

CONSOLIDATED CHECKLIST

STEP 1 | BUILD YOUR BENCH

Department/section leaders should actively develop strategies for the following and monitor progress at least annually:

1. **Tracking Data**

- Review the most recent **Equitable Advancement Leadership Data**. If your leadership data don't yet align with the diversity demographics of your department, review your **Tab 1.1 | Equitable Advancement Process Metrics** and consider how to adjust your policies and processes to improve advancement opportunities for women and URG faculty

2. **Building Awareness Of Potential Opportunities**

- Create and distribute **List of Leadership Roles in [Department] (Tab 1.2)**
- Develop job descriptions for department-specific leadership roles using inclusive language that describes a broad range of required and desired criteria for each position (**see Tab 1.3 | Leadership Role Job Description**)
- Refer faculty to centrally established job descriptions for CARE+ funded roles
- Consider particular opportunities for faculty development and advancement for women and URG faculty. Have you made eligible members aware of them and encouraged them to apply?

3. **Effective Supervisory Guidance**

- Ensure that the discussion of interests, goals, constructive feedback on strengths/challenges, and information on leadership roles and professional development opportunities is included in all faculty reviews, particularly for women and URG faculty

4. **Mentoring and Sponsorship**

- Encourage faculty to actively mentor and sponsor women, sex/gender diverse people, and URG faculty for special opportunities and recognitions

STEP 2 | LAY THE FOUNDATION

Develop or review your infrastructure and resources at the start of each academic year:

- Establish a diverse Standing Leadership Search Committee (SLSC), serving for the current academic year, including, to the extent possible, women and sex/gender diverse individuals, and URG faculty. Consider enlisting the assistance of faculty or administrators outside your department/section to ensure equitable participation
- Provide the *Gender-Career* and *Race IAT* and/or implicit bias training for all members of the search committee

STEP 3 | CONDUCT EQUITABLE OPEN CALLS FOR LEADERSHIP ROLES

Casting a Wide Net

When a new leadership role becomes available:

- Write/edit job description language before the open call to avoid inadvertently excluding all who might qualify. Use language that encourages *all* to apply, as well as statements about the department and the institution valuing diversity and why diverse and inclusive leadership is important

- ❑ Set your open call/search calendar and publicize key dates, including application deadline, interview dates, announcement of final selection
- ❑ Activate your **Leadership Position Outreach Plan (Tab 3.1)** to ensure that your entire department is aware of this opportunity. Ensure the job description is widely distributed as part of the open call

Application Review + Interviews, Evaluations, and Selection

Establish equitable, predictable, and transparent criteria and processes for appointment to all levels of leadership roles and professional growth opportunities:

1. Standing Leadership Search Committee (SLSC) Preparations

- ❑ All committee members should review the job description and discuss any questions
- ❑ Create a uniform set of interview questions agreed upon by the committee members (**see Tab 3.2 | Sample: Interview Questions for Leadership Roles**)
- ❑ Remind the SLSC of possible inadvertent biases or assumptions. See *Reviewing Applicants: Research on Bias and Assumptions*. Section VII, pp.39-43, *Excellence and Diversity: A Guide for Faculty Searches at BU*. (Available to BU faculty only, log-in required). <https://www.bu.edu/apfd/files/2015/11/Boston-University-Faculty-Search-Manual.pdf>
- ❑ Define evaluation criteria a priori (**see Tab 3.3 | Sample: Evaluation Criteria for Leadership Appointment**)

2. Initial Review of Applications

- ❑ All SLSC members conduct an initial review of all candidates. Each candidate should also receive a deep, thorough application review by at least two SLSC members
- ❑ Each reviewer should consider seriously all interesting candidates including those with untraditional background or experiences
- ❑ Rate each candidate using a standardized form and scales (**see Tab 3.4 | Template: Leadership Candidate Review Form**)
- ❑ SLSC agrees on a short list of candidates to bring in for interviews ensuring there are qualified women and faculty from URGs who are selected for the interview process. If women and faculty from URGs are not in each group that moves forward, consider whether evaluation biases or assumptions have influenced your ratings

3. Interview Process

- ❑ Use a standardized template for evaluating and documenting notes from interviews (**see Tab 3.4 | Template: Leadership Candidate Review Form**)
- ❑ SLSC meets to select the person for the role. Use **Tab 3.4 | Template: Leadership Candidate Review Form** to compare notes and ratings

4. Candidate Selection and Notifying Applicants

- ❑ Assign an SLSC member to promptly notify each of the applicants, in person and in writing, to thank them and give specific feedback on why they were not selected. Include suggestions for training or experiential opportunities to better position them for future opportunities

STEP 4 | FOLLOW-UP, FEEDBACK + CONTINUOUS LEARNING

Follow-Up + Feedback

The SLSC should complete the following to support a continuous cycle of feedback, process learning, and transparency:

- ❑ Conduct a SLSC post-search debrief, including discussion of what went well and what else might have been done to make it more successful. If unable to identify a woman or URG member for the role, write a brief explanation of the process used and explanation of why diversity candidates were not selected (see **Tab 4.1 | Template: Post-Interview Debrief Form**)
- ❑ Share **Tab 4.1 | Template: Post-Interview Debrief Form** and the updated **Tab 1.1 | Equitable Advancement Process Metrics Tracker** with your department chair or section chief
- ❑ Draft a summary for the annual faculty meeting report-out (see **Tab 4.2 | Post-Search Equity Assessment Form**)

Continuous Learning

Review your templates annually to ensure your infrastructure and processes are set up to create equitable opportunities for all faculty:

- ❑ Establish and conduct an annual update of the department's **Leadership Position Outreach Plan (Tab 3.1)**, **Interview Questions for Leadership Roles (Tab 3.2)**, and **Evaluation Criteria for Leadership Appointment (Tab 3.3)**