2021 Annual Members Convening

September 21 & 22, 2020 Day 1



An initiative to advance professional and ethical conduct, climate & culture



Billy Williams

American Geophysical Union Sr. Vice President, Ethics, Diversity and Inclusion, Co-Chair Consortium Executive Committee

Societies Consortium Accomplishments

Model Policies

- Honors & Awards Policy
- Meetings & Virtual Meetings Conduct Policies—Short Form Policies & Participant Guides (2020)
- Ethics/Conduct-Harassment Policy—Full Policy Guide & Participant Guide (2020)
- Investigations, Resolution/Consequences Policy Guide (2020)

<u>Tools</u>

- 3-Stage Roadmap (2020)
- 5-Step Slide Guide (2021)
- Vision, Outcomes & Action Research Base Flyer (2021)
- Informal Resolution Process (2021)
- Conduct Do's & Don'ts—Meetings, Virtual Meetings, General (2020)
- Participant Instructions (2021)
- Pyramid Tool (2020)
- Investigations/Resolutions Case Studies Workshop & Annotated Slides (10/17/20)
- Compendium of Existing Resources & Experts (ongoing)



<u>Guidance</u>

- **Research Framework** (Imperative for Change)
- Offense vs. Open Science Discourse
- Hot Topics Webinars

Community Building

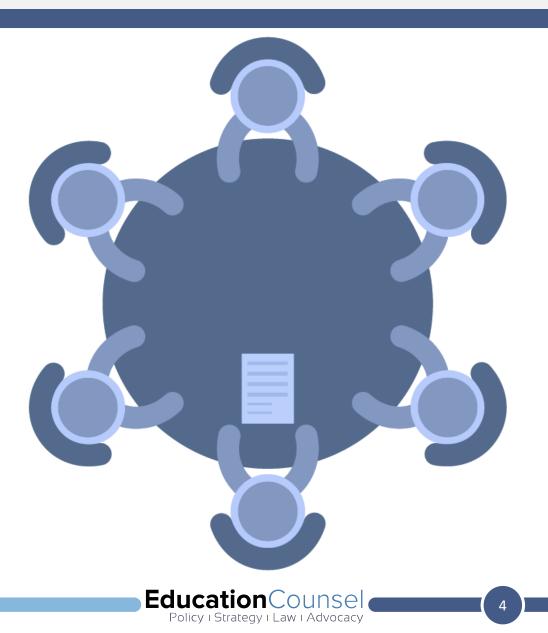
- Annual All Members Convening (Virtual in 2020)
- Reporting Out on Conduct Concerns (Template & Design Guide)
- Virtual Brown Bag discussion (2021)
- Member Matching Tool (2020)

Underway—Field-facing Impact

- Sexual and Gender Misconduct Flag Sharing System (Incident Info-Sharing Societies & IHEs)
- Case Study Library: Conduct Expectations/Addressing Issues in Meetings & Fieldwork



Thank You Societies Consortium Convening Brown Bag Contributors!





Societies Consortium 2021 Convening Planning Committee









Marc Beebe/IEEE Executive Committee Co-Vice Chair Shari Miles-Cohen/APA Executive Committee Co-Community Outreach & Inclusion Officer Yvette Seger/FASEB Leadership Council Member Felice Levine/AERA Executive Committee Co-Chair







Jamie Lewis Keith

Partner EducationCounsel

Overview of Two Days: Themes & Goals

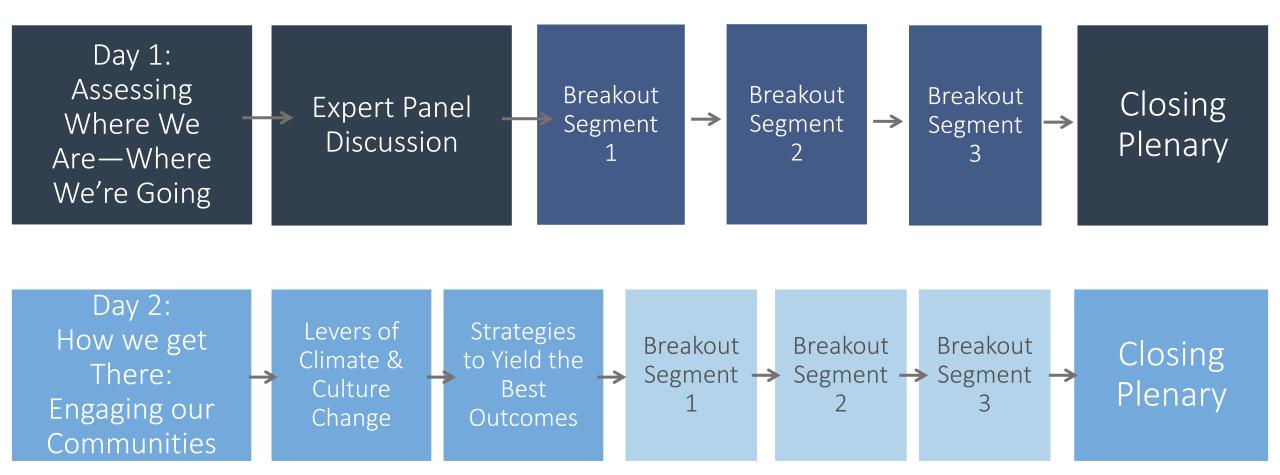
Giving Meaning to the World Context in Relation to the Consortium Mission

It's on Ongoing Journey, Making Progress Engaging the Collaborative for Change, Easing the Journey - POP Support





Overview Of Two Days: Structure





8

Inclusive Norms & How to Access Help

Take Care of Yourself

Practice Virtual Courtesy

3 Share the air & Respect others

Chatham House Rule Applies

Review Participation Guide

Convening Contacts

- Conduct Concerns?
 - -Felice Levine (202-262-7189) or at societiesconsortium1@gmail.com
 - -Shari Miles-Cohen at socieitiesconsortium2@gmail.com
- Meeting Official: Marc Beebe at consortiummeetingofficial@gmail.com
- Technical Assistance: Sally Schwettmann (sschwettmann@faseb.org)



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David Acosta, MD

Chief Diversity and Inclusion Officer, AAMC Consortium Executive Committee Sponsoring Society Community Outreach & Inclusion Co-Officer

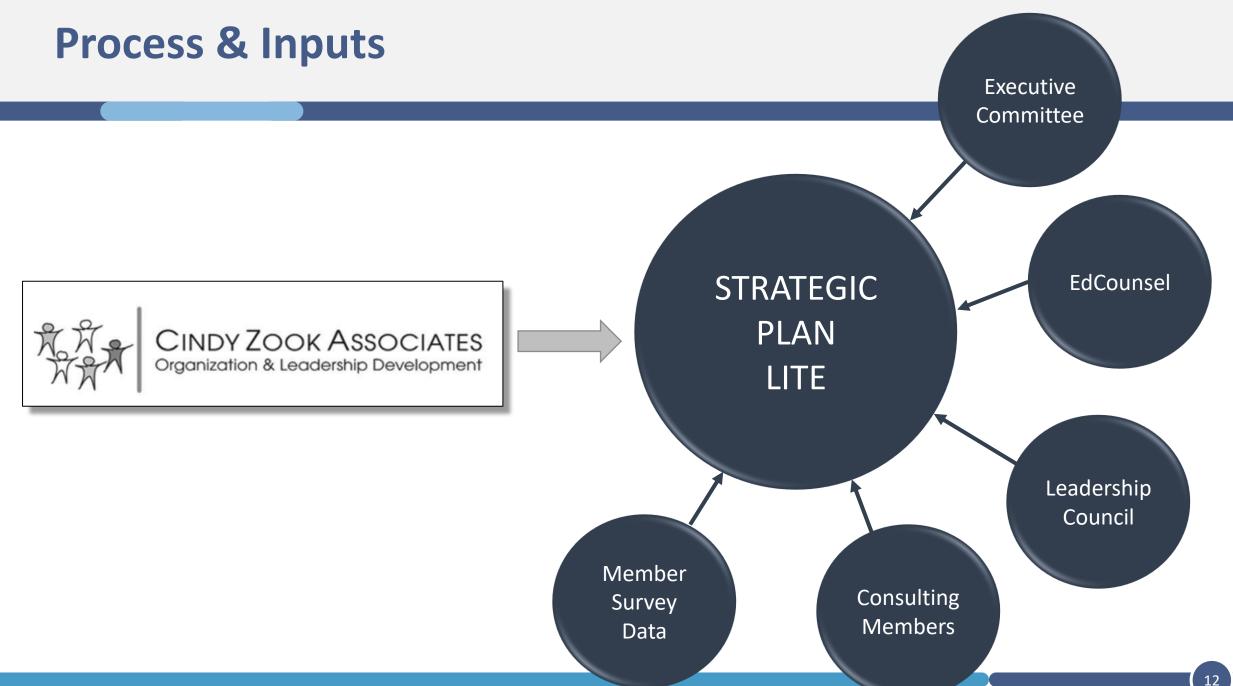
Art Coleman

Managing Partner EducationCounsel

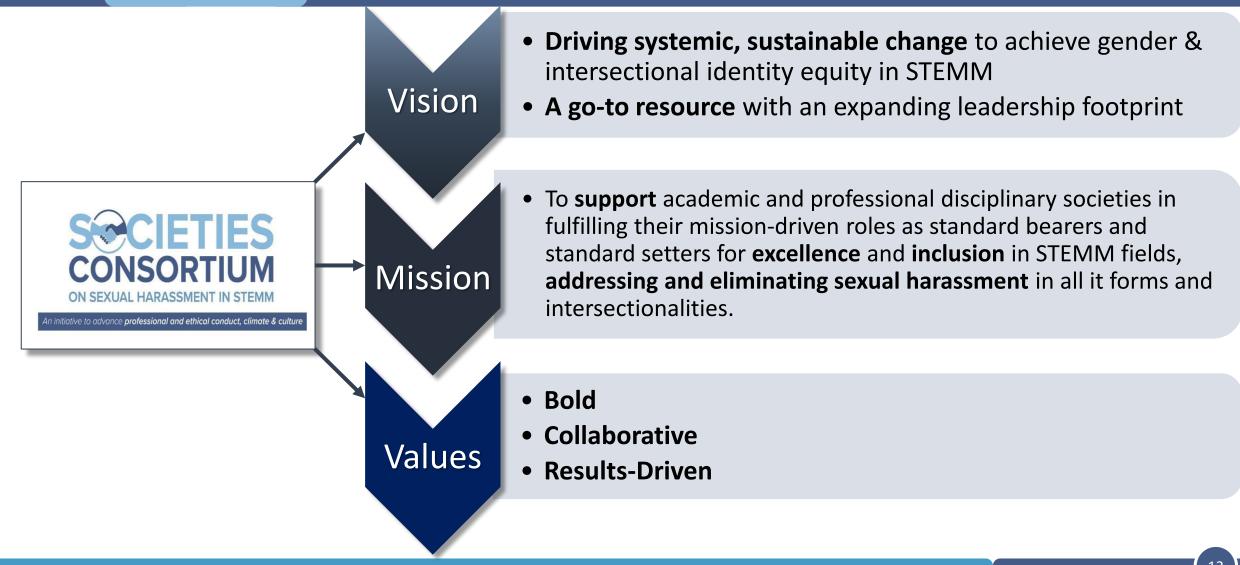
Strategic Planning Foci



- Articulate the vision of systemic culture
 & climate needed in STEMM fields
- 2. Determine highest impact areas
- 3. Focus & facilitate our internal capacity
- 4. Develop associate metrics for success
- 5. Advance our vision



Our vision, mission, and values guide all that the Consortium does



To advance toward our vision, we identified 4 goals

Catalyze members to drive systemic change that leads to full gender and
intersecting racial equity

2 Establish Members Problem of Practice Support Teams (POPS Teams) and Members Chat Capacity

Expand the Consortium's leadership footprint



3

Position the Consortium for longer-term sustainability and affordability

Explore & Identify Exclusionary Policies, Practices, Processes, Traditions, Cultural Norms

Evaluate Outcomes & Reassess Intervention Continuous Equity Improvement

Critical Deconstruction (Assessment)

Inclusive & Equitable Reconstruction (Intervention)

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Position the Consortium for longer-term sustainability and affordability

1 Catalyze members to drive systemic change that leads to full gender and intersecting racial equity

- Will build upon our Roadmap and 5-Step Slide Guide to create an actions toolkit.
- Members can use toolkit to:
 - Drive systemic change
 - Orient the next generation toward inclusion
 - Enhance broader member experience sharing

2 Establish Members Problem of Practice Support Teams (POPS Teams) and Members Chat Capacity

- Will provide new support for initiatives that Societies *are already doing*.
- Will serve a wide range of members by providing **choices** for how to engage the Consortium Community to **ease the burden** on each society
- Consortium will facilitate member community building to share experiences and ideas related to adoption and implementation of inclusive and ethical policies and practices.

3 Expand the Consortium's leadership footprint

- Two important field-facing initiatives already underway!
- Consortium Case Studies Library:
 - Hypotheticals grounded in real life experiences of harassment
 - Intended as a tool to establish inclusive conduct expectations for all people at all stages of STEMM careers, prevent misconduct at meetings, in field work, and in other high-risk settings
- Consortium Sexual and Gender Misconduct Flag Sharing System:
 - Facilitate Societies and IHEs in sharing of generic types of sexual and gender misconduct
 - Intended to reduce the phenomenon of "pass the harasser"

4 Position the Consortium for longer-term sustainability and affordability

- We want to meet the Societies' and fields' needs
- Chairs, Vice Chairs, and Sponsoring Societies are exploring how to maintain collective investments in the Consortium
- But there is need to diversify our revenues to assure sustained affordability.



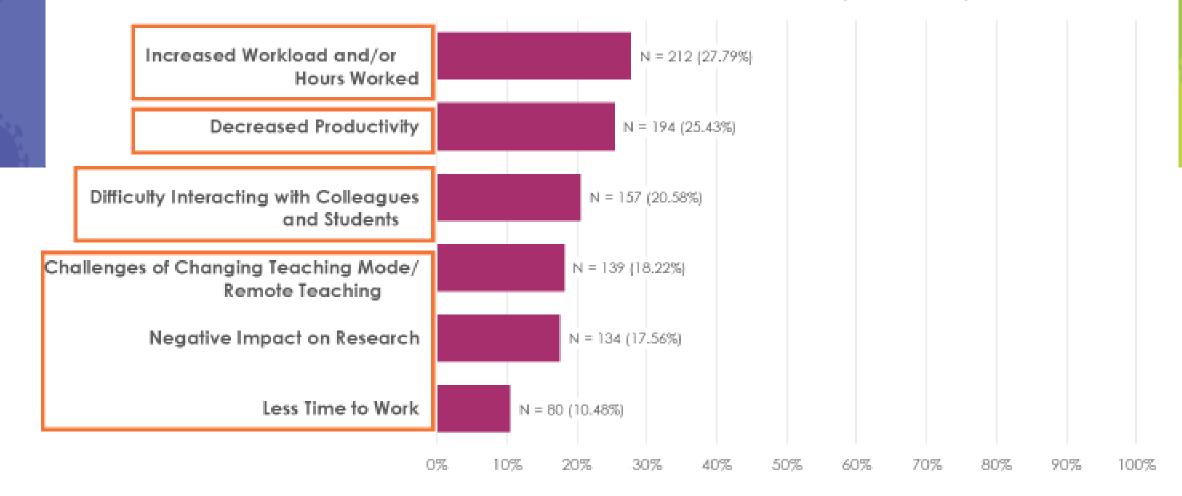
Where we are going – Vision and outcomes for change Vicki Magley, Ph.D. – Professor, University of Connecticut
Dr. Eve Higginbotham – Vice Dean of Inclusion and Diversity, Professor, University of Pennsylvania
Maria Dahlberg, MS – Senior Program Officer, NASEM
Carlotta Arthur, Ph.D. – Director, Women in STEMM, Henry Luce Foundation
Shirley Malcom, Ph.D. – Senior Advisor to the CEO, Director, SEA Change, AAAS



The National Academies of SCIENCES • ENGINEERING • MEDICINE

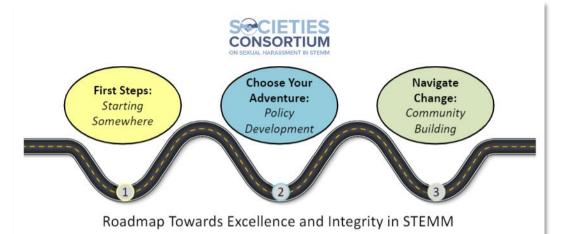
IMPACT OF THE COVID-19 PANDEMIC

The Impact of COVID-19 on the Work Effectiveness of Academic Science Women in STEMM (N = 763)



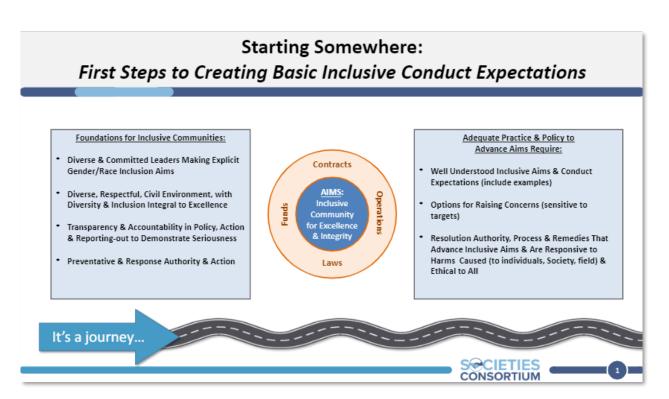
New Resources to Support Your Society's Work

1



Every society has work to do to advance professional, ethical and inclusive STEMM fields; none can do all needed work at once. This Roadmap charts a flexible course—a continuum or matrix of action—that can be pursued incrementally or concurrently, according to each Society's unique needs and place on the road toward inclusion.





Vision of Outcomes

Vision of Outcomes--Aspirations for the Future: The Societies Consortium's Adaptation of Outcome-based Actions Recommended in the June 2018 NASEM Report and Its Summary Diagram

NOTE: The following outcome-based actions exceed what can be accomplished as a first step on the journey to inclusion. This work is a marathon, not a sprint. However, the following provides a directional vision for some key outcomes a society would need to ultimately achieve-and actions that are key contributors-to eventually create ethical, professional and inclusive conduct, climate and culture in STEMM fields. These Outcomes Are Intentional Objectives of Consortium Model Policies and Tools, in different ways at each stage of the journey toward inclusion.

Strive for Committed and Diverse Leadership

02 Create Inclusive Communities by Advancing Diverse and Respectful Environments and Definitions of Excellence:

CONSORTIUM

Leaders' Explicit Aim is to eliminate sexual/intersecting race and other harassment; Leaders Develop Knowledge and Skills to articulate value of inclusive aims, align policies and process to resolve sexual/intersecting harassment; Aims Exceed Legal Compliance to focus on inclusive conduct, climate, culture (also comply): Leaders Mentor a Diversity of Early-Mid Career Professionals to prepare them for leadership

Hiring, Promotion, Leaders Appointed-Society Activities and Honors define excellence to include-and reflect actions that value-inclusion, increase welcome, compositional diversity and equity for women, LGBTQ-identifying people, and people of color; Civility and Respect are named and elevated in society policy and activities: Understanding of What Conduct is Inclusive vs. Harmful is Elevated; Harmful Conduct is Proactively Interrupted which requires clarity of policies, examples of do's and don'ts, effective training beyond compliance (e.g., case studies, workshops, courageous stories

14 Take Preventative and Responsive Actions:

Improve Transparency and Accountability

of experience)

Policies with Expected Conduct (Do's) and Harmful Conduct (Don'ts) Are Clear and response action is authorized by the governing board; is aligned with severity and frequency of failure to meet conduct expectations and resulting harm to individuals, the society community and the field; and is in fact taken (showing no one is "too big" to be accountable); Transparency About Response to Conduct Concerns is achieved by recognizing that no reports of conduct concerns may mean inadequate means of reporting or fear of adverse impacts; by reporting-out on how to raise conduct concerns and providing formal and Informal means (including anonymous); and, when ready, by collecting data and reporting-out aggregate data on numbers and types of concerns raised and actions taken; Climate is Assessed through surveys, focus groups and/or other inputs to identify issues and make sure the voices of early career, women, LGBTQ-identifying people, people of color, other minoritized people are heard; Harassment and Breaches of Research Integrity are treated as equally undermining of excellence and integrity, whether addressed in a single policy covering both, or in separate companion policies



Diffuse Hierarchical "Power and Dependent" Relationships in the Society by intentionally assembling multi-generational, multi-career stage, and diverse planning, activity, honors and nominating committee leaders and members, event moderators and panels, authors and editorial staff, and seeking diversity in volunteer governance; assuring that there are multiple leaders to diffuse one person's power, as well as a "critical mass" of committee members who are earlier career. women, LGBTQ, and people of color (to enable feelings of welcome and full participation); providing funding and opportunities for valuable experiences to people at all career levels, with attention to who decides on the conferral of these benefits (e.g., consider a small group rather than putting the power in one person); and paying attention to the diversity of people in all of these roles; Provide Support for the Identified Target of Harassment, While Treating Everyone Equitably when questions of conduct at odds with community standards arise by providing Support Services-Permitting and Broadly Communicating Informal, Anonymous and Confidential Options for Raising Conduct Concerns (e.g., to someone whose role is to be an ally for those with conduct concerns and who is not themselves likely to be viewed as part of the Society's power structure, or through an ombudsperson)-Promoting Restorative and Community-building Resolution Options with the aim of elevating understanding of conduct that is harmful, a target's experience of harm and the cause, and evidence of commitment of the person who caused the harm to embracing

desirable conduct to avoid recurrence.



05.07.21

Informal Resolution Process: Overview, Criteria, Steps

Role:

1. Overview—Creating Authority for Informal Process: 2. Informal Process Steps—Facilitator Informal resolution is a process of basic fact-finding

(not necessarily exhaustive), with an aim of advancing "Community Building Objectives" (defined below) and, if needed, addressing safety and non-disruption issues.

The society's governing board or a board-authorized official should:

- adopt clear inclusive conduct expectations applicable to all members and participants in society activities and roles
- include the expectation of maintaining confidentiality of conduct complaints and resolution processes (unless law, safety or insurance require the society's disclosure)-and that only the society has authority to decide when a resolution is made public;
- authorize an informal process aimed at Community Building for resolution of a concern that conduct expectations haven't been met-and how to raise such concern;
- include some limited types of additional consequences, e.g.-

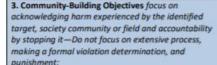
--temporary suspension from activit(ies) or removal from a meeting to address safety and non-disruption of the community or individuals in society activities,

- --a warning (oral or written),
- --fulfilling educational requirements;
- include the positions that may carry out the process and decide consequences, as the need arises.

Even if a society will eventually adopt a more robust conduct and resolution policy, informal resolution for Community Building Objectives is a good first step. It is a foundational element of effective inclusive policies.

If the informal resolution process, with the limited consequences it can impose, is the only authorized policy, a society is likely limited to that process in many situations. (A society can engage law enforcement for violence and other criminal acts.)

- Determine and informally take notes on basic facts-who, what, how, why, when, where;
- Engage the identified target and accused (by phone, in person or in writing) on facts and their needs (also key witness(es) if helpful);
- Engage the identified target and accused in responsive consultation, without coercion, to achieve Community Building Objectives, if possible;
- Be sensitive to an identified target's desire (or not) to engage the accuse directly (vs. through the facilitator);
- Act promptly (in real time during the review or if needed, e.g., within 30-90 days, depending on the situation);
- Impose any additional authorized limited consequences promptly if needed for safety or non-disruption (as an alternative to Community Building if the parties do not agree to engage or, if needed, on top of Community Building); a separate authorized decision-maker may be assigned to do this;
- Notify the identified target and accused of the outcome/conclusion and keep notes as a record.
- If the facilitator imposes additional consequences, provide a separate reviewer to whom the accused and target may informally appeal if they object limited to new facts, consequential conflicts of interest, absence of any rational basis for the determination that the additional consequences were needed).



- The accused internalizes the society's specific inclusive conduct expectations that relate to the particular conduct concern (and more).
- Misunderstandings are corrected—Needed lessons are learned.
- Whether or not a conduct policy was technically breached, the accused understands that an identified target, the community or field experienced harm, and owns specifically how the accused's conduct caused or contributed to that.
- The accused authentically commits to prevent recurrence, with a specific understanding of how (i.e., how to engage differently-what conduct not to repeat and why).
 - ✓ For accountability, check-ins with the parties may be conducted, if needed; tracking whether additional allegations are made against the accused is a good practice
- The identified target's needs for inclusion, belonging and physical and emotional safety are satisfied (to advance inclusion, this applies whether a "reasonable person" would have experienced harm or not-within reasonable bounds that enable the work to get done).
- The relationships of the parties are repaired (or foundations for this goal are laid).
- As a "teachable moment" about a type of harmful conduct (beyond resolving the specific incident), more members of the community may be engaged in a facilitated dialog to elevate a broader understanding of society inclusive aims, related conduct expectations, and the seriousness of those expectations.

For an example of an informal process used by the Societies Consortium, see here.

4. Who Can Perform the Process:

or

A person (within the society) with facilitation skills/experience and knowledge of the Community Building Objectives (may be the fact-finder resolving the concerning conduct, sometimes in real-time when the concern is raised);

A specially trained ombudsperson, mediator, lawyer, or leader as facilitator (an outside consultant/contractor, depending on what is feasible and desired by the society)

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Felice Levine, Ph.D.

Executive Director, AERA Co-Chair Consortium Executive Committee

2021 Annual Members Convening

September 21 & 22, 2020 Day 2 Welcome Back!

SCIETIES CONSORTIUM ON SEXUAL HARASSMENT IN STEMM

An initiative to advance professional and ethical conduct, climate & culture



Shirley Malcom, Ph.D.

Senior Advisor to the CEO, Director, SEA Change, AAAS

Co-Vice Chair of the Societies Consortium Executive Committee

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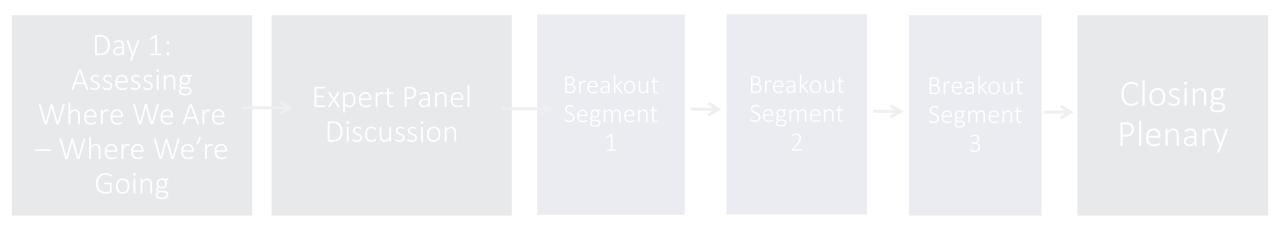
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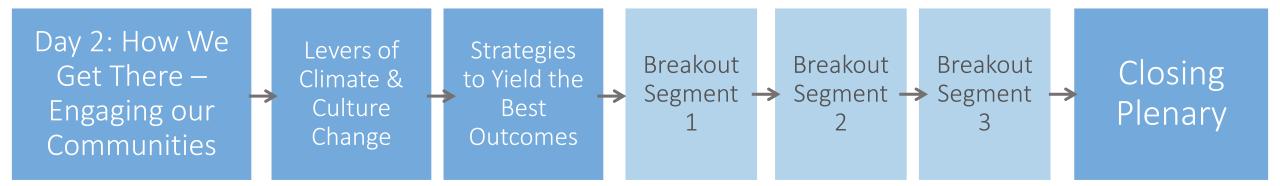
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Welcome to Day 2

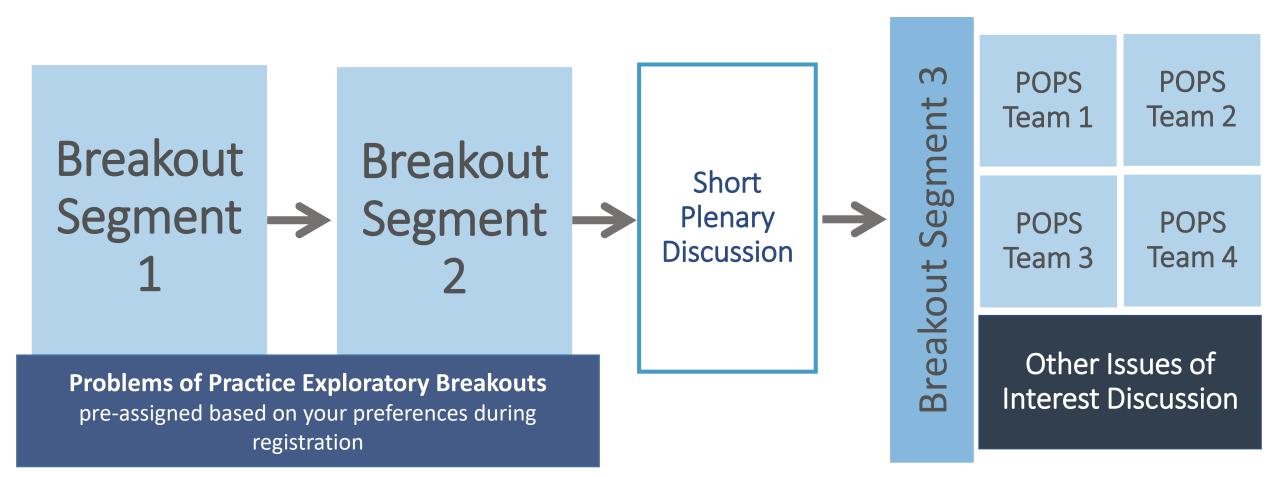






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Breakout Segments 1, 2, & 3







To facilitate enhanced member engagement and support in the POPS Teams

<u>All</u> Members:

- Hot Topics Webinars on the Top 3 POPs
- Additional Webinars on other Topics of Interest

POPS Teams on Top 3 POPS:

Extended EdCounsel Office Time for Focused Guidance

<u>All</u> POPS Teams:

- Brown Bag Topical
 Breakout Meetings
- Dedicated Chat Platforms for POPS Team Work

<u>All</u> Members:

- Chat Platform for All
 Consortium Topics
- Brown Bag General Discussion Breakouts
- EdCounsel General Office Time for Q&A











Communities of Practice (COP) Design, Tools, and Levers to Drive Change – Wisdom from the field

Shari Miles-Cohen, Ph.D. – Senior Director of the Human Rights Team and of Public Interest, American Psychological Association

Billy Williams – Sr. Vice President of Ethics, Diversity and Inclusion, AGU

Ciela Hartanov, Ph.D. – Founder, humcollective



AGU LANDInG Academy and Community of Practice

Building a Community of DEI Leaders

Societies Consortium Annual Meeting Billy M Williams 22 September 2021

AGU LANDInG

Leadership Academy and Network for Diversity and Inclusion in the Geosciences



Leadership Academy and Network for Diversity and Inclusion in the Geosciences (LANDInG)

- A Community of Practice (CoP) will cultivate future champions, broadening impact of curated resources to build DEI champion networks within and beyond AGU.
- An Academy will provide targeted professional development for DEI champions who are poised to effect change in the geosciences.

Institutional, Organizational and Cultural Change Requires Intention, Resources and Recognition

NSF ICER No. 2036823

AGU LANDInG

Leadership Academy and Network for Diversity and Inclusion in the Geosciences

Background

NSF Funded September 1, 2020

Initial 4-year Grant

LANDInG Leadership

- Project Team (7 members)
- Steering Committee (8 members)
- Advisory Board (17 members)





Leadership Academy and Network for Diversity and Inclusion in the Geosciences

LANDInG Strategies to Impact Change



AGU LANDInG

Leadership Academy and Network for Diversity and Inclusion in the Geosciences



ICER 2036823

Community of Practice will cultivate future champions & build networks.

Academy will provide professional development to those poised to effect change.

> Institutional, Organizational and Cultural Change



About the Academy



Cohort-based, Expert Professional Development

- 2-year cohorts
- Evidence-based professional development facilitated by DEI leaders and experts
- Curriculum Areas: DEI Foundations, Models for Change, DEI Leadership

Peer-Mentoring

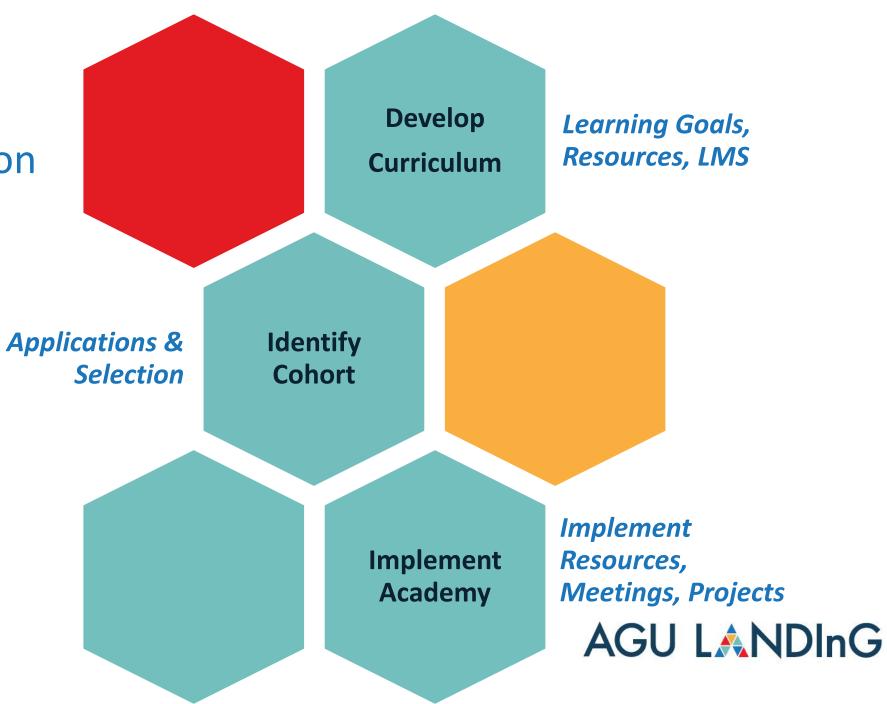
- Share expertise
- Build and strengthen sustainable networks of support within and beyond the Academy

Broadening Participation Projects

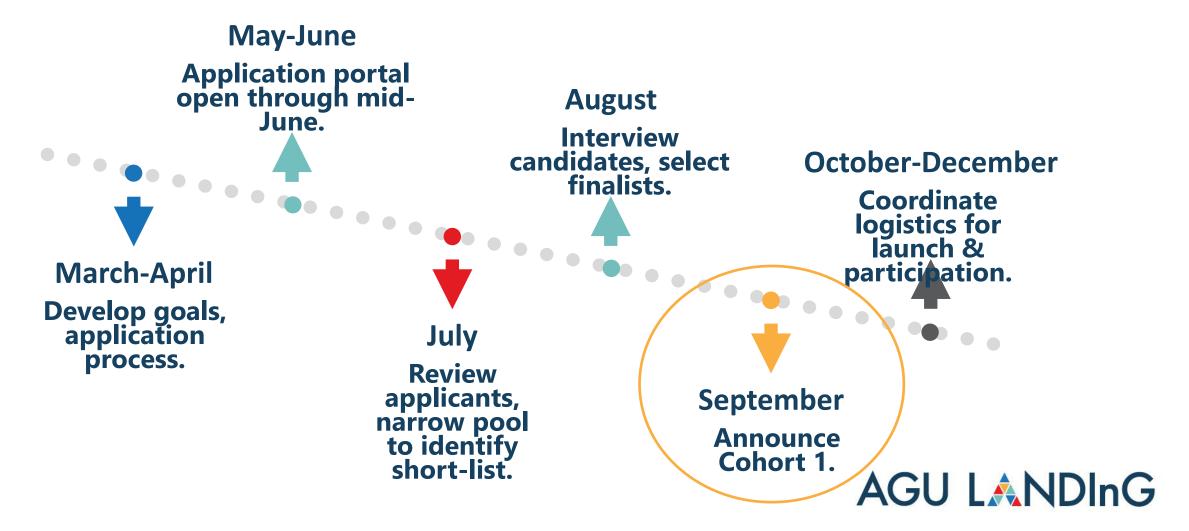
- Apply knowledge, skills and awareness to effect meaningful change
- Broaden impact of program to launch innovative initiatives



Academy Implementation



Academy Cohort 1 Selection



LANDING Academy Recap







COHORT-BASED





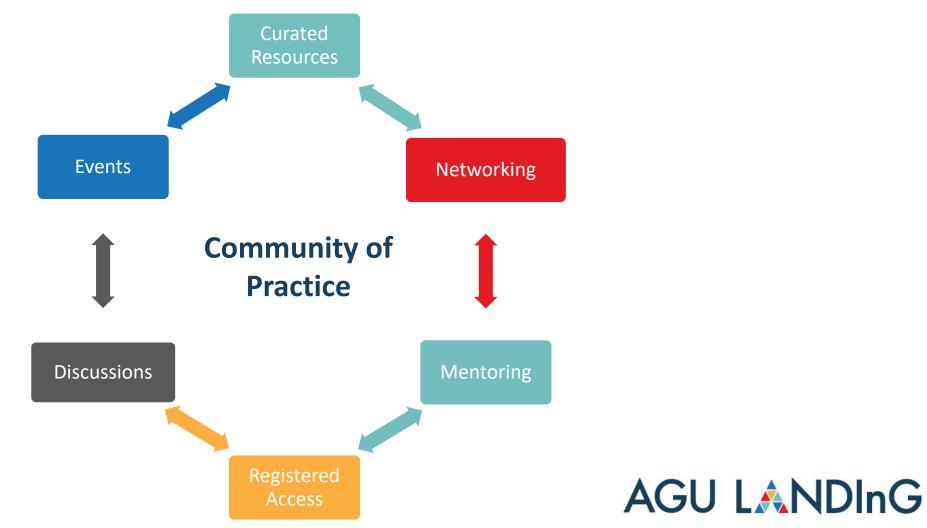
PROFESSIONAL DEVELOPMENT OF DEI LEADERS IN GEOSCIENCES BROADENING PARTICIPATION PROJECT

> AGU LANDING Leadership Academy and Network for Diversity and Inclusion in the Geosciences

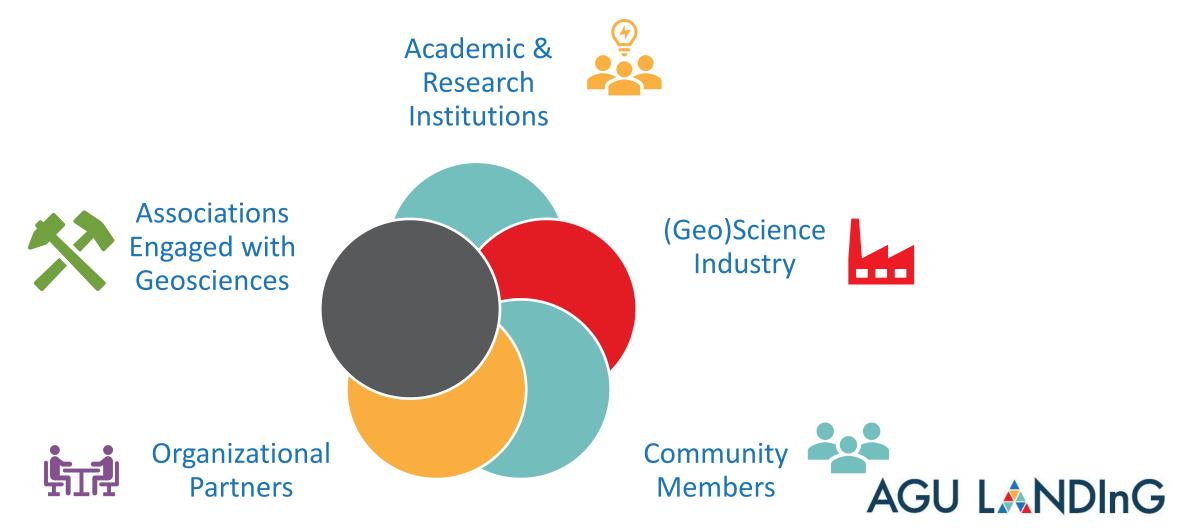
LANDInG Community of Practice



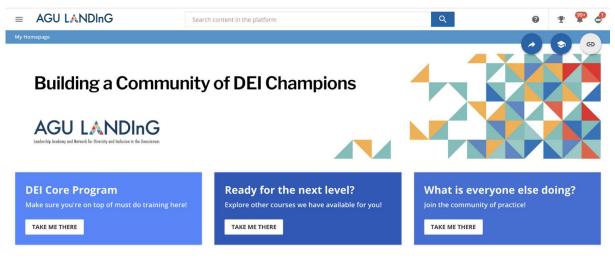
Increasing Capacity for DEI leadership



Community of Practice: Audiences



Academy Learning Management System - Docebo



Industry Knowledge (mail and a second se Gain industry knowledge from the experts!











Watched





6 courses

Diversity, Equity & Inclusion Learning Plan



About this Learning Plan

Welcome to the Company! We're excited to get you up to speed. Here is a collection of courses to help you learn about the company, our products and how best to make our customers successful.



Docebo Elearning Course

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Donec ac odio tempor...



Unconscious Bias & Diversity in the Workplace

Anti-Harassment training and Workplace Harassment training are cornerstone pieces for all of your compliance training. Harassment refers to any f...



Docebo ILT Course

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Donec ac odio tempor... ILT (Instructor-Led Training)

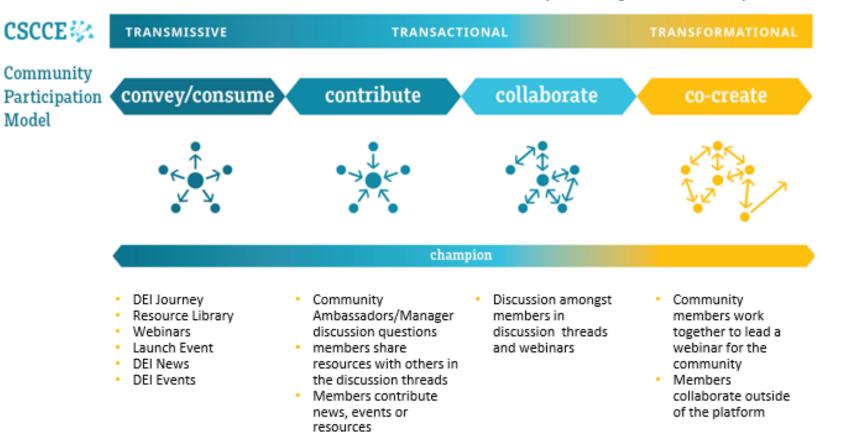
Community Management - Engagement

Dedicated Community Manager

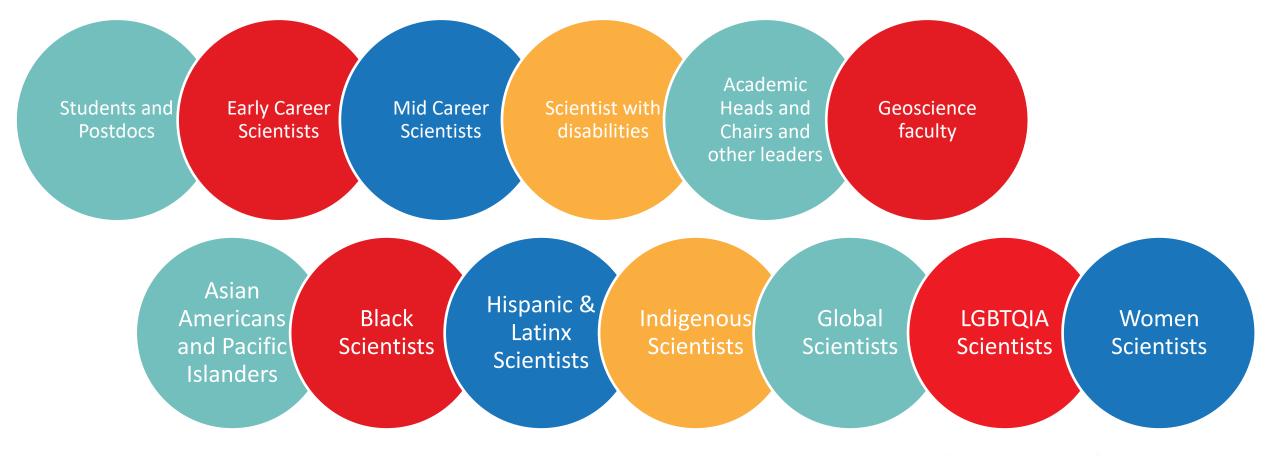
 Training – Community Engagement Fundamentals by The Center for Scientific Collaboration and Community Engagement

Community Ambassadors

- Active in justice, equity, diversity and inclusion work within the geosciences
- Seeding/facilitating discussions in partnership with Community Manager / Monthly themes



Community of Practice: Find Your Communities



AGU LANDInG

LANDING Community of Practice: Discussion Boards



AGU LANDInG

Community of Practice: Future – Capability to Map and Track Individual DEI Journey

DEI Curious

I have questions about DEI but I'm not certain these issues are relevant or important to me.



DEI Aware

I recognize the value of DEI and want to learn more, but I'm not yet ready for a more active role.



DEI Active

I value DEI and I'm ready for a more active role in my organization & community.



DEI Champions, Leaders, and Scholars

I continue to build my knowledge and awareness while actively working to effect change and share my expertise.





Planned CoP Resources

Curated bibliographic materials, readings	Toolkits	Webinars (live and pre-recorded)	Streaming AGU and other STEM DEI events
Discussion platforms	Resource-exchange platforms	Blogs/News	Elevating visibility of partner organizations' DEI STEM work
Highlighting DEI Champions within and beyond LANDInG		ns within eyond	



LANDING Partnerships to Date - Join with us!

ADVANCEGeo PARTNERSHIP







EAC

slands

geosciences institute

connecting earth, science, and people

Allian





LANDING Vision: Academy Cohorts + CoP

High impact potential

Sustainable into the future

Broad partnerships and involvement

A model across STEM

Bigger/broader than the original NSF proposal

AGU LANDInG

LANDInG Community of Practice: Summary

- A Work-in Progress
- A focus on individual learning
- A potential resource for Consortium participants
- December 2021 Launch



AGU LANDInG

AGU LANDING

Leadership Academy and Network for Diversity and Inclusion in the Geosciences



https://www.agu.org/AGU-LANDInG

Thank you

The Co-PI Team bwilliams@agu.org mfraiser@agu.org sgoodwin@agu.org pasher@agu.org

Five Considerations for large-scale change

- 1. Emergence
- 2. Dialogue
- 3. Nudge
- 4. Urgency
- 5. Courage







Dr. Lisa Kath

Associate Professor Department of Psychology

San Diego State University



Evaluation of SH Prevention Efforts



Unique issues

Some specifics that are unique to evaluation of sexual harassment prevention interventions



Photo by Vidar Nordli-Mathisen on Unsplash

Participant motivation

It's not the same as MS Excel training





Photo by Nicholas Green on Unsplash

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Challenging outcomes

Knowledge alone isn't enough Need to hit "critical mass"



Photo by Claire Anderson on Unsplasl

Legal concerns

Evaluation results \rightarrow "discoverable"





Photo by Martin Adams on Unsplash

Dearth of research

There really isn't much research on evaluation of SH prevention efforts



r

Photo by Alexis Mora Angulo on Unsplash

"Backlash effect"

When interventions actually make the outcomes **worse**

If you don't evaluate, you can't really see how things went or where to go from here

to by <u>novia wu</u> on <u>Unsplash</u>

Evaluation challenges

Most organizations launch interventions and never evaluate effectiveness



Might get bad news

Acknowledging evaluation is scary may help you/your team create the **psychological safety** needed to move forward









Takes time and money

Evaluation helps you maximize impact over time







Outcomes are unclear

Some ideas for identifying appropriate outcomes







Intervention is about change

What changes do you want to see? How can you measure those changes?



What type of learning could occur?

Knowledge

You just want people to know (and remember!) certain information

Attitudes

You want people to change their attitudes or beliefs about something

Skills

You want people to improve their skills in a certain area



test



survey



Other types of outcomes

Behavior

What specific behaviors would you like to see?

- Bystander intervention
- Reporting incidents
- Policy changes

Other metrics

Organizational data you may already collect

- Number of complaints
- Time off work
- Attrition/turnover
- Org. culture/climate



Evaluation design

Design with the end in mind

2



Do you want to measure growth or achievement?

Once you've identified outcomes, what type of change do you want to see?









How will you use evaluation results?

This can influence decisions about your design

Possible uses for results

Funding

Promotion / marketing

Iteration /

revision

Boundary con<u>ditions</u> Research

Just take some time to think about it



Key Takeaways

Gear up

Prepare yourself/your team for the time, money, & courage needed

Identify outcomes

What changes are you expecting? How can you measure them?

Keep end in mind How will you use the evaluation results?

Evaluation helps you maximize impact over time

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Member "Chat" Capacity: One tool to help resolve your Problems of Practice



- Will utilize LinkedIn Groups, which provide a secure platform that can be moderated by Consortium Leadership.
- Launching a 1-year pilot later this fall/winter.
- We will have one "Group" dedicated to all members of the Consortium and "subgroups" for the identified/created POPS Teams.





Felice Levine, Ph.D.

Executive Director, AERA Co-Chair Consortium Executive Committee

Billy Williams

Sr. Vice President, Ethics, Diversity, and Inclusion, AGU Co-Chair Consortium Executive Committee

THANK YOU!

- Our Speakers
- The FASEB Leadership and Tech Team (Sally Schwettmann, Andrea Bauerfeind, Joanna Engstrom, and Yvette Seger) for hosting us and your AMAZING tech support and use of Zoom
- The Consortium Leadership Council for their continued guidance
- The Annual Convening Planning Committee
- The Consortium Executive Committee
- EducationCounsel

THANK YOU!

Please Join Colleagues For The After-program Virtual Networking

SCIETIES CONSORTIUM ON SEXUAL HARASSMENT IN STEMM

An initiative to advance professional and ethical conduct, climate & culture