DIRECT TO SIGNATURES

Note: This text can be reused as a template for letters to other departments, divisions, universities, etc.

Summary

As undergraduate, graduate and postdoctoral scholars of the UCLA Division of Physical Sciences, we call on faculty to immediately address the continued lack of diversity within our division. Although diversity initiatives within the division currently exist, the overwhelming disparity in the representation from People of Color at all levels in our division highlights that these efforts are not enough. We demand that the division takes the initiative to immediately improve upon current efforts to recruit and retain People of Color.

Towards this effort, we demand that graduate students and postdoctoral scholars are included on faculty hiring and student admissions committees. Initiatives to ensure that all members are informed about the holistic review of applications must be taken in forming these committees and graduate students sitting on these committees should be compensated for their efforts.

In order to remain transparent about progress towards a more diverse community, the department must annually compile and release data regarding the race and gender demographics of our division and the funding for diversity initiatives. This data should be made available on the division's diversity webpage.

We demand that the division actively recruits People of Color. Efforts towards this goal include removing financial barriers for undergraduate and graduate students, prioritizing diversity at recruitment events, and fostering an LGBTQ+ inclusive culture. The university must also work to build collaborative relationships with diversity–driven student organizations and strengthen collaborative relationships with historically Black colleges and universities and local community colleges. Finally, the division should fund student attendance at diversity–oriented conferences and actively identify and support Title I schools.

In addition to actively recruiting People of Color, the division must actively work to retain them by fostering a more inclusive community. This can be done through mandating diversity seminars and integrating topics of inequality into coursework. The division must also increase the funding, recruitment and capacity for programs such as Competitive Edge and offer bridge programs for students to address any inequalities in prior education. The division should also hold quarterly, departmental town hall discussions where students can openly voice any concerns and create transparent processes for reporting and responding to complaints. Finally, we must diversify our diversity committees and withdraw support from organizations that do not reflect university values.

These actions must be taken on by **all** faculty and administrators and not just by the diversity committees or Academics of Color. We respectfully request that the Division provides a public response to this letter within two weeks which outlines the Division's planned actions and how these items will be distributed among administrators and faculty.

June 10, 2020

Dear:

Dr. Miguel A. Garcia-Garibay, Dean of Physical Sciences, UCLA,
Dr. Albert Courey, Associate Dean for Diversity, Equity, and Inclusion, UCLA,
Dr. Suzanne Paulson, Chair of Atmospheric and Ocean Sciences, UCLA,
Dr. Neil Garg, Chair of Chemistry and Biochemistry, UCLA,
Dr. Edwin Schauble, Chair of Earth, Planetary, and Space Sciences, UCLA,
Dr. Mario Bonk, Chair of Mathematics, UCLA,
Dr. David Saltzberg, Chair of Physics and Astronomy, UCLA,
Dr. Hongquan Xu, Chair of Statistics, UCLA,

And all other Faculty and Administrators of the UCLA Division of Physical Sciences,

We as undergraduate students, graduate students, and postdoctoral scholars of the UCLA Division of Physical Sciences are outraged by the continued lack of diversity within the division, the slow progress of current diversity-related initiatives, and the inadequate transparency regarding the funding and impact of these initiatives.

UCLA's Division of Physical Sciences continuously fails to recruit and retain a diverse population that reflects the demographics of our community. For example, Black Americans account for 6.5% of the CA population, however only about 1% of professors in our division and 3% of graduate and undergraduate students at UCLA are Black. Of all graduate students in STEM in America in 2016, only 0.5% were Black students. Similarly grim statistics are exhibited for academics from other historically marginalized groups. The gross underrepresentation of historically marginalized groups at UCLA, and particularly in the division, is a failure and demonstrates the structural racism present in academic institutions across America. We want to emphasize that this is an issue faced by other top universities nationwide, and is not unique to UCLA. We must immediately address this disparity and, in turn, stand as an example for other universities to follow.

We would like to first emphasize that diversity is not just a required section for grants, but an integral part of the health and success of a community. The caliber of scientific research is inextricably linked to the individual scientists involved. Not only are researchers from marginalized groups more likely to tackle significant problems beyond those faced by the white population, but scientists with different perspectives offer new insights and methods towards problem-solving. A more diverse faculty will also serve to inspire and attract students from diverse backgrounds. Most importantly, this will lower the barriers to the retention and success of People of Color.

As an institution, we cannot claim that we stand with the Black Community and against racism in all forms until we look inward and address the ways in which we ourselves are failing. We have outlined actions that must be addressed immediately to support the inclusion of Black students, as well as other

historically marginalized groups, within the division. Throughout the letter, we refer to People of Color, but would like to specifically draw attention to the specific relationship Black and Indigenous people have to white supremacy in the United States, and that these groups have been particularly under-represented in STEM. We recognize that many diversity initiatives, including committees, organizations, and funding programs do already exist in the division. Notably, programs like the President's Postdoctoral Fellow Program and the inclusion of contributions to diversity during faculty performance reviews have made significant impacts. However it is abundantly clear that, while these may have contributed to incremental improvements in the diversity of our community, there remains an overwhelming disparity in the representation from People of Color at all levels of the division. We ask that the division re-evaluate these initiatives and their impact, reallocate funding where necessary and take the initiative to create and implement new programs in spaces where deficits are identified. While this document was thoughtfully crafted, the writers would like to remind those reading that this is by no means an all-encompassing list of action items; new action items must be created as we continually educate ourselves, and as current events affect marginalized groups locally, nationally, and globally.

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I. Accountability of Faculty and Administrators

As faculty members, administrators, and students of UCLA, it is our collective responsibility to uphold the espoused values of the University. In our mission statement, UCLA claims to strive for "excellence and diversity, recognizing that openness and inclusion produce true quality," yet the demographics of the faculty and students fail to reflect this value. **We must work to immediately address this inconsistency and to lead by example for other universities.** As students, we expect our faculty and administrators, the leaders of UCLA, to be accountable for establishing policies and making decisions that improve the inclusion of historically marginalized students at UCLA. To further strengthen the division's commitment to creating a healthy and diverse community culture, an administrative position should be created and filled by an expert in effective recruitment and retainment practices to advise the division on all matters pertaining to diversity and to create meaningful programing toward this effort.

II. Involve Students in Graduate Student Admissions and Postdoctoral, Staff, and Faculty Hires

A. Include graduate students and postdoctoral scholars on faculty hiring committees

We demand that graduate students and postdoctoral scholars be included in faculty hiring for their departments at every stage of the process, from reading applicant materials to final decisions. Graduate students who commit to anti-racist hiring practices should be allowed to apply for spots on faculty hiring committees. This approach is currently being used in other departments at UCLA (such as in the Higher Education and Organizational Change division). Alternatively, a panel of graduate students and postdocs could evaluate potential faculty hires as is done at UC Berkeley's College of Chemistry. Students committees or panels would ensure that student opinions are not ignored in the department's hiring decisions. Additionally, we demand that students (i.e., graduate and undergraduate) are consistently invited to attend lunch with faculty candidates and have a place to voice their opinions to the administration. These practices will help to ensure that younger and more diverse perspectives are included in hiring decisions. Care should be taken such that these committees acknowledge and address the issues with power dynamics on such committees, and incorporate guidance from the wealth of literature available.

B. Include graduate students on graduate student admissions committees

Graduate students and postdoctoral scholars should be included on graduate student admissions committees. Graduate students should be allowed to apply to be on these committees and complete trainings on anti-racist, fair, and unbiased admission policies. At least two graduate students and/or postdocs should be included in these committees and given a "vote" such that they can advocate for the acceptance of more diverse students. **Initiative must be taken to ensure that *all* members of admissions committees are informed about holistic review of applications,** utilizing already existing NSF funded resources and implicit bias training.

C. Compensate graduate students and postdoctoral scholars who serve on these committees

Graduate students and postdoctoral scholars who serve on these committees should be recognized and/or compensated for this work. These types of appointments could be similar to those that graduate students in the UCLA Chemistry and Biochemistry Department obtain to lead and organize courses on teaching during orientation. Alternatively, stipends supplementing a student's standard income should be provided as compensation for this work.

III. Compile and Release Data

A. Compile and release data regarding race and gender demographics

We demand the compilation and release of data detailing the race and gender of students who have applied, been admitted, enrolled, and graduated from graduate studies in the physical sciences division. While some of this data is already publicly available, it is inconsistently reported and undescriptive. For example, the student category "Domestic Underrepresented Minorities (URM)" is too general and should be further broken down by race. If similar data is available for LGBTQ+ students, we demand that this data is released. If data on LGBTQ+ students is not available, we demand that such data be collected and released moving forward. **We also demand the release of data regarding graduation progress (i.e, the time left for students to finish qualifying exams, to advance to candidacy, and to complete a dissertation) that are currently unavailable to help understand issues with retention.** Further, we demand that the data released be completely transparent on the statistics for all marginalized communities. Verbiage found in the currently published data such as "other" and "less than 10" is vague and obfuscates proper understanding and analysis of the data. Inaccurate designations such as "African American" in place of "Black" should be avoided. The released data should be in an accessible form on the Division's diversity webpage and should not be kept in graphs or spreadsheets that individuals cannot download. It should be updated annually.

B. Compile and release data regarding funding for diversity initiatives

We demand data be released about funding towards the overall diversity initiative in the physical sciences division. Within this demand we would like a concise breakdown of how and where current funds are distributed. This data should be accompanied by a written statement of your perceived impact of these budget choices on historically marginalized groups in academia. Additionally, we demand information regarding faculty who participate in diversity committees and the extent of their monetary compensation. Paid or not, these faculty members must be held to a standard, and a record of their efforts and impact towards diversity must be documented and available to the public. Beyond the allocation of money already available, **we demand more money be sourced to expand diversity efforts**. In this spirit, we suggest chair money be redirected from prestigious and tenured professors, whose careers would not

be endangered by the loss of funds, towards the diversity initiative, and towards fellowships that directly benefit Students of Color.

IV. Actively Recruit People of Color

A. Remove financial barriers for undergraduate and graduate students

Research demonstrates that low socio-economic status is one of the biggest barriers to STEM participation. We demand a more inclusive admissions process. Namely, to reduce the financial barriers for potential applicants, the division must **make the standardized testing requirement for undergraduate and graduate admissions optional, and the absence of standardized testing scores should not negatively affect an admission decision**. The division should also **waive application fees for applicants with low socioeconomic status or waive application fees altogether**. While there are processes to obtain application fee waivers currently in place, these are often cumbersome for students to complete and pose an additional burden to already disadvantaged students as they must devote additional time and energy to these processes. Furthermore, the division should **invest in more fellowship programs to pay historically marginalized undergraduate students working in research labs.** This would motivate undergraduate students, especially those struggling to financially support themselves, to participate in research. When implementing new processes, procedures, or programs which require a financial obligation, it is imperative that the division remain mindful of the negative impact disproportionately placed on Communities of Color.

B. Prioritize the presence of People of Color at recruitment events

A key aspect of attracting underrepresented students to institutions of higher education is a **greater representation of these populations during recruitment**. Naturally, if these student bodies do not exist, then it may be more difficult in ongoing recruitment efforts. To this end, **admit more students from historically marginalized communities each year.** This will have an immediate effect and will create sustainable changes to increase and embrace diversity in the physical sciences. In order to increase the diversity of our student body, the department needs to deliberately identify the types of students we want to attract to our department. To do so, **the preemptive action of encouraging Students of Color to apply and ultimately accepting and retaining them, must be a continuous effort.** The culture of the department must reflect a safe and supportive space for students from historically marginalized groups. Diversity and inclusion initiatives during recruitment events need to be met with action items such as **implementing a committee of grad students that will meet with faculty and grad division offices to improve upon current recruitment practices, prioritizing the formation of relationships between admitted students and current members of the department before, during, and after recruitment visits, and an acknowledgement of department practices that foster inclusive work and learning environments.** As with students who serve on hiring and admissions committees, students that serve on recruitment committees should be financially compensated for their efforts.

C. Foster an LGBTQ+ inclusive culture

We recognize that intersectional identities contribute to students being marginalized and efforts that focus on diversity must address these intersectionalities. **Departments must be more inclusive of LGBTQ+ people**. In order to do this departments should:

- Use gender inclusive language (they instead of he/she or just he, partner or significant other)
- Normalize asking for pronouns during class introductions and at seminars
- Normalize the inclusion of pronouns in email signatures and in official communications
- Include space on badges for pronouns
- Clearly identify, offer directions to, and promote gender neutral restrooms in buildings

D. Build collaborative relationships with diversity–driven student organizations

Similarly, the division must **commit to building relationships with organizations such as NOBCChE (National Organization for the Professional Advancement of Black Chemists and Chemical Engineers) and SACNAS (Society for the Advancement of Chicanos/Hispanics and Native Americans in Science).** These organizations assist Black, Hispanic and other marginalized scientists in fully realizing their professional pursuits.

E. Strengthen collaborative relationships with historically Black colleges and universities

A step towards active recruitment of undergraduate students from historically marginalized groups is the **development of collaborative relationships with Historically Black Colleges and Universities (HBCUs).** This will involve the implementation of Research Experiences for Undergraduate (REU) students at HBCUs to become connected with research faculty at UCLA. While a similar program currently exists in the department of Chemistry and Biochemistry, it must be improved upon to involve a more impactful form of social support for the visiting scholars and recruitment efforts must be drastically amplified to include active networking and collaboration. This involves sending graduate students from UCLA to partner with faculty at HBCUs on collaborative projects and maintaining contact with students through healthy relationships of mentorship, follow-up regarding research updates, and assisting with progress through their undergraduate career.

F. Strengthen collaborative relationships with community colleges

An enhanced effort should be made to recruit from the communities of diverse students that attend community colleges. One example is Los Angeles City College which not only boasts a minority enrollment of 78% (higher than the 68% average of California), but is also currently housed on the original UCLA campus. While the university has in place programs like the Transfer Alliance Program (TAP) and the Student Transfer Outreach Mentorship Program (STOMP), the **division should prioritize the long term relationships with these students in the form of career mentorship, opportunities for funding to work in research labs, and academic support, including but not limited to fully funded tutoring services provided by graduate students compensated by the division.** The collaborative spirit

of these partnerships should also be advertised to high school students, as this may encourage students to pursue higher education and promote the continuation of their education to the post-secondary level. This will not only increase the diversity of applicants, but also **show that they are valued within the academic community by a large, high-ranking institution. This support is crucial in making larger impacts across the nation** and should be pioneered by such institutions, ie. UCLA, who have the resources to incite this change throughout academia.

G. Fund student attendance at diversity–oriented conferences

To diversify the application pool of the Division of Physical sciences, **we demand permanent funding for diversity-oriented student organizations to send several PhD students and a professor to diversity-oriented conferences** such as:

- Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBBCChE)
- Annual Biomedical Research Conference for Minority Students (ABRCMS)
- National Society of Black Engineers (NSBE)
- Society of Hispanic Professional Engineers (SHPE)
- National Organization of Gay and Lesbian Scientists and Technical Professionals (NOGLSTP)
- Out in Science, Technology, Engineering, and Mathematics (oSTEM)
- National Associate for Black Geoscientists (NABG)
- American Indian Science and Engineering Society (AISES)

This provides an opportunity to recruit students attending the conferences as representatives from our departments can express interest in these students and allow students to ask questions about the graduate program and life at UCLA, projecting a positive light on the diversity of the division as a whole. The event will also be enriching for the graduate student members who are selected to attend the conference as they will present their research, network with those in and beyond their own fields, and seek recruitment for jobs.

H. Actively identify and support under-resourced schools

In order to create an effective pipeline from elementary school to high school to graduate programs and beyond, we demand **a commitment to an annual, recurring budget for the long term recruitment of marginalized students from under-resourced primary and secondary schools around the Los Angeles area**. We believe that UCLA is capable of investing more time and money into initiatives targeting local Title I schools. Thoughtful distribution of funds toward outreach to local Title I schools would allow for the initial recruitment step for the higher education pipeline. Initiatives involving these programs would engage and introduce young students to the opportunities available to them in STEM, however, the priority of these programs should be to build relationships with these students and their schools to provide the necessary and lasting support throughout their education and foster their

future success as scientists. Allocation of budgets for such initiatives should ensure that these programs do not present a financial burden to the students attending in any way and should properly financially compensate for graduate student and postdoctoral mentors.

V. Actively Retain and Support People of Color

A. Mandate diversity seminars and integrate topics of inequality into coursework

We demand that you integrate graduate classes and invited lectures with topics that focus on historically marginalized communities. There is a temptation in scientific fields to assume that we are entirely separate from 'political', or human topics, but this leaves out critical information for the advancement of the fields. For example, discussions of how climate impacts disproportionately harm poor communities and Communities of Color, as well as eco-racism, are lacking from the core curriculum in the EPSS and AOS departments. Departments should be including conversations on barriers certain groups have to their advancement in academia, what can be done about it, and the fact that diverse groups of scientists produce better scientists. We demand that:

- Departments with seminar series include at least one seminar per year that directly focuses on topics affecting historically marginalized communities
- Departments with seminar series have more invited speakers from historically marginalized backgrounds (MINIMUM one per quarter)
- Departments require undergraduate and graduate students to take at least one course that directly deals with topics from historically marginalized communities as they relate to their field of discipline. This can also be integrated into the core classes that the department offers.

B. Expand early support programs for historically marginalized students

It is absolutely imperative that students from historically marginalized communities receive support from the minute that they are accepted to UCLA, as lack of support greatly contributes to a student's decision to leave the program before degree conferral. The division must **increase the funding, recruitment, and capacity of Competitive Edge** or similar programs to ensure that students from historically marginalized communities are given the proper resources to excel in graduate school.

A large roadblock for marginalized communities to attend graduate school is the lack of access to classes that are required or highly suggested in preparation for the graduate curriculum. Thus, existing programs must be expanded to **offer a bridge program wherein the university provides a fully funded curriculum to address any inequities in prior education.** This curriculum should also prioritize an emphasis on diversity in order to establish a trustworthy support system early on. Additionally, the division should **implement a mentorship program that allows students from historically marginalized communities to be paired with faculty or peer mentors within the Division**, separate from their research mentor, who is either representative of a historically marginalized community or a certified ally of such community and who is there to support the student throughout their graduate studies on an academic and personal level.

C. Provide consistent platforms for students to discuss their experiences

To understand what we can do to create a more diverse, inclusive, and equitable division, we must directly ask students from historically marginalized communities about their experiences in the division. The following items should be done:

- **Send separate, optionally anonymous surveys to undergraduate, graduate, and postdoctoral scholars (especially from historically marginalized groups) annually.** Specifically ask about the department as well as their research labs and advisors; ask them what their experiences are/were, both positive and negative. Do this for current scholars as well as alumni.
- **Hold quarterly town hall discussions in each department specifically on these topics.** Gather faculty, staff, alumni, postdoctoral scholars, graduate students, and undergraduate students to discuss ways to promote inclusivity and belonging in the departments. Annual discussions should be held between division faculty to learn from other departments.
- **Require quarterly meetings between aforementioned mentors and physical sciences administration members.** These discussions should be collaborative efforts that focus on how to improve the efficacy of the mentorship program and how to implement these improvements.
- **Hold Principal Investigators accountable for maintaining safe, inclusive lab environments.** Safety is not just using PPE: safety is also emotional. Mandate that labs conduct quarterly, optionally anonymous evaluations that assess Principal Investigator mentorship and lab culture as well as offer suggestions for improvement.

It is important to emphasize that these efforts and good intentions must be met with action based on responses and input. We urge that meetings between lab groups and administration are held to ensure this effort is collaborative and voices are heard and responded to.

D. Create transparent processes for reporting and responding to complaints

Identify particular departments which have legacies of elevating harmful community members and ignoring complaints made by students, staff, or other faculty. Create an anti-racist and anti-discriminatory code of conduct with actionable repercussions for violations that all members of the department are required to sign, and a method to keep all members accountable regardless of the current career level. In doing so, **departmental leadership is responsible for:**

- Communicating and coordinating discussions outlining what is expected of members of the department in the code of conduct at faculty and departmental meetings
- Implementing processes for reporting violations that keep reportees safe from retaliation
- Designating a person on the staff who is in charge of managing all incidents, and notify all members of the department regarding their duties
- Taking all necessary measures to support victims of racist and discriminatory incidents
- Following through on all outlined consequences to all racist and discriminatory incidents as outlined by the code

- Sending an annual report to the faculty, students, and staff outlining all incidents reported to the department, along with how the department managed all incidents to increase transparency in the process

E. Increase funding for organizations of historically marginalized groups and diversity focused groups

We demand that you **take inventory of the current amount of and distribution of funds allocated to support organizations of historically marginalized groups and diversity-focused groups.** While we are unsure which groups are currently funded, as the UCLA College of Physical Sciences Diversity webpage is out-of-date, based on the current list of organizations, **we suggest providing permanent funding to the Center for Diverse Leadership in Science, the Society for Advancement of Chicanos/Hispanics and Native Americans in Science at UCLA (SACNAS), as well as other groups specifically dedicated to the advancement of Black, Indigenous, Pacific Islander, Latinx, and Hispanic STEM students.** Furthermore, funds and additional resources should be allocated for UCLA's Black Resource Center. The Division would be joining David Geffen School of Medicine and the Division of Undergraduate Education in providing recurring annual sponsorships to organizations such as SACNAS. Without financial support from Physical Sciences, it is difficult to target students within the Division and thus goes on to further contribute to lack of resources and recruitment to our departments. **Funding diversity oriented organizations would enhance recruitment and retainment of students by supporting established, student coordinated events.**

Additionally, the Diversity web page must be updated annually and in a more meaningful way than its current state; include actions that are currently being implemented in the division with more information. For example, the webpage refers to an annual workshop entitled "Enhancing Student Success in Science", but does not include any additional information about the workshop, which students, faculty, and staff attended, or any outcomes.

F. Diversify diversity committees

We demand a more thoughtful selection of members on diversity committees to better represent students and faculty from historically marginalized communities. Providing a voice at the table to members with diverse backgrounds is essential to creating an inclusive and equitable space in the division. While there is some diversity on the committee, it must be improved. For instance, to our knowledge, there is currently no Black, LGBTQ+, or Indigenous representation in the Division's diversity group. Additionally, we suggest partnering with groups that focus on diversity such as the Black Graduate Student Association, Queer and Trans in STEM, American Indian Graduate Student Association, Grad Students of Color, etc.

Additionally, all departments within the division should have internal diversity committees that help assist in the hiring process of faculty, recruitment, and admission of graduate students. The committees should be led by faculty but decision-making processes should include undergraduate, graduate, and postdoctoral scholars as well. It should be required that members of these committees are formally trained and that student members are financially compensated for their work.

It is important to note that while the voices of diverse members of our community are invaluable in providing perspective, we must also recognize that the current scarcity of community members representing historically marginalized communities leaves an enormous burden to many of our diverse faculty, administrators, and students that are asked to join several committees at once. This can simply be remedied by recruiting and retaining more individuals from diverse backgrounds, but until that is achieved, these committee positions can be filled with empathetic allies which have received appropriate training.

G. Host mandatory, annual departmental training sessions

We demand that the Division work with the Campus Human Resources, Staff Diversity and AA/EEO Compliance Office to create a series of training for all departments within the Division to give faculty, students, and staff resources for effective allyship. Focus on sensitivity and implicit bias training for faculty and staff so that they encourage all of their students, not just specific groups. Implicit bias training can be extended to the classroom, using apps such as EQUIP (For thoughts, the division can reach out to San Diego State's Math department which has already implemented this app in classrooms to train professors). With this training, **create ally packets and specific resources for all members of the division through active learning training techniques which have been shown to increase retention in learning.**

Furthermore, **we demand that climate assessments be conducted on a 2-5 year basis, in each department and division-wide, to inform the type of focused training for each department.** These trainings can be used to inform the anti-racist and anti-discriminatory codes of conduct, described in section D.

H. Withdraw support from organizations that do not reflect university values

Angewandte Chemie recently accepted an article entitled "'Organic Synthesis - Where now?' is thirty years old. A reflection on the current state of affairs" by Tomas Hudlicky. This article makes the case that "diversity of the workforce" has a "negative impact" on organic synthesis. This toxic viewpoint is in direct contrast to the values that UCLA claims to uphold. **UCLA scientists must cease all submission to this journal and refuse to support it.**

VI. Conclusion

As scientists, we often collaborate with those in other STEM fields to obtain expertise in areas we are not familiar with--the same can be and should be extended to collaborations to address the issues outlined here. Collaborating with other departments such as the Higher Education and Organizational Change (HEOC) division on campus, where faculty and graduate students are already studying how these issues can be addressed, will only strengthen our knowledge and success at creating effective change in the Division. Faculty and administrators should then analyze the effectiveness of their actions and make the analyses widely available for our own university as well as other universities. We must make it clear that we have put action behind UCLA's own words, "excellence and diversity, recognizing that openness and inclusion produce true quality."

Most importantly, these actions must be taken on by *all* faculty and administrators and not just the diversity committees or academics from marginalized groups. While the voices of People of Color must be heard, we must not make them do the work for the division. Faculty and administrators must hold themselves and each other accountable. We know that our division has a standard of excellence when it comes to research. It is now time for the UCLA Division of Physical Sciences leaders to demonstrate that excellence encompasses all students, postdoctoral scholars, staff, faculty, and administrators, not just a select group.

We recognize that accomplishing some of these actions will require collaboration with the graduate students and postdoctoral scholars, however we demand that the faculty act as leaders and demonstrate their commitment to diversity by leveraging their position within the university to make effective change. We also recognize that it may take time for some of these action items to be meaningfully accomplished, however we do believe that several of these items can be swiftly implemented. **We respectfully request that the division (1) organizes a widely advertised town hall to discuss racial injustices wherein the attendance of departmental chairs is mandatory (within 1 week), (2) provides the data requested in section III (within 2 weeks), and (3) provides a public response to this letter which outlines the Division's planned actions including how actions will be distributed among administrators and faculty, timelines towards those actions, success indicators for these actions, and a discussion of how the Division will involve graduate students and postdoctoral scholars where requested (within 2 weeks).**

The writers would like to thank the faculty and the HEOC academics who contributed to this letter through their guidance and thoughtful conversations.

The following UCLA undergraduate and graduate students, postdoctoral scholars, organizations, and additional supporters have co-signed this letter:

CLICK HERE TO SIGN(Note your signature will be delayed in appearing below)

Bolded signatures correspond to individuals which directly contributed to the writing of this letter

Name	Affiliation	Department
Priera Panescu	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
UCLA's Organization for Culture Diversity in Science	Organization, UCLA	N/A
Ani Mustafa	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Hannah Friedman	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Hayden Montgomery	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Jordyn Moscoso	**Graduate Student, UCLA**	**Atmospheric and Oceanic Sciences**
Katie Spence	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Kelly Wong	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Margeaux Miller	**Graduate Student, UCLA**	**Chemistry and Biochemistry**

Maria Flores	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Michael LeClaire	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Natalie Schibrowsky	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Samantha Theresa Mensah	**Graduate Student, UCLA**	**Chemistry and Biochemistry**
Eleni Kyriazi	Undergraduate, UCLA	Physics & Astronomy
Zoe Pierrat	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
SACNAS at UCLA	Organization, UCLA	N/A
Eun Bin Go	Graduate Student, UCLA	Chemistry and Biochemistry
Daniel Robertson	Graduate Student, UCLA	Chemistry and Biochemistry
Tanner Waters	Graduate Student, UCLA	Institute of the Environment and Sustainability
Kaia Yager	Undergraduate, UCLA	Earth, Planetary, and Space Sciences
Robert Nguyen Ulrich	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Jane Yang	Graduate Student, UCLA	Chemistry and Biochemistry
Vivian Wall	Undergraduate, UCLA	Chemistry and Biochemistry
Jessica Heckman	Graduate Student, UCLA	Institute of the Environment and Sustainability
Shaun Howard	Undergraduate, UCLA	School of Engineering
Theo Demangos	Undergraduate, UCLA	Materials Science and Engineering
Ari Schaler	Graduate Student, UCLA	NSIDP
Anne Marie Kelley-Cosio	Fellow CDLS, IoES dept	Earth, Planetary, and Space Sciences
Naomi Adams	Graduate Student, UCLA	Environmental Engineering
Ileana Callejas	Graduate Student, UCLA	Civil Engineering
Ethan Rosser	Graduate Student, UCLA	Chemistry and Biochemistry
Ikechukwu Okorafor	Graduate Student, UCLA	Chemical and Biomolecular Engineering
Paheli Desai-Chowdhry	Graduate Student, UCLA	Computational Medicine
Society of Women Geoscientists	Organization, UCLA	N/A
Gabriel Gorelick	Graduate Student, UCLA	Materials Science
Natalie Kashanchi	Graduate Student, UCLA	Chemistry and Biochemistry
Eva Mars	Undergraduate, UCLA	Mathematics
Katie Perrotta	Graduate Student, UCLA	Chemistry and Biochemistry
Danielle Hoague	Graduate Student, UCLA	Institute of the Environment and Sustainability
Alexander Johnson	Graduate Student, UCLA	Electrical and Computer Engineering

Adrik Shamlonian	Undergraduate, UCLA	Electrical and Computer Engineering
Blanca Alvarez Caraveo	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Thomas R. Look	Graduate Student, UCLA	Physics & Astronomy
Christoffer Caro	Graduate Student, UCLA	Chemistry and Biochemistry
Dylan Valencia	Graduate Student, UCLA	Chemistry and Biochemistry
Claire Dickerson	Graduate Student, UCLA	Chemistry and Biochemistry
Marco Messina	Graduate Student Alumni, UCLA	Chemistry and Biochemistry
Deepshikha Upadhyay	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Omar Leon Ruiz	Graduate Student, UCLA	Chemistry and Biochemistry
Austin Bailey	Graduate Student, UCLA	Chemistry and Biochemistry
Kathleen Chen	Graduate Student, UCLA	Chemistry and Biochemistry
Paige Hoel	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Sarah Worden	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Diana Azurdia, PhD	UCLA Administrator and UCLA Physical Sciences Alumni	N/A
Jason Chari	Graduate Student, UCLA	Chemistry and Biochemistry
Katherine Bay	Graduate Student, UCLA	Chemistry and Biochemistry
Jingyou Rao	Undergraduate, UCLA	Computer Science
Ashley Hoffmann	Alumni, UCLA	Atmospheric and Oceanic Sciences
Daniel Clements	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Cameron Movassaghi	Graduate Student, UCLA	Chemistry and Biochemistry
Rachel Cohn	Undergraduate, UCLA	Atmospheric and Oceanic Sciences
Stephanie Tenney	Graduate Student, UCLA	Chemistry and Biochemistry
Kira Hart	Alumna, UCLA	Physics & Astronomy
Siobhan McCarthy	Alumni, UCLA	Neuroscience
Anasazi Levy	Alumna, UCLA	Communication Studies
Andrew Kelleghan	Graduate Student, UCLA	Chemistry and Biochemistry
Jessica Zeng	Graduate Student, UCLA	Chemistry and Biochemistry
Elisha Jhoti	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Victoria Basile	Graduate Student, UCLA	Chemistry and Biochemistry
Zach Hern	Graduate Student, UCLA	Chemistry and Biochemistry
Shauna Burr	Alumna, UCLA	Institute of the Environment and Sustainability

Daniele Bianchi	Assistant Professor	Atmospheric and Oceanic Sciences
De'Marcus Robinson	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Alexandrea Arnold	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Kelsey Warren	Undergraduate, UCLA	Atmospheric and Oceanic Sciences
Sarah Anthony	Graduate Student, UCLA	Chemistry and Biochemistry
Luke J. Sisto	Graduate Student, UCLA	Chemistry and Biochemistry
Billy Treacy	Graduate Student, UCLA	Chemistry and Biochemistry
Kevin Clutario	Graduate Student, UCLA	Chemistry and Biochemistry
Francisco Spaulding-Astudillo	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Kyle Callahan	Graduate Student, UCLA	Physics & Astronomy
Emily Hawkins	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Todd Emmenegger	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Hannah Bailey	Graduate Student, UCLA	Chemistry and Biochemistry
Francesca Ippoliti	Graduate Student, UCLA	Chemistry and Biochemistry
Xinxin Ye	Post Doctoral Scholar, UCLA	Atmospheric and Oceanic Sciences
Isabella Trierweiler	Graduate Student, UCLA	Physics & Astronomy
Kyongwon Yoo	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Maeve Nagle	Graduate Student, UCLA	Chemistry and Biochemistry
Ana Bulger	Graduate Student, UCLA	Chemistry and Biochemistry
Ivan Ramirez	Graduate Student, UCLA	Chemistry and Biochemistry
Rohan Tonk	Undergraduate, UCLA	Chemistry and Biochemistry
Melinda Berman	Undergraduate, UCLA	Atmospheric and Oceanic Sciences
Rachael Day	Graduate Student, UCLA	Chemistry and Biochemistry
Martina Bass	Undergraduate, UCLA	Global Studies
Paul Stainier	Graduate Student, UCLA	Institute of the Environment and Sustainability
Kathryn Messina	Graduate Student, UCLA	Chemistry and Biochemistry
Wendell Alejandro Scott	Graduate Student, UCLA	Chemistry and Biochemistry
Jesus Perez	Graduate Student, UCLA	Physics & Astronomy
Brennan Clement	Graduate Student, UCLA	Chemistry and Biochemistry
Noah Alviz	Undergraduate, UCLA	Atmospheric and Oceanic Sciences
Brandon Jolly	Graduate Student, UCLA	Chemistry and Biochemistry
Allison Hacker	Graduate Student, UCLA	Chemistry and Biochemistry
Santiago Vargas	Graduate Student, UCLA	Chemistry and Biochemistry

Henry H. Wong	Graduate Student, UCLA	Physics & Astronomy
Will Krantz	Graduate Student, UCLA	Institute of the Environment and Sustainability
Anu Deshmukh	Graduate Student, UCLA	Chemistry and Biochemistry
Joshua Larson	Graduate Student, UCLA	Physics & Astronomy
Ellen Alexander	Alumna, UCLA EPSS	Earth, Planetary, and Space Sciences
Chloe Williams	Graduate Student, UCLA	Chemistry and Biochemistry
Hannah Tandy	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Center for Diverse Leadership in Science	Organization, UCLA	N/A
Aradhna Tripati	Faculty, UCLA	AOS, EPSS, IoES
Robert Eagle	Faculty	Atmospheric and Oceanic Sciences, Institute of the Environment and Sustainability
Dayanni Bhagwandin	Graduate Student, UCLA	Chemistry and Biochemistry
Briley Lewis	Graduate Student, UCLA	Physics & Astronomy
Heidi L. van de Wouw	Post Doctoral Scholar, UCLA	Chemistry and Biochemistry
Renee Delamater	Undergraduate, UCLA	Earth, Planetary, and Space Sciences
Ashley Shin	Graduate Student, UCLA	Chemistry and Biochemistry
Cheylene Tanimoto	Graduate Student, UCLA	Chemistry and Biochemistry
Tyler Lam	Graduate Student, UCLA	Physics & Astronomy
Maxx Tepper	Alumni, Staff	Physics & Astronomy
Ghattas Malki	Undergraduate, UCLA	Chemistry and Biochemistry
Michael D. Guile	Graduate Student, UCLA	Chemistry and Biochemistry
Jewel Abbate	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Sean Atamdede	Graduate Student, UCLA	Chemistry and Biochemistry
Samuel Baugh	Graduate Student, UCLA	Statistics
Laura Thapa	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Queer and Trans in STEM	Organization, UCLA	N/A
Grace Kunkel	Graduate Student, UCLA	Chemistry and Biochemistry
Lisa Pangilinan	Graduate Student, UCLA	Chemistry and Biochemistry
Anthony Spearman	Graduate Student, UCLA	Chemistry and Biochemistry
Jennifer Ngo	Graduate Student, UCLA	Chemistry and Biochemistry
Richard Mebane	Graduate Student, UCLA	Physics & Astronomy
Adam Trapp	Graduate Student, UCLA	Physics & Astronomy

Nicole Lynn	Graduate Student, UCLA	Chemistry and Biochemistry
Kaylie Bair	Undergraduate, UCLA	Chemistry and Biochemistry
Charlene Salamat	Graduate Student, UCLA	Chemistry and Biochemistry
Melissa Ramirez	Graduate Student, UCLA	Chemistry and Biochemistry
Oscar Molina	Undergraduate, UCLA	Chemistry and Biochemistry
Spencer Frei	Graduate Student, UCLA	Statistics
Valeria Jaramillo	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Sepand Nistanaki	Graduate Student, UCLA	Chemistry and Biochemistry
Hosea M.Nelson	Assistant Professor, UCLA	Chemistry and Biochemistry
Lily K. Sloan	Graduate Student, UCLA	Chemistry and Biochemistry
Tanya Hadjian	Undergraduate, UCLA	Chemistry and Biochemistry
Daniel McCoy	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Logan Richards	Graduate Student, UCLA	Chemistry and Biochemistry
Marcus Gallagher-Jones	Post Doctoral Scholar, UCLA	Chemistry and Biochemistry
Calvin Howes	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Sarah Chase	Graduate Student, UCLA	Physics & Astronomy
Melody Huang	Graduate Student, UCLA	Statistics
Jay Green	Graduate Student, UCLA	Physics & Astronomy
Josh Karam	Graduate Student, UCLA	Bioengineering
Ami Wulf	Graduate Student, UCLA	Statistics
Students of Color and Ally Leadership	Organization, UCLA	N/A
Stephanie Stacy	Graduate Student, UCLA	Statistics
Gilberto Alvarado	Concerned Citizen	None.
Georgina Garcia-Obledo	Graduate Student, UCLA	Statistics
Emily Cosco	Graduate Student, UCLA	Chemistry and Biochemistry
J. Rachel Prado	Former Cram Teacher-Scholar	Chemistry and Biochemistry
Pedro de la cueva	Graduate Student, UCLA	Statistics
Rohan Tonk	Undergraduate, UCLA	Chemistry and Biochemistry
Abhimat K. Gautam	Graduate Student, UCLA	Physics & Astronomy
Conor Kresin	Graduate Student, UCLA	Statistics
Barry Lee	Concerned Citizen	Mathematics
Daniel Ochoa	A normal human being	None
Eduardo Munguia	Alumna, UCLA	Statistics

Umang Shab	Concerned Citizen	NA
Siobhan Braybrook	Assistant Professor, UCLA	MCDB and Bioengineering
David Boyer	Graduate Student, UCLA	Chemistry and Biochemistry
Joy White	UCLA Student Affiliate	Chemistry and Biochemistry
Matthew McVeigh	Graduate Student, UCLA	Chemistry and Biochemistry
Evan Takayoshi	Graduate Student, UCLA	Chemistry and Biochemistry
Alexander Umanzor	Undergraduate, UCLA	Chemistry and Biochemistry
Lisa Kawakami	Graduate Student, UCLA	Chemistry and Biochemistry
Mariah Gomez	Graduate Student, UCLA	Chemistry and Biochemistry
Vivian Dao	Graduate Student, UCLA	Chemistry and Biochemistry
Alice Ma	Alumni	Chemistry and Biochemistry
Kyle Meador	Graduate Student, UCLA	Chemistry and Biochemistry
Seth Axen	Alumni, UCLA	Chemistry and Biochemistry
Daniella Duran	Alumna	Chemistry and Biochemistry
Yutong Wu	Graduate Student, UCLA	Chemistry and Biochemistry
Nathaniel Brockway	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Nicholas Ortega	Undergraduate, UCLA	Statistics
Sergio Garcia	Undergraduate, UCLA	Public Affairs
Gisselle Cortez	Undergraduate, UCLA	International Development Studies
Women in the Physical Sciences	Organization, UCLA	N/A
Daphne Chen	Undergraduate, UCLA	Physics & Astronomy
Jordan Bretzfelder	Graduate Student, UCLA	Earth, Planetary, and Space Sciences
Therese Manesia Cook	Undergraduate, UCLA	Physics & Astronomy
Daniel Medina Garate	Undergraduate, UCLA	Mathematics
Jorge Cardenas	Undergraduate, UCLA	Chemistry and Biochemistry
Veronica Dike	Graduate Student, UCLA	Physics & Astronomy
Christian Cruz	Graduate Student, UCLA	Chicanx Studies
Katie Duong	Undergraduate, UCLA	Society and Genetics
Morgan Howe	Alumna, UCLA	Chemistry and Biochemistry
Anna Kataki	Graduate Student, UCLA	Chemistry and Biochemistry
Diana Garcia	Alumna/Staff	Institute of the Environment and Sustainability
Isaac Benavides	Graduate Student, UCLA	Chemistry and Biochemistry
Bryan Christian	Graduate Student, UCLA	Chemistry and Biochemistry

Heather Tienson-Tseng	Lecturer, UCLA	Chemistry and Biochemistry
Roberto Chavez	Graduate Student, UCLA	Chemistry and Biochemistry
Alexandria Herr	Graduate Student, UCLA	Geography
Dennise Valadez	Post-Bachelor , UCLA	Physics & Astronomy
Kyle Ferguson	Graduate Student, UCLA	Physics & Astronomy
Sissy Wamaitha	Post Doctoral Scholar, UCLA	Molecular, Cell and Developmental Biology
Sofia Odeste	Undergraduate, UCLA	Chemistry and Biochemistry
Sergio Garcia	Undergraduate, UCLA	Public Affairs
Gisselle Cortez	Undergraduate, UCLA	International Development Studies
Jason Schuchardt	Graduate Student, UCLA	Mathematics
Karina Barboza	Undergraduate, UCLA	Physics & Astronomy
Sonia Chung	Undergraduate, UCLA	Physics & Astronomy
Katie Tuite	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Kelly O'Neil	Graduate Student, UCLA	Physics & Astronomy
Karina Barboza	Undergraduate, UCLA	Physics & Astronomy
Dr. Guillaume Urtecho	UCLA Graduate Alumni	Chemistry and Biochemistry
Karen Shure	Undergraduate, UCLA	Physics & Astronomy
Joan Jungbin Lee	Admin Staff, Electric Girls	Engineering
BiochemASE	Organization, UCLA	N/A
David Hamilton	Graduate Student, UCLA	Physics & Astronomy
Gabriel Ruiz	Graduate Student, UCLA	Statistics
Daniele Vinciguerra	Post Doctoral Scholar, UCLA	Chemistry and Biochemistry
Christopher Strohmeier	Graduate Student, UCLA	Mathematics
Dominic Reiss	Graduate Student, UCLA	Physics & Astronomy
Sarita Lee	Undergraduate, UCLA	Statistics
Denali Molitor	Graduate Student, UCLA	Mathematics
Isis Frausto-Vicencio	Alumni 2017	Chemistry and Biochemistry
Frederick Vu	Graduate Student, UCLA	Mathematics
Fernanda Silva Celaya	Graduate Student, UCLA	Dentistry
Isis Frausto-Vicencio	Alumna, UCLA	Chemistry and Biochemistry
Karla Lopez Sanchez	UCLA Alumna	Electrical Engineering
Erin Raisa Soriano	Undergraduate, UCLA	Chemistry and Biochemistry
Yasmin binti Ahmad Rizal	Undergraduate, UCLA	Atmospheric and Oceanic Sciences

Jena Shields	Undergraduate, UCLA	Physics & Astronomy
Ryan Rizeq	Alumnus, UCLA	Civil & Environmental Engineering
Georgia Strafacce Costa	UCLA Alum	Geography
Jamie Haddock	Post Doctoral Scholar, UCLA	Mathematics
Vincent Illescas	Alumni, UCLA 2017	Chemistry and Biochemistry
Michelle Feng	Graduate Student, UCLA	Mathematics
Elisa Ekalestari	Alumna, UCLA	Chemistry and Biochemistry
Hannah Bailey	Graduate Student, UCLA	Chemistry and Biochemistry
Madeline Gelb	Graduate Student, UCLA	Chemistry and Biochemistry
Isabel Angelo	Graduate Student, UCLA	Physics & Astronomy
Bakur Madini	Undergraduate, UCLA	Physics & Astronomy
Roshni Rao	Undergraduate, UCLA	Mathematics
Arabi Seshappan	Alumna, UCLA	Chemistry and Biochemistry
Erika Medina	Undergraduate, UCLA	Physics & Astronomy
Maxine Dalton	Undergraduate, UCLA	Mathematics
Ryan Arellano	Graduate Alumni	Statistics
Allen Yu-Lun Liang	Alumni	Chemistry and Biochemistry
Evelyn Hernandez	Alumni	Chemistry and Biochemistry
Onyambu Onyancha	Graduate Student, UCLA	Statistics
Sylvia Chow	Alumna, Physics and Astronomy	Physics & Astronomy
Pratik Manwani	Graduate Student, UCLA	Physics & Astronomy
Jumanah Malibari	Undergraduate, UCLA	Physics & Astronomy
Jeanne Gandon	Undergraduate, UCLA	Physics & Astronomy
David Reilley	Graduate Student, UCLA	Chemistry and Biochemistry
Rohan Tonk	Undergraduate, UCLA	Chemistry and Biochemistry
Phoebe Miller	Undergraduate, UCLA	Atmospheric and Oceanic Sciences
Jackie Chen	Undergraduate, UCLA	Mathematics
Jackson Darke	Graduate Student, UCLA	Atmospheric and Oceanic Sciences
Adeyemi Adebiyi	Post Doctoral Scholar, UCLA	Atmospheric and Oceanic Sciences
Graduate Biochemistry Student Organization	Organization, UCLA	N/A
Leonard Wainstein	Graduate Student, UCLA	Statistics
Yhoshua Wug	Graduate Student, UCLA	Physics & Astronomy
Mary Grumbles	Graduate Student, UCLA	Chemistry and Biochemistry

James Carbin	Graduate Student, UCLA	Physics & Astronomy
Julianna Persaud	Person of Colour	N/A
Abigail Sanders	Undergraduate, UCLA	Life Sciences
Christopher Hernandez	Undergraduate, UCLA	Physics & Astronomy
Joanna Itzel Navarro	Graduate Student, UCLA	Computer Science
Rolando de Santiago	Post Doctoral Scholar, UCLA	Mathematics
Steven Lopez	Alumni UCLA	Chemistry and Biochemistry
Nickie Cammisa	Graduate Student, UCLA	IoES
Kaylie Cohanim	Alumna, UCLA	Atmospheric and Oceanic Sciences
Rebecca Jenkins	Graduate Student, UCLA	Chemistry and Biochemistry
Jason Guerrero	Undergraduate, UCLA	Mathematics
Jerome Guiet	Post Doctoral Scholar, UCLA	Atmospheric and Oceanic Sciences
Irene Lim	Graduate Student, UCLA	Chemistry and Biochemistry
Isabel Ketner	Undergraduate, UCLA	Computer Engineering
John Brewer	Graduate Student, UCLA	Materials Science and Engineering
Russell Horowitz	Graduate Student, UCLA	Institute of the Environment and Sustainability
Erika Aguiluz	Graduate Student, UCLA	Chemistry and Biochemistry
Emilie Dunham	Post Doctoral Scholar, UCLA	Earth, Planetary, and Space Sciences
Sarah Castillo	Undergraduate, UCLA	Computer Science
Randon Flores	Lab assistant, UCLA	Earth, Planetary, and Space Sciences
Kevin Cannon	Post Doctoral Scholar, UCLA	Chemistry and Biochemistry
Morgan Carrington	Undergraduate, UCLA	Earth, Planetary, and Space Sciences
Eric Jinsuk Lee	Graduate Student, UCLA	Chemistry and Biochemistry
Roderic O'Connor	IT Director, EPSS	Earth, Planetary, and Space Sciences
Jessica V. Fayne	Graduate Student, UCLA	Geography
Rohan Tonk	Undergraduate, UCLA	Chemistry and Biochemistry
Alejandra Pesqueira	Alumna, UCLA	Atmospheric and Oceanic Sciences
Rohan Tonk	Undergraduate, UCLA	Chemistry and Biochemistry
Saken Sherkhanov	Post Doctoral Scholar, UCLA	Chemistry and Biochemistry
Jessica Ochoa	Graduate Student, UCLA	Chemistry and Biochemistry
Amanda Freise, PhD	Lecturer, UCLA	Microbiology, Immunology, and Molecular Genetics
Heta Desai	Graduate Student, UCLA	Chemistry and Biochemistry
Yuting Miao	Graduate Student, UCLA	Chemistry and Biochemistry

Gisselle Cortez	Undergraduate, UCLA	International Development Studies