



STEM JEDI Series: Inclusive and equitable interviews and on-campus processes

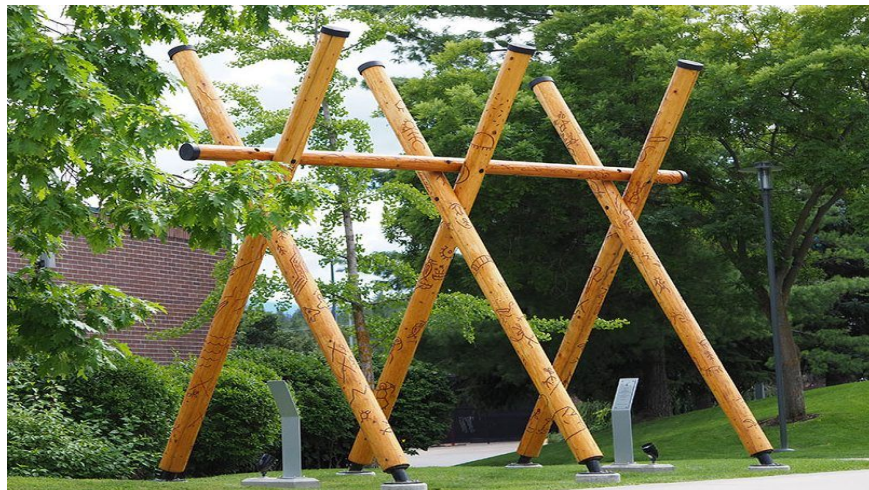
Mai Yasue (Interim Director: Education, Partnership and Engagement, EIO)

Ashley Welsh (Faculty Liaison, Faculty of Science, CTLT)

Greg Lockwood (Equity Strategist, Education, Partnership and Engagement, EIO)

Michael Antunes (Workplace Accessibility Specialist, HR, CWA)

Marisa Ortiz (Student Staff, Education, Partnership and Engagement, EIO)





Goals of the STEM series

- Building networks and community
- Efficiency & efficacy through sharing of resources and knowledge
- Coordinated action

Community Guidelines

- Be respectful in your interactions and storytelling/sharing.
 - Share the learnings, but not other people's stories.
 - Share the space (in the break-out).
- Act with mindfulness and care in your small group discussions.



Technology navigation

- We are recording *only* the sections that co-hosts are presenting
- We invite you to participate as you see fit.
 - Feel free to have your camera on/off (bit of both).
 - Exercise self-care and take breaks as needed.
- You can use the Google slides document to navigate the workshop.
- Share resources and documents via chat. They will be compiled and emailed to you.
- Let us know of your accessibility needs by private chat message.
- Closed Captioning can be turned on or off in the Zoom toolbar

Two themes this summer

1. Deep Dive into Recruitment

Past sessions:

- Creating the building-blocks for an effective search (June 2)
- Inclusive and equitable practices in evaluating candidates (June 23)

Today:

- **Inclusive and equitable interviews and on-campus processes**

2. Supporting Equity-Deserving Groups

Past sessions:

- Recruiting, retaining, and supporting leaders from equity-deserving groups (June 16)
- Orientation and onboarding to support support equity-deserving students, faculty, and staff (July 14)

Upcoming:

- Managing workload and burnout as a member of an equity-deserving (**Aug 11**)



Goal today: Help units identify key practices for inclusive virtual interviews and on-campus processes.



Instructions: Spend 1 minute of personal reflection and then at my command we will share our answers in the chat at the same time.

Prompt: Consider past recruitment processes you have been involved in, what is one action that you have experienced in a virtual interview OR an on-campus visit that you felt supported equity, inclusion or decolonization?

Session structure

- 1. Centre for Workplace Accessibility (Michael Antunes)**
- 2. Zoom interviews (Greg)**
 - a. Small breakout activity
- 3. On-campus planning (Ashley)**
 - a. Small breakout activity
- 4. In-person interview planning (Mai)**
 - a. Small breakout activity
- 5. Closing remarks**

Guest Speaker

Michael Antunes, Workplace Accessibility Specialist, UBC Centre for Workplace Accessibility

Tips from Centre for Workplace Accessibility

1. Advise every applicant early in the process to contact the [Centre for Workplace Accessibility \(CWA\)](#) for any accessibility needs
2. Send interview questions ahead of time
3. Let applicants know what to expect in terms of the process/general timeline
4. Consider alternate interview formats (e.g. tour, project, working interview)
 - a. Important: Applicants need to be compensated for work completed during a working interview

Zoom interviews

- Confidential Logistics coordinator
 - Someone outside of the search committee receives accommodation/accessibility requests
- Universal Design
 - If requests are made that improve the process for one person, consider if that improvement will benefit everyone.
 - e.g. if possible, provide interview questions in advance by 1 or 24 hours.
- Consider times of interviews and provide some choice.
 - e.g. not during peak internet usage, child-duty-intensive times
- Provide information on technology use to all interviewees ahead of the interview
- Separate “style” from “content” in responses and implicit biases related to technological (eg. wireless) connectivity
- Standard process - If you are Zoom interviewing some candidates, than Zoom interview ALL candidates

Breakouts activity - Virtual interview

Instructions:

- Open and download the “Hiring Process Template” document.
- Go to page 16 - on Virtual Interviews.
- Read through the questions and prompts.
- Discuss and write down into this template document what the process is for your department and possible improvements to your departmental process.
- If you have questions that come up and key insights from your discussion, share these insights and questions here:

https://jamboard.google.com/d/1w8ez4C3rKU1SlgP_Gbo14TCJh7_3ADoiRdf39s9OYA0/viewer?f=0

Creating an inclusive phone or Zoom interview

Principle: Ensure that the phone or Zoom interview effectively assesses the criteria that you are looking to evaluate and that the process is equitable and inclusive

Questions:

1. Will candidates receive the questions for the interview ahead of time? Why / why not and how much time in advance will you provide the questions in advance.
2. Will there be an assigned task or presentation as part of the interview process? How far in advance will this task be assigned?
3. What factors will you consider in assigning pre-or post-interview additional assignments?
4. How will you develop interview questions that will support deepening understanding of people's experiences according to the pre-established criteria?
5. What is the process by which candidates request accommodations? How do you ensure an accessible process for people who are multi-lingual language learners, people who are neurodiverse or have other types of accessibility needs?

Planning on-campus process

- Provide itinerary and names of people to meet, well in advance
- Provide parking/transit and maps (e.g. buildings, accessible universal bathrooms, food/coffee locations)
- Ensure that the “logistics coordinator” (outside of search committee) has helped sort out accommodations/accessibility needs (e.g. breastfeeding, accessible offices)
- Ensure candidate is connected to a confidential “support coordinator” who can help them meet with particular groups/people (e.g. affinity groups, child-care, cultural organizations)
- Schedule breaks and provide a quiet/private space for the candidate
- Reduce the number of engagements during on-campus visits (e.g. create other virtual opportunities to connect)
- If necessary, organize an accessible and inclusive “wine and dine” or alternate approaches (if at all)

Faculty - Teaching demo and Research talk

- Carefully consider how to gather feedback (if any) from people outside of search committees and who will review it. (e.g. standardized form, open/closed questions, reviewed by chair or non-voting member)
- For the teaching demo, provide guidance/expectations for topic, audience, length, teaching style, format
- For the research talk, aim to “standardize” the audience for all candidates (e.g. similarly sized and diverse audience, mindful of some candidates being asked more challenging questions, assigning a moderator)
- Avoid informal conversations (via e-mail, in hallways) about the likeability/suitability of the candidates

Breakouts activity- Planning on-campus process

Instructions:

- Open and download the “Hiring Process Template” document
- Go to page 17 - on Inclusive on-campus visit
- Read through the questions and prompts
- Discuss and write down into this template document what the process is for your department and possible improvements to your departmental process
- If you have questions that come up and key insights from your discussion, share these insights and questions here.

https://jamboard.google.com/d/1w8ez4C3rKU1SIgP_Gbo14TCJh7_3ADoiRdf39s9OYA0/viewer?f=0

Creating an inclusive and equitable on-campus visit

Principle: Ensure that the on-campus visit is inclusive and works towards leaving an image of UBC and the unit as an inclusive work-place that considers the well-being of the employee.

Questions:

- What supports will be in place to ensure that a neutral third party is made aware of any accessibility needs prior to the on-campus visit? (eg. places for breast-feeding, washrooms, quiet office-space).
- Will other external groups (outside of the hiring committee) have an opportunity to provide feedback on the candidates?
- What forms will be used to ensure that comments related to the qualifications are only obtained when soliciting feedback from external groups to ensure that you only get feedback that relates to criteria? What training will be provided for these external groups?
- Will the candidate have an opportunity to meet a "Buddy" from the unit or external to the unit to provide information about the work within the office? At what stage in the hiring process will this support be provided?
- Will the candidate have opportunities to meet with people in leadership roles that may impact the experience of the person in this role?
- Will the candidate have opportunities to meet with affinity groups or other people (as requested by the candidate) prior to making a decision?

In-person interview - key considerations

1. Same questions, same order, preferably same people asking the questions
2. Ignore body language and “fit” criteria
3. Provide at least some questions or prompts in advance
4. Ask behavioural questions about:
 - a. Inclusive teaching
 - b. Service and spear-heading JEDII
 - c. Research and JEDII
5. Questions about JEDII-Adjacent skills:
 - a. Receiving feedback (especially as it relates to experiences of equity-deserving group)
 - b. Managing interpersonal conflicts
 - c. Openness to change/growth
 - d. Inclusive leadership skills

Do a process post-mortem

1. As a committee go through each stage of the search and identify/document possible improvements for future
2. Identify someone external to review your process and provide feedback
3. Ensure that the chair provides detailed records of key decisions and hiring process to the departmental HR manager
4. International candidate details may need to be kept for 6 years, if so the task of retaining this data and destroying this needs to be developed within units



Upcoming events

- **Upcoming JEDII STEM Series sessions**
 - *August 11th* Managing workload and burnout as a member of an equity-deserving group
- **IBPOC STEM Network** (Women and Gender Diverse folks who are IBPOC) - *August 10th*
- *Monthly socials*

Book a consult on recruitment and hiring -

<https://equity.ubc.ca/resources/consultation-request-form/>