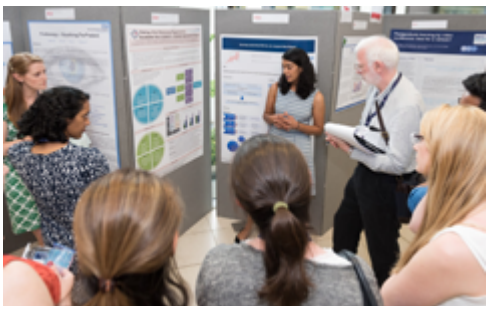

# DIVERSITY AND INCLUSION STRATEGY 2020-22

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Lead for Diversity and Inclusion &
Honorary Secretary of ASME

**ASME MISSION**

Advancing Scholarship in Medical Education

www.asme.org.uk

**ASME's VISION**

"To work collaboratively with educators, learners, researchers and policy makers to promote scholarship and excellence in medical education to meet the changing needs of the future healthcare workforce."

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# Aims & Objectives

This strategy aims to embed the principles of diversity and inclusivity throughout the ASME organisation, to foster a culture that attracts and retains diverse talent and perspectives and maximises access and participation, both nationally and internationally.

The key objectives in this diversity and inclusivity strategy are to:

- Anticipate the needs of people attending ASME events and conferences, ensuring ASME is accessible and individual to their requirements.
- Cultivate and promote an inclusive culture that maximises the talent, skills and diversity within ASME.
- Identify, attract and retain a pipeline of diverse individuals to ASME with a wealth of experience and talent.
- Promote and ensure transparent processes for the recruitment and selection of ASME directors and chairs of Special Interest Groups (SIGs), Career and Committee Groups are established and accessible for ASME members and external audiences to view.
- To promote high quality research and scholarship in the field of diversity and inclusion.

# Definitions and The Equality Act

Various definitions of diversity and inclusivity exist. Generally, any individual difference can be regarded as diversity; these can include the dimensions of race, gender and sexual orientation. Diversity acknowledges the range of ways an individual (or a group of individuals or an organisation) can identify. The terms diversity and inclusivity are not mutually exclusive; the principles of mutual respect, belonging, value for all and promoting multiple perspectives underpin both concepts.

While diversity acknowledges individual differences, inclusivity moves beyond this to considering how we engage with these differences. Inclusivity requires us to reflect upon the plurality of ways diversity can impact access, participation and experiences and works towards meeting the wide range of needs in a diverse population. The outcome of applying the principles of both diversity and inclusivity is to establish equity, meaning fairness (equal and full participation).

The Public Sector Equality Duty states that organisations must have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act (2010).
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are sometimes referred to as the three aims or arms of the general equality duty. The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Under the Equality Act (2010), there are nine protected characteristics:

# ASME Events and Conferences

**1. Recommended training and resources**

ASME events teams are encouraged to attend the training session delivered by Shape Arts on 'accessible events management'

https://www.shapearts.org.uk/accessible-events-management

Additional recommended training sessions, can be found via this link:
https://www.shapearts.org.uk/Pages/News/Category/services

ASME events team are encouraged to invest dedicated time in reviewing and discussing the following recommended resources below with the ASM steering group and to consider how to embed these suggested practices when organising events and conferences.

- Accessible events: a good practice guide for staff organising events in Higher Education https://www.tcd.ie/disability/assets/doc/pdf/Accessible_Events.pdf
- Engaging with disabled people: an event planning guide https://www.equalityhumanrights.com/sites/default/files/housing-and-disabled-people-engaging-with-disabled-people-event-planning-guide.pdf
- Inclusive and accessible events: a guide for event organisers https://www.visitscotland.org/binaries/content/assets/dot-org/pdf/marketing-materials/accessible-events.pdf
- Accessible events checklist https://www.gla.ac.uk/media/Media_386384_smxx.pdf
- RNIB See it Right – web accessibility according to people with disabilities https://www.rnib.org.uk/rnibconnect/web-accessibility-people-disabilities

# Checklist of Quality Indicators

All organisers of ASME events should aim to develop and utilise a checklist of quality indicators when considering venues for events and conferences. Once completed, a continual practice should be developed where these are publicised on the ASME website for members and external audiences to view.

The Diversity and Inclusion Lead can work with the ASME events team to create a tailored checklist of quality indicators, see suggestions below.

## Finding a venue

1. Easy to reach by public transport ☐
2. Accessible parking ☐
3. Availability of portable hearing enhancement systems ☐
4. Availability of multi-faith room ☐
5. Appropriate access for those with physical disabilities e.g. ramp and elevator, particularly if the event is held on different floors ☐
6. Availability of wide dietary options e.g. vegetarian, non-vegetarian, gluten free and alcoholic and non-alcoholic beverages ☐
7. Availability of roving mikes to maximise participation ☐
8. Availability of private rooms for breast feeding ☐
9. Accessible toilets ☐
10. Availability/Assessing distance to the nearest childcare facilities to signpost to attendees ☐
11. Available technology facilities: ☐
    - Free Wi-Fi for conference attendees
    - Facilities to live-stream plenary sessions
    - Projectors to include Twitter feeds and interactive software such as Slido, Kahoot and Menti-meter

## Arranging an event

- Check the date against major religious festivals and holidays ☐
- Check that the timing is likely to be suitable for most stakeholders ☐
- Provide the contact details and deadline date for requesting reasonable adjustments ☐
- Provide the contact details and deadline date for dietary needs ☐
- Brief individuals presenting or chairing regarding presentation guidelines and reasonable adjustments ☐

## Pre-event planning and publicity

- Provisionally book communication support e.g. sign language interpreters ☐
- Active effort to ensure a degree of flexibility in the timetabled programme to take into account any travel time which may be required for those with physical disabilities ☐
- Ensure submission deadlines allow for provision of information in alternative formats (e.g. large print/subtitles/Braille), should these be requested ☐
- Ensure alternative registration options e.g. telephone/email ☐
- Publicise leaflets and posters with accessibility information beforehand ☐
- Ensure priority/reserved seating can be planned for those with physical disabilities, who are pregnant or elderly ☐
- Ensure an accessibility statement is included in the event information. Suggested equality/accessibility statement wording should be on both the registration form and any programme announcements: ☐

  *"We aim to ensure that people have equal access to this event. If you need alternative formats or other reasonable adjustments, please contact (name of person) on (telephone number) or via email: (email address here) with your request by on (deadline) so that arrangements, where possible, can be made."*

# Communication at Events

- **Coloured lanyards:** to signify the roles of individual people, if available different lanyard options to raise awareness about diversity issues e.g. (rainbow lanyard for LGBTQ+ issues)

- **Name badges:** Collect attendee information on personal pronouns (e.g. she/he) and include these on printed name badges with attendees' twitter handles and if possible a picture of the attendee.

- **Accessibility checklist for presentations:** Consider developing recommended guidelines for presenters when creating presentation slides that include an accessibility checklist, see below suggested links:

  https://www.w3.org/WAI/teach-advocate/accessible-presentations/

  https://www.queensu.ca/accessibility/how-info/accessible-documents/accessible-powerpoint-presentations-checklist

  http://ruralinstitute.umt.edu/images/PDFs/Accessible-PowerPoint-Presentation-Checklist-8-24-2016.pdf

- **Info graphics on accessibility information:** Clearly signpost and display accessibility information (e.g. parking, multi-faith room etc.) throughout the conference room in an info-graphic style. This information should also be on the events page footer e.g. "this event is wheelchair accessible and provides priority seating."

- **Priority/reserved seating:** Include a designated area/reserved seating areas for those with physical disabilities, who are pregnant or elderly at plenary sessions, workshops and any events where seating is available.

- **Venue provided navigation:** Available option of providing audio-assisted or a virtual tour available on the ASME website of events/conferences.

# Diversifying the Format of Workshops and Speakers

Consider including at every conference the following core options to diversify the format of presentations:

- **Panel discussions** – with a diverse representation of speakers
- **Interactive response systems for plenary sessions** – e.g. Kahoot, Mentimeter, Slido
- **World Café style discussions** – maximises interaction and richness of discussions
- **'Collaborate hubs'** – this is an opportunity to promote collaboration in ASME by helping foster connections between interested parties.
- **Autobiographical presentations** – an opportunity to share stories of career and research journeys, the highs and the lows.
- **Video/art galleries** – consider widening the options for abstract submissions such as video or art abstracts (where individuals can submit a piece of art with a short reflection), these can be displayed on the ASME website and as a gallery exhibition at the ASM.
- **'Walk-shops'** – small group discussions where individuals can talk and walk around the locality of the event.

Consider the following options to ensure a diverse range of speakers and themes are included in ASME events and conferences:

- **Feedback postboxes** – at ASM and RME conferences where members and ASME attendees can provide instant feedback on suggestions for speakers and conference themes for the future.

- **Monitoring demographic information** - when planning suggested speakers for plenary sessions, assessors for awards and prizes and facilitators/chairs of workshops, demographic information on all the protected characteristics of suggested individuals should be obtained, documented and monitored to ensure there is a diverse representation.

# Patient and Community Engagement

- **Local patient involvement:** Active effort to involve patient organisations in the locality of the event in panel discussions, stands, forum discussions and autobiographical presentations.
  See below suggestions for the next ASM at Warwick:
  South Warwickshire NHS Trust Patient Forum
  https://www.swft.nhs.uk/about-us/patient-forum
  NHS England: Bite size - Involving patient and the public in event planning and delivery
  https://www.england.nhs.uk/wp-content/uploads/2016/07/bitesize-guide-event-planning.pdf
- **Donation cups:** Liaise with local patient organisations and third sector charities to offer the opportunity to include donation cups at ASM conferences to support the local community. An example of charities to include at the next ASM in Warwick could be The Children's Society or University Hospitals Coventry and Warwickshire Charity.
- **Local artist involvement:** Active effort to invite local music bands and artists at ASM evening events and include this in the promotional material. An example that worked well at the ASM in Glasgow was inviting a music band and traditional Ceilidh dancing.
- **Open invite to local sixth form students:** Invite a small group of local sixth form students from one school, who are interested in studying medicine to the last day of the ASM conference (when attendance typically drops) to attend the plenary session and available workshops.

## Recommended Actions

1. Arrange dedicated ASM steering calls to review recommended guidance on increasing accessibility at ASME events and conferences.
2. ASME events team to work collaboratively with the Lead for Diversity and Inclusion to devise a tailored checklist of quality indicators for events and presentation guidelines (including an accessibility checklist for presentation slides) for prospective speakers.
3. ASME events team and the ERC committee to work collaboratively with the Lead for Diversity and Inclusion to discuss potential options to diversify the format of workshops in the RME and ASM timetable, create a monitoring log to document the demographics of speakers and explore options to encourage patient and community engagement.

**Overall leads: Director of Events, Events Co-ordinator with the Diversity and Inclusion Lead**

# ASME Communications

### 1. ASME Newsletter/Blog

Align the ASME newsletter/blog with diversity events/themes in the calendar year, where directors, chairs of ASME groups and office staff are invited to write pieces. This also provides an opportunity for ASME members to contribute and get involved in writing newsletter pieces.

This may also provide a valuable opportunity for greater collaboration with Wiley, inviting suggestions for recommended papers and articles in these areas from Medical Education and The Clinical Teacher. Newsletters will also consider emerging themes arising from society from diversity and inclusion to ensure ASME is at the forefront of these discussions.

## Diversity events / Themes

| | |
|---|---|
| JAN 01 | World Braille Day<br>World Religion Day |
| FEB 02 | Celebrating LGBT+ History Month<br>Sexual Abuse and Sexual Violence Awareness Week<br>International Day of Women and Girls in Science<br>Random Acts of Kindness |
| MAR 03 | World Hearing Day<br>International Women's Day<br>International Day for the Elimination of Racial Discrimination |
| APR 04 | World Autism Awareness Week<br>Lesbian Visibility Week |
| MAY 05 | Maternal Mental Health Month<br>Deaf Awareness Week<br>International Day Against Homophobia, Transphobia and Biphobia<br>Dementia Awareness Week<br>Mental Health Awareness Week<br>World Culture Day |
| JUN 06 | Gypsy, Roma and Traveller History Month<br>Immigrant Heritage Month<br>Autistic Pride Day<br>World Refugee Day |
| JUL | World Youth Day<br>World Day Against Trafficking in Persons |
| AUG 08 | International Left Handers Day<br>International Day of Remembrance of the Slave Trade and is Abolition<br>National Grief Awareness Day |
| SEP 09 | Menopause Awareness Month<br>World Suicide Prevention Day<br>European Day of Languages<br>International Day of Peace |
| OCT 10 | Celebrating Black History Month<br>Breast Cancer Awareness Month<br>World Cerebral Palsy Day<br>World Dyslexia Awareness Day<br>World Mental Health Day<br>National Coming Out Day<br>International Stammering Awareness Day<br>National Mentoring Day |
| NOV 11 | Islamophobia Awareness Month<br>National Stress Awareness Day<br>International Men's Day<br>Transgender Day of Remembrance<br>International Day for Violence Against Women |
| DEC 12 | Inter-faith Week |



### 2. ASME diversity and inclusion email account

Create a dedicated ASME diversity and inclusion email account to receive constant feedback and enquiries about:

- How to embed the principles of diversity and inclusion throughout the organisation
- Ideas to start research projects and events on diversity and inclusion
- Report feedback, concerns or complaints regarding concerning issues on diversity and inclusivity. To accompany this point, it would be valuable to develop a specific code of conduct policy at ASME events and conferences and a mechanism for raising concerns, this could be titled 'report and support.' See examples of codes of conducts at conferences:
  https://samsungcreate.com/code-of-conduct
  https://unfccc.int/about-us/code-of-conduct-for-unfccc-conferences-meetings-and-events
  https://www.phpconference.co.uk/conduct/

Email: diversityinclusion@asme.org.uk

### 3. ASME email signatures

Ensure a consistent email signature for all ASME directors/chairs of ASME groups and office staff that highlights ASME's diversity and inclusion strategy, and introduce a dedicated email account. See draft example below:

Equality, Diversity & Inclusivity

Tyler Dimich | Operations Supervisor

www.asme.org.uk

**4. Information giving and language**

To make essential information more accessible to a wide range of audiences and to help those with learning disabilities such as dyslexia, by adapting information on the ASME website into a visual format, i.e. using info-graphics. See example below from information taken from the ASME governance manual.

For any ASME publicised material, encourage, and ensure the use of inclusive language at events and in online communities surrounding events. This includes, but is not limited to, discouraging the use of gendered or ableist language. A tailored checklist for language use can be developed before material is publicised. See recommended guidelines below:

https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/
https://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html

## RECOMMENDED ACTIONS

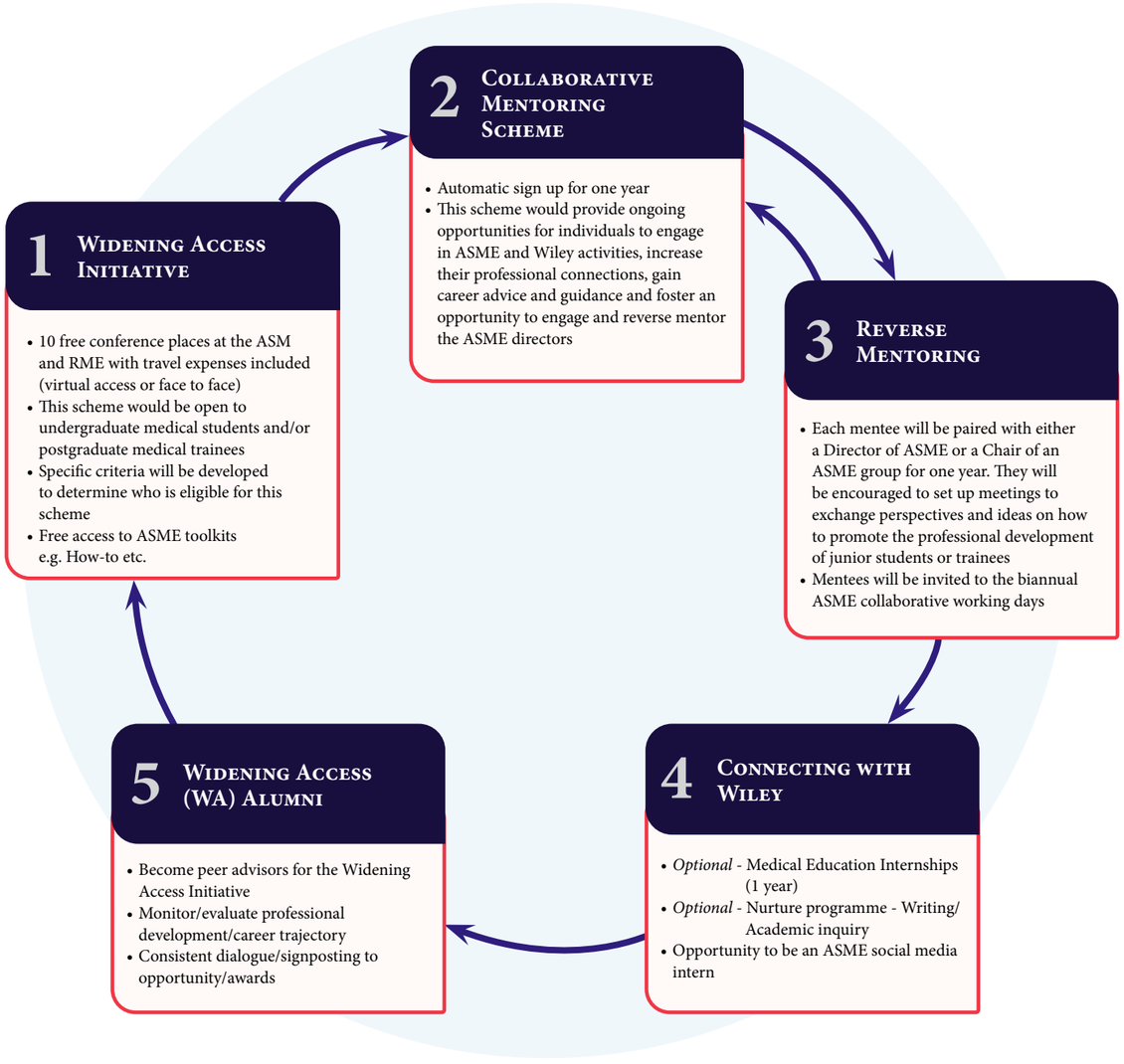
1. Agree upon suggested ideas and topics for different months for the ASME newsletter and source potential authors
2. Set up a collaboration between the ASME Director of Social Media (SoMe) and Social Media Editor at Wiley to host quarterly Twitter chats on different diversity themes.
3. Operations Supervisor to set up a new ASME email account for diversity and inclusion
4. Operations supervisor to create consistent, personalised email signatures for all ASME directors, chairs of ASME groups and office staff
5. Diversity and Inclusion Lead to work with HR/Communication Manager to develop a code of conduct policy for ASME events and conferences and establish an accessible mechanism for attendees and members to raise concerns – 'report and support'

**Overall leads: Director of Social Media and Communications, Operations Supervisor, HR/Communications Manager with the Diversity and Inclusion Lead**

# Mentoring and Professional Development

**1. Widening access mentoring scheme**

Below is a suggestion for a structured widening access mentoring scheme to support undergraduate medical students and/or postgraduate medical trainees in developing their professional connections and networks. This scheme would provide on-going opportunities for individuals to engage in ASME and Wiley activities, increase their connection, gain advice and guidance about professional development and foster an opportunity to exchange and reverse mentor the ASME directors.




## RECOMMENDED ACTIONS

1. Set up a consultation meeting between the Director of Career Groups, Chair of JASME, Chair of TASME, Co-Chairs of MEDISS and the Diversity and Inclusion Lead to discuss the development and delivery of this scheme.

2. Overall leads to develop clear eligibility criteria for individuals applying for this widening access scheme and a mechanism for monitoring and evaluation of the scheme.

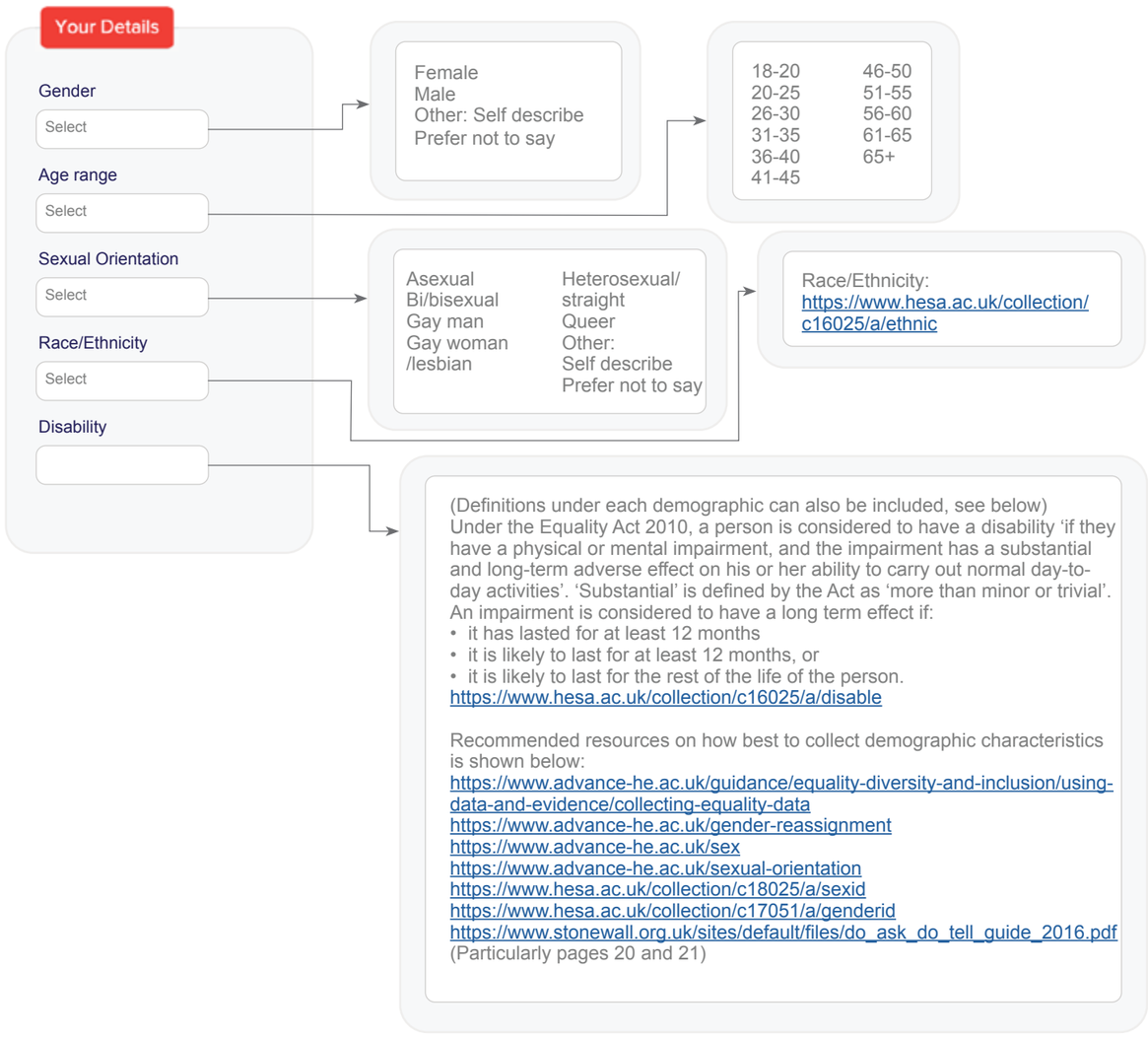
3. If scheme is approved, work alongside ASME Treasurer to draft up potential financial costs and consider the financial implications of the scheme and also liaise with the Wiley team about the inclusion of mentees

**Overall leads: Director of Career Groups, Chair of JASME, Chair of TASME, Co-Chairs of MEDISS with the Diversity and Inclusion Lead**

# ASME Membership, Data Collection and Monitoring

### 1. Demographic data collection and monitoring of members

Expand the data collection on members to include demographic characteristics covering at least the nine protected characteristics outlined under the Equality Act (2010). Currently none of the protected demographic characteristics are recorded. See some suggestions below based on recommended HESA (Higher Education Statistics Agency) guidelines and Advance Higher Education recommendations for equality data:




### 2. Membership satisfaction annual questionnaire

A membership satisfaction annual questionnaire for both individual and institutional members to gain continuous feedback on how membership deals and benefits can be improved. The responses gained from this questionnaire can help the organisation better understand why individuals are attracted to become or not become members of ASME.

Why did you decide to become a member of ASME?

What could be improved?

Would you renew your membership and why?

### 3. Pop-up 'how to join' stand at every ASME event

A pop-up 'how to join' stand should be included at every ASME event (e.g. regional events, SIG events etc.) hosted by the Directors or Chairs of the different ASME groups. The smaller ASME events are ideal platforms to attract a wider, diverse range of healthcare professionals and interested potential members to ASME. These pop-up stands could provide a valuable opportunity for interested individuals to learn more about ASME and the benefits of joining.

### 4. Showcase members' testimonials on the ASME website

Creating a personalised, dedicated space on the ASME website for different members to share testimonials of how ASME membership has benefitted them, thereby enticing new members to join.

## RECOMMENDED ACTIONS

1. Set up a meeting between the ASME office team, Director of Membership and Lead for Diversity and Inclusion to discuss GDPR guidelines on collecting demographic data from members and using the data for equality analysis.
2. Overall leads to investigate the possibility, in line with GDPR guidelines of re-surveying individual ASME members to collect relevant demographic data.
3. Recommend advertising incremental short-term EDI special projects to continually monitor, analyse and evaluate demographic data of ASME members, resulting in a short report and suggested recommended changes.
4. Create a membership satisfaction annual questionnaire and pilot the questionnaire with a small group of members.
5. ASME events team together with the Director of Membership to design and create a pop-up 'how to join' stand for every ASME event.

**Overall leads: Director of Career Groups, Chair of JASME, Chair of TASME, Co-Chairs of MEDISS with the Diversity and Inclusion Lead**

# Recruitment of ASME Directors and Chairs of ASME Groups

Below is a suggestion for a structured scheme for considering how to attract diverse and unrepresented talent in senior ASME roles. It takes a holistic approach and considers all aspects of the employment lifecycle from advertising and recruitment, to interviewing and development support.

## ATTRACT ME

- Advertisements should include a clear statement around diversity and inclusivity.
- Suggested forum and key contact details for help and advice when applying.
- Set a standard application form for applying for these posts with standardised questions and word limits.
- Provide on the ASME website a transparent process for shortlisting and interviewing (e.g. who is interviewing, how long and tips and advice).
- Implement a 2 stage shortlisting approach.
  The first stage is blind shortlisting where personal demographic characteristics from the application are removed. This stage is to assess if eligible candidates meet the desired criteria.
  The second stage is unblind where candidates' personal demographic information will be available. Positive discrimination will be used to prioritise candidates from underrepresented backgrounds and those with protected characteristics.
- Provide unsuccessful applicants with written and verbal feedback as to how they can improve.

## GET ME STARTED

- Induction programme at ASME and Wiley.
- Set up a buddy system with an established Director or ASME office staff member.
- Ensure biannual developmental appraisals are organised with the Chair of ASME

## ENGAGE ME

- Provide new Directors with the opportunity to attend ASME events and events internationally where ASME will be showcased
- Connect with ASME Director Alumni

## WISH ME FAREWELL

- Set up an ASME Chairs and Directors Alumni

# Recruitment of ASME Directors and Chairs of ASME Groups

## RECOMMENDED ACTIONS

1. Overall leads to explore the possibility of embedding the principles of diversity and inclusion in the whole employment lifecycle, beginning with reconsidering ASME vacancy advertising, application processes and shortlisting for interviews.

   **Overall leads: HR/Communication Manager, Chair of ASME, ASME Operations Manager with Lead for Diversity and Inclusion**

## STAY **IN TOUCH**

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