

## **Gender Equity Guidelines for Recruitment and Resources Committees**

### **Assumptions**

- A diverse faculty benefits learners and the department
- Diversity benefits the university as an organization
- Individuals have unconscious biases
- Unconscious bias may be a barrier to equality
- Equity efforts will benefit recruitment and retention across all groups

### **Goals**

- To ensure that our search and hiring processes are equitable

### **Recommendations**

1. Raise awareness
2. Broaden candidate pool
3. Standardize candidate selection methods
4. Structure interviews
5. Create a review process

#### **1. Raise Awareness**

- Educate Division Heads and search committee members regarding unconscious bias
- Have them take the online version of the implicit association test on unconscious bias (<https://implicit.harvard.edu>)
- Consider using the e-learning seminar: "What You Don't Know: The Science of Unconscious Bias and What To Do About it in the Search and Recruitment Process" (<http://www.aamc.org/opi/leadership/training.htm>)

#### **2. Broaden candidate pool**

- Delete gender-specific terms from position descriptions or job advertisements.
- Broaden descriptions of position qualifications to recruit from a wider pool.
- Send advertisements to organizations that are receptive to broad audiences, including women and minorities. If the pool of applicants has at least 25% women, women are more likely to be considered qualified for a role.
- Create inclusive search procedures that allow input from women, staff, and students from both majority and underrepresented groups.

#### **3. Standardize candidate selection methods**

- Select search committee members who are sensitive to gender equity issues.
- Have search committees commit to the qualifications required before reviewing resumes.
- Minimize target of opportunity recruitments.
- Do not penalize candidates for "resume gaps" that coincide with childbearing and childrearing years.
- Create awareness that letters of reference may reflect unconscious bias.
- Don't require letters until later in the recruitment process.

#### **4. Structure interviews**

- Have structured interviews to create more objective interview process.
- Have adequate time for interviews. Biases emerge when evaluators are under time pressure.
- Have search committees commit to evaluation criteria before interviewing candidates.

#### **5. Create a review process**

- Document search process for each search.
- Review search processes on regular basis.

- Set targets for women in faculty and leadership positions in the Department of Medicine and review on annual basis.

**References and resources:**

- 1) AAUP Gender Equity <http://www.aaup.org/AAUP/issues/women/genequity.htm>
- 2) Unconscious Bias in Faculty and Leadership Recruitment: A Literature Review AAMC Analysis in Brief Volume 9 Number 2 August 2009
- 3) AAUP Affirmative action <http://www.aaup.org/AAUP/issues/diversity/div-aa-resources.htm>
- 4) Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms. Washington, DC: American Council on Education and American Association of University Professors. 2000.
- 5) Implicit Association Test <https://implicit.harvard.edu>
- 6) E-Learning Seminar: "What You Don't Know: The Science of Unconscious Bias and What To Do About it in the Search and Recruitment Process"  
<http://www.aamc.org/opi/leadership/training.htm>
- 7) Harvard Medical School Faculty Development and Diversity Task Force Report  
[http://aca.hms.harvard.edu/wp-content/uploads/2010/11/faculty\\_development\\_diversity\\_full\\_report1.pdf](http://aca.hms.harvard.edu/wp-content/uploads/2010/11/faculty_development_diversity_full_report1.pdf)