

# Welcome to the Forum on Effective Approaches to Fostering Faculty Gender Diversity, Equity, and Inclusion: Celebrating Progress

October 5, 2021



Recording will be available [here](#).



Executive summaries are available [here](#).



Graphic Notes will be shared [here](#) post meeting.



# Effective Approaches to Fostering Faculty Gender Diversity, Equity, and Inclusion: Celebrating Progress

**Janine Austin Clayton, M.D., FARVO**

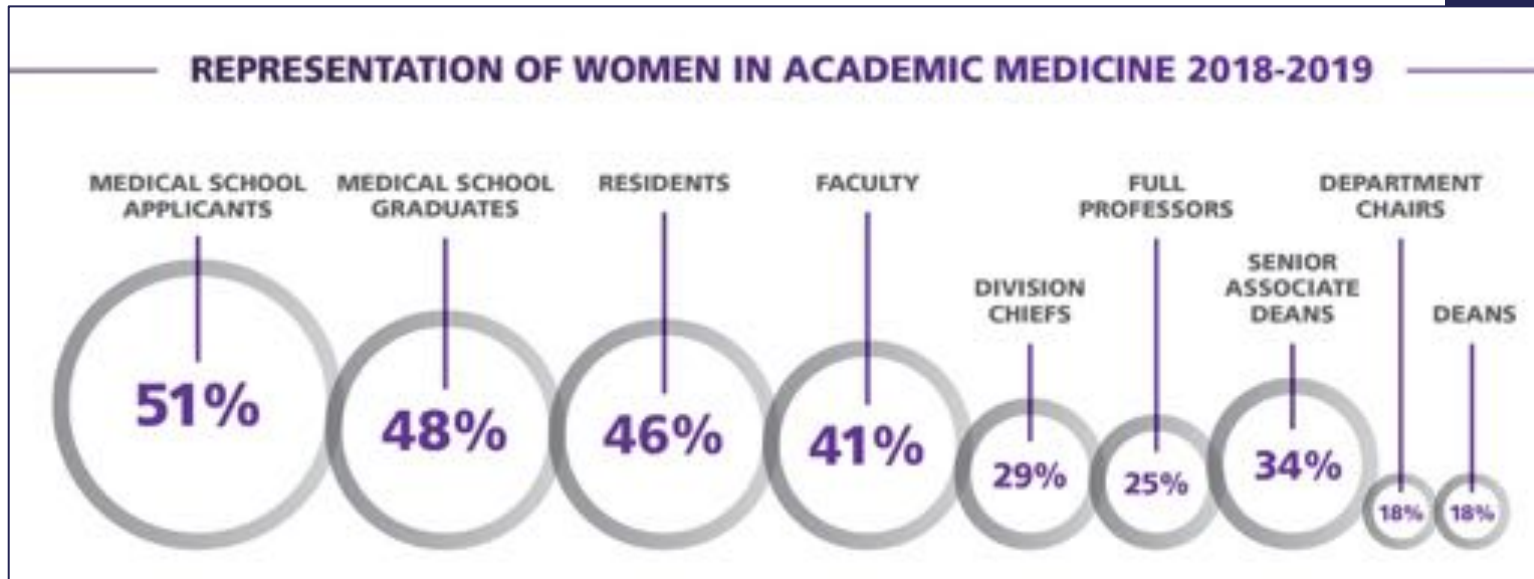
NIH Associate Director for Research on Women's Health  
Director, Office of Research on Women's Health  
National Institutes of Health

**October 5, 2021** – Effective Approaches to Fostering Faculty Gender Diversity, Equity, and Inclusion: Celebrating Progress Forum



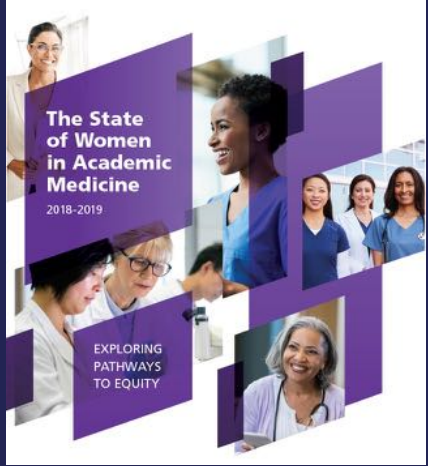
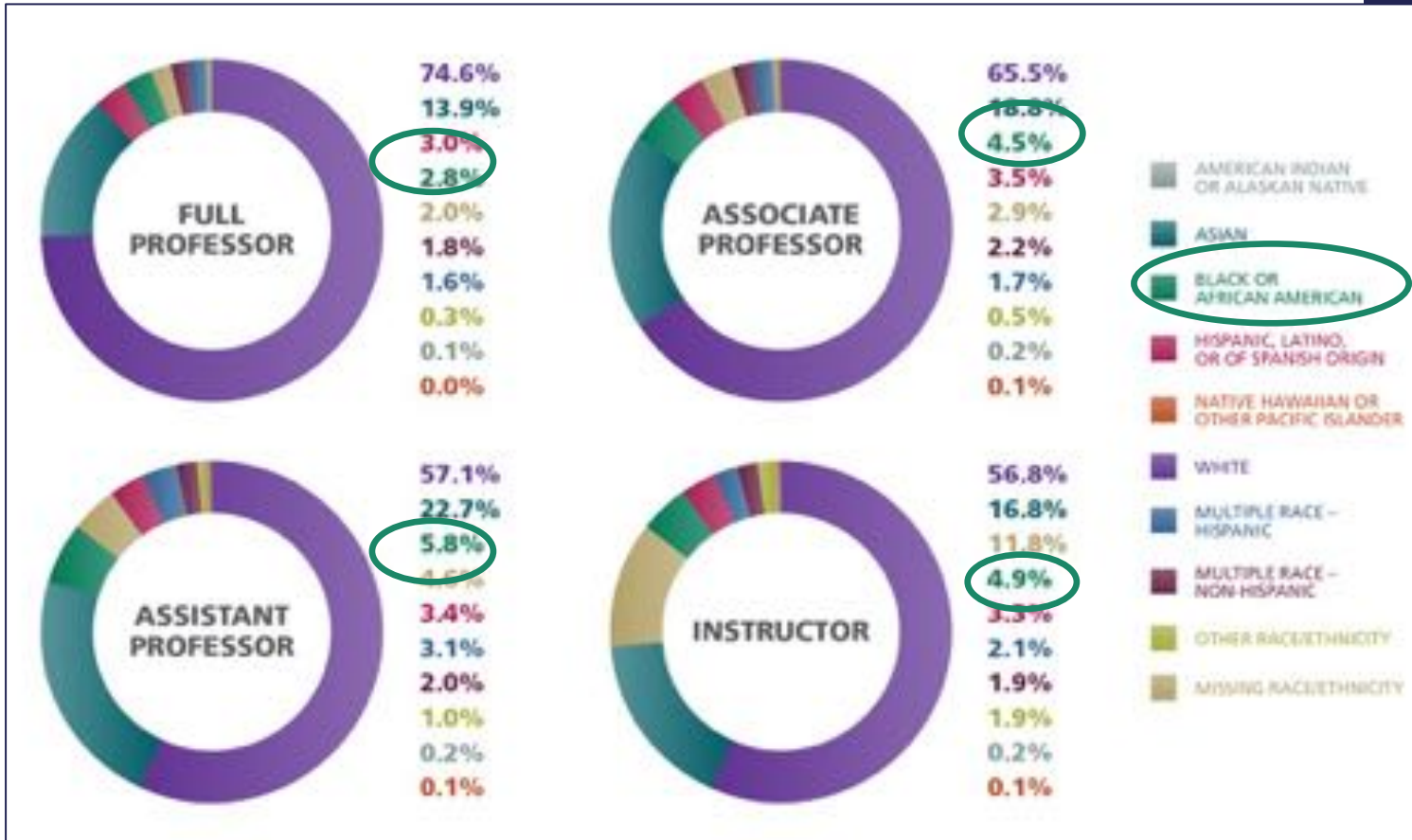


# Outlining the Problem



**Women's  
advance into  
senior roles has  
been stymied**

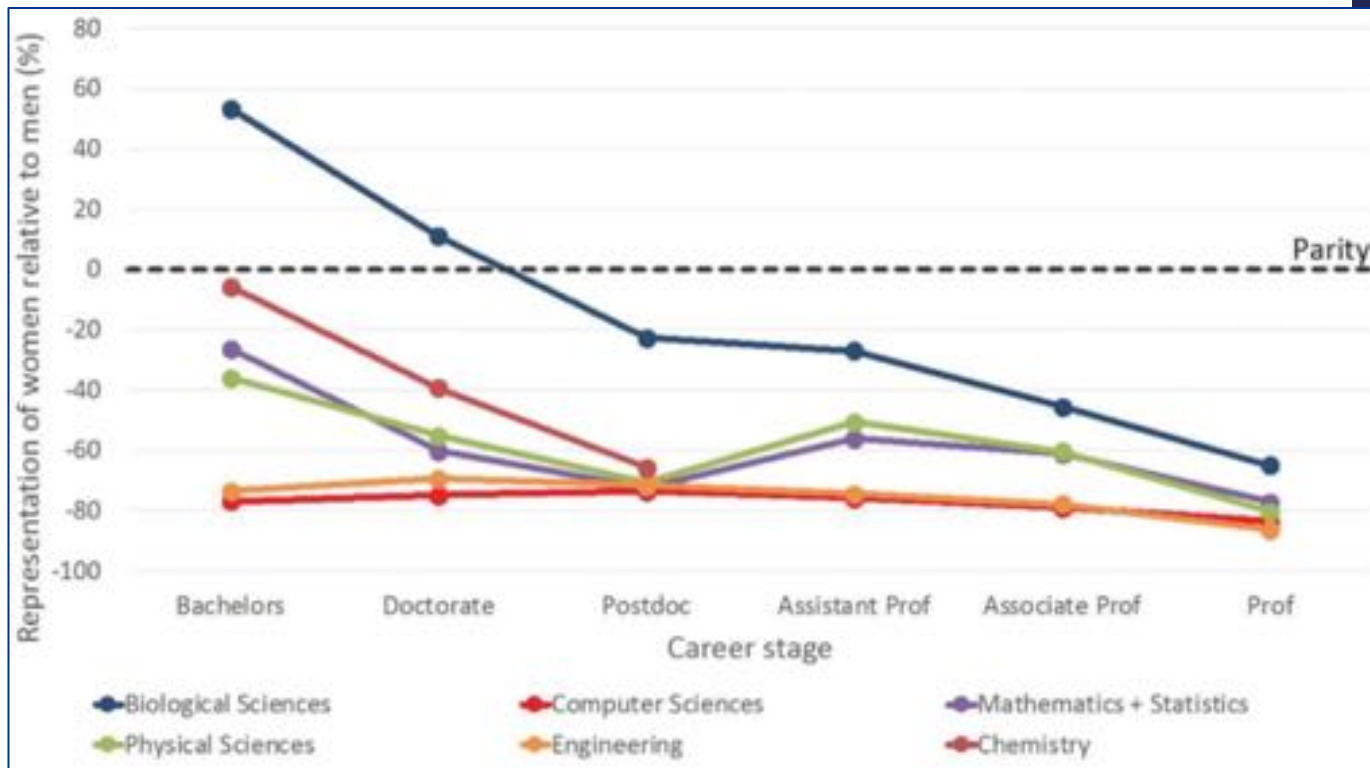




# Double whammy for women scientists of color

[https://www.aamc.org/sites/default/files/aa-data-reports-state-of-women-full-time-faculty-rank-race-ethnicity-2018\\_0.jpg](https://www.aamc.org/sites/default/files/aa-data-reports-state-of-women-full-time-faculty-rank-race-ethnicity-2018_0.jpg)





**Advancement in other STEM fields also stymied**

The background features a stylized illustration of a diverse crowd of people walking in various directions. The figures are rendered in a flat, minimalist style with a color palette of muted blues, pinks, browns, and greys. The central text 'Solving the Problem' is overlaid on this scene in a clean, white, sans-serif font.

# Solving the Problem

## ORWH Mission



Enhance and expand women's health research



Include women and minority groups in clinical research



Promote career advancement for women in biomedical careers

# Mission

## NIH Vision



Sex and gender integrated into biomedical research



Every woman receives evidence-based care



Women in science careers reach their full potential

# Vision



# NIH establishes strategic goalposts

## Strategic Goal 4

### Training and Careers

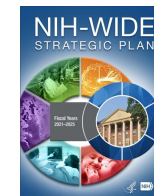
Promote training and careers to develop a well-trained, diverse, and robust workforce to advance science for the health of women.



- 4.1 | Enhance knowledge of sex and gender influences on health and disease among scientists, clinicians, and other health professionals
- 4.2 | Develop next generation of researchers
- 4.3 | Enhance and develop programs to recruit, support, retain, and advance women researchers
- 4.4 | Promote and support policies, mentoring and networks, collaborations, and infrastructure to retain and advance women in their careers
- 4.5 | Promote and disseminate research on barriers to retention and advancement of women and interventions to improve advancement



<https://report.nih.gov/strategicplans>  
<https://www.nih.gov/sites/default/files/about-nih/strategic-plan-fy2021-2025-508.pdf>



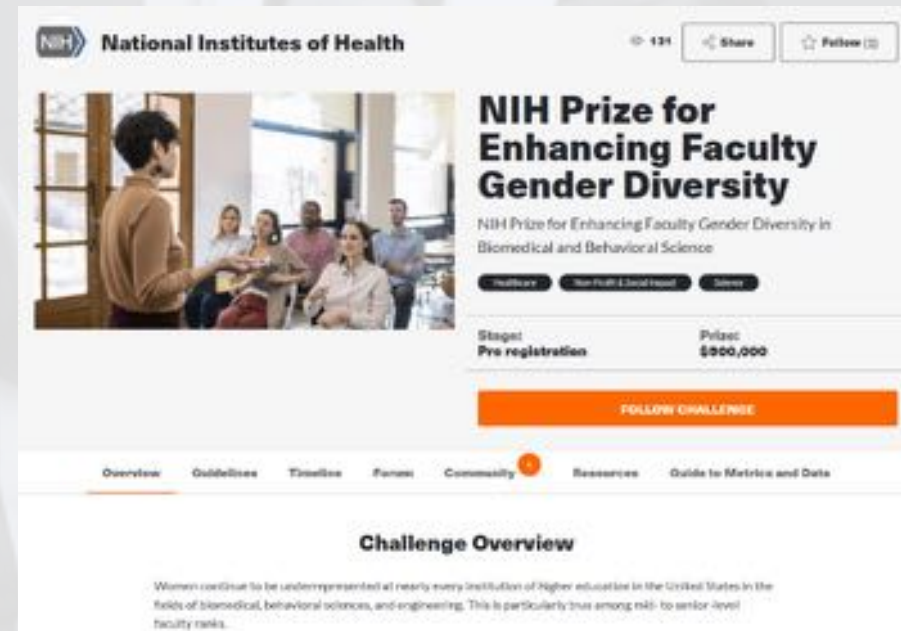
# NIH prize recognizes, disseminates transformative institutional approaches

## Goal:

- Recognize structures, systems, projects and processes that **achieved sustained improvement** in gender diversity
- 1 of 4 concepts developed out of the Working Group on Women in Biomedical Careers

## Prize:

- \$50,000 to up to 10 institutions and possibly honorable mentions



<https://www.herox.com/NIHGenderDiversityPrize>

# Criteria sought to identify evidence-based approaches that are translatable and sustainable



- **Impact:** Magnitude and extent of impact on gender diversity
- **Metrics:** Change in aggregate faculty demographics
- **Sustainability:** Measurable and long-lasting efforts
- **Scalability:** Transferable and scalable elsewhere in same or different institution
- **Lessons Learned:** Challenges and roadblocks faced and addressed

A collection of light bulbs, with one glowing yellow in the center, symbolizing an idea or winner.

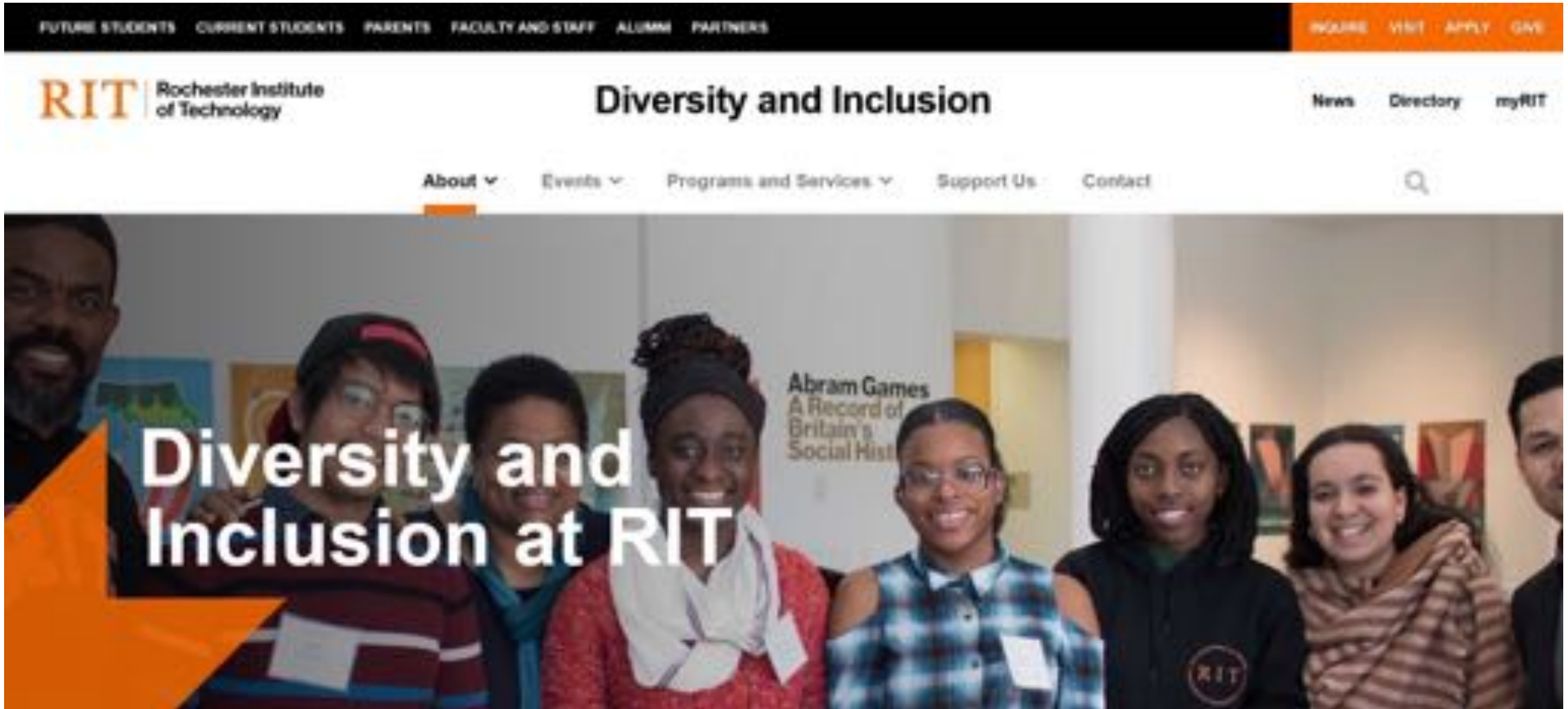
# Announcing the Winners



# WISELI: A Wise Approach to Gender Equity, Women in Science and Engineering Leadership Institute, University of Wisconsin–Madison



# A Framework to Promote Gender Diversity & Equity, Rochester Institute of Technology



# Promoting Women of Diverse Creative Expertise, Worcester Polytechnic Institute

HOME → ABOUT WPI → DIVERSITY & INCLUSION

**DIVERSITY & INCLUSION**

## Diversity & Inclusion



**WPI's Values Statement**

We are a community that stands for unity and respect, the quest for acceptance of others and champion those who may feel compassion and understanding. We are an inclusive community that respects people for diversity and upholds a fundamental belief that all members of our community deserve to feel safe. Our collective mix of thoughts and experiences enrich those fundamental values that have long guided us.

← About WPI

**Diversity & Inclusion**

- Safe Spaces at WPI
- Project INCLUDE



# No One Size Fits All: FOCUS's Mosaic of Initiatives, Perelman School of Medicine, University of Pennsylvania





# Participatory Approaches for Gender Equity: CWIMS, Center for Women in Medicine and Science, University of Minnesota Medical School

The screenshot displays the University of Minnesota Medical School website. At the top, the University of Minnesota logo and name are visible, along with navigation links for 'One Stop' and 'MyUM' for students, faculty, and staff. A search bar is also present. The main header identifies the 'OFFICE OF DIVERSITY, EQUITY, & INCLUSION' and the 'MEDICAL SCHOOL'. Below this, a navigation menu includes 'ABOUT', 'RESOURCES & SUPPORT', 'OUR COLLABORATORS', 'NEWS', and 'EVENTS & TRAINING'. The current page is titled 'About - CWIMS' and features a large heading 'ABOUT CWIMS'. The main content area describes the Center for Women in Medicine and Science (CWIMS) and its use of a Community-based Participatory Research (CBPR) approach. It lists four initiatives supported by CWIMS action groups: Retention and Recruitment, Mentoring, Salary, Resource, Leadership Equity, and Strategic Communications and Collaborations. A link is provided to find out more about the Action Groups. On the right side, a yellow sidebar menu lists various CWIMS resources, including 'CWIMS About', 'Action Groups', 'Annual Fall Retreat', 'Annual Spring Workshop', 'Award Programs', 'Early Pathways to Career Success Program', 'Get Involved', 'Resources', and 'Women in Medicine Month'.

UNIVERSITY OF MINNESOTA  
Driven to Discover™

One Stop MyUM For Students, Faculty, and Staff

OFFICE OF DIVERSITY, EQUITY, & INCLUSION MEDICAL SCHOOL

ABOUT RESOURCES & SUPPORT OUR COLLABORATORS NEWS EVENTS & TRAINING

About - CWIMS

## ABOUT CWIMS

The Center for Women in Medicine and Science (CWIMS) uses a Community-based Participatory Research (CBPR) approach which acknowledges community members (e.g., faculty members, staff), academic organizational representatives (e.g., Department Chairs, center directors), and administrative leaders (e.g., Deans) as equally important contributors in carrying out all aspects of gender equity work. CBPR values collaborative approaches that empower faculty, promote co-learning and co-creation of initiatives among all university partners, and build upon strengths and resources that already exist in the academic community.

Our CWIMS action groups utilize CBPR principles (e.g., co-creation and co-learning) to implement four initiatives including:

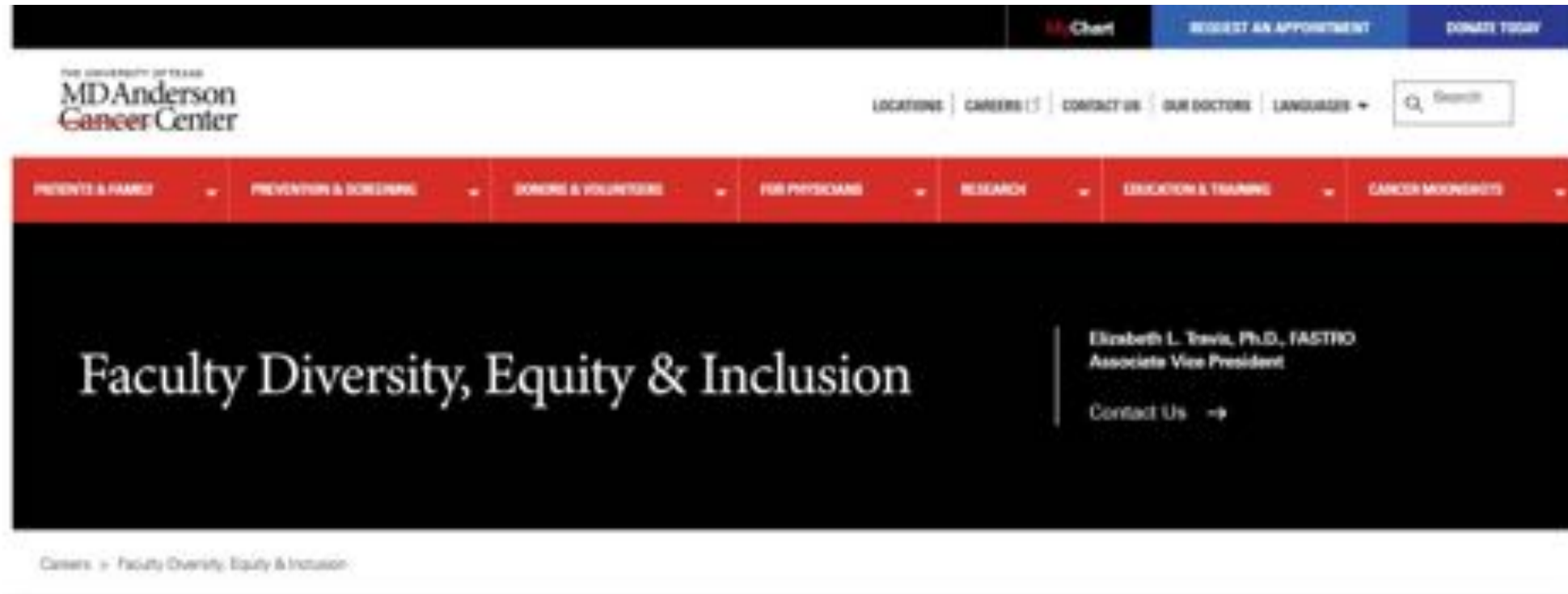
1. Retention and Recruitment
2. Mentoring
3. Salary, Resource, Leadership Equity
4. Strategic Communications and Collaborations.

Find out more about our Action Groups.

### < CWIMS

- CWIMS About
- Action Groups
- Annual Fall Retreat
- Annual Spring Workshop
- Award Programs
- Early Pathways to Career Success Program
- Get Involved
- Resources
- Women in Medicine Month

# Enhancing Faculty Gender Diversity at MD Anderson; Office of Faculty Diversity, Equity and Inclusion; University of Texas MD Anderson Cancer Center



## Faculty Diversity, Equity & Inclusion

[Programs & Events](#)

[Resources](#)

[Contact Us](#)

The Office of Women Faculty Programs was established in 2006 with a mission to recruit, retain and promote women faculty. In pursuit of this mission, we built programs and provided skills and knowledge, analyzed and shared data, recommended policies, and contributed scholarship.

In May 2016, the office officially opened with a new name, "Women and Minority Faculty Inclusion" that reflects an expanded charge to be the model for



# FIU ADVANCE; Office to Advance Women, Equity & Diversity; Florida International University

**FIU** FLORIDA INTERNATIONAL UNIVERSITY

Office of the Provost  
**Office to Advance Women, Equity & Diversity**

FIU ADVANCE Search Faculty Career Development Provost's Council Meet The Team SPA + COACHE + ACE +

FIU Clerewell Advisory - Visit our [Postdocs Protecting Postdocs website](#) and our [Federal Relief page](#) for updates.

AWED

Welcome to the Office to Advance Women, Equity & Diversity (AWED). Established in 2018 by Provost Kenneth S. Furton, AWED aims to advance and sustain faculty equity and diversity as an essential element of FIU's academic excellence. AWED develops and manages a wide range of programs to promote faculty equity, diversity and inclusion, including workshops and trainings to improve faculty hiring and promotion processes, faculty mentoring and interdisciplinary networking.

Other activities include strategic planning for salary equity, policy analysis and development, and other initiatives that support

# Leveraging Evidence to Enhance Faculty Diversity, University of Houston



UH Home > News & Events > Building a More Diverse Faculty at the University of Houston

## NEWS & EVENTS

News Releases

Emergency Communications

Calendars & Events

UH News

Mailing Lists & Subscriptions

## Building a More Diverse Faculty at the University of Houston

UH Used Data-Driven Approach to Recruit, Hire More Diverse Scholars

By Jeannie Kever 713-743-0778

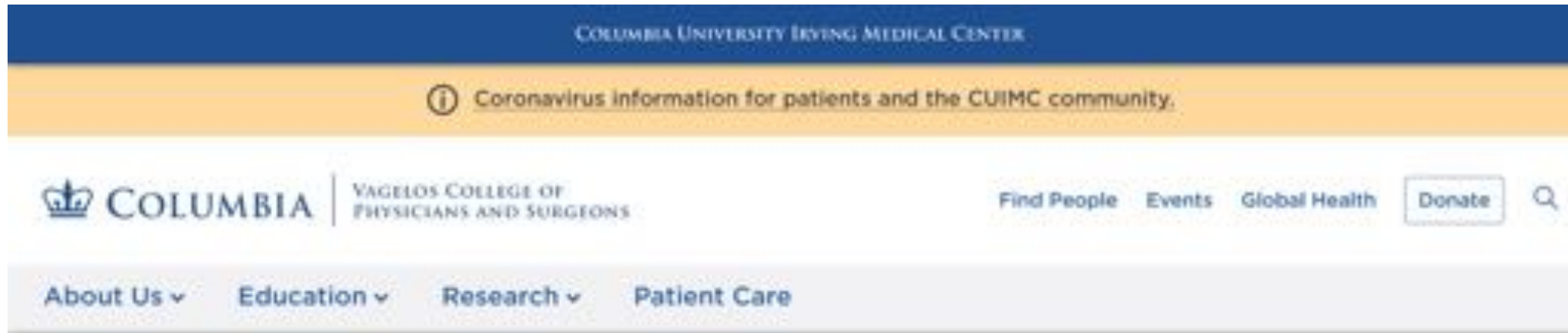
July 9, 2020

Higher education, industry and other sectors of society face a familiar problem – how to recruit and retain a skilled workforce that reflects the nation’s diversity. The University of Houston has developed a data-driven approach to recruit, hire and





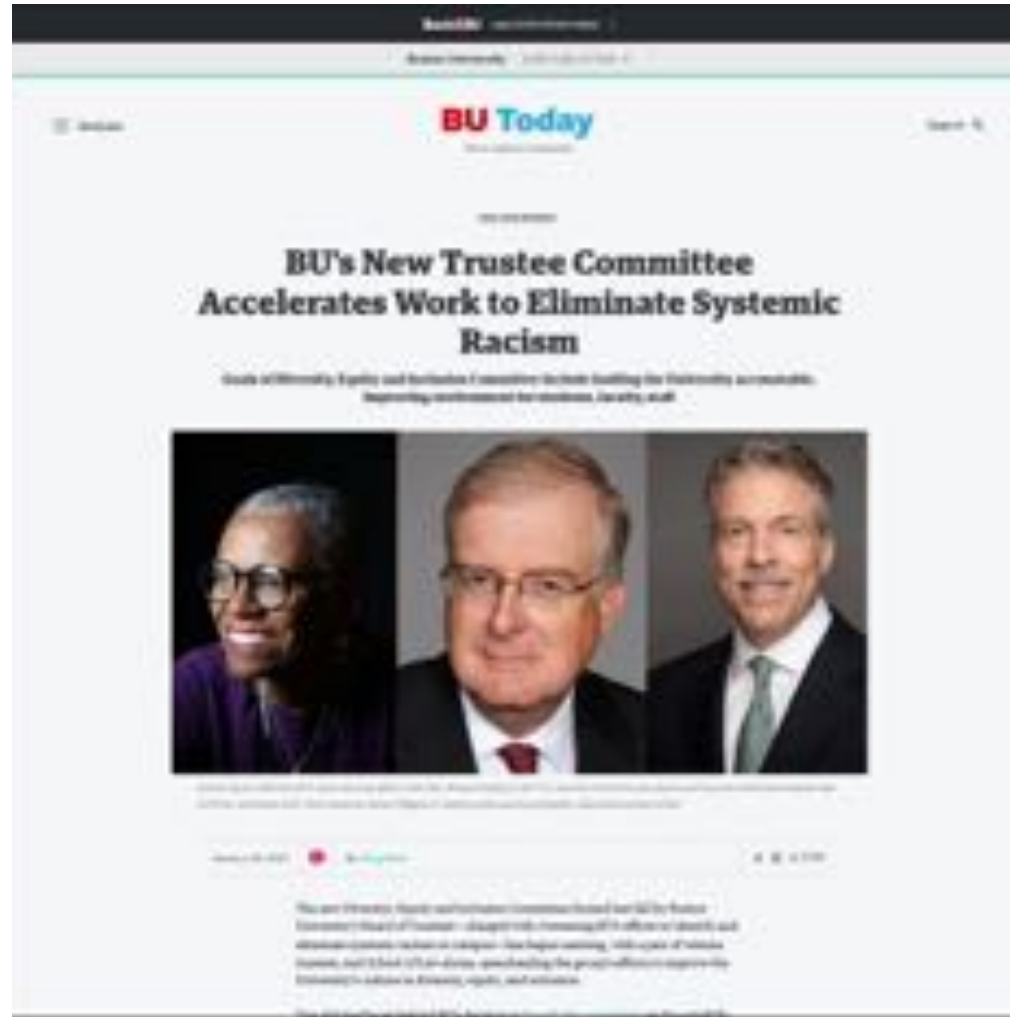
# Gender Diversity in Medicine, Columbia University Vagelos College of Physicians and Surgeons



## VP&S Office for Women and Diverse Faculty

The VP&S Office for Women and Diverse Faculty was formed in 2020 as a result of the [2019 Report and Recommendations from the Vagelos College of Physicians and Surgeons Dean's Advisory Committees for Women Faculty and CUIMC Faculty Diversity and Inclusion](#). The aim of this office is to provide targeted outreach and

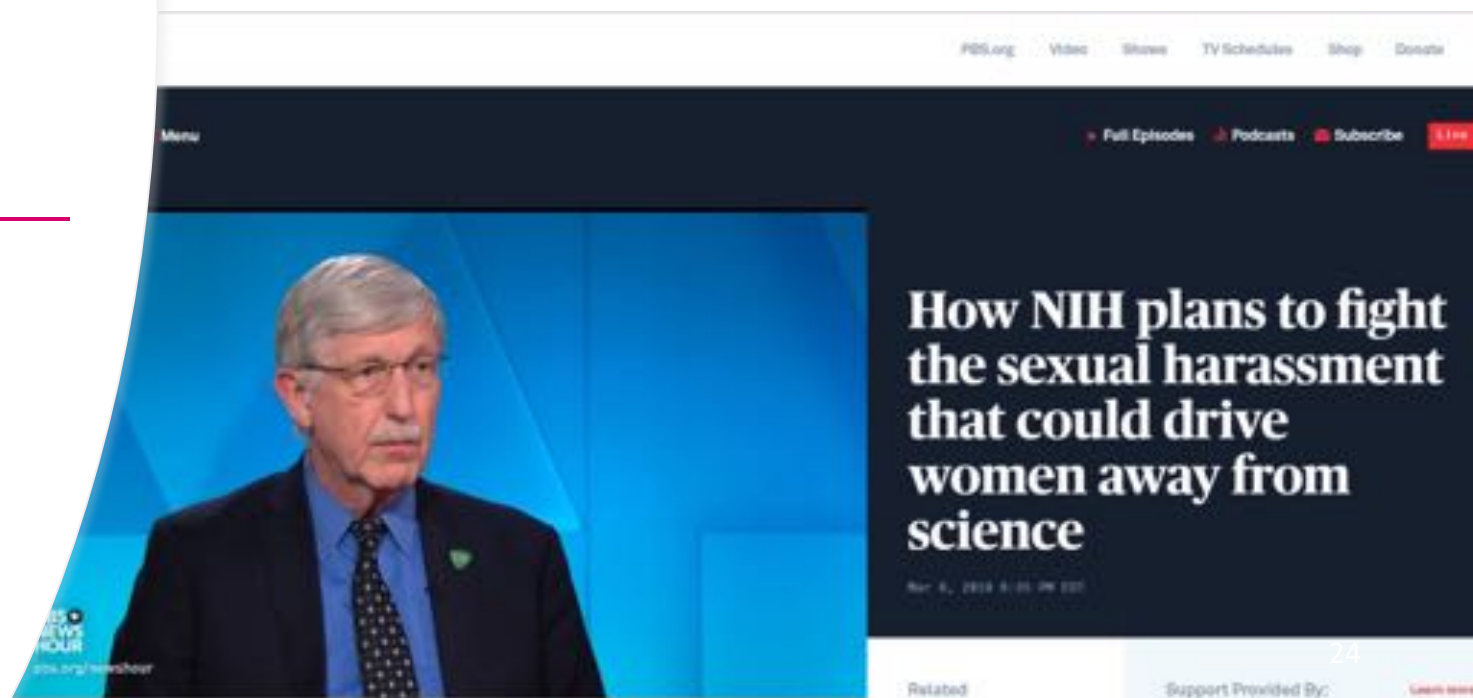
# Achieving Gender Equity at Boston University, Trustees of Boston University, Boston University Medical Campus



# Diversity Dividend

- Diversity in PIs and Teams**
  - = More equitable**
  - = More innovative**
  - = More productive**
  - = More women's health research**
-

Introducing  
Francis S. Collins, M.D., Ph.D.  
Director of the  
National Institutes of Health





# Winners of the NIH Prize for Enhancing Faculty Gender Diversity

## **WISELI: A Wise Approach to Gender Equity**

University of Wisconsin-Madison  
Molly Carnes, M.D., M.S.

## **A Framework to Promote Gender Diversity & Equity**

Rochester Institute of Technology  
Elizabeth Dell, M.S.

## **Promoting Women of Diverse Creative Expertise**

Worcester Polytechnic Institute  
Susan Roberts, Ph.D.

## **No One Size Fits All: FOCUS's Mosaic of Initiatives**

Perelman School of Medicine, University of Pennsylvania  
Stephanie Abbuhl, M.D., FACEP

## **Participatory Approaches for Gender Equity: CWIMS**

University of Minnesota Medical School  
Jerica Berge, Ph.D., MPH, LMFT, CFLE

## **Enhancing Faculty Gender Diversity at MD Anderson**

University of Texas MD Anderson Cancer Center  
Elizabeth Travis, Ph.D, FASTRO

## **FIU ADVANCE**

Florida International University  
Caroline Simpson, Ph.D.

## **Leveraging Evidence to Enhance Faculty Diversity**

University of Houston  
Christiane Spitzmuller, Ph.D.

## **Gender Diversity in Medicine**

Columbia University Vagelos College of Physicians and Surgeons  
Anne Taylor, M.D.

## **Achieving Gender Equity at Boston University**

Trustees of Boston University  
Megan Bair-Merritt, M.D.



# Honorable Mentions for the NIH Prize for Enhancing Faculty Gender Diversity

## **Intersectional Directions: Faculty Success @XULA**

Xavier University of Louisiana  
Florastina Payton-Stewart, Ph.D.

## **Colorado Trails to Advance Gender Diversity**

University of Colorado School of Medicine, Anschutz Medical  
Campus  
Anne Libby, Ph.D.

## **Women in Medicine and Science Program**

Wake Forest School of Medicine  
Janet Tooze, Ph.D., MPH

## **University of Chicago: Using 3 R's to Elevate Women**

University of Chicago  
Julie Oyler, M.D.

## **Promoting Women Scientists during COVID and Beyond**

Mass General Brigham, Harvard Medical School  
Miriam Bredella, M.D.

## **Eye of the Tiger: Women with a Will to Thrive**

Southern Illinois University School of Medicine  
Vidhya Prakash, M.D.



# Participating American Association for the Advancement of Science (AAAS) SEA Change Institutions

## University of Florida

Cathy Lebo, Ph.D.

## Arizona State University

Tiffany Ana López, Ph.D.

## University of California, Irvine

Marguerite Bonous-Hammarth, Ph.D.

## University of California, Davis

Philip Kass, DVM, MPVM, MS, Ph.D.

*SEA Change aims to advance institutional transformation in support of diversity, equity, and inclusion, especially in colleges and universities.*

<https://seachange.aaas.org/>



# Vision for Institutional Change

**Moderator: Shirley Malcom, Ph.D.**

Senior Advisor and Director, STEMM Equity Achievement (SEA) Change AAAS

**Elizabeth Travis, Ph.D, FASTRO**

University of Texas MD Anderson Cancer Center

**Anne Taylor, M.D.**

Columbia University Vagelos College of Physicians and Surgeons

**Vidhya Prakash, M.D.**

Southern Illinois University School of Medicine

**Cathy Lebo, Ph.D.**

University of Florida

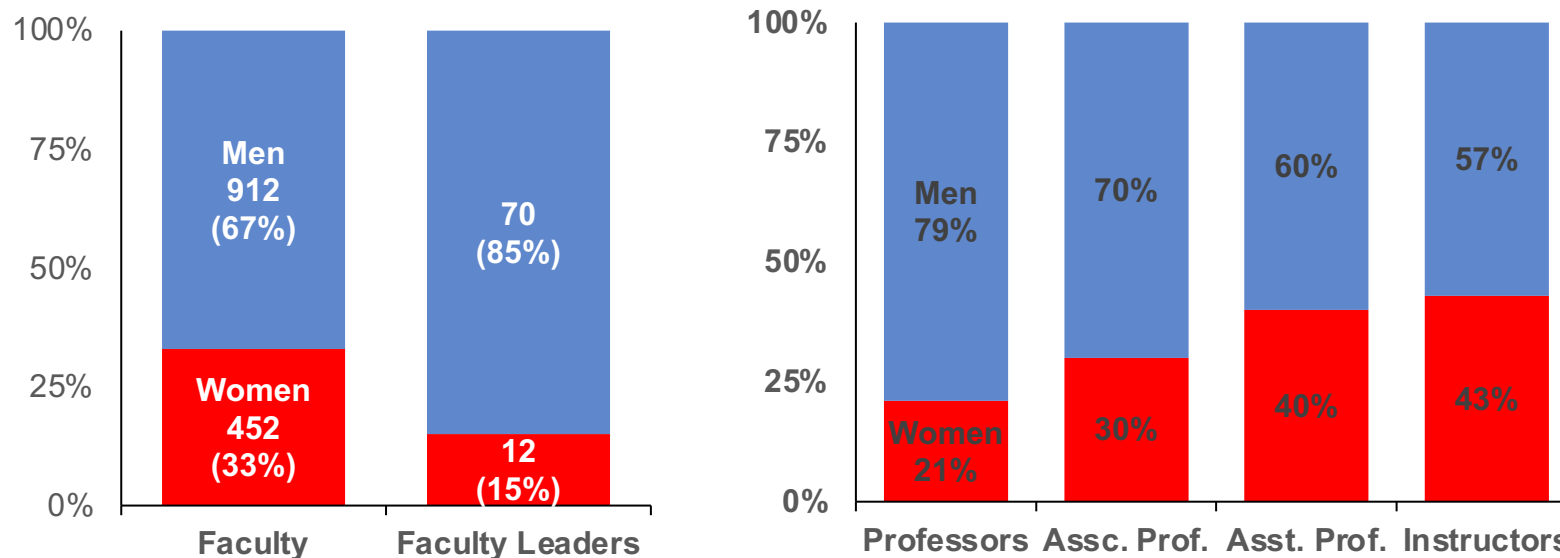




# The Problem

In 2007, The University of Texas MD Anderson Cancer Center recognized that despite more than 2 decades of numerous interventions by volunteer faculty to improve gender equity across the institution (e.g., committee membership, faculty leaders, professors, recognitions) minimal progress had been achieved in any of the domains.

## Status of Women Faculty 2007



# The Strategy – It Needs To Be Someone's Day Job!

## Office of Women Faculty Programs

- Established in 2006
- Charged with advancing women faculty careers careers
- Led by AVP
- Reports to CAO

## Core Principles

- Intentionality
- Data, Data, Data
- Fix the system
- Partner with key stakeholders
- Include men

## First Steps

- Fact-based view
- Division/Department roadshows
- Collaborate with department chairs

# The Practice

## Leadership

- Leadership search policy revised
- Groom your own

## Advisory Committee

- At least 35% men
- Members: leaders, faculty senate

## Educate Women Faculty

- Negotiation
- Promotion and Tenure
- *Sponsorship*

## Career Development, Mentoring

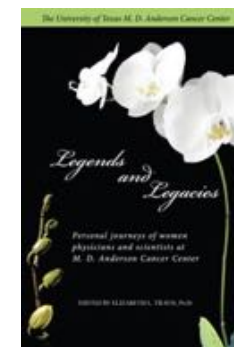
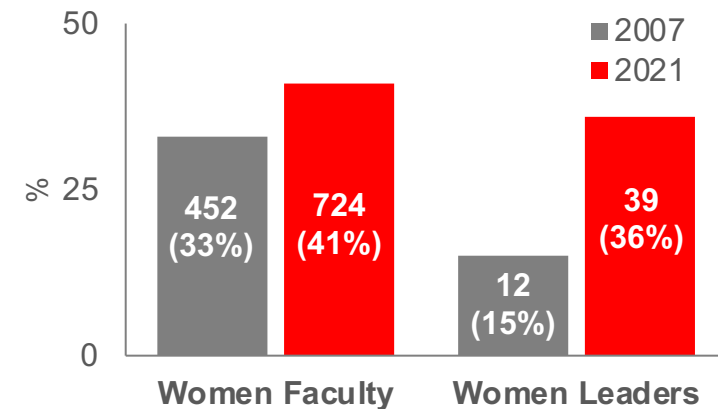
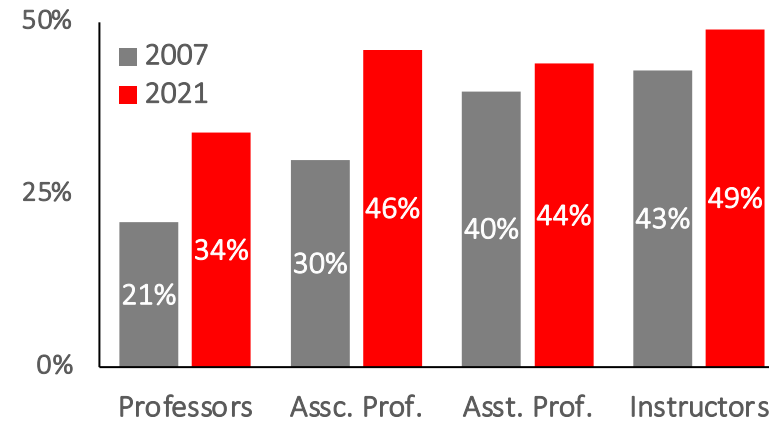
- AAMC career development programs
- ELAM
- One-on-one coaching with AVP

## Increase Recognition of Women Faculty

- Legends and Legacies: Personal journeys of women physicians and scientists at MD Anderson Cancer Center, ed. E.L Travis, 2008
- Nominate for awards/honors, internal and external
- Margaret L. Kripke Legend Award
- Women Leading the Way Lecture Series

## Data, Data, Data

- Annual status of women faculty report to leaders
- Annual salary equity review





THE UNIVERSITY OF TEXAS  
**MD Anderson**  
~~Cancer Center~~  
Making Cancer History®

## Enhancing Gender Diversity at the University of Texas MD Anderson Cancer Center

**Dr. Elizabeth Travis, PhD, FASTRO**  
Associate Vice President  
Faculty Diversity, Equity and Inclusion  
[Etravis@mdanderson.org](mailto:Etravis@mdanderson.org)

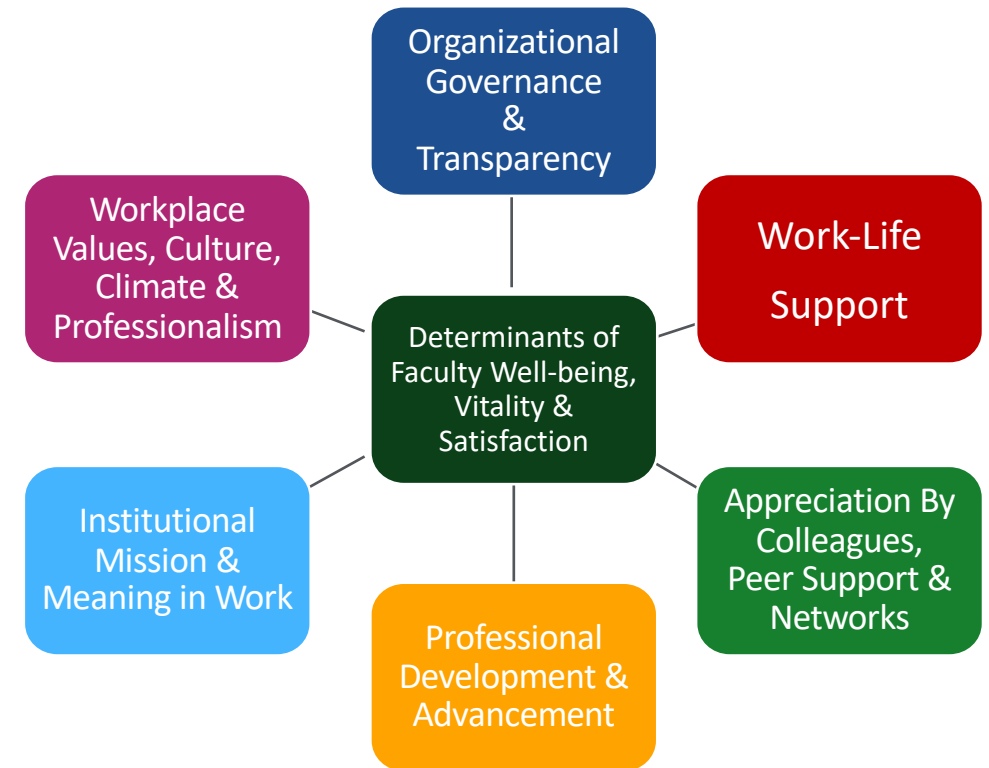
October 5, 2021



# The Vision for Increasing Gender Equity and Inclusion at the Columbia University Vagelos College of Physicians and Surgeons

- Address factors disproportionately affecting women within a framework for addressing the needs of all faculty
- Framework based on determinants that have been associated with overall faculty vitality, productivity, and satisfaction
- Examine and address the impact of policies, practices and procedures within each determinative area on the inclusion of women
- Multi-dimensional approaches – based on published literature on organizational change; consultation with experts; policy assessment and changes; and extensive faculty engagement at all levels by surveys, taskforces, advisory committees, program evaluations, and direct feedback
- *Keep gender equity as the guiding concept in all faculty related processes, policies, and procedures*
- Measure progress (or lack of it!) regularly; always ask “why”!

## Determinants of Faculty Satisfaction and Success



### References:

- Shanafelt & Noseworthy Mayo Clinic Proceedings 2017: 92 129-146  
Bunton, SA, et al, Acad Med 2012: 87, 574-581  
Shah, D, et al, Acad Med 2018: 979-984

# Specific Goals / Metrics

1. Assess whether policies/ processes on advancement, honors, leadership appointments, and compensation are fair, transparent, and inclusive in impact
2. Provide professional development and mentorship based on faculty requests, perceived needs (some by all faculty, some particularly by women)
3. Equalize advancement and leadership opportunities by reviewing search/appointment processes
4. Increase the participation of and leadership by women of decision-making groups (both appointed and elected groups)
5. Collaborate with Work/Life Office for improved services for all faculty
6. *View all policy/practices/personnel decisions through a gender equity lens*

# Gender Equity Outcomes at the Columbia University Vagelos College of Physicians and Surgeons (2010-2021)

- Increased numbers of women promoted to associate and full professor
- Increased number of new endowed professorships awarded to women (13% to 44%)
- Increased percentage of women in the tenure track (35%-44%)
- Increased number of women department chairs, division directors, vice chairs, and faculty deans
- Increased number of women members or leaders of decision-making committees
- Increased numbers of women elected by peers to Faculty Council, Academies of Excellence
- Increased numbers of women nominated for external awards
- Improved parental leave policy used primarily (>70%) by women assistant professors
- Increased professional development courses as requested by women faculty
- Appointment of Faculty Advisory Deans to increase access to academic support
- Membership in the National Academies Action Collaborative to Prevent Sexual Harassment
- Participation in the university anti-bullying effort
- Launch of the Office of Professionalism

## **On-going Work:**

- All of the above!!
- Recognize the impact of intersectional identities amongst women faculty
- Continued work on organizational climate
- Continued assessment of salary equity
- Continued efforts to increase women in leadership, awarded tenure, receiving honors and awards

# VISION FOR INSTITUTIONAL CHANGE

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Slides from Univ Florida, Dr. Cathy Lebo  
For AAAS SEA Change panel presentation  
Oct 5, 2021



# Women in Academic Leadership Positions

Presidents, Vice Presidents, Deans

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The University of Florida has 9 female deans – in Agriculture, Art, Dentistry, Engineering, Law, Medicine, Nursing, Pharmacy, and Veterinary Medicine.

The University of Florida has 5 female vice presidents – for General Counsel, Enrollment Management, Human Resources, Strategic Communications, and Student Affairs.



Men and women have different pathways to leadership positions.



What it means to be “the First Female” – -- the burden and the opportunity.



You can't fix everything. What is your mission? How do women make their mark as leaders?



Time is short, progress is slow. Are we preparing the next generation of leaders?

# Measuring Our Progress

Transparency and sustainability are key

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Setting goals

Sustaining the effort

Leadership roles, at different levels



How far have we come?



Where and how have we made progress?



Measuring and communicating progress.  
Dashboards, scorecards, availability pools.



Time is short, progress is slow.  
How long should it take to reach our goals?

# Transitions

## Opportunities for change

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There has been very little change in the faculty profile of major research universities since the 1970's.

As tenured faculty retire, faculty profiles will change.

The University of Florida recently added 500 full-time faculty positions.



Typical number of new faculty hired each year,  
96 tenured/tenure track  
149 non-tenure track.



Undergraduate enrollment > 50% female.  
Graduate enrollment > 50% female.  
Tenured/tenure track faculty are 39% female.



Are we prepared for both incremental  
and episodic change?



Time is short, progress is slow.  
We need to maximize opportunities for change.

**Our Vision: A strong and meaningful alliance among all members of the medical community, with the common purpose of working harmoniously in an equitable environment to support the mission of SIU Medicine.**

**Our Mission: Provide a supportive forum to promote honest discussion and positive change in gender equity, career advancement, work-life balance and community service, and to champion professional development and promotion of women in medicine and science.**

## Alliance for Women in Medicine and Science

Here's to strong women. May we know them. May we be them. May we raise them. – unknown

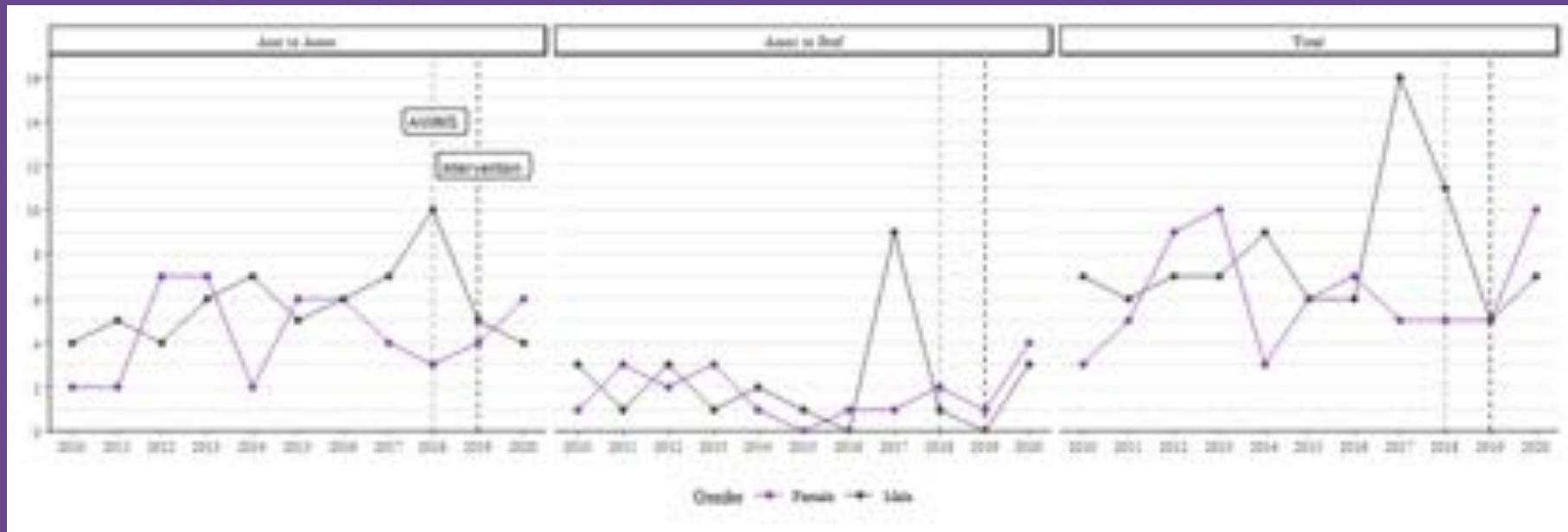
INSIGHT by Diversity  
INSPIRING  
AFFINITY  
GROUP   
AWARD 2020



	Assistant (n=174)	Associate (n=85)	Professor (n=49)
n (%)			
White	100 (57)	58 (68)	36 (73)
Asian	51 (29)	17 (20)	11 (22)
Black	11 (6)	5 (6)	1 (2)
Hispanic	9 (5)	3 (4)	1 (2)
Other	3 (2)	2 (2)	-
Male (n=173)	88 (51)	45 (53)	40 (82)
Female (n=135)	86 (49)	40 (47)	9 (18)



# Outcomes and Future Steps



- Annual meetings with department chairs to review list of faculty
- Link women faculty with mentors and sponsors
- Centralized hub for national speaking, research opportunities
- Continuation of RISE WIMS (Research Initiative to Sponsor and Empower Women in Medicine and Science) program
- Recruitment strategies for Black, LatinX, Native American faculty

# Training for inclusive, equity-minded environments

**Moderator: Jon Lorsch, Ph.D.**

Director, National Institute of General Medical Sciences (NIGMS), NIH

**Elizabeth Dell, M.S.**

Rochester Institute of Technology

**Philip Kass, DVM, MPVM, MS, Ph.D.**

University of California, Davis

**Caroline Simpson, Ph.D.**

Florida International University

**Megan Bair-Merritt, M.D.**

Trustees of Boston University



# RIT | Rochester Institute of Technology

*Training for inclusive, equity-minded environments*

- **Unconscious Bias Awareness & Action**
  - Required Unconscious Bias Training for search committees and reviewed during Promotion & Tenure committee launch
  - Establishing a Vibrant Learning Environment Workshops
- **Diversity Theater**
  - external & internal programs
- **Advocates & Allies Workshops**
  - Engaging men in gender equity work
  - Approach used for other areas of focus:
    - Other identities: Women of color, LGBTQTIA+
    - Role of equity & inclusion in academic governance
- **Diversity Education at RIT**
- **Tip-sheets & Resources on AdvanceRIT website** [www.rit.edu/advance](http://www.rit.edu/advance)



## RIT

Office of  
the Provost  
**AdvanceRIT**



# UC Davis Strategies for DEIB

- STEAD (á la STRIDE)
- Mandatory DEI statements
- Online DEI training
- Theatrical training
- Climate assessment
- Student evaluations
- ∅ Passing the harasser
- Salary equity analysis

**UCDAVIS**  
ACADEMIC AFFAIRS



### STRIDE: Best Practices

- STRIDE for Recruiting
- STRIDE for Tenure & Promotion
- STRIDE for Leadership Hiring
- STRIDE for Diversity Advocates

Outcomes:

- ✓ Increases in URM and women faculty, especially in STEM

[go.fiu.edu/strideresources](https://go.fiu.edu/strideresources)

### Bystander Leadership Program

- One-day interactive faculty workshop to reduce bias and increase inclusion
- Faculty get to practice interventions in a safe space

Outcomes:

- ✓ Increase in awareness and willingness to intervene

[go.fiu.edu/bystander](https://go.fiu.edu/bystander)

### Other Programs

- Faculty Mentor Program
- Dept. DEI Plans
- Salary Equity Program
- Microclimate Project
- College Equity Advisors
- Diversity Mentor Professorships

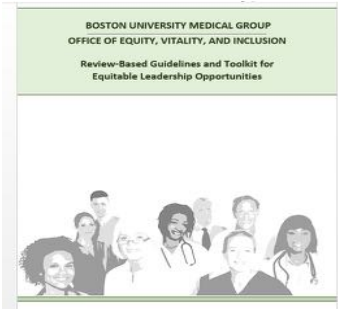
Outcomes:

- ✓ 1400 faculty have participated in at least one program

[advance.fiu.edu](https://advance.fiu.edu)



# Training for inclusive, equity minded environments: Boston University School of Medicine & BU STEM Departments



## Approach based on faculty needs assessment

- Faculty Development Programs
  - Mid-Career Faculty Leadership Program
  - Marcelle M. Willock, MD Faculty Development Program for faculty Underrepresented in Medicine
  - Women's Leadership Program
- Research-focused longitudinal workshops
  - Career Development Award Grant Writing Workshop
  - PRIME (K to R program)
- Career Coaching
- **What worked:** leadership buy-in; forums for networking, mentorship and sponsorship; flexibility; use of data for iterative improvement; fostering a sense of community
- **Challenges:** time for faculty to participate and competing demands

## Attention to broader equity climate

- Review Based Guidelines for Equitable Leadership Opportunities
  - **RBG toolkit** reflects best practices for equitable assignment of leadership positions in academic medical centers
  - Includes bias training and development of a diverse standing leadership search committee for all internal leadership position searches
  - Templates for job descriptions, standardized interview questions, evaluations
  - [https://www.bumc.bu.edu/bumg/files/2021/03/EVI-RBG-for-Equitable-Appointment-of-Leadership-Roles\\_022221.pdf](https://www.bumc.bu.edu/bumg/files/2021/03/EVI-RBG-for-Equitable-Appointment-of-Leadership-Roles_022221.pdf)
- Department bystander training (BRIM) with goal to broaden training across the campus
- Data from Physician Wellness Academic Consortium (PWAC) survey on professional vitality, burnout and mistreatment to guide Department level equity goal setting

# Reducing Barriers to Career Advancement

**Moderator: Roger Glass, M.D., Ph.D.**

Director, Fogarty International Center (FIC), NIH

**Stephanie Abbuhl, M.D., FACEP**

Perelman School of Medicine, University of Pennsylvania

**Florastina Payton-Stewart, Ph.D.**

Xavier University of Louisiana

**Susan Roberts, Ph.D.**

Worcester Polytechnic Institute

**Marguerite Bonous-Hammarth, Ph.D.**

University of California, Irvine



## Multi-level Approach

- **Top down: Leadership driven**
  - A clear commitment and message
  - Policies, procedures → FLEXIBILITY
    - Promotion & tenure, **faculty positions\***, **lactation policies\***
  - Search committees
  - Salary equity
  - Collect data
  - Mentoring (formal)
  - Administrative support
  - Daycare
- **Bottom up: faculty/program driven**
  - **Engage leaders: foster change, suggest solutions\***
  - Develop initiatives: leadership & career training
    - **Longitudinal cohorts\***
  - Mentoring (peer, informal)
  - Conduct research
  - Networking and COMMUNITY

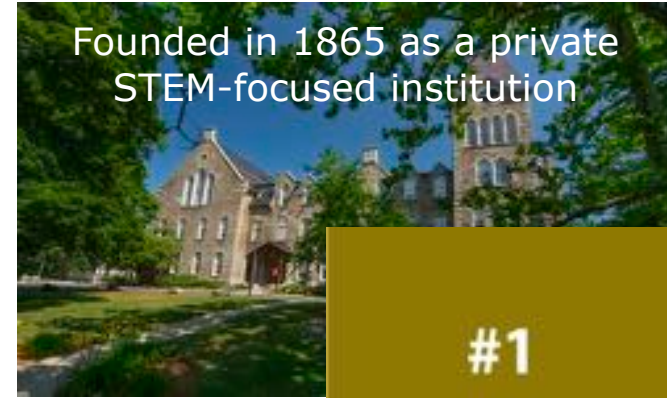


culture



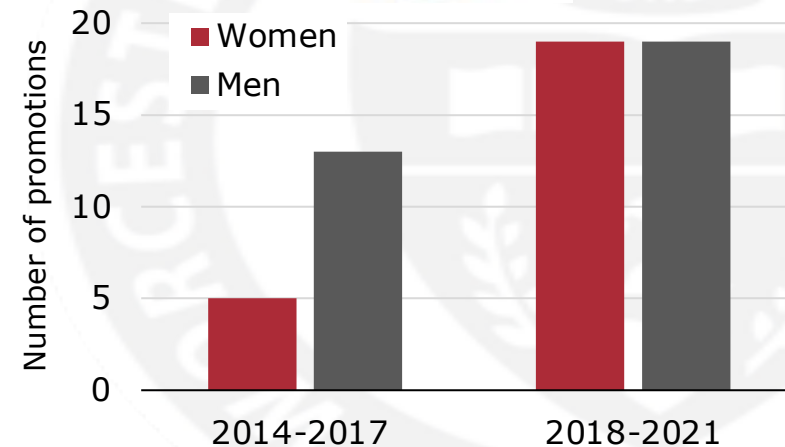
# Worcester Polytechnic Institute

- 16 academic departments, 14 in STEM fields
- 4500 UGs, 2000 graduate students
- 500 full and part-time faculty
  - Strong shared governance model
  - 32% female assistant professors (13/35)
  - 28% female associate professors (22/80)
  - 16% female full professors (13/84)
  - From 2006-2017, 67% success rate for promotion to Full in STEM (only 38% for women)
  - From 2006-2017, 70% success rate for promotion to Full in ENG (only 25% for women)
  - “Foggy Climate” identified as key reason for lack of female faculty advancement to Full and beyond



## Strategies and Outcomes

- 1) Adopt multiple forms of scholarship and clarify promotion criteria (policies, bias training, open access documents, matrix of library metrics to quantify impact of work, summer working groups)
- 2) Design and implement Associate Professional Development Plans and Mentoring Teams (workshops, financial incentive)
- 3) Provide individualized mini-grants to female Associate Professors to better enable promotion to Full Professor (\$2,000 for childcare, travel, editing, student support, proposal writing retreat, etc.)
- 4) Develop a new model for Annual Faculty Reviews – move from evaluative to conversational





# ***XULASTrIDES***

## **Faculty Administrative Fellow**

A Faculty Administrative Fellow for Diversity (now the Associate Provost for Faculty Affairs) to coordinate a climate study and monitor and coordinate diversity efforts.

## **Leadership Training**

National experts to provide evidence-based training for search committees, leaders, and faculty.

## **Mentoring and Peer Network**

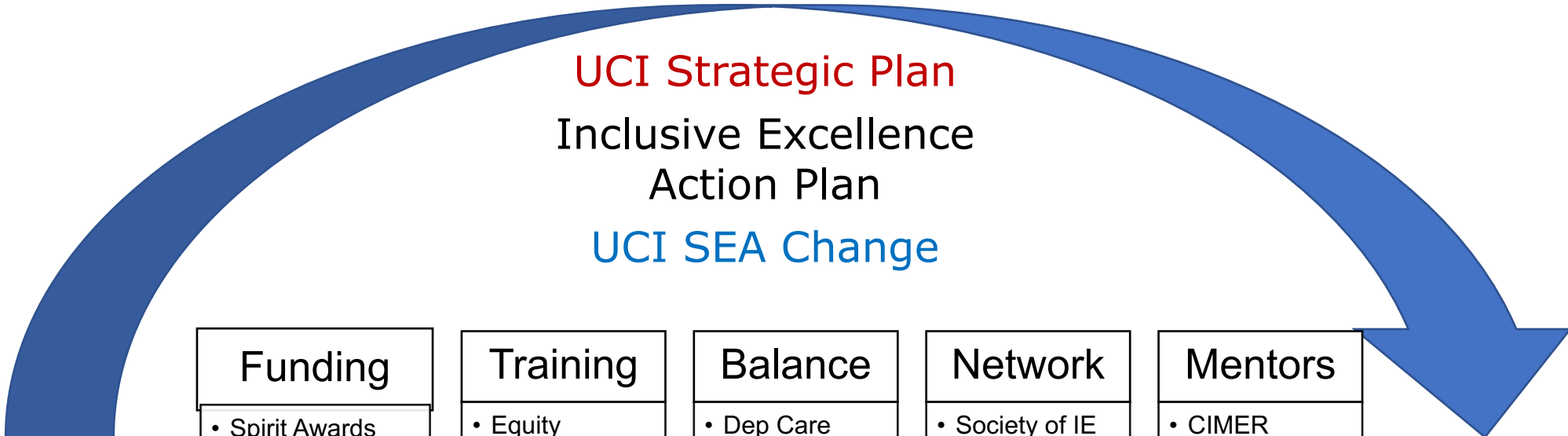
Strengthened mentoring and peer networks on campus increase retention and promotion of women faculty, particularly WoC in the biomedical sciences.

**Increased representation of women and minorities in leadership and at all faculty ranks, and an equitable, inclusive, and energizing workplace for all.**



# Identifying Major Levers to Advance Diverse Faculty Retention & Thriving

UCI Strategic Plan  
 Inclusive Excellence  
 Action Plan  
 UCI SEA Change



Career Barriers:

- Lack of Funding
- Lack of Training
- Work-Life Imbalance
- Lack of Network
- Lack of Mentors

Funding	Training	Balance	Network	Mentors
<ul style="list-style-type: none"> <li>• Spirit Awards</li> <li>• IE Term Chairs</li> <li>• T-RES</li> <li>• Interim COVID modified duties</li> <li>• Interim COVID Research Recovery Program</li> </ul>	<ul style="list-style-type: none"> <li>• Equity Advisors</li> <li>• Academic Personnel regular seminars</li> <li>• COVID-19 support policy &amp; practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Dep Care Travel Awards</li> <li>• Faculty Success Program</li> <li>• COVID STC</li> <li>• COVID deferrals for post tenure faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Society of IE Fellows</li> <li>• Equity Advisors</li> <li>• Equity &amp; Climate Councils</li> </ul>	<ul style="list-style-type: none"> <li>• CIMER Mentor training</li> <li>• Mentor resources</li> <li>• Provost Leadership Academy</li> </ul>

Thriving Faculty  
 =  
 Thriving Students  
 =  
**Thriving MSI R1  
 Institution &  
 DEI Leader**

# Effective tools for assessing and monitoring outcomes

**Moderator: Zach Thomas, M.Ed.**

Director, Director of Diversity, Equity, and Inclusion

**Tiffany Ana López, Ph.D.**

Arizona State University

**Jerica Berge, Ph.D., MPH, LMFT, CFLE**

University of Minnesota Medical School

**Christiane Spitzmuller, Ph.D.**

University of Houston

**Molly Carnes, M.D., M.S.**

University of Wisconsin-Madison



# ASU Charter

ASU is a comprehensive **public research university**, measured not by whom it excludes, but by **whom it includes** and how they **succeed**; advancing **research and discovery** of public value; and assuming **fundamental responsibility** for the economic, social, cultural and overall health of the **communities** it serves.

## Our intervention in culture and systems transformation

Arizona State University's SEA Change Action Plan begins with an objective: "Promote diversity and inclusion in leadership and upper administrative positions."

There is individualist change work that must take place (i.e. implicit bias training); but fundamentally, it is the structures that must change.

# Operationalizing the objective to advance equity, diversity and inclusion to impact structural change

ASU's Academic Enterprise, Knowledge Enterprise and Learning Enterprise all led by women.



**Nancy Gonzales**

Executive Vice President and University Provost, Academic Enterprise



**Sally Morton**

Executive Vice President, Knowledge Enterprise



**Maria Anguiano**

Executive Vice President, Learning Enterprise

## Of 109 deans at ASU:

- 59 are women (increase from 44 in 2019)
- 14 are Black, Indigenous or Hispanic (increase from nine in 2019)

## Increase in number of tenure-track women faculty and URM faculty:

- 783 are women (increase from 776 in 2019)
- 234 are Black, Indigenous or Hispanic (increase from 223 in 2019)

## Vice Provost for Inclusive Excellence works collaboratively to impact and shift structures with:

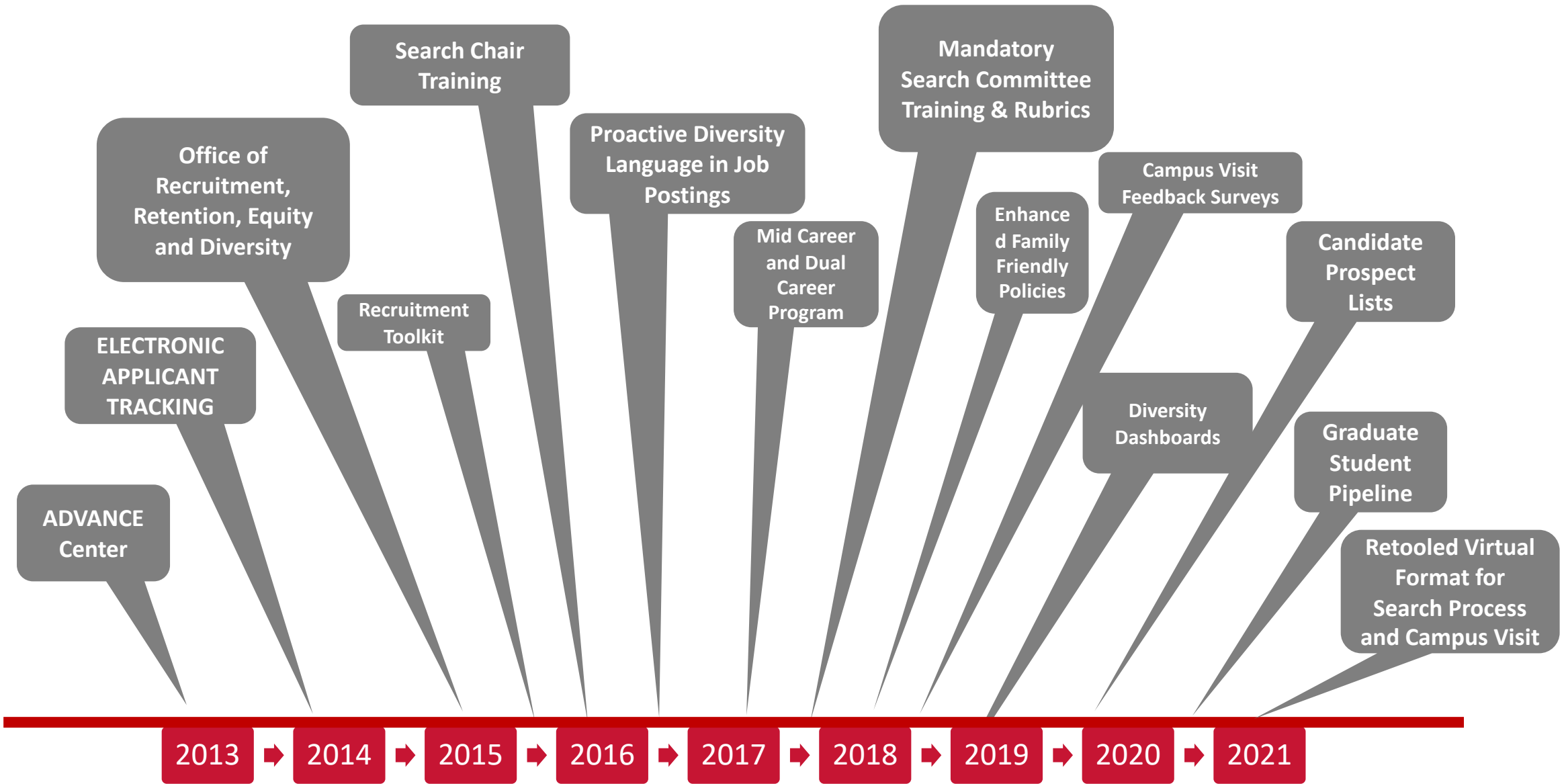
- Provost on core initiatives
- Colleague VPs on data, academic personnel and graduate education
- Council of dean designees representing ASU's 17 colleges to advance DEIB as central to each college's mission and our collective advance of ASU's charter





**UH Use What You've Got: Leveraging System Data for Driving Gender Equity**





# University of Houston Driving Faculty Excellence and Diversity

 **26%** Women

 **108%** African American Women

 **45%** Hispanic Women

 **8%** Women Full Professors

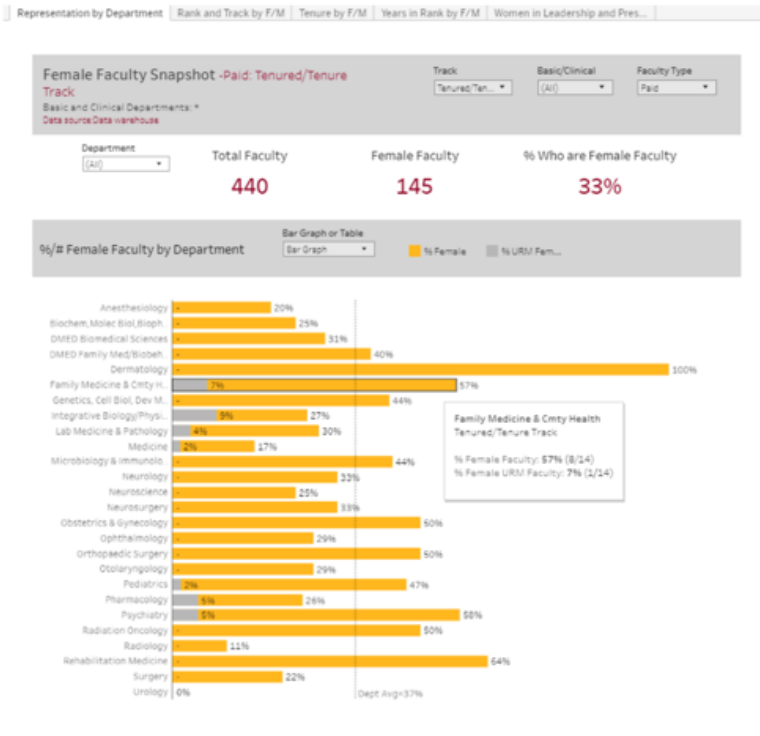
# Advancing Science and Practice. Incubator of Leadership.

# Equity Vital Signs: Pulse on Gender 2021 Annual Report

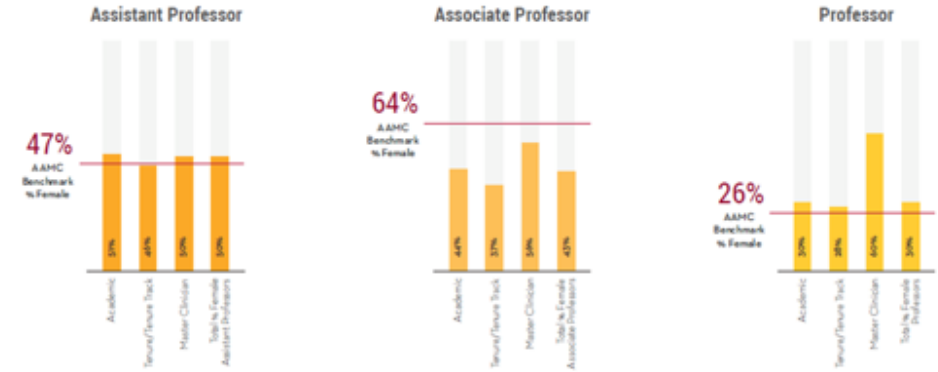
## CWIMS Action Groups



## Data Dashboard



## AAMC Benchmark Percent Female and Medical School Percent Female



## 2020 Clinical Department GEMS Award



Department of Rehabilitation Medicine  
Department Chair, Leslie Morse, DO  
CWIMS Department Representative: Dawn Lowe, PhD



We believe that creating an active, vibrant, welcoming community is essential to maintaining a culture of gender equity. We've found it productive to charge division directors and department leaders with identifying opportunities locally and nationally that support and advance career development for all faculty, but with a focus on unique resources and opportunities for women. Effectively communicating these opportunities is critical in an environment of information overload.

- Leslie Morse, DO



# CENTER FOR WOMEN IN MEDICINE & SCIENCE

MEDICAL SCHOOL OFFICE OF DIVERSITY, EQUITY & INCLUSION

# Highlights

5

Successful Institutional Pilot Grants

2

Center Peer-Reviewed Publications

6

National Presentations on CWIMS Gender Equity Work

1

Medical School Gender Equity Metrics Report and Inaugural GEMS award

2

Research Projects including COVID-19 Survey and Retention and Promotion Focus Groups

3

Early Pathways to Career Success Cohorts

9

Distinguished Women in Medicine and Science (DWIMS) Visiting Scholars

5

Successful Nominations of Women to Receive Prestigious Awards to Date

11

CWIMS Members Nominated to or Represented on Governing Boards



857

Retreat/ Workshop Event Attendee Registrations Since 2018



## Results Since 2018:

*Consistent increase in the percent of:*

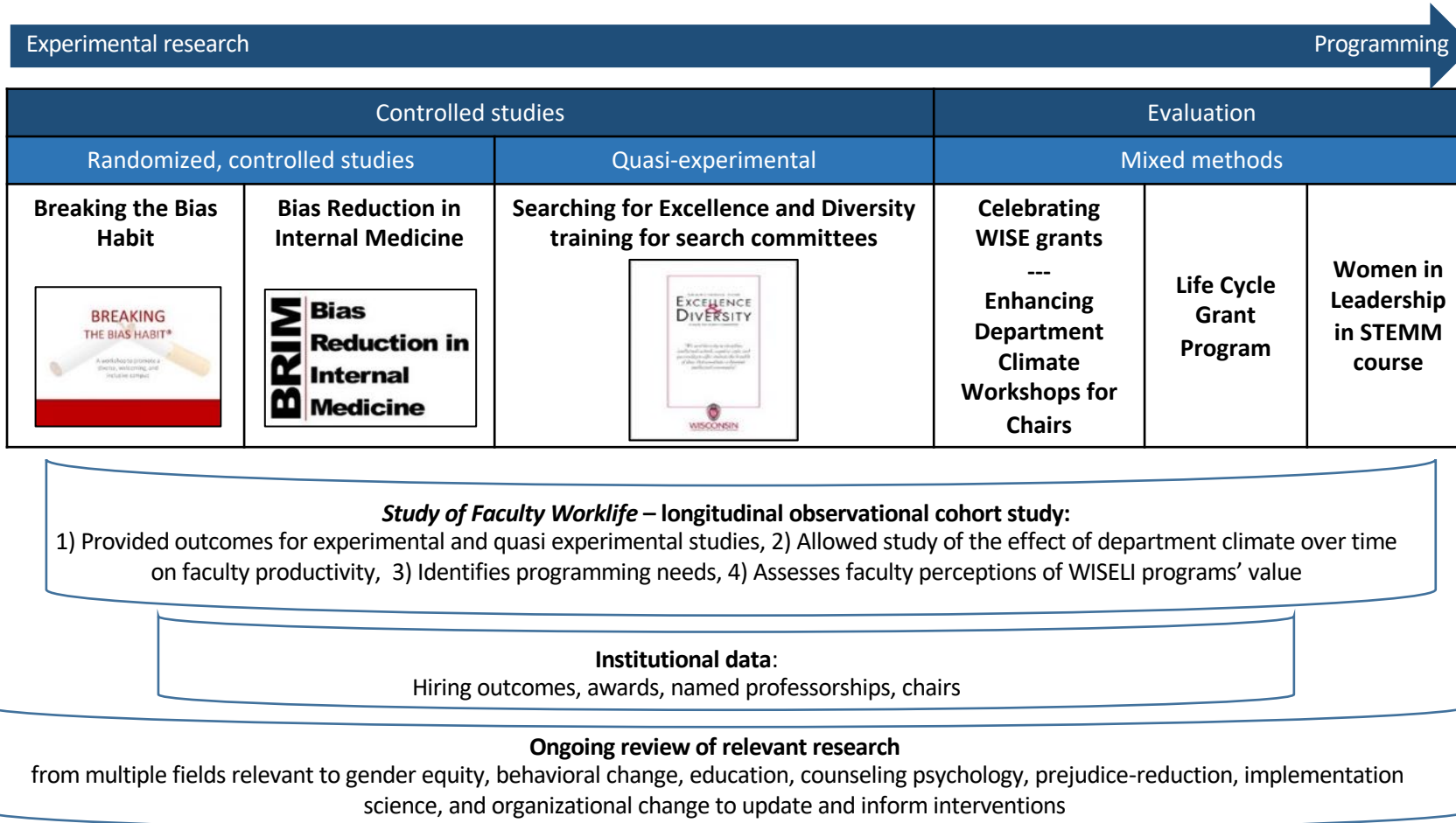
- *Women faculty at our institution*
- *BIPOC faculty at our institution*
- *Women faculty progressing across rank and track*
- *Women as search committee chairs*
- *Percent of search committees taking implicit bias training*



CENTER FOR  
WOMEN IN MEDICINE & SCIENCE

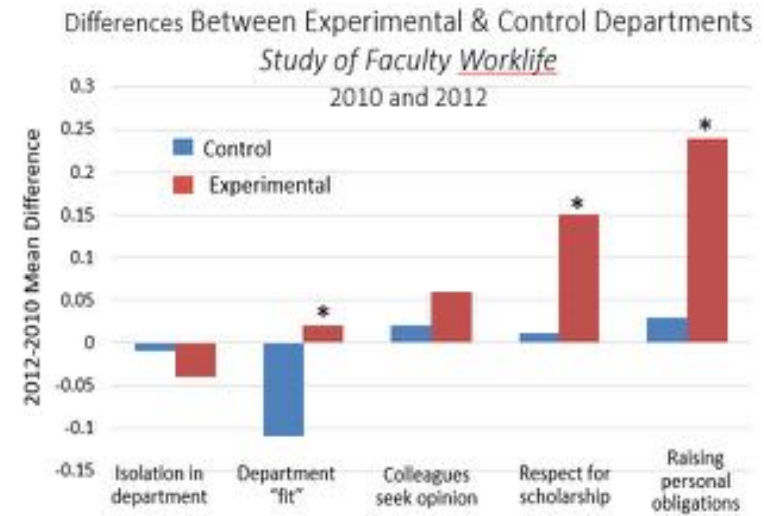
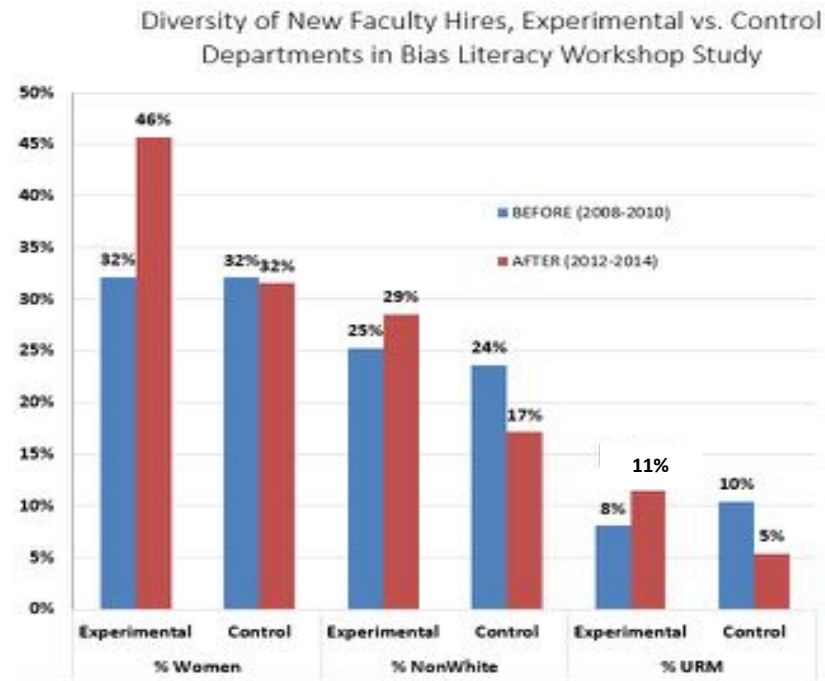
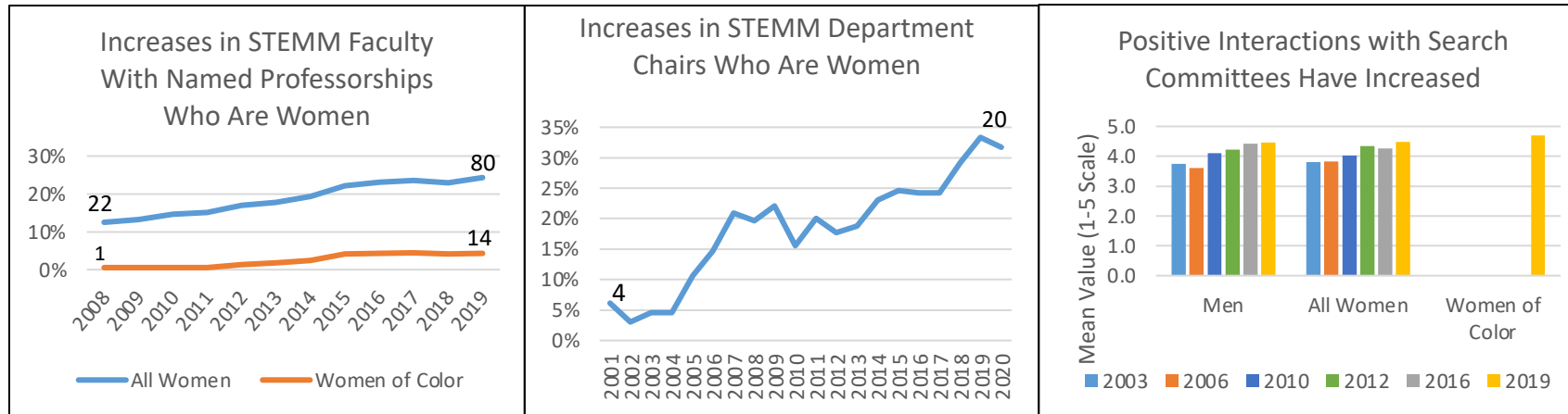
MEDICAL SCHOOL OFFICE OF DIVERSITY, EQUITY & INCLUSION

# Roadmap of WISELI data collection





# A few WISELI data examples



The National Academies of  
SCIENCES • ENGINEERING • MEDICINE

## CONSENSUS STUDY REPORT

Promising Practices for Addressing the  
Underrepresentation of Women in  
Science, Engineering, and Medicine

OPENING DOORS



# Effective Approaches to Fostering Faculty Gender Diversity, Equity, and Inclusion: Celebrating Progress

October 5, 2021

Rita R. Colwell, Ph.D.

Distinguished University Professor,  
University of Maryland at College  
Park and Johns Hopkins University  
Bloomberg School of Public Health

# The Report Statement of Task: *The Short Version*

1. What is the problem? (Chapters 1 & 2)
2. What are possible solutions? (Chapters 3 & 4)
3. Why haven't we seen more progress? (Chapter 5)
4. What should we do now? (Recommendations)

**Download the full report at [nap.edu](http://nap.edu)**



# Promising Practices

Chapters 3&4 offer details on ways to:

- write job descriptions inclusively
- mitigate bias in interviews and evaluations for promotion
- expand networks of job candidates
- think critically about what we value and reward before we interview candidates for jobs
- make sure that resources and information are shared equitably and broadly
- provide mentorship and sponsorship
- promote interest and engagement in STEM classrooms
- form a posse

# It's Not Personal, It's the System

## Chapters 9 & 10\*

- Train yourself
- Form a “posse”
- Think beyond academic science – apply best practices in business
- Require diversity on boards of companies spun out from University and Federally funded research
- Mentor young girls in mathematics and computer science – starting with the first grade!

\*Rita R. Colwell and Sharon B. McGrayne. 2020. *A Lab of One's Own: A Personal History of Sexism in Science*. Simon & Schuster. New York.



# Why Don't We See More Progress?

*“I think a lot of times people know what the best practices are, and would personally be supportive of them, but they feel like they're going to incur too much backlash...if they're not secure in their base of power, they feel like rocking the boat too much isn't something that they want to push for... ‘Why am I going to go out on a limb to do this? There's no real incentive for me to do it, for me personally as the leader.’ And so, they're just unwilling to go up against the very strong faculty members who are loud, and don't want to make the changes”*

# Why Don't We See More Progress?

*“There used to be a feminist statement to married women, ‘Most women are only one man away from welfare’ . . . I feel like a lot of these programs are only one man away from existing . . . I hope every day [that the provost] is not out looking for jobs, because I don’t know what will happen to a lot of these programs. Even if you think it’s institutionalized, it’s really not institutionalized . . . it’s all very vulnerable, it’s still peripheral.”*

# Why Don't We See More Progress?

*“It’s perceived as an extra workload kind of thing . . . you’re willing to do the extra work if it’s your passion . . . if you have one person with the passion to do it they figure out a way to do it, but then it’s extra work for them. They don’t get any kind of release . . . and then it goes away [if they leave]”*

# Why Don't We See More Progress?


*“We had funds that were put aside for opportunity hires for underrepresented women and underrepresented minority men and women. And over time they were used for all kinds of things. Whoever the provost was who came in or whatever the president wanted, the funds got used, and they eventually disappeared.”*

# Why Don't We See More Progress?

*“Most colleagues, I think, are reluctant to engage it...the indifference or resistance to hiring underrepresented minorities. It's quite astonishing that in some schools they've just hired their first African American. In fact, if you look at African American or Latino women, in some cases there are whole segments of higher education, STEMM fields, that haven't hired any.”*




# Change Process




**Drivers**

Incentive structures can drive the change process




**Accountability**



**Reward, Resources, & Recognition**




**Leadership**



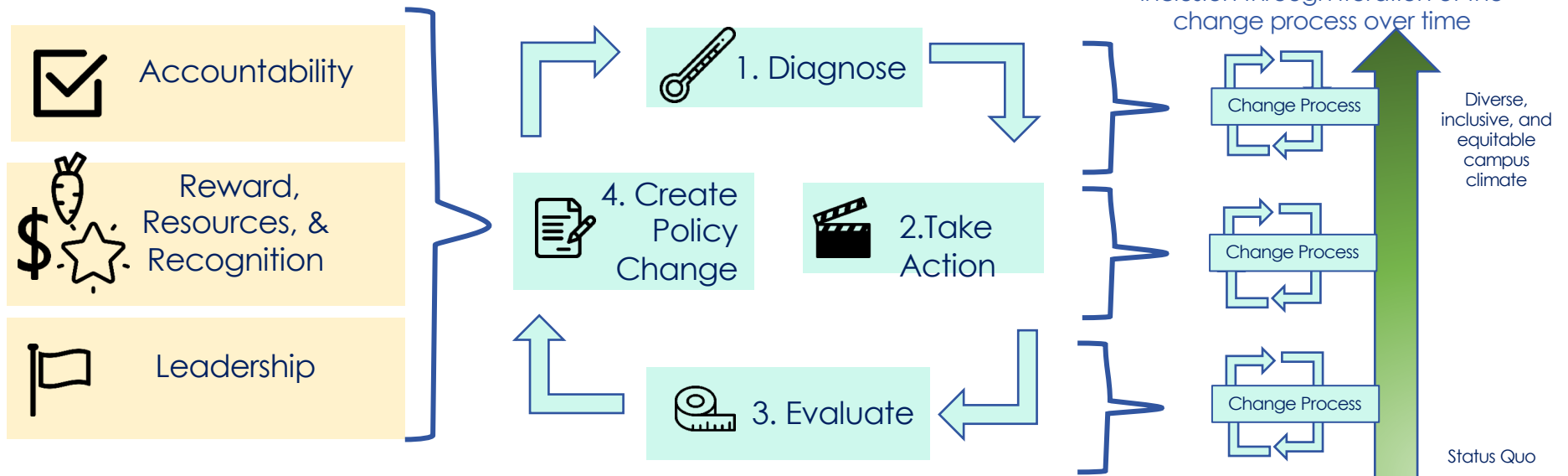
**Change Process**

A process to support the adoption or adaptation of data-driven practices



**Iteration over Time**

Moving from the status quo to greater diversity, equity, and inclusion through iteration of the change process over time



# Thank you



Interested in learning  
more?

Contact Ashley Bear at  
[abear@nas.edu](mailto:abear@nas.edu)

# Acknowledgements

**NIH Working Group on Women in Biomedical Careers**

**NIH Office of Research on Women's Health**

**NIH Office of the Director**

**American Association for the Advancement of Science**

**National Academies of Sciences, Engineering, and Medicine's (NASEM) Committee on Women in Science, Engineering, and Medicine**

**Judges for the Prize Competition**

**Darla Thompson, Ph.D.  
Program Director, AAAS SEA Change**

**Melissa Ghim, Ph.D.  
National Institute of Dental and Craniofacial Research (NIDCR)**

**Taylor Gilliland, Ph.D.  
National Institute of Biomedical Imaging and Bioengineering (NIBIB)**



# Thank you to our panelists and speakers

# And thank you to our attendees



Recording will be available [here](#).



Slides will be available [here](#) post meeting.



Graphic Notes will be shared [here](#) post meeting.

