**Notes from lunch and learn session on Jun 5**

**Verbal Discussion**

* Circulate petition to hold ourselves accountable
* Find mechanisms to increase numbers of African American students in the department at UG and Grd levels
	+ Make authentic connections to HBCU’s and faculty at institutions
	+ importance of authentic relationships with minority serving institutions as opposed to going in for simply a seminar at a HBCU; can be made by going to SACNAS or NOBCCHE
* Comment that faculty grew up with ‘huge blind spots’ important when you see faculty/leaders at the University saying things that are seen to be racist/inappropriate please say something. Don’t be daunted by the fact that you are talking to people viewed to be in a position of authority – Please Speak Up!
* Climate survey – being aware of climate in dept/how to improve it
* Training students ‘beyond the bench’
	+ Seminar/training on micro aggressions / implicit bias
	+ One-day trainings, but there needs to be follow-up – resolution to make things happen/consistent engagement…. Make it an on-going conversation rather than a specific comment
	+ Use colloquiums/seminars as a space for discussions beyond chemistry research
	+ Lunch and learns would be more impactful if they were incorporated into the regular seminar programs – could fit in the mission of the seminars. Having institutional backing for these conversations / making space for these conversations in the existing seminar program structure.
* Diversity committee
	+ Improve communication of activities to the community
	+ There should be more discussion /open conversation/more dialogue /continued action and accountability for action
	+ Role of students (as members?) greater student / postdoc involvement
	+ Incorporating diversity and equity in the ways of communication already in place – email; quarterly letter; orientation – brainstorm ways to incorporate diversity and equity in the existing communications. – comment about having a update from the committee during colloquium or similar departmental activities
* Personal stories can be helpful
* Role of people with power can help create space for people to be open – the only way to achieve equality. Responsibility of the PI to create space for the students for challenging conversations. Making space for others to keep each of us accountable.
* Identify/develop resources to help students (particularly students who are URM’s) solve ‘life’ challenges
* Suggested resources:
	+ “a people’s history of the united states”
	+ “the new jim crow”

**Chat Dialogue (Personal Identifiers Removed)**

* https://www.blackscientistsmatter.com/ we could get blackscientists matter merchandise and wear them as a department
* It has been a privilege to witness meetings of similar kind over the past 6 years. I would like to encourage that this meeting ends with clearly defined action points and even a community agreement to keep each other accountable. This work is hard and messy and simply essential.
* Thank you for compiling this list! If I may, I would like to add “ The new Jim Crow” by Michelle Alexander and “A People’s History of the United States” by Howard Zinn
* Might I suggest ordering these books from one of these bookstores as in line with suggestions on this slide: https://lithub.com/you-can-order-today-from-these-black-owned-independent-bookstores/
* Intentionalist (https://intentionalist.com/) is a local organization that allows you to identify businesses to support, be they minority owned, woman owned, LGBTQIA+, etc. This focuses on businesses rather than charities, and their motto is "spend like it matters"
* This list has been circulated among a lot of my friends with kids. Your Kids Aren't Too Young to Talk About Race: Resource Roundup: https://www.prettygooddesign.org/blog/Blog%20Post%20Title%20One-5new4
* There are a lot of people that were raised or live in ethnically homogeneous communities, so there is an important role of antiracists to educate others on the plights of African Americans. Not only can we call out racism, but we can bring in how racism has contributed to the topic of conversation.
* Could we stock the mini-library in Rab's Room with copies of these books
* I’ve been trying to share data and information with family members that are out of touch or say “all lives matter” or don’t think the police are racist. Since some of my family members don’t trust the media and won’t put the effort in to teach themselves, so I’ve sent them a lot of FBI and census data and other raw data/analysis about police brutality and legislation and the harm it’s done. It’s been a way for me to get them to understand and I’ve even gotten my mom to write emails to her legislators. I know it’s hard, but people need to be talking to their family and people who say ignorant things to help them learn.
* We need to acknowledge that racism is manifested in our institution TODAY. Its not only a police brutality issue. It's also about how we organize leadership, representation, participation, inclusion and empowerment. We need to find action items that are also closer to our everyday life/work at UW. It shows up in our editorials, in our hiring practices, in our recruiting.
* I don't know who all contributes to the Rab's Room library that Beth Mundy originally set up. As someone who checks monthly to change out books, it does not have a high turn-over. I will see what I can do to add the suggested books to it.
* It's ok to make mistakes
* Why isn’t the university sending out resources or action items to make direct change
* I really appreciate you all putting this together. When the committee had a lunch earlier this year we spoke about ways to promote diversity going forward and I think it would be important to continue to find ways to increase the number of African-American students in the department, both at the undergraduate and graduate level.
* Yes! One way to increase these numbers are to start direct relationships with HBCU chemistry departments by inviting their professors to give seminars and to directly recruit at HBCUs.
* HBCU = Historically black colleges and universities
* It’s important to not rely on under-represented minorities (URM) to do the brainstorming, educating, or speaking for us.
* Could our colloquium group (?) and InCS work together in starting these relationships and bringing in these speakers?
* The Department's stance and messaging on anti-racism should not land on the shoulders of our personnel who are BIPOC
* I’m incredibly appreciative of all the people in our department here participating in this discussion today. I also want to comment that it’s important to share what we’re talking to those of us who weren’t able to attend this meeting as well.
* When I taught at a small liberal arts college, most of the invited seminar speakers ended their research talk with a 5-10 minute pitch for the grad program. Are we sending many faculty to give seminars at minority-serving institutions?
* Do all the scientists discussed in my classes always need to be white men?
* YES to getting rid of the requirement of GRE scores
* Are there graduate students and undergrads on the diversity committee?
* It would be nice to see more diverse scientists talked about in classes (historically though there aren't as many...)
* re: diversifying chem at UW or in general, increased relationship with local community colleges with diverse populations. Send grad students & professors to give seminars, build mentoring relationships with students & so on.
* I’d like to invite all students and faculty who are returning from conferences to share the names of diverse speakers who gave great talks (whether they are from HBCUs or not) with Chem Department seminar organizers or with the colloquium committee so that we can invite them to give seminars.
* one of my suggestions is to create opportunities to enable minority students (undergrad, highschooler etc) to have summer internship
* I think it would be a great idea to have at least one graduate student and/or undergrad on the diversity committee.
* Also bring the recruiting emphasis to the hiring of post-docs and thinking about how these post-docs at UW.
* I’ve been compiling a list of “diverse scientists” (non-cis-dead-white-guys) with mini bios that I share at the beginning of each lecture. Would be happy to share it with the group, and especially grateful if others contributed to it!
* I think highlighting explicitly the fact that traditionally there were mostly white male scientists could be helpful also..."who was allowed to do this work in the past? what societal restrictions were placed on women and POC?"
* adding on to previous comment..how these post-docs who bring diversity to our community can be kept at UW
* I used to write these same sorts of bios. I'll see if I can find all the ones I wrote and send them your way.
* With InCS I’ve done work highlighting underrepresented scientists. Here’s a few examples of scientists I wanted to highlight soon: https://cen.acs.org/people/profiles/Six-black-chemists-should-know/97/web/2019/02
* Prof. Gregory H. Robinson from Georgia has an strong publication record and I believe would make an excellent choice for a seminar speaker
* Is there an update on the changes that were planned with the study center? I was originally part of a project where the posters in the room were to be replaced with a diverse set of posters that involved RSOs like InCS, SACNAS that focused on improving the culture of diversity in STEM.
* Yes, I would be interested in hearing an update on that as well
* Along with what Alex and Jim are saying, I think faculty fulling acknowledging the inherent power dynamic that comes with their position and helping students/postdocs feel fully comfortable approaching these difficult topics of discussion and how to improve mentoring and diversity in the field and our university
* I believe those poster are complete, but not yet printed. I can track that down
* Let’s get them up before students come back.
* I think also, having more input from the members of InCS would be beneficial.
* Also, NOBCChE and ABRCMS.
* The CTL does workshops like this
* Definitely agree it should be mandatory
* Yes, the CTL does workshops like this and they’re incredibly educational. I know that they’ve put on workshops with UW Rehab Medicine specifically addressing racial bias in their classes.
* Initiatives to improve the work environment help everyone and help promote equity. There are some initiatives that are gaining traction in our department such as a requirement for yearly Individual Development Plans, yearly graduate committee meetings (including in year 4), asking that the advisor leave the room briefly during every committee meeting that I think are good. Erin, I really like your suggestion too, and I like Colleen’s suggestion that the Center for Teaching and Learning already has a workshop that we could plug into.
* With respect to TA training, I think we should include a diversity portion that emphases the implicit bias we have as TAs.
* It recently came to my attention that there aren’t any students on the diversity committee. Are there seats open for students?
* Thanks for pointing out the need for Faculty to actively and purposely create an environment that encourages students and postdocs to speak up and discuss these issues with them.
* We’ll follow up on it [students on Diversity Committee]
* Would there be ways to bring this dialogue to the undergrads that we teach? As well as promoting voter registration for those students.
* We also need to include the people who aren’t here at this meeting into the dialogue too.
* In the CTL, they make a point of not having "inclusion and diversity" be a standalone topic during faculty fellows and other trainings. They bake it into every session, because it is part of everything! Maybe there is a way to do a similar thing in our TA training...?
* I think students saying they \*want\* to be on the committee is an indication they should be able to be on the committee.
* Maybe InCS can use our social media platforms (Twitter, IG, Facebook, email ?) to help publicize the work that the Diversity Committee is doing (and what InCS does behind the scenes.)
* [] said in the chat earlier that she will be posting this conversation on the website
* I mean Diversity committee minutes as well
* Oh I see! Yes!
* https://sites.uw.edu/uwpda/2020/06/03/dear-black-student-first-fridays/
* Increased frequency of committee meetings and having a small portion without the advisor would be a wonderful things.
* The website says, "This event is for UW students (undergraduate, graduate, professional) only. If you’re not from the UW, please look out for the list of Tour Dates to see when Dear Black Student© stops by your institution." Are individuals from any school allowed to attend?
* Could the diversity committee be more integrated by say, giving a regular update during colloquium? That way it is baked into the community.
* Jacob, I agree, getting involved in changing legislation is very important. As a reminder, we are all prohibited from using UW (state) resources for any activity that could be construed as lobbying. When we all engage in these activities, we need to use our own resources and e-mail accounts.
* (Clarification: prohibited by state law, not by local institutional policy.)
* also for adding diversity discussion at seminars, asking invited speakers to share something their department does to create more inclusive environments could be helpful for learning and awareness
* Undergraduates are often far more comfortable telling their TAs things that they don’t tell their professors, so we really appreciate the TAs!
* Thank you for sharing. I think it’s important for us to all acknowledge that this happens on our campus. Recognizing the problems is only the first step.
* thank you! Its important to hear things like this so we can recognize the problems within our community
* Good points. How about a seminar/event of some sort that trains and empowers people to have those uncomfortable conversations?
* Yes agreed. It is important not just to say these things but acknowledge and hold each other accountable for our actions beyond our words.
* I think critically it would train the people in power to make that space, more than putting all the onus on people to enter the uncomfortable conversation
* I'm wondering if undergrads/grad students/post docs/profs are ever at risk of losing their department appointments due to an arrest, and if so, if it would be useful for the department to state appointments are not at risk if legal consequences occur as the result of participating in protests?
* I agree. We all hold positions of power in one way or another, even grad students as TAs, and we should start training early to how to create safe environments for all
* Perhaps both (probably in separate spaces)?
* Undocumented students! There near zero opportunities for them on our campus!
* In relation to Alexandra’s point, when I was an undergrad, I did not know that I could be paid to go to grad school until I was a junior. This knowledge really changed my career path. I think that many 1st-generation students do not know that they get paid to go to grad school. I developed a seminar assignment that tries to address this gap in many students’ knowledge. If anyone wants a copy to implement it in their own courses, please get in touch. I’m happy to share and I’ll send it to Brandi in case she is assembling resources from this meeting. I’m happy to take suggestions about how to improve this resource, too.