

# GWIMS Equity Recruitment Toolkit

Your Go To Equity Guide for Recruitment:  
Recruitment for positions, committees (search, non-search), and speakership

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## GWIMS Toolkit

Diversity drives innovation – when we limit who can contribute, we in turn limit what problems we can solve.

-Telle Whitney



# Background

Studies have shown that more diverse groups of people have better problem solving skills.

In this tool kit we address ***recruitment*** for:

- **Positions**, both faculty positions and those of leadership (i.e. New hires, Division Head, Chief Medical Officer, etc.)
- **Committee membership** (at the institution level, for national meetings, etc.)
- **Speakership**

We also provide tools for reporting and tracking of your recruitment efforts.

\*Disclaimer: We have provided links throughout this tool to websites that are not affiliated with the AAMC. We do not endorse these sites but have provided them such that this tool can hopefully be as inclusive of a tool as possible and provide additional details and information should you need them.\*

# Outline – Recruitment for Positions

- Search committee membership
- Recruiting diverse applicants
  - Job description
  - Posting the ad
  - Interview process
- Hiring decisions

# Search Committee Membership and Tools- Search Committee Composition

## Ensure diverse search committee and applicant pool

- **Ensure gender balance** among committee members.
  - Should there not be sufficient diversity from within a group then seek diversity from members external to the group
- **Aim for 40%** representation from either gender.
  - There is generally limited evidence based information on ideal committee composition. We believe more diversity is better and thus have stated to aim for 40% from either gender.
  - In November 2012 the European Commission proposed legislation to increase the number of women on corporate boards by 40% in publicly listed companies.<sup>1</sup>

<sup>1</sup>[https://ec.europa.eu/info/strategy/justice-and-fundamental-rights/discrimination/gender-equality/gender-balance-decision-making-positions\\_en](https://ec.europa.eu/info/strategy/justice-and-fundamental-rights/discrimination/gender-equality/gender-balance-decision-making-positions_en)

# Search Committee Membership and Tools- Search Committee Composition

## Ensure diverse search committee and applicant pool

- **Ensure diverse applicant pool**
  - Heilman<sup>1</sup> found that when women composed 25% or less (i.e. no more than two) of the applicants in a pool of eight, they were viewed as less qualified than male applicants and as being more stereotypically female on gender-related adjectival scales than when women made up at least 37.5% of the pool.
- **Equity expert** - on committee (ideally) or as advisor

<sup>1</sup>Heilman M. the Sex 1980.

# Search Committee Membership and Tools- Equity and Unconscious Bias Training

- Provide **equity and unconscious bias training** for all members of the committee
- We can consider implicit bias as a habit. Like any habit, **becoming aware of the habit** and **being motivated to change** are necessary first steps.
  - Investigate your unconscious biases: take an Implicit Association Test.
    - <https://implicit.harvard.edu/implicit/>
    - Well accepted tool for measuring unconscious biases; **it is NOT correlated with conscious bias.**
- Utilize AAMC unconscious bias resources
  - <https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html>
- What you don't know: The science of unconscious bias in the search and recruitment process
  - [https://www.aamc.org/members/leadership/catalog/178420/unconscious\\_bias.html](https://www.aamc.org/members/leadership/catalog/178420/unconscious_bias.html)

# Search Committee Membership and Tools

Provide **toolkit** to committee with:

- Methodology to create **job descriptions**
- Advice on how to **evaluate applications** with nontraditional components
- **List of interview questions** that all candidates are asked

The next set of slides will highlight key areas for the 3 topics above with links to resources on the web.

# Advertise for Diversity – Job Descriptions and Job Postings

- Identify program and organizational needs and personnel gaps the position will meet
- Provide information about the institution and resources that would serve a diverse group of people
- **Include highlights about the position/institution that highlight the aim for diversity**
  - Are men always picked over women? The effects of Employment Equity Directives on Selection Decisions. Ng, E.S. & Wiesner, W.H. J Bus Ethics (2007) 76: 177. <https://doi.org/10.1007/s10551-006-9266-3>
- Have diversity expert review the ad
- Use inclusive, unbiased, ungendered language (utilize “all genders” instead of women and men). Resources: <http://gender-decoder.katmatfield.com>; <https://textio.com>
- Avoid prioritizing traits that are traditionally viewed as masculine
- **Conduct an environmental scan.** Does the environment that the candidates will see support diversity? (i.e. evaluate websites, public relations materials, etc.)
- **Advertise widely** including professional societies and associations of designated groups; solicit professional organizations for names of candidates
- **Actively seek out** diverse and highly qualified candidates

# Advertise for Diversity – Job Descriptions and Job Postings

- Web resources
  - <https://www.glassdoor.com/employers/blog/10-ways-remove-gender-bias-job-listings/>
  - [http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best\\_practices-pratiques\\_exemplaires-eng.aspx#b](http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx#b)
  - Website to assist in identifying how job description language is gender-coded: <http://gender-decoder.katmatfield.com>

# Search Committee Membership and Tools-Evaluating Applications

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

- Heilman ME, Martell RF, Simon MC. The vagaries of sex bias: Conditions regulating the undervaluation, equivalence, and overvaluation of female job applicants. *Organizational Behavior and Human Decision Processes*. 1988;41:98–110.
- [http://wiseli.engr.wisc.edu/docs/BiasBrochure\\_3rdEd.pdf](http://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf)

Develop **review criteria** in advance

**Review diversity** of applicants/candidates at each stage of the search

Avoid averaging non productive periods with productive periods during family or medical leaves

How to **evaluate applications** with nontraditional components:

# Search Committee Membership and Tools-Evaluating Applications

## Letters of Recommendation

- 312 letters for faculty hires at a major medical school
  - Letters for women were:
    - Shorter
    - Less record focused
    - Less professional respect (first names rather than professional titles)

Component	Men (222)	Women (89)
Standout adj. <sup>1</sup>	2.0/letter	1.5/ letter
Grindstone adjective <sup>2</sup>	23%	34%
Doubt raiser <sup>3</sup>	12%	24%
Personal life	1%	6%
Achievements	13%	3%

<sup>1</sup> Excellent, superb, outstanding, unique

<sup>2</sup> Hardworking, conscientious, dependable, dedicated, careful, meticulous.

<sup>3</sup> Negative language, unexplained comments, faint praise

# Search Committee Membership and Tools-Evaluating Applications

Tips for Reading and Writing Letters of Recommendation (avoiding gender bias)

<https://advance.cc.lehigh.edu/news/gender-bias-calculator-letters-recommendation>

[http://csw.arizona.edu/sites/default/files/avoiding\\_gender\\_bias\\_in\\_letter\\_of\\_reference\\_writing.pdf](http://csw.arizona.edu/sites/default/files/avoiding_gender_bias_in_letter_of_reference_writing.pdf)

# Search Committee Membership and Tools- Evaluating applications with Non-traditional components

## Web resources:

- <https://hbr.org/2016/02/how-to-assess-a-job-candidate-who-doesnt-fit-the-mold>
- <https://www.forbes.com/sites/gradsoflife/2017/04/13/employers-are-overlooking-non-traditional-candidates-and-its-costing-them/#49babe0567e7>
- <https://www.slideshare.net/WorkableHR/structured-interviews-101-how-to-make-the-most-effective-interview-process-work-for-your-hiring-team>
- <https://fosteredu.pennfoster.edu/how-to-evaluate-job-candidates-with-non-traditional-backgrounds>

## Books:

- What Works by Iris Bohnet

# Search Committee Membership and Tools-Interview Questions

- Develop a list of interview questions that all candidates are asked
  - Some search firms will provide you lists of standardized questions to choose from
  - Interview questions on equity and diversity
    - <http://faculty.medicine.umich.edu/appointments-promotions/appointment-policies/michigan-medicine-search-committee-recruitment-toolkit/behavior-based-interview-questions-related>
  - Web resources:
    - <https://hbr.org/2016/02/7-rules-for-job-interview-questions-that-result-in-great-hires>
    - [https://r.search.yahoo.com/\\_ylt=AwrBT4VnK0VaOFwApRpXNyoA;\\_ylu=X3oDMTEyOGJqOWJtBGNvbG8DYmYxBHBvcwMzBHZ0aWQDQjM4NjFfMQRzZWMDc3I-/RV=2/RE=1514511309/RO=10/RU=https%3a%2f%2fwww.purdue.edu%2fhr%2fdoc%2fInterview%2520Questionnaire%2520Guide.doc/RK=2/RS=QrWrcnabshsWVYVyAUPeVLMPbC0-](https://r.search.yahoo.com/_ylt=AwrBT4VnK0VaOFwApRpXNyoA;_ylu=X3oDMTEyOGJqOWJtBGNvbG8DYmYxBHBvcwMzBHZ0aWQDQjM4NjFfMQRzZWMDc3I-/RV=2/RE=1514511309/RO=10/RU=https%3a%2f%2fwww.purdue.edu%2fhr%2fdoc%2fInterview%2520Questionnaire%2520Guide.doc/RK=2/RS=QrWrcnabshsWVYVyAUPeVLMPbC0-)

# Advertise for Diversity – Job Postings and Commitment to Equity Statements

Require a track record related to diversity – have applicants write a **commitment to equity statement**

## Examples of Commitment to Equity Statements:

- <https://www.brown.edu/about/administration/sheridan-center/consultations/academic-job-market-resources/diversity-statements>
- <http://facultydiversity.ucsd.edu/c2d/index.html>
- <http://tacdiversitystatement.wikispaces.com>
- <https://grad.uchicago.edu/sites/default/files/career-resources/DiversityStatementPresentation.pdf>
- <https://www.uctv.tv/shows/Evaluating-Contributions-to-Diversity-Statements-Case-Studies-25943>
- <http://nonprofitinclusiveness.org/examples-values-statements-commitments-diversityinclusiveness>

# Interview

Rank selection criteria in advance to ensure unbiased, consistent and transparent selection process

Utilize a variety of formats (small groups, 1 on 1, town hall)

- Determine a standard strategy for introducing candidates in public formats (i.e. utilize formal titles)

Be explicit that career breaks for family or medical needs will not negatively impact the candidate

Conduct an environmental scan. Does the environment support diversity?

# Hiring decisions

Candidates with the most years experience are not necessarily the most qualified

Encourage the committee to be inclusive instead of exclusive when composing the final list of applicants

Provide report of the entire selection process with a focus on how underrepresented groups were included. This should be reviewed and approved by diversity expert.

Publically available report of selection committee composition.

# Hiring Process Guides that We Selected from Online Resources

- [http://www.uleth.ca/diversityadvantage/documents/FacultyEquityHiringGuideOct07final\\_web.pdf](http://www.uleth.ca/diversityadvantage/documents/FacultyEquityHiringGuideOct07final_web.pdf)
- [http://diversity.berkeley.edu/sites/default/files/recruiting\\_a\\_more\\_diverse\\_workforce\\_uhs.pdf](http://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf)
- <http://odi.rutgers.edu/sites/odi/files/Columbia%20U%20guide%20to%20best%20practices%20in%20faculty%20search%20and%20hiring.pdf>
- <https://www.cpp.edu/~officeofequity/documents/Faculty%20Hiring%20Workshop%20Manual.pdf>
- <https://policies.westernsydney.edu.au/document/view.current.php?id=324&version=1>
- <http://www.wvu.edu/eoo/docs/hiringguide.pdf>
- <https://www.ius.edu/diversity/files/best-practices.pdf>

# References

Carnes M, Devine PG, Baier Manwell L, et al. The effect of an intervention to break the gender bias habit for faculty at one institution: a cluster randomized, controlled trial. *Acad Med* 2015;90:221-30.

Carr PL, Gunn C, Raj A, Kaplan S, Freund KM. Recruitment, Promotion, and Retention of Women in Academic Medicine: How Institutions Are Addressing Gender Disparities. *Womens Health Issues* 2017;27:374-81.

Heilman M. The Impact of Situational Factors on Personnel Decisions Concerning Women: Varing the Sex Composition of the Applicant Pool. *Organizational Behavior and Human Performance* 1980;26:386-95.

Ibrahim H, Stadler DJ, Archuleta S, Cofrancesco J, Jr. Twelve tips to promote gender equity in international academic medicine. *Med Teach* 2017:1-7.

Isaac C, Lee B, Carnes M. Interventions that affect gender bias in hiring: a systematic review. *Acad Med* 2009;84:1440-6.

Westring A, McDonald JM, Carr P, Grisso JA. An Integrated Framework for Gender Equity in Academic Medicine. *Acad Med* 2016;91:1041-4.

# Committee (Non-search) membership

Recommend composition of committees strive for a **minimum of 40%** of each male and female leadership

Annually senior leadership in conjunction with diversity expert should review committee composition and should track results.

Committees lacking the minimum 40% of either gender will be tracked and noted and one of the following will be pursued

- Add additional members from the underrepresented gender
- Appoint a deputy chairperson from the underrepresented group
- Seek members from underrepresented group elsewhere within the University
- Recommend changes to composition (limit terms, limit ex-officio members, broaden eligibility from more junior members)
- Schedule and organize meetings that work for as many staff as possible with consideration to staff who have caring responsibilities

## Annual reviews

- Committees with less than 40% of either gender should report how they plan to mitigate that or what has been done previously to increase representation from underrepresented gender

# References

Carr PL, Gunn C, Raj A, Kaplan S, Freund KM. Recruitment, Promotion, and Retention of Women in Academic Medicine: How Institutions Are Addressing Gender Disparities. *Womens Health Issues* 2017;27:374-81.

Carnes M, Devine PG, Baier Manwell L, et al. The effect of an intervention to break the gender bias habit for faculty at one institution: a cluster randomized, controlled trial. *Acad Med* 2015;90:221-30.

Isaac C, Lee B, Carnes M. Interventions that affect gender bias in hiring: a systematic review. *Acad Med* 2009;84:1440-6.

<https://policies.westernsydney.edu.au/document/view.current.php?id=324&version=1>

[https://www.westernsydney.edu.au/\\_\\_data/assets/pdf\\_file/0010/1258075/WSU\\_WGEA\\_Compliance\\_Report\\_PUBLIC\\_18\\_07\\_2017\\_signedSH.pdf](https://www.westernsydney.edu.au/__data/assets/pdf_file/0010/1258075/WSU_WGEA_Compliance_Report_PUBLIC_18_07_2017_signedSH.pdf)

# Speaker and Conference Recruitment Planning

Create a registry of potential female speakers, keynote, and session chairs

Ensure that all aspects of the conference take into account gender equity

- Who is on the planning committee?
- Who are the chairs?
- What is the make up of proposed speakers?
  - Recommend looking at total speakers as well as keynote speakers
- Pay attention to marketing materials (pamphlets, websites, etc.) ensuring that conference materials take a diverse and equitable approach to representing men and women and ensuring roles equally spread out (i.e. men and women pictured as physicians)
- Track results and publically report them
- If disparities exist, explore why and prepare a plan to improve gender diversity

# References

Burden M, Frank MG, Keniston A, et al. Gender disparities in leadership and scholarly productivity of academic hospitalists. J Hosp Med 2015;10:481-5.

Carr PL, Gunn C, Raj A, Kaplan S, Freund KM. Recruitment, Promotion, and Retention of Women in Academic Medicine: How Institutions Are Addressing Gender Disparities. Womens Health Issues 2017;27:374-81.

Casadevall A. Achieving Speaker Gender Equity at the American Society for Microbiology General Meeting. MBio 2015;6:e01146.

<http://www.sciencemag.org/careers/2015/07/countering-gender-bias-conferences>



# Reporting

Monitor and report on gender equity results

House high level reporting documents in a transparent and accessible format (i.e. website)

# **We want your feedback!**

We aim for this toolkit to be a “living” document improved by real-time constructive feedback.

**\*\*Please send feedback on this toolkit and our checklists and reporting tools to: [gwims@aamc.org](mailto:gwims@aamc.org)**

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<b>Basic Steps to Achieving Gender Equity in Recruitment to Committees</b>		
<b>Composition of Committee Members</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Formalize a process for invitation for committee members with high consideration for open invitation to key stakeholders. If no, document rationale for appointing members.</li> </ul>		
<ul style="list-style-type: none"> <li>There is gender balance among the committee members. [Should there not be sufficient diversity from within a group then seek diversity from members external to the group] Goal: Minimum of 40% for either gender.</li> </ul>		
<ul style="list-style-type: none"> <li>All committee members have (or will have received) unconscious bias training. <u>See toolkit for resources.</u></li> </ul>		
<b>Annual Committee Review</b>		
<ul style="list-style-type: none"> <li>Senior leadership in conjunction with equity/diversity expert have reviewed committee composition (Date:_____)</li> </ul>		
<b>Reporting</b>		
<ul style="list-style-type: none"> <li>Committee composition will be publically reported as well as how membership is selected (appointed, elected, etc.)</li> <li>Committees lacking the minimum 40% of either gender will prepare report on how they will increase the representation of the underrepresented group to senior level/executive level leadership</li> </ul>		
<b>Reporting for Committees lacking the minimum 40% of either gender will:</b>		
<ul style="list-style-type: none"> <li>Add additional members from the underrepresented gender</li> <li>Appoint a deputy chairperson from the underrepresented gender</li> <li>Seek members from the underrepresented group elsewhere within the organization</li> <li>Recommend changes to composition (limit terms, limit ex-officio members, broaden eligibility for more junior members) declined, final candidates, etc.]</li> <li>Schedule and organize meetings that work for as many staff as possible with consideration for staff who have caring responsibilities</li> </ul>		

**References:**

Carr PL, Gunn C, Raj A, Kaplan S, Freund KM. Recruitment, Promotion, and Retention of Women in Academic Medicine: How Institutions Are Addressing Gender Disparities. *Womens Health Issues* 2017;27:374-81.

Carnes M, Devine PG, Baier Manwell L, et al. The effect of an intervention to break the gender bias habit for faculty at one institution: a cluster randomized, controlled trial. *Acad Med* 2015;90:221-30.

Isaac C, Lee B, Carnes M. Interventions that affect gender bias in hiring: a systematic review. *Acad Med* 2009;84:1440-6.

<https://policies.westernsydney.edu.au/document/view.current.php?id=324&version=1>

[https://www.westernsydney.edu.au/\\_data/assets/pdf\\_file/0010/1258075/WSU\\_WGEA\\_Compliance\\_Report\\_PUBLIC\\_18\\_07\\_2017\\_signedSH.pdf](https://www.westernsydney.edu.au/_data/assets/pdf_file/0010/1258075/WSU_WGEA_Compliance_Report_PUBLIC_18_07_2017_signedSH.pdf)

<http://www.hr.uwa.edu.au/policies/policies/equity/gender-balance-on-committees-policy>

Questions or feedback: Please email [Marisha.Burden@ucdenver.edu](mailto:Marisha.Burden@ucdenver.edu) and [Amira.DelPino-jones@ucdenver.edu](mailto:Amira.DelPino-jones@ucdenver.edu)

<b>Basic Steps to Achieving Speaker Gender Balance</b>		
<b>Conference planning</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>There is gender balance among the meeting or conference planners/committee. [Consider having a diversity expert serve on the planning committee]</li> </ul>		
<ul style="list-style-type: none"> <li>Committee has reviewed the speaker data (with breakdown by gender) from the previous meeting or conference? [This should include number of men and women for: keynote speakers, speakers, leadership of interest groups or other similar events, attendee makeup of the conference, membership in the professional society, department, etc.] <u>Please see conference data tracking sheet.</u></li> </ul>		
<ul style="list-style-type: none"> <li>Committee/organization/group has developed a speaker policy that addresses goals for gender equity. For example, “The conference committee wants to achieve a gender balance of speakers that roughly reflects that of its audience.”</li> </ul>		
<ul style="list-style-type: none"> <li>Speaker policy is visible and publically available and reported to the public including websites, advertisements, and/or invitations that are sent to speakers/attendees.</li> </ul>		
<ul style="list-style-type: none"> <li>Planning committee has developed a database of qualified, diverse speakers, both regionally and nationally.</li> </ul>		
<ul style="list-style-type: none"> <li>Planning committee has worked with public relations/advertising to ensure that marketing materials have diverse and equitable representation of men and women, paying attention to roles they play in the advertisements [i.e. if pictures of providers utilized ensuring that men and women are pictured in these roles]</li> </ul>		
<b>Annual Reporting</b>		
<ul style="list-style-type: none"> <li>Planning committee completed annual report. <u>Please see conference data tracking sheet.</u> [Examine those invited, those who declined, final speakers examining by role (if applicable)]</li> <li>Reviewed annual reporting with <u>action plan</u> as needed for gender equity. <u>See example of action plan for increased gender equity/diversity.</u></li> <li>Reporting presented to organization leadership (i.e. executive committee, high level leadership)</li> </ul>		

**References:**

Casadevall A. Achieving Speaker Gender Equity at the American Society for Microbiology General Meeting. MBio 2015;6:e01146.  
 Burden M, Frank MG, Keniston A, et al. Gender disparities in leadership and scholarly productivity of academic hospitalists. J Hosp Med 2015;10:481-5.  
 Carr PL, Gunn C, Raj A, Kaplan S, Freund KM. Recruitment, Promotion, and Retention of Women in Academic Medicine: How Institutions Are Addressing Gender Disparities. Womens Health Issues 2017;27:374-81.  
<http://www.sciencemag.org/careers/2015/07/countering-gender-bias-conferences> Accessed December 10, 2017.  
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<b>Basic Steps to Achieving Gender Equity in Recruitment – Recruitment Requiring Search Committee</b>		
<b>Search Committee</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>There is gender balance among the committee members. [Should there not be sufficient diversity from within a group then seek diversity from members external to the group]</li> </ul>		
<ul style="list-style-type: none"> <li>Equity/diversity expert will serve on the planning committee or at serve as an advisor to the committee.</li> </ul>		
<ul style="list-style-type: none"> <li>All committee members have (or will have received) unconscious bias training. See toolkit for resources.</li> </ul>		
<ul style="list-style-type: none"> <li>Selection committee has access to a recruitment toolkit with methodology on how to create job description, evaluating applications with nontraditional components, list of interview questions</li> </ul>		
<ul style="list-style-type: none"> <li>Committee has or will review diversity of applicants at each stage and will plan accordingly when there is a lack of gender equity/representation.</li> </ul>		
<ul style="list-style-type: none"> <li>Criteria for selection have been determined in advance.</li> </ul>		
<b>Job description/job posting/advertisement</b>		
<ul style="list-style-type: none"> <li>Diversity expert has reviewed job posting.</li> </ul>		
<ul style="list-style-type: none"> <li>Inclusive unbiased, ungendered language has been utilized throughout the job description. Have avoided prioritizing traits that are traditionally masculine.</li> </ul>		
<ul style="list-style-type: none"> <li>Applicants required to submit a track record related to diversity (i.e. commitment to equity statement) and is stated in the job posting.</li> </ul>		
<ul style="list-style-type: none"> <li>Advertise widely including professional societies and associations of designated groups.</li> </ul>		
<b>Interview</b>		
<ul style="list-style-type: none"> <li>Selection criteria ranked in advance to ensure unbiased, consistent, and transparent selection process.</li> </ul>		
<ul style="list-style-type: none"> <li>Variety of formats are planned for interview (small groups, one on one, town hall).</li> </ul>		
<ul style="list-style-type: none"> <li>Candidates explicitly told that career breaks for family/medical leave will not negatively impact candidate</li> </ul>		
<b>Hiring Decisions/Reporting</b>		
<ul style="list-style-type: none"> <li>Report provided of the entire selection process with a focus on how women and other underrepresented groups were identified. Should be reviewed and approved by diversity expert. [Examine candidates invited, those who declined, final candidates, etc.]</li> </ul>		
<ul style="list-style-type: none"> <li>Report of selection committee composition</li> </ul>		

**References:**

Ibrahim H, Stadler DJ, Archuleta S, Cofrancesco J, Jr. Twelve tips to promote gender equity in international academic medicine. *Med Teach* 2017;1-7.

Westring A, McDonald JM, Carr P, Grisso JA. An Integrated Framework for Gender Equity in Academic Medicine. *Acad Med* 2016;91:1041-4.

Carr PL, Gunn C, Raj A, Kaplan S, Freund KM. Recruitment, Promotion, and Retention of Women in Academic Medicine: How Institutions Are Addressing Gender Disparities. *Womens Health Issues* 2017;27:374-81.

Carnes M, Devine PG, Baier Manwell L, et al. The effect of an intervention to break the gender bias habit for faculty at one institution: a cluster randomized, controlled trial. *Acad Med* 2015;90:221-30.

Isaac C, Lee B, Carnes M. Interventions that affect gender bias in hiring: a systematic review. *Acad Med* 2009;84:1440-6.

<http://www.hr.uwa.edu.au/policies/policies/equity/gender-balance-on-committees-policy> Accessed December 10, 2017.

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Conference tracking sheet				
Year: _____	Total N	Male (N, %)	Female (N, %)	URM* (N, %)
• Membership of organization, department, division, or other group [If there is not gender equity, examine the reason why]				
• Planning committee composition				
• Total speakers (for annual conference, or if reoccurring throughout the year include total for the year) INVITED; [track declined invitations and find out why]				
• Total speakers (for annual conference, or if reoccurring throughout the year include total for the year) ACCEPTED				
• Keynote/featured speakers (typically if at a conference they are the only speakers at that time, somehow highlighted as different from other speakers)				
• Focus group/interest group leads (or similar type of group lead)				
<b>Reporting</b>			<b>Yes</b>	<b>No</b>
Conference statistics are publically reported (i.e. placed onto website, conference marketing materials, annual report for organization)				
Conference statistics compared to previous years				
Action plan developed for increased gender equity/diversity (if applicable)				
Report and action plan shared with executive level leadership/high level leadership				

URM = Under-represented minority;

\*Tracking for underrepresented minorities should be done separate from tracking for gender equity (i.e. goal should be to achieve equity in representation from women and URMs, not one or the other)

Questions or feedback: Please email [Marisha.Burden@ucdenver.edu](mailto:Marisha.Burden@ucdenver.edu) and [Amira.DelPino-jones@ucdenver.edu](mailto:Amira.DelPino-jones@ucdenver.edu)

Recruitment requiring search committee - tracking sheet				
Selection Committee	Total N	Male (N, %)	Female (N, %)	URM* (N, %)
• Composition of search committee				
• Composition of all applicants – [if lack of diversity, action plan developed for increased gender equity/diversity]				
• Composition of applicants invited for in person interview [add additional rows as needed for each step in selection process] [if lack of diversity, action plan developed for increased gender equity/diversity]				
Reporting			Yes	No
Recruitment statistics above are publically reported (i.e. placed onto website, reports to senior level leadership)				
Report provided of the entire selection process with a focus on how women and other underrepresented groups were identified.				
Diversity/equity assessed at each key step of process				
Action plan developed for increased gender equity/diversity (if applicable)				
Report and action plan shared with executive level leadership				

URM = Under-represented minority;

\*Tracking for underrepresented minorities should be done separate from tracking for gender equity (i.e. goal should be to achieve equity in representation from women and URMs, not one or the other)

Questions or feedback: Please email [Marisha.Burden@ucdenver.edu](mailto:Marisha.Burden@ucdenver.edu) and [Amira.DelPino-jones@ucdenver.edu](mailto:Amira.DelPino-jones@ucdenver.edu)

<b>Committee Membership - Tracking Sheet</b>				
<b>Committee Characteristics</b>	<b>Total N</b>	<b>Male (N, %)</b>	<b>Female (N, %)</b>	<b>URM* (N, %)</b>
• Composition of committee				
<b>Reporting</b>			<b>Yes</b>	<b>No</b>
Recruitment statistics above are publically reported (i.e. placed onto website, reports to senior level leadership)				
Action plan developed for increased gender equity/diversity (if applicable)				
Report and action plan shared with executive level leadership (if applicable)				
Committee members have received unconscious bias training				

URM = Under-represented minority;

\*Tracking for underrepresented minorities should be done separate from tracking for gender equity (i.e. goal should be to achieve equity in representation from women and URMs, not one or the other)

Questions or feedback: Please email [Marisha.Burden@ucdenver.edu](mailto:Marisha.Burden@ucdenver.edu) and [Amira.DelPino-jones@ucdenver.edu](mailto:Amira.DelPino-jones@ucdenver.edu)



Tomorrow's Doctors, Tomorrow's Cures

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Learn

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Serve

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Lead

Association of  
American Medical Colleges

# GWIMS Equity in Promotion Toolkit



GWIMS Toolkit

# Table of Contents

- Learning Objectives
- Definitions
- Background
- Challenges and Strategies
- Action Items: individuals/institutions/GWIMS
- Resource List
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# Learning Objectives

- Describe the gender inequities present in faculty advancement within academic medicine.
- Identify societal, organizational and individual barriers that delay or prohibit the advancement of women faculty.
- Review best practices and strategies described in the literature that have successfully impacted academic promotion rates for women faculty.

# Definitions

**Equal Pay:** the right of a man or woman to receive the same pay as a person of the opposite sex doing the same or similar work for the same or a similar employee.

<http://www.dictionary.com/browse/equal-pay>

**Gender Gap:** the gap in any area between women and men in terms of their levels of participation, access, rights, remuneration or benefits.

<http://eige.europa.eu/gender-mainstreaming/concepts-and-definitions>

# Definitions

**Intersectionality:** the theory that the overlap of various social identities, as race, gender, sexuality, and class, contributes to the specific type of systemic oppression and discrimination experienced by an individual.

<http://www.dictionary.com/browse/intersectionality?s=t>

**Implicit Bias:** attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.

<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

# Background: How Diversity Supports Excellence in Academic Medicine

- Improved health care quality outcomes
- Reduced health care disparities
- Broadened research agenda
- Enhanced learning and work environment
- Maximizes the potential problem-solving capacity of teams

Frank and Harvey, 1996; Tsugawa, et al., 2017; Roter et al., 2002; Nivet, 2015;  
Fine and Handelsman, 2010; Hong and Page, 2004

# Background: Gender Inequities in Academic Medicine

FIGURE 8

A 5-year Comparison of Full-Time Faculty Promotions, Hires, and Departures by Gender\*



See Tables 6a and 8 for more information regarding 2013-14 data.

\* The percentages shown in red are percentage point changes not increases in overall percent.

## New data for 2016:

**Promotions to full professor:**  
Women 32% (men 68%)

**Promotions to associate professor:**  
Women 41% (men 59%)

There was only a one percentage point increase since 2014 for promotions to both associate and full professors for women

# Background: Consequences of Gender Inequities in Academic Medicine

- Lower publication rates
- Fewer first/last author papers
- Less NIH grant funding
- Fewer roles as a clinical trial investigator
- Less recognition and fewer awards from specialty societies

Jena et al.,2016; Kaatz et al, 2016; Silver et al.,2017

# Challenge #1

The problem starts early: Women medical students are “readier to compromise professional attainment within their personal work-life balances.” Drinkwater, 2008



# Strategies

**Strategy 1.1:** Provide training in negotiation, career advice and offer flexible work options.

- Hold sessions for medical students, residents and junior faculty led by business school faculty who are experts in this area.
- Recruit successful female faculty who have balanced family and work to provide career advice to medical students.
- Offer flexible work options along the medical education continuum.



# Challenge #2

Bias and discrimination occur during the hiring and promotion processes.



# Strategies

**Strategy 2.1:** Broaden the pool of qualified applicants to include more women.

- When  $\frac{3}{4}$  of the short list is women, the chance a woman will be hired is 67%; when  $\frac{1}{2}$  are women, the chance is 50%; when  $\frac{1}{4}$  are women, the chance is **0%**. In other words, “If there’s only one woman in your candidate pool, there’s statistically no chance she’ll be hired.” (Johnson et al, 2017)



# Strategies

**Strategy 2.2:** Constitute search committees with members from diverse backgrounds. (e.g. at least 2 women and 2 people of color).

**Strategy 2.3:** Utilize evidence-based strategies to reduce bias in the hiring process and hold sessions on unconscious bias training for search and promotions committees. Sheridan et al, 2010

- Provide clear evidence of job-related competencies along with evidence of communal competencies. Isaac et al., 2009
- Commit to the value of credentials before review of the applicants. Isaac et al, 2009
- Provide unconscious bias training for both search and promotions committee members with the intent of recruiting a diverse faculty and equitable treatment of faculty. Carr et al., 2016
- Utilize AAMC Unconscious Bias Video and resources  
<https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html>

# Challenge #3

Women lack a supportive network and inclusive environment.



# Strategies

**Strategy 3.1:** Host networking events for women at your institution and in your professional societies and create a welcoming environment for all members of your community (intersectionality) with intention. Sims-Boykin, 2003; Sanchez, 2015



# Challenge #4

## Women have fewer opportunities to participate in scholarly activities.

- H-Index: Women have a lower h-index early and higher h-index later in their careers.
- Women still lag behind men as both first and senior authors, especially in prestigious publications. Sidhu, 2009; Lopez, 2014
- Gender bias may persist in NIH grant reviews, in particular for renewals of ROIs. Kaatz, 2016

# Strategies

**Strategy 4.1:** Support women's authorship, especially early in their careers.

- Provide training on authorship considerations to all genders.

**Strategy 4.2:** Support women's grant writing at institutions and address stereotype-based bias in the grant review process.

- Offer grant writing boot camps for women Smith, 2017
- Test interventions to prevent bias in the context of grant reviews Tricco, 2017



# Strategies

**Strategy 4.3:** Petition editors to monitor gender authorship and reviewer imbalance in science journals.

- Editors can increase women reviewers by including the pool of rising stars, which has a greater proportion of women, in the reviewer pool.
- Editors should intentionally invite more women to write reviews and editorials. <https://www.nature.com/news/gender-imbalance-in-science-journals-is-still-pervasive-1.21348>



# Challenge #5

Women are less likely to get that first critical promotion and are less likely to receive a raise when they ask for it.

- Women are 20% less likely to receive feedback when they ask for it.
- Gap in leadership ambition: 40% of women v. 56% of men seek top executive status.  
<https://womenintheworkplace.com/>
- Women ask for raises and promotions in equal quantity, but receive less.  
[http://www.catalyst.org/system/files/The\\_Myth\\_of\\_the\\_Ideal\\_Worker\\_Does\\_Doing\\_All\\_the\\_Right\\_Things\\_Really\\_Get\\_Women\\_Ahead.pdf](http://www.catalyst.org/system/files/The_Myth_of_the_Ideal_Worker_Does_Doing_All_the_Right_Things_Really_Get_Women_Ahead.pdf)
- Perceived brilliance favors men.
- Unlike 5 yo girls, 6 yo girls associate boys with genius, and avoid games for kids who are “really, really smart.”
- Women receive Distinguished Service Awards at much lower rates than men Bian, 2017; Silver, 2017.
- Letter writing for women has different areas of focus.

# Strategies

## Strategy 5.1: Use effective language to make the case for promotion.

- Avoid “grindstone” adjectives and utilize “standout” adjectives. AAMC, [https://www.aamc.org/members/leadership/catalog/178420/unconscious\\_bias.html](https://www.aamc.org/members/leadership/catalog/178420/unconscious_bias.html).
- Do not write about personal life or raise doubt unless you intend to do so. Trix & Psenka, 2003.

# Strategies

**Strategy 5.2:** Be aware that women may feel undeserving. Be deliberate about promotion and awards processes.

- Increase awareness and educate chairs to pay particular attention to women's credentials and to set specific goals towards promotions.

# Challenge #6

## Ineffective pipeline programs to leadership.

- Women face subtle bias, including perceptions of “aggressive” behavior.
- Gendered career paths may not appeal to women. Women Rising: The Unseen Barriers, 2013.

# Strategies

**Strategy 6.1:** Support female faculty members' attendance at AAMC women's leadership courses and national leadership programs such as ELAM.

**Strategy 6.2:** Provide leadership opportunities for women in institutional initiatives.

**Strategy 6.3:** Engage in deliberate succession planning to prepare women for leadership opportunities.



# Action Items: Individual

- Educate yourself about promotion and tenure (P&T) requirements for your institution and seek honest feedback on whether you are reaching milestones for promotion (chair of P & T committee, prior members, Faculty Affairs/Faculty Development/Diversity Offices can serve as advisors).
- Understand whether you should apply for promotion yourself or need to be nominated.
- Educate yourself about promotion tracks and what is needed for leadership advancement in your institution.

# Action Items: Individual

- Inquire about institutional flexibility in promotions pathways (e.g., process to change tracks).
- Understand requirements to extend the promotion clock.
- Identify a mentor and/or be a mentor for career progression.
- Participate in training and skill building. Carr et al, 2016.



# Action Items: Institutional

- Develop and implement policies to promote equity in faculty advancement. Carr et al., 2016; Marchant et al., 2007
- Establish an annual career/professional development conference.
- Utilize best-practices for mentorship and faculty development.
- Establish expectations for chairs for promotion and advancement of faculty.

# Action Items: Institutional

- Monitor promotion outcomes annually with respect to gender and race/ethnicity and share the outcomes with faculty.
- Provide unconscious bias training for all Department Chairs, Search and P & T Committees, both within departments and at the institutional level, and evaluate effectiveness of training.

<http://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>

# Action Items: Institutional

- Ensure that there are diverse members serving on all major search committees (e.g., people of color, underrepresented minorities).
- Foster a climate that will enhance success for all groups Villablanca et al., 2017; Shauman et al, 2017.



# Action Items: Academic Community

- Create professional development programs. Carr et al., 2016.
- Medical societies should:
  - Review inclusion and diversity data;
  - Report data to stakeholders;
  - Explore possible etiologies of inequities if present; and
  - Effect strategies designed to promote inclusion.
- Medical societies:
  - Monitor outcomes;
  - Share results with stakeholders to invite dialogue about goals to achieve equity, Silver et al., 2017; and
  - Include women as peer reviewers, Lerback and Hanson, 2017.

# GWIMS' Resource List

## Volume 1: Leveraging Your Career

- Chapter 1: Managing through Teamwork for Maximum Performance (Judy Weber)
- Chapter 2: Crafting a Fundable Grant (Emina Huang)
- Chapter 3: Workshop Preparation and Presentation (Carla Spagnoletti, Rachel Bonnema, Melissa McNeil, Abby Spencer, & Megan McNamara)
- Chapter 4: Crafting Successful Award Nominations, The Art of Successful Nominations (Jocelyn Chertoff), Preparing Successful Award Nominations (Elizabeth Travis)
- Chapter 5: Part-time Faculty in Academic Medicine, Individual and Institutional Advantages (Linda Chaudron, Susan Pollart & Aimee Grover)
- Chapter 6: Writing an Effective Executive Summary (Roberta Sonnino)
- Chapter 7: Mentoring Women- A Guide for Mentors (Mary Lou Voytko & Joan Lakoski)

# GWIMS' Resource List

## Volume 1: Leveraging Your Career

- Chapter 8: Mentoring Women- A Guide for Mentees (Mary Lou Voytko & Joan Lakoski)
- Chapter 9: Strategies for Cultivating Career Satisfaction and Success through Negotiation (Reshma Jagsi, Martha Gulati, & Rochelle DeCastro Jones)
- Chapter 10: A Case Study: Creative Faculty Development through your GWIMS Office (Catherine Lynch)
- Chapter 11: Transitioning to a New Role: Practical Tips on Navigating From One Chapter to the Next (Archana Chatterjee, Meenakshi Singh, Roberta Sonnino)
- Chapter 12: Strategies for Advancing the Careers of Women of Color in Academic Medicine- Individual Strategies (Archana Chatterjee, Chiquita Collins, Linda Chaudron, Barbara Fivush, Laura Castillo-Page, Diana Lautenberger, Ashleigh Moses)

# GWIMS' Resource List

## Volume 2: Institutional Strategies for Advancing Women in Medicine

- Chapter 1: How to Start and Maintain a Robust WIMS Organization (Julie Wei & Paige Geiger)
- Chapter 2: Equity: Defining, Exploring, and Sharing Best Practices for Gender Equity in Academic Medicine (Diana Lautenberger & Ashleigh Moses)
- Chapter 3: Women's Leadership and the Impact of Gender (Toi Blakley Harris, Susan Pepin, & Amelia Grover)
- Chapter 4: Implementing an Intensive Career Development Program for Women Faculty (Tamara Nowling, Elizabeth Travis, Abby Mitchell, Mugé Simsek, Erin McClure)
- Chapter 5: Strategies for Advancing the Careers of Women of Color in Academic Medicine- Institutional Strategies (Archana Chatterjee, Chiquita Collins, Linda Chaudron, Barbara Fivush, Laura Castillo-Page, Diana Lautenberger, Ashleigh Moses)

# Resource List

AWIS Equitable Workplaces Resources

<https://www.awis.org/equitable-workplaces/>

Executive Leadership in Academic Medicine

<http://drexel.edu/medicine/Academics/Womens-Health-and-Leadership/ELAM/>

Northwestern University Resources on unconscious bias

<http://www.northwestern.edu/provost/faculty-resources/faculty-search-committees/unconscious-bias.html>

Office of Research on Women's Health, NIH Career Development Resources

<https://orwh.od.nih.gov/career/mentored/resources/>

# Resource List

Stanford Center for the Advancement of Women's Leadership

<https://womensleadership.stanford.edu/voice>

University of Texas MD Anderson Cancer Center's Women and Minority Faculty Inclusion

<https://www.mdanderson.org/about-md-anderson/careers/faculty-careers-at-md-anderson/faculty-support-services/women-minority-faculty-inclusion.html>

University of Washington Center for Health Equity, Diversity and Inclusion: mandates on hiring written into the faculty code; committee on minority affairs; resources on faculty advancement <http://www.washington.edu/diversity/faculty-advancement/>

WISELI: Promoting Participation and Advancement  
Of Women in Science and Engineering

<http://wiseli.engr.wisc.edu/>

# Resource List

Cook Ross: Proven Strategies for Addressing Unconscious Bias in the Workplace  
(<http://www.cookross.com/docs/UnconsciousBias.pdf>)

Diverseo (cognitive bias advisors): Reducing unconscious bias: A highly effective toolbox  
([http://weprinciples.org/files/attachments/Reducing\\_Unconscious\\_Bias-a\\_highly\\_effective\\_toolbox.pdf](http://weprinciples.org/files/attachments/Reducing_Unconscious_Bias-a_highly_effective_toolbox.pdf))

Implicit Association Test (Harvard University): <https://implicit.harvard.edu/implicit/>

Project Implicit: <https://implicit.harvard.edu/implicit/aboutus.html>

Stanford Block Bias Toolkits:  
<https://womensleadership.stanford.edu/tools>

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# Is your salary equitable?

A guide for individual faculty



GWIMS Toolkit

# Chances are ...

- You are making less than non-hispanic male colleagues
- In Massachusetts: ([equalpayma.com](http://equalpayma.com))
  - 82¢ on the dollar if you are Caucasian
  - 81¢ if Asian
  - 61¢ if Native American
  - 61¢ if African American
  - 52¢ if Latina

# Chances are ...

- You are making less than your non-hispanic male colleagues
- In 2016, the average gender pay gap in individual states ranged from 70 to 89 cents  
<https://nwlc.org/resources/wage-gap-state-state/>
- Pay gaps are generally larger for Latinas, Native, Black and Asian women than for non-hispanic white women.

# Scope of toolkit

- Salary elements
- Determining your market value
- Negotiating for salary
- Advancing equity in your local institution

# What factors might be considered in setting salary

- Years in training/post training
- Academic rank
- Salary in the field of expertise
  - Interventional vs cognitive specialties
- Regional differences
- Clinical work and associated RVUs
- Teaching roles
- Administrative roles

# You may hear of $x+y+z$

- X generally = base salary
  - May be determined by field, rank, experience
- Y may be negotiated, based on
  - Productivity on teaching, scholarly activity, clinical activity, research, and service.
- Z generally = incentive, bonus
  - RVUs, other revenue generated

# Clinical compensation

- Often defined as RVUs
  - Penalties if you don't meet RVUs?
  - Bonus if you exceed RVUs?
  - Based on billing or collections?
  - Expectations for first year(s)?

# Education Compensation

- Paid to your department or to you directly?
  - If department, then what?
- How does rate compare to clinical rate?
  - Often undercompensated
- May vary by learner
  - GME compensation
  - Medical school compensation
  - Some may be uncompensated
- Are there education RVUs?

# Compensation for administration

- Paid to your department or to you directly?
- How does rate compare to clinical rate?
  - May be under or over clinical comp.
- Are there metrics that will impact comp?

# Compensation for research

- Is there a ceiling of compensation?
- How might you be compensated if on leave?
- How will you manage grants if your salary increases and you have less grant money for other needs?
- What is the institutional policy on grants that do not include indirect costs?
- How does your department manage funding gaps?
- What are your institution's requirements for % salary coverage by grants?

# Your market value



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# Determining your market value

- Is there data from your institution?
- Consider accessing data from:
  - AAMC
  - MGMA
  - Doximity
  - Salary.com (less likely to be relevant...)
  - VA (if a VA employee)
  - State data if you are in a public school
- Be clear on your value to the institution

# AAMC Faculty Salary Survey Data

- Collects information for full-time faculty at U.S. medical schools regardless of source of income.
- Data are reported by the institution on behalf of faculty. Faculty are classified by department of primary appointment.
- The majority of medical schools participate each year (99-100% across the past five years), providing compensation data on average of 70% of all full-time faculty.

# AAMC Faculty Salary Survey Data

- Available for purchase as online or paper publication.
- Standard tables display total compensation by rank, department/specialty, degree, and type of medical school (public/private, region).
- Dean's office may have access to custom report generators or special reports with additional data.
- For additional information on promotion and retention by gender, visit <https://www.aamc.org/data/facultyroster>.

# Accessing AAMC Benchmarks

## AAMC Faculty Salary Report

The annual AAMC Faculty Salary Report displays total compensation of full-time medical school faculty broken out by rank, degree, department/specialty, school ownership, and region. The online report and printed publication are available for purchase through the AAMC Store with discounted member pricing. As the individuals responsible for participating in the survey, deans, Principal Business Officers, and their designees receive complimentary access to the full report, as well as online custom report benchmarking tools, at <https://services.aamc.org/fssreports>.

Contact [fss@aamc.org](mailto:fss@aamc.org) with questions about this report.

# MGMA Data

Medical Group Management Association (MGMA ) represents more than 12,500 organizations of all sizes, types, structures and specialties in the United States.

Compensation data from 121,000 providers– one of the largest datasets available

Reports data by academic vs non-academic, specialties, region, practice size, work RVU, new hires and more

Accessible to members (i.e. physician organization) but may be hard to find in your organization

Too expensive for individual purchase

# MGMA Data

## Pros

- Also provides practice operational data, management and staff compensation, practice cost and revenue data
- More suitable for private practice or hybrid academic-private practice

## Cons

Does not provide data on

- Gender differences in physician compensation
- Gender gaps by specialty
- Differences in compensation by academic rank
- Compensation for basic science faculty

# Doximity

- April 2018 **Physician** Compensation Report
  - Gender disparity worsening
    - Average \$105,000 less for women
- Must provide your own data to access
- Data on
  - geographic regions
  - Specialty



# VA Salaries

- Office of Human Resources Management (OHRM) provides the Title 38 **Pay Schedules** and publishes annual **Pay Tables** that provide ranges for physician compensation based on **base** and **locality** pay and published for state, specialty and assignment.

# VA Market Pay Review

Occurs every 2 years and takes into account:

- Level of experience in the specialty/assignment;
- The need for the specialty at the facility;
- Appropriate health care labor market for the specialty/assignment;
- Board certifications;
- Accomplishments in the specialty/assignment;
- Prior experience of the physician as an employee of the VHA;
- Consideration of unique circumstances, qualifications or credentials the individual possesses; unique skills and competencies for the specialty/assignment that is essential to recruit and retain:
- Equivalent specialty/assignments that are hard to find or in high demand within the local health care labor market;
- The availability and quality of the physician in the specialty/assignment

# VA Tiers

- Tier 1 Base Pay and Market Pay typically well-defined by each facility. Will include factors of board certification/women's health provider designation/etc
- Tier 2 example would be Section Chief
- Tier 3 example would be Service Chief or Associate Chief of Staff
- Market Pay Review Panels compare everyone with adjustments to compensate for gaps

# VA pay scales

**Final Approved Pay Ranges for Physicians and Dentists  
Effective January 8, 2017**

<b>Pay Table 1</b>	<b>Specialty/Assignment</b>	<b>Pay Table 2</b>	<b>Specialty/Assignment</b>
Tier 1: <b>\$101,967</b> - 225,000  Tier 2: <b>\$110,000</b> - 234,000  Tier 3: <b>\$120,000</b> - 262,000	Endocrinology Endodontics General Practice – Dentistry Geriatrics Infectious Diseases Internal Medicine / Primary Care / Family Practice Palliative Care Periodontics Preventive Medicine Prosthodontics Rheumatology All other specialties or assignments not requiring a specific specialty training or certification	Tier 1: <b>\$101,967</b> - 264,000  Tier 2: <b>\$115,000</b> - 292,000  Tier 3: <b>\$130,000</b> - 320,000	Allergy and Immunology Hospitalist Nephrology Neurology Pathology PM&R / SCI Psychiatry
<b>Pay Table 3</b>	<b>Specialty/Assignment</b>	<b>Pay Table 4</b>	<b>Specialty/Assignment</b>
Tier 1: <b>\$101,967</b> - 348,000  Tier 2: <b>\$120,000</b> - 365,000  Tier 3: <b>\$135,000</b> - 385,000	Anesthesiology Pain Management Cardiology (Non-Invasive) Emergency Medicine Gynecology Hematology – Oncology Nuclear Medicine Ophthalmology Oral Surgery Pulmonary	Tier 1: <b>\$101,967</b> - 400,000  Tier 2: <b>\$125,000</b> - 400,000	Anesthesiology Cardiology (Invasive/Non-Interventional) Cardio-Thoracic Surgery Critical Care Dermatology Dermatology MOHS Gastroenterology General Surgery Interventional Cardiology Interventional Radiology Neurosurgery Orthopedic Surgery Otolaryngology Plastic Surgery Radiology (Diagnostic) Radiation Oncology Urology Vascular Surgery
<b>Pay Table 5</b>	<b>Specialty/Assignment</b>	<b>Pay Table 6</b>	<b>Specialty/Assignment</b>
Tier 1: <b>\$150,000</b> - 309,000  Tier 2: <b>\$145,000</b> - 289,000  Tier 3: <b>\$140,000</b> - 270,000	VHA Chiefs of Staff – Tier assignments are based on published facility complexity level  Tier 1 – Complexity Levels 1a & 1b Tier 2 – Complexity Levels 1c & 2 Tier 3 – Complexity Level 3, facilities with no designated level, Deputy Chiefs of Staff at Complexity Levels 1a and 1b	Tier 1: <b>\$145,000</b> - 265,000  Tier 2: <b>\$145,000</b> - 245,000  Tier 3: <b>\$130,000</b> - 235,000	Tier 1 – Principal Deputy; other Deputy Under Secretaries for Health; Chief Officers; Network Directors; Medical Center Directors; Network Chief Medical Officers Tier 2 – Executive Directors; other Assistant Under Secretaries for Health; VACO Chief Consultants; National Directors; National Program Managers Tier 3 – All VACO physicians or dentists not otherwise defined

Minimum annual rates of pay for Pay Tables 1 through 4 adjusted to reflect increase made to the Physician and Dentist Base and Longevity Pay Schedule effective Jan 8, 2017.

# VA: Resources

<https://www.va.gov/ohrm/pay/>

<https://www.opm.gov/policy-data-oversight/pay-leave/pay-administration/>

<https://www.opm.gov/policy-data-oversight/pay-leave/leave-administration/fact-sheets/handbook-on-leave-and-workplace-flexibilities-for-childbirth-adoption-and-foster-care.pdf>

<https://www.va.gov/OHRM/Pay/2018/PhysicianDentist/PayTablesRev.pdf>

<https://www.va.gov/OHRM/Pay/2018/PhysicianDentist/PhysicianDentistBaseLongevityRates.pdf>  
(Base/Longevity Table for US; basis for benefits like retirement)

# State reports

- Likely available for public institutions if required by state law
  - sometimes referred to as “sunshine laws”
- May miss full picture if numerous pay sources
  - private foundation, VA, others
- May have only base pay and not “Y+Z”

# Negotiating for Salary

Practice, practice, practice



GWIMS Toolkit

# General principles on negotiation

- See GWIMS toolkit (AAMC to add link)
  - and First Jobs toolkit (AAMC to add link)
- More specific information follows...



# Negotiating for salary in new job

- Market value
- Determine the lowest # you will accept
- Consider benefits beyond take home salary that might mitigate lower offer
  - CME and travel funds
  - Support (i.e. NP, research assistant) that will make you more productive
  - Moving expenses

# More on negotiating for new job

- Ask what the prior incumbent was earning
- Don't divulge your current salary
  - This question may be illegal in your state/location
    - See [mapayequity.com](http://mapayequity.com)
- Practice your persuasive responses
- To your advantage to have >1 option
  - Interview broadly

# Negotiating for a raise

- Identify which benchmark your institution uses (AAMC, MGMA, blend of both, other?)
- Summarize your value
  - Specific accomplishments
  - Changes in responsibility
    - Check and update your job description
  - Savings or revenue increases to department
  - Awards, recognition, etc.
- Frame as “we/us” not “me/I”

# Moving your institution towards equity



GWIMS Toolkit

# Moving your institution towards equity

- Share the national evidence on salary equity
- Share any state regulations
- Identify islands of best practice as allies and examples
- Organize through your local GWIMS group
  - Start a group if none exists (ref GWIMS toolkit)
- Organize through your national society
  - Is there a women's caucus? Society for women in .....

# The evidence on salary equity



GWIMS Toolkit

# The evidence on salary equity in academic medicine

- NY state graduates 2007-2008 male>female salaries most specialties (LoSasso et al., Health Affairs, 2011)
- US Census population survey 2006-2010 male-female gap 25% (Seabury et al, JAMA Int Med 2013)
- Doximity study public medical schools ~\$20,000 gap (Jena, JAMA Int Med 2016)
- Gap widening from 2000-2004 to 2010-2013; salaries lowest for black women (Ly et al, BMJ 2016)

# More evidence

- Female 2000-2003 K award recipients earned ~\$13,4000 less than males (Jagsi et al., JAMA, 2012)
- Female internal medicine program directors earn less than male colleagues (Willett LL et al. Am J Med 2015)
- Female cardiologists earn less than male colleagues (Jagsi R et al. JACC 2017)
- Male radiologists earn less than women! (Kapoor N et al, AJR 2017)
- Data in emergency medicine mixed (Madsen TE et al, Acad Emerg Med 2017)



Tomorrow's Doctors, Tomorrow's Cures

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Learn

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Serve

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American Medical Colleges

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