EQUITY AND
INCLUSION IN
ACTION
STEM Series

STEM JEDII Series: Recruiting, Retaining, and Supporting Leaders from Equity-Deserving Groups

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Land Acknowledgement

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.

- Allow for complexities and nuances in conversation

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

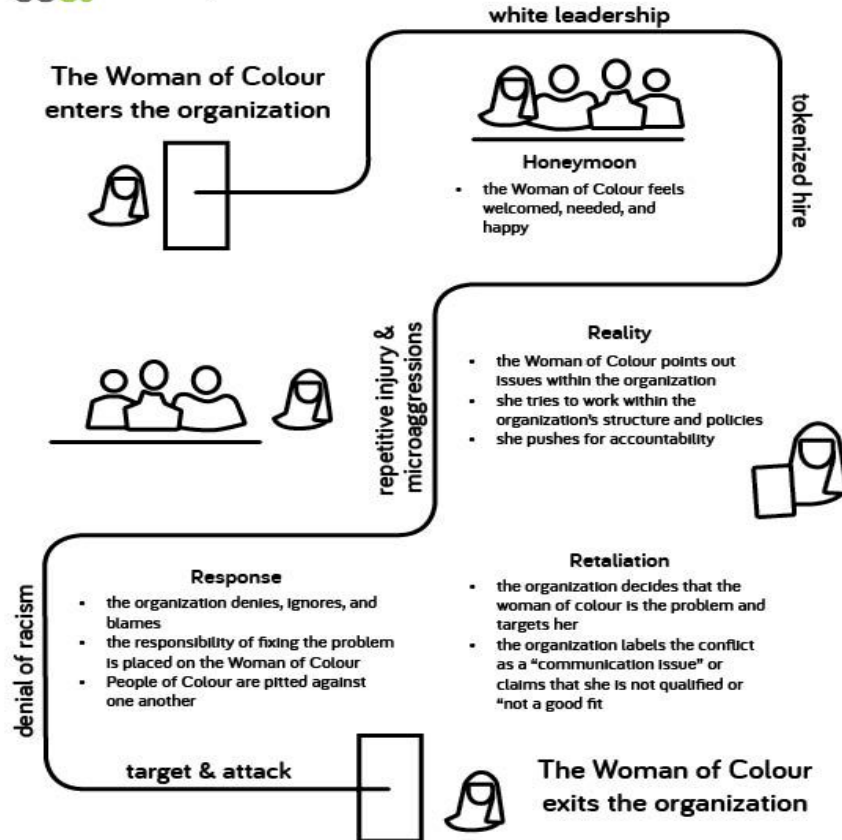# This summer - focus on supporting equity-deserving groups

- July 14: Orientation and onboarding to support equity-deserving students, faculty, and staff

- August 11: Managing workload and burnout as a member of an equity-deserving group working in JEDII

Goal today: Share strategies to recruit, retain, and support leaders from equity-deserving groups.

The "Problem" Woman of Colour in the Workplace

The Woman of Colour enters the organization

white leadership

Honeymoon
- the Woman of Colour feels welcomed, needed, and happy

tokenized hire

repetitive injury & microaggressions

Reality
- the Woman of Colour points out issues within the organization
- she tries to work within the organization's structure and policies
- she pushes for accountability

Retaliation
- the organization decides that the woman of colour is the problem and targets her
- the organization labels the conflict as a "communication issue" or claims that she is not qualified or "not a good fit

Response
- the organization denies, ignores, and blames
- the responsibility of fixing the problem is placed on the Woman of Colour
- People of Colour are pitted against one another

denial of racism

target & attack

The Woman of Colour exits the organization

Format for today

1. Introduction to the topic
2. Small group breakout discussion
3. Panel Q&A

Panelists

Karen Cheung - Professor, Electrical and Computer Engineering

Naznin Virji-Babul - Senior Advisor to the Provost, Women and Gender-diverse Faculty

Jason Murray - President and Founder of BIPOC Executive Search

Maria Hubinette - Assistant Dean, Equity, Diversity and Inclusion, Faculty of Medicine (tentative!)

Ella Hipolito - Senior Associate, Boyden

Small group discussion

1. Discuss these images and relate it to your experiences within your unit.

2. What interventions do you think are most important to attract equity deserving groups into leadership roles?

3. What strategies will retain these leaders?

    *Write down notes on the Jamboard
    *Assign the person with the most recent birthday to be the notetaker

Recruitment questions

1. What are the most important changes in practices within the recruitment and interview stages of a search that you recommend units to implement in order to successfully attract and recruit leaders from equity-deserving groups?

2. What tips do you provide to ensure that committees vet candidates in an equitable and inclusive manner?

3. How do you prepare a committee for cultural differences in hiring?

4. What are common misconceptions that hiring committees have about hiring equity-deserving groups into leadership roles?

5. In your work with hiring committees, how do you get resistors (or people who are unsupportive of hiring equity-deserving groups, or implementing inclusive hiring processes) to come along?

Support and Retention questions

- From your personal experiences, what types of structures and strategies help the "leadership-curious" faculty and staff members from equity-deserving groups to step into leadership roles?

- Once hired, what are key practices to support leaders from equity-deserving groups from below, above, and laterally?

- What should current leaders do to support internal advancement and promotion for equity-deserving groups?

- What are promising mentorship initiatives that you have seen at UBC or elsewhere?

- What should universities/units offer to ensure that candidates from equity-deserving groups are successful in their roles?

Upcoming events

- **JEDII STEM Series - Inclusive and equitable practices in evaluating candidates** *June 23rd*
- **IBPOC STEM Network** (Women and Gender Diverse folks who are IBPOC) - *Monthly socials - June 27th*

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

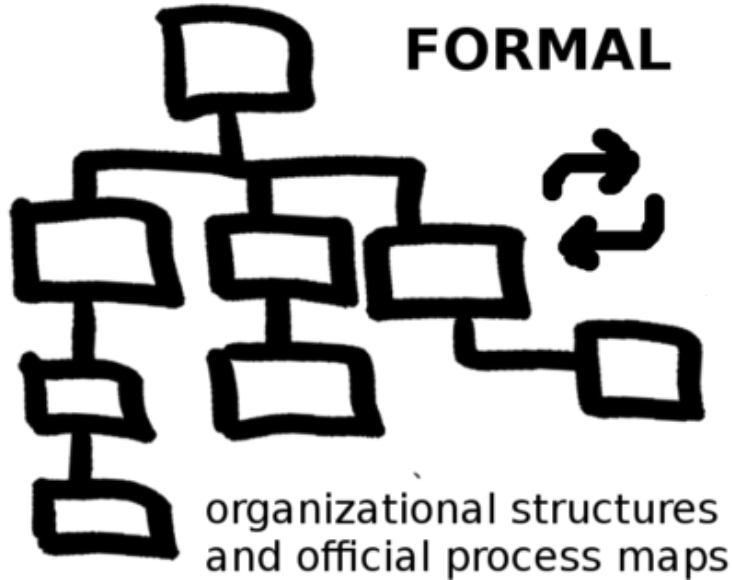Vision ⟺ Process

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.