

# **RBG | Review-Based Guidelines for the Equitable Appointment of Leadership Roles**

**BUMG | EVI**

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**Boston University  
Medical Group**



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These *Review-Based Guidelines* are a living document to be revised on an annual basis. Please refer back to the Office of Equity, Vitality, and Inclusion website [here](#) for the most updated version. If you would like to adapt or adopt these tools for your own use, please cite us:

*Boston University Medical Group [Office of Equity, Vitality, and Inclusion](#) | [Review-Based Guidelines](#)*

For any questions regarding this tool, please reach out to [evi@bmc.org](mailto:evi@bmc.org).

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## EXECUTIVE SUMMARY

Boston University Medical Group's (**BUMG**) Office of Equity, Vitality, and Inclusion (**EVI**) seeks to build and sustain an organizational culture that affirms and values diverse identities, shares power equitably, reflects the diversity of the community we serve, and fosters a healthy and supportive environment where we all can thrive. 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 BUMG that reflects the racial, ethnic, and sex/gender diversity/composition of our overall faculty.

To accomplish this, our strategy is to provide leaders with resources and tools to build a deep and diverse 'bench' of faculty, who have equitable access to opportunities for professional growth and advancement by:

- I. **Bringing 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. 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.
- II. **Committing to tracking and sharing data.** Tracking data is essential for 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 of and trust in the department's commitment to making progress toward that goal.
- III. **Diving 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.

These *Review-Based Guidelines for the Equitable Appointment of Leadership Roles ("RBG")* is intended to be a practical roadmap to guide the transformation of workflows and increase transparency. It is written as a 'living document' that includes samples and templates for departments/sections to tailor for their own use. 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, be recognized and treated equitably.

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

# ROADMAP FOR CREATING EQUITABLE OPPORTUNITIES FOR PROFESSIONAL ADVANCEMENT + GROWTH



## 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)?



## STEP 1 | BUILD YOUR BENCH

### 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; 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 your data, as well as 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) Track data: Have you reviewed your most recent departmental data on women and underrepresented group (URG) faculty in leadership roles? 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) Build awareness of potential opportunities: Are you building awareness in your department about the range of leadership opportunities by:
  - ☐ Creating and distributing your List of Leadership Roles, inclusive of existing ad hoc and permanent leadership roles in (**see [Tab 1.2](#)**)?
  - ☐ Developing a Leadership Role Job Description (**see [Tab 1.4](#)**) for all department 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, and encouraging 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*
<b>STEP ONE   BUILDING THE BENCH</b>		
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"> <li># of leadership job descriptions matches # of leadership roles in the department</li> <li>Job descriptions exist for each role before it is open for applications</li> </ul>	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%
<b>STEP 2   LAYING THE FOUNDATION</b>		
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 $\geq 2$ woman, $\geq 2$ 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%
<b>STEP 3   INTERVIEWS, EVALUATION AND SELECTION</b>		
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 maintaining a list of all department leadership roles. One person in the department (such as the AD) should own the compilation of this list, which should be updated annually and then shared with all department faculty, with the option to include residents and fellows as well (see [Tab 1.3 | Sample Outreach to Faculty](#)). Departments may choose to share only the columns in grey for privacy purposes. To ensure transparency and accuracy of information, the person compiling the information should inform leaders and faculty 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	WHO HAS DISCRETION TO APPOINT	FUNDING SOURCE
[POSITION]	[INSERT LINK]	[X.X]	[AYXX, QX]	[Y/N]	[MOS./YRS]	[NAME]	[ROLE] [NAME]	[NAME]
<i>Vice-Chair for Clinical Operations</i>	<i>Link</i>	<i>.40</i>	<i>[AY20, Q4]</i>	<i>Y</i>	<i>TBD</i>		<i>Department Chair, in consult with Vice-Chair for Education</i>	<i>CARE+</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 Outreach to Faculty*

**SUBJECT:** [Department] Leadership Roles

Team,

Our department and the Office of Equity, Vitality, and Inclusion (EVI) are committed to sex/gender and racial equity in faculty recruitment, retention, compensation, promotion, and leadership. In support of this important work, the Women's Leadership Advisory Council has developed a **Review-Based Guidelines (RBG) for the Equitable Appointment of Leadership Roles**, which recommends that all leadership positions – institutional and departmental, funded and unfunded – be equitably appointed and recognized.

As early adopters, our department has been participating in a seven month pilot program to implement tools and processes to support those values. Our goal is that all leadership positions in our department, whether institutional or departmental, funded or unfunded, be equitably appointed and recognized.

It is important that everyone know what leadership positions we have in the department and that we have consistent, transparent, and equitable processes to appoint faculty to such positions. We are sharing our current list leadership positions with you – please see our Organizational Chart attached.

This has been (and will continue to be) a journey for us. There is more to do and we encourage you to reach out with feedback or questions.

[NAME]

[TITLE]

NOTE: When announcing the appointment of a faculty member to a leadership role, consider adding language to the announcement indicating that process has been used with a link to the RBG.

## Tab 1.4 | Sample Leadership Role Job Description

Note: This sample can be adapted to create a job description for funded or unfunded department-specific leadership roles.

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

#### I. POSITION TITLE

[Ex: Chair, Orthopedic Clinical Safety Committee]

#### II. FTE/TIME EXPECTED

[Ex: 0.1 FTE]

#### III. STATEMENT OF VALUES

*[Insert Relevant Departmental Values]*

The [DEPARTMENT] believes that the cultural and social diversity of our faculty, staff and students is vitally important to the distinction and excellence of our clinical, research and academic programs. We embrace a position of anti-racism and inclusivity.

We believe that faculty diversity is essential to our delivery of care and is an integral component of faculty excellence, and are committing to fostering an environment that is supportive and respectful. 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.

This job description is part of our **commitment to bring our leadership appointment process out into the open**. The establishment of a consistent and transparent process, with clear expectations for advancement to leadership positions, ensures that all faculty are aware of professional growth opportunities and builds trust that such openings are available to all.

BUMG is committed to sex/gender and racial equity in faculty recruitment, compensation, promotion, leadership, 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.

#### 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 15<sup>th</sup> 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

Develop (or review) your current department infrastructure and resources annually so you are prepared to conduct an equitable open call and candidate selection process whenever a leadership position becomes available:

- 1) Establish (or review membership of) a **Standing Leadership Search Committee (SLSC)**, to participate in all open calls for leadership roles. Regardless of configuration, members should have diverse identities including sex/gender, race/ethnicity, and career stage. We recommend that whenever possible SLSCs should have at least two women and two individuals from URGs. Membership is not limited to faculty, and can include administrative team members, members of other departments/sections, and/or trainees, depending on your approach. Departments may want to consider an annual call for volunteers to join the SLSC in order to enrich the interview experience and candidate selection process. Possible SLSC Configurations include:
  - ❑ **Standing SLSC:** 5 – 6 members who collectively are responsible for participating in annual implicit bias training; reviewing + updating job descriptions, interview criteria, etc.; and convening to interview candidates for open calls
  - ❑ **Core SLSC:** 2-3 core members who collectively are responsible for participating in annual implicit bias training; reviewing + updating job descriptions, interview criteria, etc.; and convening to interview candidates for open calls, with additional role specific members joining as needed based on the open position
  - ❑ **Inter-Department SLSC:** 5 – 6 members across 2 – 3 departments/sections who collectively are responsible for participating in annual implicit bias training; reviewing + updating job descriptions, interview criteria, etc.; and convening to interview candidates for open calls
- 2) **Identify and name implicit bias:** A theme common to most best-practice resources is the importance of recognizing implicit bias and addressing it directly. Harvard’s [Implicit Association Test \(IAT\)](#) 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, but must be in the context of a broader effort, not as a stand-alone panacea. Additional implicit bias resources include [Boston Medical Center Health System’s Anti-Bias Hiring Guide](#), pages 14-20 and [Boston University Faculty Search Manual](#), pages 14-18 for additional literature and resources.
- 3) In their “Guide to Best Practices in Faculty Search and Hiring,” Columbia’s School of Medicine recommends appointing a senior SLSC team member as the **diversity advocate** to ensure best practices are being followed, and to actively promote equity and diversity. This person should preferably not be the only URG or woman on the SLSC, but we recognize that this decision will be department-specific.
  - ❑ **Diversity advocate roles + responsibilities:**
    - Lead implicit bias training/assessment de-brief
    - Review applicant pool to ensure it is reflective of department demographics; if not, consider whether evaluation biases or assumptions have influenced ratings, elevate to SLSC, and ask the SLSC if they have fully tapped their networks
    - Review applicant evaluations by the committee and flag for gendered/racial language
    - 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
  - ❑ Sample questions for the diversity advocate to raise during and between committee meetings:

- Are there any occupational, gendered or racial stereotypes used in how the committee is considering the applicant's prior expertise and experiences?
- If an applicant's race, sexual orientation, sex or gender, or disability, is mentioned in the interview or in the discussion of their qualifications, was it necessary to do so?
- Are the same kinds of information and descriptions used when discussing or considering people of different groups? Are phrases or language that highlights "being a part of a team," empathy, and teaching skills used when discussing women, but phrases like "decisive" and "leadership" used when discussing men? The use of such language reinforces gender biases and stereotyping and seriously undermines the perceived professional expertise of women
- Are people making assumptions (including things like an applicant not having time or bandwidth for the role)? If so, encourage seeking out the unknown information
- Has the committee paid attention to the applicant's prior experiences with diversity, equity and inclusion efforts?
- Are there "non-traditional" experiences that would bring an important new perspective to the position?

## STEP 3 | CONDUCT EQUITABLE OPEN CALLS FOR LEADERSHIP ROLES

### Casting a Wide Net

**Job Descriptions:** Sources uniformly recommend having an open call for applications that includes a clear job description. All job description language should be written **before** consideration of any specific candidates. 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. Include the required *and* desired qualifications, experience and documentation (i.e., CV, cover letter, [written recommendations](#)) to ensure that highly qualified candidates are not inadvertently deterred from applying. 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 1.4 | Sample: Leadership Role Description](#)).

**Outreach and Recruitment:** When a new leadership role becomes available, make sure you communicate the opportunity broadly (see [Tab 3.1 | Leadership Position Outreach Plan](#)). It is important to set your open call search calendar in advance and publicly notify your faculty 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, including advertisement in department newsletters and meetings, targeted announcement of open roll, and informational sessions about the role. Multiple institutions<sup>1</sup> recommend that **leaders and peers sponsor, or personally reach out to, a diverse range of candidates to ensure they are aware of the opportunity and to encourage them to apply**. Leverage affinity groups, advisory groups, and/or any other groups focused on cultivating URGs to reach the broadest range of candidates possible.

### 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 moving forward with application review:

- ❑ **Review job description:** All committee members should review the job description and discuss any questions they have about the role and its qualifications with the supervisor and other committee members.
- ❑ **Define evaluation criteria a priori:** In partnership with the supervisor, use the required and desired qualifications from the job description to inform and establish evaluation criteria ahead of time, and use for all candidates. This criteria 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 required and desired qualifications in [Tab 1.4 | Sample Leadership Role Job Description](#)**).
- ❑ **Conduct equitable interviews:** Create a list of interview questions to be used in all interviews using [Tab 3.2 | Interview Questions for Leadership Roles](#), informed by the evaluation criteria. For panel interviews, each interviewer should ask the same question of all candidates. As much as it is possible, avoid side/personal conversations with a candidate to reduce bias.
- ❑ **Managing your bias:** The SLSC should be reminded of possible inadvertent biases or assumptions and encouraged again to make use of available bias mediation resources before interviewing. 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. All SLSC members should notify

the group of any personal relationships with a candidate (e.g. friends outside of work, close colleagues, etc.) as soon as possible, and the group should make a determination about that member's participation in the search.

## 2. Initial Review of Applications

The application of every interviewing candidate should have an initial review by all SLSC members. If there are no women or URG candidates, the SLSC should convene, discuss whether evaluation biases or assumptions are drivers. When reviewing applications and CVs:

- **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.** [Tab 3.3 | Candidate Evaluation Form](#) provides a sample document that can be used for candidate evaluation, including an assessment of CVs, applications and the interview.

## 3. Interview Process

- Ensure that qualified women and faculty from URGs are included in each round if you conduct your selection process in multiple stages
- During the interview(s), use a standardized template for evaluating and documenting notes from interview (see [Tab 3.3 | Candidate Evaluation Form](#)). After the final round of interviews,
- SLSC members should meet to discuss candidates and to make their [recommendations](#) for the best fit for the role. Use [Tab 3.3 | Candidate Evaluation Form](#) to compare notes and ratings.

**NOTE: We highly recommend avoiding side conversations about any candidate until each SLSC member has completed their assessment of the application and interview to mitigate bias.**

## 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/by phone. Clear communication and encouragement are critical to help candidates feel valued and having potential for upward mobility, rather than left feeling more discouraged.

- **The role supervisor should notify each applicants 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									
Consider hosting in-person or virtual “office hours”, where faculty can drop-in to ask questions about the role	X	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					



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
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 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

## Open Call Process Highlights

### Chair, Supervisor, and AD interviews

- Clarify who candidate should direct questions to + role of SLSC

### SLSC interviews

- Same people ask the same questions

**All interviewers complete evaluation immediately after interview, and without any discussion**

- Side conversations about candidates should be avoided

### De-brief all candidates as a group

- Clear next steps with owners

### Tab 3.2 | Sample Interview Questions for Leadership Roles

NOTE: This is a master list of sample interview questions. The SLSC can and should tailor the list of questions to the open role, informed by the evaluation criteria (see [Tab 3.3 | Candidate Evaluation Form](#)). All questions do not have to be asked.

- Do introductions with pronouns, and explain how the interview will be conducted and why.
- **Explain the interview format to the candidate**, and explain next steps at the end of the interview; invite the candidate to describe their career so far, and then begin questions
- Keep your focus on experience, education, competency, professional growth and learning
- Pay attention the candidate's actions and outcomes in each scenario
- We recommend that each search committee member asks questions from different domains; each search committee member should ask the same question(s) throughout the open call
- Moderate time so everyone asks at least one question
- 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.
- 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.

#### Alignment + Vision for the Role

- 1) What interests you the most about this position?
- 2) What qualities would you bring to the position?
- 3) What would your initial priorities be if you took on this role?
- 4) What would marker(s) of success be for these priorities?
- 5) What would your long-term goals be for this role (e.g. five year, ten year, etc.)?
- 6) What supports or resources do you anticipate needing from leadership to achieve these goals?
- 7) *For internal candidates:* Where do you think the department has been successful in our [role specific, e.g. diversity and equity] goals? Where do you think we have not been successful? How might you address these challenges?  
*For external candidates:* In your past/current role, where do you think your department is/was successful in its [role specific, e.g. diversity and equity] goals? Where do you think it has not been successful? How might you address these challenges?
- 8) What do you think the biggest changes are that will impact your field over the next five years?
- 9) What is your strategy to manage or handle these changes?
- 10) 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

- 11) What does diversity and inclusion mean to you?
- 12) Tell me about your experiences working in a diverse, multicultural setting.
- 13) What does it mean for you to have a commitment to diversity/how do you plan to champion diversity?
- 14) Give an example of when you advocated for diversity, equity, and inclusion in your (leadership style; clinical practice; scholarly efforts; educational endeavors)?
- 15) Give an example of how you manage different perspectives, personalities, levels of seniority, diverse perspectives/cultures, gender, etc.
- 16) Give an example of how an "–ism" impacted the care of a patient or professional interaction, and how you handled it.
- 17) Give an example of a bias that you brought into an interaction and how it affected the people around you.

- 18) What is your personal relationship with diversity and inclusion?
- 19) What values do you see in diversity versus inclusion?
- 20) What is your experience in engaging and supporting professional vitality and wellbeing among your team?

### Clinical + Educational Experience

- 21) Describe how your [clinical, educational, research] experiences have prepared you for this role.
- 22) Give us an example of when you've encountered a challenge in didactic or case-based conference and how you approached it.
- 23) What is your strategy for engaging learners when you're teaching?
- 24) How do you maintain and evaluate clinical quality in your department/division?
- 25) How do you think you will manage your clinical responsibilities in this role?
- 26) What elements of clinical work are important for you to maintain when you take on this role?

### Scholarship and Research

- 27) Describe your current involvement in scholarly activities.
- 28) What are your scholarship goals? How do they align with the department's goals?
- 29) How will you collaborate and expand scholarly activities within the department?
- 30) What do you see as the most productive areas of scholarship that could be developed in the department?
- 31) Tell me about a time when you were engaged in a research project with an authorship dispute and how you handled it.
- 32) What research project or publication are you most proud of?

### Leadership Experience

- 33) What are some techniques you use to recruit new faculty?
- 34) How do you retain faculty + staff?
- 35) Tell us about a time there was conflict within your team/outside your team and how you managed/handled it?
- 36) Give us an example of a time when you managed an interdisciplinary team.
- 37) Can you give an example of inter and intra-departmental collaboration during your experience as a faculty member?
- 38) Share an example of a difficult decision you had to make. What was the situation? Why was it difficult? What did you learn from the process and how would you apply it to other situations?
- 39) Tell us 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?
- 40) Give us an example of a situation when you had a tight deadline and how you managed it.
- 41) What would you consider the most important aspects of your background and accomplishments to-date that have prepared you for this leadership position?

### Leadership Style

- 42) What is your style or approach to managing conflict within your team? Outside your team?
- 43) What factors influence your communication style?
- 44) How do you ensure other voices are heard?
- 45) What types of personalities tend to be challenging for you? Why?
- 46) What types of personalities do you tend to get along with? Why?
- 47) Describe your leadership style.
- 48) How will you approach having difficult discussions with leadership?
- 49) Tell us about a time when you had to assemble a team for a project. What was your process and how did things work out?
- 50) How do you prioritize competing demands?
- 51) Tell us about a time when you received critical or negative feedback about yourself and how you handled it.

## Personal + Motivation

- 52) Tell us about a time when something didn't go the way you expected. How did you manage it and what was the outcome?
- 53) What motivates you professionally?
- 54) What do you think your biggest learning curve will be in this role? What supports do you anticipate needing from leadership?
- 55) How would you weigh your interests: clinical, research, and education/teaching?
- 56) What are your growth + leadership development goals?
- 57) What is your interest in quality assurance and quality improvement?
- 58) As you look at your own experiences and accomplishments, tell us what you are most proud of and why.

## Development/Mentorship

- 59) What has been your experience in recruiting, developing and inspiring faculty, trainees and staff?
- 60) In what ways have you influenced the professional growth and career direction of others?
- 61) How would you go about attracting new/talented people to the department?
- 62) Are there skills you think you will need to develop to thrive in this role?
- 63) How will you develop your team and those who report to you?
- 64) Can you tell us how you have mentored residents, fellows and students during your time as a faculty member?
- 65) What are you most passionate about when it comes to teaching in your field?

### Tab 3.3 | Template Leadership Candidate Evaluation Form

This form can be used to evaluate candidates during the application review and the interview. The review criteria listed comes from the required and desired qualification in [Tab 1.4 | Sample Leadership Role Job Description](#) such that candidates are being rated on known and pre-established criteria. Criteria can be weighted before interviews begin if desired. 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 their professional advancement? If not this role, is there another role aligned with their professional advancement?

[An Excel version of this template can be found here.](#)

**The numbered Review Criteria under *INTERVIEW EVALUATION* directly corresponds to the numbered interview questions in the INTERVIEW QUESTIONS FOR LEADERSHIP ROLES SAMPLE**

**APPLICANT:** [FULL NAME]

**REVIEWED BY:** [NAME]

Rating Scale		<u>1</u> Very Poor	<u>2</u> Poor	<u>3</u> Average	<u>4</u> Good	<u>5</u> Excellent
<b>APPLICATION MATERIALS EVALUATION</b>						
Review Criteria		Numerical Score	Comments			
1	Involvement in regional or national societies					
2	Teaching experience (e.g. years of teaching, curriculum development, evaluation, awards, teaching portfolio, etc.)					
3	Community outreach/advocacy					
4	Written communication					
5	Leadership experience, formal or informal					
6	External or internal funded research					
7	Peer-reviewed publications					
8	Awards or other recognition in the field					

9	Other contributions or non-traditional experiences (e.g. global health, quality improvement, editorial, etc.)		
10	Mentoring		
<b>TOTAL APPLICATION MATERIALS SCORE</b>		0	

<b>INTERVIEW EVALUATION</b>			
<b>Review Criteria</b>		<b>Numerical Score</b>	<b>Comments</b>
1	Interest in the position		
2	Qualities brought to the position		
3	Initial priorities if appointed		
4	Assessment of markers of success		
5	Vision for long-term goals		
6	Assessment of supports and resources needed for role		
7	Assessment of department's successes in [area of concentration]		
7	Assessment of department's challenges in [area of concentration]		
7	Approach to addressing department's challenges in [area of concentration]		
8	Assessment of biggest changes that will impact the field in the next five years		
9	Change management strategy		
10	Assessment of important opportunities and challenges for department/specialty		
10	Assessment of resources and actions needed to achieve success		
11	Meaning of diversity and inclusion to candidate		
12	Experience working in a diverse, multicultural setting		
13	Commitment to diversity		
13	Championship of diversity		
14	Advocacy for diversity, equity, and inclusion in [area of concentration]		

15	Management of different perspectives, personalities, levels of seniority, diverse perspectives/cultures, gender, etc.		
16	Assessment of the impact of an "-ism" and how candidate handled it		
17	Assessment of a personal bias and how it impacted the people around them		
18	Personal relationship with diversity and inclusion		
19	Understanding of value in diversity versus inclusion		
20	Experience in engaging and supporting professional vitality and wellbeing among your team		
21	[Area of concentration] experience		
22	Management of a challenge in didactic or case-based conference		
23	Strategy for engaging learners		
24	Maintenance and evaluation of clinical quality		
25	Strategy for managing clinical responsibilities while in the role		
26	Prioritization of clinical work areas to maintain while in role		
27	Involvement in scholarly activities		
28	Alignment of scholarship goals with department's goals		
29	Strategy for collaborating and expanding scholarly activities within the department		
30	Assessment of the most productive areas of scholarship		
31	Management of authorship dispute		
32	Research publications		
33	New faculty recruitment techniques		
34	Strategy for retaining faculty + staff		
35	Conflict management style within team		
35	Conflict management style outside of team		
36	Experience managing interdisciplinary teams		
37	Inter and intra-departmental collaboration experience		



38	Assessment of learnings from a difficult situation and application of learnings		
39	Identification of and strategy for changing process or procedure		
40	Management of tight deadlines		
41	Preparedness for role, given background and accomplishments to-date		
42	Experience managing conflict		
43	Communication style		
44	Ensuring other voices are heard		
45	Assessment of personalities that challenge them		
46	Assessment of personalities that they get along with		
47	Leadership style		
48	Approach for having difficult discussions with leadership		
49	Experience in assembling teams		
50	Prioritization of competing demands		
51	Receiving feedback		
52	Managing unexpected challenges		
53	Drivers of motivation		
54	Assessment of learning curve		
54	Anticipated supports needed for success		
55	Prioritization of specialty interests		
56	Growth + leadership development goals		
57	Quality assurance and improvement experience		
58	Accomplishments to date		
59	Experience in recruiting, developing, and inspiring faculty, trainees, and staff		
60	Influence on the professional growth and career direction of others		
61	Approach to attracting new/talented people to the department		

62	Assessment of skills that will need to be developed		
63	Support and development of faculty, trainees, and/or support staff		
64	Mentorship experience		
65	Passion for teaching		
<b>OTHER INTERVIEW EVALUATION CRITERIA</b>			
66	Passion for teaching specialty		
67	Overall contribution to teaching mission		
68	Innovation in teaching		
69	Approach to managing different perspectives, personalities, levels of seniority, diverse perspectives/cultures, gender, etc.		
70	Experiences in formal training in research design, biostatistics or program evaluation		
71	Commitment to ensuring all voices are heard		
72	Assessment of important opportunities and challenges for department/specialty		
73	Verbal communication		
74	Leadership style that is transparent, collaborative, inclusive, and decisive when appropriate		
<b>TOTAL INTERVIEW SCORE</b>		0	

<b>COMBINED EVALUATION (Application + Interview)</b>			
<b>Review Criteria</b>		<b>Numerical Score</b>	<b>Comments</b>
1	Written and stated vision for the role		
2	Embraces mission and values of department/section and hospital		
3	Strategic thinking		
4	Communication (written and verbal)		

5	Commitment to diversity, equity, inclusion, and belonging		
6	Commitment to developing external partnerships and community outreach		
7	Innovative/forward thinking		
<b>TOTAL COMBINED SCORE</b>		0	

<b>TOTAL CANDIDATE SCORE</b>		0
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### Tab 3.4 | Template Candidate Skills Survey

This form can be used to obtain internal or external references for a candidate. The number of requested references should be the same for each candidate.

[ROLE] SKILLS SURVEY					
APPLICANT:					
Rating Scale	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
Criteria	Reviewer #1 Score		Reviewer #2 Score		
<b>Personal Value Commitment</b>					
Approaches the job with confidence and a positive attitude (e.g. responds to setbacks in a helpful and constructive manner)					
Demonstrates trustworthiness, honesty, and high personal standards in dealings with others					
Treats other people, including those of different backgrounds, beliefs, and gender, with fairness and respect					
Exhibits maturity and self-control, even in situations involving conflict or stress (e.g. does not threaten or abuse others, either physically or verbally)					
Acts with ethics and integrity					
<b>Leadership</b>					
Demonstrates commitment to full-spectrum [specialty]					
Advocates for equity and justice for underserved populations					
Demonstrates commitment to respect, integrity, excellence, service, diverse voices and populations, equitable opportunity, collegiality, and collaboration					
Leadership style is transparent, collaborative, inclusive, and decisive when appropriate					
Demonstrates commitment to mentorship					
Conveys information, such as goals and timelines, clearly and concisely to direct reports					
Collaborates with key internal and external stakeholders					
Demonstrates commitment to interdisciplinary collaboration					

<b>Interpersonal</b>		
Approaches challenges with respect for colleagues for and willingness to learn from diverse perspectives, and innovation and growth mindset		
Has the respect of colleagues		
Listens carefully to others, taking time to understand and ask appropriate questions without interrupting		
Builds + maintains strong, positive working relationships with manager, peers, and direct reports		
Successfully resolve conflicts		
<b>Adaptability</b>		
Remains flexible and adapts to variety on the job		
Accepts feedback without becoming defensive		
<b>Total Numerical Score</b>		

<b>Open Comment   Work Strengths</b>		
<b>Open Comment   Areas for Improvement</b>		

## 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:

**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](#)**).

- 1) **Close the loop with all** faculty via department-wide announcement thanking all who participated and announcing who the new leader is. 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 [Tab 1.1 | Equitable Advancement Process Metrics Tracker](#)** related to the search and report them to your department chair or section chief.
- 3) Any suggestions for ways to improve the process and diversity of candidates 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.

*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 you feel you heard among your peers?
7. Did the process move along at an appropriate pace?
8. Was there anything else you wished was included in the process?
9. Was there anything that you would like to remove or otherwise change about the process?
10. 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 department leadership data. If your data don't yet align with the diversity demographics of your department, review your [Tab 1.1 | Equitable Advancement Process Metrics Tracker](#) 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 \(Tab 1.2\)](#)
- ☐ 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 1.4 | 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. Consult with the role's supervisor to tailor evaluation criteria and interview questions
- ☐ 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 required and desired qualification in [Tab 1.4 | Sample Leadership Role Job Description](#))

### 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 3.3 | Candidate Evaluation 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

- ☐ The candidate should interview 1:1 with the Chair, AD, and role supervisor, and then meet with the SLSC for a panel interview.
- ☐ Use a standardized template for evaluating and documenting notes from interviews (see [Tab 3.3 | Candidate Evaluation Form](#)); **avoid side conversations about candidates until after you have completed your evaluation**
- ☐ SLSC meets to select the person for the role. Use [Tab 3.3 | Candidate Evaluation 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](#) 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 \(Tab 3.1\)](#) and [Interview Questions for Leadership Roles \(Tab 3.2\)](#)

## APPENDIX 2 | Selected Resources + Notes

### Implicit Bias

Bertrand, M., and S. Mullainathan. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment On Labor Market Discrimination." *The American Economic Review* 94, no. 4 (2004): 991– 1013. <https://www.nber.org/papers/w9873>

Bertrand, M., D. Chugh, and D. Mullainathan. "Implicit Discrimination." *The American Economic Review* 95, no. 2 (2005): 94–98. [https://www.jstor.org/stable/4132797?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/4132797?seq=1#metadata_info_tab_contents)

Devine, P., Forscher, P., Austin, A. and Cox, W. "Long- term Reduction in Implicit Race Bias: A Prejudice Habit-breaking Intervention". *Journal of Experimental Social Psychology* 48 (2012) 1267-1278. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/>

Foley, Meraiah, Cooper, Rae, Mosseri, Sarah. "Gender Equitable Recruitment and Promotion: Leading Practice Guide." Australian Government, Workplace Gender Equality Agency, 2019. [https://ses.library.usyd.edu.au/bitstream/handle/2123/21261/Recruitment\\_and\\_Promotion\\_0.pdf?sequence=2&isAllowed=y](https://ses.library.usyd.edu.au/bitstream/handle/2123/21261/Recruitment_and_Promotion_0.pdf?sequence=2&isAllowed=y)

Gender-Career and Race Implicit Association Testing: <https://implicit.harvard.edu/implicit/education.html>

Isaac, C., B. Lee, and M. Carnes. "Interventions That Affect Gender Bias in Hiring: A Systematic Review." *Academic Medicine* 84, no. 10 (2009): 1440–1446. <https://www.ncbi.nlm.nih.gov/pubmed/19881440>

Johnson, Stefanie K., Hekman, David R. and Chan, Elias T. "If There's Only One Woman in Your Candidate Pool, There's Statistically No Chance She'll be Hired. *Harvard Business Review*. April, 2016 <https://hbr.org/2016/04/if-theres-only-one-woman-in-your-candidate-pool-theres-statistically-no-chance-shell-be-hired>

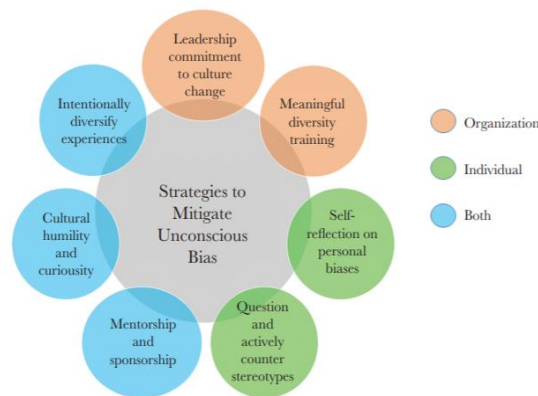
Mallery TA, Mittman IS, Castillo-Page L, Eliason J, Chapman Navarro JR. "A Stochastic Model of Consensus Reaching in Committee Decisions for Faculty Advancement, Promotion and Tenure: Does Diversity Matter?" *J Natl Med Assoc*. 2019 Aug;111(4):418-426.doi:10.1016/j.jnma.2019.01.012. Epub 2019 Feb 21.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

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**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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## Peer Institutions

### ASSOCIATION OF AMERICAN MEDICAL COLLEGES (AAMC)

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

- <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](#)

## **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](https://womensleadership.hmscme.com/sites/womensleadership.hmscme.com/files/course-info/Womens%20Leadership%20D11%20WEB%20EB.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/oaa-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](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](https://www.yu.edu/sites/default/files/inline-files/Tenure_Promotion_Mentorship.pdf)

### **APPENDIX 3 | 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.

Brigham and Women's Hospital, Columbia, Harvard, and the AAMC's GWIM