THE GEORGE WASHINGTON UNIVERSITY

School of Medicine & Health Sciences

THE SEARCH FOR INCLUSIVE FACULTY AND INSTITUTIONAL LEADERSHIP*

"When the people in power receive a mandate to search out excellence, the first place they look is to people like themselves, and too often that is also where the search ends." ----*Gagriella Gutierre y Muhs et al, Presumed Incompetent*

INSTITUTIONAL GOALS

The George Washington University School of Medicine and Health Sciences is committed to excellence in patient care, education and scientific inquiry. We understand that achieving these goals includes our success as an institution that values diversity, equity and inclusion. We envision a community at GW SMHS where we embrace and appreciate differences in race, ethnicity, gender, sexual orientation, ability, age and other areas that distinguish us from one another. In particular, we recognize the history of racism that results in the underrepresentation of black and brown people in medicine and science. Diversity is not only a structural goal, in which we hire a workforce that is representative of our community and our nation, but also a systemic goal in which we create a culture that highly values our talents as unique individuals.

Studies show diversity and a favorable institutional climate impact faculty hiring and retention, improve the teaching and learning environment for all students, and produce higher quality research outcomes and solutions to problems. Despite efforts to diversify the pipeline, SMHS faculty and leadership remain homogeneous, and we must consider broader, institution-wide strategies to reduce structural barriers to achievement and fully develop diversity among our faculty and inclusion across our campus.

This document identifies best practices in hiring and promotion to assist in diversifying faculty searches at SMHS.

February 1, 2021

SEARCH COMMITTEE COMPOSITION

- All full-time regular faculty should be hired with the use of an internal search committee. This committee should receive instruction as to their roles and responsibilities.
- When forming a committee, consider members with different perspectives (discipline, rank, demographics) and faculty with a demonstrated commitment to diversity and inclusion.
- Refer to document on Inclusive Committee Formation (https://smhs.gwu.edu/sites/default/files/SMHS-Inclusive-Committee-Formation-FINAL.pdf)
- Consider faculty from outside of the searching department or school to ensure that these perspectives are included.
- Ensure that women and people of color have an equal opportunity to serve on search committees, and conversely that these faculty members are not being over-burdened with service activities due to their gender, race, or ethnicity. To avoid isolation and discounting of these faculty members, include more than one faculty member with this experience or commitment.
- Designate one search committee member as responsible for oversight of equal opportunity and equitable review practices or request an **equity advisor**.
  - Equity Advisors for Search Committees
    - Grace Henry EdD, Office of Diversity & Inclusion
    - Nadia Cureton, Office of Faculty Affairs
    - Howard Straker EdD, Department of Physician Assistant Studies
    - Chavon Onumah MD, Department of Medicine
    - Denise Cora-Bramble,MD, Department of Pediatrics
    - Jehan El-Bayoumi MD, Department of Medicine
    - Susan LeLacheur DrPH, Department of Physician Assistant Studies
    - Alison Hall, PhD Associate Dean for Workforce Development
    - Yolanda Haywood MD, Sr. Associate Dean for Diversity
    - Kat Ogle MD, Department of Emergency Medicine
    - Maranda Ward EdD, Department of Clinical Research & Leadership
    - Maria Portela MD, Department of Emergency Medicine
    - Andrea Anderson MD, Divion of Family Medicine
    - Lorenzo Norris MD, Department of Psychiatry
    - Cynthia Tracy MD, Department of Medicine
    - Tenagne Haile-Mariam MD, Department of Emergency Medicine
    - Lawrence Deyton MD, Department of Medicine
    - Marie Borum MD, Department of Medicine
    - Victoria Shanmugam MD, Department of Medicine
    - Sonal Batra MD, Department of Emergency Medicine
    - Hope Jackson MD, Department of Surgery

SEARCH COMMITTEE CHARGE

- Conduct a fair and equitable search using best practices to recruit a diverse applicant pool.
- Actively participate in the recruitment of candidates.
- Emphasize institutional values and missions for excellence and commitment to diversity, inclusion & equity.
- Work to finalize a position description and search plan.
  - Position descriptions should be crafted in a way that does not eliminate individuals based on arbitrary requirements for years of experience and/or exhaustive required work experiences and qualifications.
- Consider adoption of the "Rooney Rule," the policy adopted from Dan Rooney, former owner of the Pittsburgh Steelers and past chair of the National Football League's diversity committee. The rule requires organizations to interview minority candidates for top positions.
- Consider a search that includes no diverse candidates in its pool of finalists a failed search. Exceptions to this policy may be presented as an appeal to the dean.   These should be rare and must include a written evaluation of the methods used to pursue an inclusive search as outlined in this document.

SEARCH COMMITTEE PROCESS

- All committee members must attend anti-bias training designed to promote a fair and equitable search. In addition to an in-person discussion of bias, committee members are required to view the AAMC Online Seminar: The Science of Unconscious Bias and What To Do About it in the Search and Recruitment Process found at https://www.aamc.org/what-we-do/diversity-inclusion/unconscious-bias-training
- The Chair should communicate goals that the committee will respect difference of opinion, ask for individual opinions, provide the opportunity to respectfully challenge each other and establish a committee culture of mutual respect.
- Work to create an environment where all committee members are valued, and any power dynamics are minimized. This may include the use of first names and encouraging seating with unfamiliar colleagues.
- Before any candidates are considered, establish a set of criteria by which all candidates will be evaluated and use this to develop a core set of interview questions.

- Ensure compliance with applicable laws and university policies. Review university policies here https://facultyaffairs.gwu.edu/recruitment.
- Maintain confidentiality of candidates and process.
- The Chair must prepare a search committee report that describes the number and characteristics of all applicants, interviewees, and finalists to be presented to the Dean. This report should also include details of the recruitment process such as where recruitment material was posted, what personal contacts were made and how applicants learned of the position.

THE POSITION DESCRIPTION

- Describe the attributes of the work unit (e.g. outstanding care, number of faculty, mission).
- Describe functional qualifications or competencies: e.g. "proven ability to develop …" "evidence that work collaboratively, "experience facilitating…" "a personal track record of …"
- Describe the commitment to diversity, equity and inclusion as essential to all aspects of our work. "experience empowering underserved patient populations," "ensure equal access to care" "eliminate health disparities," "enrich learning environment"
- Require that applicants include a statement that demonstrates their commitment to diversity, equity and inclusion as part of the application.

REACHING DIVERSE NETWORKS OF CANDIDATES

Active recruitment strategies recognize that simply drafting and posting an announcement is not sufficient in achieving a diverse applicant pool. To identify the broadest possible pool of potential candidates, all members of the search committee must actively recruit candidates. Remember that all candidates wish to be evaluated on the basis of their credentials; use care to avoid subtle or overt indications that diverse candidates are valued only on their gender or race.

- Ask committee members, current faculty and students to help identify women and underrepresented faculty candidates.
- Post recruitment materials on sites focused or including diverse physicians or scientists for the position (see example List below)
- Advertise position with major research organizations and their minority affairs committees.

- Many physician specialty organizations have committees on diversity & inclusion or organizations associated with the specialty that may also be useful to contact or advertise with. Some examples of organization contacts are listed below.

Association of Black Cardiologists, Inc.
122 East 42nd Street New York, NY 10168
http://www.abcardio.org

Black Women's Health Imperative
100 M Street, SE, Suite 600
Washington, D.C. 20036
http://www.bwhi.org

National Medical Association (NMA)
8403 Colesville Road
Suite 820
Silver Spring, Maryland 20910
http://www.nmanet.org

Sickle Cell Disease Association of America, Inc.
3700 Koppers Street, Suite 570
Baltimore, MD 21227
http://www.sicklecelldisease.org

Gay and Lesbian Medical Association: *Health Professionals Advancing LGBTQ Equality*
1629 K Street, NW Suite #300
DC 20006
202 600-8037

Latino Commission on AIDS
24 West, 25th Street, 9th Floor
New York, NY 10010
http://www.latinoaids.org

Females Working in Emergency Medicine
https://feminem.org/

National Alliance for Hispanic Health
1501 16th St., N.W.
Washington, DC 20036
http://www.hispanichealth.org

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Society of Black Academic Surgeons (SBAS)
http: www.sbas.net

Association of Black Women Physicians
www.blackwomenphysicians.org
National Hispanic Medical Association
1920 L Street, NW, Suite 725
Washington, DC 20005
http://www.nhmamd.org 🗗

Executive Leadership in Academic Medicine (women alumnae)
https://drexel.edu/medicine/academics/womens-health-and-leadership/elam/

Association for Academic Minority Physicians (AAMP)
https://www.aampinc.org/

- **Major Research organizations and their minority affairs committees**
  Cancer: American Cancer Society, ASCO, ASCI
  Neuroscience/Neurology/Neurosurgery: SFN, ANA,
  Microbiology/ infectious disease:
  Cardiology/Physiology

The search committee can tally what connections the institutions faculty and staff have and use these connections to reach out to new and different candidates.

- Make contact with faculty at Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and Tribal Colleges, as they are usually good sources of recommendations for applicants to recruit. Building relationships with faculty members in analogous academic units in these institutions can create a "pipeline" for excellent applicants as faculty members in these institutions recommend their own and other students.

- Utilize directories and rosters of prestigious fellowship programs at both the dissertation and postdoctoral levels that support individuals from diverse backgrounds. Examples include:

  o Harold Amos Medical Faculty Development Program
  o https://www.amfdp.org/about
  o Merck UNCF, Gates Millenium, HHMI Gray Fellows Program
    https://www.hhmi.org/programs/hanna-h-gray-fellows-program
  o NIH IRACDA program which supports under-represented postdocs in research and teaching. Program

website https://www.nigms.nih.gov/training/careerdev/pages/PartInstIRACDA.aspx#VA); speakers bureau of IRACDA https://www.nigms.nih.gov/Pages/Postdocspeakers-Search-Results-All.aspx

EVALUATING APPLICANTS

- Require that the committee review Research on Bias and Assumptions in evaluating applicants at http://wiseli.engr.wisc.edu/docs/BiasBrochure3rdEd.pdf
- Develop evaluation criteria **before** reviewing applicant materials. Look for skills and strengths the person has exhibited and how they align with the criteria established for the search.
- When evaluating letters of recommendation or reviewing references be mindful of stereotypical thinking and how certain words or phrases may be utilized when describing characteristics of men and women. How? Resource?

AN UNBIASED INTERVIEW

- Just prior to interviews remind the committee of the pertinent points of the bias training. This task should be assigned to the equity advisor.
- **Commit to a standard list of questions for all candidates scheduled for interviews. Questions should be based on the job-related criteria by which candidates are to be evaluated. (examples below)**
- Remember to base all discussions of the candidate around factual information and not "gut feelings". Record statements that support your positive or negative evaluation of the candidate.
- Listen for content and not just interview "performance".
- Look and listen for self-awareness, the applicant who can identify what they already do well and how they can improve is a better hire.
- Focus on willingness to learn, perhaps the most important characteristic.
- Keep each other honest especially around discussions of "fit" which may imply a preference for the status quo.
- Search committee members should consider themselves "recruiters" and commit to providing "concierge-level" service to all candidates. This sends the message that we are serious about attracting and retaining top-quality talent.

SAMPLE INTERVIEW QUESTIONS[i]

The committee should modify the sample questions below for the type of candidate (clinician, researcher) and the specific position characteristics. Consider behavior-

based interviewing techniques to understand a candidate's potential based on actual past behaviors rather than relying on responses to hypothetical questions. Ask the candidate to describe a situation in which they effectively used the kinds of skills and strengths that our organization needs.

Introductory Questions

What attracts you to this position?

How has your work addressed health disparities relevant to our catchment in Washington DC?

What is it about this position that makes you excited about learning and what is it you know you will have to learn?

What contributions can you make to our institution?

The SMHS is committed to building an anti-racist, culturally diverse and inclusive environment. How will you contribute to this goal?

About the candidate's professional background

What do you consider your particular strengths? Tell us about a time when these strengths were demonstrated.

Tell us about a complex problem you were faced with and how you went about solving it.

Describe your current clinical activity and patient care/ research program. What makes your team effective?

Can you discuss a conflict you have been involved in and how you handled the situation? What did you learn?

Describe a situation in which you did all the right things, and were still unsuccessful. What did you learn?

How do you view your role in faculty development?

Can you describe an experience mentoring diverse students, faculty and/or staff?

What professional development activities have you been involved in over the past few years?

How do you see your area enhancing our mission and vision.

Describe your experience in recruitment and retention of diverse teams

About the candidate's leadership skills

What are three leadership competencies you possess? Please provide an example of when you have used these to provide effective leadership during a difficult time.

Have you ever experienced a situation in which you had difficulties getting people to accept your ideas? What was your approach to handling these situations?

How have leadership programs helped develop your skills? (AAMC, ELAM, 360)

If we were to ask your superiors (i.e., department chair/dean/provost) or your colleagues to comment about your leadership how would they respond?

What are the techniques that you use to clarify the meaning of unclear messages?

How do you maintain a positive discussion?

What do you want to change about yourself or your leadership style?

How do you view your role in faculty development?

About candidate's administrative or management skills (senior position)

What are your experiences in developing a good team? How do you build mutual trust, and cooperation?

Provide an example of when you set expectations and monitored the performance of subordinates. What guidance and direction did you find most effective?

Tell me about your last experience recruiting, interviewing, or hiring an employee. What techniques did you find most effective in finding the right person for the job?

Share an experience you had in dealing with a difficult person and how you handled the situation.

About the candidate's outreach/community/fundraising

About the candidate's teaching

Describe an experience in which you identified the educational needs of your students and successfully developed a way to teach/train them.

What pedagogical changes do you see on the horizon in your discipline?

Describe strategies you have used to create an inclusive learning environment for students/residents/faculty.

Tell us about a time when you successfully managed a difficult student/faculty member and a time when you did not successfully manage that situation.

How have your teaching evaluations influenced the way you teach today?

A sample interview evaluation tool is included in appendix A.

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[i] Source documents for Sample Interview Questions:

https://health.ucdavis.edu/facultydev/pdfs/search-materials/SampleFacultyInterviewQuestions.pdf

Iowa State University, http://www.provost.iastate.edu/administratorresources/recruitment/guide/appendix-5

University of Massachusetts, Lowell http://www.uml.edu/hr/pdf/REVISEDF-Sample%20Interview%20Qs- %20Faculty.pdf

Search Committee: A Tool for Human Resource Professionals, Administrators, and Committee Members by Christopher D. Lee, Ph.D. SPHR, CUPA-HR

How to Assess a Job Candidate Who Doesn't Fit the Mold, HBR. Ranieri A. Feb 12, 2016

GWIMS Equity Recruitment Toolkit-AAMC. Burden M, del Pino-Jones A, Shafer M, Sheth S, Rexrode K.

Mallon, Grigsby, & Barrett, 2009

We Are All for Diversity, but… How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change, HER. Sensoy O, Diangelo R. 2017.

Appendix A

The George Washington University School of Medicine & Health Sciences

Interview Evaluation Tool

Attributes to Consider	Sample questions	Candidate rating
A. Strategically Important • Educational Expertise • Clinical/Scientific Expertise • Commitment to Equity	1. Describe your current clinical activity and patient care/ research program. What makes you effective? 2. Tell us about a time when you successfully managed a difficult student/faculty member and a time when you did not successfully manage that situation. 3. How have your teaching evaluations influenced the way you teach today? 4. What is the teaching approach that most differentiates you from your peers? 5. Describe and give examples of your reputation as a teacher/scientist/clinician among your peers? 6. What is your proudest teaching/ mentoring achievement? 7. Describe a failure in your clinical/scientific career? 8. How have you demonstrated your commitment to health equity and addressing health disparities? 9. Describe high value health care? Give an example of your ability to provide patient-centered care. 10. What strategies have you used to create an inclusive learning environment? 11. The SMHS is committed to building an anti-racist, culturally diverse and inclusive environment. How has your career demonstrated a similar commitment?	Notes: | Deficient	Average	Outstanding
1	2	3	

Appendix A

B. Character/Background • Interpersonal communication • Problem solving • Personal insight • Evidence of collaborative skill	**11.** What do you consider your particular strengths? Tell us about a time when these strengths were demonstrated. **12.** Tell us about a complex problem you were faced with and how you went about solving it. **13.** What are the techniques that you use to clarify the meaning of unclear messages? **14.** How do you maintain a positive discussion? **15.** Can you discuss a conflict you have been involved in and how you handled the situation? What did you learn? **16.** Describe a situation in which you did all the right things, and were still unsuccessful. What did you learn? **17.** How do you view your role in faculty development? **18.** Can you describe an experience mentoring diverse students, faculty and/or staff? **19.** What professional development activities have you been involved in over the past few years? **20.** How do you see your area enhancing our mission and vision? **21.** Describe your experience in recruitment and retention of diverse teams **22.** Describe a situation when you held a minority opinion.	Notes: | Deficient	Average	Outstanding | |---|---|---| | 1 | 2 | 3 |
C. Leadership • Leadership style • Team Orientation • Management skills	**23.** What are three leadership competencies you possess? Please provide an example of when you have used these to provide effective leadership during a difficult time. **24.** Have you ever experienced a situation in which you had difficulties getting people to accept your ideas? What was your approach to handling these situations? **25.** How have leadership programs helped develop your skills? (AAMC, ELAM, 360) **26.** If we were to ask your superiors (i.e., department chair/dean/provost) or your colleagues to comment about your leadership how would they respond? **27.** What do you want to change about yourself or your leadership style? **28.** How do you view your role in faculty development? **29.** What are your experiences in developing a good team? How do you build mutual	Notes:

The Deficient/Average/Outstanding rating table in the first row:

Deficient	Average	Outstanding
1	2	3

	trust, and cooperation?	
	30. Provide an example of when you set expectations and monitored the performance of subordinates. What guidance and direction did you find most effective?	
	31. Tell me about your last experience recruiting, interviewing, or hiring an employee. What techniques did you find most effective in finding the right person for the job?	Deficient	Average	Outstanding 1	2	3
	32. Share an experience you had in dealing with a difficult person and how you handled the situation.	
D. Outreach/Fundraising	33. What is key to successful communication with the public? 34. Tell us about your experience in developing programs and partnerships with external constituents and how you would apply that experience here. 35. Tell us about a recent experience with development. What has been key about relationships with foundations/donors?	Notes: Deficient	Average	Outstanding 1	2	3
Additional Comments:		
Final Score: Final Rating:		

Interview Attributes and Sample Questions

Instructions to committee chair. Please assign questions specific to each interviewer's area of expertise in order to achieve a comprehensive assessment of the candidate. Interviewers may ask questions from any combination of the attribute categories.
Designated Interviewer:_____ Candidate Name: _____ Date: _____
Please ask assigned questions, offer any notes, and rank candidate for each applicable attribute.

Attributes to consider	_Sample_ Questions to ask	Candidate Rating
A. Strategically Important ▪ Teaching/ mentoring ▪ Clinical expertise ▪ Ability to build loyal patient base. ▪ Character/Background	1. What is your teaching approach that most differentiates you from your peers? 2. Describe and examples of your reputation as a teacher, among your peers? 3. What is your proudest teaching/ mentoring achievement? 4. What evidence do you have that patients and their families trust you/are loyal to you? 5. Tell me about how you have handled conflict with a patient and/or patient family in the past. 6. What is the most important part of a physician/patient interaction?	Notes: **Please circle rank:** Deficient / Average / Outstanding 1 / 3 / 5
B. Culturally Compatible ▪ Interpersonal communication ▪ Team orientation ▪ Ability to work within a system	7. Tell me about how you have evaluated or remedied a clinical performance concern in the past? 8. Would you be willing to make quality indicators, (eg core measures) visible to your peers? 9. How do you handle conflict with your physician peers? 10. Individual priorities and organizational priorities may sometimes conflict. How have you managed that in the past? 11. Describe the role of an ideal support staff/midlevel provider working with you. 12. Describe your idea of the role of an administrator in your department. 13. Describe your reputation as a clinician, among your colleagues.	Notes: **Please circle rank:** Deficient / Average / Outstanding 1 / 3 / 5
C. High Performing ▪ Time management skills ▪ Work ethic	14. When is the last time you felt overwhelmed at work, and how did you manage it? 15. Give me an example of when you handled conflicting priorities. 16. How do you maintain appropriate and successful work/life balance? 17. How do you manage stress?	Notes: **Please circle rank:** Deficient / Average / Outstanding 1 / 3 / 5
D. Academic Performance /Experience ▪ Education/ Training ▪ National influence ▪ Scholarly activities including quality of publications	18. What academic achievement are you most proud of? 19. Tell me more about that experience: What aspect of it did you enjoy the most (the writing, the analysis, the research). 20. Is there a theme of academic research that interests you the most? 21. How do you define academic excellence? 22. In what ways do you keep current within your area of specialty/expertise? 23. What do you hope to achieve by joining an institute like GW?	Notes: **Please circle rank:** Deficient / Average / Outstanding 1 / 3 / 5
E. Commitment to/ interest in GW	24. Why are you interested in a position specifically with GW. What do you understand about this job? 25. Tell me about your experience/ interest in caring for the underserved? 26. We are committed to embracing principles of equity and anti-racism in our organization. Can you describe your work that aligns with these principles.	Notes: