

# Australasian College for Emergency Medicine

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## Governance and Leadership Inclusion Action Plan

February  
2022

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## Foreword

I am pleased to present ACEM's inaugural *Governance and Leadership Inclusion Action Plan*. This Action Plan represents the next phase of the College's efforts to promote positive culture change within ACEM and more broadly across our emergency departments (EDs).

Over the last three years the College has undertaken a number of initiatives to improve diversity across our key governance entities. The College undertook a successful campaign to update ACEM's constitution ensuring that moving forward, diversity would always be present in the composition of the ACEM Board. As part of this campaign work, members made clear that there remain a number of barriers to increasing inclusivity amongst our members and trainees, thereby preventing some of our members and trainees from participating in activities across the College.

This Action Plan outlines a series of activities the College will undertake over the next two years that will embed an inclusive approach to ACEM's governance structures, improve the support mechanisms available to our members and trainees wishing to further their leadership goals and increase the educational resources on critical matters such as gender equity, unconscious bias and cultural safety.

This work will be overseen and monitored by ACEM's Inclusion Committee. I want to thank all our members and trainees who have provided feedback on their personal experiences, and that have assisted with the development of this Action Plan. I look forward to keeping you updated over the next two years as we undertake this important work.

Yours sincerely



**Dr Clare Skinner**  
President

# Introduction

As a College, ACEM recognises the need for the structure and composition of College entities to reflect the diversity of the College membership, thereby improving the capacity of its entities and the College overall to deliver value to the organisation by reflecting the views of a representative and inclusive cross-section of the membership.

Research in recent years has demonstrated the positive relationship between a more diverse leadership and improved performance. The diversity of multiple views in the decision-making process is more likely to consider a broader perspective of the risks, consequences and implications of various decisions and issues. Inclusion can also positively influence the rest of an organisation, and in turn encourage increased interest in participation in governance activities from a more diverse pool of individuals.

The membership of ACEM is diverse, yet there remain concerns that ACEM entities and governing roles or bodies are not representative of our membership. Though this has improved in recent years, particularly with regards to gender equity across key governance entities, improving inclusion amongst College entities remains a priority. Work undertaken as part of implementing ACEM's Discrimination, Bullying and Sexual Harassment (DBSH) Action Plan and Expert Advisory Group (EAG) Action Plan, and further consultations with the ACEM membership have identified four key areas to focus on as they relate to diversity and inclusion:

- Increasing the inclusion of ACEM's diverse membership across College governance structures;
- Improving members' educational capabilities;
- Enhancing support structures across the range of Fellows and trainees; and
- Empowering ACEM trainees and members to lead positive behavioural change in emergency departments and hospitals.

## 2.1 Scope

This Action Plan outlines a series of objectives, goals, actions and associated timeframes, with a focus on increasing inclusion in relation to the following areas:

- Leadership and governance roles and activities within the College; and
- Leadership roles within the emergency department workplace.

Leadership and governance roles within the College include (but are not limited to):

- Membership of the ACEM Board
- Member of the Council of Education (COE)
- Member of the Council of Advocacy, Practice and Partnerships (CAPP)
- Faculty Board membership, including Faculty Chair
- Member of the Court of Examiners
- Committee membership, including the role of Chair, of any entities of the Board, CAPP or COE
- ACEM champion roles (e.g. Regional Wellbeing Champion)
- Director of Emergency Medicine Training (DEMT)
- ACEM staff positions.

Key leadership roles within the emergency department and/or hospital workplace setting are Directors of Emergency Medicine (DEMs). Note that whilst DEMTs are College appointees DEMs are not.

The Action Plan comprises three overall goals, each of which is underpinned by a number of objectives and associated actions.

A large focus of this Action Plan will be the development of a diversity data framework, which will allow the College to establish an approach for measuring diversity across the membership and how subsequent initiatives are targeted. Using aggregated data, the College will be able to measure how inclusive its membership, entities and governing roles or bodies are and take more effective and measured steps when reviewing and revising the actions listed in this plan in subsequent years.

## 2.2 How to Read this Document

As a framework for this Action Plan, ACEM is utilising the use of **diversity and inclusion** as defined by the Diversity Council of Australia<sup>1</sup>.

**Diversity** focuses on what makes each of us unique, in relation to this Action Plan, the mix of people across ACEM's membership and staff. Specifically, it refers to all the differences between people in how they identify in relation to their:

- **Social Identity:** Māori and/or Aboriginal and/or Torres Strait Islander background, age, caring responsibilities, cultural background disability status, gender, religious affiliation, sexual orientation, gender identity and intersex status, socio-economic background; and
- **Professional Identity:** profession, education, work experiences, organisational level, department and location, country of medical degrees.

**Inclusion** is about getting the right mix of people to work together to improve perspective, performance and outcomes. Inclusion occurs when people feel that they are valued and respected, have a sense of belonging and feel connected to their peers and can contribute their talents to the organisation and/or workplace. It is through inclusion that organisations can maximise diversity.

Throughout this Action Plan, reference will be made to **dimensions of diversity** which incorporates the dimensions of **social and professional identity**, as outlined in the above definition.

Throughout actions specified, reference is made to **diversity** when referring to the broader membership, whilst **inclusion** is utilised for actions relating to entities and/or behaviours that the College is seeking to change to be more reflective of this diversity.

1 Diversity Council of Australia (DCA) (2021). Diversity and Inclusion Explained. DCA. Available at <https://www.dca.org.au/di-planning/getting-started-di/diversity-inclusion-explained>

# Action Plan

## 3.1 Goal 1

### Monitor, report and evaluate diversity and inclusion initiatives across governance and leadership activities within both ACEM and the broader emergency medicine workforce.

In order to promote inclusion, the College needs to understand the diversity of its membership. ACEM believes in transparency and holds itself accountable for:

- i ensuring diversity and inclusivity across the College's leadership and governance roles and
- ii advocating for improved diversity within emergency department workplace leadership roles, through reporting, monitoring and evaluation.

ACEM understands and appreciates such reporting, monitoring and evaluation of diversity and inclusion may be challenging for some of its members and trainees. ACEM also acknowledges how vital such reporting is to its renewed commitment promoting and becoming as inclusive wherever possible.

#	Objective	Action	Responsible body	Timeline
1.1	<b>Establish appropriate reporting mechanisms relating to diversity and inclusion across governance and leadership activities*</b>	<b>1.1a</b> Develop and implement a <i>Diversity Data Framework</i> – including methodology for the voluntary collection of data across a range of dimensions of diversity	<i>Inclusion Committee, ACEM Board, Manager Workforce Planning and Inclusion</i>	<b>June 2022</b>
		<b>1.1b</b> Commit to annual reporting of inclusion across (i) College entities and leadership roles and (ii) leadership roles within the emergency medicine workforce	<i>Inclusion Committee, Manager Workforce Planning and Inclusion</i>	<b>Ongoing</b>
1.2	<b>Monitor and evaluate implementation of Action Plan activities</b>	<b>1.2a</b> Develop appropriate monitoring mechanisms to ensure accountability against Action Plan initiatives	<i>Inclusion Committee, ACEM Board, Office of the CEO, Manager Workforce Planning and Inclusion</i>	<b>June 2022</b>
		<b>1.2b</b> Develop and implement an appropriate evaluation framework, to examine the efficacy of diversity and inclusion initiatives, across the College	<i>Inclusion Committee, Policy, Research and Partnerships Department</i>	<b>December 2022</b>

## 3.2 Goal 2

### Improved awareness of issues relating to inclusion, including the value of an inclusive working environment, and the various barriers to participation that individuals from diverse groups experience.

ACEM will develop and promulgate increased resources and provide more training opportunities to members and trainees on matters relating to inclusion.

#	Objective	Action	Responsible body	Timeline
2.1	<b>Increase the variety of education and training resources available to members and trainees on matters relating to inclusion</b>	<b>2.1a</b> Develop guidance materials for relevant ACEM entity selection panels regarding issues of inclusion and unconscious bias	<i>Deputy CEO and ACEM staff as appropriate</i>	<b>August 2022</b>
		<b>2.1b</b> The ACEM's Core Values training module is to be made compulsory for all ACEM members and trainees	<i>ACEM Board, Inclusion Committee, ED – Membership and Engagement, Manager Workforce Planning and Inclusion</i>	<b>June 2023</b>
		<b>2.1c</b> Develop (or provide access to) educational materials for all members and trainees on issues relating to diversity and inclusion, across all dimensions of diversity	<i>Deputy CEO and ACEM staff as appropriate</i>	<b>End 2022</b>
		<b>2.1d</b> Review ACEM's existing eLearning/ educational resources training modules to ensure use of inclusive language	<i>Inclusion Committee, Deputy CEO and ACEM staff as appropriate</i>	<b>February 2023</b>
2.2	<b>Deliver regular communications and training regarding inclusion, cultural safety and unconscious bias to all members of College entities</b>	<b>2.2a</b> Develop processes by which (i) inclusion training, cultural safety training and (ii) identifying and rectifying unconscious bias, can be delivered to all members of College entities	<i>Deputy CEO, ED – Membership and Engagement, Manager Workforce Planning and Inclusion</i>	<b>November 2022</b>
		<b>2.2b</b> Pending completion of Action 2.2a, appropriate training in inclusion and cultural safety and unconscious bias to be developed / made available and implemented for all members of College entities	<i>Deputy CEO, ED – Membership and Engagement and GM – Research</i>	<b>February 2023 then ongoing</b>
2.3	<b>Consult with the membership regarding leadership and governance aspirations, and perceived barriers to achieving these – both within the College and the broader emergency department workforce.</b>	<b>2.3a</b> Undertake further research with members and trainees regarding barriers to (i) greater involvement with College governance roles (ii) other leadership roles e.g. examiners, Faculty Board, DEMENT and (iii) leadership roles within the EM workforce e.g. DEMs – in order to inform future policy and advocacy strategies	<i>Deputy CEO, GM – Research, Manager Workforce Planning and Inclusion</i>	<b>December 2023</b>

### 3.3 Goal 3

#### Improved inclusion across College leadership and governance roles, and advocacy for greater inclusion within emergency department workplace leadership roles.

ACEM will ensure leadership and governance roles across the College’s activities are accessible to all members and trainees. We will do this by removing barriers and providing opportunities and pathways for members and trainees to gain exposure to leadership and governance. ACEM will also undertake greater advocacy for the advancement of inclusive leadership within emergency department workplaces.

#	Objective	Action	Responsible body	Timeline
3.1	Improve the inclusion of ACEM’s Court of Examiners	<p><b>3.1a</b></p> <p>Develop and implement a range of inclusion indicators across diversity dimensions, to inform the future composition of ACEM’s Court of Examiners</p>	Council of Education, Deputy CEO, Manager Workforce Planning and Inclusion	March 2023
3.2	Continue efforts to increase inclusion of participation across ACEM entities, including actively encouraging potential candidates to participate in governance and leadership roles, both within the College and within their ED workplaces	<p><b>3.2a</b></p> <p>Reach and maintain the governance target of 40% female, 40% male (and 20% of any gender, including those identifying as non-binary and gender diverse) across the ACEM Board, CAPP and COE</p>	ACEM Board	Ongoing
		<p><b>3.2b</b></p> <p>Establish a ‘Committee Visitor’s Scheme’ to facilitate exposure to College entity activities. This scheme will allow members and trainees to attend some College entity meetings and experience the process of entity membership, before deciding to nominate for membership of a College entity</p>	ACEM Board, Inclusion Committee, Office of the CEO, ED – Membership and Engagement	December 2022
		<p><b>3.2c</b></p> <p>Develop and implement a communication strategy focussed on engaging with members and trainees from all diversity groups</p>	Inclusion Committee, Manager Workforce Planning and Inclusion	June 2022
		<p><b>3.2d</b></p> <p>Establish Regional <i>Inclusion Champions</i> – a Faculty-based role to promote the College’s diversity and inclusion activities across their Faculty membership</p>	Inclusion Committee, Faculty Chairs, Manager Workforce Planning and Inclusion	October 2022
		<p><b>3.2e</b></p> <p>Consider revision of the College Entities Policy to limit the number of entities upon which each individual can be a member (excluding ex-officio roles)</p>	ACEM Board, Office of the CEO	August 2022



#	Objective	Action	Responsible body	Timeline
3.3	<b>Implement strategies to facilitate and improve representation across a range of dimensions of diversity in DEM and/or senior leadership roles within the emergency departments and hospital, as well as other external leadership roles such as jurisdictional leadership roles, medical administration roles and media roles.</b>	<b>3.3a</b> Develop and implement a leadership program for female and gender diverse members and trainees	Deputy CEO, Manager Workforce Planning and Inclusion	<b>February 2023</b>
		<b>3.3b</b> Develop and implement a leadership program to assist the full range of members and trainees with leadership aspirations	Deputy CEO, Manager Workforce Planning and Inclusion	<b>February 2023</b>
3.4	<b>Increase participation of Aboriginal and Torres Strait Islander members and trainees in College leadership and governance activities</b>	<p><b>3.4a</b></p> <p>In conjunction with the Indigenous Health Committee and Reconciliation Action Plan (RAP) Steering Group, develop and implement strategies to improve access to College leadership and governance activities for Indigenous and Torres Strait Islander members and trainees.</p> <ul style="list-style-type: none"> <li>• Establishment of a support network for Aboriginal and Torres Strait Islander trainees and members</li> <li>• Establish a mentoring cohort for Aboriginal and Torres Strait Islander trainees and members (within ACEM's overarching mentoring program)</li> <li>• Ensure Aboriginal and Torres Strait Islander trainees have opportunities to attend relevant conferences and are aware of grant and scholarship opportunities</li> <li>• Ensure ACEM staff receive regular training regarding the Uluru statement</li> <li>• Scope an Aboriginal and Torres Strait Islander leadership pathway in emergency care for trainees and FACEMs in ACEM and more generally in medical education and advocacy.</li> </ul>	Policy, Research and Partnerships Department and other staff as appropriate, Indigenous Health Committee, RAP Steering Group	<b>December 2022</b>

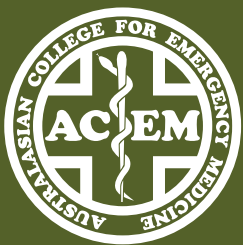
#	Objective	Action	Responsible body	Timeline
3.5	<b>Increase participation of Māori members and trainees in College leadership and governance activities</b>	<p><b>3.5a</b> Implement Actions 17.1 to 17.6 as part of ACEM's <i>Manaaki Mana Strategy</i>:</p> <ul style="list-style-type: none"> <li>• Establishment of a support network for Māori trainees and members</li> <li>• Establish a mentoring cohort for Māori trainees and members (within ACEM's overarching mentoring program)</li> <li>• Ensure Māori trainees have opportunities to attend relevant conferences and are aware of grant and scholarship opportunities</li> <li>• Ensure ACEM staff receive regular training in Te Reo Māori, Tikanga and Te Tiriti o Waitangi</li> <li>• Scope a Māori leadership pathway in emergency care for trainees and FACEMs in ACEM and more generally in medical education and advocacy.</li> </ul>	Policy, Research and Partnerships Department staff as appropriate, Manaaki Mana Steering Group	<b>Ongoing</b>
3.6	<b>Create learning and development opportunities for new-FACEMs interested in pursuing governance and leadership roles within the College and/or within their ED workplaces</b>	<p><b>3.6a</b> Establish leadership succession planning processes with specific focus on the involvement of recently graduated Fellows in order to facilitate leadership development across diversity dimensions</p>	ACEM Board, Inclusion Committee, Office of the CEO	<b>February 2023</b>
		<p><b>3.6b</b> Develop and provide candidates wanting to nominate for College governance roles with learning and sample materials to assist in the nomination process; e.g., information on time and activities required to participate in activities, examples provided from previous and/or current entity members, contact details for further advice</p>	Inclusion Committee, ACEM Board, Policy, Office of the CEO, Executive Director Membership and Engagement, Manager Workforce Planning and Inclusion	<b>December 2022</b>
		<p><b>3.6c</b> Develop processes that provide support for members across diversity dimensions, to improve their pathways to involvement in leadership and governance roles through targeted mentoring opportunities</p>	Inclusion Committee, Office of the CEO, Executive Director Membership and Engagement, Manager Workforce Planning and Inclusion	<b>December 2022</b>

#	Objective	Action	Responsible body	Timeline
3.6	<i>Objective 3.6 continued</i>	<b>3.6d</b> Develop and provide guidance and resources for DEMENTs and DEMs to promote discussions regarding plans for advancement and promotion for employees across diversity dimensions	Inclusion Committee, Policy, Research and Partnerships Department, ED – Education, Manager Workforce Planning and Inclusion	<b>December 2022</b>
		<b>3.6e</b> Consider development of a procedure for one seat on each ACEM governance body to be reserved for a FACEM within the first three (3) years of qualification	ACEM Board, Office of the CEO	<b>April 2023</b>

## Review

This action plan is not intended to be a one-off document – this action plan instead marks the start of the College’s renewed commitment to promoting inclusivity wherever possible, whether that be in the ED or College entities, so that when the membership looks at ACEM, they feel that their diversity is reflected.

Each action has been given a timeframe in which we expect that it can be completed. To this end, the Inclusion Committee will revisit the action plan on an annual basis, at the start of each committee cycle. The progress of each action will be reviewed, and the Committee will decide if the action has been completed or what further steps are needed to complete the action. The Committee will also review the goals and objectives and decide whether any further actions need to be added to the action plan to improve the inclusivity of the College.



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