

## Departmental Plan for Broadening Participation

**Vision Statement:** The Department of Chemistry at the University of Washington will be a community of faculty, staff, and students with diversity as a core value. We will be a population that is representative of the diversity of America and that is respectful of the diversity that promotes realization of the full potential of each individual. The Diversity Plan of the Department will be a dynamic document, changing in response to lessons learned from the initiatives set forth in the Plan and from the experience of others seeking to promote diversity and striving to achieve “best practices” in the area of diversity enhancement. The Plan will conform to State and Federal laws and will be integrated with the plans of the College of Arts and Sciences and with the Diversity Plan of the University of Washington.

### **Elements of the Plan for Improving Diversity:**

#### ◆ *Advocacy, Oversight, Integrative Activities, and Continuity.*

Critical to diversity enhancement activities is a core group committed to advocacy, oversight, evaluation, integrative activities, and continuity. The Department of Chemistry Diversity Committee presently consisting of Professors Dalton, Kovacs, Rathod, and Turecek. This committee is charged with oversight of the evolution of a dynamic Diversity Plan, with advising the Chairman on issues related to diversity, with providing a contact point for coordination with University and community diversity enhancement efforts, and with providing recommendations with respect to the independent evaluation of diversity enhancement efforts.

#### ◆ *Changing the Climate.*

An important component of diversity enhancement is understanding the nature of bias including unrecognized bias. Special education experiences (such as those provided by COACH, <http://coach.uoregon.edu/>) can promote changes in attitude toward diversity. Following the recommendations of the Department's Diversity Committee (and in coordination) other components of the University (e.g., UW ADVANCE), the Department will encourage activities related to diversity sensitivity training. The Department will participate in the evaluation of the effectiveness of such efforts.

#### ◆ *Recruitment.*

- Faculty—Recruitment of a diverse faculty is, and will continue to be, a priority. To ensure that individuals from under-represented groups are identified and appropriately considered, faculty recruiting committees will continue to receive guidance through both meetings and written materials on the importance of diversity. Search committees will be encouraged to take advantage of faculty recruiting tools available through UW ADVANCE ([http://www.washington.edu/admin/eoo/forms/ftk\\_01.html](http://www.washington.edu/admin/eoo/forms/ftk_01.html)) and will seek input from the University Diversity Recruiter to help identify appropriate candidates from under-represented groups. When appropriate, the area of specialization specified in faculty searches will be broadened to facilitate a larger applicant pool.
- Staff—Recruitment of staff is the prerogative of the Office of the Chair. Every effort will be made to ensure a diverse staff that is sensitive to the vision of the Department.
- Postdoctoral Associates—Individual faculty are the primary decision-makers in the appointment of postdoctoral fellows. Establishing diversity as a core value among the Faculty of the Department is critical to realizing the desired diversity of the postdoctoral student constituency of the Department. The Department encourages the NSF-sponsored Science and Technology Center on Materials and Devices for Information Technology to work with GEM to promote postdoctoral fellowships to encourage Afro-Americans to pursue postdoctoral fellowships in academia.

- Graduate Students—The recruitment of a diverse graduate student population will continue to be a priority of the Department. The Department will continue to work with minority-serving organizations such as GEM and QEM and with various NSF-sponsored centers (STC, MRSEC, and CBC) on campus to identify and recruit qualified students from under-represented groups. The Department will continue to generate promotional materials and hold events to provide students information on graduate research opportunities. The Department will continue to host special programs (NSF-REU and the special educational/summer research programs sponsored by professional societies) aimed at encouraging students to consider careers in science in general and in chemistry in particular.
  - Undergraduate students—The Department has an active record of participation in University-wide initiatives to increase the participation of individuals from under-represented groups in STEM fields. This includes outreach programs to Washington high schools, tribal groups, and community colleges. While Department financial support for such activities is limited by restrictions on the use of State funds, the Department supports such activities by the volunteer participation of the faculty and graduate students and the Department participates enthusiastically in the outreach educational and recruiting activities of Federally-sponsored Center (STC, MRSEC, and CBC) on campus. The Department participates on a volunteer basis in the student orientation programs of the University focused on facilitating the integration of new students into the campus culture
  - Participation in outreach programs—The Department has participated in and indeed led outreach programs to community colleges, high schools, and tribal groups. Research experiences are provided for high school and even middle school students during the summer and academic year. These have largely involved the volunteer efforts of Faculty except where special funding has been secured. Graduate students from the Department have participated in Seattle-based NSF GK12 programs aimed at enhancement of mathematics skills. Funding of outreach efforts will continue to be a challenge, but the Department will create an atmosphere where participation in Broader Impact activities will be valued and encouraged.
  - Interaction with institutions focused on under-represented groups—The Department has a growing interaction with minority-serving institutions and organizations. Faculty representatives frequently attend the national meetings of QEM and GEM. The Department also encourages interactions with minority-serving universities Norfolk State University, Alabama A&M Universities, and New Mexico Highlands Universities. The Department maintains a long-term interaction with Seattle Community Colleges and Washington Tribal Colleges. For example, Department Faculty working with the Gateway REU program of the NSF-STC-MDITR focus on nurturing interaction with Community and Tribal Colleges. Representatives from these institutions serve on the advisory boards of NSF Centers at the University of Washington two of which are embedded in the Department.
- ◆ *Retention and Professional Advancement.*
- Mentoring—Mentoring is important at all levels. Various initiatives have been pursued without identification, yet, of a best practice approach. Both peer mentoring and inter-group mentoring will be pursued and an effort will be made to ensure that mentoring is viewed by participants as supportive. Both inclusive and focused (peer lunch mentoring for female students focused on the bringing role models from industry and academia to campus) mentoring initiatives are pursued. A variety of professional development activities will be developed, working with Federally-sponsored Centers based within the

Department. The retention resources of UW ADVANCE (<http://www.engr.washington.edu/advance/resources/Retention/index.html>) will be utilized.

- Developing supportive peer groups—The Department encourages the formation and growth of supportive peer groups (e.g., Chemistry Graduate and Postdoctoral Student Association which has partnered with the Graduate Student Association of the Business School and the Center for Technology Entrepreneurship to sponsor seminars on technology innovation and entrepreneurship). In like manner, the Department endeavors to help students identify with and participate in supportive peer groups across the College and University.
- Interaction with institutions focused on under-represented groups—Organizations such as the QEM work with the Department to facilitate the placement of faculty from HCBUs for summer research experiences and sabbatical leaves within the Department. Such placement typically involves one or more Departmental Faculty and access to Departmental chemical instrumentation and other resources. The Department has also, on a case-by-case basis, made Department resources available to Community College Faculty through visiting scholar appointments. The Department participates in faculty sabbaticals and faculty/student exchanges involving Norfolk State University.

◆ *Institutional Change.*

- Policies (e.g., the tenure clock)—The Department recognizes that many factors influence the recruitment and retention of faculty and students and particularly those from under-represented groups. The Department will endeavor to promote the evolution of University policy to facilitate improvement in recruitment and retention.
- Infrastructure (e.g., day care)—Infrastructure and resource commitment are issues that can impact the recruitment and retention of faculty and students. Day care and maternity leave are examples of issues that must be faced if the academy is to become a more attractive employment option. The Department cannot address these issues acting in isolation but can become an advocate for addressing these issues at the Institutional level. The Department participates in a program that offers teaching release to faculty members who are parents of newborn or adopted children.
- Classrooms, degree programs, internships—The Department will endeavor to assure that supportive classroom and laboratory environments exist for individuals from under-representative groups. The Department has been supportive of interdisciplinary degree programs, e.g., the Nanotechnology Ph.D. program and joint doctoral and MBA programs with the Business and Law Schools, as these can be attractive to students and increase awareness of the value of STEM education. The Department has been supportive of industrial internship programs and has endeavored to assure that such experiences include supportive mentoring and professional development.

◆ *Assessment.*

Assessment will be carried out for selected activities, such as those related to sensitivity training. Financial support for external assessment will involve coordination with Federally-supported Centers on campus and with various University Administrative offices.

Revision: June, 2008