Making Diversity, Equity, and Inclusion in STEMM the Norm

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TRANSFORMING A SYSTEM THAT IS WORKING THE WAY IT WAS DESIGNED TO WORK?
YOUR VISION

What is the vision for your institution?

Through a DEI lens, how do you see your institution today?

Where do you see your institution 5, 10, 15 years from now?
WHY DO WE NEED TO SEE SYSTEMS CHANGE?
Full-time women faculty as a percentage of each rank, 2009-2018

Full-Time Women Faculty by Rank and Race/Ethnicity, 2018

Physicians by sex and race/ethnicity, 2018

Click on legend item below to add or remove a bar from the report.

- Female
- Male

Source: Physician characteristics (sex) are from the AMA Physician Masterfile, Dec. 31 2018. Race and ethnicity data are from a variety of sources including DBS, ESRAS, APP MCAT, SIMSEP, QG, MSQ, PMQ, FACULTY, GME, STUDENT with priority given to the most recent self-reported source.
U.S. Medical School Department Chairs by Chair Type and Sex
Why hasn’t the needle moved?

Model for the evolution of intervention programs

A call for systemic change

RECOMMENDATION 9: Incentivize change.

a. Academic institutions should work to apply for awards from the emerging STEM Equity Achievement (SEA Change) program. Federal agencies and private foundations should encourage and support academic institutions working to achieve SEA Change awards.

b. Accreditation bodies should consider efforts to create diverse, inclusive, and respectful environments when evaluating institutions or departments.

c. Federal agencies should incentivize efforts to reduce sexual harassment in academia by requiring evaluations of the research environment, funding research and evaluation of training for students and faculty (including bystander intervention), supporting the development and evaluation of leadership training for faculty, and funding research on effective policies and procedures.
Equality Charters Process: Adapted Globally

Athena SWAN
ECU Gender Charter
Est. 2005

Race Equality Charter
ECU Race Charter
Est. 2015

SAGE
Science in Australia Gender Equity
Est. 2015

SEA CHANGE
Est. 2017

Dimensions
Est. 2019

Now part of
Advance HE
SEMMM Equity Achievement Change

SEA Change provides the scaffolding to guide and support context-specific, voluntary change within institutions that will result in systemic transformation, particularly in STEMM, in alignment with their own mission and that of AAAS
**STEMM Equity Achievement Change**

- Increased access to and inclusion in STEMM education for traditionally underrepresented groups
- A shift in culture that results in a more diverse student population and workforce with higher retention rates
- Operates within the context of the United States
- Intersectional identities *must* be considered
STEMM Equity Achievement Change

• For institutions:
  – An opportunity to stand up as a member of a global higher education community committed to shifting the culture of academia to one that is truly inclusive, equitable, and diverse
  – An opportunity to increase excellence in research and education
  – A public commitment to a set of Principles

https://seachange.aaas.org/principles
Faculty
Grad Students • Undergrads

Policy, practices, procedures, climate across an institution

Faculty
Grad Students • Undergrads

Policy, practices, procedures, climate within a department
<table>
<thead>
<tr>
<th>Feature</th>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
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</thead>
<tbody>
<tr>
<td>A thorough self-assessment using qualitative and quantitative analyses</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Identifies key issues</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Actions in place to address key issues and carry the institution forward</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Demonstrates impact of previous activity and expands action plan to continue progress</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Serves as a beacon in the sector and beyond</td>
<td></td>
<td></td>
<td>✔️</td>
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</table>
Use detailed framework as guide
Gather info: what’s missing?
Answer as many questions as possible
Should be complete but not all info needed in application

Tell institution’s story, provide context
Make clear the understanding gained from self-assessment
Discuss what’s included in action plan, what isn’t, and why

What are plans moving forward?
Why and how were issues prioritized?
Are actions SMART?
Do the actions reflect findings from the self-assessment?

Internal use only
Creates complete picture critical for success

Specific, Measurable, Achievable, Relevant, Time-limited – SMART!
AAMC Framework for Addressing and Eliminating Racism at the AAMC, in Academic Medicine, and Beyond

Self-assessment team

- high-level administrators;
- full professors/tenured faculty;
- early career faculty;
- institutional data experts;
- enrollment management professionals (including those involved in outreach and bridging strategies, admissions, financial aid, mentoring);
- HR representative;
- social scientist(s) or others familiar with qualitative data assessment;
- student affairs professionals;
- staff involved with diversity & inclusion efforts; and
- legal counsel
Leverage what your institution and faculty are already doing

- LCME
- ACGME
- AAMC
- C-CHANGE
- ELAM
- Culture and Climate Surveys
- More!
NIH Prize for Enhancing Faculty Gender Diversity

NIH Prize for Enhancing Faculty Gender Diversity in Biomedical and Behavioral Science

NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) Program
Description of Institution and Relationships

- **Academic Health Center**
- **Medical School/College**
- **Hospitals**
- **Practice Plan**
- **University**

- Leadership structure and buy-in
- Public or Private?
- Separate legal entity?
Who are your people?

- Total number of departments, faculty, students, degrees granted

- Composition of faculty, students, postgraduates, and administrators

- Disaggregated data (3-5 years) for each category
Pipelines to Pathways
Faculty Recruitment to Hiring
Pay Equity
Faculty Review
Mentoring
Faculty Pedagogical Support
Faculty Workload
Leave policies
Family Care and Flexible Work
Promotion and Tenure
Pay Equity-Promotion and Tenure
Faculty Retention
Role Models and Diversity
Diversity in Governing Leadership

- Composition
- Appointment Process
Diversity Office/Administrator

• Dedicated office
• Alignment
• Accountability
Institutional Policies for Diversity and Inclusion

• Policy review
• Outcome
• Purpose
• Engagement
• Awareness
• Evaluation
Sexual Harassment and Assault

- Policy and Practices
- Excellence
- Transparency
- Training
- Action
- Sexual harassment and assault services
- Racial, ethnic and religious harassment services
- Academic freedom and free expression
Institutional Climate and Culture
Culture and Climate: Best Practices

• Implement a schedule for assessments
• Use multiple measures
• Disaggregate and analyze data
• **Action**: How are findings from climate studies shared and used? When issues are identified, how are they addressed, and are follow-up assessments done? Does the institution share the findings? If so, how? How are the effectiveness of studies reported and follow-up actions determined?
SEA Change – change the culture without doubling administrative burden

- Focus on policies, programs, practices, and culture for focal populations relevant to your institution
- Holistic self-assessment, using what you have already doing and what you have available
- Create an action plan that includes building capacity and “institutionalizing” the work
- Awards provide recognition for continuous improvement
Iterative Process for Continuous Improvement

1. Peer Review of Award Application
2. Data collection and analysis
3. Reflect on findings and how to measure progress
4. Continuous assessment and improvement
5. Develop and submit narrative and action plan
The SEA Change Biomedicine Institutional Bronze Awards Pilot will begin accepting letters of intent in spring 2021.

The first applications will be due April 30, 2022.

Our goal is to work with leadership of medical schools and academic health centers interested in joining the pilot to develop the SEA Change Biomedicine framework and metrics.
Reckoning with Structural Racism and Sexism, COVID-19, and the Urgent Need for Diverse Leaders in Academic Medicine

Joint meeting with NASEM Roundtable on Black Men and Black Women in Science, Engineering and Medicine

October 15, 2020
1:00-3:30pm EDT

THANK YOU!

QUESTIONS?

Email: seachange@aaas.org
Learn more: seachange.aaas.org