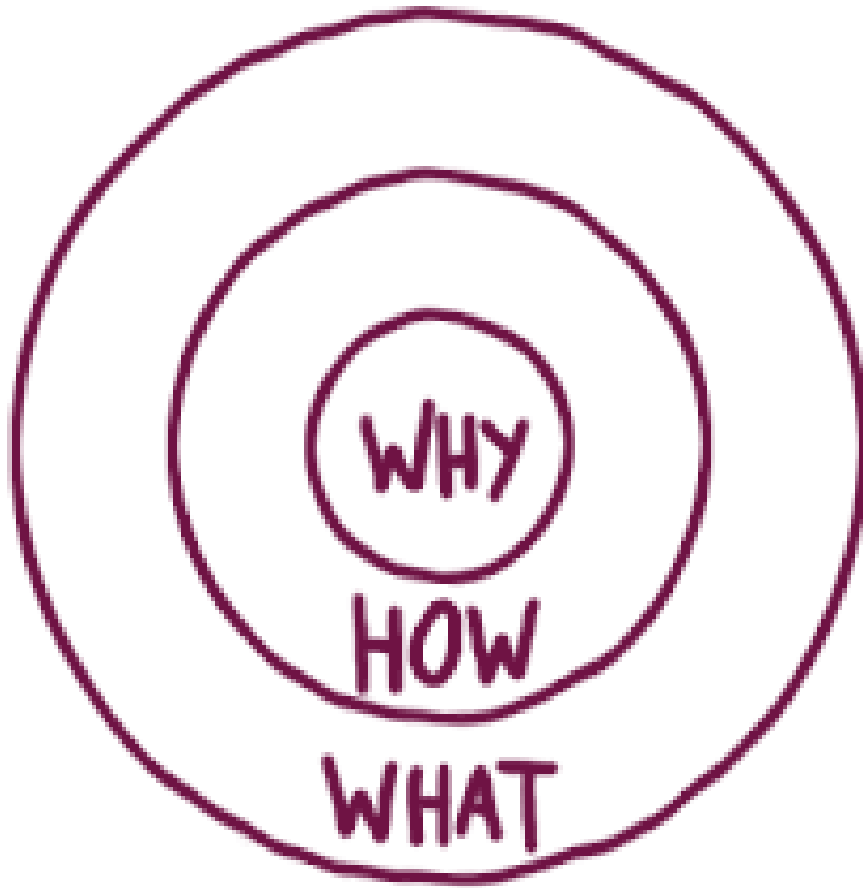




# REVIEW-BASED GUIDELINES (RBG) FOR EQUITABLE APPOINTMENT OF LEADERSHIP ROLES

BUMG | EVI

# THE GOLDEN CIRCLE



**AY20 BUMG Board Priority: Gender and racial equity in faculty recruitment, compensation, promotion, leadership positions, and retention**

**Why:** Diverse leadership leads to more creative, innovative solutions and benefits all

**How:** Every department will have and implement an articulated plan on how leadership positions are equitably chosen

**What:** RBG framework which reflects best practices for equitable assignment of leadership positions

# ROAD MAP



## STEP 1: BUILD YOUR BENCH

- ✓ Check Your Data
- ✓ Document the Opportunities
- ✓ Encourage Participation in Professional Development + Training
- ✓ Provide Equitable Mentoring + Sponsorship



## STEP 2: LAY AN EQUITABLE FOUNDATION

- ✓ Standing Leadership Search Committee (SLSC)
- ✓ Awareness of Implicit Bias



## STEP 3: CONDUCT OPEN CALLS FOR LEADERSHIP ROLES

- ✓ Outreach Broadly
- ✓ Distribute Job Description
- ✓ Standardize Interview Questions
- ✓ Create Clear Evaluation Criteria
- ✓ Manage Biases
- ✓ Communicate clearly



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

- ✓ Make It a Learning Experience
- ✓ Consistent, Accessible Procedures



# STEP ONE | BUILDING YOUR BENCH

## Track Data

- Review the most recent department data. If your leadership data don't yet align with the diversity demographics of your department, review **Tab 1.1 | Equitable Advancement Process Metrics**

## Build Awareness of Potential Opportunities

- Create and distribute **List of Leadership Roles in [Department] (Tab 1.2)**
- Develop job descriptions for all leadership roles (**see Tab 1.3 | Leadership Role Job Description**)

## Provide Effective Supervisory Guidance

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

## Mentoring and Sponsorship

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

## TAB 1.3 | STANDARD JOB DESCRIPTION

Note: Adapt this sample 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.

### PEDIATRICS | [ROLE] JOB DESCRIPTION

- I. POSITION TITLE
- II. FTE/TIME EXPECTED
- III. STATEMENT OF VALUES
- IV. POSITION DESCRIPTION
- V. **REQUIRED** QUALIFICATIONS/QUALITIES
- VI. **DESIRED** QUALIFICATIONS/QUALITIES
- VII. START/END DATES

## STEP TWO | LAY THE FOUNDATION

- Current department process
- Standing Leadership Search Committee (**SLSC**): 5 – 6 members
  - 1) Standing members
  - 2) 2 -3 core members; additional 2 – 3 rotating members
  - 3) 5 – 6 members across 2 – 3 departments/sections
    - Diversity Advocate
    - Implicit bias training for SLSC
- Tools
  - Leadership outreach plan
  - Standard interview questions, SLSC to tailor for role
  - Standard evaluation criteria, SLSC to tailor for role
  - Standard candidate review form

# DIVERSITY ADVOCATE

- Senior team member, preferably not be the only URG or woman but will be department-specific
- The Diversity Advocate is **not expected** to be the only member responsible for promoting a diverse candidate pool, and is **not expected** to control the outcome of the search
- Roles + Responsibilities
  - Lead implicit bias de-brief
  - Review applicant pool to ensure it is reflective of department demographics
  - Reviewing applicant evaluations by the committee and flagging for gendered/racial language
    - Are there any occupational, gendered or racial stereotypes used?
    - If an applicant's race, sexual orientation, sex or gender, or disability, is mentioned, was it necessary to do so?
    - Are the same kinds of information and descriptions used when discussing or considering people of different groups? Are people making assumptions (including things like an applicant not having time or bandwidth for the role)?
    - Are there “non-traditional” experiences that would bring an important new perspective to the position?

## STEP THREE | CONDUCT EQUITABLE OPEN CALLS

- Leadership Outreach Plan
- Interview Questions for Leadership Roles
- Evaluation Criteria for Leadership Appointment
- Leadership Candidate Review Form



## STEP FOUR | FOLLOW-UP, FEEDBACK, + CONTINUOUS LEARNING

- Equitable Advancement Process Metrics Tracker— putting infrastructure in place for future processes
- Post Interview De-Brief Form
- Post Search Equity Assessment Form

# GETTING STARTED

- 1) Review/edit department data
- 2) Circulate Tab 1.2 | List of Leadership Roles in Department to all faculty + residents (template outreach provided)
- 3) Prioritize job descriptions
- 4) Finalize SLSC structure + membership
- 5) Review Process Metrics Tracker + determine cadence for evaluation
- 6) Review consolidated checklist
- 7) Determine storage for documents