

DIVERSITY, EQUITY AND INCLUSION IN NSF BROADER IMPACTS: A GRANT REVIEWER AND WRITER PERSPECTIVE



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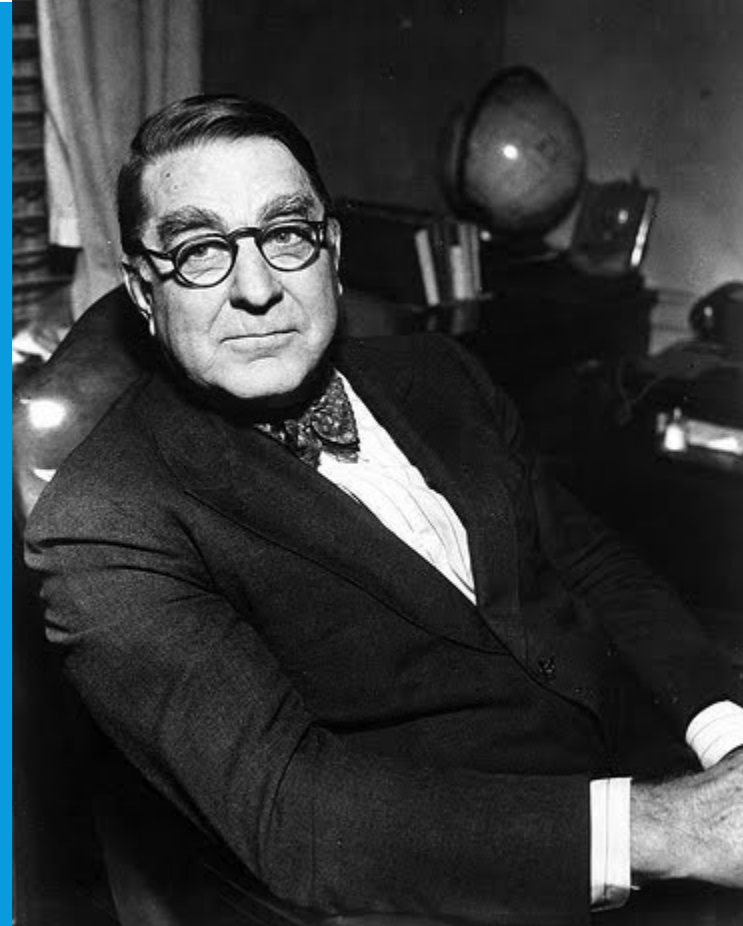
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WHY DEI IN BROADER IMPACTS?

- Improves the diversity of those who engage in STEM.
- Helps bring new ideas and perspectives to our fields.
- Can result in new ways of conducting research.

WHY DIVERSIFY PARTICIPATION IN OCEAN SCIENCE?



DEI: A REVIEWER'S PERSPECTIVE

- Are the DEI components of a broader impact section well resourced and supported?
- Budget \$\$\$\$\$\$
- Are collaborations well established or haphazardly organized?
- Do the DEI leads have experience with DEI activities?
- Are the broader impacts outsourced???

DEI: A REVIEWER'S PERSPECTIVE

- Allocate reasonable funding so that DEI efforts are well supported.
- Include collaborators who have a history of working on DEI. Don't include someone simply because they are at an MSI.
- Include active strategies for your DEI work. Don't assume being at an MSI or being affiliated with someone from an MSI will automatically strengthen your DEI work.
- Make DEI staff/collaborators an integrated part of the research team.
- Your Intellectual Merit and Broader Impacts should be transformative.

The logo for ARIS, consisting of the letters 'ARIS' in a bold, sans-serif font. The 'A' and 'R' are dark blue, while the 'I' and 'S' are a lighter blue. The letters are slightly shadowed to give a 3D effect.

Advancing Research Impacts in Society



SACNAS Conversations with Scientists

DEI: A GRANT WRITER'S PERSPECTIVE

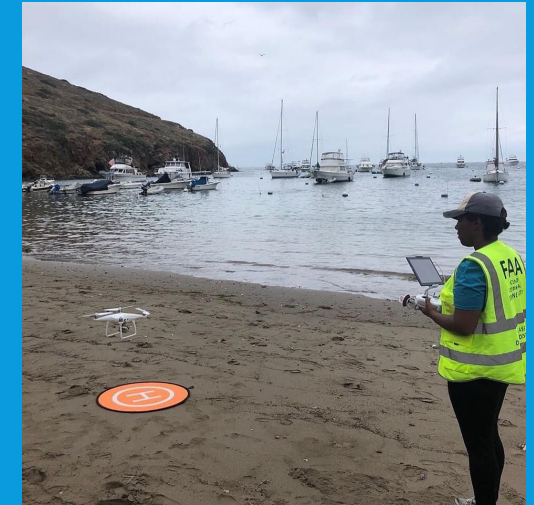
- “I’m not an educator, I’m a researcher”.
- Developing effective broader impacts that include DEI requires re-visiting our personal definitions of an ocean scientist.



Josh Kohut, Rutgers University

DEI: A GRANT WRITER'S PERSPECTIVE

- The CSU is the largest university system in the U.S.
- A significant number of campuses are full MSI's (Minority Serving Institutions) or HSI's (Hispanic Serving Institutions).
- CSU is in a unique position to serve and learn from students that are historically underrepresented in ocean science.
- The larger mission of the CSU directly serves and rewards the goals of DEI activities as carried out in broader impact work.



DEI: A GRANT WRITER'S PERSPECTIVE

- As researchers at a CSU campus leverage those components that make us unique relative to other university systems.
- Long history of supporting NSF programs that engage URM populations in meaningful ways.
- CSULA Center for Environmental Analysis (CEA-CREST, 2000-2010)
- A substantial knowledge base of how to merge research with substantial DEI activities.



Carlos Robles, CSULA, CEA-CREST Director

DEI: A GRANT WRITER'S PERSPECTIVE

- As CSU faculty we are encouraged to integrate research into our teaching.
- What are ways you can integrate research into your teaching activities? (NSF-IUSE, NSF-GEOPATHs)
- Can you use that integration to facilitate not just student engagement but retention?
- Leverage respective campus teaching and learning centers.



MSCI 350, Quantitative Marine Science

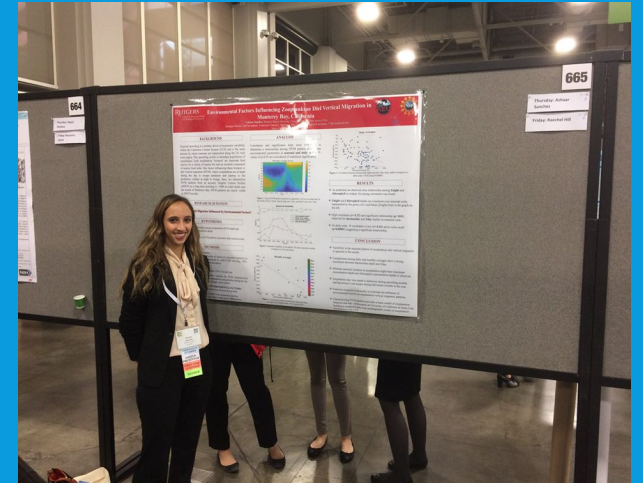


DEI: A GRANT WRITER'S PERSPECTIVE

- DEI can focus on more than just race and ethnicity.
- Consider work with additional groups that are underrepresented in ocean science.
- U.S. Veterans.
- Individuals with disabilities.
- LGBTQ groups.
- Consider broader societal impacts.



Ashaar Sanchez, USAF Veteran, CSUMB REU Alumna, M.Sc. Student Coastal Carolina University



Specializes in improving access to geoscience for those with disabilities.

CLOSING THOUGHTS

- As CSU researchers we are in a system that provides unique advantages when developing DEI activities.
- When developing DEI activities you need to think of yourself as a researcher and educator; not one or the other.
- Your project's Intellectual Merit and Broader Impacts should be transformative.
- Resource your DEI activities with sufficient funding and content experts to make your activities active and impactful.