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 Equity and Human Rights office (EQHR) with an idea aimed at advancing the Department's progress towards meaningful practices of equity, diversity and inclusion. They envisioned an externally facilitated review that would provide data on the positive and difficult aspects of departmental culture and practices, and recommendations to advance equity, diversity and inclusion (EDI).

Scope of Work

The purpose of the Equity Review was to assess the current equity situation in the Department of Chemistry and identify opportunities for advancing equity into the future. The review covered:

- The current status, achievements and gaps in equity, diversity and inclusion (EDI) in the unit
- What work is having a positive effect to advance EDI
- What work needs tweaking or is having a negative effect on EDI
- Gaps and opportunities to expand the impacts of EDI work
- What resources or approaches might be needed as a next step to advance EDI

This review was not set up to address specific or anonymous complaints. When specific complaints were raised in interviews, the reviewer offered to provide support or connect the concerned individual with appropriate processes or people. When complaints were raised in the survey, because respondents were anonymous, it was not possible to take action on them.

If you have a specific complaint that has not been addressed, we encourage you to contact the Department Chair, EQHR or another appropriate individual or unit for support.

Data Sources

Data sources for the review were:

- Chemistry Department Self-Study
- Chemistry EDI protocols and minutes
- Online survey of 259 people (distributed to all current faculty, staff and students along with all 7555 students who have taken a course in Chemistry since 2015)
- Interviews with 21 people

All data and responses are rounded and combined unless otherwise stated. The findings were drawn from the full range of respondents, and comments about particular experiences and needs were raised by both in-group and out-group members.

A majority of survey respondents were undergrads (86%), either those who have taken chemistry courses (66%) or Chemistry majors (20%). Other categories include graduate students (8%), and all other

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 by

- Gender: 37%
- "Race" or ethnicity: 22%
- Sexual orientation: 16%
- Religion: 11%
- Disability: 10%

Findings: Highlights of the Review

In presenting this report, we recognize both the hard work that has taken place previously within the Department, and the extensive scope of the recommendations in this report. To maximize effectiveness and make this work feasible, the Department will need to prioritize its work. All these recommendations are important, but it will take time to address all of them and will require a strategic approach to determine what to tackle when, and how best to build momentum while keeping up energy and motivation for the work of building equity.

Work of the Department

UVic's Department of Chemistry has, over the past four years, engaged increasingly in a sustained and meaningful way to address gaps in equity within the Department and build a welcoming and inclusive culture. Key activities of note include:

- Establishing an EDI committee with clear guidelines (Terms of Reference; Code of Conduct for Members; Confidentiality Agreement; Standard Operating Procedures), rotating membership, and an active mandate
- Engagement of leadership in learning about and supporting EDI
- Educational activities for the Department, including guest lecturers; materials for syllabi, labs and courses; and a COVID-19 Code of Conduct addressing discrimination and inclusion
- Creating more systemic changes, including exploring preferential and limited hiring

There were a broad range of comments and feedback in the review. In this report, we have emphasized the most commonly discussed themes as well as ones that highlighted key equity gaps. All survey responses and interviews were reviewed and they all inform, in some way, the recommendations here. As work on these recommendations progresses, other interconnected themes can be progressively addressed and the scope of work expanded.

Departmental Culture

The findings of this report show many things that the Department is doing well.

- Culture of inclusion and welcome. Many people of different identities feel that they have a place and are respected for what they offer. Actions that create belonging include people reaching out to include others; faculty and TA care of students; and statements (emails, flyers) about EDI expectations. Many felt that there was good diversity in the department, primarily citing the

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 chemistry. Many participants mentioned enjoying classes and labs.

- Sense of fairness and equity. Many respondents described that they feel faculty and administration, in general, stand up for what's right and for due process. They believe that the Department values people who contribute to a positive, inclusive culture. Most faculty are seen as good at emphasizing equity, being approachable and good mentors, and answering questions. The Department is seen as addressing EDI in different contexts, including through the COVID Code of Conduct.

- Listening. The Department is seen to be listening: listening to students, creating the EDI committee, and taking steps to make people feel welcome and at home in person/online. A significant number of respondents mentioned the survey for this equity review as a positive step by the Department to be open to identified needs.

- Classroom inclusion. Many student respondents said that most instructors respect student opinions, give them a voice, and are welcoming and understanding; are clear about expectations; and provide support for students with disabilities. The standardized EDI slide at the start of every course is seen as a positive step.

Many also identified challenges that they or others experience. While not negating all of the positives, these concerns were specific and significant.

- Insufficient diversity and representation. While there is diversity within the Department in terms of gender, international presence, and many other factors, many people cited limited diversity— including on Chem EDI, in upper administration, and among faculty. Lack of visible, identifiable diversity leads to a sense of not belonging for members of underrepresented groups.
- At the same time, the question of diversity is complicated with questions of invisible diversity; privacy around questions of identity; and equity labour demands that fall heavy on members of underrepresented groups.
- Lack of space to discuss diversity, identity, equity. Paired with lack of diversity, a meaningful number of respondents see silence on differences/diversity
- Racism, sexism, discrimination. Many respondents have encountered racism, sexism, and/or sexualized violence; problematic actions of colleagues; insufficient accommodations for persons with disabilities or other needs (e.g., scheduling around dependents); and other forms of discrimination.
- Lack of support for marginalized people. According to a large number of those who engaged in this process, there is insufficient support for people of different identities, places and positions.
- Lack of support for EDI. A small number of respondents believe equity isn't relevant to chemistry, distracts from its mission, and that the Department should not spend time or money on EDI issues.

- Lack of visible accountability for EDI. Many of those who participated reported that violations of EDI and acts of racism do not seem to have repercussions or they aren't visible.
- Competitive culture/ fragmentation/ isolation. A small but vocal number of respondents noted that scientific culture—not confined to this Department—can be rigid, harsh and impersonal, focused on being right and weeding people out who can't compete.

Chem EDI

Chem EDI is generally recognized as a positive force within the Department. Its members are respected and approachable, it is seen to be doing its work, is open to students, and is raising awareness in classrooms. It has value as a structure somewhat outside of the administration that can still feed recommendations to the administration about EDI. The diversity of positions represented on the committee is a strength.

In spite of this generally positive perception, some would still hesitate to contact Chem EDI with a concern. This includes because they don't know the members; procedures are unclear; they expect that the process will be onerous and drag on; or they don't believe that Chem EDI could do something effective in response. The committee is seen by some as a policing body rather than as a supportive, activist, and educational committee.

Student Experience: Undergraduate and graduate

Many students have had positive experiences in the Department. In general, faculty are seen as supportive, the courses and labs interesting and engaging, and the culture welcoming. Some labs have particularly inclusive, welcoming, supportive cultures and create powerful, positive learning experiences for students. Exposure to diversity combined with respect is cited as a great strength in some areas of the Department.

A number of meaningful concerns related to the student experience were identified. The first is a lack of connections and facilitated interactions within the Department. Grad and undergrad students, faculty, and other respondents identified a lack of social interaction opportunities between groups. COVID clearly enhanced this problem, but it was mentioned as an ongoing concern dating back many years (e.g., upper level students noted it took them a few years to find their place in the Department).

There are also problems identified that tend to particularly affect those with marginalized identities: isolation; racism and sexism in the graduate environment; insufficient support for graduate students; and insufficient accommodations for students with disabilities. Other difficulties include the lack of space and skills to discuss complex interpersonal interactions, and the complexities of the TA-student relationship.

Curriculum and Instruction

Many respondents emphasized the need to make the links between EDI and chemistry visible. While this occurs to a minor degree, it is insufficient and the relative absence of diversity in the curriculum is seen as exclusionary. The challenging nature of chemistry and the need for good instruction were also noted as a barrier to belonging. Aspects of curriculum to be addressed include:

- Closed system of knowledge. The current curriculum and discourse emphasize the western scientific method to the exclusion of other ways of being and knowing. The overall culture does not value or have space for the idea of personal perspectives and values.

- <u>Lack of equity and diversity in representation</u>. 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.
- <u>Difficulty of content/ insufficient instruction</u>. Some students identified the challenging nature of some courses and content, with inadequate instruction or support for success. Lack of access to (or exclusionary costs for) tutorial spaces, sample exams (generally provided by the student association, ChemSoc), and peer learning spaces exacerbates this problem and tends to be worse for members of marginalized groups.
- <u>Individualistic nature of academic work</u>. Particularly (but not exclusively) with the pandemic, students are on their own to struggle with content without adequate examples, problem sets, tutoring, peer support or collaborative opportunities.

Faculty Needs

Faculty face many challenges in advancing EDI. These include:

- <u>Differences in mentoring/teaching styles, particularly across generations. This affects evaluations, professional respect and relationships.</u>
- <u>Additional labour for marginalized and younger faculty.</u>
- <u>Challenge of working effectively with graduate students</u>. Difficulties expressed include how to recognize and address power imbalances, and lack of awareness of the types of challenges students may face.
- <u>Meeting dynamics dominated by some with less room for junior or marginalized faculty</u>.

Recommendations

The following recommendations flow directly from the findings of the equity review—summarized above--and are intended to provide clear direction towards addressing the gaps identified and building on existing strengths.

Given the number and scope of the recommendations, we advise the Department to move forward systematically, focusing on key areas identified in the recommendations. While a great diversity of perspectives were gathered—more than can be shared here—they will be most effectively addressed through a coherent and focused approach to change that starts with priority topics and moves on from there.

Contextual considerations in addressing recommendations

A few topics arose that are part of conversations across the sciences and academia worldwide, not simply within the Department of Chemistry. The following comments provide some background for interpreting recommendations from the report and understanding how these concepts relate to the work ahead for the Department.

1. **Diversity representation expectations.** How we perceive and measure diversity is complicated. While some types of diversity seem visible (though such interpretations are not always accurate), there are many types of invisible diversity which pass unnoticed but add to the qualitative diversity and knowledge of a group. It is also not always possible or desirable to guess someone's identity by

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 equitable society than members of dominant groups. Demands for them to be represented in large numbers, while well-meaning, add to existing pressure to do this work, as well as actual work if they accept the demands. For these reasons, while diversity is essential in any group, the presence of members of dominant groups (in the case of Chemistry, of white people and those who identify as men) as actively involved, or even the largest number in groups doing equity work, is something to be appreciated. There are also additional ways to gather insights from across the diversity spectrum through strategic consultations, bringing in advisors, opening oneself to feedback, and more.

3. **Broader cultural lack of understanding of EDI.** EDI work is swimming against broader toxic streams in sciences and academia that do not yet recognize that treating people fairly and ensuring that everyone can contribute is both essential to doing good science, and not the current default. Active steps need to be taken to create a truly productive scientific culture, and extensive work to advance EDI is at the core of this work. While a small number of respondents stated that equity isn't relevant to science, and that doing this work distracts from doing science well, we believe the literature shows clearly that there are significant barriers still within the sciences for members of underrepresented groups to succeed. Doing EDI work in Chemistry means building the best foundation for doing better science for and by everyone.

4. **Accommodation requirements.** Many concerns were raised about insufficient accommodations for students in classrooms and labs. Following all the accommodations as requested by the Centre for Accessible Learning (CAL) is a requirement of all faculty as a baseline. While providing additional accommodations can create challenges as faculty attempt to provide equitable treatment for all, if a concern is raised about the accommodations provided there are some options. One is to bring the question back to CAL to see if they would recommend additional accommodations. Another is to take a universal design approach to the classroom or lab environment to see what can be done to make the environment more accessible for all. By looking at a lab or classroom through the eyes of a user, faculty (or a group of faculty, staff and possibly students working collaboratively) can consider what would make it more accessible to a wide diversity of people. Removing additional barriers can make it easier for all to participate and learn.

Departmental Culture Recommendations

- During the upcoming update to the strategic plan for the department, it is important to ensure that the developed departmental vision about EDI is integrated into each aspect of the strategic plan. Key aspects of such a vision could include: vision and mission statements about what EDI mean to the Department; EDI principles; codes of conduct for the Department as a whole and specific contexts (e.g., labs, classrooms, meetings); communications channels and messaging; inclusive criteria for hiring, evaluation, and advancement/promotion; onboarding, orientation and mentoring; education; reporting and complaint mechanisms and how they are communicated; preferential and limited hiring; and more. The overall aim should be to increase diversity and cohesiveness of the Department in all ways and across all groups.

- 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 and considers their confidentiality; and setting goals for the diversity of guests and speakers
- Develop a codified departmental approach to responding to violations of EDI standards and to racist, sexist or otherwise discriminatory comments, actions or other forms of engagement. This could be based on resources such as bystander intervention and/or managing difficult conversations. Elements may include codes of conduct and education on them for all departmental members; and a transparent internal processes to address such concerns.
- Work towards Indigenisation through personal research and collaboration with relevant University offices. For example, encourage instructors to use land acknowledgements and create opportunities to discuss their relevance for the Department.
- Work with faculty to establish clearer expectations about supervision and support for grad students and coordinated activities to meet EDI needs.
- Within the context of the Collective Agreement, explore resources like DORA ([San Francisco Declaration on Research Assessment](#)) and descriptors of performance beyond numerical data. Discuss ways to embed these into departmental review standards, graduate student education and evaluation, and more.

Chem EDI Recommendations
- Explore ways to welcome and integrate students (undergraduate and graduate) into the Department and how to hear concerns and critiques and respond effectively. This may involve re-establishing previous consultation methods and working groups.
- Enhance the visibility and work of Chem EDI, especially for undergraduate and graduate students. This could be through social media, liaising with student societies, and working groups. Provide other ways to get involved beyond committee membership.
- Continue education for all members of the committee and the Department on a wide range of EDI topics. Priority areas include: race and anti-racism; the experience of international students, including language and cultural adjustments; disability and accommodations, including mental health, ways to promote it, and how to identify and respond to mental health concerns; as well as continuing to address gender-based barriers and sexualized violence. Other topics to look at include what equity and equality mean; power and privilege awareness; white fragility and cultural humility; identity politics (i.e., race and racism, sexual identity, trans inclusion, fat phobia, etc.); links between

class, marginalization, finances, and the ability to participate in the Department; how identities impact experiences; and how to be better bystanders and allies.

- Update the Chem EDI and departmental websites to make it clear what the role of Chem EDI is, and how complaints about EDI matters are dealt with. This includes all internal and external options; support resources; clarity on Chem EDI internal processes and what will happen if you contact them with a concern, including timelines, options and possible outcomes; and values and standards for reporting (e.g., procedural fairness, confidentiality, duty to respond, etc.). In all of these, it will be helpful to clarify the limits and possibility about what could happen and who else may need to be involved. A graphical approach would be helpful.
- Increase training for committee members in how to receive a concern to ensure that they do not exacerbate concerns or engage beyond their mandate.
- Continue to widen the scope of work to include other aspects of identity and marginalization beyond gender; priority areas include anti-racism and inclusion for people with disabilities.
- Given the value placed on diversity by respondents, consider what can be done to engage more deeply with the diversity of the departmental community, such as consulting regularly with diverse groups. Continue to affirm the value of diversity among the committee membership and within the Department. We recognize that the existing committee is itself diverse.

Student Experience: Undergraduate and graduate: Recommendations

- Establish more activities that facilitate engagement and interaction within groups (e.g., year of study, particular lab groups) and across the Department, especially for onboarding new students.
- Establish a single source of information for departmental news and events so that students (as well as Faculty and Staff) have a continuously updated resource to enhance engagement between groups and communication about EDI matters.
- Increase support for international TAs to succeed and find a home in the Department. One foundational piece is more orientation and community-building activities for all grad students so as to establish a supportive community. Further consultations with international graduate students and liaising with International Student Services will help clarify which elements are needed, and how they can be provided. While recognizing the diversity of international TAs, some topics that may be relevant include more education on departmental expectations, how to teach/support the undergraduate students, communication styles and expectations, and creative ways to overcome language and other potential barriers for international students through options such as mentorship, model language samples, coaching, peer support sessions, and more. Potential places to offer this additional support include the grad student Friday lunch meetings and the initial two-day training for grad students, as well as to-be-created new venues.
- Consult with the union about supporting new TAs with training about professionalism, power dynamics, microaggressions and related topics to ensure that in their interactions with fellow TAs and students they build a culture of respect that facilitates learning. As part of the consultation, it may be helpful to share findings from this report about learning needs.
- Review the process by which problematic comments are removed from TA feedback to ensure that sexist and racist comments are removed while also providing visible support in classrooms and labs to TAs so undergraduate students know that TAs are valued. Additionally, it is also vital that undergraduate students understand that such comments are not acceptable and that the undergraduate students be supported to value learning from a diversity of instructors and TAs.

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, build in consideration of EDI in terms of course content with the aim of making the links between EDI and chemistry visible. We recommend a goal of having EDI present in every course in the manner and to the extent that is appropriate and feasible. For example: look at ways that Indigeneity is relevant to the work of Chemistry and the curriculum; include historical achievements that are not male and white; acknowledge that famous historical inventions were usually credited to those that were male and white; acknowledge the emphasis on the western scientific method to the exclusion of other ways of being and knowing and include examples of how a particular topic could be approached through an alternate perspective; address the often inequitable impacts and experiences of the chemical industry, including medical, environmental and human ethics; focus on aspects of chemistry that address critical social problems or that affect marginalized populations such as water quality; and decolonize the curriculum and add non-European elements.
- To support this work, encourage a collaborative approach across the Department to including EDI in curricula throughout different courses and years. Elements of a collaborative approach include creating a shared vision; collaborative identification and development of resources; and a strategic approach to identifying what will be addressed in what courses so as to cover an appropriate range of topics while facilitating coherent comprehension and knowledge application by students.
- Recognizing the diversity of students and their experiences, consider, in consultation with other departments such as Learning and Teaching Support and Innovation, and the Centre for Accessible Learning, how to offer diverse assessment options in minor and major ways within every course. For example, a choice of question in exams; take-home components; different types of assessment; or choice of topics.
- Ensure that class environments recognise different needs in terms of communication. For example, create and hold space for international students to share and respond (e.g., start discussions with inviting each in turn to share their ideas); focus on quality rather than quantity of comments within tutorials; moderate the speed of discussions (e.g., build in pauses and thinking/reflection time) so that all students have time to think and develop their ideas.

Broader issues: Out of Departmental Scope

There are a number of concerns that were raised that transcend the Department's jurisdiction. We recognize that these are outside of the work that the Department can do. Nonetheless, since these are

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.

- <u>Lack of washroom access</u>. 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.

- <u>Better data</u>. Develop systems to generate and share better data on the Department's diversity and on comparator departmental diversity within and beyond the university.

- <u>More fully embed EDI in faculty responsibilities and evaluations</u>. 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.

- <u>Take on responsibility for employees who are hired directly by faculty</u>. 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.

- <u>Support sessional faculty</u>. 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 better funding and job security for sessional positions is still important so that these roles are appropriately secure and compensated for the work and responsibilities they involve.

- <u>Institutional feedback</u>. In the review, we heard about the desire to give feedback to the institution about the impact of programs and policies, beyond the Course Experience Survey. More avenues to hear from, consider and integrate feedback from the diversity of the campus into plans and reviews would be welcomed.

- <u>Tracking student safety</u>. The review highlighted some instances where student safety procedures failed. A review of these processes and increased care to manage student safety would be valuable.

- <u>Supporting a diversity of students</u>. Many students struggle to succeed because of barriers related to their identities and social positions. Providing equitable and excellent education for all requires working to support all students to succeed. Particular aspects of student diversity to address include:
    - Poor people: advocate for support for tuition and living expenses. Explore ways to provide lower-cost or free tutoring and supplemental materials. Work with UVic and external donors to create more scholarships or bursaries for those with financial need, as opposed to top grades, would enable more students to focus on their academic work.
    - Those who don't perform as well: there may be many reasons for lower performance, including learning differences or challenges, or outside commitments such as family responsibilities or work
    - Women, racialized people and Indigenous People: these groups are still in the minority in the Department and experience barriers to participation

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

- <u>Lack of visible accountability for EDI</u>. Many of those who participated reported that violations of EDI and acts of racism do not seem to have repercussions or they aren't visible, and follow-up is either impossible or feels risky. While these concerns are vital to note, it is important to recognize that many of these disclosures are governed by university policies, Collective Agreements, and provincial privacy laws, meaning that very little can often be disclosed about what happens after a complaint has been lodged. Exploration of what may be shared, and bringing these concerns to the Privacy Office and EQHR when relevant, may support changes to enable more transparency. In the context of graduate school, respondents identified a need to review faculty performance as well as that of grad students to assess if faculty are supporting students or are engaging in problematic interactions with them.

- <u>Need for increased workspace</u>. Insufficient spaces for students to gather and learn together, as well as for classes and labs, hampers the work. We recognize that space allocations are expensive and time consuming processes and simply note this as an identified need that falls beyond the scope of the Department.

Based on what we heard in the review, we also identified a number of recommendations that can be applied at the departmental level, but also could benefit from system-wide consultation and collaboration. These include:

- Developing codes of conduct for departments, labs and courses that respect diversity and foster equity and inclusion

- Identifying approaches and resources to support decolonization and Indigenization of the curriculum

- Integrating EDI skills and knowledge into core courses in disciplines

- Establishing strategies and resources to facilitate increased diversity in recruitment, including strategies to diversify graduate student assessment and recruitment

Conclusion

The Department of Chemistry has come a long way towards articulating and acting on its renewed commitment to EDI. By stepping up and taking seriously their responsibilities to respond to charges of inequity, they have been able to make significant advances towards making the Department a safe, productive place to be for more students, staff and faculty. At the same time, the work is ongoing and needs to continue steadily.

With continued work, the Department can reach a vision shared by one respondent: "I want to see a department that everybody is a leader in terms of EDI."