



**RBG | REVIEW BASED GUIDELINES FOR THE
EQUITABLE APPOINTMENT OF LEADERSHIP ROLES**

EVI | BUMG

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EXECUTIVE SUMMARY

Boston University Medical Group's (BUMG) Office of Equity, Vitality, and Inclusion (EVI) seeks to create and sustain an organizational culture that is supportive, equitable, diverse, and inclusive — and restores joy to the practice of medicine. In service of this overarching goal, we are committed to sex/gender and racial equity in faculty recruitment, compensation, promotion, leadership roles, and retention. Our ultimate aim is to build a cohort of leaders throughout BMC/BUSM that reflects the racial, ethnic, and sex/gender diversity/composition of our overall faculty.

We will achieve this only by increasing transparency and fairness in the processes related to selecting people for leadership roles — and by empowering decision-makers to embrace the practices that open the doors for appointing diverse leaders within their groups. It is our strong recommendation that all leadership roles funded and unfunded, new and preexisting, be brought out into the open air for equitable recognition and treatment. The three key overarching strategies of our approach are:

- I. **Bring the Appointment Process Out Into the Open.** The establishment of a consistent and transparent leadership appointment process, with clear expectations for advancement to leadership roles, ensures that all faculty are aware of professional growth opportunities and builds trust that such openings are available to all, not just an anointed few.
- II. **Commit to Tracking and Sharing Data.** Tracking data is essential for effectively monitoring progress and improving policy and practice.
- III. **Don't Wait, Dive in.** Addressing bias — about gender, sex, race, ethnicity, ability, faith, sexuality, the list is long — can feel daunting. But simple, small steps can start something much bigger, so let's begin. Start now. Do whatever is possible. Build on it when you can.



STEP 1: BUILD YOUR BENCH

- ✓ **Check Your Data** | Who is on your bench?
- ✓ **Document the Opportunities** | Are you transparent about leadership opportunities?
- ✓ **Encourage Participation in Professional Development + Training** | Are you equitably distributing opportunities and resources?
- ✓ **Provide Equitable Mentoring + Sponsorship** | Does everyone receive feedback and advocacy?



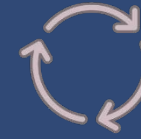
STEP 2: LAY AN EQUITABLE FOUNDATION

- ✓ **Standing Leadership Search Committee (SLSC)** | Have you created a standing search committee that includes women and faculty from URGs? One member of the SLSC committee should be assigned as the Diversity Advocate.
- ✓ **Awareness of Implicit Bias** | Have members of the search committee participated in implicit bias training?



STEP 3: CONDUCT OPEN CALLS FOR LEADERSHIP ROLES

- ✓ **Outreach Broadly** | Have you distributed and advertised the job description widely, including personally connecting to women and URG faculty?
- ✓ **Distribute Job Description, Standardize Interview Questions and Create Clear Evaluation Criteria** | Are questions behaviorally anchored? Have the most important criteria for the position been created prior to the search?
- ✓ **Manage Biases** | Has the Committee thought about possible biases in their selection? Created a list of final candidates that reflects diversity?
- ✓ **Clear Communication** | Have you communicated promptly and honestly with all candidates throughout the application and selection process?



STEP 4: FOLLOW-UP, FEEDBACK, AND CONTINUOUS LEARNING

- ✓ **Make It a Learning Experience** | Have you reflected on your process and reported to BUMG if you did not offer the position to a woman or URG faculty member?
- ✓ **Consistent, Accessible Procedures** | Have you reviewed and updated your process metrics and relevant materials (job descriptions, lists of leadership positions, evaluation criteria)?



INTRODUCTION

Boston University Medical Group's (BUMG) Office of Equity, Vitality, and Inclusion (EVI) seeks to create and sustain an organizational culture that is supportive, equitable, diverse and inclusive — and restores joy to the practice of medicine. In service of this overarching goal, we are committed to sex/gender and racial equity in faculty recruitment, compensation, promotion, leadership roles, and retention.

A key strategic initiative for EVI is to provide department chairs and other leaders with review-based guidelines and tools to build a deep and diverse 'bench' of current and future leaders with access to equitable opportunities for professional growth and advancement. Our ultimate goal is to build a cohort of leaders throughout BMC/BUSM that reflects the racial, ethnic, and sex/gender diversity/composition of our overall faculty, a goal that will be achieved, not with a snap of our fingers, but over time. We will reach this goal only by increasing transparency and fairness in the processes related to selecting people for leadership roles — and by empowering decision-makers to commit to embracing practices that open the doors for appointing diverse leaders within their groups.

The *Review-Based Guidelines for Equitable Appointment of Leadership Roles ("RBG")* represents work conducted by BUMG's Office of EVI's Women's Leadership Advisory Council (WLAC) in partnership with the Diversity and Inclusion Advisory Council (DIAC), and the Wellness and Professional Vitality Advisory Council (WPVAC). It is intended to be a practical roadmap to guide the transformation of workflows that support the equitable assignment of leadership role and includes worksheets such as sample interview questions and sample evaluation templates, along with a list of the research reviewed in the process of developing the toolkit. It is written as a 'living document' that we hope will be useful as each department or section creates a plan to ensure that its leadership is diverse and inclusive. In that spirit, we welcome feedback on what works, what doesn't, and what should be added.

Within this document, we define "leadership role" as any CARE+ funded administrative (A) or education (E) position. We also include leadership roles funded by the Boston University School of Medicine (i.e., Associate and Assistant Deans) and all named department-funded and unfunded roles. Unfunded leadership roles are often left off formal lists and therefore remain somewhat invisible and unacknowledged. It is our strong recommendation that all leadership roles, funded and unfunded, new and preexisting, be brought out into the open air for equitable recognition and treatment.

Leadership roles and professional advancement opportunities may become available at unpredictable times, creating the need to be filled with some urgency. Given the potentially unpredictable and time-sensitive nature of these roles, we have tried to balance our goal of supporting equitable opportunity with the press of practical realities.

Despite the fact that these roles are key steppingstones to building a broader professional network and future promotions, candidates are often identified informally at the discretion of time-pressed department and section leaders without consideration of a full pool of eligible candidates. These recommendations and resources are meant to equip leaders with the tools needed to enact greater transparency and consideration of a broader and more diverse pool of applicants. These recommendations can and should be tailored to each department's specific needs and situation.

METHODS

To ensure a comprehensive summary of best practices, we conducted a multimodal approach to assess peer-reviewed publications, gray literature, and practices at peer institutions (See Appendix 3).

With regard to the peer-reviewed literature, the following terms were searched in Pub Med and Google Scholar: “equitable hiring,” “equitable hiring tools,” “equitable hiring at medical schools,” “equitable leadership promotion,” and “internal promotion best practices.” To examine the gray literature, the following additional terms were searched in a generic Google search: “Harvard Business Review equitable hiring,” “internal promotion best practices,” and “equitable hiring leadership roles.” These terms were also searched on the Harvard Business Review website. To assess peer institutions’ approaches to equitable assignment of leadership roles, the websites and human resources-specific websites of 21 peer institutions were also searched.

In general, our search did not reveal much in the way of research or suggested best practices specific to the selection process for internal leadership roles. Instead, most efforts in this area relate to external searches for new faculty or promotion. We have adapted the principles and goals of these recommended practices to fit the needs of BUMG department leaders when filling internal leadership roles.

Overarching Strategies | Transparency Builds Trust

Bring the Process Out Into the Open. The establishment of a consistent and transparent leadership appointment process, with clear expectations for advancement to leadership roles, ensures that all faculty are aware of professional growth opportunities and builds trust that such openings are available to all, not just an anointed few. By setting out clear expectations for the assignment of leadership roles, faculty, with the support of their mentors and supervisors, have the keys to direct their own growth.

Commit to Tracking and Sharing Data. Tracking data is essential for effectively monitoring progress and improving policy and practice. While we anticipate that it will take time to fully build diverse and inclusive leadership rosters, we have identified process metrics that can be tracked by each department and openly communicated to faculty as a means by which to build awareness and understanding of the department’s commitment to making substantive progress toward that goal. These metrics should be shared and discussed regularly with the full department.

Don’t Wait, Dive in. Addressing bias — about gender, sex, race, ethnicity, ability, faith, sexuality, the list is long — can feel daunting. And, no doubt, the truths we hold about our identities are complex and packed with emotion, some of which is shared and some of which belongs to each of us alone. These truths are embedded in our systems and our psyches, seemingly locked up in concrete. But simple, small steps can start something much bigger, so let’s begin. Start now. Do whatever is possible. Build on it when you can.

Thank you for partnering with us in this work.

Women’s Leadership Advisory Council
 Diversity + Inclusion Advisory Council
 Wellness + Professional Vitality Advisory Council
 Office of Equity, Vitality and Inclusion, Boston University Medical Group

Ensure a Diverse Pipeline

There are key steps that must be taken to begin the process of building a deep and diverse pool of candidates for leadership faculty roles. The first step is to track the data that tell the story of equitable opportunity. BUMG Administration will provide leadership data annually for your department, as well as for BUMG overall. These data will include the number of women and URG faculty in leadership roles relative to the number of women and URG faculty in your department. The second step is, based on this information, to establish a culture of deliberate and transparent decision-making, particularly around the processes you use to ensure that professional growth and advancement resources and opportunities are allocated equitably (**see Tab 1.1 | Equitable Advancement Process Metrics Tracker**).

Establish processes for an annual review of both your data and process metrics. The desired end result is departmental diversity demographics that mirror those of the faculty overall, with the expectation and hope that both will grow steadily over time. We recognize that significant progress in this area is likely to come about slowly, making it especially important to track both Equitable Advancement Leadership Data, as well as department-based process metrics to demonstrate the department's commitment to equitable professional opportunity and growth.

To ensure the most diverse pool of qualified candidates possible for leadership openings, department/section leaders should consider actively developing strategies for the following, and monitoring progress at least annually:

1. **Tracking Data:** Have you reviewed your most recent departmental data on women and underrepresented group (URG) faculty in leadership roles? These data are tracked and shared with you annually by the BUMG Office of EVI. If your leadership data don't yet align with the diversity demographics of your department, consider how to adjust your policies to improve advancement opportunities for women and faculty from URGs.
2. **Building Awareness of Potential Opportunities:** Are you building awareness in your department about the range of leadership opportunities by:
 - Creating and distributing **List of Leadership Roles in [Department] (Tab 1.2)**, your department's list of existing ad hoc and permanent leadership roles?
 - Referring faculty to centrally (BUMG) established job descriptions for CARE+ funded roles and developing a **Leadership Role Job Description (Tab 1.3)** for department-specific leadership roles using inclusive language that describes a broad range of required and desired criteria for each position?
 - Exploring opportunities for faculty development and advancement for women and faculty from URGs? Have you made eligible members aware of them and encouraged them to apply?
3. **Effective Supervisory Guidance:** Have you taken steps to ensure that 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 faculty from URGs?
4. **Mentoring and Sponsorship:** Do you regularly encourage senior faculty to actively mentor and sponsor women, sex/gender diverse people, and URG faculty for special opportunities and recognition?

Tab 1.1 | Equitable Advancement Process Metrics Tracker

METRIC	MEASUREMENT	GOAL*
STEP ONE BUILDING THE BENCH		
List of departmental funded and unfunded leadership roles established and distribute to faculty	Present/absent	Present
Written job descriptions for department-specific leadership roles are completed and updated, and CARE+ job descriptions are on file and available	<ul style="list-style-type: none"> # of leadership job descriptions matches # of leadership roles in the department Job descriptions exist for each role before it is open for applications 	100%
Job descriptions include statements about prioritizing diversity and have required <i>and</i> desired qualifications and experience	# of job descriptions that include these statements equals total # job descriptions	100%
Faculty participation in career development programs	Percent of women and URG faculty who have participated in the past three years as compared to percent of men and non-URG faculty who have participated in the same time period	Present; participation at least equal for women and URG faculty
Leadership goals discussed and documented as part of all faculty reviews	Percent of faculty reviews in which leadership was discussed (with comparisons between men and women and URG and non-URG faculty)	100%
STEP 2 LAYING THE FOUNDATION		
Diverse standing search committee of ideally 4-10 members created with at least two women and two URG faculty members, faculty at different ranks and an assigned diversity advocate	Standing search committee with ≥ 2 woman, ≥ 2 faculty members from an URG, different career levels	100%
Search Committee has taken the <i>Gender-Career</i> and <i>Race</i> Implicit Association Test (IAT) and implicit bias training at least once every three years	# of committee members who have participated in <i>Gender-Career</i> and <i>Race</i> IAT and implicit bias training/# of committee members	100%
STEP 3 INTERVIEWS, EVALUATION AND SELECTION		
Standing outreach plan	Present/absent	Present
Standing interview questions for leadership roles established	Present/absent	Present
Standing evaluation criteria for leadership roles established	Present/absent	Present
After initial candidate interviews, an intermediate step of creating a list that includes women and faculty from URG is taken	Present/absent	Present
Follow up to all candidates who were not selected with feedback about the application/process	% of candidates not selected who received personal follow-up with constructive feedback	100%
Written summary explaining lack of success in diversity goals submitted post open call process, if applicable	Present/absent	Present

*Note: if a specific goal or target is not specified, we encourage each department to establish a goal/target that they believe best meets the needs of their faculty

Tab 1.2 | Template: AY[xx] List of Leadership Roles in [DEPARTMENT]

Note: We recommend putting a list of all department-specific leadership roles in one place. One person in the department (such as the AD) may own the compilation of this list, which should be shared with departmental faculty and updated each year. To ensure transparency and accuracy of information, the person compiling the information should reach out to all leaders to request the information detailed in the table below, and inform the leader why this information is being collected and where it will be posted.

LEADERSHIP ROLE TITLE	FULL JOB DESCRIPTION	FTE	DATE AVAILABLE	FUNDED ROLE	TERM LENGTH	CURRENT OR IMMED. PAST FACULTY IN ROLE	GENDER/SEX	RACE OR ETHNICITY	FUNDING SOURCE
[POSITION]	[INSERT LINK]	[X.X]	[AYXX, QX]	[Y/N]	[MOS./YRS]	[NAME]	[IF AVAIL]	[IF AVAIL]	
<i>Vice-Chair for Clinical Operations</i>	<i>Link</i>	<i>.40</i>	<i>[AY20, Q4]</i>	<i>Y</i>	<i>TBD</i>				
<i>Ambulatory Medical Director</i>	<i>Link</i>	<i>.20</i>	<i>[AY20, Q4]</i>	<i>Y</i>	<i>TBD</i>				
<i>Inpatient Medical Director</i>	<i>Link</i>	<i>.20</i>	<i>[AY20, Q4]</i>	<i>Y</i>	<i>TBD</i>				
<i>Section Chief</i>	<i>Link</i>	<i>.30</i>	<i>[AY20, Q4]</i>	<i>Y</i>	<i>TBD</i>				

Tab 1.3 | Sample: Leadership Role Job Description

Note: This sample can be adapted to create a job description for funded or unfunded department-specific leadership roles. For CARE+ funded roles, please refer to the BUMG created job descriptions (which are being revised and are expected to be available in September 2020).

[DEPARTMENT/SECTION NAME] | [LEADERSHIP ROLE] JOB DESCRIPTION

I. POSITION TITLE

[Ex: Chair, Orthopedic Clinical Safety Committee]

II. FTE/TIME EXPECTED

[Ex: 0.1 FTE for six months]

III. STATEMENT OF VALUES

[Insert Relevant Departmental Values]

Diversity: The [DEPARTMENT] is committed to fostering a diverse medical community in a supportive and respectful environment. We believe that faculty diversity is essential to our delivery of care and is an integral component of faculty excellence. Diversity is multidimensional and may encompass life experience, gender, sexual orientation, race, national origin, ethnicity, physical ability, spiritual beliefs, and intellectual approach. As we engage and are challenged by one another, diverse perspectives will enhance the quality of intellectual exchange and the creation of knowledge. All faculty, staff, trainees, and students deserve to feel respected and valued for who they are and for the values they hold.

IV. POSITION DESCRIPTION

Each job description should include information that fully educates the candidate about the position they are applying for and should include some or all of the following, as appropriate:

- **Primary purpose of position overall** (Ex: *“The primary role of **Chair, Orthopedic Clinical Safety Committee (OCSC)** is to oversee the comprehensive annual review by the OCSC of patient examination best practice safety protocols and make recommendations for updating those currently standard in the department and any budget impacts related to new procedures...”*)
- **Specific responsibilities** (Ex: *“The chair will be expected to convene bi-weekly meetings of the OCSC, set agendas, ensure robust and respectful discussion, accurate note-taking, and thorough reviews of current department protocols and new professional standards and best practice recommendations...”*)
- **Required reporting** (Ex: *“The chair is expected to deliver a draft of proposed patient exam safety protocols for implementation in the upcoming academic year to the department chair by April 15th for review in advance of presenting the document to the full faculty at the May 7 departmental meeting*
- **Salary support is available for the anticipated % FTE.** [or, “this is an unfunded, volunteer position.”]
- **Other relevant details** (i.e., any supervision of others required, additional research, clinical, teaching responsibilities)

V. **REQUIRED QUALIFICATIONS/QUALITIES**

A full list of any 'must haves' for the candidate to be considered for the role. These might include:

- A minimum of [XX] number of years of [clinical/research/other] experience
- Leadership experience as a committee chair
- Familiarity with BMC/BUMG clinical safety policies and procedures
- Experience with resource management, budget creation/analysis
- Any required certifications or trainings
- Demonstrated commitment to encouraging and respecting diverse perspectives and opinions

VI. **DESIRED QUALIFICATIONS/QUALITIES**

Include any 'wished for' qualifications or qualities, including relational, conceptual, and informal experience and skills:

- Fellowship training in [XYZ] specialty
- Past leadership experience as a committee chair
- Any helpful specialized training or additional certifications
- Consensus builder
- Organized, methodical, attention to detail
- Mission-driven, patient-centered

VII. **START/END DATES**

- Start date:
- End date: [if applicable]

STEP 2 | LAY THE FOUNDATION

Build the Department Infrastructure Necessary for Equitable Opportunity for Leadership Roles

At the start of each academic year, develop (or review) your current department infrastructure and resources so you are prepared to conduct a best-practice open call and candidate selection process whenever a leadership position becomes available:

1. Have you established a diverse **Standing Leadership Search Committee (SLSC)** of ~4-10 people, including women and sex/gender diverse individuals (if possible), and faculty from URGs? The AAMC's Group on Women in Medicine and Science (GWIMS) [*Equity in Promotion Toolkit*](#) specifically recommends having at least two women and two individuals from URGs on a committee whenever possible. Smaller, less diverse departments may want to consider partnering with faculty from other departments, administrative teams, or other workarounds, to ensure inclusion of a wider range of genders, races, ethnicities, and other identities.
2. **Identifying and Naming Implicit Bias:** A theme common to most best-practice resources is the importance of recognizing implicit bias and addressing it directly. In their "Guide to Best Practices in Faculty Search and Hiring," Columbia's School of Medicine recommends appointing a member of the search committee to serve as the **Diversity Advocate**. In this role, the Diversity Advocate ensures best practices are being followed and actively promotes equity and diversity. One peer reviewed article (Marcelin et al., 2019) and Harvard University specifically recommended use of the [Implicit Association Test \(IAT\)](#). The IAT assesses and provides feedback on individuals' implicit biases. Having committee members, or staff and faculty generally, take the *Gender-Career* and *Race* IAT can identify intervenable biases individuals likely do not realize they have. Targeted training, improved awareness, or self-modification can then occur. Participation in **implicit bias training** is important for all members of the standing search committee, regardless of the results of the IAT. Participation in implicit bias training is a worthwhile investment, but must be in the context of a broader effort, not as a stand-alone panacea.

STEP 3 | CONDUCT EQUITABLE OPEN CALLS FOR LEADERSHIP ROLES

Casting a Wide Net

Position Descriptions: Sources uniformly recommend having an open call for applications that includes a clear job description as a best practice. Include the required *and* desired qualifications, experience and documentation (i.e., CV, cover letter, written recommendations) — and be sure to differentiate between what is required and what is hoped for to ensure that highly qualified candidates are not inadvertently deterred from applying.

All job description language should be written **before** consideration of any specific candidates to avoid inadvertently excluding all who might qualify. Language that encourages *all* to apply should be included, as well as statements about the department and the institution valuing diversity and why diverse and inclusive leadership is important. Some sources recommended **not** using words such as “exceptional” or “distinguished,” describing these as examples of exclusionary language that may discourage women and URGs faculty from applying. Be sure the job description has been reviewed by a diverse group of stakeholders before being posted (**see Tab 1.3 | Sample: Leadership Role Description**).

Outreach and Recruitment: It is important to set your open call search calendar in advance and publicly notify the faculty in your department of key dates, including application deadline, search phases, and anticipated final selection date. Develop a simple, multi-channel plan for outreach about the available position. Multiple institutions including Brigham and Women’s Hospital, Columbia, Harvard, and the AAMC’s GWIMS recommend that leadership personally reach out to a diverse range of candidates to ensure they are aware of the opportunity and to encourage them to apply. Both Brigham and Women’s and GWIMS also suggest leveraging affinity groups, advisory groups, or any other groups focused on cultivating URGs to reach the broadest range of candidates possible (**see Tab 3.1 | Template: Leadership Position Outreach Plan**).

When a new leadership role becomes available, make sure you communicate the opportunity broadly:

- Activate your **Leadership Position Outreach Plan (Tab 3.1)** to ensure that your entire department is aware of this opportunity, including:
 - Advertising the open position in appropriate newsletters or email outreach.
 - Announcing its availability to your full department at meetings and in writing.
 - Identifying promising candidates, especially women, sex/gender diverse individuals, and members of URGs and encouraging them to apply.

Application Review and Interviews, Evaluation, and Selection

Establishing equitable, predictable, and transparent interviewing and evaluation processes for appointment to all levels of leadership roles is key to building a workplace culture that embraces and values diversity.

1. Standing Leadership Search Committee (SLSC) Preparations

Several steps should occur *prior* to the SLSC Committee moving forward with application review:

- Job Description Review:** All committee members should review the job description and discuss any questions they have about the responsibilities and expectations with the other committee members.

- ❑ **Equitable Interviewing:** The majority of sources inclusive of the peer-reviewed and gray literature recommend creating a uniform set of interview questions that are agreed upon and used by all committee members (see Tab 3.2 | Interview Questions for Leadership Roles).
- ❑ **Managing your Biases:** The SLSC should be reminded of possible inadvertent biases or assumptions and encouraged again to make use of available bias mediation resources before starting, if they have not already done so. The Diversity Advocate can play an important role in helping with this by reminding the committee on uniform application of standards in retaining or dropping candidates. The SLSC may wish to review the resource, *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:** Harvard, Columbia, and UC-Davis recommend having written criteria for evaluation of candidates to be established ahead of time and used for all candidates. This evaluation should focus on experience, education, competency, and congruence with our values, such as commitment to equity. Do not fall back on language such as ‘looking for someone who’s a good fit,’ which is often code for “someone just like me” (see Tab 3.3 | Evaluation Criteria for Leadership Appointment).

2. Initial Review of Applications

The application of every candidate should have an initial review by all SLSC members. Additionally, each candidate should receive a deep, thorough application review by at least two SLSC members, preferably more.

- ❑ **Consider untraditional backgrounds or experiences.** Each reviewer should consider seriously all potentially interesting candidates, even if they do not fit exactly within the position criteria. This way you are less likely to eliminate candidates simply because they have non-traditional backgrounds.
- ❑ **Rate each candidate using a standardized form and scales.** (see Tab 3.4 | Template: Leadership Candidate Review Form) provides a sample document that can be used for candidate evaluation, including an assessment of CVs, applications or other written materials. *Please note: if you have a small number of applicants, you may not need the deep dive application review and may choose to bring in all applicants for interviews.*

After the initial application review, the SLSC should agree on a short list of candidates to bring in for interviews. Those SLSC members who did a deeper dive should lead discussions about the benefits and challenges of the candidate that they reviewed. There is not a recommended number of applicants to bring in for interviews, but the SLSC should ensure there are qualified women and faculty from URGs who are selected for the interview process.

3. Interview Process

The interview process will vary in length for each open role depending on the number of applicants offered an interview and the number of rounds the SLSC determines is needed. For example, the SLSC may decide to do a second round of interviews after narrowing down the short list to few finalists. SLSC members should use the agreed upon set of interview questions.

- ❑ **Ensure that qualified women and faculty from URGs are included in each round if you conduct your selection process in multiple stages.** If women and faculty from URGs are not in each group that moves forward, consider whether evaluation biases or assumptions have influenced your ratings.

- ❑ During the interview(s), SLSC members are encouraged to use a standardized template for evaluating and documenting notes from interviews. Tab 3.4 | Template: Leadership Candidate Review Form provides a template for written evaluation based on the interview.
- ❑ After the final round(s) of interviews, SLSC members should meet to select the person for the role. Use Tab 3.4 | Leadership Candidate Review Form to compare notes and ratings.

4. Candidate Selection and Notifying Applicants

In addition to informing the person selected for the role, all candidates who are not selected should be informed promptly and in-person whenever possible, or by video conference or phone if necessary. Clear communication and encouragement are critical to help candidates feel valued and having potential for upward mobility, rather than left feeling more discouraged.

- ❑ **Assign an SLSC member to notify each of the applicants, in person and in writing, to thank them for considering the opportunity and give them specific feedback** on why they were not selected. It is extremely helpful to include suggestions for training or experiential opportunities to better position them for being selected for higher level roles.
- ❑ **The ways in which an applicant did not meet the qualifications should be clearly described.** Consider providing these candidates and their mentors with ideas for resources to enhance their skills or guiding them towards other leadership role that might be a better fit (as part of “building the bench”)

Tab 3.1 | Template: Leadership Role Outreach Plan

Note: This is an example of an outreach plan and timeline one might create to widely disseminate a leadership role opening. The process of outreach, however, will vary depending upon the position and the timing in which it needs to be filled.

Outreach Plan for Leadership Positions										
Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Launch Open Call			Application Review		Medium List Interviews		Selection of Finalists	Finalist Interviews	Selection Announced
Email announcement to faculty, incl. role description + open call calendar	X									
Announce open call, disseminate role description + open call schedule at faculty meeting and in departmental newsletter	X									
Informal networking, including encouraging women and URG faculty to apply	X	X	X							
SLSC + department chair phone calls to potential candidates	X	X	X							
Reminders about opening and application deadline in all departmental meetings	X	X	X							
Email reminder of approaching application deadline date			X							
Outreach to candidates not selected for interview in-person and in writing					X					
Informal updates to faculty on search progress, i.e. selecting medium list for interviews during weeks 6 + 7 (no names identified), appreciation for all who made recommendations, submitted applications, etc.						X	X	X	X	
Outreach to candidates not selected as finalists in-person and in writing							X			

Outreach Plan for Leadership Positions										
Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Launch Open Call			Application Review		Medium List Interviews		Selection of Finalists	Finalist Interviews	Selection Announced
Outreach to candidate(s) not selected as finalists in-person and in writing									X	
Announce new appointment @ faculty meeting and in newsletter as appropriate										X
Written notification to Office of EVI of search result and diversity report										X

Tab 3.2 | Sample: Interview Questions for Leadership Roles

NOTE: This is a master list vetted by Pathology's Standing Leadership Search Committee (SLSC). Questions can and should be tailored to the open role, and the search committee should prioritize which questions to ask from each domain. All questions do not have to be asked.

- Use behavioral questions that relate to competencies and capabilities needed for the position. Behavioral questions may reveal performance and behaviors in other job environments that are a predictor of future behaviors, and also allow applicants with diverse or nontraditional backgrounds to connect their experiences, skills, perceptions, and knowledge to specific work situations.
- Keep your focus on experience, education, competency, professional growth and learning.
- Pay attention the candidate's actions and outcomes in each scenario.
- Explore the candidate's commitment to diversity, equity, and inclusion and to the core values and mission of your department and BMC/BUSM. Consider if there are DEI questions for all candidates, regardless of role.
- We recommend that each search committee members asks two to three questions from different domains.

Clinical + Educational Experience

- 1) Explain how your education and/or experience positions you for success in this role.
- 2) Please describe one of your most rewarding patient care experiences and one of your most challenging patient care experiences.
- 3) Tell us how you have engaged faculty and staff in operational, quality and strategic clinical initiatives.
- 4) What involvement have you had medical and graduate medical education?
- 5) What do you see are the biggest changes in healthcare in the last five years? What do you see as vital for ensuring medical and graduate education is meeting these needs?

Scholarship

- 1) Describe your current involvement in research, scholarly activity and interests.
- 2) What are your scholarship goals? How do they align with the department's goals?
- 3) How will you collaborate and expand research programs within the department?
- 4) What do you see as the most productive areas of research and scholarship that could be developed in the department?

Leadership

- 1) Tell me about a time when you changed a process or procedure to make your department or organization more effective. How did you identify the need and what was the strategy?
- 2) Tell us about a time when you had to assemble a team for a project. How did you go about doing this and why did you choose those individuals? How did things work out?
- 3) What is your communication styles?
- 4) What factors influence your communications?
- 5) Share an example of a difficult decision you had to make. What was the situation? Why was it difficult? What was the decision? What was the outcome?
- 6) What do you see as the most important opportunities and challenges for [role] at this time? What resources and actions are needed to achieve success?

Diversity + Inclusion

- 1) What does diversity and inclusion mean to you?

- 2) Tell me about your experiences working in a diverse, multicultural setting.
- 3) What does it mean for you to have a commitment to diversity/how do you plan to champion diversity?
- 4) How does DEI informed your (choose up to two: leadership; clinical practice; scholarly efforts; educational endeavors)?
- 5) How did you manage different perspectives, personalities, levels of seniority, diverse perspectives/cultures etc.?

Personal + Motivation

- 1) Tell us about your strengths + weaknesses at work. How will you overcome your weaknesses with added responsibility?
- 2) Give us an example of a situation when you had a tight deadline. How do you prioritize competing demands?
- 3) What would you consider the most important aspects of your background and accomplishments to-date that have prepared you for this leadership position?
- 4) What has been your greatest professional failure, how did it affect those around you, and how did you work to mitigate the damage?
- 5) What motivates you? What supports do you anticipate needing from leadership?

Development/Mentorship

- 1) What has been your experience in recruiting, developing and inspiring faculty, trainees and staff?
- 2) In what ways have you influenced the professional growth and career direction of others?
- 3) How would you go about attracting new/talented people to the department?
- 4) Are there skills you think you will need to develop to thrive in this role?
- 5) How will you develop your team and those who report to you?

Tab 3.3 | Sample: Evaluation Criteria for Leadership Appointment

Note: This sample provides potential criteria by which candidates could be evaluated; this sample should be edited to fit the specific open leadership position. These criteria can be provided to candidates as part of the application process to promote transparency. In your evaluation criteria, consider delineating required and desired criteria, which will look different for each position.

In seeking to fill positions of leadership in our department, the following will be taken into consideration:

- Embraces mission and values of department/section and hospital, including respect, integrity, excellence, service, diverse voices and populations, equitable opportunity, collegiality, and collaboration
- Track record of:
 - Clinical experience
 - Extramural funded research
 - Peer-reviewed publications
 - Teaching
 - Awards or other recognition in field
- Passion for field, demonstrated commitment to service and mentorship
- Respect of colleagues
- Commitment to departmental/institutional reputation and performance standards
- Previous leadership experience, formal or informal, in field of medicine, or elsewhere
- Approaches challenges with:
 - Respect for and willingness to learn from diverse perspectives
 - Innovation and growth mindset
- Leadership style that is transparent, collaborative, inclusive, and decisive when appropriate

Tab 3.4 | Template: Leadership Candidate Review Form

Note: This form can be used to evaluate candidates during the different stages including the application review and the interview. The review criteria listed comes from **Tab 3.3 | Sample: Evaluation Criteria for Leadership Appointment** such that candidates are being rated on known and pre-established criteria. A summary form that shows ratings across candidates could then be created and shared with the committee.

Consider the following in your review:

1. How well do the applicant’s qualifications, experience, and personal qualities prepare her/him for this role? Please reference both the areas listed as required and desired in the written job description for this role.
2. How will the applicant would perform in this position, and how might the role fit within the arc of her/his professional advancement? If not this role, is there another role aligned with her/his professional advancement?

[POSITON NAME] APPLICATION REVIEW SHEET				
APPLICANT: [FULL NAME]				
REVIEWED BY: [NAME]				
Rating Scale: 1 = no evidence; 2 = minimal evidence; 3 = some evidence; 4 = significant evidence of review criteria				
Review Criteria	Score (1-4) Based on Application Review	Comments Based on Application Review	Score (1-4) Based on Interview	Comments Based on Interview
Embraces mission and values of department/section and hospital, including respect, integrity, excellence, service, diverse voices and populations, equitable opportunity, collegiality, and collaboration				
Clinical experience				
Extramural funded research				

BUMG | EVI

Peer-reviewed publications				
Teaching				
Awards or other recognition in the field				
Mentoring				
Passion for field, demonstrated commitment to service and mentorship				
Respect of colleagues				
Commitment to departmental/institutional reputation and performance standards				
Previous leadership experience				
Approaches challenges with respect for and willingness to learn from diverse perspectives, and innovation and growth mindset				
Leadership style that is transparent, collaborative, inclusive, and decisive when appropriate				

STEP 4 | FOLLOW-UP, FEEDBACK + CONTINUOUS LEARNING

Follow-Up and Feedback

After the search is completed, the SLSC should complete the following to support a continuous cycle of feedback, process learning, and transparency:

1. **A SLSC post-search debrief of the process**, including discussion of what went well and what else might have been done to make it more successful. Share the findings in writing with the department chair (**see Tab 4.1 | Template: Post-Interview Debrief Form**).
 - Some peer institutions, such as Columbia University School of Medicine, recommend conducting a debrief with the committee about how the process went and including any lessons learned and suggestions for improvement, especially regarding equity. The debrief should be written and shared with department leadership.
 - Open, transparent communication about the process with the full faculty is also important. Consider scheduling an annual process report-out during a faculty meeting, including successes, challenges, ideas for improvements, and, most of all, a request for feedback.
2. **Update the Equitable Advancement Process Metrics Tracker (Tab 1.1)** related to the search and report them to your department chair or section chief.
3. **If you were unable to identify a woman or URG faculty member for the role, write a brief explanation of the process used and explanation of why diversity candidates were not selected and submit it to the department chair + EVI.** Any suggestions for ways to improve the situation should be included. A summary of these assessments should be included in the annual faculty meeting report-out (**see Tab 4.2 | Template: Post-Search Equity Assessment Form**).

Continuous Learning

At a minimum review your templates annually to ensure your infrastructure and processes are set up to create equitable opportunities for all faculty.

Have you or the SLSC established (or completed the annual update/review of) your department's:

- Leadership Position Outreach Plan (Tab 3.1)**, including formal and informal meetings, newsletters, job postings, and personal outreach to ensure broad awareness by the faculty?
- Interview Questions for Leadership Roles (Tab 3.2)** to be used as a resource to be tailored for each open call?
- Evaluation Criteria for Leadership Appointment (Tab 3.3)**, including a review of required/desired criteria to assess their impact on women and URG faculty to encourage consideration of candidates with traditional and nontraditional professional backgrounds?
- Leadership Candidate Review Form (Tab 3.4)?**

Tab 4.1 | Template:: Post-Interview Debrief Form

Note: This debrief form is to be answered individually by each member of the SLSC who participated in the referenced search and discussed at the open call debrief meeting.

1. From your perspective, how did the leadership role search process go overall?
2. Were you satisfied with the number and caliber of the applicants?
3. Did you feel that all qualified candidates were aware of the opportunity and encouraged to apply?
4. In your judgment, did all candidates have the opportunity to present themselves to the SLSC adequately? In ways that appropriately showcased the strengths they might bring to the role?
5. How did you feel about your own contribution? The quality of discussion within the committee?
6. Did the process move along at an appropriate pace?
7. Was there anything else you wished was included in the process?
8. Was there anything that you would like to remove or otherwise change about the process?
9. Any other comments?

Tab 4.2 | Template: Post-Search Equity Assessment Form

Note: This assessment form is to be filled out by the chair of the SLSC with input from the full committee and shared with the Office of EVI upon completion of the open call.

1. Did the open call process just completed attract a representatively robust pool of applicants including women and members of URGs? How well did it mirror the general demographics of your department?
2. If the applicant pool was not felt to be sufficiently diverse, why not? If it was, what do you believe led to your success?
3. Were there women and URG faculty in the medium list group? Among the finalists?
4. Was the candidate selected a woman, gender-neutral, or a member of an URG? If not, please explain why; if so, please explain why.
5. What, if any, changes to the open call process will you be recommending to your department chair?

APPENDICES

APPENDIX 1 | 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)**

APPENDIX 2 | SELECTED RESOURCES + NOTES

Implicit Bias

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Mallery TA, Mittman IS, Castillo-Page L, Eliason J, Chapman Navarro JR. "A Stochastic Model of Consensus Reaching in Committee Decisions for Faculty Advancement, Promotion and Tenure: Does Diversity Matter?" *J Natl Med Assoc*. 2019 Aug;111(4):418-426. doi:10.1016/j.jnma.2019.01.012. Epub 2019 Feb 21. PubMed PMID: 30797545. <https://www.ncbi.nlm.nih.gov/pubmed/30797545>

- "[Use of a mathematical model to assess simulated processes] shows promise in illuminating how individual perceptions, committee composition and group dynamics sway consensus reaching...[and] can be used to evaluate bias not only in academic promotions but also in admissions, hiring and grant review. This will allow improved methods and processes for equitable academic performance reviews, enhancing the career trajectory and retention of minority scholars."

Marcelin JR, Siraj DS, Victor R, Kotadia S, Maldonado YA. "The Impact of Unconscious Bias in Healthcare: How to Recognize and Mitigate It." *J Infect Dis*. 2019 Aug 20;220(220 Suppl 2):S62-S73. doi: 10.1093/infdis/jiz214. PubMed PMID: 31430386. <https://www.ncbi.nlm.nih.gov/pubmed/31430386>

- “A strategy to counter unconscious bias requires an intentional multidimensional approach and usually operates in tandem with strategies to increase diversity, inclusion, and equity”
 - DiBrito SR, Lopez CM, Jones C, Mathur A. Reducing implicit bias: association of women surgeons #HeForShe task force best practice recommendations. *J Am Coll Surg* 2019; 228:303–9. 42.
 - South-Paul JE, Roth L, Davis PK, et al. Building diversity in a complex academic health center. *Acad Med* 2013; 88:1259–64
- Organizations need to commit to a culture of inclusion, more than just diversity training or cultural competency

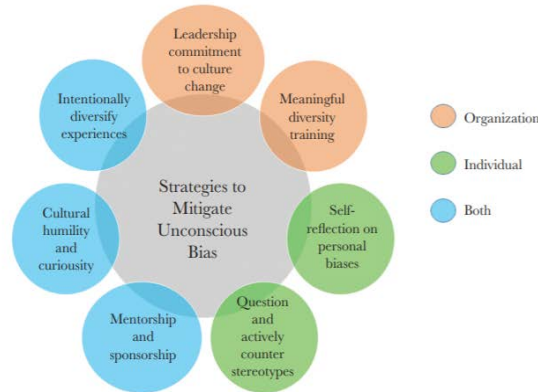


Figure 2. Organization-level and personal-level strategies to mitigate unconscious bias. Orange circles indicate organization-specific strategies, green circles indicate individual-level strategies, and blue circles represent strategies that can be emphasized on both organizational and individual levels to mitigate implicit bias.

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Equitable Practices

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Parisi, Joe and Corrigan Sharon. *Equity Assessment of Current Recruitment/Hiring Practices: An Opportunity To Move Equity Forward*, June 2014. Dane County, Wisconsin. <https://board.countyofdane.com/documents/pdf/Equity%20Assessment-Recruitment%20and%20Hiring.pdf>

Mishler, Keith. *How to Avoid Discrimination when Promoting Employees*, Insperity Blog (undated). <https://www.insperity.com/blog/avoid-discrimination-promoting-employees/>

Ohitayakorn, Roy MD, MHPE, Petrusa, Emile PhD, Hodin, Richard A. MD. "Development and initial results of a mandatory department of surgery faculty mentoring pilot program." *J Surg Res*. 2016 Sep;205(1):234-7. doi: 10.1016/j.jss.2016.06.048. Epub 2016 Jun 24. PubMed ID: 27621025 [https://www.journalofsurgicalresearch.com/article/S0022-4804\(16\)30173-1/fulltext](https://www.journalofsurgicalresearch.com/article/S0022-4804(16)30173-1/fulltext)

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Peer Institutions

ASSOCIATION OF AMERICAN MEDICAL COLLEGES (AAMC)

Diversity and Inclusion Toolkit, Group on Women in Medicine and Science (GWIMS)

- o <https://www.aamc.org/professional-development/affinity-groups/gwims/toolkit>

Equity in Promotion

- <https://www.aamc.org/system/files/c/2/483866-toolkitequityinpromotion.pdf>

ATRIUS HEALTH

Diversity Statement

- <https://www.atriushealth.org/careers/welcome-to-atrius-health/atrius-health-commitment-to-diversity>

BOSTON UNIVERSITY/SCHOOL OF MEDICINE

BUSM Policy on Diversity Categories + Related Resources

- <https://www.bumc.bu.edu/busm/about/diversity/office-of-diversity-and-inclusion/diversity-policies/>

BRIGHAM AND WOMEN'S HOSPITAL

Center for Diversity and Inclusion

- <https://www.brighamandwomens.org/about-bwh/human-resources/diversity-and-inclusion>

Office for Women's Careers

- <https://cdi.brighamandwomens.org/owc/>

Women's Leadership Program

- <https://cdi.brighamandwomens.org/wlp/>

COLUMBIA UNIVERSITY

Best Practices for Faculty Search and Hiring (w/ checklist)

- [Columbia University Guide to Best Practices In Faculty Search and Hiring](https://www.columbia.edu/~c1111/faculty-search-and-hiring/)

WEILL CORNELL MEDICINE

Diversity + Inclusion

- <https://diversity.weill.cornell.edu/>

Faculty Development (preparing for promotion + policies)

- <https://faculty.weill.cornell.edu/faculty-development/preparing-promotion>

DARTMOUTH COLLEGE

Office of Institutional Diversity + Equity

- <https://www.dartmouth.edu/ide/about/>

Geisel Plan for Diversity, Inclusion and a Respectful Workplace Promotions

- <https://geiselmed.dartmouth.edu/oaa/document/appointments-promotions-titles/>

HARVARD UNIVERSITY SCHOOL OF MEDICINE

Office for Diversity, Inclusion and Community Partnerships

- <https://mfdp.med.harvard.edu/>

Career Advancement and Leadership Skills for Women in Healthcare Conference (November 2020)

- <https://womensleadership.hmscme.com/>
- https://womensleadership.hmscme.com/sites/womensleadership.hmscme.com/files/course-info/Womens%20Leadership_20_D11_WEB_EB.pdf

Faculty Search + Selection

- <https://faculty.harvard.edu/recruitment-best-practices>
- <https://member.hercjobs.org/recruitment/selection/search-toolkit>

JOHNS HOPKINS UNIVERSITY

Faculty Diversity Action Plan Johns Hopkins University School of Medicine

- <http://facultyaffairs.jhu.edu/wp-content/uploads/2018/04/SOM-Diversity-Action-Plan-AY-17-2.pdf>
- <https://diversity.jhu.edu/roadmap/faculty/>

MASSACHUSETTS GENERAL HOSPITAL

Center For Diversity + Inclusion

- <https://www.massgeneral.org/cdi/default>

MAYO CLINIC COLLEGE OF MEDICINE AND SCIENCE

Diversity and Inclusion

- <https://college.mayo.edu/academics/diversity-and-inclusion/>

NEW YORK UNIVERSITY

Recruiting For Diversity Resources

- <https://med.nyu.edu/our-community/why-nyu-grossman-school-medicine/diversity-inclusion/recruiting-diversity>

Unconscious Bias Training

- <https://med.nyu.edu/our-community/why-nyu-grossman-school-medicine/diversity-inclusion/sites/default/files/unconscious-bias-training-presentation.pdf>

NORTHWESTERN UNIVERSITY

Medical Faculty Council (mentoring resource)

- <https://www.feinberg.northwestern.edu/sites/mfc/>

Women's Faculty Organization

- <https://www.feinberg.northwestern.edu/sites/wfo/>

STANFORD UNIVERSITY

Office of Faculty Development and Diversity

- <https://med.stanford.edu/diversity/programs/constituencies/faculty-all-programs.html>
- <https://med.stanford.edu/facultydiversity.html>
- <http://med.stanford.edu/diversity/programs/diversity-activity-groups-and-events/womens-faculty-networking.html>
- <https://med.stanford.edu/diversity/programs/diversity-activity-groups-and-events/diversity-liaisons.html>

Stanford Medicine Diversity Cabinet

- <https://med.stanford.edu/diversity/diversity-cabinet.html>

TUFTS UNIVERSITY

Hiring Toolkit

- <https://access.tufts.edu/hr-training-programs-managers-hiring-toolkit>

Women in Medicine and Science (WiMS) Committee

- <https://www.tuftsmedicalcenter.org/women-in-medicine-and-science-committee>

UNIVERSITY OF CALIFORNIA DAVIS

Equitable Hiring Toolkit, Office of Undergraduate Education (Updated March 24, 2020)

- <https://academicadvising.ucdavis.edu/equitable-hiring-toolkit>

UNIVERSITY OF CALIFORNIA LOS ANGELES

Faculty Search Committee Resources for Equitable Processes

- <https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/>

UNIVERSITY OF CALIFORNIA SAN FRANCISCO

Salary Equity Increase Guidelines

- <https://hr.ucsf.edu/hr.php?A=1738&AT=cm&org=c&sref=3>

Faculty Handbook for Successful Advancement + Promotion

- <https://senate.ucsf.edu/sites/default/files/2016-12/FacultyHandbook-UCSF.pdf>

Faculty Review Process: Appointment, Promotion, and Tenure

- <https://academicaffairs.ucsf.edu/ccfl/media/Events/fdd2012/AdvancementandPromotion.pdf>

UNIVERSITY OF CHICAGO

Diversity and Inclusion Statement

- <https://diversityandinclusion.uchicago.edu/resources/faculty-search/>

Pathways for Promotion

- <https://biologicalsciences.uchicago.edu/resources/oa-pathways-successful-faculty-development-and-promotion>

UNIVERSITY OF MASSACHUSETTS

Process for Faculty Promotion

- <https://www.umassmed.edu/ofa/academic/promotions/process/>

Committee on Equal Opportunity + Diversity

- <https://www.umassmed.edu/dio/engagement/committee-on-equal-opportunity-and-diversity/>

UNIVERSITY OF PENNSYLVANIA

Improving the Recruitment and Hiring Process for Women Faculty

- https://www.med.upenn.edu/focus/user_documents/ImprovingtheRecruitmentofWomenFaculty2.pdf

Committee on Appointments and Promotions

- <https://www.med.upenn.edu/fapd/coap.html>
- <https://www.med.upenn.edu/fapd/docurepo/assets/user-content/documents/pl00030.pdf>

UNIVERSITY OF SOUTHERN CALIFORNIA

Promotions and Advancement

- <https://keck.usc.edu/faculty-affairs/appointments-promotions-and-advancement/>

UNIVERSITY OF WASHINGTON

Equitable Hiring Practice Toolkit

- <https://www.washington.edu/diversity/staffdiv/hiring-toolkit/>

Handbook of Best Practices for Faculty Searches

- <https://www.washington.edu/diversity/faculty-advancement/handbook/>

WASHINGTON UNIVERSITY SCHOOL OF MEDICINE IN ST. LOUIS

Office of Faculty Advancement and Institutional Diversity

- <https://diversity.med.wustl.edu>

Unconscious Bias Training For Managers

- <https://diversity.med.wustl.edu/training/taking-action-unconscious-bias-training-for-hiring-managers/>

Support For Hiring Faculty

- <https://diversity.wustl.edu/framework/faculty-advancement-institutional-diversity/support-hiring-faculty/>

Tracking Actions & Progress

- <https://medicine.wustl.edu/about/diversity-inclusion/actions-progress/>

YESHIVA UNIVERSITY

Promotion and Mentorship Guidelines

- https://www.yu.edu/sites/default/files/inline-files/Tenure_Promotion_Mentorship.pdf