



College of Chemistry

UC BERKELEY

**Diversity, Equity, Inclusion, and Belonging Strategic Plan
2021-2026**

Statement from Dean Douglas Clark

The central mission of the College of Chemistry is **advancing society through education and research**. Our two departments, the Department of Chemistry and the Department of Chemical & Biomolecular Engineering (CBE), provide fundamental and applied studies of outstanding caliber in chemistry, chemical biology, and chemical and biomolecular engineering, fields that impact nearly all aspects of our daily lives. Commitment to diversity is central to the College mission, and critical for maintaining our leadership status in research and education. Diversity ensures that a wider range of ideas and opinions are contributing to our excellence, and that we welcome and retain the best students, faculty, and staff.

In a diverse global chemical society, we continuously reflect on the impact of infusing the components of diversity, equity, inclusion, and belonging (DEIB) for the College of Chemistry community. We strive to create an academic environment that supports learning inside and outside of the classroom. We believe that reflective, thoughtful, and respectful examination of the differing dimensions of diversity educates and empowers all who work and study here to be advocates for equity, inclusion, and sense of belonging. As a College we strive to promote transparency and ensure accountability for the entire College community. All members of the College community share in cultivating, sustaining, and continuously developing an environment in which equity is intentionally sought and inclusiveness is practiced.

We recognize and acknowledge the impact that a global pandemic and social injustices have had on the College community. As a College that provides education inside and outside of the classroom we remain committed to addressing and eliminating disparities. This five-year DEIB strategic plan demonstrates the aspirational goals that have been set forth for the College. This plan has been developed to truly reflect the determination of the College community to move our mission forward and create a welcoming community that is a diverse, equitable, and inclusive academic environment. The development of the five-year DEIB strategic plan is an important step forward, but much work remains ahead as we begin to implement the College's aspirational goals. It will take the intentional, coordinated efforts of everyone with the College to carry forward this plan and bring it to life.

Statement from Associate Dean of DEI and Chief DEI Officer

It is essential that we bring the full diversity of perspectives, ideas, and experiences to our teaching, research, and service in order for the College of Chemistry to fulfill our central mission for our students and the greater public. This strategic plan was created through collaborative efforts of faculty, staff, students, and alumni, and will guide the College to build policies and programming that increase diversity, build equity, and support inclusion in the College of Chemistry community at all levels, including faculty, staff, and students. The scope of this strategic plan, which builds upon existing successful efforts and creates priorities for new initiatives, represents the commitment to DEIB held by the College of Chemistry community. I look forward to working collaboratively to carry out the goals and priorities described in this plan. *Dr. Anne Baranger - Associate Dean for Diversity, Equity, and Inclusion*

The College of Chemistry has taken significant steps to prioritize and more rapidly advance the pursuit of DEIB. The development of the five-year DEIB strategic plan demonstrates the commitment of improving and enhancing DEIB within the College. The DEIB strategic plan was developed through extensive engagement with constituents as it was integral to obtain feedback from the College community. The plan represents a roadmap to advance DEIB by leveraging existing successful initiatives and embracing new innovative ideas. The plan is comprised of four leading goals that we aspire to accomplish as a College. For each goal, strategies and action items have also been developed. I am excited for the execution of the five-year DEIB strategic plan and the great work that will be accomplished within the College. *Dr. Brice Yates - Chief Diversity, Equity, and Inclusion Officer*

Acknowledgements

College of Chemistry DEIB Advisory Committee

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Undergraduate Dean, College of Chemistry,
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Key Terms

As defined by the [American Association of Colleges & Universities](#)

Diversity: Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)

Equity: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the cocurriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions

Inclusion: The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion

Belonging: The intersection of equity, diversity, and inclusion. In each member of the community is welcomed as their unique self; feels invested, personally valued, and safe; shows respect for others; and acknowledges other members' contributions as important. As defined by the [University of Utah Healthcare](#)

College of Chemistry Diversity, Equity, Inclusion, and Belonging Statement

Diversity, Equity, Inclusion, and Belonging (DEIB) Statement

Diversity, equity, inclusion, and belonging are strategic pillars and core values within the College of Chemistry. We recognize that our success as a College depends on our ability to embrace, value and appreciate the diversity of students, faculty, and staff. Diversity, equity, inclusion, and belonging are continuous and comprehensive, intentional and dynamic, transformational and innovative, and are embedded in all aspects of our culture and actions. Diversity, equity, inclusion, and belonging speak to sustaining a College climate that honors and respects the various elements that make us unique: culture, race, ethnicity, color, national origin, sex, age, disability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expressions, veteran status, political philosophy, etc. We uphold that our individual differences enrich our College.

Vision

We strive to develop and sustain a culture of excellence throughout the College measurable by research and promotion of an equitable, diverse and inclusive College culture.

College of Chemistry community quotes

“Faculty, staff, and administration are openly passionate about supporting underrepresented groups within the College community. It is obvious that the members care deeply about making the College of Chemistry more accessible and supportive.” *Kenneth Celis - Undergraduate Chemistry Major*

“Our differences together make us stronger; they challenge us to expand our perspectives and grow. I am so grateful to have students that have helped us to see the importance of diversity and bring about change. We all belong, diversity will continue to show us that.” *Carlet Altamirano - Chemical Engineering Graduate Affairs Officer*

“We are poised to make dramatic changes in the climate in the College of Chemistry to increase belonging and inclusivity. I am optimistic that with changes to curriculum, programming and professional development we can become an even more welcoming environment. The challenges that society faces can be solved with the contributions of scientists, especially chemists. We need to foster an environment that encourages all minds to contribute to the solutions.” *Dr. Michelle Douskey - Senior Lecturer*

“Understanding the role DEIB has to play in our College and academic community at-large is crucial for the present and future success of our scholars, who have been and are increasingly coming from diverse backgrounds, perspectives, origins, and life experiences. If we hope to lead the world in our discipline and attract the diverse talent needed to accomplish this, we must genuinely and transparently ensure that every scholar we admit or hire is made to feel welcome here and is given the tools, mentorship, and help they require to uniquely succeed here. This sense of inclusion and belonging cannot only stem from tracking and bolstering diversity metrics and numbers. Our scholars should feel a real sense of belonging and inclusion on a personal, interpersonal, academic, intellectual, physical, and psychological level when they say they are a part of this community. Our College's DEIB strategic plan is an important step in that direction, but I believe it must be crafted and implemented with this end goal in mind for it to be truly effective and transformational.” *Oyinkansola Romiluyi - Chemical Engineering, Ph.D. Candidate*

Goals

In 2021 the College of Chemistry developed a comprehensive strategic plan for diversity, equity, inclusion, and belonging. The plan seeks “to improve the access, advancement, retention, graduation rates, research and professional opportunities, and campus climate for all groups. This includes, but is not limited to, those defined by race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region.” This document outlines the College-specific strategic plan, following the guidelines and framework described in the campus plan. This document is intended to be modified as strategies are identified and best practices are implemented within the College.

The Four Key Goals of the College of Chemistry’s “Strategic Plan for Diversity, Equity, Inclusion, and Belonging”

Goal 1: Enhance diversity in the College at all levels through increased recruitment of students, faculty, and staff that are broadly representative of the diverse population of California.

Goal 2: Sustain diversity in the College by ensuring an inclusive climate, welcoming to all students, faculty, and staff regardless of race, ethnicity, gender, gender identity, sexual orientation, or disability status.

Goal 3: Build on the inclusive climate in the College to maximize the retention, graduation, and diverse career opportunities of undergraduate majors and graduate students, eliminating disparity in access and opportunities among diverse groups.

Goal 4: Implement best practices for mentoring and career development for faculty and staff that promote equitable opportunities for academic and career success.

Goal 1: Enhance diversity in the College at all levels through increased recruitment of students, faculty, and staff that are broadly representative of the diverse population of California.

Strategy 1-A. Improve diversity in the College at all levels through increased recruitment of faculty that are broadly representative of the diverse population of California.

Actions:

1. Search committees will work closely with OFEW to implement best practices set forth in APM 210, the UCB Faculty Search Guide, and UC Affirmative Action Guidelines for Recruitment and Retention of Faculty to ensure equity and inclusion in faculty

recruitment and selection. Participate in annual OFEW Faculty Search Committee Workshops.

2. Ensure all job descriptions include language that encourages applications from candidates that have demonstrated contributions to diversity and equal opportunity (APM 210).
3. Broaden faculty searches to include openings even when focusing on subfield specialization areas, to maximize number of underrepresented applicants.
4. Identify and engage early-career underrepresented potential candidates, including prize postdoctoral fellows such as the Chancellor and Presidential Fellows.
5. Increase recruitment efforts for underrepresented applicants through personal encouragement from faculty.
6. Provide department support for underrepresented prize postdoctoral fellows to visit the department and speak at seminars. Resources include the California Alliance faculty mentor postdoctoral fellowship program.

Strategy 1-B. Enhance diversity in the College at all levels through increased recruitment of graduate students that are broadly representative of the diverse population of California.

Actions:

1. Increase the pool of applicants by encouraging applications from underrepresented students who have participated in campus diversity programs. Support established mentoring programs developed within the College, encouraging students to participate.
2. Review and implement admissions practices that provide a holistic evaluation of candidates, including contributions to diversity and non-traditional educational backgrounds.
3. Increase recruitment efforts for underrepresented applicants through personal encouragement from faculty and involvement of student organizations. Every URM prospective student should be contacted by at least two faculty members and one student.
4. Coordinate recruitment activities with graduate student affinity groups.
5. Encourage participation of faculty in recruiting activities organized by national affinity groups and Graduate Division.
6. Develop pipeline with HBCU's and HSI's via establishing working relationships with Chemistry and Chemical Engineering chairs in order to attract and recruit students to graduate programs.

Strategy 1-C. Enhance diversity in the College at all levels through increased recruitment of undergraduate students that are broadly representative of the diverse population of California.

Actions:

1. Produce professional quality videos, web content, and printed materials for use in recruitment and yield of URM, low-income, and first-gen high school and community college students.
2. Formalize Peer Adviser Ambassadors and Mentorship Program for undergraduate students.
3. In partnership with Admissions, develop and implement a plan to recruit talented prospective students from low-income areas.

Strategy 1-D. Enhance diversity in the College at all levels through increased recruitment of staff that is broadly representative of the diverse population of California.

Actions:

1. Require all staff and other non-senate hires to be interviewed by a diverse panel of management and peers, if available.
2. Formal discussion of Diversity Goals for each recruitment with Hiring Manager (staff) and Chair/Vice Chair of Instruction (lecturers). Post- recruitment report by hiring manager on efforts taken to promote a diverse pool.

Goal 2: Sustain diversity in the College by ensuring an inclusive climate, welcoming to all students, faculty, and staff regardless of race, ethnicity, gender, gender identity, sexual orientation, or disability status.

Strategy 2-A. Identify and address historical and current College barriers, including potentials for marginalization.

Actions:

1. Conduct a comprehensive College policy review process by which we will evaluate, revise, and communicate changes in policies and protocols to ensure that diversity, equity, and inclusion are considered and incorporated. This process should commit to addressing discriminatory phobias (i.e., homophobia, xenophobia, transphobia, etc.); removing systemic isms (i.e., racism, sexism, ableism, etc.); improving clarity; providing enhanced transparency; promoting fairness; and enhancing accountability.
2. Chronicle College history of diversity, equity, and inclusion.
3. Increase engagement with minoritized alumni through targeted outreach.
4. Establish a regular schedule for conducting College climate surveys to gauge well-being and belonging, monitor trends, and inform departmental policies and practices.

5. Devote faculty meetings to diversity and inclusion, and make sure all faculty members are aware of concepts such as “stereotype threat”, “unconscious bias”, and “cultural taxation”.

Strategy 2-B. Create a transparent culture and sustainable organizational structure that fosters a diverse, equitable, and inclusive environment for all.

Actions:

1. College leadership will complete the Certified Diversity Professional Credential in order to set the appropriate example as leaders.
2. Incorporate diversity, equity, and inclusion practices into training for new supervisors and annually for all supervisors.
3. Hold town hall meetings to discuss climate survey results and provide feedback on departmental policies and practices in order to promote transparency while identifying areas for growth and improvement.
4. Create clear lines for accountability for improvement in diversity, equity, and inclusion practices.
5. Maintain a strong and visible diversity, equity & inclusion committee, including faculty, staff, and student representatives.

Strategy 2-C. Examine and ensure physical spaces makes others feel accepted, valued, and included.

Actions:

1. Conduct an audit of physical spaces in support of creating visually welcoming and inclusive environment in the College.
2. Ensure the College facilities are accessible and safe by participating in an annual tour of facilities to review accessibility needs.

Strategy 2-D. Incorporate DEIB best practices that identify and reduce implicit bias. Create an environment that combats and limits any forms of discrimination and/or harassment.

Actions:

1. Work to provide a diverse representation of departmental colloquium speakers.
2. Ensure departmental/college websites, communications, and events are proactive in representing the diversity of the departments.
3. Require formal diversity training for faculty advisors and faculty mentors to increase sensitivity and foster inclusive dialogues.
4. Provide in-person racial bias training, gender bias, and sexual harassment prevention and awareness training for faculty, staff, and students.

5. Provide regular communication to employees regarding support services and resources for handling incidents of bias, harassment, and discrimination on and off campus.

Goal 3: Build on the inclusive climate in the College to maximize the retention, graduation, and diverse career opportunities of undergraduate majors and graduate students, eliminating disparities among diverse groups.

Strategy 3-A: Build on the inclusive climate in the College to maximize the retention and sense of belonging of graduate students, eliminating disparities among diverse groups.

Actions:

1. Provide new graduate student orientation on arrival, and follow-up orientation on degree requirements later in their first semester or as needed.
2. Assign a faculty graduate mentor to each student before arrival and provide transitional mentoring throughout the first semester or as needed.
3. Support graduate student-led efforts that foster inclusion within the College.
4. Construct Preliminary Exams that fairly test the students' breadth of knowledge with clear expectations on subject matter covered and posted policies for passing the exam. Each department should develop a document outlining Qualifying Exam requirements and expectations for Ph.D.
5. Support increased career mentoring and post-degree placement services in the departments, such as developing and enhancing community based and alumni recruitment partnerships.
6. Implement catch up policies for undergraduate work, encourage individualized degree paths, and engage the graduate students in decisions regarding extra undergraduate course work to ensure the course recommendations best serve their academic development.
7. Encourage faculty to implement inclusive pedagogy and curriculum and best teaching practices for faculty.
8. Ensure annual review of expectations and progress towards Ph.D. between students and advisor.
9. Support students to develop a network of mentors (faculty, postdocs, senior graduate students).
10. Establish a process by which underrepresented students are connected to the appropriate student support services during the recruitment process.

Strategy 3-B: Build on the inclusive climate in the College to maximize the retention and sense of belonging of undergraduate majors, eliminating disparities among diverse groups.

Actions:

1. Encourage new students to participate in highly structured inclusion programs, including CoC's Summer Bridge Cohort, Peer Mentoring program, and the Chemistry Scholars Program, as well as campus programs like Berkeley Connect, the EOP STEM Program, and the Transfer Student Center's Transition courses.
2. Support undergraduate student led efforts that foster inclusion within the College.
3. Provide easier/more efficient access to research opportunities.
4. Develop a process to encourage participation in study groups for major and non-major students. Explore resources such as bCourses and a College website devoted to helping students find and/or create study groups. Consider alternating lab partners.
5. Provide training for graduate students who will serve as mentors for undergraduate students on inclusion and identity development and sense of belonging of underrepresented students.
6. Encourage fair and equitable participation in Undergraduate Research.
7. Implement inclusive pedagogy and curriculum and best teaching practices for faculty.

Goal 4: Implement best practices for mentoring and career development for faculty and staff that promote equitable opportunities for career success.

Strategy 4-A: Implement best practices for mentoring and career development for faculty that promote equitable opportunities for career success.

Actions:

1. Implement a Faculty Mentoring Plan, including assigning a senior faculty mentor to all assistant and associate professors.
2. Avoid "cultural taxation" by assigning service work to faculty in an equitable way.
3. Examine tenure and promotion processes to identify and address potential biases.
4. Increase the number of underrepresented faculty in high-level positions with statistically measurable year-over-year improvement.

Strategy 4-B: Implement best practices for mentoring and career development for staff that promote equitable opportunities for career success.

Actions:

1. Support staff learning and participation in DEIB training. Ensure tracking of training for staff within the College.

2. Launch Staff Equity, Inclusion, and Diversity committee (SEIDC), consisting of both management and staff employees, to oversee all equity, inclusion, and diversity efforts for Staff, including ongoing review of all Strategies for Staff Recruitment, and report on efforts annually to Department Chair.
3. Conduct fair and equitable annual performance evaluations with emphasis on goal attainment and goal setting.
4. Support staff participation on campus DEIB committees.
5. Maintain open communications between administration and staff on DEIB issues that affect College climate.
6. Ensure equitable practices are in place for staff professional development.

