

# **Guide to Equitable Hiring Practices:** ***Faculty recruitment***

Prepared by the UBC Equity & Inclusion Office in consultation with UBC  
Human Resources

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THE UNIVERSITY OF BRITISH COLUMBIA  
Equity & Inclusion Office

*UBC's campuses are located on the traditional, ancestral, unceded territories of the Musqueam, Squamish, Tsleil-Waututh, and Syilx Okanagan Nations and their people.*

## Table of Contents

Table of Figures .....	2
A. Purpose and organization of the guide .....	3
B. Guiding values and principles .....	4
Inclusive excellence.....	4
Employment equity.....	4
Accessibility in employment .....	5
C. Related legislation and university policies.....	6
Human rights.....	6
Employment equity.....	6
Other relevant policies and statements .....	6
D. Special programs: Restricted and preferential hiring .....	7
E. Equitable hiring practices.....	8
1. Setting the stage for recruitment .....	9
2. Preparing the job description .....	11
3. Job posting and sourcing.....	14
4. Screening and shortlisting.....	16
5. Interviewing .....	17
6. Post-interview reference check .....	17
7. Selection and offer negotiation .....	18
8. Onboarding .....	19
Appendix 1 – Setting the Stage .....	20
Appendix 2: Preparing the job advertisement.....	24
Appendix 3: Job posting and sourcing .....	28
Appendix 4: Screening & Shortlisting.....	33
Appendix 5: Interviewing .....	35
Appendix 6: Post-interview reference checking .....	40
Appendix 7: Selection and offer negotiation .....	42

## Table of Figures

Figure 1. Attributes of Equitable and Inclusive Job Descriptions .....	26
Figure 2. EDI Development Continuum .....	39
Figure 3. Sample Template Messages to Request References or Recommendation Letters .....	41

## A. Purpose and organization of the guide

The purpose of this guide is two-fold:

- to articulate UBC's commitments to inclusive excellence and obligations to ensure equitable hiring practices in accordance with university policies, government legislation and collective agreements, and
- to provide Deans, Heads, Directors, chairs and members of hiring committees, and other hiring managers with information, tools and resources to enable the integration of equity principles and practices across all faculty and staff hiring processes.

The guide provides **a series of recommended promising practices that complement existing policies** and offers guidance on how to apply them across the following eight hiring stages recommended by UBC Human Resources:

1. Setting the stage for recruitment
2. Preparing the job description
3. Job posting and sourcing
4. Screening and shortlisting
5. Interviewing
6. Post-interview reference checking
7. Selection and offer negotiation
8. Onboarding

Promising practices are described under each stage, and additional considerations, tools and resources are provided in appendices aligned with the stages and best practices listed. All guidance provided is aligned to and complements procedures for appointments in the Collective Agreement between UBC and the UBC Faculty Association. If there is any discrepancy between this Guide and the Collective Agreement, the provisions of the Collective Agreement will prevail.

Questions about the content of this guide can be directed to the [Equity & Inclusion Office](#). Questions about general Human Resource (HR) processes can be directed to applicable HR contacts [at UBCV and UBCO](#). [Faculty Equity Leads \(FELs\)](#) may also be consulted to ensure unit-level alignment with Faculty hiring policies and protocols.

This guide will continue to be periodically updated to reflect new knowledge and promising practices, community needs and feedback, and in alignment with the evolution of the Employment Equity Advisor Pilot Program.

## B. Guiding values and principles

UBC's vision is to inspire people, ideas, and actions for a better world. Its purpose is to pursue excellence in research, learning, and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world. This vision and purpose are aligned with commitments to inclusive excellence as well as equity, diversity and inclusion (EDI) as articulated in the [Strategic Equity and Anti-Racism \(StEAR\) Framework](#) as well as Indigenous priorities (see UBC's [Indigenous Strategic Plan](#) for more information).

UBC recognizes the adverse impacts of historical and ongoing inequities, particularly on communities that experience multiple forms of exclusions. As a university community, we have an obligation to examine the institution's participation in these systems so that we can improve processes and practices moving forward and reach more equitable outcomes for all.

### Inclusive excellence

Inclusive excellence is a concept that captures the integral relationship between diversity and quality<sup>1</sup>. The meaningful inclusion of diverse peoples and perspectives is not only a moral and ethical imperative to redress historical and ongoing inequities and support a thriving campus community, doing so is fundamental to stimulating creativity and innovation across organizational teams. In the university context this is essential to workforce health, well-being, and flourishing, as well as to operational, academic, and research excellence.

UBC's capacity to achieve its vision and purpose and to continue to rise among internationally-ranked and renowned universities will depend on its ability to attract and engage a broad diversity of talented scholars and professional staff, and particularly to recruit and retain a workforce that includes groups that have been historically, persistently, and systemically marginalized (HPSM)<sup>2</sup>. UBC is committed to addressing these historical and ongoing patterns of exclusion and inequities and creating work and learning environments where everyone is valued and can thrive.

### Employment equity

Employment equity is substantive equality in action in the workplace. It implements Canada's international commitments to effectively advance equality and reflects Canadian constitutional and

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<sup>1</sup> Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). [Toward a model of inclusive excellence and change in postsecondary institutions](#). Washington, D.C.: Association of American Colleges and Universities.

<sup>2</sup> HPSM: refers to **historically, persistently, or systemically marginalized** groups who have experienced educational and employment barriers including women, Indigenous peoples, racialized persons, disabled people, members of the 2SLGBTQIA+ communities (two-spirit, lesbian, gay, bisexual, transgender, queer and/or questioning, intersex, asexual, plus countless ways peoples choose to identify within communities who belong to minoritized sexual orientation and gender identity groups), and TGNB people (transgender & non-binary) who experience barriers on the basis of sexual orientation, gender identity, and gender expression. 2SLGBTQIA+ & TGNB will be referenced together to recognize both the connections and distinctions between these communities. Furthermore, a disaggregated and intersectional approach to understanding barriers to equity, requires specific interventions to unique experiences of Indigenous, Black/African, and racialized women that are masked in aggregate and isolated Indigenous, gender, and ethno-racial identity data analysis reports.

human rights case law.<sup>3</sup> An equity lens is a critical analytical perspective that enables the perpetual examination and mitigation of personally-mediated biases as well as the removal and redress of systemic barriers that operate in subtle and overt ways to deny equitable employment and advancement opportunities and outcomes for HPSM groups.

In recognition of the historical, persistent, and systemic barriers to employment experienced by Indigenous (First Nation, Métis, Inuit) Peoples, racialized persons, persons with disabilities, women, and 2SLGBTQIA+ and Transgender and Nonbinary (TGNB) persons, UBC is committed to applying an equity lens and integrating inclusive excellence principles through all university hiring practices.

## Accessibility in employment

The Accessible BC Act requires UBC to identify, remove and prevent barriers to disabled persons interacting with the university, including systemic barriers to and in employment. Systemic or institutional ableism occurs when biased policies and practices become imbedded in the structures of society and social organizations and create or perpetuate disadvantage for disabled persons. Institutional ableism creates barriers to accessing employment opportunities, barriers to fully participating in the life and work of the university, as well as barriers to experiencing and progressing in a fulfilling career. In turn, these barriers work to discourage self-identification in the workplace.

Recruitment efforts are an essential step to redress institutional ableism, however, these efforts must be coupled with retention efforts to facilitate both the presence and full participation of disabled faculty as well as to ameliorate their workplace experiences. Such efforts are best accomplished with full recognition of the university's historical and contemporary role in the marginalization of disabled people at the institution and in wider society. This work requires the involvement and input of disabled faculty and staff and attention paid to service and mental overload so that disabled people's job duties and research programs do not suffer from demands on their time.

Addressing ableism requires a recognition of the university's historical and ongoing role in the marginalization of disabled people within academia and university-wide investment and commitment to achieve the following: an accessible workplace infrastructure, supports and services; recognition for greater service expectations and administrative workload (due in part to a disproportionate need to engage in self-advocacy and advocacy for disabled communities); and meaningful career progression opportunities, including relevant mentorship and professional development opportunities, for example.

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<sup>3</sup> Blackett, A. (2023). [A Transformative Framework to Achieve and Sustain Employment Equity - Report of the Employment Equity Act Review Task Force](#).

## C. Related legislation and university policies

This guide is aligned with the following legislation and university policies. The guide is a supplement to, and does not supersede, any hiring related principles and procedures articulated in [Faculty collective agreement and policies](#) and the Senior Appointments Committee (SAC) [Guide to Reappointment, Promotion and Tenure Procedures](#).

### Human rights

- [British Columbia Human Rights Code](#)
- [Accessible British Columbia Act](#)
- UBC [Discrimination Policy](#) (Policy SC7)
- UBC [Disability Accommodation Policy](#) (Policy LR7)

### Employment equity

- [Employment Equity Act, Government of Canada](#)
- UBC [Advertising of Available Employment Positions](#) (Policy HR11)
- UBC [Employment Equity Policy](#) (Policy HR10)

### Other relevant policies and statements

- [Access to the University of British Columbia](#) (Policy LR10)
- [Conflict of Interest and Conflict of Commitment](#) (Policy SC3)

## D. Special programs: Restricted and preferential hiring

The BC Human Rights Code permits “[special programs](#)” to ameliorate the impacts of systemic disadvantage experienced by particular designated groups. Restricted and preferential hiring initiatives, which are exclusive as opposed to open recruitment processes, may be justified and, if necessary, approved by the Human Rights Commission for special program designation, in accordance with the Code. The following are descriptions of restricted and preferential hiring processes:

- **Restricted hiring** – the search is limited to one or more qualified federally designated group(s).
- **Preferential hiring** – the search is open to all qualified applicants with preference given to select federally designated group(s), whereby at least two of the candidates who self-identify as members of the preferential group are automatically included in the shortlist for interviews as long as they possess the minimum qualifications for requisite academic credentials, eligibility criteria, and disciplinary specialization, where relevant.
- **Combined Restricted and Preferential hiring** – the search is limited to qualified federally designated groups with a preferential strategy used for a particular designated group depending on the greatest equity gaps.

At UBC, an interest in implementing a special hiring program must be discussed with and endorsed by the associate vice-president, equity and inclusion (AVPEI), in consultation with Faculty Relations.

With appropriate university endorsement, a special program application must be prepared with evidence-based rationale, reviewed by the EIO and submitted to the BC Office of the Human Rights Commission for approval and designation as a human rights endorsed special program.

The principles and practices in this guide apply for open competitive searches as well as restricted and/or preferential hiring processes.

[Templated statement for special program job advertisements](#)

If a strategic hiring initiative involving restricted recruitment is endorsed and pursued, the job advertisement must include a reference to the authorizing section of the BC Human Rights Code.

Below are templates of statements that can be used, depending on the targeted group and whether it is a restricted or preferential strategy:

*In accordance with the UBC’s Employment Equity Plan and pursuant to Section 42 of the BC Human Rights Code, this search will be restricted to [designated group]. Only those candidates who self-identify to UBC as [designated group] will be eligible for this search.*

*In accordance with the UBC’s Employment Equity Plan and pursuant to Section 42 of the BC Human Rights Code, preference will be given to [designated group]. Candidates who wish to be preferentially considered must self-identify to UBC as [designated group].*

## E. Equitable hiring practices

Search committees should endeavour to employ as many of these practices as possible and to document their process, including providing explanations of any challenges to deploying any practice. This documentation will help identify what is working and where the EIO can provide more support.

Use this checklist as a high-level reminder of the equitable hiring practices described in this guide:

### Stage 1: [Setting the stage for recruitment](#)

- 1.1 Constitute a diverse search committee
- 1.2 Assign an Employment Equity Advisor to the committee
- 1.3 Complete UBC's online Hiring Equity course
- 1.4 Review unit culture and workforce equity gaps/opportunities

### Stage 2: [Preparing job description](#)

- 2.1 Prepare a candidate evaluation rubric aligned with job requirements
- 2.2 Incorporate accessibility and equity commitments in job ad

### Stage 3: [Job posting and sourcing](#)

- 3.1 Deploy a broad and targeted outreach strategy
- 3.2 Request a brief statement on EDI and decolonization (EDID) contributions in application
- 3.3 Analyze applicant self-identification data

### Stage 4: [Screening and shortlisting](#)

- 4.1 Employ inclusive applicant screening and long/shortlisting processes
- 4.2 Monitor diversity of long/shortlisted candidates

### Stage 5: [Interviewing](#)

- 5.1 Prepare for and engage an accessible and inclusive interview process

### Stage 6: [Post-interview reference check](#)

- 6.1 Use a consistent reference letter and background checking protocol

### Stage 7: [Selection and offer negotiation](#)

- 7.1 Recommend/select finalists based on strategic priorities
- 7.2 Collaboratively craft an outcome-enhancing offer
- 7.3 Complete a search summary report

### Stage 8: [Onboarding](#)

- 8.1 Plan for customized, inclusive onboarding and proactive retention strategies



## 1. Setting the stage for recruitment

### 1.1 Constitute a diverse Search Committee

Constitute a committee with members who will bring diverse requisite perspectives and expertise, aspiring to a **critical mass**<sup>4</sup> of members from HPSM groups (see Appendix 1.1b: Critical mass of members of HPSM communities for more information).

A search committee should be constituted early in the hiring process, before the job ad is finalized. This allows time to be thoughtful about the composition of the committee, and for the committee to be fully involved in the recruitment process, both of which will set the process up for success.

A diverse search committee is key to an equitable and accessible search process by:

1. **Disrupting affinity bias:** Committee members that have different backgrounds and experiences create space for diverse perspectives and conversations; this can disrupt the tendency to hire based on similarities and can lead to better decisions.
2. **Integrating perspectives from HPSM communities into decision-making:** A lens of inclusive excellence encourages the integration of perspectives of HPSM communities at every stage of the search process to help ensure an accessible and equitable process. Aim for a critical mass of members from HPSM groups to avoid tokenism (the expectation that a member of an HPSM community can speak for the whole group) and ensure that HPSM perspectives can be heard.
3. **Communicating your commitment to members of HPSM communities:** Candidates from HPSM communities may hesitate to join a workplace that appears very homogenous, as it may signal a workplace that has not achieved or prioritized creativity and innovation, EDI, or inclusive excellence.

Though a diverse search committee is essential, members of HPSM groups often face much higher service workloads. Be mindful not to put an excessive amount of labour and service onto members of HPSM groups. When approaching potential committee members from HPSM groups, be explicit about your equitable and accessible hiring goals and indicate what support you can provide to committee members who will help advance your goals.

This might look like relieving the person from other service duties, ensuring that you communicate and assign the responsibility for equitable and accessible hiring to the whole committee, ensuring service on search committees is equitably considered during reappointment, tenure, promotion and merit considerations, and scheduling regular check-ins to ensure that they are feeling supported through the search process.

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<sup>4</sup> The term “critical mass” refers to the proportional threshold at which the diverse perspectives and experiences of HPSM group members begin to be shared and integrated (due to bystander behaviour and group power dynamics) to enable process and outcome transformation.

## 1.2 Assign an Employment Equity Advisor to the Committee

Assign a trained employment equity advisor (EEA) - ideally selected from amongst the search committee members - to facilitate the application of promising equity practices and to liaise with the Equity & Inclusion Office (EIO) as needed.

The role and involvement of the EEA may shift depending on the needs and context of a particular search. The EEA is usually a faculty member from the department leading the search, who has received specific training on equitable hiring. They leverage their experience and expertise, alongside those of the committee chair and members of the search committee, and may participate in the search process (as a voting or non-voting member) or provide guidance to the chair of the hiring committee. In some cases, as determined by the hiring committee, the EEA may be a faculty member from an adjacent discipline or a staff member.

The EEA has the following specific roles:

- As a **process facilitator**, inviting mindful deliberations throughout the search.
- As **liaison with university data stewards**, ensuring careful use of and discussion about demographic data
- As **peer advisor**, guiding committees to apply and report on equitable practices.

Visit the [Employment Equity Advisor Pilot Program](#) page to learn more about the program and register for the day-long Capacity-building retreat.

## 1.3 Complete UBC's online Hiring Equity training module

Ensure all committee members complete UBC's online [Hiring Equity](#) training module (estimated length of time 45 minutes) in advance of the commencement of the search process. The Hiring Equity training module includes information about biases and barriers to equitable employment as well as information about incorporating promising equitable practices. Taking this training is the foundational step to ensure that all members of the committee have a baseline understanding of EDI in the hiring process and can see themselves as having ownership over the commitment to EDI and the application of EDI principles throughout the hiring process.

Enrol in [UBC's online Hiring Equity training module](#).

## 1.4 Review Unit Culture and Workforce Equity Gaps/Opportunities

The committee will review and discuss employment equity survey data relevant to the hiring unit to identify workforce equity gaps/opportunities. The Employment Equity Advisor training program will have provided information on how to appropriately interpret the employment equity data.

The committee chair or the EEA will request a snapshot of unit Employment Equity Survey results from the EIO by emailing [datateam@equity.ubc.ca](mailto:datateam@equity.ubc.ca). The EIO will produce the snapshot within 5 business days<sup>5</sup>.

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<sup>5</sup> The EIO is working towards having faculty-level and portfolio-level snapshots readily available.

The committee should also review, where available, any evidence it has recently collected on unit culture, including results from the [Workplace Experiences Survey](#) (WES) to consider the unit's strengths and opportunities for improvement. You can connect with your department's HR contact to obtain your unit-level WES report if one is available.

Review UBC's annual [Employment Equity Reports](#).

Refer to [Appendix 1](#) for additional considerations, tools and resources.

## 2. Preparing the job description

### 2.1 Prepare a candidate evaluation rubric aligned with job requirements

According to the [BC Office of the Human Rights Commissioner](#), a bona fide occupational requirement (BFOR) is *"a rule or standard that is required to do a job used as a defence to a human rights complaint. For something to be considered required, an employer must show that any accommodation or changes to the requirement would create an undue hardship for the employer."* (BCOHR, n.d.)

Develop a candidate evaluation rubric that includes bona fide occupational requirements (BFORs) against which applicant qualifications will be evaluated, and ensure equity, diversity, and inclusion (EDI) considerations are included among and across criteria.

Ensure the job advertisement is informed by and informs the candidate evaluation rubric. Selecting the right candidate within a framework of accessibility, equity, and inclusive excellence requires that the committee reach a common understanding of the key criteria for the job before the start of the search. For that reason, **the evaluation rubric should be developed before the job ad is written**, so that the job ad is built around the agreed-upon criteria.

Refer to the [Collective Agreement between UBC and the UBC Faculty Association](#) as well as the SAC [Guide to Reappointment, Promotion and Tenure Procedures](#) to ensure the bona fide requirements and evaluation criteria are aligned with how teaching, scholarly activity, educational leadership and service are to be evaluated.

Sufficient details should be developed to indicate how these criteria will be evaluated. Ensure congruency with the job description, expand understanding of measures of excellence, keep consistency in mind when scoring a rubric, consider how bias can shape evaluations and integrate EDI principles and practices throughout the assessment process<sup>6</sup>.

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<sup>6</sup> O'Meara, K., Culpepper, D., & Templeton, L. L. (2020). Nudging toward diversity: Applying behavioral design to faculty hiring. *Review of Educational Research*, 90(3), 311-348. <https://doi.org/10.3102/0034654320914742> <https://doi.org/10.3102/0034654320914742>

## 2.2 Incorporate accessibility and equity commitments in the job ad

Ensure that the job advertisement includes UBC's templated language signaling commitments to accessibility and employment equity, clearly identifies position responsibilities and qualifications, and is informed by the candidate evaluation rubric. Job descriptions can advance EDI in three main ways:

- a. **Attracting diverse candidates:** A job description that is written with attention to equity, diversity, and inclusion (including clearly outlining accessibility supports) can influence candidates from equity groups to apply for a position, increasing the diversity of the candidate pool. For example, the Chair or Committee could research what new and emerging fields have high engagement from HPSM researchers and consider focusing their search on some of these fields.
- b. **Creating conditions for success within the hiring process:** When candidates are assessed against a job description that is written with attention to EDI as well as accessibility, there may be greater ability for the hiring panel to evaluate candidates from HPSM groups favorably.
- c. **Articulating the role's relationship to advancing EDI and accessibility:** Taking time to consider how the role's function is related to furthering EDI and accessibility, including relevant skills related to EDI and accessibility in the job description, can advance EDI at UBC regardless of the identity of the person hired into the position.

See below for UBC's required templated language for all job advertisements, and refer to [Appendix 2](#) for additional considerations, tools and resources.

### *Required templated language for all UBC job advertisements*

In accordance with Policy HR11 (Employment Advertising Policy) and other equity and accessibility commitments, UBC has published the following statements on the job posting web page:

*Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit, and/or Indigenous person.*

*If you have any accommodation or accessibility needs during the job application process, please contact the Centre for Workplace Accessibility at [workplace.accessibility@ubc.ca](mailto:workplace.accessibility@ubc.ca).*

*All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.*

### *Additional suggested language for job advertisements*

The following language can encourage a broad range of applicants to apply.

### Land acknowledgement

*UBC's campuses are located on the traditional, ancestral, and unceded territories of the Syilx (Okanagan) Peoples and of the Coast Salish Peoples, including the territories of the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and Stó:lō and Səlílwətaʔ/Selilwitulh (Tsleil Waututh) Nations.*

### Statement of commitment to employment equity and inclusive excellence

*At UBC, we believe that attracting and sustaining a diverse workforce is key to the successful pursuit of excellence in research, innovation, and learning for all faculty, staff and students. Our commitment to employment equity helps achieve inclusion and fairness, brings rich diversity to UBC as a workplace, and creates the necessary conditions for a rewarding career.*

*We invite applications from qualified candidates who share our commitment to employment equity and inclusive excellence, and we welcome applications from candidates belonging to historically, persistently, or systemically marginalized groups: Indigenous (First Nation, Métis, Inuit) Peoples, racialized persons, disabled people, women, 2SLGBTQIA+ people and trans and non-binary people.*

### Statement of commitment to accessibility and accommodation obligation

*The University is committed to creating and maintaining an accessible work environment for all members of its workforce. Within this hiring process we will make efforts to create an accessible process for all candidates (including but not limited to disabled people). Confidential accommodations are available on request by contacting [Name, Faculty/Department by email at [relevant email]].*

*If you have any questions regarding accommodations or accessibility during the recruitment and hiring process or for more information and support, please visit [UBC's Center for Workplace Accessibility](#) or contact the Centre at [workplace.accessibility@ubc.ca](mailto:workplace.accessibility@ubc.ca).*

### Dual career inquiries

*UBC is committed to supporting candidates within a dual career household to discuss vacancies and opportunities related to their career paths. Inquiries about spousal/partner employment may be directed to the Vice-Provost & Associate Vice-President, Academic Affairs at [viceprovost.avpaa@ubc.ca](mailto:viceprovost.avpaa@ubc.ca) and to the chair of the hiring committee for UBCO.*

### Career interruptions (a requirement only for Canada Research Chair positions)

*UBC acknowledges that certain circumstances may cause career interruptions that legitimately affect an applicant's record of research or educational leadership achievement. We encourage applicants to note in their applications whether they would like consideration given to the impact of any circumstances, such as those due to health or family reasons, in order to allow for a fair assessment of their research productivity.*

[Salary transparency \(this is currently optional\)](#)

BC's Pay Transparency Act (Bill 13) is intended to be a step towards closing the pay gap across the gender continuum and there are new requirements for BC employers, including UBC.

In accordance with Bill 13 - pay transparency for external postings – include the salary or salary range in the job advertisement. More information on the Act can be found [here](#).

### 3. Job posting and sourcing

#### 3.1 Deploy a broad and targeted outreach strategy

Identify a wide range of prospective candidates by deploying both broad and targeted outreach strategies. This ensures a large, diverse pool of qualified candidates, which will make it possible to activate a wider range of strategies to recruit with inclusive excellence in mind at later stages.

This stage of the process is often overlooked and leads to a very narrow applicant pool. This can generate frustration from candidates who do apply if the applicant pool is deemed inadequate and the position needs to be re-posted. Ensuring broad and targeted outreach strategies also communicates to applicants belonging to HPSM groups that the department/unit is intentional about inclusive excellence<sup>7</sup>.

#### 3.2 Request a brief EDID statement in application

Advancing equity, diversity, inclusion and decolonization (EDID) across the academic ecosystem is a priority in the Canadian higher education sector, as is the recruitment and retention of historically marginalized populations who remain underrepresented in the academy. As such, an increasing number of universities are requesting an EDID statement from faculty candidates as a promising strategy to gain insights into diverse lived experiences as well as EDID competencies related specifically to job qualifications, as well as to signal the university's commitments in these areas<sup>8</sup>.

In the job advertisement, request that applicants submit a statement expressing their commitments, achievements or interests relating to advancing EDID specifically in relation to teaching, scholarly activity, educational leadership, and/or service. Phrased this way, applicants are guided to focus on considerations that are relevant to the effective performance of professional responsibilities<sup>9</sup>. You may provide a preamble to the request, like the following sample text, to provide more information to the candidate on the purpose of the EDID statement:

- *UBC aspires to promote inclusive excellence by supporting and recognizing efforts to advance equity, diversity and inclusion as well as decolonization (EDID) through the academic ecosystem. Please provide a brief (no more than one page) statement describing your commitments,*

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<sup>7</sup> Kazmi, M. A., Spitzmueller, C., Yu, J., Madera, J. M., Tsao, A. S., Dawson, J. F., & Pavlidis, I. (2022). [Search committee diversity and applicant pool representation of women and underrepresented minorities: A quasi-experimental field study](#). *Journal of Applied Psychology*, 107(8), 1414–1427.

<sup>8</sup> Sylvester et al 2019

<sup>9</sup> CAUT. [Executive Director's Corner: EDI Statements](#).

*achievements or interests in equity, diversity, inclusion and/or decolonization in your teaching, scholarly activity, educational leadership, and/or service. Your comments may relate to lived/living experience, professional work or practice, academic and research activities, and/or community-engagement.*

The EDID statement should not be considered alone but rather in the context of the totality of an applicant's qualifications assessed through all of their submitted documentation, interview(s) and references<sup>10</sup>. While the EDID statement will not receive its own rating, it will contribute to the general rating of the candidate with respect to their score on the evaluation criteria that relates to commitment to inclusive excellence and EDID competencies. The statement should not be used to exclude an applicant unless their commentary is openly and clearly in violation of UBC's human rights commitments and policies and/or the specific job being advertised requires particular EDID competencies that are not being demonstrated in the candidate's statement.

The Employment Equity Advisor will consult and advise on EDID Statements where there is concern about misalignment with UBC's values and obligations.

### 3.3 Analyze applicant self-identification data

Invite all applicants to complete the Applicant Diversity Survey (or "Recruitment Survey") offered in the applications process through UBC's Workday job application portal. If your department or Faculty does not yet use the Workday job application portal, contact the Equity & Inclusion Office ([datateam@equity.ubc.ca](mailto:datateam@equity.ubc.ca)) to discuss how you will collect applicant self-identification data. The collection of demographic data requires adherence to established data standards, confidentiality and privacy provisions, and ethical use protocols, so Faculties, schools and/or departments should not collect their own self-identification data without consultation with and endorsement from the Associate Vice-President, Equity and Inclusion, the university's Data Steward for institutional employment equity data.

Applicant demographic data is useful for understanding the compositional diversity (i.e., proportional representation) of the pool of job applicants as well as longlisted and shortlisted candidates as they progress through the search process. Collecting data at the application stage makes it possible to assess the proportional representation of applicant pools on a case-by-case basis at the level of the individual job requisitions/ads and/or examination of this data in aggregate (multiple requisitions/ads, at various levels (e.g., unit, faculty) to identify patterns and trends over time.

Each search committee may request from the EIO a report on the diversity profile of the applicants/candidates at certain steps in the search process (e.g., after application deadline closes, after an initial screening process, after evaluation of screened applicants or after development of the longlist).

Please note that at the longlist stage, self-identification data will be aggregated to indicate whether the candidate is a member of a HPSM group for which a representational gap has been identified, rather than indicating to which specific group the candidate belongs. In other words, record level data will not be shared.

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<sup>10</sup> Bombaci & Pejchar, 2022

For special restricted and/or preferential hiring programs focused on one or multiple HPSM communities, self-identification will be required to be eligible for consideration in the restricted and/or preferential search process. In cases of restricted and/or preferential searches involving Indigenous identity, we recommend seeking advice directly from Indigenous leaders in your Faculties or at the university prior to commencing the search process.

Refer to [Appendix 3](#) for additional considerations, tools and resources.

## 4. Screening and shortlisting

### 4.1 Employ inclusive applicant screening and long/shortlisting processes

Assign a few members of the committee to screen applications based on the minimum **required** qualifications that are not subjectively determined (e.g., completion of pre-requisite degrees, self-ID for restricted hiring initiatives, number of years of related work experience). Minimum qualifications for screening purposes should be clarified with the committee before commencing the search.

Depending on the number of viable applicants screening in, the entire search committee or a subset of the search committee may be delegated responsibility to independently rate and rank candidates and propose a longlist for further deliberation and review. At this stage, the job criteria and evaluation rubric should be used to develop the longlist.

At the point that the candidate longlist has been developed, ensure that each search committee member has an opportunity to independently evaluate, rate and rank the longlisted candidates to inform the development of the shortlist for interviews – again, the job criteria and evaluation rubric must guide this evaluation process. During longlisting and shortlisting phases, engage the committee in thoughtful deliberation of the ratings and ranking, which should only serve as a starting point for collective discussion about the final longlist/shortlist. Take the time to surface any biases or inequities that may be influencing the evaluations.

### 4.2 Monitor diversity of long/shortlisted candidates

The committee should consider compositional diversity at the shortlist stage based on the report provided by the EIO at the longlist stage.

Monitor the diversity profile of longlists and shortlists to be able to re-examine (take a second look at) applications that are competitive and at/near the (often arbitrarily determined) “zone of excellence”. The concept of a “zone of excellence” refers to the range of qualifications and qualities that would support a candidate to successfully fulfill the responsibilities of a role. This concept is used to encourage expanded ways to measure excellence, inviting committee members to consider the totality of a candidate’s demonstrated accomplishments and future promise.

Refer to [Appendix 4](#) for additional considerations, tools and resources.



## 5. Interviewing

### 5.1 Prepare for and engage an accessible and inclusive interview process

Interviews are one commonly used way to assess job applicants, but standard interview questions often overlook EDI competencies, and standard interview practices can be inaccessible and create uneven burdens and barriers that make it difficult for many candidates to demonstrate their full potential. Draft interview questions that are aligned with the candidate evaluation rubric and the responsibilities and qualifications in the job advertisement.

Be mindful of the way that the concept of “fit” can make room for biases and assumptions. Consider the concept of “stretch” instead: look for a candidate who is aligned in their values or approach to others in your department, but also provides a healthy extension - intellectually, methodologically or culturally - that can enrich the life of the department and the work of the unit.

Ensure interview questions explore EDI as well as decolonization commitments and competencies – certainly as stand-alone questions but also possibly integrated across any other question. (See [Appendix 5.1j: Sample EDI-Related Interview Questions](#))

To accurately evaluate candidates’ strengths, strive to implement accessible interview practices across the board, and make sure to respect candidates’ access needs and accommodations<sup>11,12</sup>. If your interview process includes a campus visit, make sure to carefully review Appendix 5.1: Campus Visits to ensure that the different elements of the visit have been considered through an inclusive, equitable and accessible lens.

Carefully map out an inclusive process ahead of time so that accessibility has been taken into consideration at every step, that the details of the interview are thought through and chances of mistakes are reduced (see [Appendix 5: Interviewing](#) for detailed suggestions). Additionally, explicitly invite candidates to connect with the Centre for Workplace Accessibility to discuss any additional accommodations or access needs they might have for the interview process.

Consider beginning the interview with a land acknowledgement.

Refer to [Appendix 5](#) for additional considerations, tools and resources.

## 6. Post-interview reference check

### 6.1 Use consistent reference letter protocol

Establish a reference letter protocol prior to commencing the search and follow it. Letters of

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<sup>11</sup> Cosgriff-Hernandez, E., Aguado, B., Akpa, B., Fleming, G. C., Moore, E., Porras, A. M., ... & Bowden, A. (2022). Diversify Your Faculty: A Roadmap for Equitable Hiring Strategies. <https://doi.org/10.21203/rs.3.rs-1968847/v1>

<sup>12</sup> Sensoy, Ö., & DiAngelo, R. (2017). “We are all for diversity, but...”: How faculty hiring committees reproduce whiteness and practical suggestions for how they can change. *Harvard Educational Review*, 87(4), 557-580. <https://doi.org/10.17763/1943-5045-87.4.557>

recommendation or reference checks are required in any job search: they can provide key information and insights but may also introduce bias that disadvantages HPSM groups<sup>13,14</sup>. We recommend not using them early on in the process to limit the potential impact of biased language.

Here are a few key considerations from an EDI lens to enhance fairness and transparency:

1. Letters of recommendation represent a significant time commitment for selection committees reviewing them and for referees providing them. If possible, within your department/unit's operations, it is advisable to obtain them later in the search process.
2. Make it clear to applicants at what stage of the search process reference letters will be requested and how many they are expected to provide. Ensure they are aware the committee will not accept letters prior to the prescribed stage at which letters will be reviewed.
3. When requesting letters of recommendation, provide clear and transparent guidelines for the request, including:
  - a description of the qualifications and experience required (attach the position description);
  - the specific qualifications and attributes to be addressed in the reference; and
  - a deadline for the request.
4. If the process includes verbal references in addition to reference letters, make sure to ask the same questions of all references.
5. References (whether verbal or written) should not be shared beyond the members of the search committee, to respect the referee's expectation of confidentiality. If letters of reference will be used in the process to appoint the successful candidate, they should be informed of the practice.

Refer to [Appendix 6](#) for additional considerations, tools and resources.

## 7. Selection and offer negotiation

### 7.1 Recommend/select finalists who contribute to strategic priorities

In preferential and restricted search processes, where there is more than one finalist within the “zone of excellence”<sup>15</sup>, consider whether and how candidates might bring a perspective and set of experiences

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<sup>13</sup> Bernstein RH, Macy MW, Williams WM, Cameron CJ, Williams-Ceci SC, Ceci SJ. Assessing Gender Bias in Particle Physics and Social Science Recommendations for Academic Jobs. *Social Sciences*. 2022; 11(2):74.

<https://doi.org/10.3390/socsci11020074> <https://doi.org/10.3390/socsci11020074>

<sup>14</sup> Khan S, Kirubarajan A, Shamsheri T, et al, Gender bias in reference letters for residency and academic medicine: a systematic review, *Postgraduate Medical Journal* Published Online First: 02 June 2021.

<https://doi.org/10.1136/postgradmedj-2021-140045> <https://doi.org/10.1136/postgradmedj-2021-140045>

<sup>15</sup> The concept of a zone of excellence recognizes there can be more than one excellent candidate who display the requisite mix of qualifications and qualities and will be capable of delivering on the expectations of a position. This

that support advancing inclusive excellence and racial, gender, disability, etc. equity – aligned with the related qualification that should be codified in the rubric.

If the search is following a standard hiring process and there is more than one excellent finalist, inclusive excellence and employment equity principles suggest giving preference to the qualified candidate(s) who bring capacity to advancing EDI and Indigenous priorities through professional and lived experience, as they are contributing to advancing the university's strategic priorities. We refer to this as a competitive open hiring that employs preferential principles aligned with inclusive excellence and employment equity goals as needed.

If the process is a restricted search, it means that, in accordance with the Human Rights Code special program provisions, the hiring process is competitive and open only to applicants from particular demographics. These searches are exceptional time-bound initiatives to accelerate the hiring of excellent candidates from disadvantaged groups due to historical, persistent, and systemic barriers to employment. Inclusive excellence and employment equity principles still apply when there is more than one excellent finalist. Using an intersectional lens, candidates who bring capacity to advancing EDI and Indigenous priorities through professional and lived experience are given preference.

## 7.2 Considerations for collaboratively crafting an outcome-enhancing offer

Unit Heads should review the guidance for equitable offer negotiation (see Appendix 7) prior to making an offer and entering into negotiations with prospective hires. They should also establish a protocol to inform applicants and candidates not selected.

Visit the Faculty Relations website for [templates of offer letters](#).

Decline unsuccessful candidates in an appropriate manner by thanking them for applying, offering a contact if they have further questions [if they were selected for a first or subsequent interview], and encouraging them to continue to monitor UBC's job sites for suitable postings.

## 7.3 Complete equitable search summary report

Complete online Equitable Search Summary Report (See [Appendix 7.3](#)).

Refer to [Appendix 7](#) for additional considerations, tools and resources.

# 8. Onboarding

## 8.1 Plan for a customized, inclusive onboarding and proactive retention strategies (forthcoming)

Information on how to ensure an inclusive onboarding process and implement proactive retention strategies is forthcoming.

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concept counters the idea that there is always 'one best' candidate that can be objectively identified as the candidate of choice; it interrupts very narrow and conventional conceptualizations of excellence which have been shown to exclude HPSMs.

## Appendix 1 – Setting the Stage

### 1.1 Considerations for constituting a diverse search committee

#### 1.1a. *Diversity within the committee*

The composition of the committee should be an appropriate mix of perspectives and expertise. Consider the job description to help guide the committee selection in terms of disciplinary diversity, status (faculty rank, student, staff), social identities and other types of relevant diversity. Student involvement, when creating opportunities for meaningful contributions, can be especially helpful in generating new or different perspectives. Be mindful of assumptions about who holds HPSM identities as this may not always be readily apparent, and, whenever possible, consider HPSM identities that tend to be overlooked or devalued, as well as contributions from people who hold multiple HPSM identities.

Consider what the committee should look like to give candidates a realistic impression of the workplace, while reflecting workplace diversity goals. If your workplace is currently homogenous, you may want to think about how to communicate to candidates how you are actively working to change your organization's culture and makeup, including working to build disciplinary pathways for members of HPSM communities.

#### **Resource:**

[Equity, Diversity, and Inclusion Committees: Getting Started](#): Though this guide is focused on the formation of a unit EDI committee, you may find relevant and helpful advice about forming a hiring committee.

#### 1.1b. *“Critical mass” of members of HPSM communities*

According to research on diverse team performance<sup>16</sup>, the term “critical mass” refers to the proportional threshold at which the diverse perspectives and experiences of HPSM group members begin to be shared and integrated (due to bystander behaviour and group power dynamics) to enable process and outcome transformation. This is essential to enhancing the experiences of HPSM group members (including their sense of empowerment and belonging in the group process), enriching the quality of deliberations, and ensuring equitable opportunities for HPSM group members to shape outcomes.

In line with the federal 50:30 equity challenge campaign, it is suggested that a critical mass to advance gender, racial, and disability equity should aspire to be at least 30 percent and ideally 50 percent women among committee members and 30 percent committee membership identifying as Indigenous, racialized, 2SLGBTQIA+, and/or disabled persons, with at least one racialized member and ideally one Indigenous as well as one disabled member.

Though these numbers may be difficult to achieve in some circumstances, they are an important goal to keep in mind. In fact, these numbers are meant to represent a minimum expectation. Where possible, strive for more participation of HPSM group members to avoid situations where one person might be in a position to represent an entire group, and ensure that all committee members see themselves as

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<sup>16</sup> Gardenswartz, L., & Rowe, A. (2003). *Diverse teams at work: Capitalizing on the power of diversity*. Society for Human Resource.

responsible for equitable and accessible practices regardless of their social identities (for more guidance on this point, refer to section [1.1 Assign an Employment Equity Advisor to the committee](#)).

This concept of “critical mass” always has to be considered in the context of the tendency to overload faculty members from HPSM committees with service duties.

#### *1.1c Service overload*

Look at the demographics of your department and the pool of potential committee members. Consider identity-based forms of diversity to ensure that members of HPSM groups are represented on the committee. If the unit does not have enough members from HPSM groups, consider an invitation to people from related units to ensure the same individuals are not overburdened.

Make sure you take the time to map out your department’s hiring plan for faculty and staff for the entire year or even further out if possible. Planning ahead for your search committees can help ensure you can achieve your goals without further overburdening certain individuals by identifying where and when their expertise and perspectives are most needed.

#### *1.1d Power dynamics*

Consider the power dynamics within your committee and ways to create greater equity and opportunities for everyone to share their perspectives. Graduate students, junior staff or junior faculty members, especially if they hold HPSM identities, may not be as able to honestly express their views or experiences in front of those who have greater privilege and access to power within university structures, such as senior faculty members or Department Heads. Be especially mindful that individuals with the least institutional power should not be primarily responsible for representing HPSM perspectives and/or EDI considerations, while also continually facilitating an environment where these individuals are supported to voice their perspectives.

Consider measures or meeting facilitation approaches to mitigate the risks that HPSM committee members might encounter. The committee chair, for example, might:

- ask for people to send comments ahead of time so they can elevate any perspectives that are not getting shared during the meeting;
- offer different ways for all members of the committee to share their opinions during a decision-making discussion (e.g., anonymous surveys, dotmocracy voting); and
- explicitly facilitate deliberations in ways that invite and productively engage any divergent viewpoints, while drawing attention to dominant power dynamics.

A diversity of strategies also makes room for different communication and thinking modes of expression, which includes neurodiverse expression.

### *1.1e Conflicts of interest*

Consider how to manage conflicts of interest. Committee members should state and understand conflicts of interest and have the opportunity to disclose relationships they may have with anyone within the candidate pool. When discussing candidates, people with a real or potential conflict of interest may be asked to speak last and/or may be asked not to participate in the deliberations. Careful attention should be paid to ensure equity when there are internal candidates who are applying.

### 1.2 Considerations for assigning an Equity Advisor to the committee

The employment equity advisor will typically be a member of the search committee, though whether they are a voting member should be determined by the chair in consultation with the committee. The EEA role enables and facilitates equitable practices throughout the search; however, the EEA does not hold sole responsibility for applying equity principles. The Chair has a particularly important role in setting the tone for equitable practice throughout the search process, and all committee members are expected to support productive dialogue and deliberation about accessibility, equity, and inclusive excellence in the process.

The EEA reinforces this message by acting as a guide and mentor to the committee, thus building their skills to identify EDI considerations, apply an EDI lens to the hiring process, and implement equitable practices. Ideally, the EEA will be a member of the unit in which the hiring takes place but may be a member belonging to another unit, depending on the circumstances and the benefits to be gained in advancing inclusive excellence, an Equity Advisor from another unit can step in. The EEA must be well positioned and empowered to engage the committee in thoughtful examination of, and deliberation on, biases and barriers to equity.

For faculty recruitment processes, the EEA will ideally be a faculty member at the rank of Associate Professor or Professor, though other ranks may be considered, at the discretion of the Chair of the search committee.

To hold this official role, the individual must have completed UBC's online Hiring Equity course and the EIO's day-long Employment Equity Advisor Capacity-Building Retreat. All EEAs who complete the training requirement will be listed on the EIO website as a trained Employment Equity Advisor, and are expected to engage with Employment Equity Advisor Community of Practice coordinated by the EIO team. See the [Employment Equity Advisor Pilot Program](#) page for more information.

## 1.4 Considerations for reviewing unit culture and workforce equity gaps/opportunities

### *1.4a Retention*

Rates of retention can be one measure of a positive culture – people are likely to remain in a workplace where they feel valued and supported – but it should not be the only measure of success. In some cases, employees may choose to stay but their experience while working in the unit is not a positive one. Make sure that any assessment of a unit’s culture also considers the experiences of current employees, including their sense of belonging, experiences with microaggressions and/or discrimination.

Unit culture is an important factor for retention of members of HPSM communities so taking stock early – and planning for how to address any existing concerns – will help ensure that the committee’s efforts to engage in equitable hiring practices will also be reflected in the successful candidate’s experience once they join the unit.

### *1.4b Making sense of institutional data*

Below are some questions for the committee to consider as it reviews the available data.

When reviewing the Employment Equity Survey data:

- What is the current proportional representation of HPSM groups within your unit/department and/or faculty/portfolio?
- How does this compare to UBC overall? Or to regional or national comparator groups?
- Are there any gaps in representation (proportional representation is below that of the comparator group)?

When reviewing the Workplace Experiences Survey data:

- How are employees rating your unit when looking at dimensions like work environment, health and wellbeing, or inclusion and respect?
- Are your engagement scores different for HPSM communities, and which HPSM communities report higher or lower levels of engagement?
- What are your unit’s key strength and opportunity areas?

## Appendix 2: Preparing the job advertisement

### 2.1 Considerations for preparing the candidate evaluation rubric aligned with job requirements

#### 2.1a Congruency

The evaluation rubric and set of criteria selected should guide the writing of the job ad to ensure congruency. Incorporate practices that can ensure both extraneous details irrelevant to the rubric and “constructed criteria” chosen to fit specific applicants are not brought into committee discussions. This can include establishing set stages of the search process at which different criteria may be evaluated – for example the screening criteria may be different from and narrower than the written application evaluation criteria and the interview evaluation criteria.

#### 2.1b Broadening notions of excellence

Use an equity lens to broaden what constitutes excellence across each evaluation criterion. Often, evaluation criteria are described and interpreted narrowly and against standards that are culturally biased – this creates risk for assessments that are influenced by gendered, racial and ableist inequities. For example, expectations of productivity tend to encourage evaluation that favours quantity of output over quality, community-building and impact on local communities (when relevant).

To evaluate candidate qualifications and capabilities more accurately, engage these strategies:

- Consider a diversity of skills, abilities, and knowledge.
- Incorporate transferable skills as well as proxies for excellence that have historically been undervalued, such as experiential knowledge, outreach, mentoring, and relationship-building with collaborators and community members.
- Avoid relying on reputation as a proxy for excellence by over-valuing degrees from certain institutions or considering solely impact factors scores for publications. HPSM candidates may have chosen to attend a particular institution because of the opportunities and support it could provide, and all candidates may have chosen to publish in specific journals because of the journal’s impact in a given sub-discipline or community.
- Critically assess how notions of time and timelines will be considered. Traditional academic timelines make assumptions about how long particular tasks take, and may not reflect a wider range of embodied experiences, including caregiving responsibilities or certain experiences of disability. Strict timelines may also not account for the fact that different activities (e.g., relationship-building with communities) and methodologies (e.g., Indigenous methodologies) may require a different relationship to time.
- Discuss how different types of research warrant different approaches to dissemination, including publication in specific academic journals or fora, so that the committee can avoid over-valuing certain avenues for publication.



### *2.1c Integrating EDI into evaluation criteria*

Consider what values and skills related to EDI are needed for the job, even – especially – when EDI may not be an obvious focus of the position. Examples of core competencies include awareness, humility, collaboratively moving projects forward with diverse groups, effective engagement with conflict, and growth mindset.

The competencies relevant to the position and how to evaluate them should be established early on and woven into every aspect of the job, including research, teaching, service and mentorship. Consider the candidates' past experience supporting or leading EDI initiatives, depth of understanding of the barriers facing HPSM groups, present attitude and knowledge, and future plans in advancing EDI in the role.

Read the [San Francisco Declaration on Research Assessment](#) and UBC's report on [CRC Equitable Research Productivity Assessments](#) to learn more about bias in assessment and how to improve the ways that research and academic contributions are evaluated.

### *2.1d Scoring*

Discuss with the committee and carefully consider how to score the candidates based on the rubric. Define the terms used to describe criteria and provide examples of what is meant by a poor, fair, good, very good, and excellent score for each of the criterion. Establish the scoring protocol before committee members independently score candidates. Bring the committee together to deliberate on independent scores, being open to reviewing and adjusting scores on the basis of the thoughtful group deliberations on the scores. The group deliberation will lead to an agreed upon shortlist for interviews.

Some committees consider using weighted scores. Be very careful that the weighting does not reinforce or recreate structural and cultural barriers that disproportionately disadvantage candidates who belong to HPSM groups.

## 2.2 Considerations for incorporating accessibility and equity commitments in job ads

### *2.2a Reflection questions to build EDI considerations into job description*

1. How does this role's purpose or function relate to issues of equity, diversity, and inclusion? What opportunities exist for this role's work and function to contribute to advancing equity, diversity, and inclusion within your unit and at UBC?
2. How will EDI-related service and work be explicitly recognized and valued?
3. Which equity groups are under-represented at this level or in this type of position within our unit or within UBC overall? What role could this job description play in beginning to change that?
4. What opportunities exist within this job description to increase the diversity of candidates applying for this position? How can I make the job description – and the position itself - as affirming, clear, open, and EDI-relevant as possible?
5. For positions that involve leadership or supervision, what opportunities are there to emphasize core leadership attributes, including diverse and inclusive leadership?

## 2.2b Characteristics of equitable and inclusive job descriptions<sup>17</sup>

Inclusive job descriptions feature the four attributes in the table below (Figure 1). As you draft the job description, consider how you can incorporate these attributes. If you are adapting an existing job description, you can read the job description through the lens of an overlooked, underestimated, or underrepresented applicant and assess whether these qualities are communicated through what you read.

Figure 1. Attributes of Equitable and Inclusive Job Descriptions

Attribute (and section of job description for which it is most relevant)	Description	Examples
<b>Affirming</b> (All sections)	The job description communicates implicitly and explicitly that candidates from equity groups are welcome and will be supported to succeed in the role.	<ul style="list-style-type: none"> <li>• Features a flexible and welcoming tone</li> <li>• Communicates accessibility by indicating openness to different ways of working</li> <li>• Indicates how to access accommodations for disabled candidates and what supports will be available to them</li> <li>• Avoids language that may be exclusionary (e.g., his/her vs. their) or gendered (e.g., decisive vs. responsive)<sup>18</sup></li> <li>• Includes UBC's Diversity Statement</li> </ul>
<b>Clear</b> (Work Performed)	The job description communicates the role's function and purpose clearly.	<ul style="list-style-type: none"> <li>• Is specific about the duties and responsibilities of the job without being too prescriptive to make room for various access needs.</li> <li>• Uses plain language</li> <li>• Avoids jargon, technical terms, acronyms, or abbreviations. If you must use acronyms or abbreviations, use the full term the first time followed by the acronym or abbreviation in brackets.<sup>19</sup></li> </ul>
<b>Open</b> (Qualifications)	The job description allows for multiple routes or ways to meet the job's qualifications.	<ul style="list-style-type: none"> <li>• States the minimum education, certification, training, or experience as requirements only if it can be demonstrated that they're essential to the duties and responsibilities of the position, or if they are required by law or a relevant licensing body.<sup>20</sup></li> <li>• Is expansive about the range of credentials, education, or experience that can be considered valid preparation for the position.</li> <li>• Considers transferable skills and contexts that may be of value in the position.</li> </ul>
<b>EDI-relevant</b> (Qualifications)	The job description is clear and precise about the EDI skills and competencies that will be needed in the role.	<ul style="list-style-type: none"> <li>• Indicates the specific competencies around equity, diversity, inclusion and accessibility that will be needed in the role (e.g., interactions with diverse clients; ability to lead diverse teams, etc.).</li> <li>• Includes disability among the EDI-relevant competencies and lived experiences that are valued.</li> </ul>

<sup>17</sup> Center for Urban Education. (2020). *Equity-minded inquiry series: Document Review*. Rossier School of Education, University of Southern California. Accessed at: <https://www.cue-tools.usc.edu/phase-three-creating-solutions-through-inquiry> <https://www.cue-tools.usc.edu/phase-three-creating-solutions-through-inquiry>

<sup>18</sup> Gaucher, D., Friesen, J., & Kay, A. C. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of personality and social psychology*, 101(1), 109–128. Accessed at: <https://doi.org/10.1037/a0022530> <https://doi.org/10.1037/a0022530>

<sup>19</sup> UBC Human Resources. *Creating a Position*. Accessed at: <https://hr.ubc.ca/managers-admins/recruiting-and-hiring/creating-position> <https://hr.ubc.ca/managers-admins/recruiting-and-hiring/creating-position>

<sup>20</sup> UBC Human Resources. *Creating a Position*. Accessed at: <https://hr.ubc.ca/managers-admins/recruiting-and-hiring/creating-position> <https://hr.ubc.ca/managers-admins/recruiting-and-hiring/creating-position>

## 2.2c Section-by-section tips

As you draft (or review) each section of the job description, refer to the tips below, while letting your answers to the reflection questions above inform your choices.

**Job summary:** When providing an overview of the job and the context in which it is situated, consider how you are communicating the culture of your unit. Point to aspects of the unit's existing culture or aspirational cultural values that will be important to incoming community members (e.g., support of work-life balance, space for diversity and diverse ways of thinking for example).

**Organizational status:** Describe how EDI and accessibility considerations will be relevant to the position's relationships, interactions, and liaisons with other functions.

**Work performed:** Be specific and clear about the role's responsibilities, using as little jargon as possible, to enable candidates to clearly understand what the role will entail. These efforts should mirror efforts to make the position itself more accessible.

**Supervision received:** Consider how you can indicate how the supervision received by this position will be informed by EDI and accessibility, and UBC's institutional values more broadly.

**Supervision given:** Consider how the supervisory responsibilities of this position will align with core leadership attributes including diverse and inclusive leadership, and UBC's institutional values more broadly.

**Qualifications:** To counteract the effects of disproportionate representation in different disciplines and industries, consider the broadest range of fields from which a candidate may have gained relevant experience or skills.

**Diversity and immigration statement:** Include UBC's diversity and immigration statements in all job descriptions.

**Applicant diversity survey:** The university's applicant data collection infrastructure is linked to Workday, so using Workday as your applicant portal will leverage existing automated systems built to support the efficient collection and provision of demographic data for search processes. When recruitment is set up through the Workday application portal, all applicants will be asked to complete UBC's Applicant Equity Survey (or "recruitment applicant diversity survey"). This information is essential so that you can take a data-informed approach to an equitable and accessible recruitment process (see practice #3.3 - Analyze Applicant Self-Identification Data). As the collection of demographic data requires adherence to established data standards, confidentiality and privacy provisions, and ethical use protocols, Faculties Schools and Departments should not collect their own self-identification data without consultation with and endorsement from the Associate Vice-President, Equity & Inclusion, who is the university's Data Steward for institutional employment equity data.

**Pay transparency requirements:** All UBC job postings must include the expected pay or pay range, in accordance with BC's [Pay Transparency Act](#). This requirement is one of four steps to address systemic discrimination in the workplace:

1. Employers cannot ask applicants about pay history

2. Employers cannot dismiss, suspend, demote, discipline or harass an employee who inquires about their pay, reveals their pay to other employees or applicants, asks about the employer's pay transparency report, or gives information to the Director of Pay Transparency about their employer.
3. Employers are required to complete and post transparency reports.
4. Employers must include expected pay or pay range for a specific job opportunity that they advertise/post publicly.

## Appendix 3: Job posting and sourcing

### 3.1 Considerations for deploying broad and targeted outreach strategy

#### *3.1a Prior to posting: Publicly communicate your commitments*

You can lay the groundwork for more successful outreach strategies even before the position is advertised by considering how your department/faculty is signaling the importance of inclusive excellence to external candidates (e.g., websites, value statements, transparency about EDI, ISP and anti-racism work, accountability mechanisms). This can influence whether qualified HPSM faculty and staff will apply<sup>21</sup>.

#### *3.1b Prior to posting: Foster relationships with HPSM communities*

To cast a wide net for posting, it helps to build and maintain relationships with organizations and communities that serve and engage with HPSM groups. Consider how to actively build reciprocal relationships by reaching out to the relevant communities, attending and promoting their public events, and exploring other ways your department/unit can support them.

#### *3.1c Advertise the position widely*

There is no restriction on where positions can be posted or shared, except for budget. Explore less obvious channels to post the job opportunity, e.g., at universities with high graduation rates of HPSM students, conferences, professional associations, publications, social media collectives, community events, etc.

The EIO has developed the "[Diversifying your Applicant Pool](#)" resource – a list of networks, organizations, associations and publications that may be able to facilitate a wider distribution of the job ad amongst their membership and the diverse scholars more generally.

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<sup>21</sup> Fradella, H. F. (2018). Supporting strategies for equity, diversity, and inclusion in higher education faculty hiring. *Diversity and inclusion in higher education and societal contexts: International and interdisciplinary approaches*, 119-151. [https://doi.org/10.1007/978-3-319-70175-2\\_7h](https://doi.org/10.1007/978-3-319-70175-2_7h)

### *3.1d Be innovative and creative with your recruitment tactics*

Beyond posting widely, you can also employ various tactics to disseminate the job posting across diverse networks. Encourage members of your unit/department to develop and maintain broad networks nationally and internationally and ensure that they are aware of upcoming positions and connect with potential qualified candidates that they know or encounter. Support efforts to share the job advertisement/opportunity beyond traditional sites of advertisement at UBC, including informal and targeted ways to encourage qualified candidates to apply, such as contacting relevant departments and other universities with high engagement of HPSM scholars to distribute the posting.

## 3.3 Considerations for analyzing applicants' self-identification data

### *3.3a Overview of applicant self-identification data*

Applicant self-identification (or "self-ID") data is demographic information collected via UBC's Applicant Diversity Survey (or "Recruitment Survey" in Workday). UBC is moving towards centralizing student and employee demographic data collection and reporting, using robust data standards and governance principles. Where an application process does not use Workday, no equity data can be systematically collected and reported. It is too administratively burdensome to construct a manual survey for every hiring process that does not use Workday.

Faculties/Schools/Departments should not collect their own self-identification data without consultation with and endorsement from the Associate Vice-President, Equity & Inclusion, who is the university's Data Steward for institutional employment equity data.

The Applicant Diversity Survey has been administered to all job applicants using the Workday portal since November 2020. The survey mirrors the workforce Employment Equity Survey, which all new hires and current employees at UBC are asked to complete during an annual fall campaign – though the survey responses can be updated at any time throughout the year. Through Workday's automated process, all applicants who apply through the Workday portal will be invited to complete the survey, whether or not the survey is signaled in the body of the job ad. This automated process cannot be circumvented by the applicant, but any question in the survey may be declined by choosing the 'prefer not to answer' response option. Respondents are given the option to self-identify by gender, trans experience, sexual orientation, Indigenous identity, ethno-racial identity, racialization experience, and disability.

At this time, and in general, the EIO has determined not to share record-level self-ID data (i.e., the unique responses to each of the diversity survey questions) with search committees, until such time that we can ensure that there are members of the search committee who understand and can steward the ethical use of record-level data, adherent to inclusive excellence and human rights principles. These self-ID data will, at present, only be shared in aggregate to reflect proportions of HPSM applicants/candidates as the search progresses. In the specific circumstances of a restricted hiring process, data will be used to determine eligibility for the search, and a list of names of those eligible will be provided to the search committee. From there, aggregate data will be reported, as requested, to support intersectional analysis of applicant/candidate representation through the stages of the search process.

As the Equity Advisor Training Program is taken up more broadly and a cadre of faculty and staff have developed sufficient competencies and confidence to appropriately steward this data, the EIO will reconsider this general approach. Record level data may be shared for senior academic and administrative searches where the Associate Vice-President, Equity and Inclusion is acting in the capacity of EEA to the search committee.

### *3.3b Requesting applicant pool data*

Once a job posting has closed, anonymized aggregate-level data can be made available for any job requisition processed via Workday. To request this data, email [datateam@equity.ubc.ca](mailto:datateam@equity.ubc.ca). Be sure to include the associated job requisition number(s) in the context explanation.

Please consider that data requests can sometimes take up to five business days to fulfill, so it will be important to plan ahead to allow sufficient time for the request to be addressed ahead of any key search recruitment, screening, long/shortlisting, and selection milestones.

### *3.3c Leveraging data throughout the search process*

Aggregate applicant/candidate self-ID data can serve as an indicator of a few key process and outcome measures that may inform hiring and recruitment strategies, including:

- the diversity of the applicant pool and whether to place more effort into advertisement and outreach and extend the recruitment period before commencing the search;
- over time, patterns and trends in the composition of applicants (e.g., who does/doesn't typically apply) and representational gaps; and
- a potential indication that personally mediated biases and/or structural barriers may be influencing candidate pathways through the search process – from application, to screening, to longlisting/shortlisting, interviewing, and selection.

By identifying those groups systemically excluded (meaning that a pattern or trend is observed), decision-makers can better identify appropriate points of intervention to determine and implement mitigation processes. Reviewing intersectional group data can shed light on inequities faced by groups with multiple marginalized identities but which are masked in single group data reports.

There are key moments in a hiring process at which self-ID data might be leveraged:

- Before developing a job ad, review UBC's Employment Equity Survey data to understand current representational gaps and goals. Review this data as well for your own unit, faculty or portfolio.
- During the advertisement period (e.g., half-way through and at the close of the advertisement period), to check applicant data for gaps and opportunities to potentially inform a decision to extend or repost an ad.
- At certain steps in the search process (e.g., after an initial screening process, after evaluation of screened applicants, after development of the longlist).

- To communicate the names of applicants who have self-identified as eligible for the particularities of a restricted search. [See [Section D: Special Programs – Restricted and Preferential Hiring](#)].

### *3.3d A Note on Indigenous identity as part of self-ID data*

In recent years, concerns have been raised with increasing frequency and urgency about people being incentivized to claim Indigenous identity to access certain positions within academic institutions. Hiring committees should be particularly attentive not to rely solely on Indigenous self-identity data when considering applicants, and instead focus on the way that applicants can demonstrate knowledge, lived experience, and cultural connections to Indigenous communities. Therefore, in the context of some positions, it may be appropriate to invite applicants to submit additional relevant materials, including letters from Indigenous community groups or organizations that the applicant has worked with (along with names and contact information of community references).

For more information, you can read the [2022 report “Indigenous Voices on Indigenous Identities”](#) from First Nations University of Canada and the National Indigenous University Senior Leaders’ Association.

### *3.3e Common questions about Applicant Self-ID data*

#### *i. [What data is available to UBC search committees?](#)*

Applicant self-ID data depicts the proportional representation (i.e., percent of total) of applicants by HPSM group, which includes women, Indigenous people, racialized people, disabled people, 2SLGBTQIA+ people and TGNB people. The data is shared as an anonymized and aggregate summary by designated group per job requisition, if administered via Workday (e.g., a report might say “among eligible applicants self-identifying in this search process, 75 percent are women and/or minoritized gender identities; 3 percent are Indigenous, 40 percent are racialized, and 4.5 percent are disabled. Percentages may not total 100, as people can self-identify as belonging to more than one group”). Aggregated data can also be provided for multiple jobs, or over a range of time. The applicant diversity survey includes a vetted privacy statement that affirms that the data collected is aggregated and analyzed confidentially and for what purpose applicant details or individual responses will be shared, if at all. Provisions are being explored to provide record-level data to Employment Equity Advisors as well as Portfolio and Faculty Equity Leads depending on their EDI proficiencies and broader roles to advance EDI and decolonization priorities. This will be assessed by the Associate Vice-President, Equity & Inclusion (AVPEI) who is the university’s Data Steward responsible for approving equity data collection and reporting requests. With respect to comparisons, key data points include:

- Demographic composition of an applicant pool
- Comparison of an applicant pool to overall UBC workforce demographics (current staff, faculty) based on UBC’s Employment Equity Survey
- Comparison of an applicant pool to regional (Vancouver or Kelowna) and national workforce

ii. [What questions can demographic data help me answer?](#)

An analysis of this data can support decision makers to ask and answer a variety of questions related to recruitment practices, including:

- Are respondents to a job ad *disproportionately* representative of particular demographic groups (i.e., who is more likely to apply? Who are job ads systematically not reaching?)?
- How do job applicants compare to the available pool in the comparative workforce (either regionally or nationally)? Are there *gaps* (disproportionately higher/ lower when compared to the regional and national workforce)?
- Are new hires disproportionately representative of particular demographic groups? Who might be systematically excluded?
- What other data do you have (within the profession or discipline) to accurately reflect the proportion of qualified applicants available to draw from (Note: the challenge of the pipeline/pools of qualified applicants can be overstated without evidence to back up the statements).

iii. [Who is authorized to look at applicant record-level \(individuals'\) self-ID data?](#)

The Associate Vice President, Equity and Inclusion is the data steward for all employment equity data, including applicant self-ID data. The AVPEI designates equity data analysts who are members of the EIO and the Planning and Institutional Research (PAIR) Office to have access to record-level data for planning and evaluation purposes. These data analysts facilitate access to anonymized aggregated data by the hiring manager and record-level data only when appropriate and when this has been clearly signaled to those completing the applicant diversity survey (e.g., for restricted and preferential hiring initiatives). In accordance with UBC's privacy and confidentiality protocol of suppressing any given category where total respondents are fewer than five individuals, as long as data is anonymized and in aggregate, self-ID data can be shared with all members of a hiring committee.

iv. [When is it appropriate for search committees to look at record-level data \(vs aggregate data\)?](#)

In most cases, anonymized aggregate summaries of applicant self-ID data are sufficient for search committee processes. An exception may be made when committees are recruiting using preferential or restricted hiring processes, such as is the case with UBC's current special program for Canada Research Chairs. In such instances, a designated individual (e.g., EIO data analyst) may support search committees by verifying a candidate's self-ID to determine eligibility for a posted role. This is usually done by simply affirming that the candidate's responses align with the specified eligibility criteria (e.g., a position restricted to faculty who identify as disabled or Indigenous), after having clearly indicated this in the survey. It does not include supplying the committee with individual candidates' full slate of self-ID responses directly.



- v. [What do we do with information from the application package that could indicate a candidate's membership in HPSM groups even if they did not disclose in the applicant diversity survey?](#)

This should be considered and discussed explicitly ahead of time by the search committee. With the exception of restricted and/or preferential hiring processes, it is not appropriate to make hiring decisions on the basis of someone's identity or membership in a HPSM group. Even if the person discloses an HPSM identity or appears to be visibly part of an HPSM group, this information in itself should not be considered to be relevant as it is not, in and of itself, a qualification for a position. Committees should focus on the criteria that they have established and around which they have built the job advertisement. By making sure that the job ad and criteria integrates EDI considerations, such as the importance of diverse perspectives, the value of lived experience, or experience working with HPSM community, the committee makes it more likely to select candidates who belong to HPSM groups for their qualifications rather than their identity alone.

## Appendix 4: Screening & Shortlisting

### 4.1 Considerations for employing inclusive applicant screening and shortlisting processes

#### *4.1a Minimizing bias in the screening and shortlisting process*

At the screening stage, if there is any subjective judgement required or openness to equivalencies, err on the side of screening in rather than screening out – be open to learning more if the minimum qualifications are ambiguous or the entirety of the application suggests there could be equivalency of education and experience, where the position has indicated this equivalency will be considered. Independently rating candidates before group deliberations serves to minimize group/conformity bias.

There is both an art and a science to evaluating candidate responses through the different phases of the search process. Remember, many factors are at play and the environment is a constructed situation where both candidates and committee members are performing in particular interviewee/assessee and interviewer/assessor roles. Thoughtful deliberation after independent evaluation is key to reinforcing or shifting perspectives, while forefronting equity and fairness. Engaging mindful deliberations may mean surfacing the assumptions that underlie some bias. For example, HPSM candidates may have chosen to attend institutions that are perceived to be less prestigious because of the available opportunities and supports that they could offer (including disciplinary alignment), rather than because they were not competitive to get into institutions that are perceived as more prestigious.

#### *4.1b A Note about engaging the "committee of the whole"*

Where input from peers or stakeholders not sitting on the search committee is required, ensure that protocols and timing for equitably soliciting and considering input are codified and followed. For example, if a department employs a "committee of the whole" approach to the search, where peers external to the search committee will provide opinions on candidate applications, the Chair of the department shall establish a process whereby all members who provide input on the merits of applications do so in a manner that adheres to principles of confidentiality, fairness, and equity. This includes informing candidates and obtaining their consent in advance of sharing their CVs and/or other application materials with members external to the search committee. Criteria for external input should be aligned with qualifications set out in the evaluation rubric.

## 4.2 Considerations for Monitoring Diversity of Long/Shortlisted Candidates

When search committees screen and assess applicants, they are doing so against a bona fide list of job requirements, which constitute the candidate evaluation criteria. As candidate applications and interviews are evaluated, search committee members independently rank candidates on the basis of evidence of demonstrated experience or potential across all evaluation criteria to arrive at a longlist for further deliberation. The length of the longlist is somewhat arbitrary, based on candidates falling within a **'zone of excellence'** – meaning demonstrating a sufficient level of experience or potential to move them to the next phase of the review process. At the longlisting stage, it is important to review the aggregate diversity profile of the candidates and contrast with the diversity profile of the applicant pool to see if representation of historically marginalized groups has dropped off.

It is helpful to take a **'second look'** at those competitive candidacies at or near the 'zone of excellence', recognizing how personally mediated biases and structural inequities are always operating through the search and possibly resulting in a 'leaky pipeline/pathway'. HPSM groups are among the most impacted by biases and inequities, often evidenced in decreasing representation as the search process progresses.

When taking second looks, search committees do not need to see case-level data; they may simply review the 2-4 applications at or near the zone of excellence, broadly keeping in mind and questioning whether and how any gendered, racial, and/or ableist biases and inequities may be at play. Where these biases and inequities may be at play, it is advisable to consider expanding the long-list pool for deliberation. Repeat the same process when moving from longlist to shortlist and when making final recommendations for candidates of choice, keeping in mind the goals of advancing inclusive excellence and closing employment equity gaps

## Appendix 5: Interviewing

### 5.1 Considerations for Fostering an Accessible and Inclusive Interview Process

#### 5.1a Accessibility

Consider approaching the interview process with accessibility as a baseline to enable all candidates to showcase their best work. This means planning for diverse access needs and incorporating them as a standard part of all candidates' interviews, such as: providing captions during virtual/hybrid meetings, building in sufficient breaks, providing interview questions in advance of the interview (ideally a few hours in advance, especially if candidates are traveling to their interview), and ensuring the physical interview space is accessible (e.g., mobility, chemical sensitivities, etc.). The [Centre for Workplace Accessibility](#) can provide guidance and support in this process.

Communicate your unit's commitment to an accessible and supportive work environment in the email inviting candidates to an interview, along with a version of this message:

*(Template for UBCV) If you have any accessibility needs or would like to request an accommodation during the interview process, please contact the Centre for Workplace Accessibility (CWA). The CWA is a central hub for resources, tools, and programs that help remove barriers for faculty and staff with disabilities or ongoing medical conditions. They can be contacted at 604-822-8239 or at [workplace.accessibility@ubc.ca](mailto:workplace.accessibility@ubc.ca).*

*(Template for UBCO) If you have any accessibility needs or would like to request an accommodation during the interview process, please contact [Workplace Health & Wellbeing](#).*

No matter how accessible the process attempts to be, candidates may have additional access needs that require accommodations. Treat this as a learning opportunity for identifying and addressing gaps in the accessibility measures in place. Carefully review all components of the interview schedule, especially if the schedule involves more than one interview (e.g., campus visit), to make sure that they increase the chances of yielding an excellent candidate (i.e., by creating an accessible experience and positive impression of the unit) and the components allow the committee to assess candidates' competencies based on the rubric. Otherwise, consider removing them or replacing them with more accessible practices. Looking for additional ways to build candidates' access needs into the hiring process is a great opportunity to showcase your unit's proactive approach to equity and accessibility.

#### 5.1b Accommodations

Regardless of whether or not they disclose a disability to the search committee, every candidate should be provided with information about how to request an accommodation for the interview process. Accommodations are changes or supports during the interview process that remove barriers that prevent a candidate from doing their best. Accommodations are not evidence that a candidate cannot do the job, and respecting disability accommodations is a legal obligation.

At UBC Vancouver, all candidates and hiring managers can contact the Centre for Workplace Accessibility (CWA) to discuss accommodation options for any UBC interview via email at

[workplace.accessibility@ubc.ca](mailto:workplace.accessibility@ubc.ca) or via phone at 604-822-8139. At UBC-Okanagan, all candidates and hiring managers can contact [Workplace Health & Wellbeing](#).

Ensure that all candidates are aware of this service by including this information in the job posting and in the invitation. Sharing this information will help ensure that candidates are not the ones taking on the administrative burden of the process (i.e., the work and cost of implementing an accommodation), which would create inequities between disabled and nondisabled candidates.

Many people do not request needed accommodations because they fear that it will count against them in the hiring process. Make sure your process clearly communicates that requests for accommodations are welcome and that the maximum will be done to ensure they will be provided. The persistent stigma around accommodations is another reason to build accessibility into the hiring process: it removes the opportunity for bias by increasing the chances that the access needs of candidates will be met without them needing to request accommodations.

Take note of needed accommodations and consider including them as a standard part of future hiring endeavours. Accommodations may include extra time to process questions, ASL interpretation, a pen and paper, etc. Access aids are not evidence that a candidate is unable to do the job but are rather supports that will allow them to showcase their potential.

### *5.1c Campus visit*

Most faculty hiring processes will include an in-person campus visit. These types of visits require specific attention to EDI and accessibility due to their length, their emphasis on interpersonal interactions, and the fact that they happen in-person. They are another opportunity to showcase how you build accessibility into your search process, how you provide accommodations, and how you ensure that people from diverse communities and experiences feel welcome into your unit. Some accessible practices for campus visits include:

- Building in regular breaks for candidates;
- Sharing detailed information about any buildings the candidates will visit and how to get there (including locations of elevators as well as accessible and all-gender washrooms, information about the accessibility of pathways to get to the building);
- If sharing food and drink, asking candidates about dietary requirements and preferences, and avoiding events that center the consumption of alcohol;
- Letting candidates know about potentially disruptive sensory interruptions (construction sounds, bells, etc.);
- Offering a virtual option for a campus tour.

Be explicit about these practices being part of your unit's commitment to creating a more accessible experience for all candidates and ask candidates if there is other information or accommodations that they will need.

### *5.1d Interview format*

Consider alternate interview formats that can allow diverse skills, abilities, and strengths to be demonstrated outside of a standard in-person question-and-answer interview. This can include:

- A tour of the facilities/building;
- Virtual interviews; and,
- Teaching demonstrations or research presentations.

Ensure that the interview format aligns with the skills and duties being evaluated. Be aware that not every format is equally accessible to every candidate (for example, a walking tour); it is appropriate to offer candidates different options for accessibility reasons; however, you should remain attentive to the need to implement consistent, fair, and equitable methods of evaluation for all candidates.

Consider using behaviour-based interview questions, which ask the candidate to describe, in detail, experiences demonstrating qualifications including the use of actual examples. Behaviour-based interviewing is effective in focusing on bona fide job requirements, and it is often used because evidence of past behaviour is a reliable predictor of future behaviour. That said, it is important not to rule out transferable skills and future potential and promise of candidates who may not have demonstrated experiences across all job criteria.

### *5.1e Transparency of expectations*

Consider what information and materials need to be shared with candidates before the interview to provide them a clear understanding of what to expect. This can include: the timelines, interview format, basic structure, what kind of questions will be asked, names of the members of the search committee, etc.

For all in-person components, candidates should be provided with the accessibility information of the building and surrounding area. Information about the interview process should be communicated to well in advance so that candidates have adequate time to verify whether the process accounts for their access needs and can request further accommodations if necessary.

### *5.1f Interview Questions*

Questions asked during the interview should allow hiring committees to get a better impression of the unique qualities that each candidate would bring to the advertised position. They should clearly reflect both the job description and the criteria created by the search committee.

- Consider how to balance the consistency of questions needed to seek the appropriate information with the flexibility of questions to support candidates in demonstrating their skills, knowledge, and abilities.
- Ensure that candidates understand that they can ask for clarification of any questions.

- Consider whether the interview questions and related job duties truly require ‘on the spot’ or ‘immediate’ responses. Except in the case of those specific job duties, providing questions before the interview provides a more equitable and accessible experience and allows the candidate time to provide more thoughtful answers that better represent the contributions they could make.
- Consider asking more literal and specific questions over hypothetical and abstract questions in order to give all candidates the best chance of providing a response that reflects their competencies and experiences. Questions should be tailored to the evaluation criteria and the key job demands, and they should be inclusive of diverse abilities, backgrounds, and experiences.
- Avoid questions that are not job-related.

### 5.1g Interview responses

Focus on the content of candidates’ responses rather than the style or delivery. Different people require different amounts of time to process questions and formulate answers. Some candidates will ask clarifying questions or need a question repeated or reframed.

### 5.1h Expectations

Consider the expectations and biases you may bring with you into an interview. Remember that there are a multitude of reasons for how candidates present themselves. Focus on the essential job functions and the skills and assets the candidate can bring to the position. Do not assume that how you would do a job is the only or best way to do a job, particularly with respect to disabled candidates. Avoid looking for “fit” in the department’s culture, as research shows that this undermines equity and diversity goals by leaving unexamined shared racialized, gendered, and ableist assumptions among search committees<sup>22</sup>.

Often, setting aside a few minutes at the end of an interview for search committee members to individually reflect on where and how personal biases may have been triggered in considering the entirety of a candidate’s application, and then discussing those insights can lead to useful clarification of criteria and qualifications, as well as whether our unexamined thinking risks perpetuating barriers and challenges in the review.

### 5.1i Language

Consider how even if an interviewer may not intend to discriminate, a candidate may perceive certain language as discriminatory. View these situations as a chance to learn and do better the next time. Take note of how the individual identifies themselves and follow their lead in terms of what language they use to describe themselves and their relationship to disability.

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<sup>22</sup> Liera, R., & Ching, C. (2019). Reconceptualizing “merit” and “fit”: An equity-minded approach to hiring. In *Higher education administration for social justice and equity* (pp. 111-131). Routledge.

**Additional Resources:**

[In-person faculty interview process](#)

[Email communication to candidates](#)

[CWA training on accessible interviewing practices](#)

*5.1j Sample EDI-related interview questions*

- How do you think equity, diversity, and inclusion are relevant to this role?
- Tell us about a time when you lead a diverse team to achieve a common goal?
- Please describe a situation where you had to work with someone whose perspective or approach was very different from yours. What did you do to move the work forward productively?
- How have you worked on developing your own awareness, knowledge and skills related to equity, diversity and inclusion?
- Tell us about a time you worked with a diversity of partners/community members on a common goal. How did you contribute to an equitable and inclusive process to achieve the goal?

*Figure 2. EDI Development Continuum*

<b>Demonstrating EDI complacency</b>	<b>Demonstrating nascent EDI literacy</b>		<b>Demonstrating developing EDI fluency</b>		<b>Demonstrating transformative EDI proficiency</b>	
Carelessness	Compliance	Commitment	Consciousness	Curiosity	Competency	Collaboration
Has not thought much about EDI and is not aware or certain of the relevance of EDI to them and their work	Is mindful of and strives to meet legal requirements related to EDI	Feels a sense of responsibility to change the status quo with respect to EDI	Reflects on and examines their own social positionality and access to forms of power within different sociocultural contexts to influence EDI change	Is actively inquiring about and building a set of attitudes, knowledges and skills to influence EDI change	Displays the effective deployment of attitudes, knowledges and skills in a variety of context to influence EDI change	Works with a range of stakeholders and rights holders to collectively influence and inspire EDI change

## Appendix 6: Post-interview reference checking

### 6.1 Considerations for Using Consistent Reference Letter Protocol

#### *6.1a Bias*

Search committee members should review letters of recommendation with the awareness that bias can show up in the language used to describe candidates' accomplishments or characteristics. This awareness can be helpful in identifying and mitigating bias. Reminding committee members of how bias can arise prior to distributing reference letters can create opportunities to discuss whether or what bias appears in the process.

#### *6.1b Disclosure*

For some candidates, disclosure can be a complex topic. Traditionally, letter writers are advised not to mention disability or other stigmatized social identities (such as trans identity) in reference letters in order to avoid activating biases among readers. However, for some candidates, doing so risks erasing core aspects of their identity as well as leaving out important professional achievements and impressive elements of their careers. The search committee should provide guidance to letter writers on this topic by indicating that they welcome relevant disclosures (but do not require nor expect it). They should also discuss internally the possible impact of biases on their assessment of letters and how they will work to counter these biases.

#### *6.1c Authorship*

How well the letter writer knows a candidate's work and is able to accurately evaluate their strengths and capabilities may be more important than the title or position the recommender holds – particularly for HPSM candidates, who may not have equitable access to culturally competent supervisors or mentors in high-ranking roles. Be aware that relying on a letter writer's perceived professional stature as a proxy for a candidate's potential may contribute to or entrench inequities.



Figure 3. Sample Template Messages to Request References or Recommendation Letters  
(with thanks to the UBC Faculty of Education Faculty Hiring Guidelines)

1. Template message to applicants with intention to request references

Dear (applicant),

Thank you very much for applying for the X position in X department/school, Faculty of X at the University of British Columbia. We received many strong applications from highly qualified candidates. I am pleased to inform you that your application is still being actively considered. At this stage, we will be contacting the three referees whom you listed in your application. Please contact me immediately if you have concerns about our doing so.

Sincerely,

Chair of the Search Committee

2. Template message to referees for letters of reference

Dear (referee),

(Candidate) has applied for the X position in X department/school, Faculty of X at the University of British Columbia. Please find attached the job advertisement for the position, which describes our assessment criteria for candidates. We are now seeking letters of reference for candidates advancing in the search process.

(Candidate) has listed you as someone who is willing to provide a letter of reference. I would appreciate it very much if you could provide a letter in which you comment candidly on (candidate's) suitability for this position.

Specifically, please address the following:

- (Primary criteria for the position)

We are requesting that you send your letter of reference by (date) to X (name, position) via email to X@ubc.ca.

Thank you very much for assisting us in the search for our new colleague.

Sincerely,

Chair of the Search Committee

## Appendix 7: Selection and offer negotiation

### 7.1 Considerations for recommending/selecting finalists

For faculty searches, the appointments process is set out within the collective agreement with the [UBC Faculty Association](#).

### 7.2 Considerations for collaboratively crafting an outcome-enhancing offer

#### *7.2a Offer package*

Unit Heads are encouraged to construct offer packages that are appropriately responsive to individualized faculty circumstances and access needs, while avoiding creating, reproducing or deepening any new, existing or future inequities across identifiable faculty groups. When negotiating with diverse candidates, consider transparency, consistency, fairness, and equity for individuals and groups with respect to:

- starting salary<sup>23</sup>
- rank and tenure
- start date
- dual career appointments or career supports [*Refer to UBC Vancouver's [Dual Career Programs](#) or check with Chair of hiring committee at UBC Okanagan*]
- reimbursement for visits to secure housing
- travel and home relocation reimbursement
- general benefits (e.g., health, tuition benefits for family)
- contract renewal and tenure
- retirement and pension
- distribution of time for teaching, advising, research, service and administration
- course release time
- research and teaching assistants
- research support (including creative work and lab start-up funds)
- travel and discretionary funds
- research leaves
- administrative support
- office and/or lab space, equipment and supplies
- mentorship
- access needs as well as particular needs to help mitigate any specific individual EDI barriers (these should not be framed as perks or benefits, but rather as a baseline to ensure the successful candidate can thrive in their role)

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<sup>23</sup> The Canadian Association of University Teachers has published a 2018 [Handbook for Negotiating Starting Salaries. Handbook for Negotiating Starting Salaries.](#)

### 7.2b Transparency

Consider sharing information or making known to candidates what and how much a Faculty/Department will consider in an offer negotiation, prior to the candidate entering into negotiations. Clearly and accurately express the range of options available for discussion. Make certain that all candidates know that UBC faculty salaries are published as part of [UBC's yearly Financial Information Act reports](#).

### 7.2c Consistency

Consider establishing a rubric to guide the Faculty/Department in assessing the candidate's qualities and qualifications, as well as unique university and unit contexts that would inform the range of (total) compensation offered. The rubric will provide a level of consistency with some flexibility for individual differences rationalized through a codified process.

### 7.2d Fairness

Optimize how Faculty/Department offer negotiations are engaged with procedural, substantive, and relational fairness, ideally by periodically assessing processes (how the negotiations unfold), outcomes (the details of the offer negotiated), and treatment (how faculty experienced the process and feel about the outcome).

### 7.2e Equity

Consider how transparency, consistency, and fairness in offer negotiations is different for and has an adverse effect on HPSM groups, and work to reduce systemic discrimination/inequities that would need to be remediated.

### 7.2f Equal pay for equal work versus equal pay for work of equal value

Equal pay for equal work addresses parity of compensation across identifiable groups, across gender or racial identity for example, *who do the same work*. *Pay Equity* is a federally legislated concept, referring to equal pay for work of equal value. Pay equity requires a comparison of jobs dominated by women vs jobs dominated by men of comparable value, on the basis of the level of skill, effort, responsibility and working conditions involved in doing the work. In 2016, the Canada government reaffirmed its commitment to develop proactive [pay equity reform](#).

### 7.2g Equitable pay among faculty

In a study of the earnings of university professors in Canada examining the factors that determine employment earnings and whether differences in earnings may be attributed to the visible minority status of professors, Ramos and Li (2017) conclude that "as a whole...visible minority professors are both underrepresented among the professoriate and earn lower wages (p. 63)<sup>24</sup>.

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<sup>24</sup> Ramos, H. & Li, P.S. (2017). Differences in representation and employment income of racialized university professors in Canada. In Howard Ramos (Ed.), *The equity myth: Racialization and Indigeneity in Canadian universities* (pp. 46 – 64). Vancouver, BC: UBC Press.

### 7.3 Considerations for completing the equitable search summary report

#### Online equitable search summary form: Faculty hiring

Type of search:  External search  Internal search  
Success of search:  Yes, candidate recommended  No candidate recommended

Name of candidate recommended (if applicable): \_\_\_\_\_  
Faculty and academic unit: \_\_\_\_\_  
Search committee chair: \_\_\_\_\_  
Title of position: \_\_\_\_\_

#### Process

##### *Setting the stage for recruitment*

- Assigned Employment Equity Advisor who participated throughout the search process  Yes  No
- Constituted diverse search committee, including:
  - Women  Yes  No  Unknown
  - Indigenous persons  Yes  No  Unknown
  - Racialized persons  Yes  No  Unknown
  - Persons with disabilities  Yes  No  Unknown
  - LGBQ persons  Yes  No  Unknown
  - TGNB persons  Yes  No  Unknown
- Committee members completed required bias and equity training  Yes  No
- Committee reviewed institutional/unit climate and workforce equity gaps  Yes  No

##### *Preparing job description*

- Prepared candidate evaluation rubric aligned with job requirements (upload rubric)  Yes  No
- Incorporated accessibility and equity commitments in the job ad  Yes  No

##### *Job posting and sourcing*

- Deployed broad and targeted outreach strategy  Yes  No
- Requested brief EDI statements  Yes  No
- Invited applicants to complete Applicant Diversity Survey  Yes  No

##### *Screening and shortlisting*

- Employed inclusive applicant screening and longlisting processes  Yes  No
- Monitored diversity of candidates in longlist and shortlist  Yes  No

##### *Interviewing and post interview checking*

- Prepared for and engaged in an accessible and inclusive interview process  Yes  No
- Used a consistent reference letter and checking protocol for candidates  Yes  No

##### *Selection and offer negotiation*

- Recommended finalists based on strategic priorities and inclusive excellence  Yes  No
- Designed a fair offer guided by the equitable offer negotiation resource  Yes  No

Narrative comments

If you answered no anywhere, briefly discuss any challenges encountered in applying any of the above listed employment equity and inclusive excellence practices and the strategies attempted to overcome the challenges.

Please describe the measures used to ensure that applicants/candidates who required accommodation or who experienced career interruptions were not disadvantaged during the search process.

Highlight each of the shortlisted candidate strengths and shortcomings related to the job qualifications.  
**Please do not use candidate names.**

Dean's approval:

- The relevant Deans have reviewed this report and endorse the search process and outcome

Date report completed:

\_\_\_\_\_