

# Chemistry Equity Review—Executive Summary

## Background to the Equity Review

In spring 2020, the Chemistry Equity, Diversity and Inclusion Committee (Chem EDI) approached UVic's

categories (faculty-employed researchers or postdocs, faculty, sessional faculty, staff and lab instructors at 7% of respondents).

Over 60% of survey respondents identify as belonging to an underrepresented or marginalized group, including (a) 3.2 5b incgbc 10.001 Td()TjEMC /PTf-0.001 Tc 0..008 Tw -0 60.70.174(ff an)2Di()J0( in)2.3ili(o)-6.6 e: C-10

presence of female faculty, international faculty, and international students (see contrasting views, however, in the negative aspects of culture). A small portion of respondents who were members of underrepresented groups said that the lack of an explicit focus on diversity, with science prioritized, made them feel welcome, whereas a targeted welcome that emphasized their identities would have made them feel like outliers. This view was not shared by a majority of underrepresented respondents.

- Shared love of chemistry. People appreciated being surrounded by others with a similar interest in



- Lack of equity and diversity in representation. There is insufficient diversity included within the curriculum. This includes noting the diversity of chemists historically and in the present; acknowledging barriers within the discipline for different groups; addressing the often inequitable impacts and experiences of the chemical industry; and focusing on aspects of chemistry that address critical social problems or that affect marginalized populations such as water quality.

their behaviour or appearance. Questions of identity are private, so demanding that diversity be publicly disclosed can feel both invasive and tokenistic.

2. **Equity and labour.** While people often ask for diversity representation (for example, on committees) out of a desire to promote equity, these requests create the burden of equity labour: members of underrepresented groups often do, and/or are expected to do, much more of the work to create an

- Continue existing conversations that explore how EDI is a foundation for enabling excellence in research, teaching and the Department.
- Within the context of the Collective Agreement, explore how emotional and identity-based labour for faculty can be counted for tenure and salary adjustments. This may include discussions with faculty to identify the types of emotional and identity-based labour they engage in; establishing forms of reporting that are respectful and confidential; broader discussions about the ways these forms of labour contribute towards the success of the Department and its members; and clarity on expectations of the types of emotional and equity-related labour that all faculty, of all identities, are expected to be involved in.
- Continue to work on increasing the diversity of guests and speakers. This may include clarifying the tracking system for guests and speakers; considering the aspects of diversity that are priorities and that can be tracked; consulting on a system of gathering such data from guests and speakers that is respectful
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Build in a process to review removed comments to see if feedback and support are needed and ensure that any problems or threats are identified and addressed.

- Re-establish frequent, timely departmental student feedback sessions for labs and courses.

### Curriculum and Instruction

In recommending work on the following aspects of curriculum and instruction, we recognize the academic freedom of faculty as well as the many pressures on their time. For this reason, we recommend a collaborative, consultative approach to this work to generate resources for consideration by faculty for their courses. This may look like conversations, shared research, collaborative learning, work with other departments or service units on campus, and more. We also recommend that the Department create more regular spaces where this work can be shared to collectively advance understanding

- During the rolling annual curriculum reviews, wolum (u)2.2 (lu)2.3 (m)-6.420.n i lu d- (r)11 (e)- ew -.6 ( c)9 (o)-(u)299

significant barriers to equity, we include them to create a deeper understanding of the work needed to create meaningful equity in the Department of Chemistry. The Department may choose to advocate for these issues for within the university as a whole.

- Lack of washroom access. There is not a universal washroom within Elliot, making participation in the Department a challenge for those who need private or gender inclusive washroom access.
- Better data. Develop systems to generate and share better data on the Department's diversity and on comparator departmental diversity within and beyond the university.
- More fully embed EDI in faculty responsibilities and evaluations. Across the university, find ways to integrate EDI more fully into faculty standards and evaluative processes, particularly tenure and promotion, including different career paths, multidisciplinary work, and cross-appointments.
- Take on responsibility for employees who are hired directly by faculty. Employees in these roles currently fall outside of UVic's equity-related policies and also lack union support. As a result, they are vulnerable to a range of discriminatory and harassing behaviour. UVic needs to find ways to provide better security and equity support for those in these roles, which include post-doctoral students and grant-funded employees.
- Support sessional faculty. This is a significant structural inequity which, we recognize, is the established method of functioning for most universities in North America. We recognize that the university has gone some way to stabilizing these roles. At the same time, increasing attention to

- People with disabilities: through increasing flexibility, ensuring accommodations are available and go beyond standard accommodations to universal design and structural changes