GWIMS Equity Recruitment Toolkit

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

Updated May 2023
Diversity drives innovation - when we limit who can contribute, we in turn limit what problems we can solve.

Telle Whitney
Background
Background – Importance of Diversity

• Diversification improves performance by providing variety in perspectives and skills and allows for more effective problem-solving.

• Increased diversity is associated with higher profits and a range of financial awards (innovation, increased productivity, improved accuracy in risk assessment, and improved patient health outcomes).

• Increased diversity in the healthcare workforce helps reduce or eliminate racial health disparities.

• Research teams composed of people from diverse backgrounds and experiences produce better and more innovative products and ideas.

• Diversity is associated with better financial performance and a higher quality of patient care.
References


Disparities in the representation of women within academic medicine persist. While 48% of medical school graduates are women, they only account for 25% of full professors, 14% of department chairs, and 18% of deans at medical schools.

Women have less academic productivity in terms of publications and their impact, with one study showing that women comprised 32% of first authors and less than 20% senior authors on review of 1,000 peer-reviewed research articles from 2000-2017.

Gender bias is cited as one of the main drivers of gender disparity.

Men are overrepresented in research careers at the NIH.
References


References, cont.


We recognize that gender does not exist as a binary construct. Unfortunately, much of the data with regard to hiring practices have reported gender in this way. Our recommendations are evidence-based and reflect this data, but we recommend seeking gender diversity beyond men and women whenever possible. Guidelines for the ratios of men and women in groups are rough guidelines and do not negate the need to represent other gender expressions. We advise that institutions be thoughtful when seeking this diversity, as to not contribute to individuals feeling tokenized. An example of tokenization might be a non-binary person being asked to serve more than their fair share on search committees due to the diversity they bring.
In 2022, only 23 states have statutes that protect against sexual orientation discrimination in employment in the public and private sector. Fewer protect against gender identity discrimination.

Studies using resumes indicating they belong to gay men, queer women, or transgender applicants receive fewer callbacks nationwide (varies by region).

Gay men earn 10% - 32% less than heterosexual men in the United States.

Workers that transition from male to female experience a nearly one third decrease in earnings on average.
References


**Background – Racial and Ethnic Disparities**

- Even though their representation in academic medicine has increased over time, African Americans/Blacks, Latinx/Hispanic, Native Americans, Alaskan Natives, Native Hawaiians, and Pacific Islanders remain underrepresented in medicine, relative to their numbers in the general population, and are lagging in rates of promotion at the assistant and associate professor ranks.

- Minority tax (extra, financially uncompensated duties and responsibilities that minorities are asked to perform often as part of diversity recruitment efforts) is a major source of inequity in academic medicine.

- According to one study, Underrepresented Minority (URM) faculty had fewer publications and were less likely to be retained in academic medicine.

- Black faculty have cited lack of mentorship and sponsorship, barriers to promotion and advancement, and lack of supportive work environments as factors leading to attrition from academic medical centers.
References


GWIMS Toolkit
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
Search Committee Membership and Tools - Search Committee Composition

Ensure diverse search committee and applicant pools

- **Equity expert** - on committee (ideally) or as advisor
- **Ensure gender balance and racial/ethnic diversity (URMs)** 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 and > 1 URM on the committee.
  - 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.\(^1\)
- **Consider other forms of diversity** when forming committees, e.g. different abilities, ranks, gender identities, LGBTQ+, etc.

Search Committee Membership and Tools - Search Committee Composition

Ensure diverse search committee and applicant pool

- Ensure diverse applicant pool
  - Heilman\(^1\) 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.

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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 by taking an Implicit Association Test. [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)
  - The IAT is a well accepted tool for measuring unconscious biases; it is NOT correlated with conscious bias.

GWIMS Toolkit
Search Committee Membership and Tools – Equity and Unconscious Bias Training

Utilize AAMC unconscious bias resources


• “What you don’t know: The science of unconscious bias in the search and recruitment process”:
Search Committee Membership and Tools

Provide toolkit to the 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.
Advertisements
Craft the job posting thoughtfully

- 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
- Highlight your institution's commitment to diversity
- Have diversity expert review the ad
- Avoid prioritizing traits that are traditionally viewed as masculine
Advertise for Diversity -
Job Descriptions and Job Postings

• **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

  **Note:** For internal searches, ALL positions should be internally advertised and shared with the community. This will ensure that the selection process is standardized and equitable and individuals are not just picked for roles without an appropriate search.
Advertise for Diversity -
Job Descriptions and Job Postings

Additional 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_examplaires-eng.aspx#b

• Website to assist in identifying how job description language is gender-coded: http://gender-decoder.katmatfield.com
Evaluating Applications

When evaluating letters of recommendation or reviewing references, be mindful that letter writers could have used stereotypical thinking and language in creating their letters.

Letters of Recommendation

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

Stereotypical language in letters of recommendation also affects minority racial groups.

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Evaluating Applications

• **Identify and recognize** your own positive and negative **implicit biases**. Ask yourself how the candidate is similar to or different than you.

• Use **gender-decoders** when reading and writing letters of recommendation:

• **Develop review criteria** in advance

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

• **Avoid counting non-productive periods** during family or medical leaves against applicants

• **Thoughtfully evaluate applications** with **nontraditional components**:
Search Committee Membership and Tools - Interview Questions

Develop a list of interview questions that all candidates are asked

- Ensure search committee is aware of illegal questions
- Some search firms will provide you lists of standardized questions to choose from
- Ask applicants what diversity and inclusion means to them and their plans for implementing diversity and inclusion in their workplace.

- Interview questions on equity and diversity

- Web resources:
  https://hbr.org/2016/02/7-rules-for-job-interview-questions-that-result-in-great-hires

GWIMS Toolkit
Advertise for Diversity - Job Postings and Commitment to Equity Statements

- Include institutional commitment to diversity and inclusion in job posting
- Require a track record related to diversity
- Encourage candidates to speak about views on diversity and inclusion
- Consider having applicants write a commitment to equity statement

Examples of Commitment to Equity Statements:
- https://cals.cornell.edu/faculty-staff/human-resources/policies-resources/statement-contribution-diversity-equity-and-inclusion
- https://www.uctv.tv/shows/Evaluating-Contributions-to-Diversity-Statements-Case-Studies-25943
- http://nonprofitinclusiveness.org/examples-values-statements-commitments-diversityinclusiveness
Interviews
**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 and emphasize polices that support family needs and work/life balance
- Ensure diverse candidates have opportunity to engage with other diverse individuals during the interview process
- Respect candidate's privacy, avoid personal questions
Hiring
Hiring Decisions

• Establish gender balance among faculty decision makers
• Candidates with the most years of 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)
• Ensure transparency in hiring
• Combat “Similarity Bias” (seeing others similar to you in a favorable light). This can be done by asking, “How is this candidate like me?” If there is a lot in common, selection may be based on unconscious bias.
Hiring Process Guides That We Selected From Online Resources

http://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf
http://www.wwu.edu/eoo/docs/hiringguide.pdf
https://medschool.duke.edu/sites/default/files/2021-08/ODI%20recruitment%20toolkit.pdf
References


Committee (Non-search) Membership

• Recommend composition of committees strive for a minimum of 40% of each male and female leadership, as well as > 1 underrepresented minority (URM) on the committee. Note: Tracking for URMs 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.

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

• Committees lacking the minimum 40% of either gender and ≤ 1 URM will be tracked and noted and one of the following will be pursued:
  - Add additional members from the underrepresented gender and/or URM groups
  - 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 or ≤ 1 URM should report how they plan to mitigate that or what has been done previously to increase representation from underrepresented gender and URMs
References


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 (e.g., men and women pictured as physicians)
  - Track results and publicly report them
  - If disparities exist, explore why and prepare a plan to improve gender diversity
References


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

## Reporting

| Monitor | Monitor and report on gender equity results (see checklists at end of toolkit)  
- Conference Tracking Sheet  
- Recruitment Requiring Search Committee - Tracking Sheet  
- Committee Membership - Tracking Sheet |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>House</td>
<td>House high level reporting documents in a transparent and accessible format (i.e. website)</td>
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</table>
# Basic Steps to Achieving Gender Equity in Recruitment – Recruitment Requiring Search Committee

<table>
<thead>
<tr>
<th>Search Committee</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>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]</td>
<td></td>
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</tr>
<tr>
<td>Equity/diversity expert will serve on the planning committee or at serve as an advisor to the committee.</td>
<td></td>
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<tr>
<td>All committee members have (or will have received) unconscious bias training. See toolkit for resources.</td>
<td></td>
<td></td>
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<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee has or will review diversity of applicants at each stage and will plan accordingly when there is a lack of gender equity/representation.</td>
<td></td>
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<tr>
<td>Criteria for selection have been determined in advance.</td>
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## Job Description/job posting/advertisement

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<table>
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<tbody>
<tr>
<td>Diversity expert has reviewed job posting.</td>
<td></td>
</tr>
<tr>
<td>Inclusive unbiased, ungendered language has been utilized throughout the job description. Have avoided prioritizing traits that are traditionally masculine.</td>
<td></td>
</tr>
<tr>
<td>Applicants required to submit a track record related to diversity (i.e. commitment to equity statement) and is stated in the job posting.</td>
<td></td>
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<tr>
<td>Advertise widely including professional societies and associations of designated groups.</td>
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</table>

## Interview

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Selection criteria ranked in advance to ensure unbiased, consistent, and transparent selection process.</td>
<td></td>
</tr>
<tr>
<td>Variety of formats are planned for interview (small groups, one on one, town hall).</td>
<td></td>
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<tr>
<td>Candidates explicitly told that career breaks for family/medical leave will not negatively impact candidate</td>
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## Hiring Decisions/Reporting

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<tbody>
<tr>
<td>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.]</td>
<td></td>
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<tr>
<td>Report of selection committee composition</td>
<td></td>
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</tbody>
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**References:**

Updated 6.1.22

<table>
<thead>
<tr>
<th>Basic Steps to Achieving Speaker Diversity Balance</th>
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<tbody>
<tr>
<td>VIP local site planning group</td>
</tr>
<tr>
<td>• VIP committee has developed a speaker policy that addresses goals for speaker diversity. For example, “The conference committee wants to achieve a gender balance of speakers that roughly reflects that of its audience.” [PUT HERE]</td>
</tr>
<tr>
<td>• There is diversity among the Site VIP planning committee. [Consider having a diversity expert serve on the planning committee or review process.]</td>
</tr>
<tr>
<td>• Committee has reviewed the speaker data (with breakdown by gender/race/ethnicity/and other aspects of diversity) from the previous year (if applicable)? Please see conference data tracking sheet.</td>
</tr>
<tr>
<td>• Speaker policy is visible and publicly available and sent in invitations to speakers/attendees.</td>
</tr>
<tr>
<td>• Site planning committee has developed a database/list of qualified, diverse speakers. Each site should list all Assistant level faculty (certain number of years?), compile a list of interests, and previous VIP opportunities. Site VIP committee should review list ensuring diversity of gender, race/ethnicity, and topic.</td>
</tr>
<tr>
<td>• Site VIP committee has determined in advance outline of each site visit, clearly articulates outline.</td>
</tr>
<tr>
<td>• Speaker introductions for presentations: Ensure each site follows a standard template for introductions with official titles (Dr. X) and similar templates to outline accomplishments.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Annual Reporting</th>
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<tbody>
<tr>
<td>• Each site will complete the VIP tracking sheet. Please see VIP data tracking sheet. [Examine those invited, those who declined, final speakers examining by role (if applicable)]</td>
</tr>
<tr>
<td>• Reviewed annual reporting with action plan as needed for speaker diversity.</td>
</tr>
<tr>
<td>• Reporting presented to VIP subcommittee</td>
</tr>
</tbody>
</table>

References:
Casadevall A. Achieving Speaker Gender Equity at the American Society for Microbiology General Meeting. MBio 2015;6:e01146.
Questions or feedback: Please email Marisha.Burden@ucdenver.edu and Amira.DelPino-jones@ucdenver.edu
## Basic Steps to Achieving Speaker Gender Balance

<table>
<thead>
<tr>
<th>Conference planning</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is gender balance among the meeting or conference planners/committee. [Consider having a diversity expert serve on the planning committee]</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• 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.] Please see conference data tracking sheet.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• 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.”</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Speaker policy is visible and publicly available and reported to the public including websites, advertisements, and/or invitations that are sent to speakers/attendees.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Planning committee has developed a database of qualified, diverse speakers, both regionally and nationally.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• 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]</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

### Annual Reporting

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>• Planning committee completed annual report. Please see conference data tracking sheet. [Examine those invited, those who declined, final speakers examining by role (if applicable)]</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Reviewed annual reporting with action plan as needed for gender equity. See example of action plan for increased gender equity/diversity.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Reporting presented to organization leadership (i.e. executive committee, high level leadership)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

## References:

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


Questions or feedback: Please email Marisha.Burden@ucdenver.edu and Amira.DelPino-jones@ucdenver.edu
### Basic Steps to Achieving Gender Equity in Recruitment to Committees

#### Composition of Committee Members

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>• Formalize a process for invitation for committee members with high consideration for open invitation to key stakeholders. If no, document rationale for appointing members.</td>
<td></td>
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</tr>
<tr>
<td>• 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.</td>
<td></td>
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<tr>
<td>• All committee members have (or will have received) unconscious bias training. See toolkit for resources.</td>
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</table>

#### Annual Committee Review

- Senior leadership in conjunction with equity/diversity expert have reviewed committee composition (Date:______)

#### Reporting

- Committee composition will be publically reported as well as how membership is selected (appointed, elected, etc.)
- 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

#### Reporting for Committees lacking the minimum 40% of either gender will:

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

### References:


See toolkit for resources.

Questions or feedback: Please email Marisha.Burden@ucdenver.edu and Amira.Delpino-jones@ucdenver.edu


## Committee Membership - Tracking Sheet

### Committee Characteristics

<table>
<thead>
<tr>
<th>Total N</th>
<th>Male (N, %)</th>
<th>Female (N, %)</th>
<th>URM* (N, %)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

- Composition of committee

### Reporting

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Recruitment statistics above are publicly reported (i.e. placed onto website, reports to senior level leadership)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action plan developed for increased gender equity/diversity (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report and action plan shared with executive level leadership (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee members have received unconscious bias training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 and Amira.DelPino-jones@ucdenver.edu
**Recruitment requiring search committee - tracking sheet**

<table>
<thead>
<tr>
<th>Selection Committee</th>
<th>Total N</th>
<th>Male (N, %)</th>
<th>Female (N, %)</th>
<th>URM* (N, %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Composition of search committee</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Composition of all applicants – [if lack of diversity, action plan developed for increased gender equity/diversity]</td>
<td></td>
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</tr>
<tr>
<td>• 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]</td>
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</tbody>
</table>

**Reporting**

<table>
<thead>
<tr>
<th>Reporting</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Recruitment statistics above are publicly reported (i.e. placed onto website, reports to senior level leadership)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report provided of the entire selection process with a focus on how women and other underrepresented groups were identified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity/equity assessed at each key step of process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action plan developed for increased gender equity/diversity (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report and action plan shared with executive level leadership</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 and Amira.Delpino-jones@ucdenver.edu
**Conference tracking sheet**

<table>
<thead>
<tr>
<th>Year: ____</th>
<th>Total</th>
<th>Male (N, %)</th>
<th>Female (N, %)</th>
<th>URM* (N, %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Membership of organization, department, division, or other group [If there is not gender equity, examine the reason why]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Planning committee composition</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Total speakers (for annual conference, or if reoccurring throughout the year include total for the year) INVITED; [track declined invitations and find out why]</td>
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<tr>
<td>• Total speakers (for annual conference, or if reoccurring throughout the year include total for the year) ACCEPTED</td>
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<tr>
<td>• Keynote/featured speakers (typically if at a conference they are the only speakers at that time, somehow highlighted as different from other speakers)</td>
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<tr>
<td>• Focus group/interest group leads (or similar type of group lead)</td>
<td></td>
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</tbody>
</table>

**Reporting**

| | Yes | No |
| Conference statistics are publicly 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 and Amira.Delpino-jones@ucdenver.edu
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:**

- Marisha Burden, MD – Marisha.Burden@cuanschutz.edu
- Amira del Pino-Jones, MD – Amira.delPino-Jones@cuanschutz.edu
- Reem Hanna, MD – Reem.Hanna@cuanschutz.edu
- Scott Saunders, MD – Scott.Saunders@cuanschutz.edu
This toolkit was created in 2018 and updated for re-release in 2023.

**Original Toolkit Authors**

- Marisha Burden, MD - Marisha.Burden@cuanschutz.edu
- Amira del Pino-Jones, MD - Amira.delPino-Jones@cuanschutz.edu
- Michelle Shafer, MD - mshafer@bwh.Harvard.edu
- Sangini Sheth, MD - Sangini.sheth@yale.edu
- Kathryn Rexrode, MD - Krexrode@bwh.Harvard.edu

**Toolkit Update Authors**

- Marisha Burden, MD - Marisha.Burden@cuanschutz.edu
- Amira del Pino-Jones, MD - Amira.delPino-Jones@cuanschutz.edu
- Reem Hanna, MD - Reem.Hanna@cuanschutz.edu
- Scott Saunders, MD - Scott.Saunders@cuanschutz.edu