Health Research Alliance

Presentation and Discussion: NASEM report on Advancing Antiracism and DEI

DEI Community Co-chairs

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Session Outline

1. Introduction (Lindsay)
2. Overview of the goals and structure of the report (Lindsay)
3. Presentation of select content and recommendations from the report (Sindy and Kelly)
4. Discussion (moderated by Zoë)

Report Goals

NATIONAL ACADEMIES
Sciences
Engineering
Medicine

Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Beyond Broadening Participation

Consensus Study Report

- Review research and evidence in which racism and bias conditions create systemic barriers and impede STEM careers for historically marginalized racial/ethnic groups
- Identify principles for sustainable organizational culture change to address racism and promote diversity, equity, and inclusion
- Synthesize existing research on methods to improve recruitment, retention, and advancement
- Identify examples of effective strategies to advance anti-racism in STEM organizations
- Define a research agenda to address gaps to advance anti-racism, diversity/equity, and inclusion

Report Overview

Part I: Broader Context of Antiracism, Diversity, Equity and Inclusion in the U.S.
- History and contemporary context for antiracism & DEI in the US
- Population Data and Demographics in the US

Part II: Describing the Challenges for STEMM Organizations
- Lived experiences of Black people involved in STEMM
- Minoritized individuals in STEMM
- The Gatekeepers of STEMM
- Diverse Work Teams
- Understanding Organizations and the Role of Leadership in Developing a Culture of Antiracism, DEI

Part III: Research Agenda
- Vision for future directions in STEMM antiracism & DEI research

NATIONAL ACADEMIES Sciences Engineering Medicine

Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Beyond Broadening Participation

Consensus Study Report

Definitions of foundational concepts from the report

- **STEMM Organizations:** Universities, nonprofit orgs, hospitals, and industry
- **Racism**: Policies, practices, attitudes, cultures, and systems that affect individuals, institutions, and structures unequally and that confer power and privilege to certain groups over others, defined according to the social constructions of race and ethnicity
  - *Systemic Racism* - Perpetuated discrimination within a system that has been based on racist principles, practices, and focuses on the involvement of whole systems, and often all systems (e.g. political, legal, economic, health care, school, and criminal legal systems).
  - *Structural Racism* - describes "cultural values in a society that are so ingrained in daily life that they are seen simply as the way things are". Refers to wider political and social disadvantages within society.
  - *Institutional Racism* - denotes policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor White people and put individuals from other racial and ethnic groups at a disadvantage.

Recommendations for Advancing Antiracism, Diversity, Equity, and Inclusion

Develop and implement an inclusive, multi-faceted plan to support people from minoritized groups at all levels of the organization

Promote a culture that is accessible and supportive to all and address norms that impede diversity

Anticipate resistance to ADEI efforts and investigate the impacts of training on ADEI outcomes

Create team conditions to support positive performance outcomes and reduce interpersonal bias

Redress individual bias and discrimination as well as organizational processes that reproduce harm for minoritized groups

Fund grants to understand and translate policies, programs, and practices of Minority Serving Institutions (MSIs) to predominantly White institutions

Collect data on the demographics of college students studying STEM and educational outcomes

Collect data on gatekeeper decisions, include ADEI responsibilities in job descriptions for leadership roles, develop systems for more inclusive decision-making processes and shared authority over resource allocation

What can HRA members take away? Where do we start?
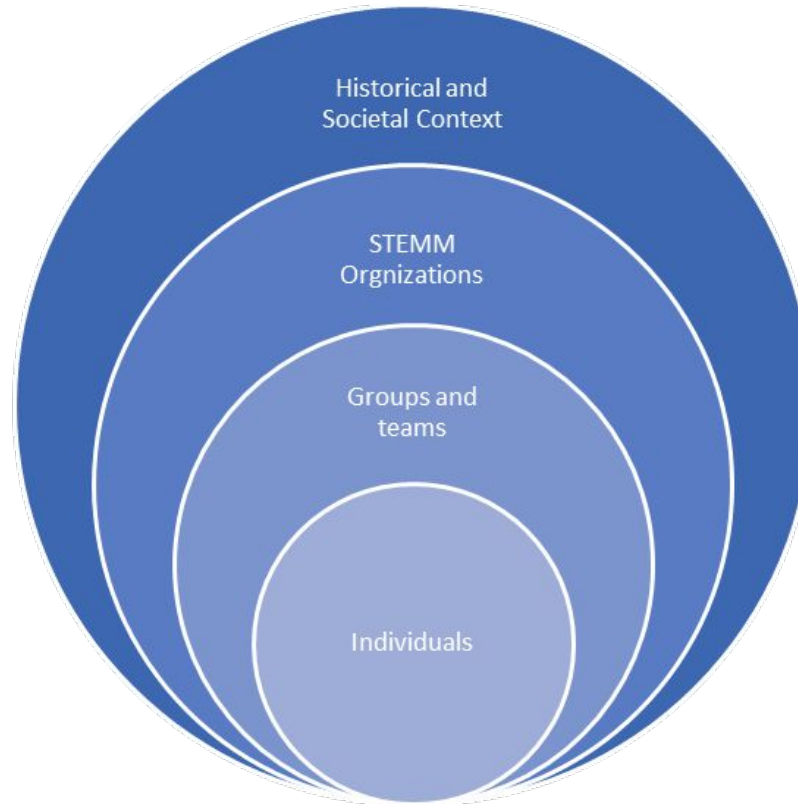
HRA Members can start at the organizational level!

Figure 1-1.

Recommendation: Signal inclusion through numeric representation

- Establish **information systems** using common metrics for comparison purposes to collect data, track success, and identify areas of numeric disparities
- **Hire** more minoritized individuals, especially in positions where minoritized role models are often missing (e.g., leadership, mentorship) to build critical mass
- Determine if the **organizational diversity statement** reflects the reality of the organizational **environment**, and address disparities
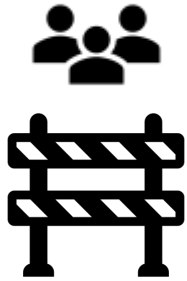
Chapter 5

Recommendation: Build peer relationships and community for minoritized groups

- Create and invest in evidence-based programs that connect minoritized individuals to ingroup peers, resources, and professional networks
- Create and invest in mentorship programs that connect minoritized individuals to high-status professionals (e.g., those in leadership roles)

Chapter 5

Recommendation: Establish affirming organizational environments and norms

- De-center White professional norms in culture, dress, appearance
- Emphasize and recognize the importance of communal values in STEMM work (e.g., team science, collaboration, science in service of humanity)
- Create cultural norms that communicate the strengths and struggles of minoritized groups
- Conduct bi-annual 'cultural audits' to determine if the organization is fostering an environment of inclusion

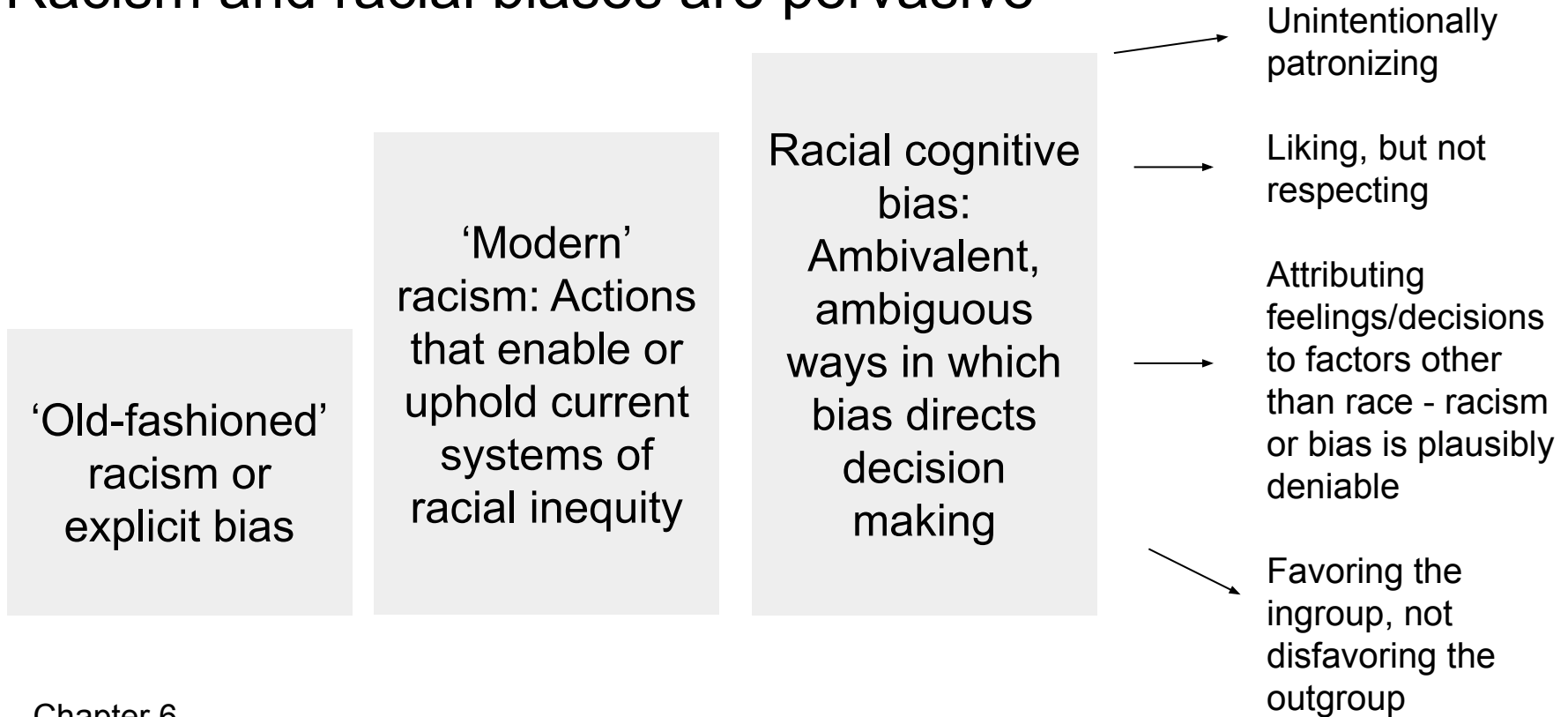Chapter 5

Gatekeepers in STEMM

Who:
- Individuals (e.g., managers, supervisors, peer reviewers, makers of funding decisions, CEOs)
- Groups (e.g., review panels, hiring committees)

What they do:
- Decide who is promoted, hired or advanced
- Decide who is on review panels
- Direct the flow of resources (personnel, financial, etc.)
- Define the skills, identities and values necessary for minoritized individuals to persist

non-Hispanic, White, male, credentialed individuals are the most frequent gatekeepers in STEMM

Gatekeeper: Anyone who has control over valued outcomes and resources in a STEMM context (can be a temporary or situational status)

Chapter 6

Racism and racial biases are pervasive

'Old-fashioned' racism or explicit bias

'Modern' racism: Actions that enable or uphold current systems of racial inequity

Racial cognitive bias: Ambivalent, ambiguous ways in which bias directs decision making

→ Unintentionally patronizing

→ Liking, but not respecting

→ Attributing feelings/decisions to factors other than race - racism or bias is plausibly deniable

→ Favoring the ingroup, not disfavoring the outgroup

Chapter 6

Recommendation: Generate systems of accountability at the organizational level

- Create org-level or unit-level information systems to collect data on the decisions of gatekeepers (e.g., hiring, admissions, promotion, advancement, award rates, review invitations, etc.). Examine data in aggregate to identify patterns of bias.
- Include responsibilities of advancing antiracism & DEI in leadership role descriptions and requirements for advancement into management
- Develop systems such that decision-making processes include shared authority spread over multiple individuals to limit consequences of a few gatekeeper individuals

Chapter 6

Supporting diverse work teams
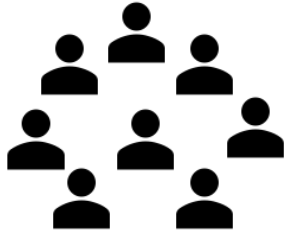
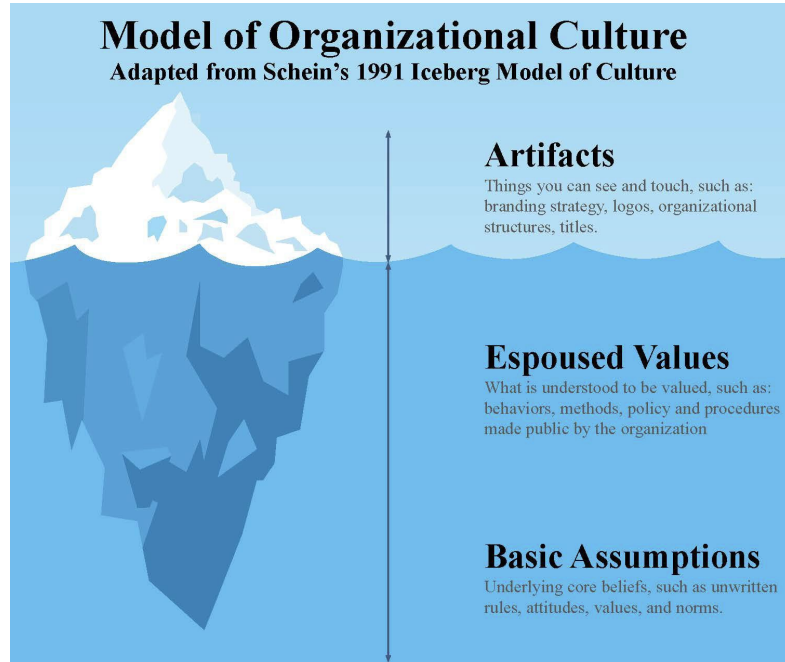Numeric diversity can lead to positive team performance, but is not sufficient

Positive team performance requires:
- Inclusion
- Positive team climate
- Psychological safety

Chapter 7

Recommendation: Actively manage and support diverse teams

- Increase # of minoritized individuals on teams
- Create team norms that promote a positive climate (all team members are supported, heard, and respected)
- Develop interdependent teams in which everyone is cooperating and working toward a common goal
- Ensure that team members feel psychologically safe (and if not work to address specific issues)
- Promote equal status among team members
- Establish clear roles, expectations and access to professional development/advancement pathways

Chapter 7; Recommendation 7-1

Leaders can shape organizational culture and climate to prioritize antiracism & DEI

Model of Organizational Culture
Adapted from Schein's 1991 Iceberg Model of Culture

Artifacts
Things you can see and touch, such as: branding strategy, logos, organizational structures, titles.

Espoused Values
What is understood to be valued, such as: behaviors, methods, policy and procedures made public by the organization

Basic Assumptions
Underlying core beliefs, such as unwritten rules, attitudes, values, and norms.

Chapter 8; Recommendation 8-3

Culture: Historical and collectively evolving use of tools, practices, and norms

Climate: Participants' perception of the organization, leadership, and actions

Structures: Systems that can shape and guide behavior (norms, values, policies, practices)

Values: Beliefs about desirable end states or action (explicitly or implicitly shared by members of the organization)

Norms: Behavioral expectations within an organization or group (often unspoken)

Recommendation: Leaders to take action to mitigate individual and organizational bias

- Selection committees/decision-makers should **assess alignment/divergence** between current selection criteria and values of antiracism & DEI, and develop holistic selection strategies

- **Measure and review** application, offer, and acceptance rates and salaries, resources, and titles of personnel in their organizations for instances of racial and ethnic discrimination

- Measure, evaluate, and address bias and discrimination in reward, promotion, and rates/reasons for leaving positions of people from historically minoritized groups

Chapter 8; Recommendations 8-1; 8-2

Discussion Questions

- Which of the recommendations seem particularly relevant and/or easy to implement at your organization? Why?

- Which of the recommendations seem particularly relevant but challenging to implement at your organization? Why?

- Are you aware of examples of any of the recommendations already in practice at nonprofit funding organizations? Please share!