that allow URM graduate students the opportunity to engage with peers from diverse academic and personal backgrounds. The internship aligns with Student Affairs Strategic Planning Goal 3: Community Building, and is designed to

connect the dots between multiple diversity efforts across campus and provide programming targeting specific graduate student populations.

PROJECT: EDI EDUCATORS FOR GREEK LIFE

*PI: Colin Gerker, Greek Life Coordinator*

*PI: Emily Marx, Director Center for Student Involvement*

This pilot proposes the development of Peer Educators, trained in EDI, for Greek Life. The aim of the program is provide a platform for increased knowledge and understanding of social justice, equity, diversity, and inclusion as they relate to self, Greek Life, campus, and the broader communities. Through quarterly in-chapter trainings, this program will create a space for all Greek students to explore equity, diversity and inclusion in a Greek Life context, identify community-building strategies, and brainstorm ways to operationalize practices that promote community and allyship.

PROJECT: REACH AND BIOCHEMCORE 2015

*PI: Olivia Graeve, Professor, Mechanical Areospace Engineering*

*PI: Rommie Amaro, Associate Professor, Chemistry/Biochemistry*

The **REACH and BioChemCore 2015** will focus on increasing the number of URM and women into STEM through multi-disciplinary training and cross discipline (Chemistry and Engineering) experiential learning. The proposed pilot aims to establish strong and long-lasting teaching and learning collaborations between Chemistry and Engineering pipeline programs that are designed to instill multi-disciplinary scientific approaches in a cadre of young female and URM students.

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## Funded Innovation Grants 2015-2016 AY

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PROJECT: ARTS AND HUMANITIES ADVANTAGE OUTREACH

*PI: Alma Palazzolo, Assistant Dean of Arts and Humanities*

*PI: Cynthia Dillon, Director of Communications, Arts, and Humanities*

Aimed at increasing the number of Humanities majors at UC San Diego, **Arts and Humanities Advantage (AHa) Outreach Internship Program** recruits students either in the 11<sup>th</sup> or 12<sup>th</sup> grade of high school and community college transfer students with a focus on historically underrepresented students who are interested in the arts and humanities. The internship program seeks to provide high school and transfer students who have committed to attending UC San Diego, or who have expressed interest in applying, with information and guidance gained from real-world experience. The AHa internship will help inform students about their course and career options in the arts and humanities, guiding them along a path to a successful undergraduate experience and professional career.

PROJECT: CALIFORNIAN SHAMAN, A STUDY OF THE CHEMISTRY AND CONSERVATION OF NATIVE CALIFORNIAN PLANTS

*PI: Dionicio Siegel, Associate Professor, Skaggs School of Pharmacy and Pharmaceutical Services*

The **Californian Shaman** seeks to recruit historically underrepresented students into STEM fields by establishing an annual summer program for high school students in which they spend three weeks on the UC San Diego campus learning about basic botany, plant conservation, and several native Californian plants. Key goals of the program include: 1) Greater diversity and careers in science by URM, 2) Increased recruitment and admission to UC San Diego of URM, 3) Fostering on-going connections between individuals and faculty members.

PROJECT: DEPENDENT CARE PROFESSIONAL TRAVEL GRANT PROGRAM

*PI: Alexandra C. Bortnick, Alumni Outreach Coordinator - UC San Diego Postdoctoral Association*

The **Dependent Care Professional Travel Grant Program** focuses on awarding funds for child or adult care for traveling postdoctoral scholars. In granting these funds, the program aims to increase the amount of career-advancing opportunities taken by postdocs, through the means of alleviating additional costs incurred by child or adult care.

PROJECT: IMPROVING COURSE OUTCOMES USING A STRUCTURED AND ACTIVE LEARNING COURSE INTERVENTION

*PI: Richard Armenta, Assistant Adjunct Professor, Department of Family Medicine and Public Health*

*PI: Nancy Binkin, Professor, Department of Family Medicine and Public Health*

*PI: Dennis Trinidad, Associate Professor, Department of Family Medicine and Public Health*

The **Structured and Active Learning Course Intervention** is a program that is focused on increasing the technology and support structure within the core courses of the undergraduate Public Health major, to increase the success of minority students. The four main goals are: 1) Develop methods to assess disparities in performance among diverse student populations in FPMU 40, a lower division requirement for the Public Health major, and identify possible contributory factors, 2) Work with Teaching + Learning Commons to develop a multi-faceted package for improving the inclusiveness of the classroom for FPMU 40, 3) Test the abilities of these strategies to modify student performance when compared with historical results, and 4) Share lessons learned with other public health courses within the major and with other programs offering introductory STEM courses at UC San Diego.

PROJECT: PROMOTING PUBLIC SERVICE CAREERS

*PI: Jennifer Burney, Assistant Professor, School of Global Policy and Strategy (GPS)*

*PI: Wendy Hunter Barker, Dean for Academic Programs – GPS*

Through partnerships with the Public Policy and International Affairs Program (PPIA), the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), local higher education Institutions, and Marshall College the **Promoting Public Service Careers** project proposes to develop, implement, and evaluate a Public Service Weekend to introduce under represented/first generation students to the field of public policy and provide them with the “fundamental understanding of the knowledge necessary for pursuing advanced degrees and careers in public service.” The objectives of the weekend are to: Demonstrate to underrepresented undergraduate

students that careers in public service are interesting and achievable; Highlight advanced education as a path towards a public service career and in doing so, increase the visibility of GPS's new MPP with southern Californian undergraduates; and Institutionalize ties with local community colleges, HSIs and other minority serving institutions and programs, which will benefit the MPP and GPS's other degree programs.

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## Funded Innovation Grants 2016-2017 AY

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### PROJECT: BRIDGES TO EDUCATION / PUENTES DE EDUCACIÓN

*PI: Oscar Vazquez Mena, Assistant Professor, NanoEngineering Department*

*PI: Sarah Vella, UC San Diego MIA Candidate*

The **Bridges to Education** project will form a cluster of high school students whose parents have been deported, supporting them and their parents with information resources, tutoring and mentoring, and academic training to promote their access to UC San Diego. Our plan is to join the educational support of UC San Diego with the humanitarian service of Border Angels to build a bridge between these students and the university. We aim to help these students to enroll into UC San Diego through workshops and academic support, with the aim of transforming their lives through education. Based on our work with these students, we elaborate a report after each year identifying their challenges and proposing strategies that can be implemented into the UC San Diego institutional outreach and equal opportunities efforts. Border Angels already has a group of students that is working with volunteers.

### PROJECT: DIVISION OF BIOLOGICAL SCIENCES BIOLOGY M.S. PROGRAM FELLOWSHIPS

*PI: Rick Firtel, Associate Dean of Biological Sciences*

The goal of the **Division of Biological Sciences Biology M.S. Fellowships** is to make our M.S. program more available for all students, specifically focusing on students that would increase the diversity of our program, and of UC San Diego in general, and would therefore increase the diversity of academics, medical and other professionals, and scientists in our society. The M.S. program has allowed many students to become more competitive for and be accepted to advanced degree programs (e.g. medical school, etc.) where they were not competitive after completion of the normal B.A. degree. We hope this program can become an integral and essential part of the educational opportunities at UC San Diego.

### PROJECT: UC-XAVIER SUMMER PILOT PROGRAM

*PI: James C. Nieh, Professor of Biological Sciences and Chairman of Ecology, Behavior, and Evolution*

The **UC-Xavier Summer Pilot Program** is a partnership between Xavier University of Louisiana (XULA) and UC San Diego focused on attracting exceptional undergraduate students to pursue summer research in the biological sciences. Our goals are to demonstrate our commitment to the

UC-Xavier partnership, to show the viability of our Xavier connections, and to help ensure the continuity of our successful UC-Howard program. This proposed partnership is modeled after the successful UC San Diego/Howard University Partnership for Graduate Success, which has helped increase the diversity of our graduate applicant and admissions pools, and was designed following conversations with their leadership. The UC San Diego/XULA Partnership will benefit significantly from synergies with a new academic year exchange program between XULA and UC San Diego's Thurgood-Marshall College (TMC).

#### PROJECT: RESTORATIVE JUSTICE PROGRAM

*PI: Anthony P. Jakubisin, Associate Dean of Student Affairs and Director of Residence Life*

Restorative Justice (RJ) is a form of intervention wherein victims and offenders are brought together and a contract is created by all parties to repair harm caused by the offense. This method holds offenders responsible for their actions, asking them to make a commitment to not re-offend in the future, and focuses on repairing harm experienced by victims and community members through a commitment to fulfill all obligations. RJ looks at offenses not as single events, but as contextual consequences to deeper systemic issues that must be addressed to decrease the likelihood of re-offending. Following the completion of an RJ process, the offender is reintegrated back into the community. The **Restorative Justice Program** proposal seeks to train approximately 30 staff members and student government representatives from across UC San Diego on the RJ process so that the campus may begin to implement it where appropriate.

#### PROJECT: REFUGEE EDUCATIONAL EMPOWERMENT AND RECREATION PROGRAM

*PI: Matthew T. Herbst, Associate Teaching Professor and Director, Making of the Modern World Program*

The bi-weekly **Educational Empowerment and Recreation Program** at UC San Diego for refugee high school youth from Africa, the Middle East, and Southeast Asia. The program is an academic manifestation of Eleanor Roosevelt College's and UC San Diego's engagement with and support for San Diego's refugee community. Working collaboratively with the International Rescue Committee's San Diego Office, the program familiarizes refugee students with UC San Diego, its faculty and students, and the university experience, and creates a pathway to college application while fostering greater awareness and inclusion among undergraduate students. This program is run by Eleanor Roosevelt College's Making of the Modern World Program and is delivered through the efforts of undergraduate volunteers and student organizations (No Lost Generation and Refugee Connections), campus departments, and faculty supporters.

#### PROJECT: PROMOTING LATINO CULTURE

*PI: Henri Migala, Director of International House*

Through **Promoting Latino Culture**, International House and ResLife (Eleanor Roosevelt College) will work with student leadership at the Raza Living-Learning Community to develop a year-long calendar of programs that bring attention to the rich Latino heritage of San Diego, and through these programs, Chican@/Chicanx and Latin@/Latinx experience at UC San Diego. The year-long calendar of programs will be anchored by one main programmatic activity per quarter. These activities will take interested students off campus to explore and experience, firsthand, some of what makes the Latino community so special in San Diego.

PROJECT: INVESTIGATING BIAS IN CAREER ASSESSMENT TOOLS

*PI: Pamela Cosman, Faculty Equity Advisory and Professor of Electrical and Computer Engineering*

*PI: Olivia Graeve, Director of IDEA Center and Professor of Mechanical and Aerospace Engineering*

Career Assessment Tools (CATs) are questionnaires that attempt to ascertain a person's interests and aptitudes, and that suggest possible careers. The **Investigating Bias in Career Assessment Tools** project aims to administer two CATs to 200 engineering students, with both men and women, URM and non-URM students well represented. We will also survey the students about their interest in and satisfaction with engineering. We will analyze the data to find out whether the CATs are recommending engineering equally to women and men, and to URM and non-URM students, after controlling, for example, for satisfaction with the major and performance in the major (e.g., GPA).