

2017 National Diversity Equity Workshop

URM Climate and Solutions

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Department of Chemistry and Biochemistry

University of California, Los Angeles

2017 National Diversity Equity Workshop

Climate

1) A Personal Perspective and Experience (*credibility, the uberschema*)

2) Campus Climate (*It may be temporarily bad for good reasons*)

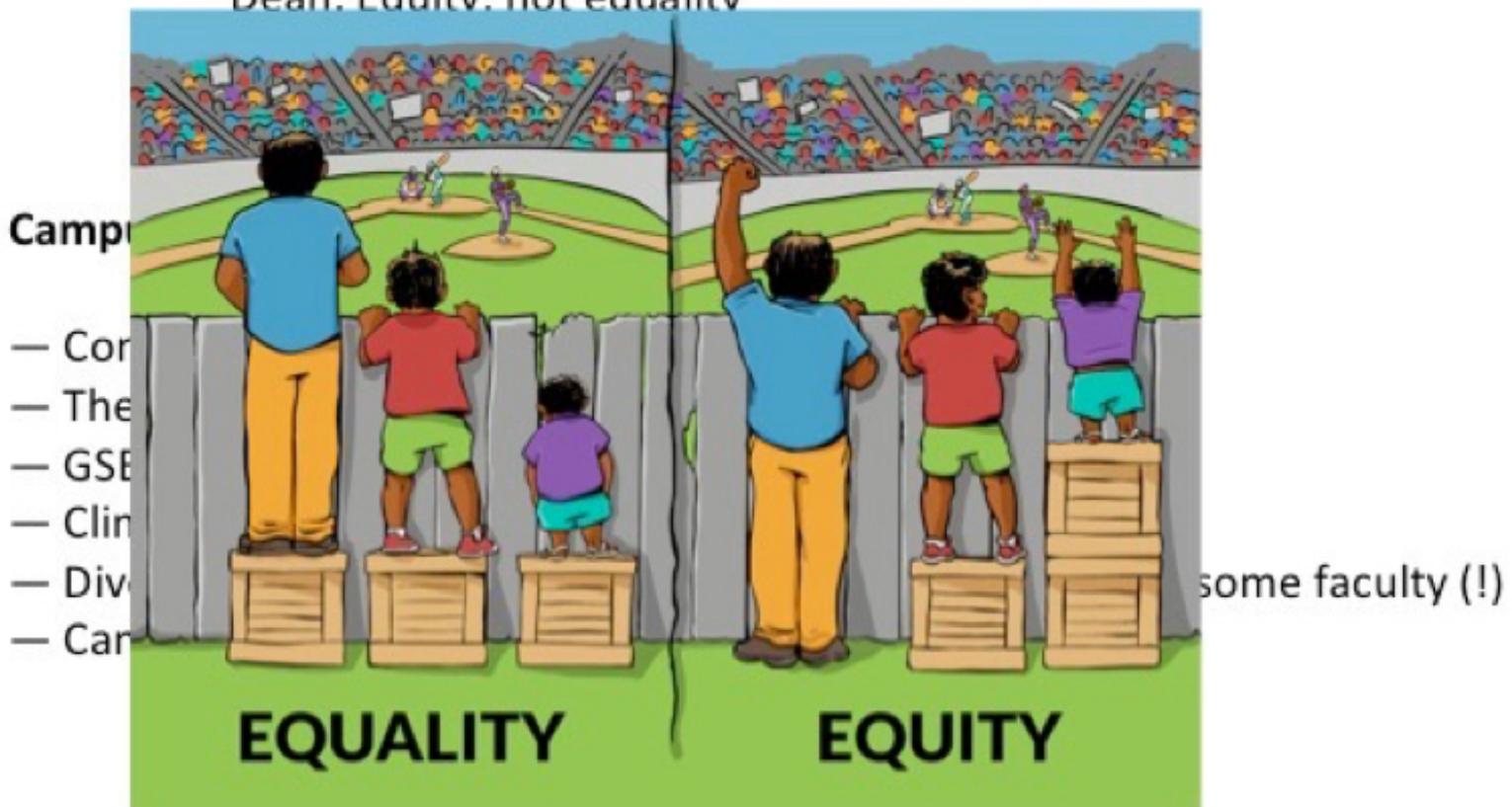
Thesis: Faculty are bright people with demonstrated expertise and credibility in their fields of research, who have done very well **and have good intentions**, but who tend to miss many targets with unusually high frequency (e.g., diversity, education, mentoring, etc.).

Why? We do not always use the same process and rigor that we apply to our discipline to all of our activities (*misused credibility*). We may ignore second order perturbations, off diagonal elements, or the third body perturbation. We often lack the intentionality needed to obtain the desired result (evident in our teaching!).

Climate: A Useful Definition

Personal Perspective and Experience

- Junior Faculty
- Mid Career: Grad student climate - OCDS
- Senior: Chair: Department Climate – Common Goals
- Dean: Equity, not equality



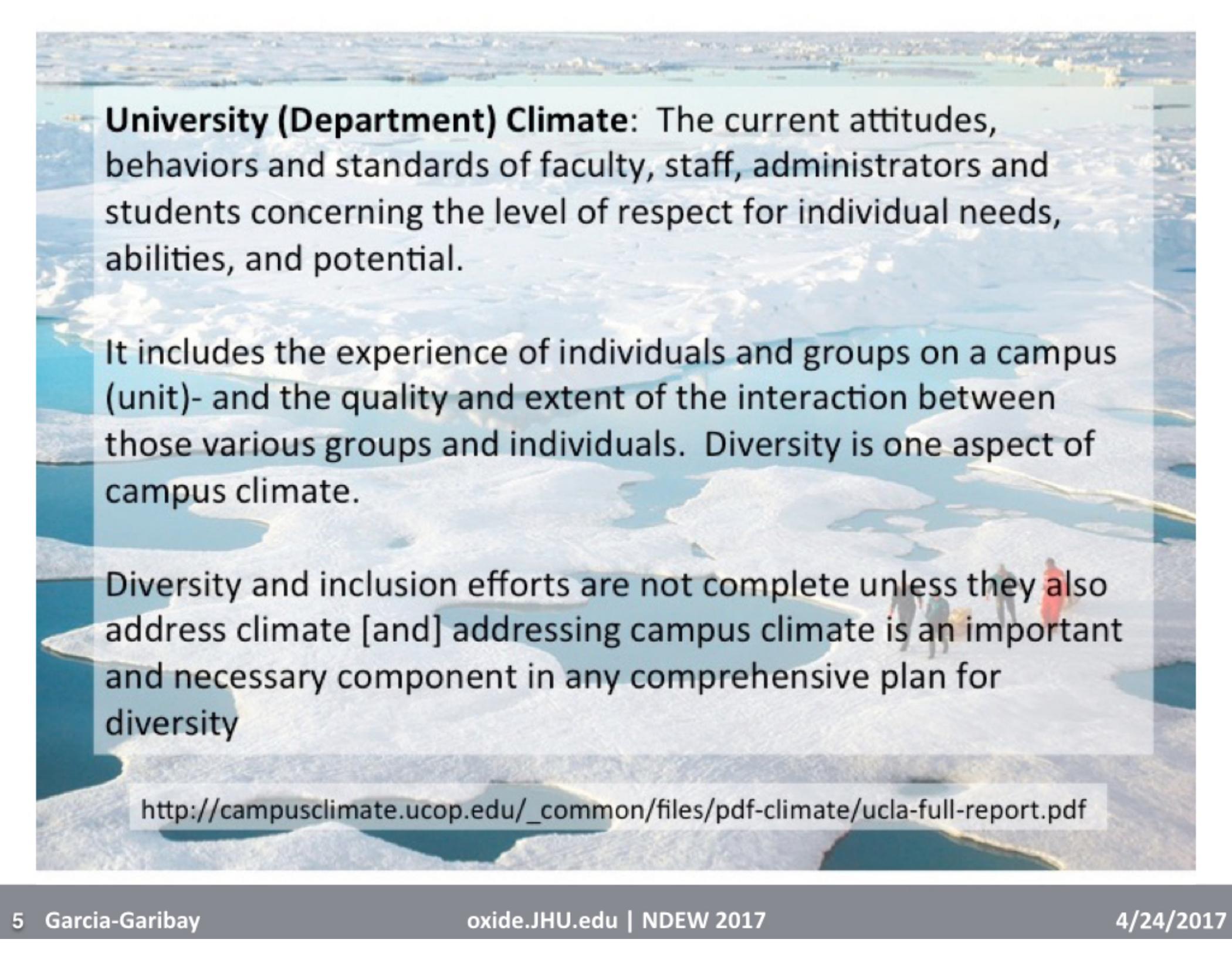
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Campus Climate is a Complex Thing

- Context: UCLA Student Diversity and Upward mobility
- The Moreno report 2012
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- Climate Survey by Ranking & Associates 2014
- Diversity requirement – asked for by students, fought by some faculty (!)
- Campus leadership: **VC for Equity Diversity and Inclusion**

An aerial photograph of a large body of water, likely a bay or harbor, with a city skyline visible in the distance. The water is a deep blue, and the city buildings are a mix of grey and white. The sky is a pale blue. The text is overlaid on a semi-transparent white box.

University (Department) Climate: The current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential.

It includes the experience of individuals and groups on a campus (unit)- and the quality and extent of the interaction between those various groups and individuals. Diversity is one aspect of campus climate.

Diversity and inclusion efforts are not complete unless they also address climate [and] addressing campus climate is an important and necessary component in any comprehensive plan for diversity

http://campusclimate.ucop.edu/_common/files/pdf-climate/ucla-full-report.pdf

Climate in the early 1990s – A Personal Perspective

My Background:

—1977-1982 B.S. in Chemistry, Pharmacy and Biology, Univ. of Michoacan Mexico (experience in natural products isolation and identification)

—1985-1988 Ph.D. in Organic Chemistry (Photochemistry), Univ. of British Columbia (17 papers)

—1989-1992 Postdoc, Columbia University (11 papers)

Getting a job:

— In the Summer of 1990 applied for academic jobs to ca. 40 institutions ranging from Junior Colleges, Liberal Arts Colleges, Comprehensive Universities and Research Universities.

Climate in the early 1990s – A Personal Perspective

Getting a job... *cont.*

— Invited to interviewed at UNO, UIUC, UCI, UCLA and later invited to interview at the University of Alberta

— April of 1991, “there may be a chance at UCLA.”

— Top candidate (UCLA, Harvard) declined offer and went to Columbia. UCLA made offer to 2nd top candidate (Occidental College, Harvard), who took the job and started in the Fall of 1991.

— Also in 1991, Prof. Francoise Diederich announces that would move to ETH. Invited for second interview. Offered job in the Summer of 1991 to start in 1992.

Climate in the early 1990s – A Personal Perspective

The early years... (having to establish one's credibility, a bit of hostility)

— UCLA Chem&Biochem Climate OK

— Elsewhere, “Did you get a job at UCLA because you are a minority?” “I am sure you got a job because of affirmative action...” (umhh, did I? – later I learned that this is called a microaggression, sometimes not so “micro”)

— First paper in early 1993, PRF Grant in 1993, NSF CHE 1994, NSF CAREER 1996, first NSF renewal 1997 (pre-tenure).

— No departmental nominations for young investigator awards. Only one Hispanic grad student, no African American students in the O-Chem program.

— Gov. Wilson, the first successful political strategy based on inciting fear against immigrants and minorities.

— By 1996 proposition 209 was passed (prohibits state governmental institutions from considering race, sex, or ethnicity, specifically in the areas of public employment, public contracting, and public education)

Climate in the early 1990s – A Personal Perspective

The early years... (having to establish one's credibility, a bit of hostility)

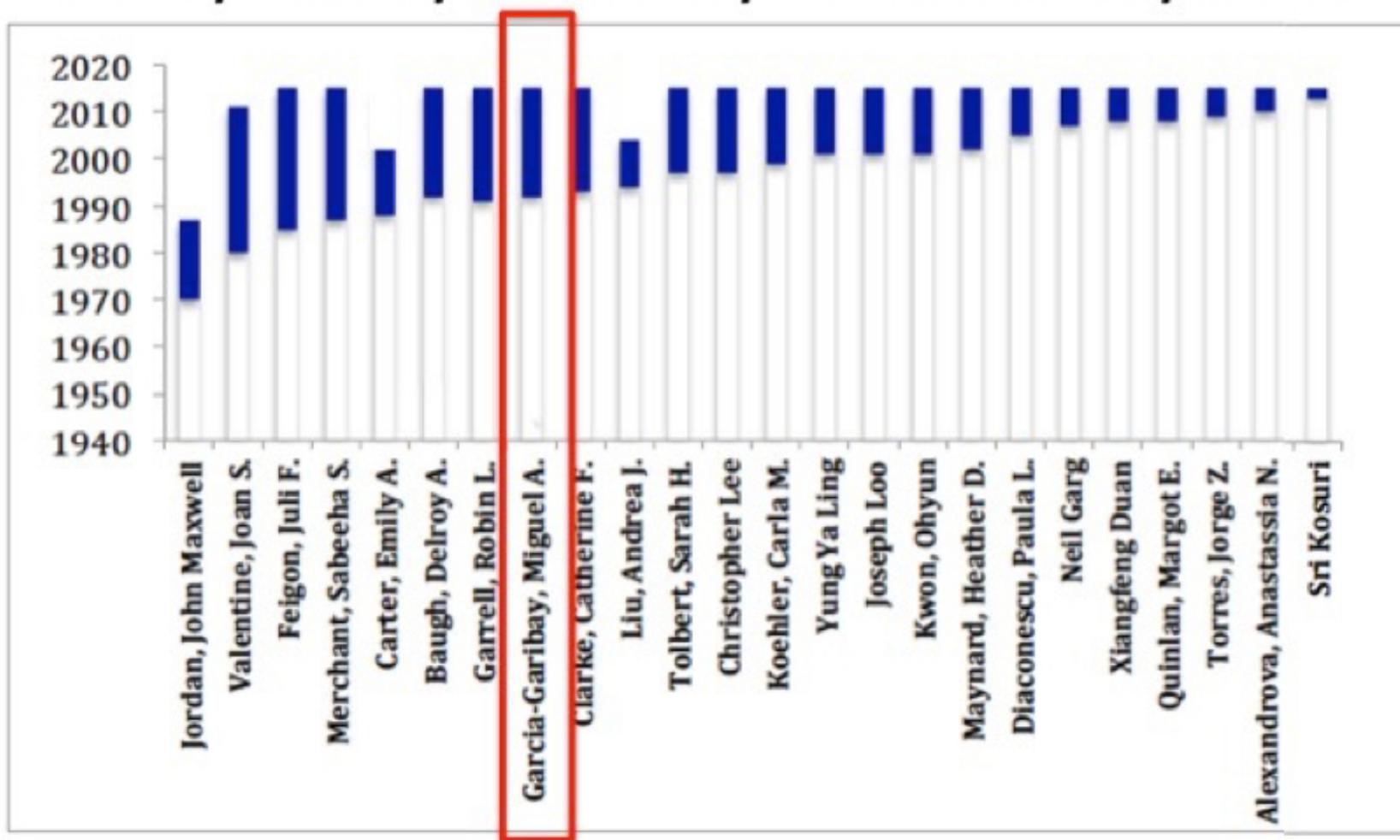
— Earned tenure

— After systematically staying on the sidelines, by 1998 asked to join the organic graduate admissions committee. Proposed and established an interview process for minority students in the region. The number of minority students in organic chemistry increased overnight (not all of them had a good experience, but everyone of them completed a PhD).

...A very simple intervention works

What is the context of this experience in terms of departmental faculty diversity?

Faculty Diversity in Chemistry and Biochemistry at UCLA



- Five of the first seven women hired by UCLA already elected to NAS
- Not a single woman or URM hire has failed to get to tenure
- UCLA Department of Chemistry and Biochemistry First Diversity Plan adopted in February 10, 2010.

Climate in the late 1990s and early 2000s – A Personal Perspective

Mid career... (promotion of diversity)

MGG Group Women Graduates in Academia:

Dr. Alla Gamarnik (PD), professor at San Joaquin Delta College

Dr. Shelli McAlpine (GS), professor at San Diego State University, then UNSW

Dr. Amy Keating (joint GS with K. Houk), Professor at MIT

Dr. Deniz Cizmeciyan (PD), Professor at Mount St Mary Univ. in Los Angeles

Dr. Laura Sonnichsen (GS). Professor at Parkland College in Champaign Illinois

Dr. Krista Motschieder (GS), Professor at La Sierra University, CA

Dr. Marcia Levitus (PD), Associate professor at Arizona State University

Dr. Zaira Dominguez (PD), Professor at the Universidad de Veracruz (Mexico)

Dr. Stephanie Gould (PD), Professor at Austin College

M.S. Farnosh Family (GS), Lecturer at University of Colorado, Denver.

Dr. Denise de Loera (PD), Professor at the Universidad de San Luis Potosi (Mexico)

Climate in the late 1990s and early 2000s – A Personal Perspective

Mid career... (promotion of diversity)

MGG Group Minority Men in Academia

Dr. Horacio Reyes (PD), Prof. at the Univ. Autonoma Metropolitana (Mex)

Dr. Miguel Jimenez (GS, Prof. at El Camino Community College

Dr. T. Alfredo Villareal Khuong (GS, Prof. at South Western Commun. College

M.S. Richard Rodriguez (GS) , Prof. at Cerritos College

Dr. Luis M. Campos (GS), Prof. at Columbia University

Dr. Marino Resendiz (GS), Prof. At University of Colorado, Denver

Dr. Braulio Rodriguez (PD), Prof. at Univ. Nacional Autonoma de Mexico

Dr. Anoklase Ayitou (PD), Prof. at Illinois Institute of Technology

Conclusion: Being a URM Mentor (role model) does, indeed, help...

Climate in the late 1990s and early 2000s – A Personal Perspective

Mid career... (promotion of diversity)

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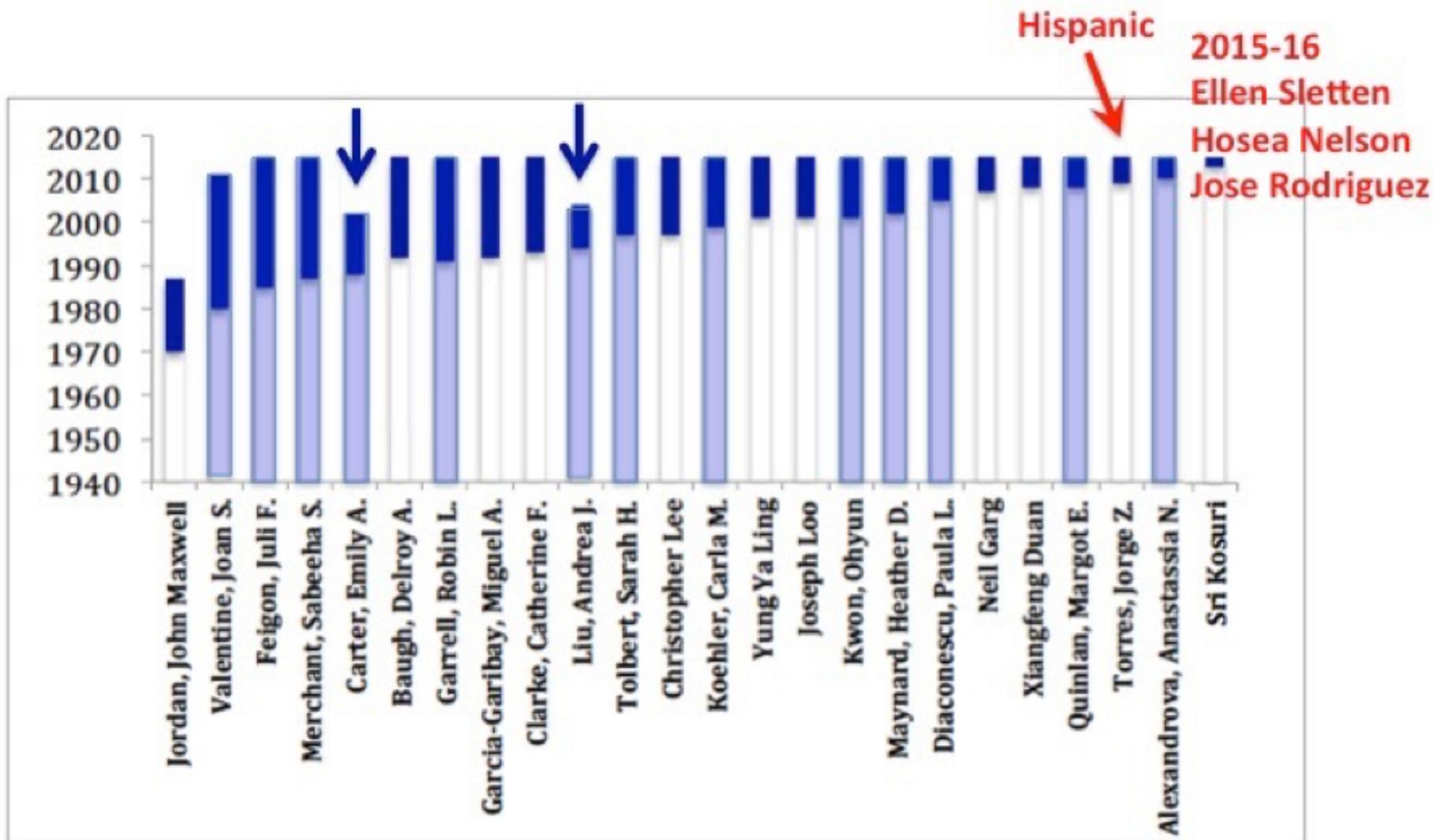
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By 2005 there had been some progress in graduate student recruitment. However, in the Faculty ranks. there was still very little progress in Gender Equity and in the number of Asian American Faculty. There was no progress in the number of URM



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Campus Climate is a Complex Thing

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Climate in the mid and late 2000s – A Personal Perspective

Mid career... (getting more engaged)

- Department Vice-Chair (2005-2008)
- Dr. Rafael Ortiz from P&G, UCLA PhD 1993, group leader P&G



“Things have certainly changed a lot! What can I do to help?”

- **Can we change the Climate?** (faculty and student attitudes)



Student Organization for Cultural Diversity in Chemistry OCDC Members ca. 2007

Top (left to right): Luis Campos, Julie Magallanes, Diana Azurdia, Eduardo Falcao,
Lizette Bartell, Tanya Porras, Karina Heredia
Bottom (left to right): Adam Braunschweig, Ray Villa, Marino Resendiz, Jose Nunez,
Miguel Jimenez, Khin Chin



P&G

The Student Organization
for Culture and Diversity in
Chemistry (OCDC)

P&G: A corporate Perspective

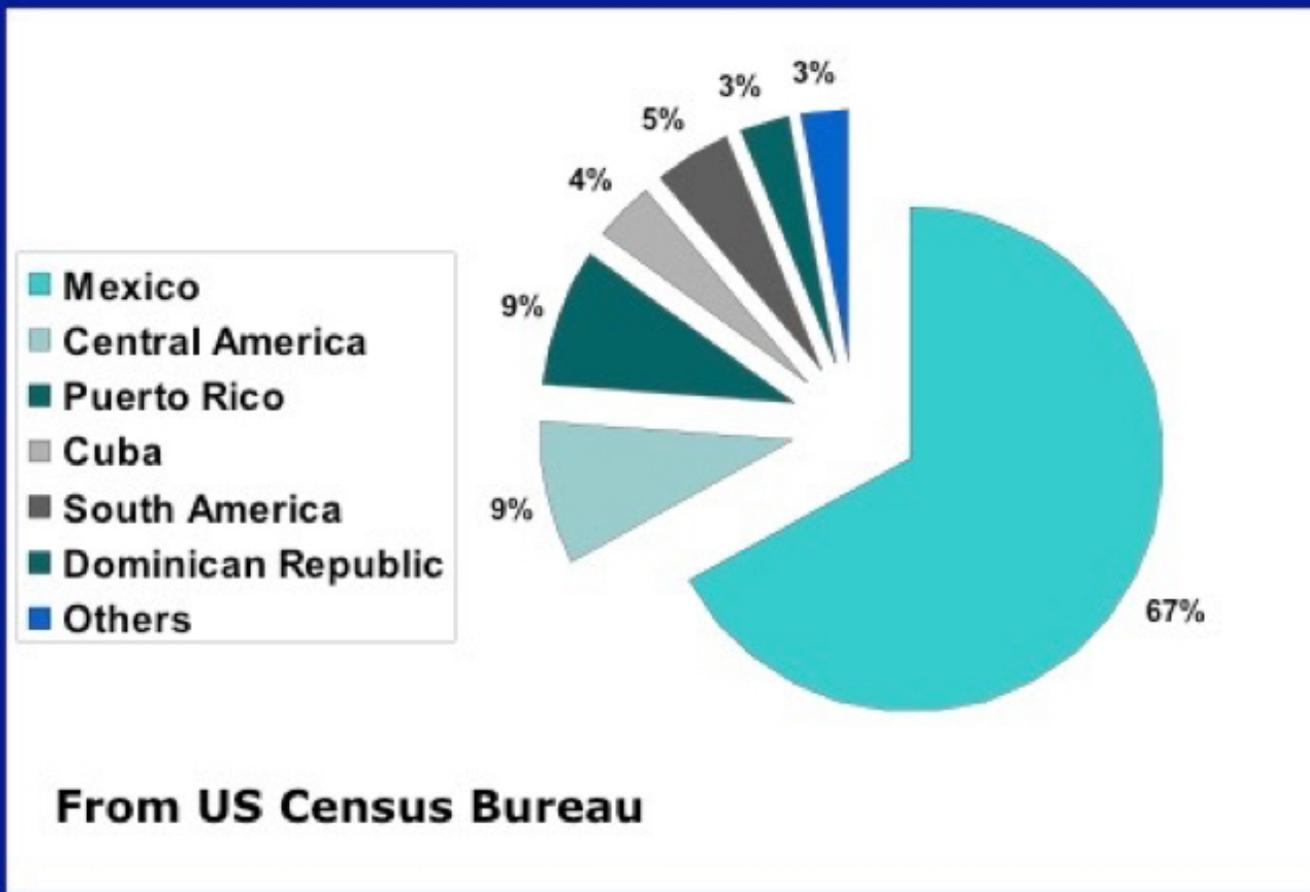
— Recruit Women and HRM to maintain the same numbers as the US population through all parts of the company

.... Hispanics numbers are low

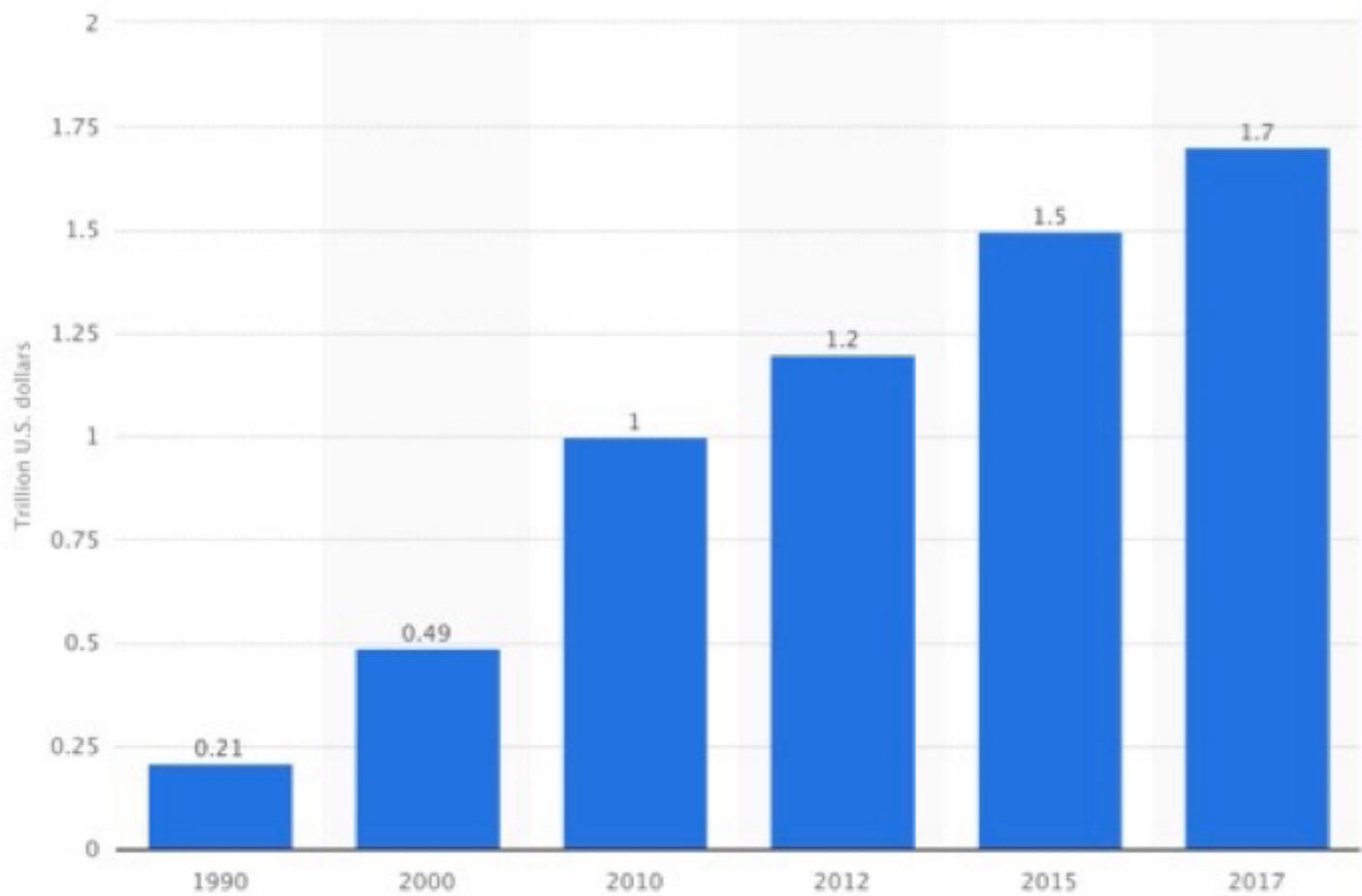


Country of Origin US Hispanic Population 2004

- 67% of Hispanics in US originate from Mexico.
- Central America & Puerto Rico each make up 9%.



Buying Power of US Hispanic Population 1990-2017



[Complete Source Details](#)

Top 10 Markets By Hispanic Population

- Los Angeles is the biggest Hispanic Market.
- Recruiting regions are consistent with Hispanic Population.



1 Los Angeles	7.8 Million
2 New York	4.3
3 Chicago	1.8
4 Miami Fl.	1.8
5 Houston Tx	1.8
6 Dallas Tx	1.5
7 San Francisco	1.5
8 San Antonio	1.3
9 Phoenix	1.2
10 Mcallen Tx	1.1

○ From US Census Bureau

Rafael willing to make an investment (10 K per year, 2005-2015!)

Goals

1. Change the climate, and...

- Empower students
- Develop a strong network
- Help students make professional contacts (jobs, postdocs)
- Outreach to community, high schools, junior colleges
- Invite strong role models
- Include Caucasian males and international students
- Organize social events
- Prepare a strong portfolio (e.g., NSF predoctoral, etc.)



Organization for Cultural Diversity in Science

[HOME](#) [ABOUT US](#) [MEMBERS](#) [EVENTS](#) [COMMUNITY OUTREACH](#) [LECTURE SERIES](#) [PHOTO GALLERY](#) [CONTACT](#)

Mission Statement

The Organization for Cultural Diversity in Science strives to create a close-knit community among the graduate students in the sciences, with an emphasis in increasing cultural diversity at UCLA. We project a positive portrayal of underrepresented groups in the sciences to prospective high school and college students, the public at large, and also to the academic and scientific community. We aim to provide networking and outreach opportunities to our members to support them in their ultimate career goals.

OCDS

“Our main goal is to share and celebrate with the UCLA community the accomplishments of diversity scientists. We do this through our quarterly lecture series. As part of the lecture series, student members nominate, organize, and host the speakers. Distinguished speakers from traditionally underrepresented backgrounds across the sciences typically provide a research seminar and a diversity lecture, allowing students to receive opportunities for mentorship and networking in academia and industry.”

Winter 2005
Professor Ignacio Tinoco, Jr.
University of California, Berkeley

Spring 2008
Prof. Eusebio Juarisi
CINVESTAV

Spring 2014
Professor Angel Marti
Rice University

Spring 2005
Professor Samuel Stupp
Northwestern University

Fall 2008
Prof. Eloy Rodriguez
Cornell University

Winter 2014
Professor Dirk Trauner
University of Munich

Fall 2005
Professor Hector D. Abruna
Cornell University

Fall 2009
Professor Herbert Höpfl
Univ. Autónoma de Morelos, Mexico

Spring 2014
Professor Daniel Romo
Texas A&M University

Winter 2006
Eric Jacobsen
Harvard University

Spring 2012
Professor Monica Olvera de la Cruz
Northwestern University

Spring 2014
Professor Luis Echegoyen
University of Texas, El Paso

Spring 2006
Dr. Debra R. Rolison
Naval Research Laboratory

Fall 2013
Professor Alejandro Briseno
University of Mass, Amherst

Fall 2014
Professor Ilyas Washington
Columbia Univ. Med. Center

Fall 2007
Professor Jorge Gardea
UTEP

Winter 2013
Professor Tito Scaiano
University of Ottawa, Canada

Winter 2015
Professor Luis Campos
Columbia University

Spring 2008
Professor Steve Mayo
Caltech University

Spring 2013
Professor Javier Read de Alaniz
University of California, Santa Barbara

Winter 2017
Professor Stefan France
Georgia Institute of Technology

Spinoffs



Alliance for Diversity
in Science & Engineering

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ADSE functions as a governing body, unifying all the local chapters across the United States. The local chapters will be comprised of graduate students, completely inclusive regardless of race, gender, sexual orientation, and/or disability. ADSE executive board positions will be open to previous leaders of local chapters.

The Alliance for Diversity in Science and Engineering currently operates with 8 active chapters across the United States. If you are interested in contacting a particular chapter or obtaining more information on a specific chapter, please find our local contacts below.



Dr. Steven Lopez
President
(former UCLA OCDS leader)

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Department of Chemistry and Biochemistry

(Challenges due to Cultural Differences among Different Groups, e.g. Chem&Biochem)

- Departmental resources
- Teaching loads
- Courses
- Number of majors
- Endowed chairs
- Seminar funds, etc.

Apparent “Random hiring” —
Unintentionally, the department
appeared to be replicating the Life
Sciences and Physical Sciences
divisions.

Climate: An “us vs. them” culture

Solution: Need to find common goals!



Department of Chemistry and Biochemistry

(Cultural challenges)



Need a More Constructive Narrative:

FROM: We have very little in common. We don't have enough *"your scientific identity"*.

TO: We are one of the most intellectually diverse department in the nation. We need to recognize and promote the accomplishments of our faculty.

Mix and Conquer: Change/modernize the graduate program:

Before : —Biochemistry (PhD in BMSB)
—Inorganic, Organic and Physical (PhD in Chemistry)

After: — "Structural &Computational Biology", "Systems Biology &Biological Regulation",
"Metabolism, Aging & Development", "Bioenergy & the Environment."

— "Analytical", "Chemical Biology", "Inorganic", "Materials &Nanoscience",
"Organic", "Physical", "Theory & Computation"

Department of Chemistry and Biochemistry

(Cultural challenges)



Promoting Collegiality:

- A) Faculty luncheon seminar: first Monday of Every Month (ca. \$250-300)
- B) Distinguished Lecture Series (Travel and accommodation plus \$2K honorarium + \$500 reception + \$500 dinner)
- C) Share development efforts, share endowed chairs, have common goals (e.g., McTague, Reiss, Foote & Wudl development chairs to either junior Chemists or Biochemists.)

UCLA
DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

Faculty Lunch Seminar

by

Professor James Gober

“The Bacterial Cytoskeleton and Cell Wall Biosynthesis”

Monday, April 3, 2017

12:00 PM

Cram Conference Room – 3440 Molecular Sciences Bldg.

Lunch will be provided during the seminar

Department of Chemistry and Biochemistry

(Cultural challenges)



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DISTINGUISHED LECTURE SERIES

- Quarterly Department-Wide Seminar Event
- No other seminars take place during the week of the Distinguished Lecture event
- Selection of speakers is made by our NAS committee (David Eisenberg, Juli Feigon, Ken Houk, Wayne Hubbell, Raphael Levine, Sabeeha Merchant & Joan Valentine)
- Speakers of broad appeal invited to bring together our faculty, students, staff, alumni, and friends.
- Fall 2013 Speaker: Francis Arnold (CalTech)
- Spring 2014 Speaker: Barry Honig (Columbia)



Francis Arnold w/ President Obama



Barry Honig

DISTINGUISHED
LECTURE SERIES

FRANCES H. ARNOLD
November 6, 4PM Mathematics 4000



Frances H. Arnold
California Institute of Technology
Division of Chemistry and Chemical
Engineering
Dick and Barbara Dickerson Professor of
Chemical Engineering, Bioengineering and
Biochemistry

Wednesday, November 6, 2013

**LECTURE 4:00-6:00 PM,
Mathematics 4000**

**RECEPTION 6:00-8:00 PM,
Young Hall 2020**

**New Enzymes by Evolution:
Expanding Nature's Catalytic
Repertoire**

Enzymes have earned the admiration of chemists for their ability to selectively catalyze myriad transformations, not unlike well-tuned catalytic reactors. However, we are constantly searching for new ones to add to the toolkit of genetically encoded chemistry. We give you the one power algorithm for biological design—evolution—to optimize existing catalysis and create whole new ones. A powerful approach to engineering useful biological molecules, directed evolution both discovers and optimizes our profound ignorance of how nature encodes catalytic function. I will describe various ways we have used evolution (combined with a little chemical intuition) to generate new catalytic activity. From one of nature's most impressive, the remarkable cyclohexane (C₆H₁₂) monooxygenase. I will also present examples of engineered variants that catalyze important synthetic reactions not known in nature.

DISTINGUISHED LECTURE SERIES



Wednesday
May 25, 2016
4:00 p.m.
CNSI Auditorium

JoAnne Stubbe

Novartis Professor of Chemistry and Biology
Massachusetts Institute of Technology

Radicals: Your Life is in their Hands

UCLA Chemistry &
Biochemistry

For more information contact: Penny Jennings,
penny@chem.ucla.edu or 310-825-9809

DISTINGUISHED LECTURE SERIES



Monday
January 23, 2017
4:00 p.m.
CNSI Auditorium

Kimberly Prather

Professor, Department of Chemistry and Biochemistry,
University of California, San Diego, and
Scripps Institution of Oceanography

Understanding How Microbes & African Dust Control the Clouds & Precipitation Over California

UCLA Chemistry &
Biochemistry

For more information contact: Penny Jennings,
penny@chem.ucla.edu or 310-825-8809

DISTINGUISHED LECTURE SERIES



ROGER D. KORNBERG
November 4, 4PM CNSI Auditorium



Professor Roger D. Kornberg
Stanford University Medical School
Department of Structural Biology
Mrs. George A. Winzer Professor in Medicine
2006 Nobel Prize in Chemistry

Presenting
"Chromosome Structure & Transcription"

Tuesday, November 4, 2014
LECTURE 4:00-5:00 P.M.
CNSI Auditorium
RECEPTION 5:00-6:00 P.M.
CNSI Lobby

DISTINGUISHED LECTURE SERIES



Monday
October 10, 2016
4:00 p.m.
CNSI Auditorium

Douglas Rees

Gilkey Dickinson Professor of Chemistry
Division of Chemistry and Chemical Engineering
California Institute of Technology
Investigator, Howard Hughes Medical Institute

Ironing Out the Nitrogenase Mechanism

UCLA Chemistry &
Biochemistry

For more information contact: Penny Jennings,
penny@chem.ucla.edu or 310-825-9809

Department of Chemistry and Biochemistry

(Cultural challenges)



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Is it working?? Yes!!

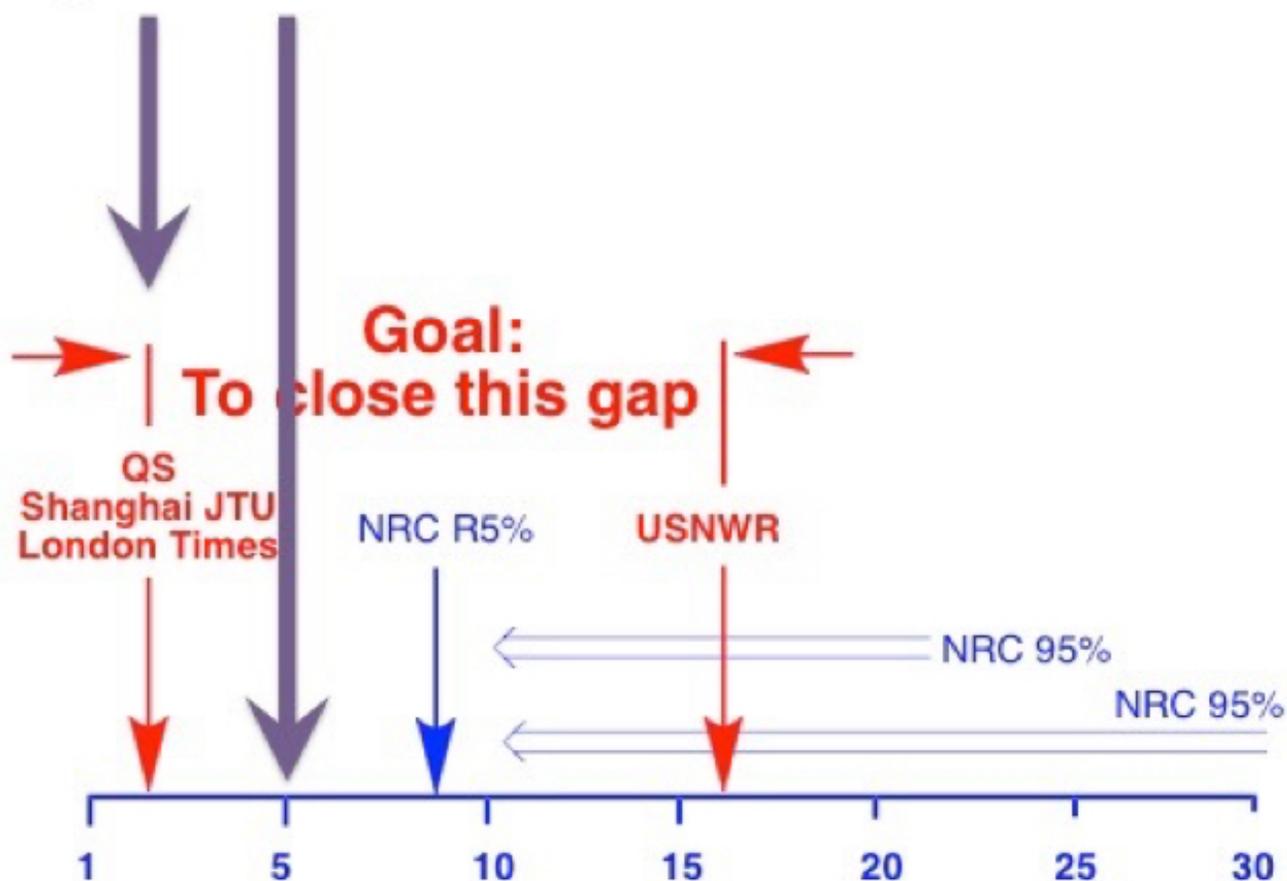
Department of Chemistry and Biochemistry

(Cultural challenges)

US NWR Global 2014

5th in the World

2nd Among US State Universities



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UCLA Student Composition

2016:

- 119,408 Applications
- Freshman admits: 4,200
- Transfer admits: 6,000
- CA 78%; OOS 10%; Intl 11%

- **URM 33%**
- **Low Income 29%**
- **1st Gen 34%**
(domestic only)

- **Retention rate 97%!**
- **85% 4yr Graduation rate!**
- **91% 6yr Graduation rate!**




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HIGHER EDUCATION / COLLEGES / ECONOMIC DIVERSITY AMONG THE...

f t r e MORE

Economic Diversity Among the Top 25 Ranked Schools

Economic diversity has received growing attention in higher education, particularly at elite top-ranked schools that haven't traditionally enrolled large numbers of students from low-income families. This table shows the percentage of undergraduates receiving federal Pell Grants for low-income students at top-ranked schools in the 2017 Best Colleges rankings. The proportion of students receiving Pell Grants, which are most often given to undergrads with family incomes of less than \$20,000, isn't a perfect measure of an institution's efforts to achieve economic diversity: A college might enroll a large number of students just above the Pell cutoff, for instance, and percentages at public universities may reflect the wide variation from state to state in the number of qualified low-income students. Still, many experts say that Pell figures are the best available gauge of how many low-income undergrads there are on a given campus. Pell Grant percentages were calculated using 2014-2015 school year data on the number of Pell Grant recipients at each school collected by the U.S. Department of Education and given to U.S. News, along with fall 2014 total undergraduate enrollment collected from the colleges themselves by U.S. News.

[National Universities](#)
[Liberal Arts Colleges](#)
[Regional Universities](#)
[Regional Colleges](#)

School	Percent of undergraduates receiving Pell Grants
University of California—Los Angeles Los Angeles, CA	38%
University of California—Berkeley Berkeley, CA	34%
Columbia University	


EXTRA HELP:
COLLEGE ADMISSIONS


De-stress your teen's college admissions process with tips from our free newsletter.



Earn 1.00% APY and a \$200 bonus
when you deposit \$10,000 or more.



- SCIENCE + TECHNOLOGY
- HEALTH + BEHAVIOR
- ENVIRONMENT + CLIMATE
- NATION, WORLD + SOCIETY
- ARTS + CULTURE
- STUDENTS + CAMPUS
- UNIVERSITY NEWS

UNIVERSITY NEWS

UCLA ranks No. 5 in national survey of universities' economic diversity

New York Times report calls UC system an 'upward-mobility machine'

Phil Hampton | September 17, 2015

f SHARE 5 TWEET in SHARE EMAIL PRINT



More University News

 **UCLA among the nation's best for commercializing campus research**

 **UCLA Medalist John Lewis: 'I found a way to get in the way'**

 **Three UCLA faculty members awarded 2017 Guggenheim Fellowships**

VIEW ALL
University News

So, UC and UCLA are doing well, right?

Well, it depends who you ask



<https://www.youtube.com/watch?v=BEO3H5BOIFk>

In the meantime in the Chemistry and Biochemistry Department...

[A X Σ](#)

[Explore](#)

[Rush](#)

[People](#)

[Store](#)

[Tutoring](#)

[Contact](#)

NOBEL PRIZE WINNERS

The following Nobel Prize Winners were former members of the Beta Gamma Chapter:

Glenn T. Seaborg, Nobel Prize in Chemistry, 1951

Bruce Merrifield, Nobel Prize in Chemistry, 1984

Richard Heck, Nobel Prize in Chemistry, 2010

PROFESSIONAL AND ACADEMIC ACTIVITIES

As a professional fraternity with close ties to the Department of Chemistry and Biochemistry at UCLA, we are able to host many professional functions. Some of these include, but are not limited to:

- Hosting the annual Glenn T. Seaborg Banquet and sponsoring the Glenn T. Seaborg Award.
- Hosting a scientific research poster session in conjunction with the annual Glenn T. Seaborg Symposium.
- Sponsoring scholarships for undergraduate researchers.
- Helping with UCLA's annual Bruin Day by giving advice and information to potential UCLA undergraduates.
- Helping sponsor the UCLA Student Members of the American Chemical Society (SMACS) Chemistry Career Fair.
- Meeting members of the Los Angeles Professional Chapter of Alpha Chi Sigma.

PHILANTHROPIC ACTIVITIES

An important mission of our chapter is to help host outreach events with other organizations at UCLA to interest students in science. Past events have included:

- Performing "magic shows" using basic chemical principles to garner the excitement of young students in science.
- Helping with the PITA Program (Promoting Individuality Through the Arts) to further chemistry and the field of science by helping to inspire low-income inner city kids from gang-ridden areas with low literacy rates. We hope to motivate these children to obtain higher level degrees, especially in the area of chemistry and science in general by showing them that science can be fun and interactive through unique learning opportunities.



Top

One of the Biggest Challenges for the Dean of Physical Sciences

Persistence in physical sciences majors is ca. 45%
(but, over 90% will graduate with some other major...)

Four common excuses used to avoid responsibility

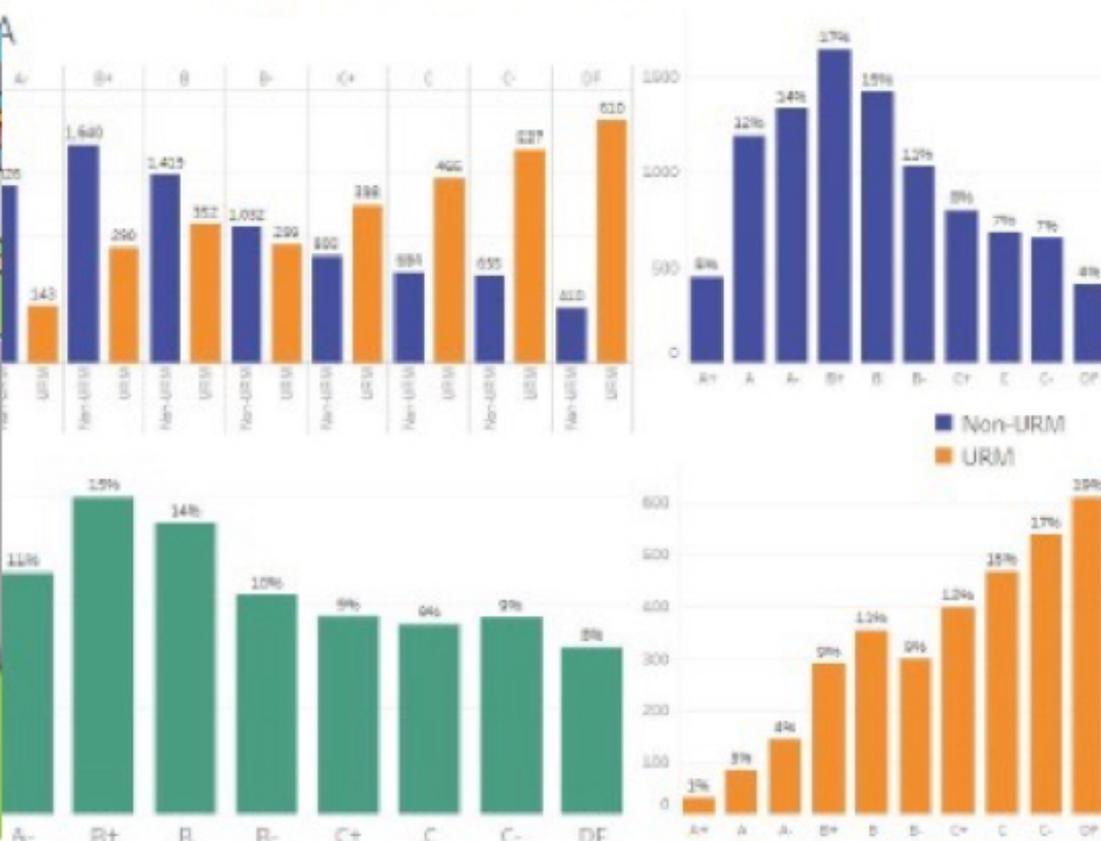
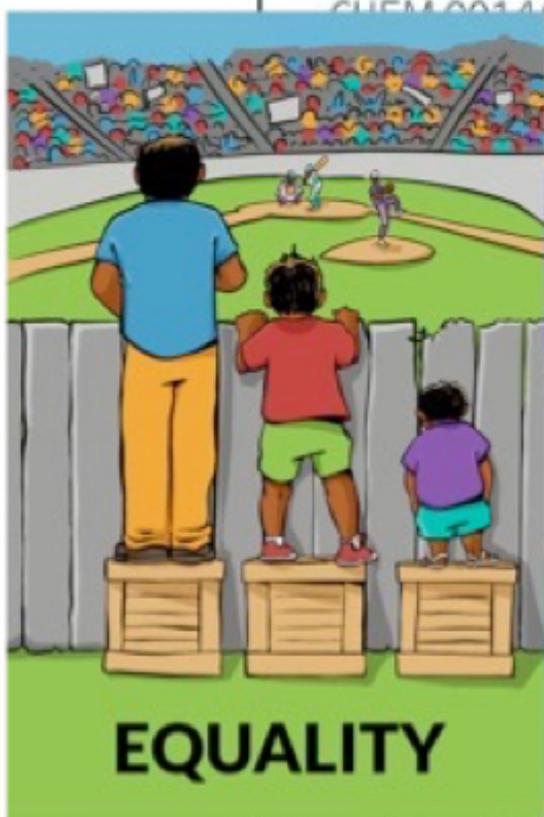
- 1) *Blame the students*
- 2) *Blame their high schools*
- 3) *Blame the education system in the USA*
- 4) *Blame the admissions staff*

These are Climate Issues!
(i.e., a matter of attitude and approach)

General Chemistry (6 Years Traditional Lecture)

More Traditional Lecture

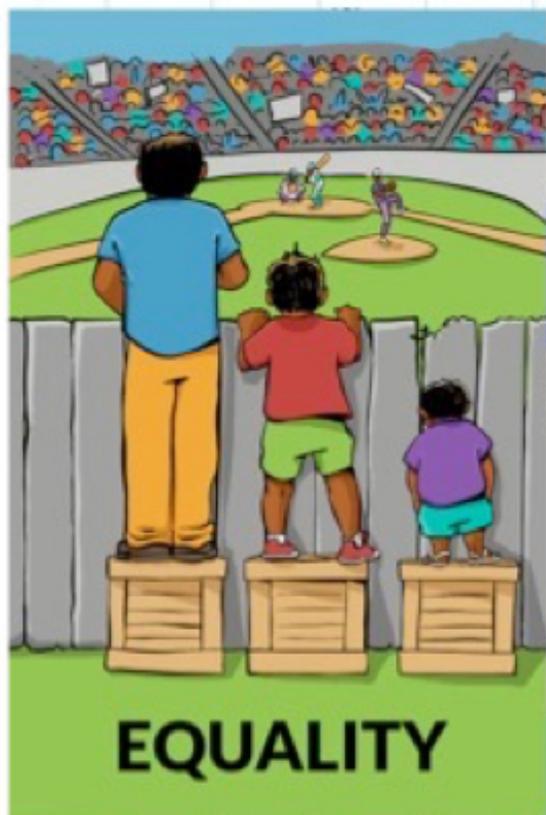
Chem 14A - Average of 2010-16



General Chemistry F2016 (3 Sections Traditional Lecture)

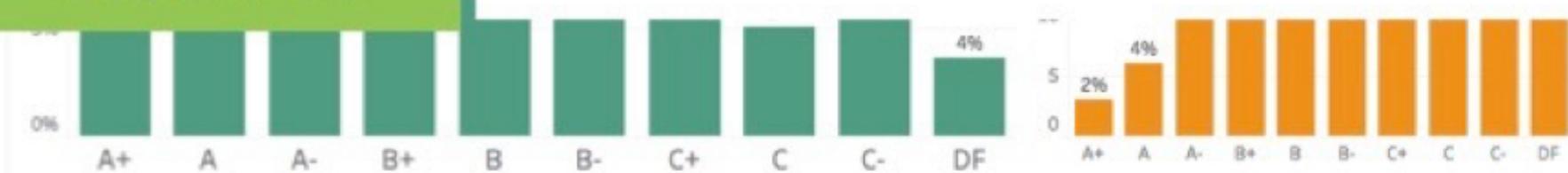
Academic Year: 16-17 Term: 16F Level: (All) Course: CHEM 0014A Section: (Multiple) Division and Department: Physical Sciences - Chemistry and Biochemistry

CHEM 0014A



Norm-reference grading (curve):

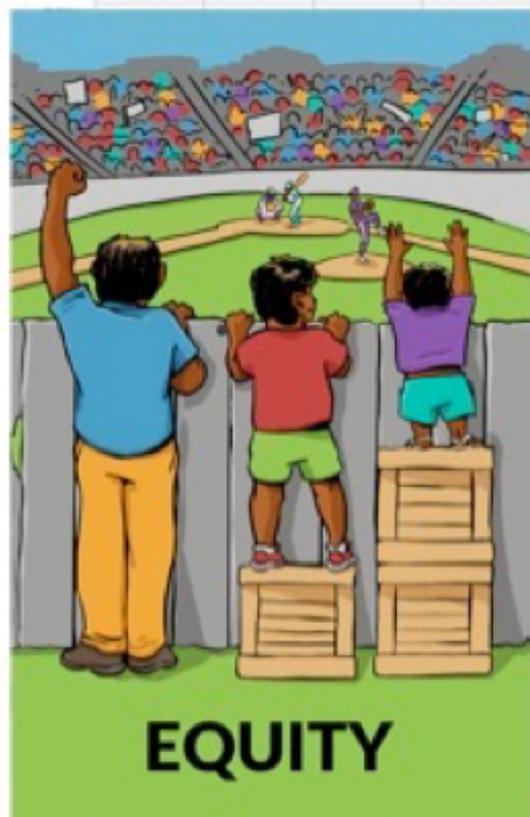
- fosters competition, disfavors collaboration
- Favors strong backgrounds
- Requires student to establish credibility with peers before they are ready
- Signals URM students that they do not belong.



General Chemistry F2016 (2 Sections Inclusive Learning)

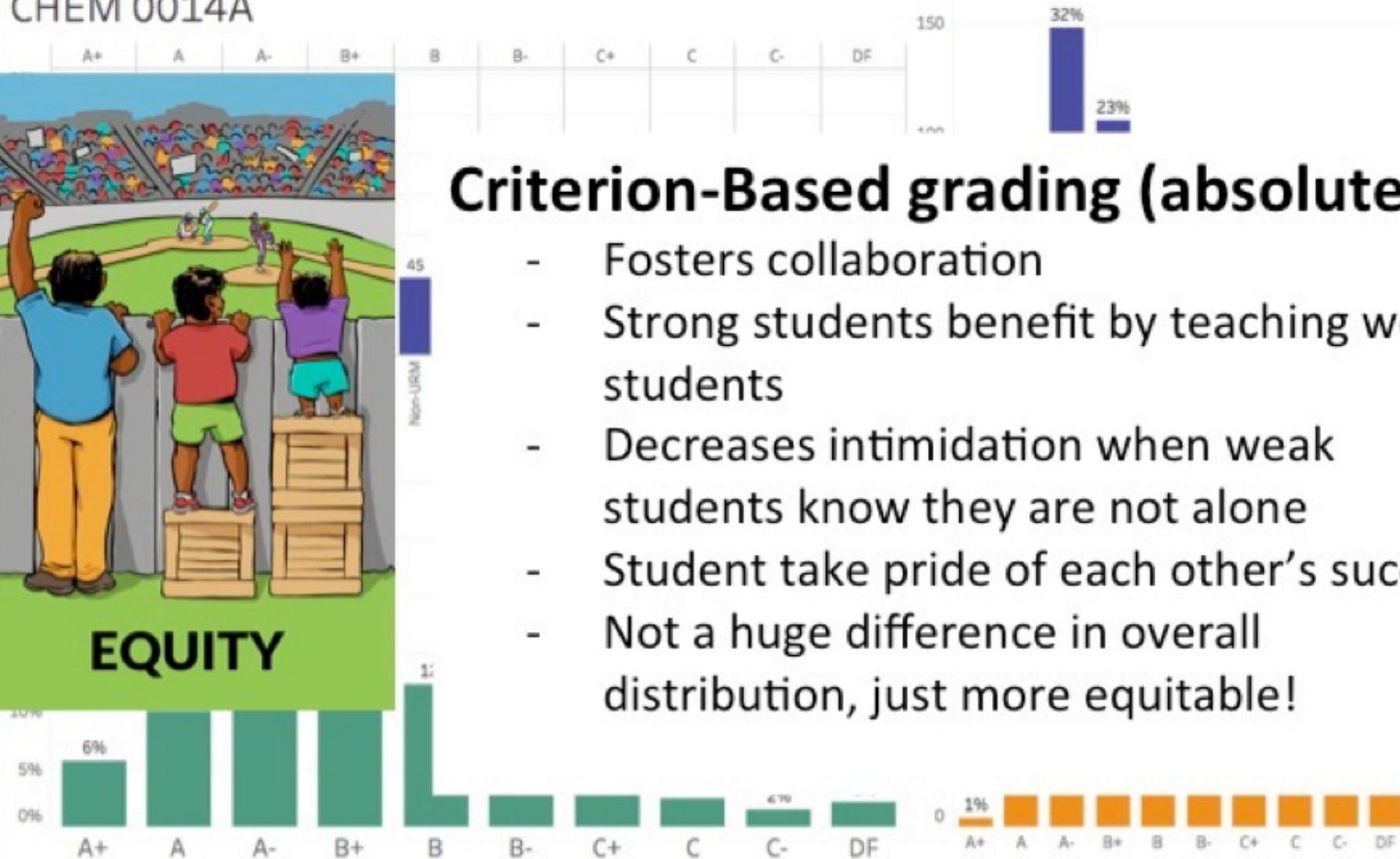
Academic Year: 16-17 | Term: 16F | Level: (All) | Course: CHEM 0014A | Section: (Multiple) | Division and Department: Physical Sciences - Chemistry and Biochemistry

CHEM 0014A



Criterion-Based grading (absolute):

- Fosters collaboration
- Strong students benefit by teaching weak students
- Decreases intimidation when weak students know they are not alone
- Student take pride of each other's success
- Not a huge difference in overall distribution, just more equitable!



Climate: A Useful Definition

Personal Perspective and Experience

- Junior Faculty
- Mid Career: Grad student climate - OCDS
- Senior: Chair: Department Climate – Common Goals
Dean: Equity, not equality

Campus Climate is a Complex Thing

- Context: Student Diversity and Upward mobility
- The Moreno report 2012
- GSE&IS Faculty Report on Race and Ethnic Relations 2013
- Climate Survey by Ranking & Associates 2014
- Diversity requirement
- Campus leadership: VCEDI

— By 2012 several high-profile incidents of racial and ethnic bias and/or discrimination have roiled the University of California, Los Angeles (UCLA) campus.

— The UCLA Chancellor and Executive Vice Chancellor and Provost were approached by a group of concerned faculty about perceived racial bias, discrimination and intolerance at the university.

— In response to these concerns, Chancellor Gene Block authorized Executive Vice Chancellor and Provost Scott L. Waugh to appoint an independent review team to conduct an assessment and present recommendations to address issues that the team discovered.

The “Moreno Report”

Independent Investigative Report on Acts of Bias and Discrimination Involving Faculty at the University of California, Los Angeles

Presented to:

Executive Vice Chancellor and Provost Scott L. Waugh
UCLA Office of the Chancellor
2147 Murphy Hall, Box 951405
Los Angeles, CA 90095-1405

Investigation and Report by:

Hon. Carlos Moreno (Ret.), Chair
Dr. Maga Jackson-Triche
Professor Gary Nash
Constance Rice, Esq.
Professor Bob Suzuki

<http://www.ucop.edu/moreno-report/external-review-team-report-10-15-13.pdf>

The Moreno Report

- We found widespread concern among faculty that the racial climate at UCLA had deteriorated over time, and that the university's policies and procedures* are inadequate to respond to reports of bias and discrimination.
- The relevant university policies are vague, the remedial procedures difficult to access, and from a practical standpoint, essentially nonexistent.
- Faculty of color at UCLA must rely on a patchwork of diversity resources and generic complaint and grievance procedures in order to seek redress.
- While this ad hoc process has sometimes succeeded, it fails to adequately record, investigate, or provide for disciplinary sanctions for incidents which, if substantiated, would constitute violations of university nondiscrimination policy.

The Moreno Report

— Our recommendations for reform include:

- **Provide a standardized process** for investigation of incidents of perceived bias, discrimination, and intolerance, and for referral of the matter, if necessary, to the appropriate local disciplinary regime.
- **Implementation of educational and training programs** that aim to prevent such incidents from occurring in the first place, and provide for record-keeping in order to monitor the problem moving forward.
- **Creation of a single Discrimination Officer** who, assuming that the university provides adequate resources, can fulfill these important functions of education and training, informal and formal investigation and fact-finding, and record-keeping.

... The office of the Vice-Chancellor for Equity, Diversity and Inclusion (leadership, compliance, reporting, resources, and a strong message that UCLA cares)

After Surprising Continued Opposition by Some Faculty...



SCIENCE + TECHNOLOGY

HEALTH + BEHAVIOR

ENVIRONMENT + CLIMATE

NATION, WORLD + SOCIETY

ARTS + CULTURE

STUDENTS + CAMPUS

UNIVERSITY NEWS

Opinion + Voices

UCLA in the Community

Faculty + Staff

Centennial Campaign for UCLA

UNIVERSITY NEWS

Faculty approve undergraduate diversity requirement for UCLA College

Phil Hampton | April 10, 2015

f SHARE 235 t TWEET in SHARE e EMAIL p PRINT

Faculty have approved a proposal requiring all undergraduate students in the UCLA College to complete a course focused on diversity.

The vote, conducted March 30 through April 10, was 916 to 487 in favor of the proposal, according to results posted on the [Academic Senate website](#).

Supporters — including senior campus administrators, UCLA College deans and faculty, and student leaders — said universities have a responsibility to prepare students for life in a multicultural world and that understanding the perspectives of others is a core competency. They said their position was supported by scholarly research on diversity in higher education, as well as surveys of employers, who increasingly are seeking employees comfortable in diverse environments.

"A diversity-focused course requirement has been a long-standing priority for me because of its clear value to our students, so I am very pleased with the campuswide faculty vote approving the proposal," Chancellor Gene Block said. "I want to thank the many faculty members and students who have worked hard for several years to make the diversity requirement a reality."

m.ucla.edu/topics/university

More University News



UCLA among the nation's best for commercializing campus research



UCLA Medalist John Lewis: 'I found a way to get in the way'



Three UCLA faculty members awarded 2017 Guggenheim Fellowships

VIEW ALL

University News

UCLA Student Composition

2016:

- 119,408 Applications
- Freshman admits: 4,200
- Transfer admits: 6,000
- CA 78%; OOS 10%; Intl 11%

- **URM 33%**
- **Low Income 29%**
- **1st Gen 34%**
(domestic only)

- **Retention rate 97%!**
- **85% 4yr Graduation rate!**
- **91% 6yr Graduation rate!**

Campus Climate

*A very heterogeneous campus
(less so for faculty).*



Equity, Diversity and Inclusion

Thesis: Faculty are bright people with demonstrated expertise and credibility in their fields of research, who have done very well **and have good intentions**, ~~but tend to miss many targets with unusually high frequency (e.g., diversity, education, mentoring, etc.)~~. Faculty are likely to address complex challenges and come up with solutions **on target** if they approach those challenges with a scholarly perspective based on the scientific method.

Academic Leaders

Recruitment – Intentional and active

Retention – Pre-emptive (good climate)

Promotion – Formulaic but flexible

Challenge Practices and Paradigms - Beware of misused credibility
(if you do the the right thing, what is worst case scenario?)