

Note: These materials were compiled for the specific workshop in question as illustrative examples of the core concepts.

They are not intended to be used as substitutes for the attendance at the presentation and the vital collegial discussions that takes place therein, and should not be interpreted as official Concordia University documents.



Best practices for equitable hiring of full-time faculty

Fall 2020

Office of the Provost and Vice President (Academic)

TERRITORIAL ACKNOWLEDGEMENT

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/ Montreal is historically known as a gathering place for many First Nations.

Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

To read more about the Territorial Acknowledgement:

concordia.ca/indigenous

Flow

- Inclusive Excellence at Concordia
- In Practice
- Unconscious bias
- Conflict of Interest

Simplified Terms

- **Diversity** involves **difference**
- **Equity** is about **fair treatment for all**
- **Inclusion** is about being **inherently valued and respected**

See full definitions on the [EDI Working Group website](#) under *Recommendations*

Designated groups

- **Women...**
- **Aboriginal persons** means Indigenous persons from Canada and the US. This includes individuals who are members of a First Nation, Métis, Inuit, status and non-status Indians, registered and non-registered Indians, and treaty Indians.
- **Visible minorities** means persons who, other than Aboriginal persons, are non-white in colour / race. This includes individuals who were born in Canada and abroad.
- **Persons with disabilities** means persons who have long-term or recurring physical, mental, sensory, psychiatric or learning impairments.
- **Ethnic minorities** means persons who are neither Aboriginal persons nor visible minorities and whose mother tongue is neither French nor English.

Inclusive Excellence

- Expands the definition of excellence to encompass the benefits of diversity and rectify historical inequities
- Considers the ways in which diverse experiences contribute to an enriched academic environment that may not be captured by traditional measures
- Research demonstrates the benefits of diverse learning environments

EDI at Concordia: ongoing initiatives

- Equity, Diversity and Inclusion (EDI) Action Plan for the Canada Research Chairs (CRC) Program
- Equity, Diversity and Inclusion Working Group
- Indigenous Directions
- Black Perspectives Initiative
- Data gathering to inform diversification plans for students, faculty and staff
- Campus-wide accessibility audit
- Joint compensation equity exercise with full-time faculty association
- Development of EDI training plan for academic recruitment committees

In Practice

Recruitment first step: Reflect on your department's mission and needs with respect to EDI

- What are the demographics of your faculty, staff, and students?
- How do they compare to each other?
- How do they compare nationally within your discipline?
- How is our department perceived in terms of climate and inclusiveness of diverse experiences?

1. Craft an Inclusive Job Ad

- See template provided
 - Descriptions of department, faculty, Concordia and Montreal
 - Emphasis on articulation and experience demonstrating commitment to EDI
 - Career interruptions
 - Accommodations
 - Employment Equity Statement, Canadian Citizenship and Territorial Acknowledgement
- Broadly defined research area
- Opportunities for interdisciplinary collaboration
- Department priority and commitment to create welcoming campus
- Position code

2. Build an effective search committee

- High level commitment to diversity and excellence
- Different perspectives and expertise
- Women and underrepresented minorities whenever possible
- Occasional members from outside the department
- Option for EDI Advocate

3. Develop consensus around inclusive job criteria

- Discuss the meaning of “excellence” in the context of the position in question
- Consider full range of needs of the department and university community
- Go beyond research, teaching, service
- Limit reliance on a single limited indicator
- Discuss the relative weighting of the different criteria
- See *Examples of evaluation criteria* (post-workshop email)

Article 12.02 k) of the CUFA Collective Agreement

- The DHC shall prepare a list of all criteria used to establish a short-list of candidates. Following a review of the applications, the DHC shall interview short-listed candidates to evaluate their qualifications.

Example: Tier II Canada Research Chair in Computational Physics

- **EDI (30%)** Potential for contributions to Equity, Diversity and Inclusion in the Dept. of Physics and CERMM
- **Teaching and mentoring (15%)**
- **Research proposal (20%)**
- **Impact of past research (20%)**
- **Collaborations (15%)** Potentials for productive collaborations with Physics and CERMM as well as external collaborations

4. Actively develop a diverse pool of applicants

- Generate a pool, not just tap into it
- Consider results of past searches & particular demographics in your discipline
- Outlets targeting diverse groups
- Upstream Recruitment
 - Diverse personal contacts at conferences
 - Ask faculty and graduate students to help identify strong candidates
 - Referral relationships
- Keep language very neutral when inviting candidates to apply
- Responsibility of entire committee and department
- Applicant survey

Dear ...,

We are currently hiring for a full time faculty position in Equity Studies and I thought you would be interested in seeing the attached position. Would you kindly take note of this opportunity and share it with your network?

Thank you,

Mark Andrew Galang Villacorta

Article 12.02 f) of the CUFA Collective Agreement

- All positions to be filled shall be advertised both internally and externally in the appropriate journals and newspapers (including the *CAUT Bulletin* whenever publication schedules permit, or the *CAUT Bulletin* on line, for probationary, tenured, ETA and LTA appointments). The advertising copy shall be sent to the Association and the JEEC by the Dean within ten (10) days of its placement.

5. Develop 'long list' for further consideration

- Identify all potential applicants worthy of further consideration
- Brief review conducted by all committee members
- Consider equitable division of dossiers for thorough review
- Decide on length of 'long list'
- Pay attention to applicants on whom reviewers disagree
- Evaluate 'long list' before finalizing
- Allow sufficient time to review 'long short list' before meeting to develop the 'short list'
- See *Examples of evaluation templates* (post-workshop email)

Sample Form for Evaluating Faculty Applicants (University of Wisconsin, Madison)

	I	A	G	E
Educational background/PhD in relevant area of study				
Postdoctoral experience				
Teaching experience				
Research experience				
Creativity or innovation of research				
Publication history				
Service contributions				
Experience working with or teaching diverse groups including women and members of underrepresented minority groups				
Meets departmental needs				
Recommendation letters				

I = Inadequate, A = Adequate, G = Good, E = Excellent

6. Develop `short list` of finalists to interview

- Review objectives, criteria, procedures, ground rules
- Emphasize that the committee represents the interests of the department (and the university) as a whole
- Remind committee members of the potential role of bias in evaluation
- Insist on uniform application of standards in retaining / dropping applicants from the `long short list`
- Remind committee that increasing faculty diversity is an important criterion to consider among otherwise comparable applicants
- Be able to defend every decision for rejection / retaining applicants, and the process as a whole
- Do not rank finalists on `short list`

Sample Form for Evaluating Interviewees (University of Lethbridge)

Questions	Criteria Sought	Weight	Rating	Score	Comments/Notes
Teaching <ul style="list-style-type: none"> ▪ What is your philosophy of education and how is it manifested in your teaching? 	<ul style="list-style-type: none"> ▪ Scholarly competence, pedagogic effectiveness 				
<ul style="list-style-type: none"> ▪ What has been the most difficult part of team teaching for you & how did you cope with it? 	<ul style="list-style-type: none"> ▪ Team player, works cooperatively ▪ Diplomatic, problem solving skills ▪ Demonstrated teaching experience 				
<ul style="list-style-type: none"> ▪ What innovative approaches do you employ in teaching? 	<ul style="list-style-type: none"> ▪ Understands different learning styles & variety of methods and technology to support them 				
Working with students <ul style="list-style-type: none"> ▪ Give examples of challenges you've had with students in your teaching experience and how you handled them. 	<ul style="list-style-type: none"> ▪ Accessible, responsible, fair, sensitive and respectful, patient, approachable. Listening skills 				
<ul style="list-style-type: none"> ▪ Tell us about when you've acted as a mentor. What did you do? What were the results? 	<ul style="list-style-type: none"> ▪ Good rapport with students. Can motivate and inspire. Sensitive to needs of students 				
Research Agenda – current & future <ul style="list-style-type: none"> ▪ What direction would you like your research to take and what plans do you have for taking it there? 	<ul style="list-style-type: none"> ▪ Integrity, originality, quality ▪ Collaborative ▪ Strong commitment 				
<ul style="list-style-type: none"> ▪ What opportunities do you see in our Dept. for cooperating in research with specific colleagues? 	<ul style="list-style-type: none"> ▪ Scholarly competence, interest in collaboration. Respective of fields of study 				
<ul style="list-style-type: none"> ▪ Tell us about some of the opportunities you've created in your research for students. 	<ul style="list-style-type: none"> ▪ Shares information, ability to give effective feedback. ▪ Integrity 				
<ul style="list-style-type: none"> ▪ How has your research informed your own teaching? 	<ul style="list-style-type: none"> ▪ Responsive to change 				

7. Facilitate a structured and welcoming interview process

- Develop a set of core questions
- Develop agenda for the interview
- Personalize the visit for each candidate
- Ensure that all candidates meet a diverse group of people
- Be sensitive to the unique challenges faced by LGBTQ2 candidates, e.g. [UMD Guidelines for LGBT Recruitment](#)
- Invite candidates to contact Dr. Hardy regarding accommodations
- Ensure that all candidates know about resources available to new faculty
 - All faculty interviewers are aware
 - E.g. mentoring, professional development, work/life balance policies, dual career programs, affinity groups.
- See *Conducting interviews remotely* (post-workshop email)

Dear ...,

We look forward to welcoming you to Concordia University on January 1, 2021. Please find a tentative schedule of your virtual visit attached hereto. In order to make it most beneficial, we would be pleased to facilitate opportunities for you to exchange with colleagues whom you would be particularly interested to meet—from either within or outside our department. Thank you for sending me a list of names at your earliest convenience.

Applicants who anticipate requiring accommodations throughout any stage of the recruitment process may contact, in confidence, Nadia Hardy, Interim Deputy Provost and Vice-Provost, Faculty Development and Inclusion at vpfdi@concordia.ca.

Thank you,

Mark Andrew Galang Villacorta

Sample interview questions

- Please give some examples indicating your ability to work with students from diverse backgrounds
- Please describe some strategies you have used to enhance the professional or academic success of individuals from groups that are underrepresented in your institution?
- See *Examples of interview questions* (post-workshop email)

8. Evaluating the finalists

- Committee should meet immediately after each candidate`s visit
- Feedback from Department members should be collected as soon after each candidate`s visit as possible
- Review advice on minimizing bias
- Review objectives, criteria, procedures, ground rules

9. Take steps to mitigate Unconscious Bias

- Unconscious bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner
- Certain circumstances can increase use of schemas
 - Stress from competing tasks, time pressure, lack of critical mass, ambiguity/including lack of information
- DHC members encouraged to take the Implicit Association Test
 - However, simply learning about our hidden biases is not sufficient
 - We must build our skills to overcome biases once identified

9. Take steps to mitigate Unconscious Bias (continued)

- Unconscious bias is well documented, pervasive, and influences behavior
- Affects everyone of all backgrounds and education levels
 - Even members of an under represented group may have unconscious biases against that group
- Limits the diversity of experience and knowledge in the institution

- Unconscious bias is pervasive, but it can be mitigated
 - Most effective way is to recognize, acknowledge, and discuss biases as they arise
 - In regards to applicant evaluation, adhere to principals of minimizing both distraction and discretion

How can we mitigate effects of unconscious bias? Advice for applicant dossier review

- Mindset: we all have and are susceptible to biases
- Do not allow distractions while reviewing applications
- Use standardized forms at each stage of evaluation
- Avoid considering criteria / preferences not specified in the job description
- When reviewing applications for reasons other than evaluation, e.g. completion, avoid comparing applicants / developing preferences at that time
- Use inclusion strategies which tend to lead to more careful and deliberate choices
- Allow sufficient time to review `long list` before meeting to develop the `short list`

How can we mitigate effects of unconscious bias? Advice for applicant dossier review (continued)

- Apply criteria consistently
- Be sure to consider whether you are using evidence to arrive at your evaluations/ratings
- Do not depend too heavily on one element of the application
- Avoid reliance on vague conceptions of “fit”
- Be mindful of words used in reference letters

Types of Biases to Avoid

- **Halo Effect** – the tendency to allow one positive (or negative) quality to dominate judgment of all other qualities.
- **First Impressions** – drawing immediate conclusions that overlook and ignore any additional relevant information, leading to a snap judgment.
- **Cloning** – favour those who think, look, or act as you do.
- **Stereotyping** – grouping people together based on oversimplified categories.
- **Assumptions** – taking for granted the attribution of characteristics and behaviors without evidence.
- **Ethnocentrism** – belief that your own culture and ethnic group provides the only right way and all others are inferior.

Resources - Links

- Implicit Association Test
 - <https://implicit.harvard.edu/implicit/langchoice/canada.html>
- Real World Consequences
 - <https://www.youtube.com/watch?v=8SIb97tZSpl&feature=youtu.be>
- Countermeasures
 - https://www.youtube.com/watch?v=RIOGenWu_iA&feature=youtu.be
- TIPS Unconscious bias training module
 - Français: <http://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-fra.aspx?pedisable=false>
 - English: <http://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false>

Resources to be circulated post-workshop

- Full presentation slides
- Examples
 - Evaluation criteria
 - Evaluation templates
 - Interview questions
- Conducting interviews remotely: equity, diversity and inclusion (EDI) aspects
- Canadian Human Rights Commission - Guide screening and selection in employment

10. Important Note regarding Immigration

- Canadians must be given priority in hiring; justification of hire of a foreign national cannot be diversity
- For more information contact:
 - Cristiana Voiculescu, Immigration Specialist,
immigration.vpfdi@concordia.ca

Additional support

- Contact
 - Mark Villacorta: equity.vpfdi@concordia.ca
 - Nadia Hardy: vpfdi@concordia.ca
- Consultation as-needed

Additional references – Unconscious bias

- Banaji, M. R. & Greenwald, A. G. (2013). *Blindspot: Hidden Biases of Good People*. New York, NY: Bantam Books.
- [Implicit Bias Reviews - Kirwan Institute](#)

Additional references – Inclusive Excellence

- Clayton-Pedersen, A.R.; O'Neill, N.; Musil, C.M. (2017) Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into College and Universities' Academic Excellence Mission (revised). Retrieved from <https://www.aacu.org/sites/default/files/files/mei/MakingExcellenceInclusive2017.pdf>
- Considine, J.R., Mihalick, J.E., Mogi-Hein, Y.R., Penick-Parks, M.W., & Van Auken, P.M. (2017). How do you achieve inclusive excellence in the classroom? *New Directions for Teaching and Learning*, 2017(151), 171-187. <https://doi.org/10.1002/tl.20255>
- Williams, Damon A., Joseph B. Berger, and Shederick A. McClendon. *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, D.C. Association for American Colleges & Universities, 2005.

Additional references - Inclusion strategies

- Hugenberg, K., Bodenhausen, G. V., & McLain, M. (2006). Framing discrimination: Effects of inclusion versus exclusion mind-sets on stereotypic judgments. *Journal of Personality and Social Psychology*, 91(6), 1020–1031.
- Levin, I. P., Huneke, M. E., & Jasper, J. D. (2000). Information processing at successive stages of decision making: Need for cognition and inclusion–exclusion effects. *Organizational Behavior and Human Decision Processes*, 82(2), 171–193.
- Yaniv, I., & Schul, Y. (2000). Acceptance and elimination procedures in choice: Noncomplementarity and the role of implied status quo. *Organizational Behavior and Human Decision Processes*, 82(2), 293–313.

Additional references – Letters of recommendation

- Schmader, T., J. Whitehead, and V. H. Wysocki, 2007. A linguistic comparison of letters of recommendation for male and female chemistry and biochemistry job applicants. *Sex Roles*, 57, 509–514.
- Skibba, R (2016) Women postdocs less likely than men to get a glowing reference [Online]. *Nature*. doi:10.1038/nature.2016.20715
- Trix, F., & Psenka, C. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse & Society*, 14(2), 191–220.

Additional references – Systemic barriers faced by underrepresented groups

- Canadian Association of University Teachers. (April, 2018). Underrepresented & underpaid: Diversity & equity among Canada's post-secondary teachers. Retrieved from https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf.
- CCA (Council of Canadian Academies). (2012b). Strengthening Canada's Research Capacity: The Gender Dimension. Ottawa (ON): The Expert Panel on Women in University Research, CCA.

Additional references – Systemic barriers faced by underrepresented groups (cont.)

- Henry, F., Dua, E., James, C. E., Kobayashi, A., Li, P., Ramos, H., Smith, M. S. (2017). The equity myth: Racialization and indigeneity at Canadian universities. Vancouver, BC: UBC Press.
- Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J. and J. Handelsman (2012) ‘Science faculty’s subtle gender biases favour male students’, PNAS 109(41) 16474–16479.
- Witteman, H, Hendricks, M, Straus, S, et al. Are gender gaps due to evaluations of the applicant or the science? A natural experiment at a national funding agency. Lancet 2019; 393(10171): 531–540.



Conflict of Interest

Nadia Hardy, Vice-Provost, Faculty Relations
Office of the Provost and Vice-President, Academic Affairs

September 2017



Conflicts of Interest (COI)

- ***An employee shall perform his/her duties and responsibilities, and act in such a manner as to avoid any conflict of interest or perceived conflict of interest. The interests of the University shall always prevail where an employee is in a situation of conflict of interest or perceived conflict of interest, or where the personal interest of a related party places an employee in a situation of conflict of interest or perceived conflict of interest***

Code of Ethics and Safe Disclosure Policy, BD-4

- ***“Conflict of interest” means an inability to assess a matter objectively as a result of a relationship with another person, including but not limited to the following: a current or previous personal relationship (e.g. spouse, partner, relative); a current or recent professional relationship (e.g. as thesis supervisor, as student under the member’s supervision); a documented history of personal conflict or bias, positive or negative; or a financial/material relationship***

Article 2.13 of the CUFA Collective Agreement

Actual vs Perceived COI

- *“conflict of interest” means a situation where an employee has a personal interest, whether direct or indirect, of which he/she is aware and which is **sufficient to put into question** the independence, impartiality and objectivity that he/she is obliged to exercise in the performance of his/her duties and responsibilities as an employee*

Concordia U Code of Ethics and Safe Disclosure Policy, BD-4

- *“**perceived** conflict of interest” means a situation where an employee, **while not in a conflict of interest, appears to have, in the opinion of a reasonably informed and well-advised person, a personal interest that is sufficient to put into question** the independence, impartiality and objectivity which he/she is obliged to exercise in the performance of his/her duties and responsibilities as an employee*

Concordia U Code of Ethics and Safe Disclosure Policy, BD-4

In practice, there is no distinction between the existence of a conflict and the appearance of a conflict. Both give rise to the same obligations under the codes and agreements.

Disclosure, why and when

- ***Conflicts of interest shall be raised at the first opportunity, normally at the start of any administrative procedure***

Article 7.07 of the CUFA Collective Agreement

- ***An employee shall immediately disclose to his/her immediate supervisor any conflict of interest or perceived conflict of interest. When in doubt about a particular situation, he/she shall discuss it with his/her immediate supervisor prior to engaging in the activity in question***

Code of Ethics and Safe Disclosure Policy, BD-4

Disclosing a conflict of interest may be sufficient to correct it, allowing the process to continue. If disclosure alone is insufficient, mitigating measures (i.e., abstention, recusal) can be implemented.

Conversely, a conflict of interest flagged too late may invalidate entire process.

Potential COIs

Professional

- research collaborators (i.e., co-publishers, co-applicants, reviewers)
- supervisors/supervisees (i.e., graduate students (incl. committee student), postdocs)
- colleagues (i.e., departmental, faculty)
- colleagues' personal relations
- frequent collaborators

Personal

- spouses (incl. ex-spouses)
- children, parents, siblings
- anyone with longstanding and/or close personal relationship (i.e., friend, former classmate)
- debtors and creditors
- romantic and/or sexual partners

TAKEAWAY: COIs are context specific....

For additional info...

- Nadia Hardy: vpfdi@cocncordia.ca



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