

**Year 2 Public Description of Work for
Action Collaborative on Preventing Sexual Harassment in Higher Education**

Boston University

**Review-Based Guidelines for the Equitable Appointment
of Leadership Roles (RBG)**

Relevant Rubric Areas:

- Embedding the values of diversity, inclusion, and respect into recruitment, hiring, admissions, retention, promotion, and advancement.
- Improved communication and increased transparency.
- Evaluating policies and procedures.

Description of Work:

Purpose and Goals | A key strategic initiative for Boston University Medical Group's (BUMG) Office of Equity, Vitality, and Inclusion (EVI) is to provide department chairs and other leaders with tools to build a bench of current and future leaders with equitable access to opportunities for professional growth, advancement, and promotion, in the service of enhancing retention efforts. Our ultimate goal is to build a cohort of leaders throughout Boston Medical Center (BMC)/Boston University School of Medicine (BUSM) that reflects the racial, ethnic, and sex/gender diversity/composition of our overall faculty. The *Review-Based Guidelines for Equitable Appointment of Leadership Roles (RBG)* is a practical roadmap to transform processes in support of the equitable appointment of leadership roles and includes worksheets and templates. It is written as a living document that can and should be tailored to each department's specific needs and values.

Leadership roles and professional advancement opportunities may become available at unpredictable times, creating the need to be filled with some urgency. 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 and communication to the full pool of eligible candidates. We define "leadership role" as any BMC or BUSM funded leadership roles, and all named department-funded and unfunded roles.

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Overarching Strategies | Transparency Builds Trust

I. *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.

II. *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.

III. *Don't wait, dive in:* Addressing bias — about gender, sex, race, ethnicity, ability, faith, sexuality, the list is long — can feel daunting. 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. Simple, small steps can start something much bigger, so let's begin.

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Roadmap



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)?



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Implementation

Between October 2020 and June 2021, we conducted pilots in five departments with the goal of adopting policies + procedures in accordance with the RBG, establishing a Standing Leadership Search Committee (**SLSC**), designating a diversity advocate, tailoring the toolkit resources to fit the needs and values of the department, and utilizing the toolkit for any open leadership calls. During the pilot, we applied the tailored toolkit to three open leadership calls resulting in the appointment of one female faculty member to a leadership role (the other two calls are ongoing). Early feedback from participants indicates that, while the initial lift is heavy, having an established infrastructure when a role opens creates space for intentionality and a values-based search. The toolkit will be implemented across five new departments in AY22 and will be broadly communicated as the recommended process for all departments, before becoming an expectation in AY23. Efficacy will be evaluated by tracking the race, ethnicity, and gender in leadership roles over time compared to the overall demographic composition of the department.

Website for further information (if applicable):

http://www.bumc.bu.edu/bumg/files/2021/03/EVI-RBG-for-Equitable-Appointment-of-Leadership-Roles_022221.pdf

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