

Executive Summaries of Entries Represented at the Forum Titled “Effective Approaches to Fostering Faculty Gender Diversity, Equity, and Inclusion: Celebrating Progress” — October 5, 2021

Please note: The following reports were submitted by the institutions and are not official Government content.

Panel I: Vision for Institutional Change

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

Executive Summary

In 2006, MD Anderson Cancer Center officially institutionalized the Office of Women Faculty Programs (WFP), to be led by a full-time associate vice president reporting directly to the Chief Academic Officer, an executive position charged with advancing women faculty in the institution. This office was a response to two decades of volunteer efforts to change the trajectory of women faculty with only modest progress. The slow rate of progress was not acceptable. Establishment of this office with resources—including full-time staff, space, and funding—was the intervention, and it signaled the institution’s intentional and strategic commitment to accelerate the recruitment, retention, and advancement of women faculty at MD Anderson and women faculty in academic science and medicine overall. Operationalizing this intervention involved understanding the challenges and obstacles faced by women faculty at MD Anderson, devising and implementing solutions, and tracking outcomes. We established this office with clear expectations of sustained impact on the advancement and the enhancement of women faculty. As such, we created several key philosophies and guiding principles. Most importantly, we were intentional in all we did, and we insisted that everything we did be data driven.

This intervention has had a consistent and sustained impact on increasing the number of women faculty leaders at MD Anderson and increasing the visibility of women in academic science and medicine. Women faculty have a clear presence in the institution and have key roles in decision-making and strategy-setting. Today, 34% of top leadership positions at MD Anderson are held by women; the only leadership position without a woman is President. Additionally, the percentage of women in all faculty ranks significantly increased to about 50% in three ranks and one-third of professors. Over 50% of our faculty and women department chairs are women of color. All of these are higher than the national average. Additionally, recognitions awarded to women significantly increased. Many factors contributed to WFP’s successes, but we primarily attribute our deliberate inclusion of men, partnering with others (internally and externally), and using a combination of approaches to achieving our goals.

The office is no longer an intervention; it is a credible and dynamic part of the organization, with strong local and national influence. Our key approaches are now an integral part of MD Anderson’s culture, and the office expanded in 2016 to include minority faculty, now called the Office of Faculty Diversity, Equity and Inclusion. We are well positioned to continue our mission to be the model for cancer centers and academic medicine and science in the effective recruitment, retention, and advancement of a diverse faculty of women by creating an institutional culture where women physicians and scientists choose to be.

Gender Diversity in Medicine

Columbia University Vagelos College of Physicians and Surgeons

Executive Summary

The gender demographics of faculties of medicine have changed dramatically in the past two decades, as women now make up 41% of medical faculty nationally, but 49% of approximately 2,150 full-time faculty at the Columbia University Vagelos College of Physicians and Surgeons (VP&S).

Women and men enter academic medicine in almost equal numbers, but as both groups advance in academic rank, men outnumber women, significantly at the full professor rank (75% men) and in award of tenure (75% men). Male preponderance in advanced rank also correlates with a disparity in leadership roles, with women much less likely to achieve roles such as department chair, center/institute director or dean. Nationally, gender-based salary inequities persist at all ranks and specialties. Although first-generation biases against women are not commonly observed, subtler, second-generation biases persist, including:

1. Workplace policies and processes that may disadvantage women to a greater extent than men
2. Organizational climate that tolerates harassment and other damaging behaviors more frequently directed at women
3. Unequal access to high quality mentorship with a resultant knowledge gap for women and URM faculty on how to achieve success.
4. Fewer sponsorship opportunities, slowing the advancement of women

Faculty well-being and success have been shown to be strongly influenced by practices, policies, and procedures organized into six key determinant concepts:

1. Organizational governance and transparency
2. Work-life support
3. Mentoring, recognition by colleagues, peer support, and networks
4. Professional development and advancement opportunities
5. Institutional mission and meaning in work
6. Workplace values, culture, climate, and professionalism

The Office of Academic Affairs in VP&S at the Columbia University Irving Medical Center has focused on addressing factors negatively impacting the success of women, within the context of addressing the needs of all faculty. We have used faculty-driven, multidimensional approaches that are organized based on a framework of the determinants demonstrated to support overall faculty well-being, vitality, and satisfaction. Within this framework, we have intentionally addressed the unique challenges faced by women and faculty from underrepresented groups.

Specific actions to address these needs have included changes to governance and policies, with increased transparency around academic advancement, faculty searches, recruitment, and honors; facilitation of mentorship programs with attention to the unique needs of women; mechanisms for faculty recognition; enhanced work-life support; regular review of gender and diversity metrics; salary equity surveys with adjustments; and development of a robust portfolio of programs to support faculty work and advancement, including all women or all diverse faculty cohorts to promote networking and peer support.

We track key metrics including numbers of women and men by various categories, but most importantly, by the inclusion of women in organizational leadership, honors, awards, key decision-making committees and academic advancement as evidence of progress made towards gender equity.

Eye of the Tiger: Women with a Will to Thrive

Southern Illinois University School of Medicine

Honorable Mention

Executive Summary

Although women achieved a major milestone in surpassing male enrollees in medical schools in 2017, they continue to lag behind their male colleagues in career advancement and elevation to leadership positions. Further, women of color experience bias, lack of career advancement, and isolation to a higher degree.

Located in Springfield, Illinois, Southern Illinois University (SIU) School of Medicine is a public community-based institution. Its faculty consists of more than 330 individuals, including faculty in the SIU Carbondale main campus.

With humble beginnings as a grassroots organization in the Department of Internal Medicine, SIU Medicine's Alliance for Women in Medicine and Science (AWIMS) was established in 2018. AWIMS consists of a director, an executive committee, and an advisory board comprising key stakeholders from around the institution. The five initiatives of AWIMS are research, education, mindfulness and wellness, community engagement, and mentorship and career advancement.

AWIMS has hosted an annual Women in Medicine and Science professional development conference since 2018. Featuring renowned national speakers, the conference provides faculty with essential tools to develop as leaders.

AWIMS was the recipient of a grant from the American Medical Association's Joan F. Giambalvo Fund for the Advancement of Women. Through this grant, AWIMS started the Research Initiative to Sponsor and Empower Women in Medicine and Science (RISE WIMS) program, which links junior to mid-career faculty with a research coach, AWIMS mentor, and research support staff. Faculty have the tools to take a project from conception to publication or presentation.

AWIMS partnered with other institutional organizations to lead a promotion and tenure working group. As a result of the efforts of this working group, there was a clear uptrend of promotion of women to the level of associate professor and full professor, with the highest number of women professors promoted in 2020 in the history of the institution. A pilot of a simplified process is underway for the 2021–2022 promotion cycle. Next steps are to work toward recruiting a more diverse pool of faculty in terms of gender and race.

In the midst of the dual pandemics of COVID-19 and racism and oppression, AWIMS stepped up its role as an ally. AWIMS supports the SIU School of Medicine's White Coats for Black Lives chapter, organizes monthly town halls dedicated to open dialogue about racism with institutional partners, and has dedicated its journal club sessions to articles pertaining to racism and injustice. AWIMS also has representation on the institution's anti-racism task force.

Just like the eye of the tiger, AWIMS is rising up to the challenge of enormous rivals—gender bias, career stagnancy, and lack of mentorship, which have only been compounded by the dual pandemics of COVID-19 and oppression. We are truly an alliance in every sense of the term, moving the gender equity needle together.

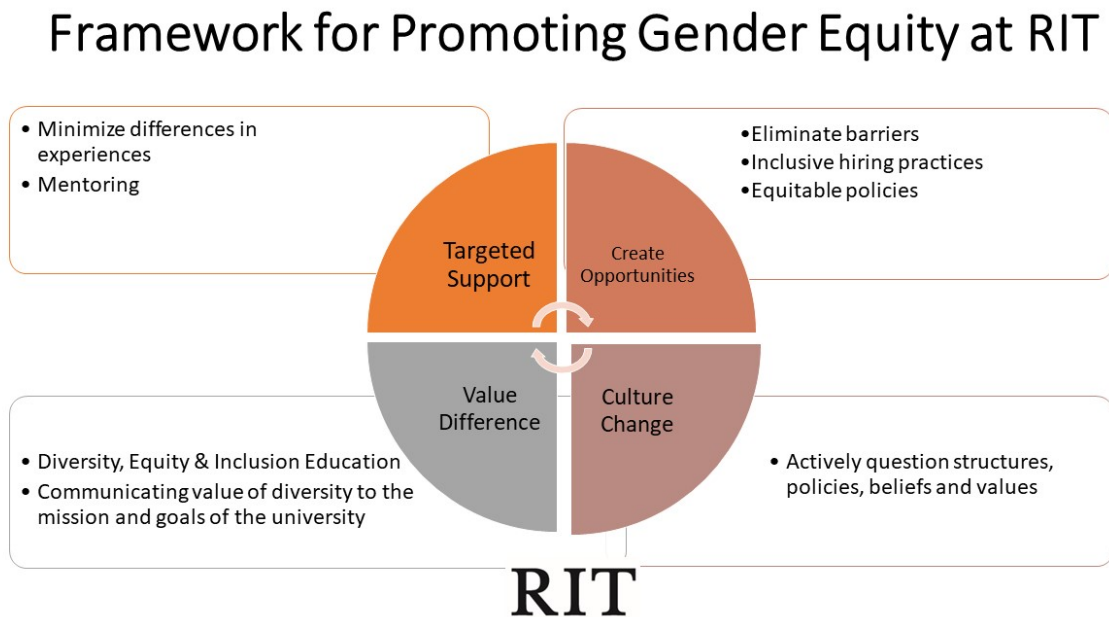
Panel II: Training for Inclusive, Equity-Minded Environments

A Framework to Promote Gender Diversity & Equity Rochester Institute of Technology (RIT)

Executive Summary

The Rochester Institute of Technology (RIT) has developed a multipronged approach to supporting faculty gender diversity in the biomedical and behavioral science fields. At RIT, faculty working in these fields span multiple disciplines and departments, ranging from biomedical engineering to chemistry to computer science to many others. Approaches include both university-wide, college-based and network-based efforts and programs. Efforts specifically target faculty in the areas of biomedical and behavioral science fields and/or include broader, university-wide efforts that support diversity, equity, and inclusion. The common feature of the approaches is the utilization of a framework supportive of promoting gender diversity. (See Figure 3.1.) This framework includes four frames: creating opportunities, changing the culture, valuing difference, and providing targeted support.

Figure 3.1: Framework for Promoting Gender Equity at RIT



The implementation of this framework is accomplished utilizing both top-down and bottom-up approaches. A bottom-up approach builds trust and communication related to a project's mission and promotes the establishment of sustainable change. A top-down approach has a systemwide strategic view. They are integral to lasting changes that support the framework that promotes gender equity.

FIU ADVANCE

Florida International University

Executive Summary

FIU ADVANCE—overseen by Florida International University’s Office to Advance Women, Equity & Diversity (AWED)—is aimed at developing innovative organizational change strategies and institutional structures, processes, and climate to build an affirming and fair workplace for women and underrepresented groups at FIU and produce comprehensive change in science, technology, engineering, and mathematics (STEM) and the social and behavioral science (SBS) departments at the university. It is funded by a 5-year, \$3.2 million grant from the National Science Foundation (2016–2021). Three main objectives guide FIU ADVANCE’s efforts to accomplish this goal: (1) Attract, recruit, retain, and promote women STEM faculty, particularly underrepresented minority (URM) women; (2) educate faculty about gender and ethnic biases and microclimates that affect the advancement of women; and (3) move faculty from insight to action to promote gender equity using the Bystander Leadership Program, an evidence-based intervention program. To reach these objectives, many programs are designed and woven together at three levels:

1. Faculty Professional Development Programs

- Bystander Leadership Program: This is our signature program, a one-day workshop for faculty to reduce gender and racial bias and increase inclusion. It is also being conducted as an evidence-based research project. See the 3-minute video at <https://go.fiu.edu/bystander>.
- *Strategies and Tactics for Recruiting to Improve Diversity and Excellence* (STRIDE) Workshops: All faculty search committee members are required to attend once every 3 years.
- Search Committee Diversity Advocates: One member of each faculty search committee attends additional training focused on best practices to recruit diverse and excellent candidates.
- Faculty Mentor Program: This pairs junior and mid-career faculty with senior faculty to set goals or develop a career plan; it also offers workshops on special topics—e.g., grant writing and summer planning.
- Salary Equity Program: AWED contributes (limited) funding to colleges to correct salary inequities based on gender, race, and/or compression.

2. College and Departmental Level Programs

- Diversity & Inclusion (D&I) Plan Development: This occurs at both the college level and the departmental level.
- Equity Advisor Program: A senior faculty member works with college leadership on faculty recruitment and D&I plans.
- Chairs’ Leadership Workshops: These are led by the Vice Provost for Faculty Leadership and Success, to develop materials for chairs concerning best practices for evaluating faculty, tenure, and promotion procedures.
- Diversity Mentor Professor Program: This helps the recruitment of funded senior STEM faculty with a clear record of mentoring women and minorities in STEM fields.

3. University Level

- Policy development in collaboration with policy leaders.

- Microclimate Project: Examination of the norms and climate within departments, with special attention to working with international faculty on equity and inclusion issues.
- AWED Theater: This produces original plays based on our research that are presented as interactive theater to other universities or organizations.

Outcomes (2016–2021):

1. There has been a decrease in bias, and there has been an increase in bias interventions.
2. Over 1,400 individual faculty members have participated in at least one program.
3. The share of tenure-track STEM faculty who are women increased from 17% to 20%.
4. The share of tenure-track STEM faculty who are women of color increased from 1.5% to 2.5%.
5. All ranks: Women faculty overall increased from 38% to 43%.
6. All ranks: Hispanic faculty overall increased from 16% to 21%.

Achieving Gender Equity at Boston University

Trustees of Boston University, Boston University Medical Campus

Executive Summary

Retaining women in science, technology, engineering, mathematics, and medicine (STEMM) and fostering their career growth requires a comprehensive, data-informed approach grounded in opportunities for professional development and mentorship. This application comes from Boston University and is led by the Boston University School of Medicine (BUSM), in partnership with STEM departments on the Boston University Charles River Campus (CRC). Collectively, we are committed to promoting gender equity among our faculty. We are well equipped to lead in this area, given BUSM's history as the first U.S. institution to offer medical education to women and to graduate a Black woman physician. Our university-wide approach to gender equity is informed by literature highlighting the importance of faculty development opportunities and strong mentoring for women's career advancement, BU-specific needs assessments—which indicated that these opportunities were viewed by women as important to mitigate inequities—and our institutional data.

Since 2016, three offices across BUSM and the CRC have implemented a three-pronged approach: (1) faculty development programs that provide women with opportunities to build new skills, form peer networks, and receive career mentoring; (2) research-focused longitudinal workshops to enhance extramural funding success; and (3) career coaching. All components seek to support a diverse group of women STEMM faculty members throughout their career trajectories. Our data demonstrate that this approach has substantively improved gender equity across our primary outcome metrics of increased rates of promotion for women, more women at higher faculty ranks, and diversified leadership. Specific evidence of the approach's impact includes the fact that prior to our intervention, an average of 39% of faculty promoted from associate professor to professor at BUSM were women (2011–2015) and this proportion increased between 2016 and 2020 to an average of 60%. The proportion of women professors also increased between 2016 and 2020 as compared with between 2011 and 2015 (annual average of 31%, up from an average of 26%), with this post-intervention proportion being higher than the national average.

On the CRC, we demonstrate an increase in the proportion of STEM women associate professors between 2016 and 2020 as compared to between 2011 and 2015 (an average of 32%, up from an average of 22%). The average proportion of key leadership roles held by women similarly has increased in the post-intervention years (an average of 37%, compared with 29%). Additional data from each component provide supportive evidence that faculty believed the programming was instrumental in developing the leadership and research skills, mentoring and networking required for career advancement. Our approach has been developed to allow for generalizability and adaptability in diverse settings, and we have disseminated our findings nationally.

Panel III: Reducing Barriers to Career Advancement

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

University of Pennsylvania Perelman School of Medicine

Executive Summary

The Perelman School of Medicine (PSOM) leads a multifaceted approach to gender diversity and advancement of women faculty through a dean-funded program created in 1994, FOCUS on Health & Leadership for Women (FOCUS). The Executive Director is a dean-appointed leadership position, and a FOCUS budget supports a small but vital portion of dedicated time of multidisciplinary faculty and staff. FOCUS has augmented these funds with grants from NIH, foundations, and philanthropic organizations to multiply the investment. Since its inception, FOCUS has obtained \$5.1 million in extramural funding.

The dual mission of FOCUS is to (1) support the advancement and leadership of women in academic medicine and (2) promote education and research in women's health and careers. FOCUS uses both a top-down approach (working with leadership on institutional policies, procedures, searches, and salaries) and a bottom-up approach (faculty initiatives—e.g., leadership training, mentoring, and community building). FOCUS's philosophy is that when both approaches are actively engaged and sustained, true culture change occurs.

FOCUS's initiatives fall into five categories: (1) collecting and monitoring data, (2) leadership training, (3) building a trusting and supportive community, (4) policies and procedures, and (5) research. Given FOCUS's long history, we narrowed our timeline to 2008–2020. This time frame begins just before the schoolwide NIH Transforming Academic Culture (TAC) Trial, one of 14 NIH R01s given in 2009 to accelerate progress in women's careers in medicine and science. FOCUS's leadership were co-principal investigators (Abbuhl/Grisso) on the 4-year cluster-randomized intervention trial to advance junior women in clinical and basic science departments. This ambitious trial galvanized leadership and faculty and heralded a more robust era of gender equity initiatives targeting leadership training, professional development, longitudinal cohorts, family-friendly policies, promotion, recruitment, searches, salaries, mentoring, community building, and others. The dual approach that merges programmatic and research efforts is central to the FOCUS mission.

The proportion of women faculty increased from 31% (2008) to 43% (2020); women "standing faculty" increased by 56%, and the increase for men was 3%. Underrepresented minority (URM) women associate professors increased by 350%, and URM men increased by 93%. Overall, URM women faculty increased by 147%, and men increased by 58%. URM women faculty remain a priority, constituting only 8.6% of all women faculty.

FOCUS has been recognized by the Association of American Medical Colleges (AAMC), receiving the AAMC Women in Medicine & Science Leadership Award in 2004 (organizational level) and in 2012 (individual to Dr. Abbuhl). FOCUS's work has been shared at National Institutes of Health, Association of American Medical Colleges, American Medical Women's Association, Academy for Women in Academic Emergency Medicine, American Academy of Emergency Medicine, the Health Research Alliance, the Melanoma Society, National Clinician Scholars Program, and numerous National Grand Rounds webinars. *Forbes* ranked Penn the #2 best employer for women, with specific mention of FOCUS.

Promoting Women of Diverse Creative Expertise

Worcester Polytechnic Institute

Executive Summary

Worcester Polytechnic Institute (WPI) occupies a distinctive niche as a medium-sized doctoral institution that combines a unique project-based undergraduate curriculum with a growing research enterprise. In 2016, *The Wall Street Journal* rated WPI first in the nation for “Schools that Do the Best in Combining Scholarly Research with Classroom Instruction.” WPI has made recent progress in recruiting and retaining early-career women faculty in the STEM fields, including the biomedical and behavioral sciences. However, its promotion system systematically disadvantages women from associate-to-full promotion. Data analysis indicates that the sources of these gender equity problems are attributable to implicit biases and a “foggy climate,” a research-based metaphor for ambiguity in promotion processes, valuing different types of work, and work distribution that disadvantages women.

These problems were addressed through a collection of approaches: (1) changing WPI’s associate-to-full promotion policy for tenured faculty to welcome Boyer’s multiple forms of scholarship and clarifying the new promotion criteria and processes to reduce the “foggy climate”; (2) institutionalizing an associate professor mentoring system (based on career development plans and mentoring teams) campus-wide to guide mid-career faculty toward promotion; (3) providing a series of mini-grants to support individual associate female faculty needs to achieve promotion to full professor; and (4) institutionalizing a new department head “annual review conversation” that moved away from evaluative procedure and toward promoting understanding, recognition, and reward for diverse activities that individual faculty value. These approaches were highly successful in enabling our female faculty to be promoted from associate to full professor. In the 4 years before these activities were implemented (2014–2017), 13 men and 5 women were promoted to full professor (28% women). In the 4 years after these activities were institutionalized (2018–2021), 19 men and 19 women were promoted to full professor (50% women). These approaches, along with other institutional activities, have enabled significant overall increases in gender diversity. In 2017, tenured faculty consisted of 28% women. In 2021, our tenured faculty comprise 31% women. At the assistant rank, the percentage of women has increased from 35% to 45% over that period, and the percentage of women at the rank of full has increased from 18% to 24%. Although outside the scope of this award, we are also working diligently to support non-tenure-track female faculty in their pursuit of career advancement and stability.

Intersectional Directions: Faculty Success @XULA

Xavier University of Louisiana

Honorable Mention

Executive Summary

Xavier University of Louisiana (XULA) is a historically Black and Catholic university founded in 1925. Its purpose is to promote a more just and humane society by preparing its students to assume roles of leadership and service in a global society. The university has two colleges, the College of Arts and Sciences (CAS) and the College of Pharmacy (COP) and awards bachelor's degrees, master's degrees, the Doctor of Education, and the Doctor of Pharmacy. Xavier's student body is 75% African American.

XULA's work in diversifying its faculty, especially in biomedical disciplines, was enhanced when the university received a National Science Foundation ADVANCE grant in 2017. This grant, XULA STRIDES, is rooted in intersectionality theory. Xavier continues to address the pre-2017 hiring, attrition, and demographic data highlighting difficulties retaining women faculty, particularly Black or African American women in the biomedical fields. Through pipeline and climate initiatives, XULA has transformed institutional policies that directly contribute to the retention and advancement of women in the biomedical faculty pipeline, particularly women of color.

XULA employed three approaches to address faculty gender diversity:

- A Faculty Administrative Fellow for Diversity, who is now the Associate Provost for Faculty Affairs, to coordinate a climate study and monitor and coordinate diversity efforts;
- Evidence-based training for search committees, leaders, and faculty given by national experts; and
- Strengthened on-campus mentoring and peer networks.

This work has resulted in changes to policies and hiring procedures on XULA's campus to support recruitment and retention of biomedical faculty. Data show that these changes have made a difference in faculty diversity, retention, and success. For example, for biomedical faculty, between 2016 and 2020, the proportion of women tenure-track faculty increased from 42% to 44%. Between 2016 and 2020, XULA had a total of 19 female tenure-track biomedical science faculty. The fact that XULA's percentage of women tenure-track faculty in 2020 is not higher than 44% is attributed to the success and retention of these women, seeing as five of the 19 faculty members were tenured, four of whom are women of color.

Building and Leveraging Evidence to Enhance Faculty Gender Diversity

University of Houston

Executive Summary

The University of Houston (UH) entered the NIH Prize for Enhancing Faculty Gender Diversity in Biomedical and Behavioral Science to seek recognition for our substantial and sustained investments to increase the representation of women, especially women of color, among our tenured and tenure-track (T/TT) faculty.

	Fall 2014	Fall 2020	% Increase
Total	981	1,064	8%
Men	687	693	1%
Women	294	371	26%
Black Women	12	25	108%
Hispanic Women	29	42	45%
Black Men	24	28	17%
Hispanic Men	36	46	27.8%
Underrepresented Minority Faculty	101	141	39.6%

As data in the above table highlights, UH has made exceptional progress in recruiting, developing, and retaining women, especially women of color, faculty over the past six years through work in the following key domains: strengthening evidence-based recruitment and retention initiatives, creating lasting infrastructure, and eliminating barriers preventing women and faculty of color from transitioning into leadership positions. In 2014, UH was awarded a National Science Foundation (NSF) ADVANCE Institutional Transformation (IT) grant. The goal of our IT grant was to create an academic environment where each and every student will have access to role models who share their lived experience and who can serve as credible and culturally sensitive mentors and instructors. Demonstrating substantial institutional commitment to increasing the representation of women, especially women of color, UH President Renu Khator and Provost Paula Myrick Short served as active and engaged principal investigators on our ADVANCE grant. Utilizing the grant resources received from NSF, along with supplemental institutional support, we implemented targeted, data-science and network-building oriented recruitment initiatives, as well as mandatory diversity search committee training and wraparound support for faculty recruitment, including a faculty recruitment toolkit, a designated dual-career function, a backup-care program, and guaranteed access to childcare spots at the university's childcare center. We invested in creating an Office for Faculty Recruitment, Retention, Equity, and Diversity and an Office for Faculty Development and Engagement. We built partnerships across campus, including with the UH Faculty Senate, allowing us to progress policy changes in support of women faculty (including stop-the-clock policies for COVID-19 and a supportive parental leave policy). All initiatives were driven by rigorous social science research. We endeavored to advance the national

discourse on gender diversity in the academy by disseminating our work through journals, conference proceedings, and individual consultations with peer institutions. Our success has been so substantial that *The Chronicle of Higher Education* ran a feature article about our work, entitled “Diversity Without Dollars,” in 2020. Over a six-year period, we increased our T/TT women faculty members by 26%, our Black women by 108%, and our Hispanic women by 45%. We have also had a 20% increase in women faculty members in STEM disciplines and a 38% increase for underrepresented minority women in STEM. Note that for the purpose of this application, we define “women of color” and “underrepresented women” as Hispanic or Black women. We recognize that other groups face significant challenges as well but focus on Hispanic and Black women, given that Hispanic and Black students constitute the majority of underrepresented students on our campus. Our undergraduate student population is the second most diverse in the country. Our retention and mid-career interventions profoundly affected the promotion rates for women from associate professor to full professor. While a combined average of two promotion years showed that only 8.5% of those promoted from associate to full professor were women, women made up 45% of the cohort of newly promoted full professors the year after we implemented our mid-career interventions and workshops.

Center for Women in Medicine and Science

University of Minnesota

Executive Summary

The University of Minnesota (UMN) Medical School's Center for Women in Medicine and Science (CWIMS) is an emerging leader in innovative and fast-paced institutional gender equity reform at the UMN Medical School. CWIMS utilizes a Community-based Participatory Research (CBPR) framework, which is a state-of-the-art and evidence-based framework to advance their mission and vision.

Mission Statement: CWIMS supports and facilitates leadership and development opportunities to achieve gender equity, diversity, and inclusion.

Vision Statement: CWIMS creates supportive institutional collaborations and infrastructures to ensure gender equity now and in the future.

CWIMS was developed in the fall of 2018. Since then, CWIMS has used their approach to develop four action groups: (1) Recruitment and Retention; (2) Salary, Resource, and Leadership Equity; (3) Mentoring; and (4) Strategic Communications and Collaborations, which develop and carry out all our gender equity initiatives.

Overall, the CWIMS action groups work to:

- Advance policies and collaborations that support the recruitment and retention of a thriving, diverse faculty community.
- Build mentoring resources, networks, and role modeling opportunities for both new and established faculty.
- Systematically address and ensure the equitable distribution of salary, resources, and strategic leadership opportunities across the faculty.
- Strategically communicate and collaborate across the university system, locally, regionally, and nationally to disseminate best practices regarding gender equity in academic medicine and science.
- Support collaborative action initiatives to ensure safety, equity, and dignity in the workplace for all.
- Create and track metrics that ensure progress is being made in decreasing gender disparities in academic medicine.
- Carry out pioneering research on gender equity and women's health issues.

Our CBPR framework emphasizes a simultaneous bottom-up and top-down approach to engaging stakeholders in the work. Thus, CWIMS includes medical school faculty, department heads, Deans, Provosts, and national stakeholders in their work.

Also consistent with CBPR, all of the CWIMS initiatives include metrics to track our success and impact. In the first 2.5 years of the CWIMS, much has been accomplished, from a salary equity study, to creating an electronic gender equity metrics dashboard to track our progress, to a Distinguished Visiting Scholar mechanism for funding and prioritizing presentations by women faculty to grant funding for projects such as closing the gap on disparities between men and women in achieving promotion and tenure, to name a few. These outputs and outcomes are just the beginning of our gender equity-focused work that will be highly effective and sustainable given our CBPR approach.

WISELI: A Wise Approach to Gender Equity

University of Wisconsin–Madison

Executive Summary

The Women in Science and Engineering Leadership Institute (WISELI) was established in 2002 as the cornerstone of a 5-year National Science Foundation ADVANCE Institutional Transformation award to the University of Wisconsin–Madison (UW Madison). WISELI has advanced gender equity in the biological and physical sciences (BIO-PHY) by using UW Madison as a “living laboratory” to study gender equity, diversity, and campus climate; implement evidence-based interventions; and measure success. We present the establishment of WISELI as a research center as our primary intervention and highlight the approaches and initiatives WISELI has developed, sustained, scaled up, and disseminated to other institutions nationally and internationally. WISELI has consistently taken a systems approach, with multilevel interventions that address institutional, interpersonal, and internalized barriers to the advancement of women and members of other groups underrepresented in BIO-PHY.

A key element of several WISELI initiatives is educating faculty about the impact of unconscious (i.e., implicit) bias on individual judgments and institutional processes and, most importantly, providing evidence-based strategies for minimizing the influence of such bias. These interventions include *Searching for Excellence and Diversity: A Workshop for Faculty Search Committees*, *Breaking the Bias Habit* workshops, and the *Bias Reduction in Internal Medicine (BRIM) Initiative*, all of which were tested in controlled studies and found to be effective pro-diversity interventions.

WISELI’s *Study of Faculty Worklife*, a longitudinal study of workplace climate for UW Madison faculty with six waves since 2003, is a critical aspect of WISELI as an intervention. This survey tracks the effectiveness of WISELI’s efforts over time. It demonstrates that the gap in climate experienced by men and women faculty is declining and shows improved climate in departments whose faculty have participated in WISELI initiatives when compared to departments whose faculty have not participated.

We report below on the effectiveness of WISELI initiatives; their adaptation to other contexts, such as tenure, promotion, and awards; and their adoption by other institutions. We provide evidence that since 2001, WISELI has been a major contributor to the increased number and percentage of women on the UW Madison faculty in BIO-PHY (Table 1); increased number of women in leadership; improved women’s tenure outcomes; and improved climate for women faculty.

Table 1: Number and Percentage of Women Faculty in BIO-PHY at UW Madison Baseline to Present

	All Faculty	Women		Women of Color	
Year	N	N	%	N	%
2001	1,198	187	15.61%	22	1.84%
2020	1,286	365	28.38%	90	7.00%