



# 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

- Past session (June 02) - Recordings and resources available
  - Why recruitment needs to be a key focus for EDI committees
  - Creating a “diverse” committee
  - Accessing a deep and wide pool of applicants
  - Committee training and orientation
- August 4th - Inclusive interview and in-person interview

# Topic for today - Vetting candidates in an inclusive and equitable manner

1. Creation of the rubric and how to stick to it
  - a. Small group discussion
2. Process for creating the long-list
  - a. Small group discussion
3. Process for creating the short-list
  - a. Small group discussion
4. Open Q and A
  - a. If time permits - Revisit the conversation on how to create diverse committees



# “Waterfall chat”



**Instructions: Spend 2 minute thinking 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 the vetting process for recruitment?



**Goal today:** Help units document an equitable and inclusive vetting and evaluation process.



# 1. Tips for developing criteria and rubric

- When writing your job description consider building a table with **what** the necessary criteria is, **who** will assess each criterion (HR, the committee, chair etc.), and **when** each criterion will be assessed (interview, short-list, long-list)
- Build consensus on how to best evaluate criteria
- 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”
- Integrated EDI criteria or separate EDI criteria (?)

# 1. Developing a criteria (eg. 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 (**cover letter and interview(s)**)
- Experience collaborating effectively with Indigenous support units and Indigenous people towards the goals of decolonization and Indigenization (**CV, interview**)
- Awareness about the barriers facing equity-deserving groups for students, faculty and staff in higher-education (**interview**)
- Experience working effectively and leading JEDII initiatives with interdisciplinary and diverse communities (**interview, reference check**)

# 1. Interspersing JEDII Criteria throughout

## Service/Leadership:

- 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](#), [reference](#))
- Experience effectively leading diverse, intercultural, interdisciplinary groups of people ([interview](#), [reference](#))

## “Excellent” Teaching:

- Expertise in developing programs and courses that reduce barriers to benefit all students in a diverse, intercultural campus ([interview](#), [cover letter](#))
- Expertise mentoring diverse faculty members and their needs to create excellent, decolonial and inclusive learning opportunities ([interview](#))
- Evidence of experimenting with different types of assessment approaches that allow diverse students to succeed ([interview](#), [teaching statement?](#))

## Research

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

# Creating a Rubric - Activity

1. Spend a few minutes reading through these prompts and jotting down notes on your own questions, reflections, or approaches used within your unit to address these questions
2. Join a break-out group
3. Discuss each of the prompting questions
4. Take notes of good practices that are highlighted into your word document
5. Assign a note-taker - Take notes of questions, challenges and burning insights into this Jamboard

# Creating a Rubric - Prompting Questions

1. **Rubric-job-description congruence:** Is the rubric and set of criteria congruent with the job description and the listed application package?
2. **Creating and using the rubric:**
  - a. In what stage of the search process will each of the criteria be evaluated?
  - b. Are JEDII competencies interwoven into different aspects of the rubric or should there be a stand-alone JEDII criteria?
  - c. How will the committee evaluate lived experiences?
3. **Sticking to the rubric:** How will you ensure that extraneous details that are not relevant to the criteria and rubric are not brought into committee discussions?
4. **Demographic data:** If (in accordance with employment equity) you have equally qualified candidates and should therefore select the candidate from the equity deserving group, how will you know whether they are from an equity-deserving group? How will you obtain this information without breaching privacy?

## 2. Tips for developing a longlist

1. Weigh out the pros and cons of an initial vetting for a particular search
2. Create a transparent criteria and share with the committee (ahead of time)
3. Create a check system so that there is some confidence in the initial vetting process
4. Ensure that the entire pool is still visible to the rest of the committee so that committee members could check if they wanted.
5. Consider how your vetting criteria could disproportionately impact equity-deserving groups.

# Creating the long-list - Activity

1. Spend a few minutes reading through these prompts and jotting down notes on your own questions, reflections, or approaches used within your unit to address these questions
2. Join a break-out group
3. Discuss each of the prompting questions
4. Take notes of good practices that are highlighted into your word document
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# Long-listing - Prompting Questions

1. How much time are committee members willing to spend at evaluating applicants? How many applicants are there for a typical position?
2. Who might be in a position to create the long-list? Will there be a mechanism in place to check the work of the person who creates the long-list?
  - a. How qualified is the recruiting firm or staff member in vetting candidates for the long-list in an inclusive and equitable manner? What practices have you implemented to ensure that they are able to do an initial vetting of candidates?
3. What are absolute minimum criteria for succeeding in this position?
  - a. Why do these minimum criteria exist?
  - b. What kind of supports could be made available for this person?
  - c. Are there any types of candidates that could do the work, who would be disqualified through this criteria?

### 3. Tips for creating a short-list

1. Prior to short-listing discuss **homophily** (tendency to select people like oneself) and guard against it
2. Consider whether to do a **blind short-listing process**
3. Agree on a **rubric** and USE the rubric for selecting the candidates (assign a rubric referee)
4. Turn-in notes and scores of the candidates ahead of time to the chair or 3rd party neutral admin assistant of the committee
  - a. Chair/admin assistant compiles a master spreadsheet of the rankings ahead of the meeting
  - b. Make sure the notes are written in a way that is (Freedom of Information) FOI-able
  - c. Consider whether to use Excel (forces comparisons early) versus Qualtrics (a bit more complicated to administer)
5. Meet to discuss the scores and determine a list that all agree on. Don't rush!
6. Examine the representation of the short-list, more than 1 underrepresented group member

# Creating the short-list - Activity

1. Spend a few minutes reading through these prompts and jotting down notes on your own questions, reflections, or approaches used within your unit to address these questions
2. Join a break-out group
3. Discuss each of the prompting questions
4. Take notes of good practices that are highlighted into your word document
5. Assign a note-taker - Take notes of questions, challenges and burning insights into this Jamboard

# Short-listing - Prompting Questions

1. Will you use a blind process in evaluating candidates? Why or why not? In a “blind” process a neutral third-party will population an excel spreadsheet from the application materials and anonymise the candidates.
2. What practices will you encourage for committee members to guard against implicit biases and ensuring that committee members stick to rubrics?
3. What practices will you implement to ensure a productive, effective and equitable process during the committee meeting to identify candidates?
4. Consider logistical concerns and the amount of time available to evaluate candidates, how will you decide the number of people to interview?
5. What will be the practices for note-taking, privacy and [Freedom of Information requests](#)?



# Upcoming events



- **JEDII STEM Series** - *August 4th* Inclusive & Equitable On-Campus Processes
- **IBPOC STEM Network** (Women and Gender Diverse folks who are IBPOC) - *Monthly socials*





# 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

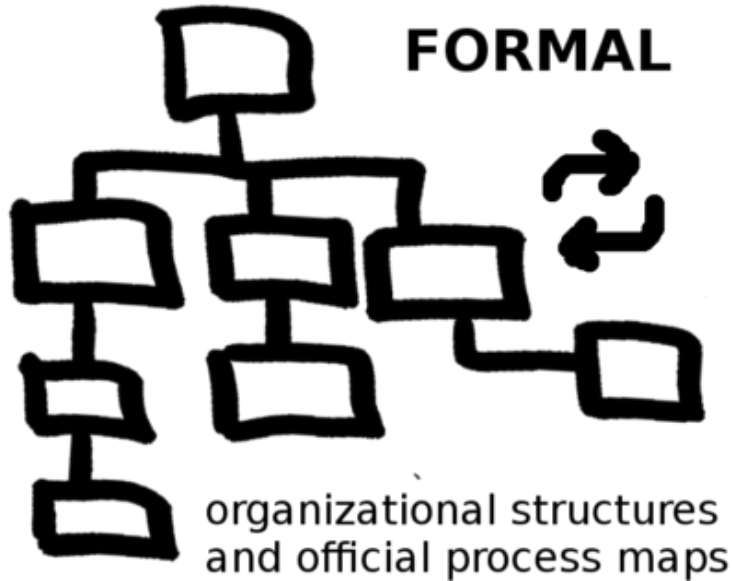
Quality & Skills  Title & Responsibilities

Team  Employees

# Formal vs. Informal Leadership

## ORGANIZATIONAL LEADERSHIP, DEVELOPMENT, AND MANAGEMENT

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# 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](#))