

UCLA Department of Chemistry and Biochemistry Diversity Plan (Fall 2019)

1. Departmental Diversity Leadership Committee:

(Current members: Delroy Baugh; Catherine Clarke, chair; Al Courey; Juli Feigon; James Gober; Sarah Tolbert; Jorge Torres; Roy Wollman; Stephanie Hotz; Tim Mahlanza; OCDS Co-Presidents Ethan Rosser and Prieria Panescu)

The chair has appointed a twelve-member departmental Diversity Leadership Committee. It consists of eight professors, two staff members, and graduate student representative of the Organization for Cultural Diversity in science (OCDS) (see item 3b). The purpose of the DLC committee is to keep the departmental members aware of the value of diversity and to promulgate ways to increase diversity. Activities will include:

- a. Organizing workshops and training to educate faculty and students about gender and minority schemas, accumulation of disadvantage, professional behavior, gender biases in evaluations, and other issues that arise. This will be done in collaboration with the UCLA Office of Equity, Diversity and Inclusion, <http://diversity.ucla.edu> headed by Vice Chancellor Jerry Kang.
- b. Advising search and ad hoc committees about methods to avoid bias and to encourage diversity in hiring.
- c. Conducting an annual gender and ethnic equity survey in cooperation with Vice Chancellor Kang. Here are the statistics for our department as of the 2018-2019 academic year:

	Male	Female	White-NH	Asian-PI	Black-NH	Hispanic	Amer Ind.	Other
Faculty-Tenured	41	12	41	8	1	2	0	1
Faculty-Asst. Prof.	6	2	4	2	1	1	0	0
Faculty-Asst. Adj. Prof	1	5	3	3	0	0	0	0
Faculty	6	6	8	3	0	1	0	1
Graduate Students ^a	177(58%)	129(42%)	119(53%)	66(30%)	14(6%)	24(11%)	0(0%)	2(<1%)
Undergraduates ^a	518(46%)	611(54%)	221(20%)	613(54%)	45(4%)	209(18%)	10(<1%)	37 (3%)
Graduates ^b	53%	47%	32%	18%	3%	12%	<1%	4%
Undergraduates ^b	42%	58%	27%	28%	3%	22%	<1%	2%

^a International students are not included in the ethnicity demographics, this information was not currently accessible. Gender was not reported in less than 1% of graduate and undergraduate student majors.

^b These percentages represent the demographics of the UCLA student population as a whole. As of Fall 2018 there were 31,557 total UCLA undergraduate and 14,353 graduate students. 12% of the undergraduate students are international and are not included in the percentages of domestic students. Gender was not reported in less than 1% of undergraduate students.

2. To increase faculty diversity UCLA and the department have implemented the following procedures for search committees:

- a. Vice Chancellor Kang has established search committee briefings that provide training to search committees regarding mechanisms to ensure an unbiased and inclusive search. All members of each search committee must receive this training.
- b. VC Kang's office also maintains a web page with guidelines for the conduct of faculty searches (<https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/>). Search committee chairs are required to consult this web page at every step of the search process to ensure that the proper procedures to reduce bias in the search process.
- b. The chair has the responsibility of reviewing the search plan, the applicant pool, and the short list for each search to ensure that proper efforts have been made to attract and give full consideration to a diverse applicant pool.

3. Graduate admissions committees are cognizant of the importance of diversity to our graduate experience. The Department of Chemistry and Biochemistry is among the top ten in terms of underrepresented minority

(URM) student recruiting, retention, graduation and placement. We have implemented the following procedures to recruit and retain URM graduate students.

- a. Many of the best minority students in the country are attracted by prestigious fellowships, such as the Eugene V. Cota-Robles fellowship, funded by the UC Office of the President, which supports students for four years. In addition, all students whose backgrounds are underrepresented in STEM doctoral programs in accordance with the NSF (i.e., African Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians or other Pacific Islanders) who are admitted to the Department of Chemistry and Biochemistry are offered enrollment in the 6-week “UCLA Competitive Edge” summer transition program. During the months of August and September, prior to the beginning of classes in October, the UCLA Graduate Division runs this program as part of the Alliance for Graduate Education and Professoriate (AGEP). Two members of our department (Professors Robin Garrell and Miguel Garcia-Garibay) are on the AGEP Advisory Committee. Students are offered a summer award of \$6,000 for housing and stipend. The UCLA Competitive Edge is an enriching program that includes a journal club, weekly academic and professional workshops, seminars by faculty, and research workshops. The most important component is the sponsored participation in research projects with any research group in the department. The competitive edge program is not only an effective recruiting tool but it provides students with an opportunity to interact with each other in order to create and maintain a community of student scholars. Students who have been part of the competitive edge program as entering graduate students are heavily involved in recruiting during their subsequent years helping create, maintain and expand a critical mass of students with underrepresented backgrounds.
 - b. The Organization for Cultural Diversity in Science (OCDS) strives to create a welcoming community among graduate students in the sciences, with an emphasis on increasing cultural diversity at UCLA. It is a graduate student-lead group which is overseen by the Dean of Physical Sciences, Prof. Miguel Garcia-Garibay, and supported by the UCLA Division of Physical Sciences. OCDS projects a positive portrayal of underrepresented groups and allies in the sciences to prospective college and graduate students, the academic and scientific community, and to the public at large. OCDS aims to provide networking, outreach and professional development opportunities to their members to support them in their ultimate career goals.
4. We have implemented the following procedures to recruit and retain URM undergraduate students:
- a. The Department is committed to try to tap the enormous potential talent pool of the underrepresented communities before these young adults choose not to consider scientific careers. Dr. Tama Hasson, Assistant Vice Provost for Undergraduate Research and Director of the Undergraduate Research Center directs a number of programs funded by NIH, NSF, HHMI and the University to encourage and support URM undergraduates interested in research careers (Bridge Program for Community College Students, Initiative to Maximize Student Diversity, Post-baccalaureate Research Education Program, Louis Stokes Alliances for Minority Participation; and University of California Leadership Excellence through Advanced Degrees in Science). Programs include individual counseling, academic support and enrichment, research training, and financial support for research experiences. The Chemistry and Biochemistry Department provides office space, use of instructional laboratories, and preferential enrollment for participants in these programs. Department graduate students facilitate collaborative learning workshops, and faculty, graduate students and postdoctoral fellows act as research mentors for program participants. These programs have been recognized as among the most effective in the nation in preparing URM students for entry into the most competitive graduate programs in the country. Although encouraged to go elsewhere, each year several students remain at UCLA for graduate work in various programs including those in Chemistry and Biochemistry.
 - b. UCLA also has an active NIH-funded Minority Access to Research Careers (MARC) program currently directed by Professor Megan McEvoy. This program is designed for UCLA URM students who plan to

pursue a biomedical research career. This is a two-year intensive program combining research work and seminars and journal clubs. The support provided these students often allows them to be able to complete projects and co-author publications while still undergraduates.

5. The Department is striving to establish a family-friendly environment by:
 - a. Scheduling meetings, teaching schedules, and departmental activities with family obligations in mind.
 - b. Working with the College to create child care options for times when meetings and activities are scheduled outside of normal child care hours, and,
 - c. Support the UC Family-Friendly Edge policies
<http://www.ucop.edu/academic-personnel/programs-and-initiatives/family-friendly-practices-and-policies/family-friendly-policies-and-issues.html>

6. The departmental Chair/and Vice Chairs committee had been charged with assigning mentors to help each of our junior faculty do all the things necessary to rise to the top in their fields and to become valuable faculty members in the areas of research, teaching, and service. This is especially pertinent to the goals of diversity by helping non-traditional faculty learn how to achieve success in their profession. The department now has created a new *Faculty Mentoring Committee*. The committee is responsible for implementing an effective mentoring plan for Assistant Professors with the following primary goals: (a) help new faculty adjust to life in academia at UCLA; (b) promote the growth and success of new faculty, so that they may achieve tenure in our Department; (c) invest in life-long colleagues committed to excellence in research, teaching, and service. Each mentor meets with the Assistant Professor regularly, advising on grants, awards, teaching, group supervision, and any relevant professional and University activities. Once a year, by July 1, the Assistant Professor is asked to summarize his or her activities, and the mentor will prepare a report to the Assistant Professor, with the advice of other members of the division. The division members will meet with the Assistant Professor to provide advice and to discuss progress to date. The mentor will also inform the department Chair when the annual mentoring report and discussion with the mentee occur. The normal Second and Fourth Year reviews required by the University will supplement these annual reports.

7. Training

We have held two different sessions devoted to training faculty to become effective allies for LGBTQ students and staff.

We held a faculty meeting where personnel from the Center for Academic Excellence presented methods for making accommodations for students with disabilities.

Additional training sessions such as these are planned for the future.

8. Diversity and Gender Equity Goals

We are striving to achieve a “critical mass” of URM graduate and undergraduate students. For example, a growing cohort of Hispanic graduate students in our program now provide a sense of community (facilitated by the OCDS) that greatly enhances our ability to attract other Hispanic graduate student applicants. Steve Lopez, former chair of OCDS and a recent Ph.D. was awarded the Diversity, Equity, and Inclusion Award by the UCLA Academic Senate in 2014. Our over-arching goal is to pursue the recruitment and retention activities outlined above so that our undergraduates, graduate students, post-doctoral fellows and faculty will reflect the diversity of the UCLA undergraduate student population and the state of California.