UBC Science Faculty Recruitment: Check-list and Guidelines

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Dean’s office personnel mentioned in this document – please check back here for their contact information:
Assistant Dean, Human Resources – Janie McCallum [mccallum@science.ubc.ca], 2-0220
Associate Dean, Equity & Diversity – Ninan Abraham [nabraham@science.ubc.ca]
Strategic Initiatives Manager – Carola Hibsch-Jetter [hibsch@science.ubc.ca]
Assistant to Assoc. Dean, Equity & Diversity – Kate Blackburn [blackburn@science.ubc.ca]

For more resources see science.ubc.ca/faculty/recruiting [updated: 2-Oct-2019]
DEPARTMENT’S CHECK-LIST for UBC Science faculty recruitment

I. Review of job search plan and advertisement: submit to Janie McCallum
☐ Job search plan – see details in guideline’s sections 1.1. and 2. – to include:
  • Names, ranks and gender of recruiting committee members
  • Name of committee chair
☐ Draft advertisement, to include Diversity statement – see details in Section 2.3.2 and Appendix A
☐ Grant-tenure stream external support letter provided (if applicable)
☐ Start-up funding estimate

  Dean’s Office will review submission and authorize department to submit ad into HR Position Management system for Dean’s, Faculty Relations’ and Provost’s sign-off – allow for 1-2 weeks for approval process

II. Tracking of applicant pool
☐ Advertisement link or approved ad document forwarded to Carola Hibsch-Jetter
☐ Diversity/Equity survey link (unique to search) received from Dean’s office
☐ Survey link provided to all applicants upon receipt of application with encouragement to complete
☐ Survey results received before and after application closing date and sent to committee
☐ Data on applicant pool (see details in guideline’s section 1.2) sent to Carola Hibsch-Jetter

III. Recruiting committee orientations by AD Equity and Diversity
all of the following before application deadline and before reviewing any CVs/applications:
☐ Session scheduled through Kate Blackburn
☐ Session attended by committee members and chair (see Section 1.3)
☐ Recruitment “tool-kit” including Conflict of Interest guidelines and Confidentiality documents distributed
☐ Conflicts managed or alternative committee members identified
☐ Search criteria defined and finalized; to include assessment of how candidate contributes to EDI
☐ Have discussed search process, privacy and documentation.

IV. Interview shortlist
☐ Prior to inviting candidates, proposed interview shortlist and rationales sent to Kate Blackburn and Janie McCallum (see section 1.4 for details) to await approval.
☐ Dean’s Office sign-off received (from Assoc. Dean and Asst. Dean, HR)

V. Dean’s office meetings with the candidates
☐ Final shortlist, interview schedule (allow for flexibility when arranging a time), and interviewees’ CVs sent electronically to Kate Blackburn (see section 1.5 for details)
☐ Associate Dean met with faculty candidates
VI. Authorization to make an offer to preferred candidate, and terms

☐ Final ranking of the candidates and rationale provided to Dean’s Office (Janie McCallum)
☐ Authorization received to initiate negotiations with the preferred candidate
☐ Consulted with Dean’s office regarding starting salary (if higher than the current baseline) and other terms such as start-up, CFI, PIRL and spousal/partner positions
☐ Draft offer letter submitted to Janie McCallum for review
☐ Dean’s Office sign-off received before sending offer letter to candidate

Contact for questions about or during this process: Janie McCallum, Assistant Dean, HR
GUIDELINES FOR DEPARTMENTS on UBC Science faculty recruitment

Recruiting a diverse faculty and attaining excellence in our research and educational missions go hand in hand: we will be our best when we draw from the full spectrum of talent available, and when our students have access to role models and mentors that share their experiences (see UBC Strategic Plan 2018-2028). Being successful at recruiting members of underrepresented groups in a competitive market requires careful planning, good judgment and a significant, coordinated effort. We can succeed by sharing best practices, and by adopting approaches already honed at our peer institutions.

The following is the explanation of how communication between members of the recruiting committees and the Dean’s office should be structured.

Section 1: Step-by-step details of recruiting guidelines

1.1. Review of job search plan and advertisement

Please provide a draft job advertisement, a job search plan and position-funding information to Janie McCallum for review. We will provide feedback within 2-3 working days of receiving the completed package.

**Advertisement:** The advertisement should be written to attract as diverse an array of qualified applicants as possible, using the guidelines in Section 2. Allow 1-2 weeks for UBC approval process once complete package has been submitted.

**Job search plan:** The plan should outline how the committee composition and search procedures will ensure that all qualified applicants are considered fairly. Suggestions on how to develop the recruitment plan and examples are provided in Section 2.

**Hiring committee membership list:** As part of the job search plan, include the names of the hiring committee members, the committee chair, their ranks and gender and other under-represented group representation.

**Position funding information:** Provide information on how this position links with future retirements or other budget considerations.

**Start-up estimates:** Provide information on the amounts and rationale for the start-up.

The Dean’s office will provide authorization for you to submit the faculty job advertisement through HRMS Position Management for all further approvals including Faculty Relations and Provost. Please ensure your HRMS workflow (in the approvals section) routes first to Assistant Dean HR for Dean’s office confirmation before routing it for central approval. Allow 1-2 weeks for entire approval process.

Approval from the Provost (received through the Position Management system) constitutes the permission to post your job ad.

Please forward the advertisement link or approved ad document to Carola Hibsch-Jetter.

1.2. Tracking of applicant pool

We will provide an online diversity/equity survey that should be made available to all applicants upon their submission of application. These data are critically important to help us understand where the challenges are in the recruiting process in achieving our diversity goals. Under UBC Policy 2 (Employment Equity), we aim to track demographic data on under-represented groups (equity groups) which include women, racialized people (members of visible minorities), persons
with disabilities, Aboriginal peoples, and sexual orientation and gender identity minorities. Survey results will be provided to the recruiting committee 1-2 weeks before and again after the closing date to allow the effectiveness of the recruiting strategies to be assessed.(1)

**Survey:** Once the ad is approved, a diversity/equity survey link will be provided by the Dean’s office. This survey adheres to Canada’s Employment Equity Act, the Federal Contractors Program, and Freedom of Information and Protection of Privacy Act (see Appendix B). The survey is confidential and not linked to the application information by default. Participants will remain anonymous unless consent or self-disclosure is provided to allow tracking of diversity in long- and shortlists.

After the ad closing date, please provide to Carola Hibsch-Jetter:
- total number of candidates who applied to the advertised position and
- names of applicants who did not meet the minimum requirements.

**1.3. Recruiting committee orientation sessions**

Two weeks **before the advertisement closing date**, the recruitment committee will meet with the Assoc. Dean, Equity & Diversity for an orientation/training session. Any given member of a committee is expected to attend this session once every recruiting season since their last orientation session. Topics discussed will include: “unconscious bias” and gatekeeping in the hiring process, conflict of interest, confidentiality, active recruitment, defining the search criteria(II), and other processes involved in a faculty search. We recommend review of UBC’s Faculty Equity and Diversity Initiatives’ **Resources for Selection Committees**(III). An orientation session early on in the recruiting process is proven to be most effective.

- All recruiting and standing committee members who will review CVs and have a role in ranking, or selecting long-list or shortlisted candidates must attend.
- Standing Committee members who review CVs and only provide input to a search committee will need to attend in-person training every other year.
- Members who will review CVs only after a shortlist is set will not be required to attend the session, provided the confidentiality, conflict of interest, and document privacy requirements are made clear.

**1.4. Shortlist review**

The candidate shortlist must be provided to the Dean’s office for review and approval must be received prior to inviting candidates. Please send the proposed shortlist to Janie McCallum and Kate Blackburn **labelling it with the advertised position's title and Position Management #, and the hiring department**.

Each shortlisted name must be accompanied by:
- female/male
- other equity group information if available (see details in Appendix B)
- Canadian citizenship or permanent residency status
- 1-2 sentences in justification for each individual.

If the representation of women and/or visible minority candidates is lower than that in the applicant pool, an explanation must be provided which will include 2-3 sentences of rationale for the top women and potential visible minority candidates who did NOT make the shortlist, based on the selection criteria used by the committee. The goal of an equitable recruiting process is to
assess candidates based on adequate consideration of all factors that contribute to their qualifications for the position (token placement of candidates is not a goal). The list of proposed shortlist candidates must include 2-3 sentences of rationale for the top women and potential visible minority/racialized candidates who did not make the shortlist, based on the selection criteria used by the committee. Meeting the university’s strategic goals of equity and diversity should be one of the criteria used.

The Dean or Associate Dean reserves the right to interrupt the search if necessary to address specific concerns. Such a decision would only occur after a full discussion with the Department Head and recruiting committee chair. We will respond promptly when we receive the information, but recommend that you allow some flexibility in your schedule in case concerns arise.

1.5. Meetings with the candidates
One of the Associate Deans will meet with all interview candidates. This meeting gives candidates an opportunity to bring up questions with the Dean’s office such as partner accommodation, and tenure expectations. In addition, the interview will provide an opportunity to highlight the resources available at UBC to facilitate recruitment.

**Meeting arrangements and application packages:** Please contact Kate Blackburn in advance of the meetings *as soon as interview dates are determined*; please note that the Associate Dean is not in the Dean’s office on a daily basis so Departments need to allow for flexibility when arranging a time, and send Kate the:

- **final, complete list of names** of the interviewing candidates (labelling it with the advertised position’s title and Position Management #, and the hiring department) – *please indicate if there are any changes to the initially proposed shortlist*
- short-listed candidates’ application packages (electronic version!) The AD will review this in advance of meeting with the candidate.

*Please always include the title of the advertised position and its HRMS Position number*

1.6. Authorization to make an offer to preferred candidate and terms
Following the candidate visits and Department vote, Head or Director provides a final ranking of the candidates to the Dean’s office (Assistant Dean, HR) with a request to make an offer to the top candidate, along with a rationale for the ranking of the shortlisted candidates.

Dean’s office will review and provide authorization for Head to initiate negotiations with the preferred candidate, and Head should consult on a starting salary if higher than the current baseline and other terms such as start-up (rationale may be required), Canada Foundation for Innovation (CFI) Prescribed Interest Rate Loan (PIRL) or spousal funding arrangements.

When terms are finalized, Department submits draft offer letter for approval (to Assistant Dean HR).

**Dean’s Office approval must be received before sending offer letter to candidate.**

Please ensure that you use the latest offer template on the Faculty Relations website ([www.hr.ubc.ca/faculty-relations/recruitment/faculty-offer-letters](http://www.hr.ubc.ca/faculty-relations/recruitment/faculty-offer-letters)) using your departmental letterhead and allow time in your recruiting schedule to respond to any questions that may arise.
1.7. Debriefing at end of recruitment

The recruiting chair shall provide the Dean’s office with a short review of the overall process – please send to Assistant Dean HR. If necessary, a meeting will be arranged with the (Associate) Dean to discuss issues such as: what went well, what might be done differently. This will help us refine our procedures and share best practices.

Thank you for your cooperation. We look forward to a successful hiring season!

Section 2: Developing your search plan

2.1. Overview

Even when there is strong commitment to increase diversity in our academic units, it can be hard to translate this commitment into a plan. UBC’s Faculty Recruitment Guide\(^\text{[iv]}\) and UBC Equity\(^\text{[v]}\) provide valuable information on university-wide policies. We provide several suggestions here, drawn heavily from excellent resources at peer institutions\(^\text{[vi]}\).

2.2. Current demographics of students and Post-doctoral pools

The Dean of Science office will provide analyses of underrepresented groups in Science and information on the availability of underrepresented groups in the Post-doctoral pool on request, available online from:

- CAUT Almanac of Post-secondary Education
- NSF Women, Minorities, Persons with Disabilities in Science and Engineering

Sources for North American workforce availability (pool) data and peer comparisons can be found at https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/Availability_PeerComparison.xlsx.

Some data on the diversity of our student and postdoctoral population in Science:

Representation of women students registered in Science programs and postdoctoral fellows employed in the Faculty of Science (as of November 2018):

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
<th>Post-doctoral fellows</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st-year BSc</td>
<td>4th-year BSc</td>
<td>MSc</td>
</tr>
<tr>
<td>57% women</td>
<td>52% women</td>
<td>45% women</td>
</tr>
</tbody>
</table>

Representation of various ethnicities for undergraduate students (National Survey of Student Engagement, 2017) and graduate students (Graduate and Professional Student Survey, 2016)*:

- First-year undergraduate students (response rate: 32%) self-identified as:
  - 1% Aboriginal, First Nations, Inuit, Métis, or North American Indian
  - 37% East Asian (e.g., Chinese, Japanese, Korean descent)
  - 12% South Asian (e.g., East Indian, Pakistani, Sri Lankan),
  - 5% Filipino/a,
  - 4% Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
  - 4% West Asian or Arab (e.g., Afghan, Iranian, Saudi, Egyptian, etc.)
  - 2% Latin American
  - 1% African/Black
  - 30% White
5% other self-identifications or not specified

- 4th-year undergraduate students (response rate: 25%) self-identified as
  1% Aboriginal, First Nations, Inuit, Métis, or North American Indian
  44% East Asian (e.g., Chinese, Japanese, Korean descent)
  7% South Asian (e.g., East Indian, Pakistani, Sri Lankan),
  4% Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
  3% West Asian or Arab (e.g., Afghan, Iranian, Saudi, Egyptian, etc.)
  2% Filipino/a,
  1% Latin American
  1% African/Black
  32% White
  5% other self-identifications or not specified

- MSc students* (response rate: 18%) self-identified as
  2% Aboriginal
  15% East Asian (e.g., Chinese, Japanese, Korean descent)
  10% Latin American
  8% South or Southeast Asian (e.g., East Indian, Pakistani, Sri Lankan, Cambodian, Indonesian, Laotian, Vietnamese),
  5% West Asian or Arab (e.g., Afghan, Iranian, Saudi, Egyptian, etc.)
  2% African/Black
  59% White/European or other self-identifications or not specified

- PhD students* (response rate: 18%) self-identified as
  3% Aboriginal
  14% East Asian (e.g., Chinese, Japanese, Korean descent)
  10% Latin American
  6% South or Southeast Asian (e.g., East Indian, Pakistani, Sri Lankan, Cambodian, Indonesian, Laotian, Vietnamese),
  5% West Asian or Arab (e.g., Afghan, Iranian, Saudi, Egyptian, etc.)
  2% African/Black
  59% White/European or other self-identifications or not specified

* includes graduate students in UBC sciences programs in Science, Forestry, and Land & Food Systems

### 2.3. Suggestions for plan outline

Feel free to structure your plan according to the following suggestions, and to use parts of what is written below verbatim. However, more importantly, make sure that the plan makes sense in the context of your field and your search process. A template for structuring the search plan is available from the Dean’s office (contact: Assistant Dean HR).

#### 2.3.1. Composition of the search committee

A diverse search committee is one of the most important factors in increasing diversity of recruitment and hiring. Women and visible minority/racialized faculty, preferably post-tenure, should be included on hiring committees. To increase diversity, it can be helpful to appoint some search committee members from outside the department. Note, however, that women and minorities are often asked to do significantly more service, so it is important to ensure equal loads for service.
In your plan, include the names, ranks and gender of the committee members and the committee chair.

2.3.2. Advertising and expanding the scope of the search
Aim to define the search as broadly as possible to increase the chances of diversity in the applicant pool. Restricting the search to a narrow subfield may rule out excellent candidates from underrepresented groups. **UBC and Faculty of Science recruiting policies require the inclusion of the following:**

“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, or Indigenous person. UBC’s strategic plan identifies inclusion as one of our key priorities. We welcome colleagues with the experiences and competencies that can contribute to our principles of inclusion, equity and diversity throughout campus life. All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority.”

**Ask candidates to include a diversity statement:**

“In your application, please include a statement describing your experience working with a diverse student body and your contributions to creating/advancing a culture of equity and inclusion on campus or within your discipline.”

Diversity statements may be used to assess candidates’ abilities to address the university’s strategic goals on equity, diversity and inclusion, consistent with UBC Policy 2 (Employment Equity).

**For CRC searches, the following addition is required:**

“We particularly welcome colleagues with disabilities”

2.3.3. Creation of a diverse applicant pool
Effective recruitment produces diverse applicant pools. Describe forums in which you will advertise, including mailing lists and websites of particular interest to members of underrepresented groups. Are there conferences or workshops in your field for members of underrepresented groups, where you can network with potential candidates? If there are discipline-specific organizations in your field, please list those that you will use.

**Active Solicitation:**
Ask faculty in your department to contact colleagues at other institutions, who might know of suitable candidates who could be provided with the position advertisement.

Send a personal email to a potential candidate potentially recommended by a colleague, or identified using a database or resource such as those listed below.

Other resources that you may find useful are listed in U. of Michigan’s ADVANCE recruitment resources and their handbook for faculty searches and hiring. See additional resources at the end of this document.
2.3.4. Conflict of Interest
Conflict of interest is a common issue that can arise in hiring committees. The Faculty of Science has provided guidelines to help manage conflict of interest when these arise. These Guidelines will be discussed at the training session and can be found at: FoS Conflict of Interest Guidelines.

In your plan, describe how the committee chair will ensure the correct handling of conflict of interest at the different hiring stages if this should arise. This should be provided to the AD Equity and Diversity and the AD Human Resources for review before applications are formally assessed.

2.3.5. Confidentiality
Deliberations of search committees are confidential and that confidentiality should be strictly maintained within the confines of the committee. Confidentiality is mandatory to ensure frank discussion and to respect the input and participation of everyone involved in each phase of the committee’s work. This requirement will ensure that the qualifications and appropriateness of individual candidates can be discussed openly within the Committee, and that none of these discussions, even in part, will be disclosed. Information regarding the short-listed candidates should not be disclosed until after each of the short-listed applicants has agreed to an interview. Only then should information about the short-listed candidates be available for access by those outside the Committee.

Search Committee members will maintain the confidentiality of all documents relating to the process and the work of the Committee, and will retain, dispose of, or return, any search-related documents and records to the Chair in a manner that protects confidentiality and privacy of information.

Time period to retain all records: 1 year for a Canadian or PR hire; 6 years for a non-Canadian hire (Immigration Canada rules). Departments may wish to gather all hard copy records from committee members and store these securely.

After the search, Committee members are expected to maintain continued confidentiality about the proceedings and deliberations of the Search Committee.

In your plan, outline how the committee chair and committee will ensure that members are committed to upholding the highest standards of confidentiality with respect to the committee’s activities.

2.3.6. Evaluation of applications and selection of the interview shortlist
Beware of unconscious bias\(^{(vii)}\) or stereotyping and review literature on ways that these may influence judgments. *Reviewing Applications: Research on Bias and Assumptions* included in the tool-kit provides a good overview and should be read by all committee members and will be discussed in the Recruiting Committee Orientation session.

2.3.7. During and after the interview
Information on topics that touch on these grounds, such as UBC’s family leave policies, programs of the Equity and Inclusion Office such as the Positive Space program, or commitment to help with partner accommodation, should be provided to all candidates by a designated person, typically the department head.
The search committee should use a common evaluation form for candidates covering all objective criteria that will be used to include ideal candidates— including how candidates will contribute to our principles of inclusion, equity and diversity in their application (see Section 2.3.2 and Appendix A & D). Appendix D lists common evaluation criteria if you are interested in adopting one. Please attach to your plan. Do the questions asked reflect the job search criteria? Do you expect broad participation by department members (including graduate students) outside of the search committee, in completing the evaluation form?

Resources

Useful web sites for increasing diversity of applicants
- SACNAS (Society for Advancement of Chicanos and Native Americans in Science): http://sacnas.org/
- CIHR Fellowships: http://www.cihr-irsc.gc.ca/e/196.html (funding decisions listed by year)
- Other Private Agency Funding Databases: www.cihr-irsc.gc.ca/e/829.html

Mathematics Resources
- Women in Mathematics Research Networks: https://awmadvance.org/research-networks/
  has internal links to the following pages:
  • WIN: Women in Numbers
  • Algebraic Combinatorixx (ACxx)
  • WiSh: Women in Shape
  • WIT: Women in Topology
  • WIMB: Women in Math Biology
  • WINASC: Women in Numerical Analysis and Scientific Computing
  • WINART: Women in Noncommutative Algebra and Representation Theory
  • WinCompTop: Women in Computational Topology
- Women in Probability: http://womeninprobability.org/Other.html
- Women in Numbers (WIN): http://womeninnumbertheory.org/
- European Women in Mathematics (EWM): http://www.europeanwomeninmaths.org/
- Indian Women in Maths (IWM): https://sites.google.com/site/iwmmath/
- International Mathematical Union, Committee for Women in Mathematics: http://www.mathunion.org/cwm
- IAS program at IAS Women and Mathematics: http://www.math.ias.edu/wam/
- US Association for Women in Mathematics: https://awm-math.org/
Appendices

Appendix A: Candidates’ EDI statement

Evaluation criteria
1. Awareness
2. Actions and impact
3. Future plans

Seven categories to expect:
- "Values and understanding" of diversity, equity and inclusion
- Teaching, research and scholarship
- Engagement and service
- Mentorship
- Skill building
- Personal growth
- Personal background experiences

Colleen Flaherty article, Inside Higher Education, Nov 19, 2018
Appendix B: FIPPA-compliant approaches to assessing applicant diversity

Under Policy 2, we are required to ensure fair and equitable practices for all groups including traditionally under-represented groups.

Freedom of Information and Protection of Privacy Act (FIPPA) approves of direct collection of equity data, but not indirect collection.

We can assess the diversity of a shortlist and longlist by any of the approved methods of direct collection:

- survey respondents (information will be held at the Dean’s office, and will be shared in aggregate form, and in more granular form only if the committee needs it to perform its role)
- disclosures in CV
- diversity statement
- in their application
- letters of reference
- direct observation of their being a member of an under-represented group by Skype or at time of interview.

NOT allowed:
- indirect collection of information such as from a 3rd party (hearsay)
- their university website
- judging from names
- asking their colleagues
- social media

Definitions:

Based on the Employment Equity Act and the BC Human Rights Act, we assess diversity for the following under-represented groups (also known as equity groups):

- Women
- Visible minorities (also known as racialized candidates)
  - persons who do not identify as Indigenous peoples, and who do not identify as European, and/or White in race, ethnicity, origin, and/or colour, regardless of their birthplace or citizenship.
- Indigenous peoples
- Persons with disabilities
- Sexual orientation and gender identity minorities: Lesbian, gay, bisexual, transgender, queer, 2 spirit, or an analogous term (LGBTQ2S+ or LGBTQ+)
Appendix C: Skype Protocol
Optional, adapted from Chemistry – Available as Word-document – see under Resources at https://science.ubc.ca/faculty/recruiting

Preamble

The Department of Chemistry utilized a multi-stage review process as part of a search for a new faculty hire. The first stage was review of submitted application packages by our cohort of active research stream faculty. Three reviews were sought per file. From the reviews, a long list of 28 candidates was produced. This long list was further reduced to an intermediate list of ~10 candidates by a search committee of five faculty members, via a detailed review and discussion of their written application materials. These ~10 candidates were interviewed by Skype to select a short list of 6 candidates for in-person interviews.

This document outlines the procedure used for the Skype interviews.

Logistics

- A business-grade webcam and microphone (designed for web conferences, wide field of view on webcam) was procured for the Skype interviews.
- A departmental laptop and a departmental Skype account was used.
- A minimum of three (of five) committee members were required to be present for each Skype interview.
- At least one male and one female member of the committee was required to be present.
- One male and one female member of the committee took turns asking the candidate predetermined questions. Only these persons were front and centre in the video frame. Other search committee members maybe visible in a second row, and should be introduced to the candidate, but do not engage the candidate.
- All candidates were asked the same set of parent questions.
- The targeted length of the interview was 45 min, with 5 min per question. For each question, a yellow card was held up to warn of 1 min remaining, and a red card was held up to conclude discussion of the question. Candidates were informed of this protocol at the start of the interview.
- Interviews were not scheduled back-to-back without a minimum 15 min break in between. In practice, you may wish to limit the schedule to 3 or 4 interviews per day.
Invitation Message Content

Dear <Candidate Name>,

Thank you for applying for the open tenure-track assistant professor position in the Department of X at UBC. You have been identified as a promising candidate and we now invite you to participate in a Skype interview with our search committee. This interview will give us the opportunity to get to know you better and help us further evaluate your application before determining if we may invite you for an in-person interview.

In the Skype interview, we will ask you to describe your research and its impact, your goals for the next few years, and other questions related to establishing yourself as an independent researcher and faculty member at UBC. You will also have an opportunity to ask questions and share any information you deem pertinent.

Please note that each question will be allotted a maximum of 5 min of time. The total time for the interview will be approximately 45 min. You may use Skype's sharing features to show us slides etc., but it is not required and you will not be asked to give any length of formal presentation.

Please reply to this message indicating your availability for all of the following times: <list times>

In Inspire, UBC’s strategic plan, inclusion has been identified as one of our key priorities. We welcome colleagues with the experiences and competencies that can contribute to our principles of inclusion, equity, and diversity throughout campus life. In no more than 2-3 paragraphs (less than one page), please tell us about your experience working with a diverse student body and your contributions to creating/advancing a culture of equity and inclusion on campus or within your discipline.

Thank you. Please contact <admin support person and email address> if you have any questions or concerns.

Sincerely,

UBC Dept of X New Faculty Search Committee
Skype Interview Script – 2019/2020 Search

Opening Remarks

- Interviewer #1: Thank you for taking the time for this interview. We are interested in further exploring your candidacy for a faculty position in our department.
- I am <name> and this is <other name> and we will be conducting the interview, but other members of our search committee, <names>, are sitting in and listening.
- We will ask you a series of questions that you will have up to a maximum of 5 min to answer. If we raise this yellow card, you have 1 min remaining in your answer. Once we raise this red card, the allotted time for the question has expired.
- You will have the opportunity to share other information or ask us questions at the end.
- We will be recording this Skype call. It will be used only for the purposes of this faculty search and will be deleted once the search is complete.
- Let’s get started.

Questions
Main bullet points are mandatory parent questions.
Any indented bullet point questions were optional daughter questions.

Asking one or more of these questions was at the discretion of the committee member, provided the question(s) and answer(s) fit within the allotted 5 min time.

- Interviewer #2: Please describe your contributions to your field of research and their impact. Use language suitable for a non-specialist. (Max. 5 min)
  - Would you please clarify/elaborate on ______?

- Interviewer #1: Please describe your proposed research program, its prospective impact, and how it will be distinguished from similar research programs. Use language suitable for non-specialists. (Max. 5 min)
  - Would you please clarify/elaborate on _____?

- Interviewer #2: What will be the most exciting outcome from your proposed research program after 5 years at UBC? (Max. 5 min)
  - In what journal will that work be published?
  - Can that be patented or commercialized?
  - What new opportunities will the outcome enable?
• Interviewer #1: At the 5-year mark, what is the envisioned size of your research group, scope of your program, and the annual level of funding needed to support your program? (Max. 5 min)
  - Why do you need ____ people/amount of funding?
  - Does ____ represent a new direction for your program? Why pursue this direction?

• Interviewer #2: What resources at UBC will you leverage to help develop an internationally-recognized research program? (Max. 5 min)
  - Do you have potential collaborators in mind?
  - Would your research benefit from a cross-appointment with another department?

• Interviewer #1: How will you add to the excellence of our department, both generally and with respect to environmental chemistry? (Max. 5 min)
  - Please elaborate on ______.

• Interviewer #2: As discussed earlier, you have the opportunity to share additional information with us. This your opportunity to do so. Is there anything you would like to share?? (Max. 5 min)
  - Please elaborate on ______.

• Interviewer #1: Do you have any questions for us, recognizing that we may not be able to answer all questions at this time? (Max. 5 min)

Closing Remarks

• Thank you for your time.

• Prior to (month), we will be in touch only with candidates who we have selected to interview further.

• Have a great day.
Skype Interview Questions and Evaluation Rubric

Name of candidate interviewed: ____________________________

Date of interview: ____________________________

Committee member: ____________________________

Please describe your contributions to your field of research to date and their impact. Use language suitable for a non-specialist.

Answer was clear.  Yes •Somewhat •No •
Impact was compelling. Yes •Somewhat •No •

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Please describe your proposed research program, its prospective impact, and how it will be distinguished from similar research programs. Use language suitable for non-specialists.

Answer was clear. Yes •Somewhat •No •
Impact was compelling. Yes • Somewhat • No •
Uniqueness of program made evident. Yes • Somewhat • No •

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What will be the most exciting outcome from your proposed research program after 5 years at UBC?

Answer clear. Yes • Somewhat • No •
Importance of result made evident. Yes • Somewhat • No •

In what journal will that work be published? ____________________________
Can that be patented or commercialized?

What new opportunities will the outcome enable?

At the 5-year mark at UBC, please describe the envisioned size of your research group, scope of your program, and the annual level of funding needed to support your program?

Size of research group clearly explained. Yes • Somewhat • No •

Scope of program clearly explained. Yes • Somewhat • No •

Evident plan/ambition for growth of program over time. Yes • Somewhat • No •

Funding defined and clearly explained. Yes • Somewhat • No •

Demonstrated knowledge of Canadian funding system. Yes • Somewhat • No •

Why do you need ____ people/amount of funding? ____________________________

Does ____ represent a new direction for your program? Why pursue this direction?

________________________________ _________________________________

________________________________ _________________________________

________________________________ _________________________________

________________________________ _________________________________
What resources at UBC will you leverage to develop an internationally-recognized research program?

Demonstrated knowledge of the Chemistry department and its resources.
Yes • Somewhat • No □

Demonstrated knowledge of non-Chemistry facilities and research centres at UBC.
Yes • Somewhat • No □

Demonstrated knowledge of local or provincial Industry, government, geography, etc.
Yes • Somewhat • No □

Resources named: ____________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Do you have potential collaborators in mind? ______________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Would your research benefit from a cross-appointment with another department?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

In general, how will you add to the excellence of our department?
Answer was clear. Yes • Somewhat • No □
Answer was compelling. Yes • Somewhat • No □
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Other Notes

Please write in the space below.
Appendix D: Objective excellence evaluation criteria
Optional, adapted from Chemistry – Available as Word-document – see under Resources at https://science.ubc.ca/faculty/recruiting

Each italicized heading below is an evaluation criterion. The points listed beneath each heading are only representative examples and there may be others. It is acknowledged that evaluation has a personalized, subjective component and each reviewer may weigh criteria differently.

In our evaluation, each criterion should be addressed for each candidate. Each candidate will be evaluated to be “exciting”, “yes”, “maybe” or “no” by each reviewer. These criteria will be used to 1) evaluate the initial applicant list, 2) present top files to the department for determining the list of candidates suitable for an interview, 3) evaluate the results of the interview and 4) select a hire.

- **Publications**
  - 1st / single author papers important
  - should be in top journals as determined by discipline not impact factor

- **Research proposals**
  - original / creative
  - not contain any fatal flaws (e.g. not citing important related works)
  - should be thinking beyond current fads
  - realistic plan for growing research momentum (fundable)

- **Training/Skill**
  - should be working at the leading edge of field, but not necessarily at big name groups
  - candidate should have strong training in area of research
  - there should be diversity and breadth in the area of research and the candidate’s skill sets
  - research awards/scholarships/fellowships

- **Fortitude/Determination**
  - exemplified by overcoming adversity, taking non-traditional routes
  - under-represented groups often possess this characteristic, having made it this far in their careers

- **Teaching/Presentation**
  - written and oral presentation of the work should be excellent
  - ability to explain concepts during the interview is important demonstration of teaching excellence
  - teaching experience, awards, training
• **Contributions to Equity, Diversity and Inclusion**
  - awareness
  - action and impact
  - future plans

• **Leadership/Departmental Service**
  - demonstrated leadership skills in supervision of students
  - governance / student societies / initiating collaborations

• **Letters of Reference**
  - should be used to clarify qualities/illustrate impact of criteria listed above
  - may clarify authorship details
  - raise flags for unsuitability
  - should not be used uniquely to determine promise of the candidate

**Endnotes (referenced resources)**

i **Assessing the Candidate Pool:** Available Workforce, Pools, Pipelines and Peer Comparisons
  – Databases
  https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/Availability_PeerComparison.xlsx

ii **Faculty Search Criteria**
  https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/faculty_search_criteria.pdf

iii **UBC Resources for Selection Committees**
  https://academic.ubc.ca/vpa-initiatives/recruiting-supporting-top-faculty-students/faculty-equity-diversity#faculty-recruitment

iv **UBC’s Faculty Recruitment Guide**
  https://www.hr.ubc.ca/faculty-relations/recruitment/faculty-recruitment-guide/

v **UBC Employment Equity**
  https://equity.ubc.ca/how-we-can-help/employment-equity/
Recruiting Resources at Peer Institutions

(1) *Building on Success: Increasing the Percentage of Women Faculty in the Sciences*: www.winsettc.ca/GetSiteFile/ProjectCatalyst.pdf

(2) U. of California Los Angeles (UCLA) *Faculty Search Committee Toolkit*: 
https://equity.ucla.edu/programs-resources/faculty-search-process/
https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/


(4) U. of Michigan’s ADVANCE recruitment resources: 
https://advance.umich.edu/resources/

(5) U. of Washington’s *Faculty Recruitment Toolkit*: 
www.washington.edu/diversity/faculty-advancement/faculty-recruitment-toolkit/

(6) U. of Wisconsin’s *Reviewing Applicants – Research on Bias and Assumptions*: 
http://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf

(7) U. of Wisconsin’s *Searching for Excellence and Diversity*: 
https://wiseli.wisc.edu/searching-for-excellence-diversity-guidebooks/

(8) *Faculty Diversity: Problems and Solutions*. JoAnn Moody, Routledge 2004. A copy of Chapter 4 of this book is available from the Dean’s office. This chapter contains excellent suggestions for administrators as well as search committees.

Unconscious Bias

(1) *Reviewing Applicants: Research on Bias and Assumptions* (WiSELI, University of Wisconsin-Madison)

(2) *Unconscious Bias in Peer Reviews* (Faculty of Science, 2012)