Section X: Diversity, Equity, Inclusion, Respect

Long term excellence in undergraduate chemistry education relies on a substantial institutional commitment to advance diversity, procure equity, and strive for the inclusion of all members in the institution. Excellence is supported by a climate where respect is a core value. The following sections list the institutional and programmatic attributes that support and maintain excellence in chemistry education.

Critical Requirements

In collaboration with institutional offices, the program must
- *Establish and implement* a strategy for the recruitment and retention of faculty, staff, and students from diverse backgrounds that is built on evidence-based practices.
- *Establish and communicate* accommodation policies for differently-abled students.
- *Establish and communicate* policies to address issues of discrimination, bias, microaggression, and gender harassment.
- *Establish mechanisms* for supporting student learning and success within the department or in conjunction with other departments/entities on campus.
- *Support* on-campus/off-campus/virtual training and development for faculty and staff in inclusive classroom and academic advising practices that improve the retention of underrepresented groups, reduce gender gap, and provide access to individuals with different abilities.
- *Support and/or provide* cultural sensitivity/diversity and inclusion workshops for faculty and staff.
- *Communicate* to faculty, staff, and students, the broad array of conferences and workshops that support and foster the success of historically marginalized communities in STEM.
- *Conduct* departmental climate surveys regularly. (See, for example, Tools and Resources for Departments and Department Chairs compiled by the College of Arts and Sciences at Columbia University)

Normal Expectations

In collaboration with institutional offices, programs should:
- *Report* to ACS annually the demographics of the department faculty, staff, and students.
- *Report* on the progress towards the recruitment and retention of diverse faculty, staff, and students.
- *Establish metrics* for evaluating the effectiveness of the implemented inclusive classroom practices.
- *Establish metrics* for evaluating the methods used for supporting student success.
- *Provide support* for faculty, students, and staff to attend conferences that support and foster the success of marginalized communities in STEM.
- *Provide training opportunities* or support for students to develop competencies to work in diverse environments.
- *Support and encourage* the formation of student-led groups focused on DEIR (for example, Association of Women in Science and Engineering, Queer Science, etc.). Once formed, engage with those groups.
- *Establish metrics* for evaluating accommodation policies and other policies used to address issues of discrimination bias, microaggression, and gender harassment.

Markers of Excellence

- DEIR Strategic Goals are available on a public forum (website, syllabus) and re-adjusted/revisited as needed.
- Evidence that faculty, staff, and student recruitment and retention practices are effective and sustainable are shared with the ACS and/or published broadly.

- Department demonstrates progress towards retaining a faculty and staff that reflects the student demographics.
    - Evidence in Annual and Periodic Reports.
- Faculty embrace workshop opportunities and explore additional mechanisms for growth on topics related to DEIR.
- All members of the department (students, faculty, and staff) identify the department as a welcoming and inclusive space.
    - Evidence provided through surveys that underrepresented faculty and students perceive genuine inclusion and respect
- Department has a standing committee of students, faculty, and staff dedicated to DEIR issues.
    - Committee responsibility is to evaluate the department's ability to achieve uniform and effective DEIR practices
- Department is acknowledged as a leader in cultivating a space that acknowledges and values DEIR.
    - Receive departmental awards and external recognition for accomplishments in DEIR practices (e.g. AAAS SEA Change)
    - Demonstrate leadership and engagement in DEIR efforts and with affinity groups defined by under-representation and lack of privilege