PMID	TITLE	AUTHORS	JOURNAL/BOOK	PUBLICATION YEAR	SUMMARY	CATEGORY	TYPE
28987244	Implicit Bias in Pediatric Academic Medicine	Tiffani J. Johnson, M.D.	J Natl Med Assoc.	2017	Little research exists regarding unconscious racial attitudes among pediatric faculty responsible for decisions on workforce recruitment and retention in academia. This study sought to describe levels of unconscious racial bias and perceived barriers to minority recruitment and retention among academic pediatric faculty leaders. Unconscious pro-white/anti-black racial bias was identified in this sample of academic pediatric faculty and leaders. Further research is needed to examine how unconscious bias impacts decisions in academic pediatric workforce recruitment. Addressing unconscious bias and perceived barriers to minority recruitment and retention represent opportunities to improve diversity efforts.	other contributions search committee composition, implicit bais training, policies	data driven
31315903	Does Gender Bias Still Affect Women in Science?	Rachel L. Ropera	Microbiol Mol Biol	2019	The percentage of women employed in professional scientific positions has been low but is increasing over time. The U.S. National Institutes of Health and the National Science Foundation have both implemented programs to improve women's participation in science, and many universities and companies have diversity and equity programs. While most faculty and scientists believe that they are fair and unbiased, numerous well-designed studies published in leading peer-reviewed journals show that gender bias in sciences and medicine is widespread and persistent today in both faculty and students. Recent studies show that gender bias affects student grading, professional hiring, mentoring, tenure, promotion, respect, grant proposal success, and pay. In addition, sexual harassment remains a significant barrier. Fortunately, several studies provide evidence that programs that raise conscious awareness of gender bias can improve equity in science, and there are a number of recommendations and strategies for improving the participation of women.	search committee composition, implicit bais training policies other contributions distribution of institutional resources	review article
24214416	Are Researcher Development Interventions, Alone or in Any combination, Effective in Improving Researcher Behavior? A Systematic Review	Paul E Mazmanian, Antoinette B Coe, Jessica A Evans, Daniel R Longo, Barbara A Wright	Eval Health Prof.	2014	Academic institutions funded by the Clinical and Translational Science Awards (CTSA) Program of the National Institutes of Health were challenged recently by the Institute of Medicine to expand traditional mentoring of graduate and postdoctoral scholars to include training and continuing education for faculty, professional staff, and community partners. A systematic review was conducted to determine whether researcher development interventions, alone or in any combination, are effective in improving researcher behavior. PubMed, CINAHL, and Education Research Complete databases and select journals were searched for relevant articles published from January 2000 through October 2012. A total of 3,459 papers were identified, and 114 papers were retrieved for in-depth analysis. None included randomization. Twenty-two papers reported subjects with professional degrees, interventions, and outcomes. Interventions were meetings, outreach visits, colleague mediation, audit and feedback, and multifaceted interventions. Most studies reported multifaceted interventions (68.2%), often involving mentored learning experiences, and meetings. All studies reported a change in performance, including numbers of publications or grant applications. Nine studies reported changes in competence, including writing, presentation, or analytic skills, and performance in research practice (40.9%). Even as, the quality of evidence was weak to establish causal linkages between researcher development and improved researcher behavior, nearly all the projects (81.8%) received funding from governmental agencies, professional societies, or other organizations. Those who design researcher development activities and those who evaluate the programs are challenged to develop tools and conduct studies that measure the effectiveness, costs, and sustainability of researcher development in the CTSA Program.	search committee composition, implicit bais training, policies	review article
31464349	Beyond the cultural myth of medical meritocracy	Saleem Razack, Torsten Riopr, Brian Hodges, Yvonne Steinert	Med Educ.	2020	Background: We examine the cultural myth of the medical meritocracy, whereby the "best and the brightest" are admitted and promoted within the profession. We explore how this narrative guides medical practice in ways that may no longer be adequate in the contexts of practice today. Methods: Narrative analysis of medical students' and physicians' stories. Results: Hierarchies of privilege within medicine are linked to meritocracy and the trope of the "hero's story" in literature. Gender and other forms of difference are generally excluded from narratives of excellence, which suggests operative mechanisms that may be contributory to observed differences in attainment. We discuss how the notion of diversity is formulated in medicine as a "problem" to be accommodated within merit, and posit that medical practice today requires a reformulation of the notion of merit in medicine, valorising a diversity of life experience and skills, rather than "retrofitting" diversity concerns as problems to be accommodated within current constructs of merit. Conclusions: Three main action-oriented outcomes for a better formulation of merit relevant to medical practice today are suggested: (a) development of assessors' critical consciousness regarding the structural issues in merit assignment; (b) alignment of merit criteria with relevant societal outcomes, and (c) developing inclusive leadership to accommodate the greater diversity of excellence needed in today's context of medical practice. A reformulation of the stories through which medical practitioners and educators communicate and validate aspects of medical practice will be required in order for the profession to continue to have relevance to the diverse societies it serves.	other contributions search committee composition, implicit bais training, policies	data driven
	Rising Above Cognitive Errors-Improving Searches, Evaluations and Decision-Making	Moody JoAnn		2010		search committee composition, implicit bais training, policies	book
	Faculty Development & Diversity. Best Practices for Conducting Faculty Searches	Harvard University, Office of the Senior Vice Provost			This brief and accessible guide highlights key points for Harvard faculty to consider throughout the search process, including helpful tactics to use and potential pitfalls to avoid in the routines used here and in most universities. In preparing this guide, we have drawn on extensive social science research, as well as the practical wisdom of many colleagues at Harvard and elsewhere, gleaned from articles, books, and conversations. A foundational document for us, as for many institutions working to diversify their faculties, was Searching for Excellence & Diversity: A Guide for Search Committees, by Eve Fine and Jo Handelsman, first published in 2005 (Women in Science and Engineering Leadership Institute (WISELI), University of Wisconsin, rev. ed., 2012). We recommend the WISELI guide as a comprehensive source that delves into the published research on aspects of the search process in great detail	search committee composition, implicit bais training, policies	guide
31548337	Women in Pediatrics: Progress, Barriers, and Opportunities for Equity, Diversity, and Inclusion	Nancy D Spector, Philomena A Asante, Jasmine R Marcelin, Julie A Poorman, Allison R Larson, Arghavan Salles, Amy S Oxentenko, Julie K Silver	Pediatrics	2019	Gender bias and discrimination have profound and far-reaching effects on the health care workforce, delivery of patient care, and advancement of science and are antithetical to the principles of professionalism. In the quest for gender equity, medicine, with its abundance of highly-educated and qualified women, should be leading the way. The sheer number of women who comprise the majority of pediatricians in the United States suggests this specialty has a unique opportunity to stand out as progressively equitable. Indeed, there has been much progress to celebrate for women in medicine and pediatrics. However, many challenges remain, and there are areas in which progress is too slow, stalled, or even regressing. The fair treatment of women pediatricians will require enhanced and simultaneous commitment from leaders in 4 key gatekeeper groups: academic medical centers, hospitals, health care organizations, and practices; medical societies; journals; and funding agencies. In this report, we describe the 6-step equity, diversity, and inclusion cycle, which provides a strategic methodology to (1) examine equity, diversity, and inclusion data; (2) share results with stakeholders; (3) investigate causality; (4) implement strategic interventions; (5) track outcomes and adjust strategies; and (6) disseminate results. Next steps include the enforcement of a climate of transparency and accountability, with leaders prioritizing and financially supporting workforce gender equity. This scientific and data-driven approach will accelerate progress and help pave a pathway to better health care and science.	search committee composition, implicit bais training, policies	program evaluation
31609672	Strategies to improve equity in faculty hiring	Needhi Bhalla	Mol Biol Cell.	2019	Through targeted recruitment and interventions to support their success during training, the fraction of trainees (graduate students and postdoctoral fellows) in academic science from historically underrepresented groups has steadily increased. However, this trend has not translated to a concomitant increase in the number of faculty from these underrepresented groups. Here, I focus on proven strategies that departments and research institutions can develop to increase equity in faculty hiring and promotion to address the lack of racial and gender diversity among their faculty.	search committee composition, implicit bais training, policies	program evaluation
30024471	Advancing Holistic Review for Faculty Recruitment and Advancement	Toi Blakley Harris, William A Thomson, Nancy P Moreno, Sarah Conrad, S Elizabeth White, Geoffrey H Young, Erik D Malmberg, Bonnie Weisman, Alicia D H Monroe	Acad Med.	2018	Problem: The challenges to developing a physician and scientific workforce that both reflects and provides quality care for the complex and richly diverse population of the United States are considerable. Approach: One medical school (Baylor College of Medicine) sought to adapt the Holistic Review in Admissions process developed by the Association of American Medical Colleges and apply it to faculty. In the fall of 2016, academic leaders received on-site training and completed several workshop exercises. The goal was for the leaders to build consensus around a holistic review framework for hiring and advancing faculty that is based on the institution's mission, vision, and values. Outcomes: This training occurred during Baylor's ongoing strategic planning and helped inform improvements in the faculty recruitment and hiring process, in the guidelines for faculty appointment and promotion, and in the pilot of an administrative leadership candidate rating tool, the "experiences attributes-academic metrics model." The model that developed from the pilot translates the holistic review concept into a tool for identifying, hiring, and promoting faculty members and administrative leaders that is aligned to the values of Baylor. The utility of this framework lies in the clear delineation of metrics and qualifications along with the prioritization of attributes and experiences. Next steps: This innovation is being piloted and evaluated to determine its effect on advancing the institutional mission of Baylor.	search committee composition, implicit bais training, policies	program evaluation
25502149	Where are the rest of us? Improving representation of minority faculty in academic medicine	José E Rodríguez, Kendall M Campbell, Roxann W Mouratidis	South Med J.	2014	Objectives: Low numbers of underrepresented minority faculty members in academic medicine (black, Hispanic, Asian/Pacific Islander, Native American/Alaskan) continue to be a concern for medical schools because there is higher attrition and talent loss among this group. Although much has been written on this topic, there has not been a systematic review of the indexed literature published. Methods: We searched MEDLINE, Web of Knowledge, ProQuest, and Google Scholar for articles relating to minority faculty and identified relevant articles. We then graded the evidence using the Strength of Recommendation Taxonomy. The same criteria were applied to extract evidence-based observations of challenges faced by minority faculty and provide recommendations. Results: Of the 548 studies identified and reviewed, 15 met inclusion criteria for this literature review. Of the 15, 9 were cross-sectional studies and 6 were analyses of existing Association of American Medical Colleges workforce data. The cross-sectional studies documented perceived bias in the recruitment of faculty, quantified the lack of minority mentors, and revealed that black and Hispanic faculty members are more prevalent in states with higher minority populations. Studies using the Association of American Medical College workforce data also documented evidence of promotion bias, the lack of diversity in academic plastic surgery, and the lack of minority researchers funded by the National Cancer Institute. Conclusions: This systematic review provides evidence that racism, promotion disparities, funding disparities, lack of mentorship, and diversity pressures exist and affect minority faculty in academic medicine. Based on these observed challenges, this review also provides specific recommendations that could improve representation of minority faculty members in academic medicine. These recommendations include implementing proven pipeline programs to increase the number of minority medical students, a systemwide adoption of proven culture change initiatives, reexamination of assignments to ensure equitable time distribution, and a reduction of medical school debt.	search committee composition, implicit bais training, policies	review
31566010	An Institutional Approach to Fostering Inclusion and Addressing Racial Bias: Implications for Diversity in Academic Medicine	Tomas Diaz, J Renee Navarro, Esther H Chen	Taylor & Francis	2019	Issue: While an increasingly diverse workforce of clinicians, researchers, and educators will be needed to address the nation's future healthcare challenges, underrepresented in medicine (UIM) perspectives remain relatively absent from academic medicine. Evidence: Prior studies have identified differential experiences within the learning environment, lack of social supports, and implicit bias in evaluations as barriers to the academic interests and successes of UIM learners. The UCSF Differences Matter initiative has shown that interventions focused on recruiting diverse academic faculty, building strong social communities, facilitating cross-cultural communication and understanding, and mitigating disparities in summative assessments can positively affect the educational experience for UIM learners and contribute to their academic success. Implications: Institution-level initiatives are needed to foster a culture of inclusion, teach cultural humility, and build a culture of trust within academic medicine. Such initiatives should aim to teach a common language to discuss diversity issues and place the responsibility of fostering inclusion on all members of the academic community. Our own institutional experience with systemic cultural reform challenges others to develop novel approaches toward fostering inclusion in academic medicine.	search committee composition, implicit bais training, policies	program evaluation
2695507	Now Hiring! Empirically Testing a Three-Step Intervention to Increase Faculty Gender Diversity in STEM	Jessi L Smith, Ian M Handley, Alexander V Zale, Sara Rushing, Martha A Potvin	Bioscience	2015	Workforce homogeneity limits creativity, discovery, and job satisfaction; nonetheless, the vast majority of university faculty in science, technology, engineering, and mathematics (STEM) fields are men. We conducted a randomized and controlled three-step faculty search intervention based in self-determination theory aimed at increasing the number of women faculty in STEM at one US university where increasing diversity had historically proved elusive. Results show that the numbers of women candidates considered for and offered tenure-track positions were significantly higher in the intervention groups compared with those in controls. Searches in the intervention were 6.3 times more likely to make an offer to a woman candidate, and women who were made an offer were 5.8 times more likely to accept the offer from an intervention search. Although the focus was on increasing women faculty within STEM, the intervention can be adapted to other scientific and academic communities to advance diversity along any dimension.	search committee composition, implicit bais training, policies	data driven/program evaluation
18728439	Supporting the academic mission in an era of constrained resources: approaches at the University of Arizona College of Medicine	Keith A Joiner, Ann Libecap, Anne E Cress, Steve Wormsley, Patricia St Germain, Robert Berg, Philip Malan	Acad Med.	2008	The authors describe initiatives at the University of Arizona College of Medicine to markedly expand faculty, build research along programmatic lines, and promote a new, highly integrated medical school curriculum. Accomplishing these goals in this era of declining resources is challenging. The authors describe their approaches and outcomes to date, derived from a solid theoretical framework in the management literature, to (1) support research faculty recruitment, emphasizing return on investment, by using net present value to guide formulation of recruitment packages, (2) stimulate efficiency and growth through incentive plans, by using utility theory to optimize incentive plan design, (3) distribute resources to support programmatic growth, by allocating research space and recruitment dollars to maximize joint hires between units with shared interests, and (4) distribute resources from central administration to encourage medical student teaching, by aligning state dollars to support a new integrated organ-system based-curriculum. Detailed measurement is followed by application of management principles, including mathematical modeling, to make projections based on the data collected. Although each of the initiatives was developed separately, they are linked functionally and financially, and they are predicated on explicitly identifying opportunity costs for all major decisions, to achieve efficiencies while supporting growth. The overall intent is to align institutional goals in education, research, and clinical care with incentives for unit heads and individual faculty to achieve those goals, and to create a clear line of sight between expectations and rewards. Implementation is occurring in a hypothesis-driven fashion, permitting testing and refinement of the strategies.	distribution of space search committee composition, implicit bais training, policies distribution of institutional resources	program evaluation