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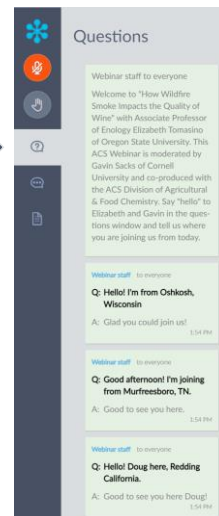
**Questions or Comments?**

Type them into the questions box!



**"Why am I muted?"**

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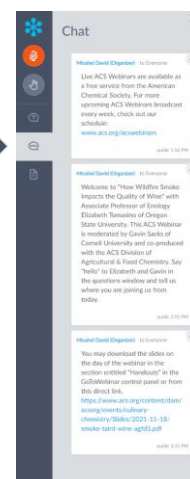
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**Chat**  
Announcements and hyperlinks from our team



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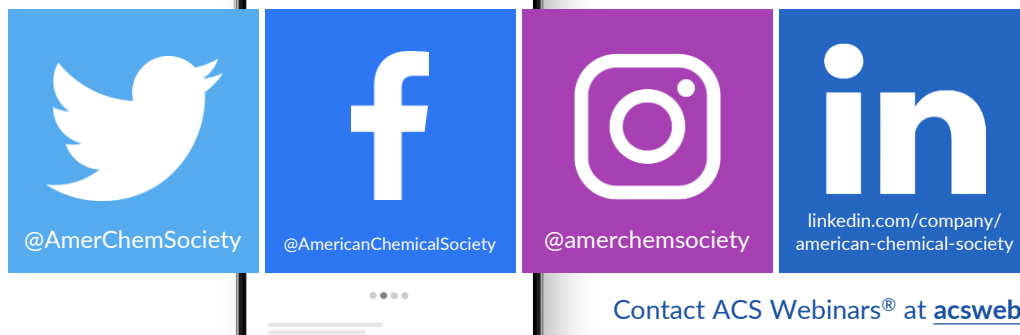


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## A Career Planning Tool For Chemical Scientists



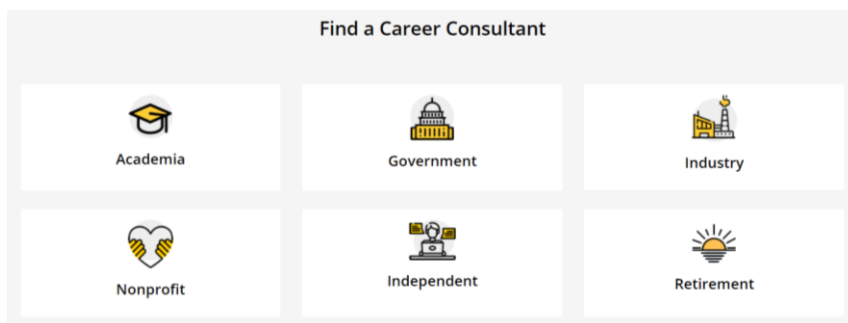
**ChemIDP** is an Individual Development Plan designed specifically for graduate students and postdoctoral scholars in the chemical sciences. Through immersive, self-paced activities, users explore potential careers, determine specific skills needed for success, and develop plans to achieve professional goals. **ChemIDP** tracks user progress and input, providing tips and strategies to complete goals and guide career exploration.

<https://chemidp.acs.org>

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## Career Consultant Directory



- ACS Member-exclusive program that allows you to arrange a one-on-one appointment with a certified ACS Career Consultant.
- Consultants provide personalized career advice to ACS Members.
- Browse our Career Consultant roster and request your one-on-one appointment today!

[www.acs.org/careerconsulting](http://www.acs.org/careerconsulting)

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## ACS Bridge Program

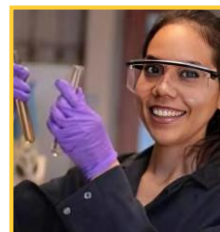


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Email us at [bridge@acs.org](mailto:bridge@acs.org)

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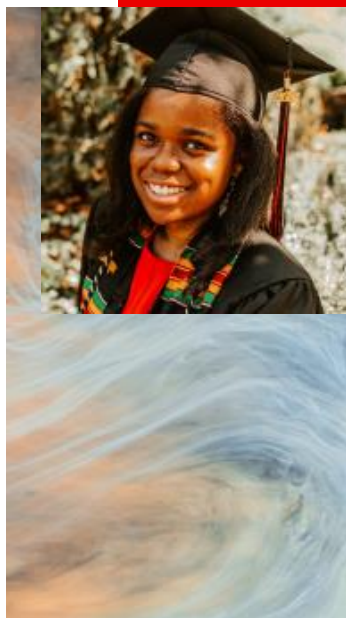
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## ACS Scholar Adunoluwa Obisesan

BS, Massachusetts Institute of Technology, June 2021  
(Chemical-biological Engineering, Computer Science & Molecular Biology)

*"The ACS Scholars Program provided me with monetary support as well as a valuable network of peers and mentors who have transformed my life and will help me in my future endeavors. The program enabled me to achieve more than I could have ever dreamed. Thank you so much!"*

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## ACS OFFICE OF DEIR

Advancing ACS' Core Value of Diversity, Equity, Inclusion and Respect



### Resources

<b>Inclusivity Style Guide</b> Designed to help staff and members use language and images that respect diversity in all its forms. →	<b>ACS Webinars on Diversity</b> Covering diversity and inclusion at the workplace →
<b>ACS Publications DEIR Hub</b> See what ACS Publications is doing for fostering inclusivity in scholarly publishing →	<b>ACS Volunteer and ACS Meetings Code of Conduct</b> Fostering a positive and welcoming environment for attendees, volunteers and staff. →
<b>C&amp;EN Trailblazers</b> C&EN highlights scientists from different backgrounds who are making an impact in chemistry. →	<b>NEW! Download DEIR Educational Resources</b> Download this educational guide for additional recommendations on videos, articles, books, podcasts, and more on diversity, inclusion, and related topics. →
<b>Quick Guide: Inclusion Moments</b> Learn more about what Inclusion Moments are and see ideas to host them during your meetings. →	<b>Quick Guide: How to host inclusive in-person events</b> Recommendations and best practices to ensure that your events can accommodate everyone. →

### Diversity, Equity, Inclusion, and Respect

\*\*Adapted from definitions from the Ford Foundation Center for Social Justice:

#### Equity\*\*

Seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all. We believe this is only possible in an environment built on respect and dignity. Equity requires the identification and elimination of barriers that have prevented the full participation of some groups.

#### Diversity\*\*

The representation of varied identities and differences (race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, thinking, and communication styles, etc.) collectively and as individuals. ACS seeks to proactively engage, understand, and draw on a variety of perspectives.

#### Inclusion\*\*

Builds a culture of belonging by actively inviting the contribution and participation of all people. Every person's voice adds value, and ACS strives to create balance in the face of power differences. In addition, no one person can or should be called upon to represent an entire community.

#### Respect

Ensures that each person is treated with professionalism, integrity, and ethics underpinning all interpersonal interactions.

<https://www.acs.org/diversity>

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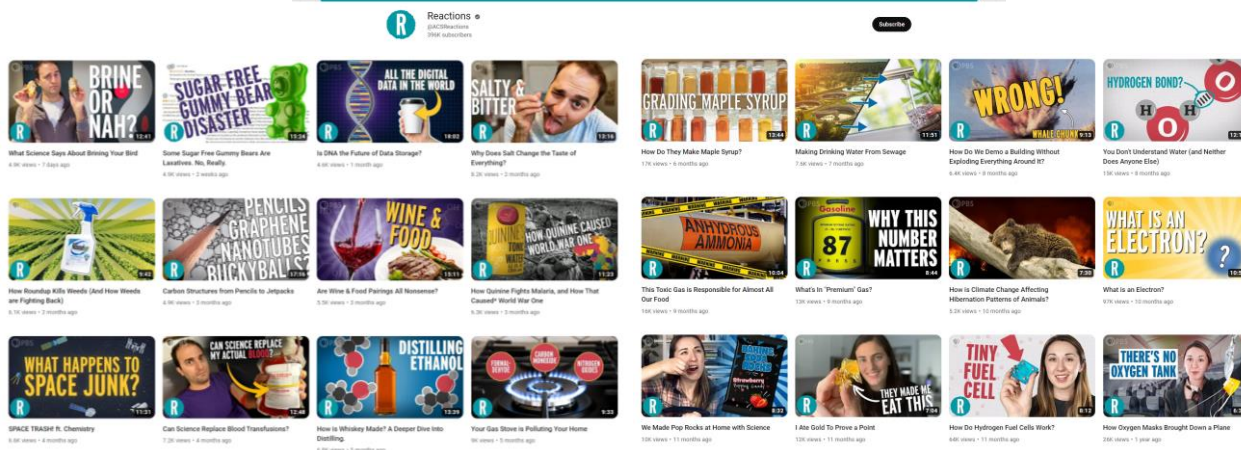
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# REACTIONS

PRODUCED BY THE AMERICAN CHEMICAL SOCIETY



<https://www.youtube.com/c/ACSReactions/videos>

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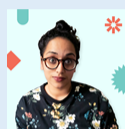
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Deboki Chakravarti, PhD  
Science Writer & Co-Host

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## c&en's STEREO CHEMISTRY



**Bonus Episode**  
Carolyn Bertozzi and K. Barry Sharpless chat about sharing the 2022 Nobel Prize in Chemistry  
December 6, 2022



**Bonus Episode**  
Bioorthogonal, click chemistry clinch the Nobel Prize  
October 9, 2022



**Episode #40**  
Lithium mining's water use sparks bitter conflicts and novel chemistry  
September 13, 2022



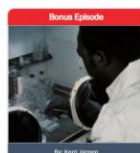
**Bonus Episode**  
Happy 100th birthday, John Goodenough! For John Goodenough's 100th birthday, Stereo Chemistry revisits a fan-favorite interview with the renowned scientist  
July 25, 2022



**Bonus Episode**  
Jess Wade on Wikipedia and work-life balance  
June 21, 2022



**Bonus Episode**  
The sticky science of why we eat so much sugar  
May 31, 2022



**Bonus Episode**  
There's more to James Harris's story  
April 27, 2022



**Bonus Episode**  
The helium shortage that wasn't supposed to be  
March 24, 2022

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[cen.acs.org/sections/stereo-chemistry-podcast.html](https://cen.acs.org/sections/stereo-chemistry-podcast.html)

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## ACS Industry Member Programs

- **ACS Industry Matters**

ACS member only content with exclusive insights from industry leaders to help you succeed in your career. #ACSIndustryMatters

Preview Content: [acs.org/indnl](https://acs.org/indnl)

- **ACS Innovation Hub LinkedIn Group**

Connect, collaborate and stay informed about the trends leading chemical innovation.

Join: [bit.ly/ACSinnovationhub](https://bit.ly/ACSinnovationhub)

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**ACS on Campus** is the American Chemical Society's initiative dedicated to helping students advance their education and careers.



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[acsoncampus.acs.org](https://acsoncampus.acs.org)

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## ACS Career Resources



### Virtual Office Hours



<https://www.acs.org/careerconsulting.html>

### Personal Career Consultations

**Jim Tung**  
Marketing  
Lucas Laboratories  
B.S., Biochemistry, University of Oregon  
Ph.D., Organic Chemistry, University of Notre Dame

Jim Tung works at Lucas Laboratories in Portland, OR, currently as a business development manager. He has been with Lucas for 10 years, working on developing new chemical manufacturing projects. Before that, he was a senior research chemist at Oblet Research in Champaign, IL, performing kilo-scale organic chemistry.

An Oregon native, Jim got his B.S. in biochemistry from the University of Oregon, his Ph.D. in organic chemistry from the University of Notre Dame, with postdoctoral experience at Pfizer's laboratories in La Jolla, CA. He is past chair of the Portland Section of the American Chemical Society and was 2019 general co-chair of NORM 2019. He has interests in process chemistry, labor economics, social media outreach and encouraging career exploration and development for younger chemists.

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Contact with Jim

<https://www.acs.org/careerconsulting.html>

### LinkedIn Learning



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## FALL 2023

HARNESSING THE **POWER** OF DATA

AUGUST 13-17 | San Francisco, CA | Hybrid

<https://www.acs.org/meetings/acs-meetings/fall-2023.html>

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Wednesday, July 19, 2023 | 2-3pm ET

### Fundamentals of Intellectual Property for Scientists

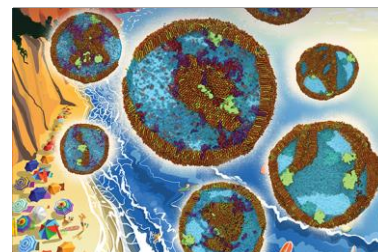
Co-produced with ACS Division of Chemistry and the Law



Thursday, July 27, 2023 | 2-3pm ET

### The Art of Securing Research Funding: Crafting Effective Grant Proposals

Co-produced with ACS Office of Research Grants and the ACS Petroleum Research Fund



Wednesday, August 2, 2023 | 2-3pm ET

### Fundamentals of Intellectual Property for Scientists

Co-produced with ACS Committee on Science

Register for Free

Browse the Upcoming Schedule at [www.acs.org/acswebinars](http://www.acs.org/acswebinars)

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## How Student Feedback Can Help Us Teach Better



**VALERIE WRIGHT, PhD**

Director of Diversity, Equity,  
and Inclusion, American  
Sociological Association



**EMILY MILLER, PhD**

Deputy Vice President for  
Institutional Policy, Association  
of American Universities



**KEVIN GABLE, PhD, MS**

Professor Emeritus,  
Oregon State University

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## How Students Can Help Us Teach Better: Moving Beyond Student Ratings



- **Kevin Gable**, Oregon State University
- **Valerie Wright**, American Sociological Association (ASA)
- **Emily Miller**, Association of American Universities (AAU)

*This ACS Webinar is co-produced with the Society Committee on Education (SOCED) and ACS Education.*

Link to presentation slides: <https://www.acs.org/content/dam/acsorg/acs-webinars/2023/Slides/2023-07-13-student-feedback-acsedu1.pdf>

Link to resource list: <https://www.acs.org/content/dam/acsorg/acs-webinars/2023/Slides/2023-07-13-student-feedback-acsedu1-resources.pdf>



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### Audience Survey Question

ANSWER THE QUESTION ON THE INTERACTIVE SCREEN IN ONE MOMENT

#### Which of the following best describes you?

- Undergraduate student
- Graduate student
- Instructor
- Administrator
- Other (Let us know in the questions box)

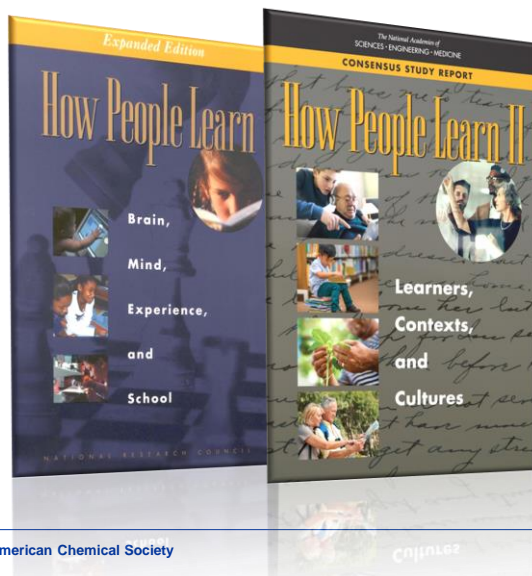
\* If your answer differs greatly from the choices above **tell us in the chat!**

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## A shifting educational landscape



As we've learned more about how people learn, we are...

- Shifting vocabulary from teaching to learning
- Shifting focus from being educator-oriented to being student-oriented
- Shifting roles of educators from being the expert to being the guide
- Shifting pedagogical approaches from being passive to being active
- Shifting assessments from being evaluative to being formative, as well as evaluative

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## A decade of questioning and learning



Undergraduate STEM Education Initiative

2011: Launch of AAU's [USEI](#)

2014: Workshop "Effective Evaluation of Teaching and Learning"

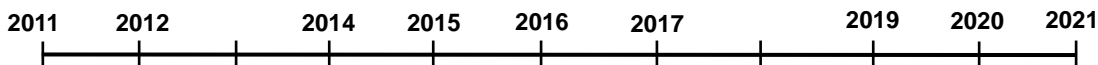


2015: [Nature Article](#)

2016: Workshop "Implementing Effective Evaluation of Teaching and Learning in STEM"

NATIONAL ACADEMIES Sciences Engineering Medicine  
2019: [Workshop](#) "Recognition and Evaluation of Teaching in Higher Education"

NATIONAL ACADEMIES Sciences Engineering Medicine  
2021: [National Dialogue](#) "Transforming STEM Teaching Evaluation in Higher Education"



2012 Joint project with AAU and CSC



2015: [Report](#) "Searching for Better Approaches: Effective Evaluation of Teaching and Learning in STEM"



2017: [Publication](#) "Implementing Effective Evaluation of Teaching and Learning in STEM"



2019: [ASA Statement](#)



2020: [Report](#) "Recognizing and Evaluating Science Teaching in Higher Education"



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AAU = Association of American Universities; ASA = American Sociological Association; NASEM = National Academies of Sciences, Engineering, and Medicine

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# National Dialogue Evaluating Teaching Effectiveness



## National Academies Collaborations with Partner Organizations

- Recognizing and Evaluating Science Teaching in Higher Education [Workshop & Report](#) (Sept 2019)
- [National Dialogue](#) on Transforming STEM Teaching Evaluation in Higher Education [Virtual Workshop](#) (Jan 2021)

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## A collection of activities across ACS

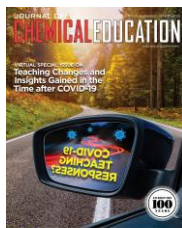


- 1. Statement on Student Evaluations of Teaching** [https://www.asanet.org/wp-content/uploads/asa\\_statement\\_on\\_student\\_evaluations\\_of\\_teaching\\_feb132020.pdf](https://www.asanet.org/wp-content/uploads/asa_statement_on_student_evaluations_of_teaching_feb132020.pdf)  
American Sociological Association  
September 2019

- 2. SCIENCE EDUCATION POLICY** <https://www.acs.org/policy/publicpolicies/education/educationpolicies.html>

Science literacy and expertise are essential to the function of modern society. Understanding concepts and processes of science, including chemistry, help to make sense of and to address the complex challenges encountered every day. Scientists and engineers with a diversity of abilities, identities, experiences, and backgrounds drive an innovative economy and improve the well-being of all global citizens. Preparing current and future learners with scientific knowledge and skills to contribute to society and to address global health, environmental, and economic challenges requires investment at all levels of STEM (science, technology, engineering, and mathematics) education.

- 3. JOURNAL OF CHEMICAL EDUCATION**



<https://pubs.acs.org/journal/iceda8>

- 4.**
  - Vision**  
Advancing chemistry education for all
  - Mission**  
Develop and promote policies, resources and programs that advance chemistry education for all
  - Goals**
    - Goal 1: Foster a culture of innovation and integrity in chemistry teaching, learning, assessment, and mentored research.
    - Goal 2: Advance inclusive excellence for all learners and educators.
    - Goal 3: Support and recognize chemistry educators and mentors.

[https://americanchemicalsociety-my.sharepoint.com/p/g/personal/i\\_wesemann\\_acs\\_org/EfsR7esfJBZOINq-0dR581MBZzgTcBNp2ZLFMrIEtrD5w?e=Y8NG2b](https://americanchemicalsociety-my.sharepoint.com/p/g/personal/i_wesemann_acs_org/EfsR7esfJBZOINq-0dR581MBZzgTcBNp2ZLFMrIEtrD5w?e=Y8NG2b)

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## What You Will Learn

- ✓ What are the risks associated with student ratings and evaluations of teaching
- ✓ How can we obtain student feedback effectively
- ✓ What are the steps for implementing student feedback mechanisms



## Student evaluations of teaching... are used for evaluation



- SETs do not measure teaching effectiveness
  - [Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related](#) (White and Gonzalez, 2017).
- Biases in SET's hinders faculty diversity on campuses
  - Impacts tenure, promotion, and contract renewals
  - Reduces number of underrepresented role models for students



## Audience Survey Question

ANSWER THE QUESTION ON THE INTERACTIVE SCREEN IN ONE MOMENT

**How is end-of-course feedback from students used in courses offered on your campus?** (check all that apply)

- Used for improvement
- Used for formal evaluation
- Not collected
- Other (Let us know in the questions box)

\* If your answer differs greatly from the choices above **tell us in the chat!**

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## Student evaluations of teaching... are biased toward women



### Direct Gender Bias in Student Evaluations

- Rated lower even in online experiments
  - [What's in a Name: Exposing Gender Bias in Student Ratings of Teaching \(MacNell, Driscoll, and Hunt, 2015\).](#)

More likely to be referred to as teachers rather than professors

- [Women Are Teachers, Men are Professors: A Study of Student Perceptions \(Miller and Chamberlin, 2000\).](#)

Rated lower than male instructors despite similar learning outcomes

- [Persistent Inequity: Gender and Academic Employment \(Curtis, 2011\).](#)
- [Gender biases in student evaluations of teaching \(Boring, 2017\).](#)

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## Student evaluations of teaching... are biased toward women



- Indirect Gender Bias in Student Evaluations
  - Most likely to show up in open-ended questions
  - Students tend to evaluate personality, manners, and appearance
  - Students expect women to be more helpful and sensitive
  - Women are evaluated more closely than men
- [Evaluating Student Evaluations of Teaching: a Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform \(Kreitzer and Sweet-Cushman, 2022\).](#)



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## Student evaluations of teaching... are biased toward minorities



- **Students rate minority faculty more negatively than whites**
- **Reduces career pipelines**
  - leads to higher attrition and lower achievement
- **Blacks (particularly black men) and Asians receive the lowest evaluations**

- [The role of perceived race and gender in the evaluation of college teaching on RateMyProfessors.Com \(Reid, 2010\).](#)

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## Reducing bias in student evaluations of teaching



- Focus on feedback not ratings
- Avoid comparing faculty to department means
- Use specific questions
- Eliminate open-ended qualitative comments
- Interpret with caution

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## Audience Survey Question

ANSWER THE QUESTION ON THE INTERACTIVE SCREEN IN ONE MOMENT

**What approaches are you using to give or get student feedback?**  
(check all that apply)

- Activities embedded into course
- Student surveys during course
- End of course student surveys
- End of course student evaluations of teaching
- Other (Let us know in the questions box)

\* If your answer differs greatly from the choices above **tell us in the chat!**

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## AAU slides



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## A Focus on Faculty Rewards Systems

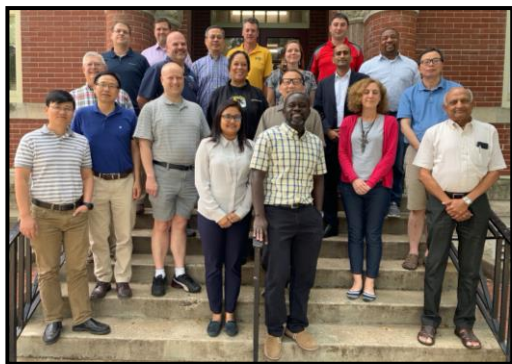
Reform in teaching evaluation is one essential ingredient in creating institutional cultures that allow a more meaningful and deliberate balance between teaching and research, specifically when it provides fair and equitable measures of teaching effectiveness as well as actionable guidance on teaching practice.



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# AAU Teaching Evaluation Learning Community



Funded by the **Sarah Gilbert & Carl Wieman Charitable Fund** and the **Howard Hughes Medical Institute**, the [learning community](#) and teaching evaluation demonstration projects aim to:

- Influence the way faculty members view their teaching responsibilities
- Implement more effect and holistic models to evaluate teaching
- Create better systems to recognize and reward evidence-based and equitable educational practices
- Integrate concepts of justice and equity into the faculty rewards system

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## KU - Chemical & Petroleum Engineering

**Goal:** Develop and assess a new system for teaching evaluation that aligns with evidence-based inclusive practice, relies on multiple sources, and overlaps with other departmental processes.

### Key Features:

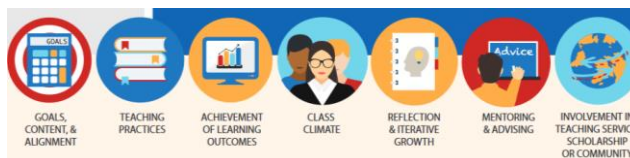
#### 1- Create Faculty Peer Triads



**Builds On:** A model developed and tested in TEval/Benchmarks project.



#### 2- Empower Teaching Evaluation Committee to utilize multidimensional rubric to assess teaching effectiveness



Graphic developed by the KU Center for Teaching Excellence

### Project Leads:

**Susan Williams & Prajna Dhar**, Chemical & Petroleum Engineering

**Andrea Follmer Greenhoot**, Center for Teaching Excellence



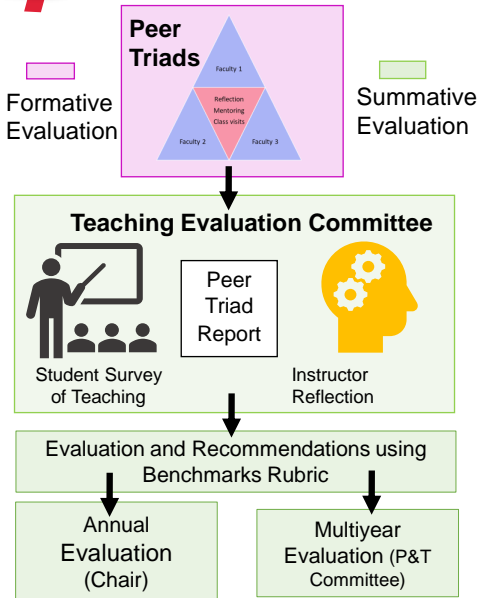
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## Rubric Integrated into Evaluation Structure



### Benefits of Proposed System:

- Captures evidence from multiple sources
- Utilized in annual and multiyear evaluation
- Reduces bias and is more equitable
- Encourages use of effective practices known to support learning and inclusion in students
- Contributes to other vital departmental processes
  - Community building
  - Cross-course coordination
  - Assessment and improvement of student learning and equity at the degree level

### Assessment and Iterative Improvement of the System:

- Is it reliable, feasible and sustainable?
- Does it diminish bias?
- Does it support improved teaching and learning?

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Students provide a unique perspective on a course.

Students are in a unique position to provide formative feedback to instructors on their learning experience in a course. This first-hand experience can provide valuable information based on the entire course.

Your opinion matters!

Help paint a full picture of the class

When more students participate in the SCS, the feedback gives a better description of the entire class.

You can provide feedback on what facilitated your learning, what difficulties you faced, and how well you understood and learned from the instructional methods used in the course.

Your feedback helps instructors improve their teaching.

You can see past SCS results

You can view past SCS (and TCE) reports to help you determine which classes to enroll in.

Instructors will only see the total numbers of responses by question. They cannot see how individual students have answered. Reports are not released until final grades have been posted.

Surveys are anonymous

Reflect on your own learning

When completing the SCS, you should reflect on what helped you learn. This can help you guide your own learning in future classes.

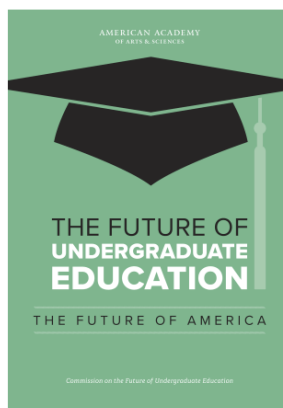
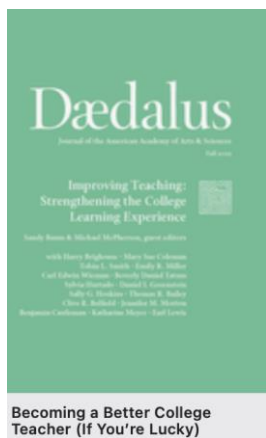
### Why Participate in Student Course Surveys?

<https://scs.arizona.edu/>

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## Students as Instructional Coaches



<https://www.amacad.org/publication/becoming-better-college-teacher-if-youre-lucky>

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## A moment for reflection



“ What is the most informative student feedback you have received? ”

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**THE LIVE Q&A IS  
ABOUT TO BEGIN!**

Keep submitting your questions  
in the questions window!



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Wednesday, July 19, 2023 | 2-3pm ET

### Fundamentals of Intellectual Property for Scientists

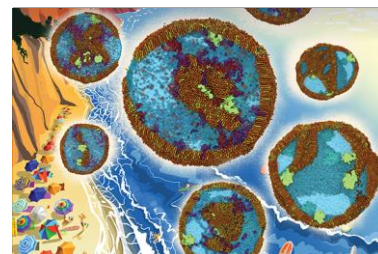
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