



**SOCIETIES
CONSORTIUM**
ON SEXUAL HARASSMENT IN STEMM

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



Report on the Societies Consortium 3rd Annual Convening

Held Virtually on September 21st and 22nd, 2021

Where
Are We

What Is
Our Vision

How Do We
Get There

As our Members met for the Societies Consortium's Third Annual Convening, the focus was threefold:

- (1) **Where are we** as a Consortium, as individual Societies and STEMM fields, in this continuing time of the COVID-19 pandemic and its disparate effects by race and gender, culture wars of a divided nation, and identity-based inequities that impact women, LGBTQ+ people, and people of color, and continuing racist violence and injustice in America
- (2) **What is our vision** for a future that transforms the current landscape toward equity and inclusion
- (3) **How do we get there**, with particular emphasis on the unique value of collective action as a lever of change, greater than, and with the ability to ease the burden of this difficult work on individual societies

This triad of focus areas is based on the [Consortium's Vision of Outcomes-Aspirations for the Future Flyer](#), which is adapted from the 2018 National Academies of Science, Engineering, and Medicine (NASEM) report. This visionary document outlines a directional vision for key outcomes that Societies will need to ultimately achieve – and actions that are key contributors – to eventually create ethical, professional, and inclusive conduct, climate, and cultures in STEMM fields. The Flyer includes the research basis for the need to act and actions with impact.

The following are key takeaways from both days of the Convening. Recordings of plenary sessions can be found [here](#). Materials from the convening, including resources associated with each action-oriented breakout topic explored by participants, can be found [here](#).

Also, the Consortium has received certification as an organization offering ASAE CAE credit for its instructional programming, including the Annual Convening. Information on CAE credit is provided through the Attendees' Materials Guide, that all attendees received after registration.

If there are questions about the content of this report, or if additional information is requested, please reach out to the EducationCounsel team at SocietiesConsortium@educationcounsel.com.

Key Takeaways from Day 1

This is a time of enormous disruption. As challenging as it is, this moment presents an opportunity to leverage the roles of societies to envision what STEMM fields could be and create a new normal of equity and inclusion. The following elevates 10 key takeaways of Day 1—anchored in our expert panel’s wisdom as well as the Consortium’s mission and strategic plan for the future.

1. **Start by defining the vision and goals.** Be bold in identifying what must change to achieve the vision. Engage your membership for broad ownership.
2. **Define what it means to be professional and excellent in the fields through an equity lens** that elevates the voices and experiences of those who are marginalized in the fields (and in society) - women, LGBTQ+ individuals, people of color, as well as those with these and other intersectional identities that are targeted for bias.
3. **Be explicit that excellence requires the inclusion of all talent** - and that inclusion is not an add-on or a trade-off. Make this clear in the society’s core values, governance, processes, policies, and actions.
4. **Be explicit that inclusion is not assimilation** - It is reimagining and expanding how we define value and excellence. Otherwise, we lose the value of diversity and cannot advance equity.
5. **Adopt a systems orientation.** Design the processes and criteria to determine who receives honors and leadership positions, whose work is published, who are invited to make presentations, and to sit on influential committees, through an equity lens. Systems benefit from but do not depend on individual champions.
6. **Strategically leverage the role of societies to require inclusive conduct and action** as a prerequisite to recognition in the field. Articulate clearly what that means so faculty, researchers, students, and leaders who are striving to be recognized for excellent contributions to the field know what is expected.
7. **Be attentive to the need for a critical mass of identities** to avoid marginalization and enable full participation of individuals of all identities.
8. **Focus on society mentoring and networking roles** that can help create a professional community for women, LGBTQ+ individuals, people of color, and those with these and other intersecting identities that are marginalized in STEMM to reduce their isolation at institutions - isolation that has been exacerbated by the pandemic. Emphasize the needs of upcoming generations.
9. **Climate and culture change is not “one and done” work** - they require committed work for the long haul. They require a continuous loop of action, assessment, and adjustment - then repeating the loop and building on what’s been done. Foundational for this work is a needs assessment to identify issues. Do this through a process and with criteria that are specific about the needs of marginalized populations and are developed through an equity lens - not necessarily as STEMM’s dominant community members would define needs.
10. **Climate and culture change is hard work.** Engage the power of the collective. Each society’s impact and outcomes are enhanced—and the burden of acting is reduced—when societies act together and when societies, institutions of higher education, and others act collaboratively across their broad fields.

Key Takeaways from Day 1

Day 1 Featured Experts and Panelists

Vicki Magley, PhD

Professor of Psychology at the University of Connecticut and a member of the Study Committee for Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine (NASEM 2018)

Eve Higginbotham, SM, MD, ML

*Vice Dean of Inclusion and Diversity, Senior Fellow in the Leonard Davis Institute of Health, and Professor of Ophthalmology, University of Pennsylvania, Perelman School of Medicine; Chair of the NASEM Committee and Report Editor for the recently released *Investigating the Potential Impacts of COVID-19 on Careers of Women in Academic Science, Engineering, and Medicine* (NASEM 2021)*

Maria Dahlberg, MS

*Senior Program Officer, U.S. Policy and Innovation at NASEM; Study Director and Editor, of NASEM's 2021 COVID-19 report and *The Science of Effective Mentoring in STEMM* released in 2019*

Carlotta Arthur, PhD

Director of the Clare Boothe Luce Program for Women In STEM at the Henry Luce Foundation, and an Affiliate Faculty member at Arizona State University's Center for Gender Equity in Science and Technology (CGEST)

Shirley Malcom, PhD

Senior Advisor to the CEO and Director of SEA Change at the American Association for the Advancement of Science and Societies Consortium Executive Committee Co-Vice Chair

Key Takeaways from Day 2

As our Members focus on the strength and capacity of their organizations to adapt to the need for more equity-conscious and inclusive cultures, this moment presents an opportunity to focus on how best to engage our Consortium community and each society's community, become levers for effective climate and culture change, and engage in strategies that yield the best outcomes.

Day 2 included two plenary panels addressed below. In breakouts following the panels, convening participants explored four key problems of practice commonly experienced by Members in the climate change work they are already doing back home. Participants explored two new ways to engage with the Consortium community and receive Consortium support to ease the burden and enhance the outcomes of their societies' priority climate change work: (1) a LinkedIn Chat Capacity dedicated to the Consortium and its Members and (2) Problems of Practice Support Teams (POPS Teams) – Societies working on the same problems of practice that want to get together (with flexibility of how and when) to share experience, ideas, and problem-solving, with Consortium support (including through the focus of Hot Topics Webinars, Brown Bags with dedicated breakout groups, and EducationCounsel guidance). These new ways to engage are in development for launch in 2022. The Consortium will use the learning from the convening to inform the final design. Thank you to the Members who engaged in these highly productive discussions and provided their input. Please stay tuned.

The following elevates three key takeaways of the Day 2 expert panels, which are also reflected in the Consortium's mission and strategic plan for the next two years.

1. ***Some of our member societies are already beginning the work of building communities of practice for individual learning and professional development of leaders for change.*** Billy Williams of the American Geophysical Union (AGU) shared his organization's newest resource – AGU LANDInG (Leadership Academy and Network for Diversity and Inclusion in the Geosciences-Research Coordination Network) – which is intended to develop a sustainable network of individuals who commit to work on enhancing their own understanding of how to champion diversity, equity, and inclusion values and practices, and lead associated change. The AGU LANDInG relies on expert professional development; peer-mentoring; and carefully curated spaces and dedicated community managers. Participating individuals at every skill level commit to learning work, receive support to enhance their DEI leadership skills, and, in turn, agree to contribute their time and expertise to help other individual participants learn.
2. ***Group-driven, Field-wide (large scale) climate change is challenging. Keep it simple and engage collectively.*** Dr. Ciela Hartanov of humcollective addressed the levers for group-driven, large-scale (field-wide) change — where no one has decision-making control:
 - **Start with “simple,” small actions** at the member level. Dialogue is an important act of change; accordingly, it requires intentionality about who is invited to the conversation and whose voice is heard. Small, simple acts taken by many connected individuals accumulate to create greater impact than any one individual could produce.
 - **“Nudge” people to take these acts** by making it as easy and natural for them to do so.
 - **A constant sense of “urgency” is essential** to keep large scale change moving forward as an accumulation of simple actions.
 - **These actions do not have to be new** – build on what is already known. The key is often “curation” not “creation” of materials and actions.

Key Takeaways from Day 2

- **Creating change is “effortful” and “courageous”** work, requiring self-care and “stability practices” (eat well, sleep well, exercise). Take care of yourself and your members – especially those who are younger or newer in the disciplines. Build support groups and identify small wins along the way to sustain your efforts.
3. **Evaluation is essential to creating change.** Dr. Lisa Kath of San Diego University addressed evaluation as a driver of change. If there are neither benchmarks to measure quality or progress, nor an ability to see what has worked, it is difficult to move forward with change. Key points are:
- **Evaluation does not have to be scary.** Results from evaluations can be difficult to face – especially if results may be more negative than positive. But, create a norm of facing the reality and using those results as motivation to maintain efforts to create change.
 - **Design evaluations that meet your society’s goals.** Evaluation does not have to be all-encompassing. At the heart of any evaluation intervention is the desire for change. Therefore, the key to evaluation design is clarity about the change you want to see (your goals), how to measure progress, and revising the goals over time as your society grows and evolves. Goals may relate to knowledge gained, attitudes changed, or skills. Evaluation of progress toward the goals may relate to achievement (specific outcomes, specific knowledge gained, attitudes changed, or skills acquired) or growth (improvement over a baseline).
 - **Don’t get stuck by seeking perfection of evaluation approach.** Keep a long-term focus; growth and change are not linear. Evaluation design starts with a conversation, painting a picture of the goals/outcomes you want to measure, adapting tools to your unique context (including staffing and funding), and keeping the end in mind (what the evaluation will be used for) to determine how best to measure an intervention. Evaluation itself can be as simple as a small focus group.
 - **The Consortium may enable data collection for benchmarking that minimizes legal concerns.** Some entities don’t conduct evidence-based evaluations due to fear of potential exposure to legal liability if issues are exposed. The Consortium may be able to collect data from many societies (if they participate) and aggregate the data so that it is harder to attribute findings to any single society.

Day 2 Featured Experts and Panelists

Shari Miles-Cohen, PhD, presenting on Communities of Practice for Individual Learning

American Psychological Association, Senior Director, Human Rights Team, Public Interest Directorate Senior Director, Women’s Portfolio Director, APA Leadership Institute for Women in Psychology, Societies Consortium, Executive Committee, Co-Community Outreach and Inclusion Officer

Billy Williams, presenting on AGU LANDInG for Individual Learning

American Geophysical Union, Executive Vice President, Diversity, Equity and Inclusion, Co-Chair Societies Consortium Executive Committee

Ciela Hartanov, PhD, presenting on Levers for Group-Driven Field-Wide Change

Founder and Managing Director, humcollective, previously part of the founding team of The Google School for Leaders and Head of Next Practice Innovation and Strategy at Google

Lisa Kath, PhD, presenting on Evaluation

Associate Professor of Industrial-Organizational (I-O) Psychology, San Diego State University