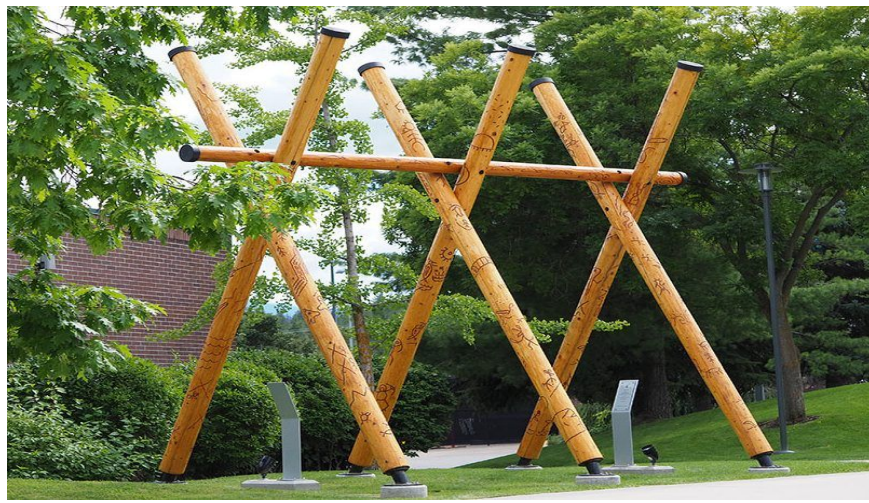# STEM

STEM JEDII Series: Hiring and Recruitment - Early Stages of a search process

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

Greg Lockwood (Equity Partnership Strategist, Faculty of Applied Science)

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

Louise Griep (Institutional Initiatives, Equity Office)

GRAPHIC VIA
@WHITECAPSFC / TWITTER

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 any of your accessibility needs by private chat message.

- Closed Captioning can be turned on or off in the Zoom toolbar

This summer - focus on recruitment

- June 16th - Support, Recruitment of Equity-Deserving Groups - guests from BIPOC Executive Search and Boyden
- June 23rd - Vetting candidates, Rubric, Criteria, and Virtual interview
- August 4th - In-person interview/campus visit

Format for today

1. Why recruitment should be a key priority for JEDII - Mai Yasue
2. Creating a hiring committee- Greg Lockwood short presentation
    a. Small group discussion
3. Training and orientation for committee - Mai Yasue short presentation
    a. Small group discussion
4. Accessing a wide and Deep pool - Ashley Welsh short presentation
    a. Small group discussion
5. Open Q and A

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: Without divulging any confidential information about specific searches - What are some of the challenges/problems you have encountered (or heard about) that happen in academic search processes?

How to persuade your unit that it is worth their time to work on hiring processes ? (AKA "Why is Mai so obsessed with recruitment?)

- Concerns about minority tax and JEDII work-load
- Negative impacts on selected candidates
- Negative impacts on working relationships of committee
- Horrible experiences for committee-members
- Litigation/Complaints
- Failed search process

Supports for hiring and recruitment

- **Jay Aubrey** - Interim Director Human Rights - Legal concerns, conflict within group
- **Elsie Achugbue** - Director Institutional Initiatives - Demographic data - Pool of applicants
- **Associate Deans** - within your faculties
- **Departmental EDI Committees** - or STEM Series people

Goal today: Help units document an inclusive and equitable hiring process

Key practices - initial steps of search process

1. Creating a "diverse" hiring committee
2. Manage power dynamics in the room
3. Create an inclusive job posting / job description

1. Creating a diverse search committee

1. Identify the types of "diversity" that are important
2. Consider the "minority tax"
3. Consider the trade-offs between small and large committees

Creating hiring committees - Activity

Instructions:

1. Open Hiring Template Document
2. Go to Section 1 on Committee Make-up
3. Spend 5 minutes reading through these prompts and jotting down notes on your own questions, reflections, or approaches used within your unit to address these questions
4. Join a break-out group
5. Discuss each of the prompting questions
6. Take notes of good practices that are highlighted into your word document
7. Take notes of questions, challenges and burning insights into this Jamboard

Committee Make-up Prompting Questions

1. What types of diversity do you want represented in your committee? And why? (consider the job description and candidate qualifications that you will need to vet in the process, e.g. disciplinary diversity, students/staff/faculty, demographic/identity etc.).
2. Looking at the demographics of your department and the potential pool of people you can invite into a search committee, what are bare minimum thresholds of identity-based diversity that you should have within your search committee so that there are some historically, persistently and currently under-represented groups on the committee? (eg. at least one woman, or at least one BIPOC person)
3. If there have been searches within your unit recently how do you ensure that you do not overburden the same individuals? (e.g. inviting people from outside your unit, inviting people who are advocates for equity but don't necessarily have lived experiences)
4. Are there internal candidates who are applying? Is there conflict of interest or perceptions of bias that we would need to consider in the creation of a hiring committee?
5. In order to give candidates a realistic impression of the workplace and who (or the types of people) they will be working with, who should be invited into the search process? How do you decide the appropriate size of the committee and balance the need to not seem like an intimidating process (of having too many people) while providing a realistic picture?

2. Orientation and Training

2. Orientation and Training

- Work-place learning course on hiring
- Assign an Equity Advocate role
- Mentor trainees and junior faculty
- Clarify process for resolving conflicts and providing feedback on process
- De-personalize perspectives and who the comment comes from
  - Jamboard, feedback process and anonymous annotate function or comments by email to chair or to the recruiter
  - Deep Democracy Facilitation techniques

2. Orientation and Training - Activity

Instructions:

1. Open Hiring Template Document
2. Go to Section 2 on Orientation and Training
3. Spend 5 minutes reading through these prompts and jotting down notes on your own questions, reflections, or approaches used within your unit to address these questions
4. Join a break-out group
5. Discuss each of the prompting questions
6. Take notes of what you think some good practices are into your word document
7. Take notes of questions, challenges and burning insights into the Jamboard

2. Orientation and Training Prompting Questions

1. What are the power dynamics within this committee?
2. How will you ensure that all members of the committee are adequately trained and adequately supported (especially people who are new to search processes)?·
3. What will you do to mitigate the impacts of power dynamics in the room?
4. What will the committee do to manage conflict of interest and perception of bias?
5. What are the processes to manage conflict and problems within the hiring committee?
6. Are there any special considerations for internal candidates? How will you ensure equity in the process?

3. Accessing a deep and wide pool of applicants

- Attract diverse candidates
  - Commitment to equitable and inclusive process (e.g., accommodations)
  - University's evidence of true commitment to inclusion, equity, Indigenization
  - Suggest a welcoming, inclusive approach
  - Avoid "unnecessary" qualifications
- JEDII experience as an asset
  - Clarity how position relates to JEDII

3. Accessing a Deep and Wide Pool- Activity

Instructions:

1. Open Hiring Template Document
2. Go to Section 2 on Training and Orientation
3. Spend 5 minutes reading through these prompts and jotting down notes on your own questions, reflections, or approaches used within your unit to address these questions
4. Join a break-out group
5. Discuss each of the prompting questions
6. Take notes of what you think some good practices are into your word document
7. Take notes of questions, challenges and burning insights into this Jamboard

3. Accessing a deep and wide pool of applicants Prompting Questions

1. What are other organizations or institutions that support equity-deserving groups that might help to expand the diversity in the pool of applicants for this position?
2. What are the different axes of diversity that should be targeted in this particular recruitment efforts?
3. Historically, within this unit, what are groups who we have failed to recruit from that should be the focus of recruitment efforts?
4. What practices were implemented to ensure that the job description was written in a manner that would encourage equity-deserving candidates to apply?

Upcoming events

- **JEDII STEM Series - June 16th Support, Recruitment, leaders**
- **IBPOC STEM Network** (Women and Gender Diverse folks who are IBPOC) - Monthly socials

2. Developing criteria and rubric

- Helps to figure out what is "necessary" and optional
- Helps identify interview questions and information to collect (and information to ignore)
- Use a "Rubric Referee"
- Build consensus on how to best evaluate criteria
- Blind short-listing?

2. Developing a criteria (Stand alone JEDII Criteria)

Example Criteria - JEDII (Justice, Equity, Decolonization, Indigenization, Inclusion)

- Proven track record embedding JEDII in programs, practices and policies in post-secondary institutions (Interview and Cover Letter)
- Experience collaborating effectively with Indigenous support units and Indigenous people towards the goals of decolonization and Indigenization (Interview)
- Awareness about the barriers facing equity-deserving groups for students, faculty and staff in higher-education (Interview)

2. Interspersing JEDII Criteria throughout

Service:

- Demonstrated leadership in creating a culture that reinforces trying new ideas (interview)
- Evidence of developing processes and procedures that support ethics, justice and equity (interview)
- Experience effectively leading diverse, intercultural, interdisciplinary groups of people. (interview, reference letter)

Teaching:

- Expertise in developing programs that reduce barriers to benefit all students in a diverse, intercultural campus. (interview, cover letter)
- Expertise supporting diverse faculty members and their needs to create excellent, decolonial and inclusive learning opportunities (interview)

Research

- Demonstrated intercultural fluency in developing research programs in collaboration with external partners (CV, interview)
- Experience supporting research programs that reduce barriers and benefit equity-deserving groups (CV, interview)

Derek Litvak
@TheTattooedGrad

How all white departments market themselves to diversity hires.

DOES NOT WORK
BUT COULD BE
FUN
TO
FIX!

9:19 PM · 2021-09-13 · Twitter for iPhone

anthony c. ocampo, ph.d. 🇵🇭 🏳️‍🌈
@anthonyocampo

all these universities putting out #StopAsianHate 🪷 statements last year and none of them are hiring asian american studies faculty this year.

see how that works?

1:18 PM · 2021-08-20 · Twitter Web App

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LEADERSHIP - A DEFINITION

Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a (common) goal.

Key elements of this definition:

○ Leadership stems from social influence, not authority or power

○ Leadership requires others, and that implies they don't need to be "direct reports"

○ No mention of personality traits, attributes, or even a title; there are many styles, many paths, to effective leadership

○ It includes a goal, not influence with no intended outcome

Kruse, K. (2013). What is leadership. *Forbes magazine, 3.*

LEADERSHIP VS. MANAGEMENT

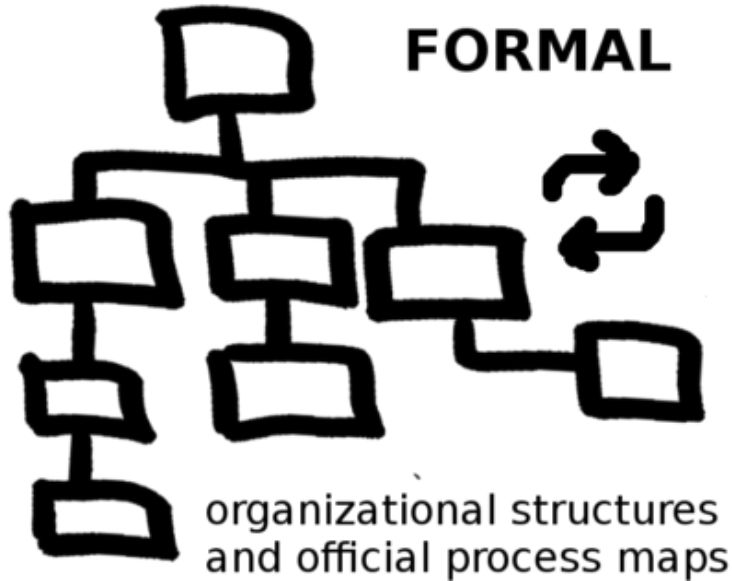Vision ⟷ Process

Alignment ⟷ Organizing

Quality & Skills ⟷ Title & Responsibilities

Team ⟷ Employees

Formal vs. Informal Leadership

ORGANIZATIONAL LEADERSHIP, DEVELOPMENT, AND MANAGEMENT
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FORMAL ≠ **INFORMAL**

organizational structures and official process maps

the social & cultural relations in the organization or the industry

LEADERSHIP FRAMEWORKS

Servant Leadership

Deemphasizes the self-interests of the individual in the leader role and instead is focused on the moral responsibility of the individual to create success for the organization, members, and other stakeholders such as customers, and the community (Ehrhart, 2004, Greenleaf, 1977)

Transformational Leadership

Influences members "by broadening and elevating followers' goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement" (Dvir, Eden, Avolio, & Shamir, 2002: 735).

Empowering Leadership

"Behaviors whereby power is shared with subordinates and that raise their level of intrinsic motivation" (Srivastava, Bartol, & Locke, 2006: 1240)

Authentic Leadership

"Behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development" (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008, p. 94)

Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., & Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review, 28*(2), 190-203.