Equitable Faculty Recruitment and Selection Toolkit

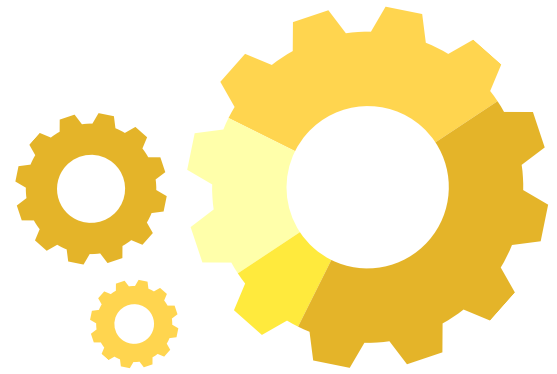UNIVERSITY OF **WATERLOO** | **Human Rights, Equity and Inclusion** Equity Office

Updated October 2020

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ABOUT THIS TOOLKIT

➡ WHAT IS IT?

The Equitable Faculty Recruitment and Selection Toolkit was created by the Equity Office to support faculty hiring committees utilize best-practice, equitable approaches to select the best candidate for a position.

At the heart of innovation is talent, and talent comes from every part of society. People with new and fresh ideas come from a variety of backgrounds, lived experiences, and have varying perspectives. That's why diversity and inclusion are so important, both to Canada's success on the global stage and to the success of the University of Waterloo as a whole.

➡ TOOLKIT OBJECTIVES

The practices suggested in this toolkit will assist individuals in:
- Mitigating unconscious/implicit bias;
- Expanding the applicant pool to ensure diversity is represented in candidates;
- Adhering to best-practices for hiring the best candidate; and,
- Documenting progress to monitor and improve the recruitment and selection process.

PURPOSE AND PROCESSES
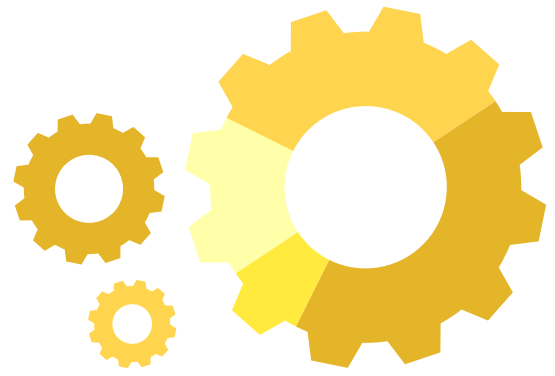
→ PURPOSE

The purpose of this Toolkit is to help faculty hiring committees embed equity throughout the recruitment and selection process. For information on faculty hiring processes at the University of Waterloo, please review **Policy 76**.

→ PROCESSES TO CONSIDER

1. Ensure that all committee members have received training on equitable recruitment and selection.
2. Consider the composition of your committee and try to ensure diversity in membership with attention to intersectionality.
3. Devote time to the process. The amount of time you give to plan and set-up your recruitment process directly correlates to the quality of applicants who apply.[1]
4. Consider consulting with other departments to see what tools, processes, or best practices they suggest.
5. Make professional contacts with members of underrepresented groups at conferences or networking events and proactively reach out to those contacts/networks if there is a job that may be of interest to them.
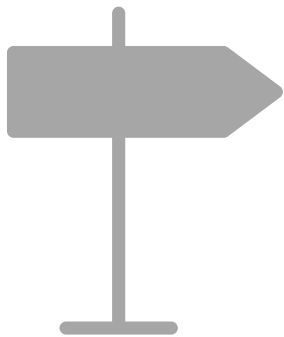
BEFORE YOU BEGIN

The next two sections will cover foundational areas to consider before you begin the recruitment and selection process.

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1. University of Victoria, n.d.

BEFORE YOU BEGIN: FOUNDATIONAL TERMS AND CONCEPTS

Definitions are directly quoted from the **OHRC**.

EQUITY

➡️ the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an under-standing of the root causes of outcome disparities within our society, and an understanding of intersectionality.

EQUITABLE

➡️ just or characterized by fairness or equity. Equitable treatment can at times differ from same treatment.

DIVERSITY

➡️ includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. Diversity includes race, gender identity, ancestry, age, national origin, religion, ability, sexuality, socioecon-omic status, education, marital status, language, and physical appearance. Diversity can include differences in thought: ideas, perspectives, and values. It's important to recognize that individuals have multiple intersecting identities, and that there is diversity within groups.

INCLUSION

➡️ is a commitment to creating environments in which any individual or group is and feels respected, supported, valued and able to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It's important to note that while an inclusive group is by definition diverse, a diverse group is not always inclusive.

DISCRIMINATION

➡️ defined as any action or behav-iour that results in adverse or preferential treatment related to those grounds prohibited under the Ontario Human Rights Code. [2]

2. Definition in Policy 33- Ethical Behaviour.

DUTY TO ACCOMODATE

➡ Under the Ontario Human Rights Code, people identified by Code grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or "accommodations" to take part equally in the social areas the Code covers, such as employment, housing and education.

Examples of accommodations include a request to change a schedule to accommodate the need for someone to pray at certain times of day, or a staff request for assistive technology for reasons of a disability.

INTERSECTIONALITY

➡ is a term coined by Dr. Kimberlé Crenshaw and is a framework that helps us to explore the inter-connected nature of identit(ies) such as race, class, and gender as they apply to a given individual or group; and the overlapping and interdependent experiences and systems of privilege, or discrimination/disadvantage that are created. It's important to think intersectionally when considering equity initiatives, as when goals are created in silo (e.g. advancing gender equity), if the initiatives are not intersectional they can inadvertently perpetuate other systems of oppression(e.g. advancing only white, cis-gendered, able-bodied women, and not advancing racialized and Indigenous women, trans women, non-binary folks, women who identify as having a disability etc.).

Kimberlé Crenshaw:
The Urgency of Intersectionality

TED

FEDERAL DESIGNATED GROUPS (FDG):
In the Employment Equity Act, the four designated groups are defined as:

1 **Women**: In this toolkit, we use women to refer to all cis-women, trans women or anyone who identifies as a woman. Similarly, man/men refers to cis men, trans men, or anyone who identifies as a man. We recognize that gender identity is not binary, and that there are many folks who identify as non-binary, gender non-conforming, agender, two-spirit and otherwise outside of the binary of 'men' and 'women'. This toolkit specifically addresses women because of federally designated requirements – but acknowledges the gaps associated with that definition of gender. Additionally, please note that 'female' refers to sex assigned at birth, and 'women' is the appropriate term when referring to gender identity.

2 **Members of visible minorities**: persons, other than Indigenous peoples, who are non-Caucasian in race or non-white in colour.

At Waterloo, the preferred language is "racialized person", "member of a racialized group", or "racialized groups/ communities."

3 **Aboriginal peoples**: persons who are Indians, Inuit or Métis. Please note that while Aboriginal peoples is the term used in the Employment Equity Act – the appropriate terminology is Indigenous Peoples, or First Nations, Métis or Inuit, not Aboriginal peoples.

Please note that at Waterloo, the preferred terminology is Indigenous, or First Nations, Métis or Inuit people.

4 **Persons with disabilities**: persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who consider themselves to be disadvantaged in employment by reason of that impairment, or believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment. It includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.

LEGISLATIVE REQUIREMENTS

➡ refers to laws related to equity and accessibility with which the University is obligated to comply. For example, the Accessibility for Ontarians with Disabilities Act (AODA, 2005); the Ontario Human Rights Code (1990); Occupational Health and Safety Act (1990).

IMPLICIT/UNCONSCIOUS BIAS

➡ Understanding implicit/unconscious bias is paramount for individuals who are involved in the recruitment and selection process. The Equity Office offers training on equitable recruitment and selection.

Examples of implicit bias are in **Appendix A**.

"An unconscious bias is an implicit attitude, stereotype, motivation, or assumption that can occur without one's knowledge, control, or intention. Unconscious bias is a result of our life experiences and affects all types of people. Examples of unconscious bias include gender bias, cultural bias, age bias, language and institutional bias. Unconscious biases are important to recognize in instances when quality, relevance, and competence are being evaluated. Examples of these instances include peer review of grants, search committees, reference letters, and peer review of manuscripts." CRC **Unconscious Bias Training Module**

Before you Begin:
Important Biases to Consider

☐ Using **best fit** to describe a candidate, as we may focus on individuals who are similar to us and believe they are a better fit for the department than other candidates. This engages the affinity bias (where we prefer people who are like us) and the cloning bias (where we hire people like us).

☐ **Time to speak**: Allowing the interviewee to speak for 80% of the interactions should be applied to all candidates. Research on candidates who identified as LGBTQ2+ during the recruitment process often have shorter interviews and speak less than candidates who don't identify as LGBTQ2+.[3]

☐ **Wishful thinking**: Believing racism, sexism and/or discrimination doesn't occur in your department, university, or field. Engaging with wishful thinking often limits our ability to think critically during the recruitment and selection process. For example, individuals with names typically associated with racialized groups are less likely to be contacted for an interview than those with names typically associated with white candidates. This is even the case with identical skillsets and experience.[4]

3. Hebl, Foster, Mannix, & Dovido, 2002
4. Bertrand and Mullainathan, 2004

1 Forming a Diverse Search Committee

Forming a Diverse Search Committee

A tool to guide your conversation is located in **Appendix B**.

☐ As Policy 76 outlines, it's recommended where possible for the DACA/SACA to include committee members of more than one gender identity. Where this is not possible, a department, in consultation with the Dean, should consider inviting a faculty member from a related discipline to join the DACA/SACA. In addition to gender identity, consider the other aspects of diversity in the composition of the committee, including (but not limited to) racial diversity, Indigenous committee members, committee members who identify as having a disability, as LGBTQ2+, as well as members of any other underrepresented group.

☐ Committee members should complete the Equitable Recruitment and Selection training in LEARN (in person every three years with an annual online refresher).

☐ The committee should have a conversation on how to value diversity and filling demo-graphic gaps in the department/school.[5]

> Members of underrepresented groups, especially women of colour, are often asked to do significantly more service than white men, so it is important to keep track of their service load, free them from less significant service tasks, and/or Compensate them in other ways (University of Michigan, 2016, p. 6).

☐ Awareness of implicit bias helps to mitigate the impact of bias on decisions and hiring processes.[6]

☐ Ensure that search committee members represent a broad range of diversity.

- Search committees should include members with different perspectives and expertise.[7]

5. Light, 1994
6. EAB, 2017
7. University of Michigan, 2016, p. 6

☐ Ensure the committee is aware of **Policy 69 – Conflict of Interest**; **Policy 65 – Equality in Employment**; **Policy 76 – Faculty Appointments** and Waterloo's **requirements under the Employment Equity Act**.[8]

☐ Designate an Equity Champion within the committee. An equity champion actively advocates for consistent, fair and respectful treatment of all candidates or faculty during the committee's work. **Appendix I i**ncludes some guidelines for designating an equity champion to the committee.

- The equity champion should voluntarily agree to this position. It should be open to any member who has a commitment to increasing diversity and inclusion, and ideally members who have a deeper understanding of equity issues. The equity champion does not have to be a member of an under-represented group but lived experience should be valued as an important attribute.
- The equity champion should not be the only one advocating for equity. This is the responsibility of the entire committee.

APPENDIX I
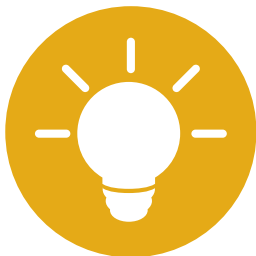
The role of an Equity Champion is to ensure the principles of equity, diversity, and inclusion are adhered to by members who have decision-making responsibilities. This includes being able to identify when EDI considerations are not being appropriately considered or incorporated in the committee's processes and final decision-making.

8. Learn more about **Policy 69**

2 Developing the Job Ad

Developing the Job Ad

When developing the job ad, use these discussion guides to have a conversation with your committee:

QUESTION

→ How is the need for a position being identified?

DISCUSSION POINTS

→ Discuss how to invite applications from applicants from underrepresented groups, applicants with diverse research or teaching interests and ensure that the language in the job ad is inclusive.

QUESTION

→ Have you considered how new policies or practices would impact the new hire?

DISCUSSION POINTS

→ Consider whether any new policies, process, or requirements have been implemented by the University of Waterloo and/or national/federal government that would impact the new hire.

For example, if you are hiring for the CRCP, ensure you are updated on any new requirements.

QUESTION

→ Have you identified the need for the position in broad terms?

DISCUSSION POINTS

→ Consider whether you need to hire someone who focuses on a specific subfield, or whether it would be appropriate to hire for a broad range of interests.

OUTLINE THE NECESSITIES
(VERSUS THE NICE TO HAVES)

☐ Ensure the requirements outlined in the job description and ad are duties that are essential to the successful completion of the job. [9]

- Throughout the job ad, be very clear about what is actually "required" and what is "preferred."[10] This may increase the number of women applicants, as women (compared to men) are less likely to apply if they do not meet all of the criteria.[11]
- Review the **forms and templates** listed on the Provost's Office website to ensure consistency with and adherence to institutional process.

☐ Use **inclusive language**[12] that takes into account the ways in which some words or phrases can be gendered or based in Western cultures.

☐ Include a statement about Waterloo's commitment to equity and diversity. For example:

- The University of Waterloo regards equity and diversity as an integral part of academic excellence and is committed to accessibility for all employees. As such, we encourage applications from women, persons with disabilities, Indigenous peoples, racialized people, and others who may contribute to the further diversification of ideas. At Waterloo, you will have the opportunity to work across disciplines and collaborate with an international community of scholars and a diverse student body, situated in a rapidly growing community that has been termed a "hub of innovation."

9. The Conference Board of Canada, 2015, p. 37
10. University of Toronto, 2016
11. **Mohr, 2014**
12. University of Victoria

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Include a statement to inform applicants that they can request accommodations during the recruitment process. This is a **requirement** under the Accessibility for Ontarians with Disabilities Act. See information by the **Faculty Association** for further guidance.

Consider including information on the working conditions or if there are options for flexibility.

Consider offering multiple ways to submit applications.
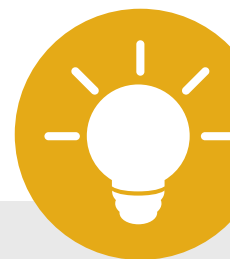
"Some online forms may be inaccessible for visually impaired candidates who use screen reader software. Many employers are not flexible on the application process, relying entirely on online submissions. Therefore, some individuals with disabilities get screened out before even being able to apply and employers are not reaching this untapped resource of potential employees" (The Conference Board of Canada, 2015, p. 27).

Developing Assessment Tools and Interview Questions

3

Developing Assessment Tools and Interview Questions

INTERVIEW QUESTIONS

Questions should:

- Be matched to the position criteria outlined on the job posting.
- Be matched to assessment tools created before the interview so that the interviewee has an opportunity to demonstrate how they fulfill the criteria.
- Develop agreed upon probes or follow-ups to elicit sufficient information to make an evaluation. Avoid questions about the OHRC prohibited grounds. An example of this is provided in **Appendix F**.

INCLUDE SOME QUESTIONS THAT ADDRESS DIVERSITY. THIS CAN INCLUDE WHETHER THE CANDIDATES...

- Demonstrate an understanding of the value of equity, diversity, inclusion and anti-racism.
- Have experience working with diverse groups and can demonstrate the impact of that work.
- Bring lived experience that will benefit an increasingly diverse student, faculty and staff body.
- Demonstrate experience and a willingness to serve as a mentor and role model for students or other faculty from under-represented groups.
- Enhance the central mission and core values of Waterloo as they relate to equity, diversity, inclusion and anti-racism.

Other examples of diversity questions are located in **Appendix H**.

ASSESSMENT TOOLS

☐ **Rubrics are strongly recommended** as they help us mitigate unconscious bias. A rubric can be developed in a way that allows some flexibility but that would ensure consistency in evaluation across the committee.

☐ Rubrics, interview questions, and job postings should be **created at the same time** (before the job is posted). The committee should discuss they types of qualifications that would result in the various scores provided on the rubric. Without a discussion about how the committee will score candidates, the distinction between an excellent and good candidate may be informed by unconscious bias.

There are two examples of rubrics located in **Appendices D and E**.

Creating the rubrics before the job is posted:
- Ensures that the rubrics and interview questions are based off of the job description and limits the impact of our unconscious bias
- Provides for a fair organized structure in decision making
- Ensures consistency across the committee in terms of weighting
- Facilitates the demonstration of a fair and duly considered process
- Provides structure for documenting the process

4 Posting the Position

Post the Position

☐ Consider where you are posting information in order to ensure you reach a diverse audience. Western University has **Diversity Resources for Advertising.**

☐ Advertise in journals appropriate to the discipline.

☐ Advertise in required sites, as outlined on the **advertising checklist** (WORD document).

☐ Advertise in publications/websites targeted to underrepresented groups.

☐ Utilize professional society mailing lists.

☐ Promote the advertisement at professional meetings.

☐ Make calls or send emails seeking potential applicants to a wide range of contacts.

☐ Contact potential applicants from equity seeking groups directly and encourage them to apply.

☐ Best practice is to post job descriptions for a minimum of 30 days to reach a broader applicant pool.

Evaluating Candidates

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Evaluating Candidates

WHEN EVALUATING ANY MATERIAL, AN ASSESSOR SHOULD:

- Use the developed assessment tools as the main form of evaluation
- Spend time talking to the committee about the candidates
- Spend an equal amount of time reviewing each candidate (15-30 mins) as this helps mitigate bias
- Actively challenge notions of rewarding or overvaluing the familiar, such as traditional, westernized approaches to research
- Consider whether the interview questions allow candidates to speak to **different ways of knowing, approaches to research, and/or experiences** (e.g. how will space be given to candidates to speak about and be evaluated on research based in Indigenous ways of knowing?)
- Evaluate the candidates' demonstrated commitments to EDI which includes experience with mentoring students or other faculty from underrepresented groups, engagement on committees related to equity, involvement in broader community initiatives, etc.
- Consider the value of lived experience and in particular, candidates with intersectional identities who are often underrepresented in academia.

CV scanning is often used to evaluate a candidate's qualifications, however, when used without an equity lens it can often prevent good candidates from continuing on in the recruitment process.

A person with a history of chronic illness may have long periods of time in which they are not working. (The Conference Board of Canada, 2015, p. 28)

Some recent immigrants take longer to obtain their senior degrees due to the financial constraints of relocating and the challenges of adapting to a new country and language. Persons with disabilities are more likely to have had career pauses (University of Lethbridge, 2007)
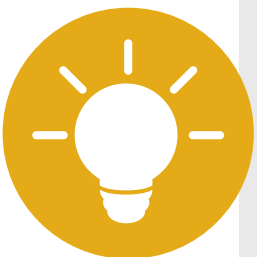
COVER LETTERS / APPLICATIONS

☐ Focus on the skills versus where or how they got them. More women than men have positions at "lower tiered" institutions, so it is better to focus on the quality of the work itself rather than the location where it was completed.[13]

☐ Focus on the quality of the content versus the style of the resume itself.[14]

REFERENCE LETTERS

☐ When evaluating letters of references, beware of stereotypical thinking and how words and phrases may be applied differently to people based on their identity.[15] **Consider that:**

- White applicants are more likely to be described using "standout" keywords (e.g. exceptional or best) while racialized candidates were more likely to be described as "competent".[16]
- The University of Arizona published a guide on writing references for women. They noted that in women's reference letters, individuals were more likely to mention personal life, trying hard (versus accomplishments), include a lesser number of references than men, and are less likely to mention research and publications.
- Women even with comparable qualifications to their counterparts who identified as men, were more likely to be portrayed as 'good' versus 'excellent' in reference letters compared to their counterparts who identify as men. Based on this, comprehensive reviews of CV's in addition to reference letters are needed, as women may have gaps in their reference letters based on the writer's gender bias.[17]

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13. Valian, 2004
14. HRCouncil, n.d.
15. University of Lethbridge, 2007
16. Ross, 2017
17. Dutt, Pfaff, Berstein Dillard and Block, 2016

SHORT LIST

☐ Frame the conversation through **inclusionary criteria**
- This involves selecting who to move forward rather than who to eliminate, a strategy that has been shown to mitigate bias.[18]

☐ Declare Conflicts of Interest
- Conflicts of interest between committee members and applicants should be **declared and handled appropriately**.

☐ When the longlist or shortlist is created, ask whether underrepresented groups are included
- Try to include more than one member of underrepresented groups on the short-list. While it might be hard to determine if someone is a member of an underrepresented group because diversity can be invisible, pay attention to information that is available including associations that people may belong to.
- Evaluation bias is minimized when more than one member of an underrepresented group is interviewed. [19]
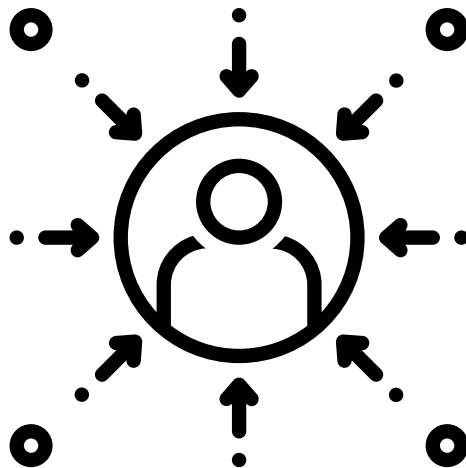
18. Hugenberg, Bogenhausen, & McLain, 2006
19. McMaster Engineering, 2015

ENSURING A DIVERSE SLATE OF CANDIDATES

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☐ In the case that this diversity is not apparent, applicant files should be revisited and checked to see whether any suitable candidates have been overlooked.

☐ If qualified candidates from underrepresented groups are not included, you should pause the process and re-advertise (ensuring you are reaching a wide audience). If this is not feasible, you may want to review your processes before the next hire, including wording and language used, and where the job ad is posted.

☐ The Chair (through the Dean) should provide UARC with a brief summary of the recruiting process including efforts to solicit candidates from the under-represented gender. Documentation (such as CVs, letters of reference) will be provided for the top three candidates. If all three top candidates are of the same gender, documentation will also be provided for the top candidate of another gender.

6 Holding Interviews

Holding Interviews

INTERVIEWS

- When scheduling the interview, ensure you ask if any accommodations are needed or if there are considerations that would make the interview more accessible.
- Even if a candidate has not requested an accommodation, give them detailed information about the complete itinerary, general information on the University of Waterloo, and the Region prior to their arrival. Consider including information that might be useful to candidates from equity seeking groups (for e.g. accessible parking location, multi-faith rooms if one is available, private/quiet space).
- Be sensitive to issues related to cross-cultural communication, like differences in accents and speech patterns, differences in greetings, or preferences around physical touch (e.g. handshakes) that may lead to direct or indirect discrimination.

In some cultures, it is impolite to look a person in a position of authority directly in the eye. In others, contradicting another person openly is unacceptable, especially if that person is in a position of authority. Indigenous peoples and other cultures often look askance at self-promotion and are more likely to credit others for their successes (University of Lethbridge, 2007).

- Ensure you spend sufficient time evaluating the candidate:
    - Focus on how well candidates measured against the position-related criteria tested in each of the evaluation formats.[20]

20. University of Lethbridge, 2007

- **Mitigate personal or committee bias or lack of understanding:**
  - Should an interview cause concern or a lack of clarity, consult with the committee as a whole. For example, strong accents or disabilities may impede full understanding.
  - Some candidates may offer information (e.g. marital status) during an interview. Information irrelevant to the position should be dismissed. (See **Appendix F** for Addressing the OHRC Protected Grounds During an Interview).
  - If another committee member makes a comment that indicates bias, ask for clarification.

CHECKLIST

☑ Document discussions about a candidate's suitability and store the documentation as a part of the hiring records.

☑ Any department member that meets with the candidates is a part of the interview and should be encouraged to read this guide or complete equity training.

☑ All interactions (including lunches/dinners) are part of the interview process and as such, committee members must avoid conversations related to the prohibited grounds.

CAMPUS VISIT

☐ Provide candidates with information about:

- The position
- The department
- University of Waterloo
- The surrounding Kitchener-Waterloo area
- Any relevant health or financial information (e.g. insurance)
- Check with the Office of the Dean as to whether there is already such information available.

☐ Provide information on the University's accommodations and leave policies, opportunities for mentorship, etc.

Ensure you make the candidate feel included. Introducing candidates to potential mentors or social support groups may be of interest. Allow the candidate to express what they would like to see, and give them some input on the schedule (University of Lethbridge, 2007).
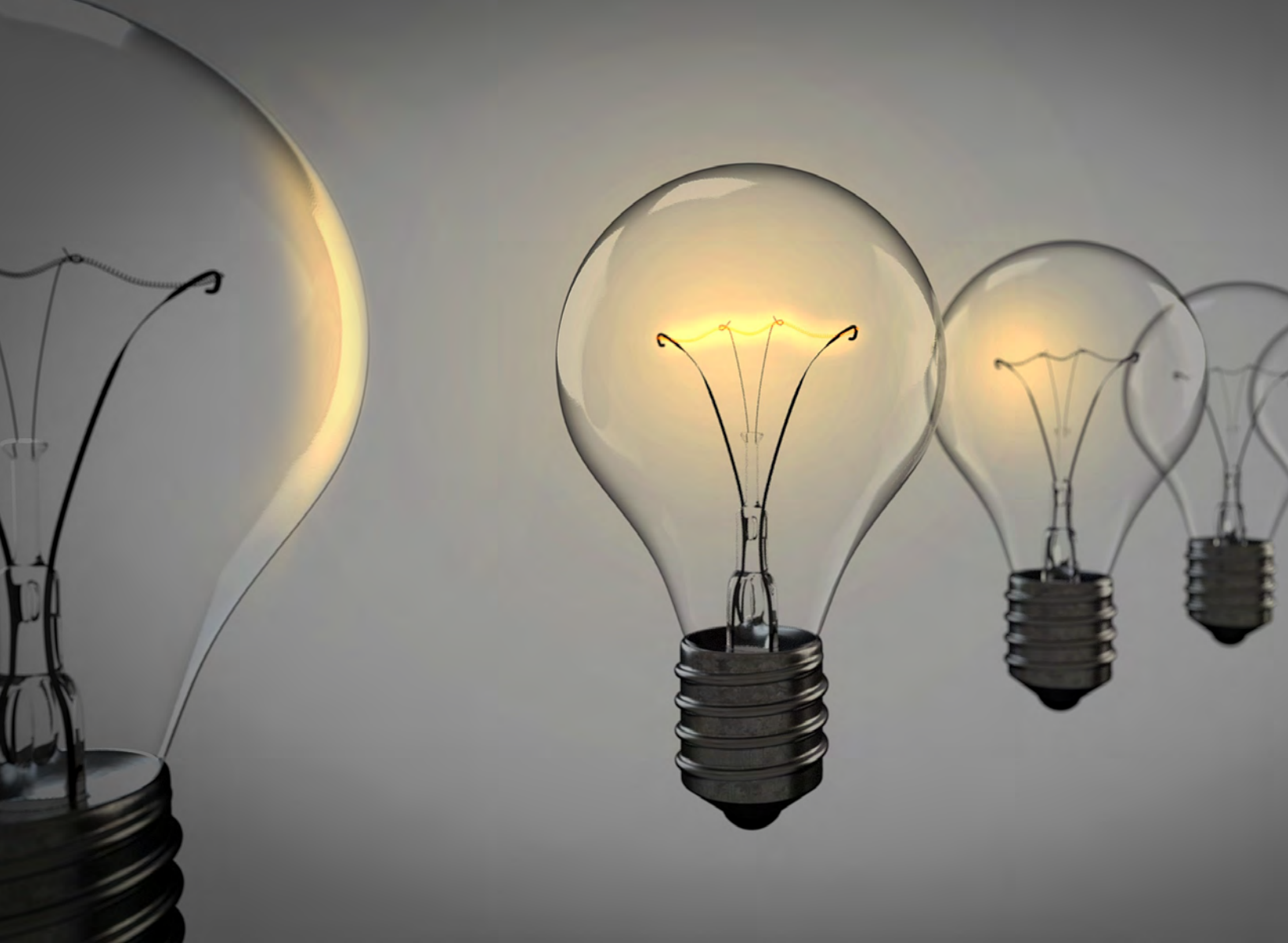
7 Selection

SELECTION

☐ Openly and thoroughly review all the documented evaluation input and scores collected to determine the best match for person to position.

☐ Keep notes of the discussion, as this may be helpful if any questions arise about the selection and decision making of the committee. [21]

☐ Ensure that you are recording information that will help you prepare your submission to the **University Appointments Review Committee** (UARC)

☐ Summarize results on one page to facilitate the final selection decision.[22]

☐ Notify unsuccessful candidates in a timely manner.

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Be prepared to explain why you made the decisions you did

To do this you need to ensure you have a reason for advancing certain candidates while not advancing others (ensure this reasoning is on an individual basis). Consider using a template to categorize why someone was not hired. An example of this is attached in **Appendix G**.

8 Wrapping Up

WRAPPING UP

DOCUMENT STORAGE

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☐ The **committee chair** is responsible for the retention and storage of all evaluative materials related to the search (including notes from the committee meetings).

These materials must be kept in accordance with the university requirements as outlined in **Policy 46 – Information Management**. Specific guidance on who is responsible for keeping categories of administrative information & how long we keep it is found in the **University records retention schedules**. The **Human Resources section** includes several retention schedules for different types of searches and appointments.

When you are destroying records in accordance with the appropriate procedures, you will need to fill out a form on the University of Waterloo website to meet data storage requirements.

FACULTY RETENTION

While an equity approach to recruitment and selection may allow for more diverse faculty, retaining these faculty members is important. For example:

MENTORSHIP
Providing opportunities for faculty to develop mentorship relationships (which can involve peer mentorship) improves job satisfaction and positively impacts their promotion.[23] Further, Vaccaro and Camba-Kelsay (2018) noted that ensuring mentors had cultural competency training was important for diverse populations.

23. Malmgren, Ottino, & Nunes Amaral, 2010

TIME COMMITMENTS

Faculty from underrepresented groups, particularly women are more likely to engage in service commitments such as mentoring students.[24] They are also more likely to teach undergraduate classes.[25] This demand is especially prominent for Black women and Indigenous people. Find ways to encourage balance in service commitments between faculty members.

RESEARCH INTERESTS

Supporting faculty in engaging in community based work is important, but may lead to less research publications and a greater time commitment for the faculty member. Supporting individuals with their research and community involvement should be a priority. For example, Indigenous faculty may engage in activities that do not produce research results but allows them to advocate for their communities.[26]

23. Malmgren, Ottino, & Nunes Amaral, 2010
24. Fitzgerald, 2006
25. Allen et al., 2000
26. Griffin & Reddick, 2011; Fitzgerald, 2006

COMMON SHORTCUTS

Shortcuts can lead to biased assessments in evaluation if we are not motivated to avoid them and skilled in doing so. These shortcuts can lead to erroneous conclusions that underrepresented candidates are unqualified or a bad fit.

Cloning: Replicating oneself by hiring someone with similar attributes or background. Also refers to the undervaluing of a candidate's research or research methods because they are not familiar, as well as expecting candidates to resemble someone whom the search committee is replacing. Cloning limits the scope and breadth of approaches and perspectives in research, teaching and service.

Snap judgements: Making judgements about the candidate with insufficient evidence. Dismissing the candidate for minor reasons or labelling a candidate "the best" and ignoring positive attributes of the other candidates. Having a covert agenda furthered by stressing something trivial or focusing on a few negatives rather than the overall qualifications. Often occurs when the hiring process feels rushed.

Fit/Bad Fit: While it may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease hiring committee members feel.

Negative Stereotypes: Characterized by assumptions of incompetence. The work of members of marginalized groups is scrutinized much more than majority faculty, at all stages of academic career.

Positive Stereotypes: Dominant group members are automatically presumed to be competent. Candidates from dominant groups often receive the benefit of the doubt, negative attributes are glossed over, and success is assumed. Also called the "original affirmative action" because dominant group members are automatically presumed qualified and thereby given an unearned advantage.

Elitist Behavior (also called "Raising-the-bar"): Increasing qualifications of people from marginalized groups because their competency does not strike committee members as trustworthy. Downgrading the qualifications of people from marginalized groups, based on

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[28] Dominican University, 2015

accent, dress, and demeanor. In short, uneven expectations based on a candidate's social identity.

Wishful Thinking: Insisting racism, sexism and other forms of prejudice no longer exist.

EUPHEMIZED BIAS

Visionary: Term used to describe members of dominant groups who are often evaluated based on their potential whereas underrepresented groups are judged on their accomplishments and track record only. For example: "he has vision" or "she lacks vision".

Star: Used when the speaker is an infatuated fan of the candidate under consideration. When you hear it, ask the speaker to explain their use of the term and support it with evidence. For example: "she's not a star" or "it's clear he's a rock star".

Committed, single-minded focus or hard -worker: these terms could be cloaking a bias against caregivers, those faculty members who cannot depend on what Williams (2000) calls a "flow of family work" which allows ideal workers to log long hours in the office while still having their material needs met.

Adapted from Joann Moody **Rising Above Cognitive Errors: Guidelines to Improve Faculty Searches, Evaluations and Decision-Making** (2010)

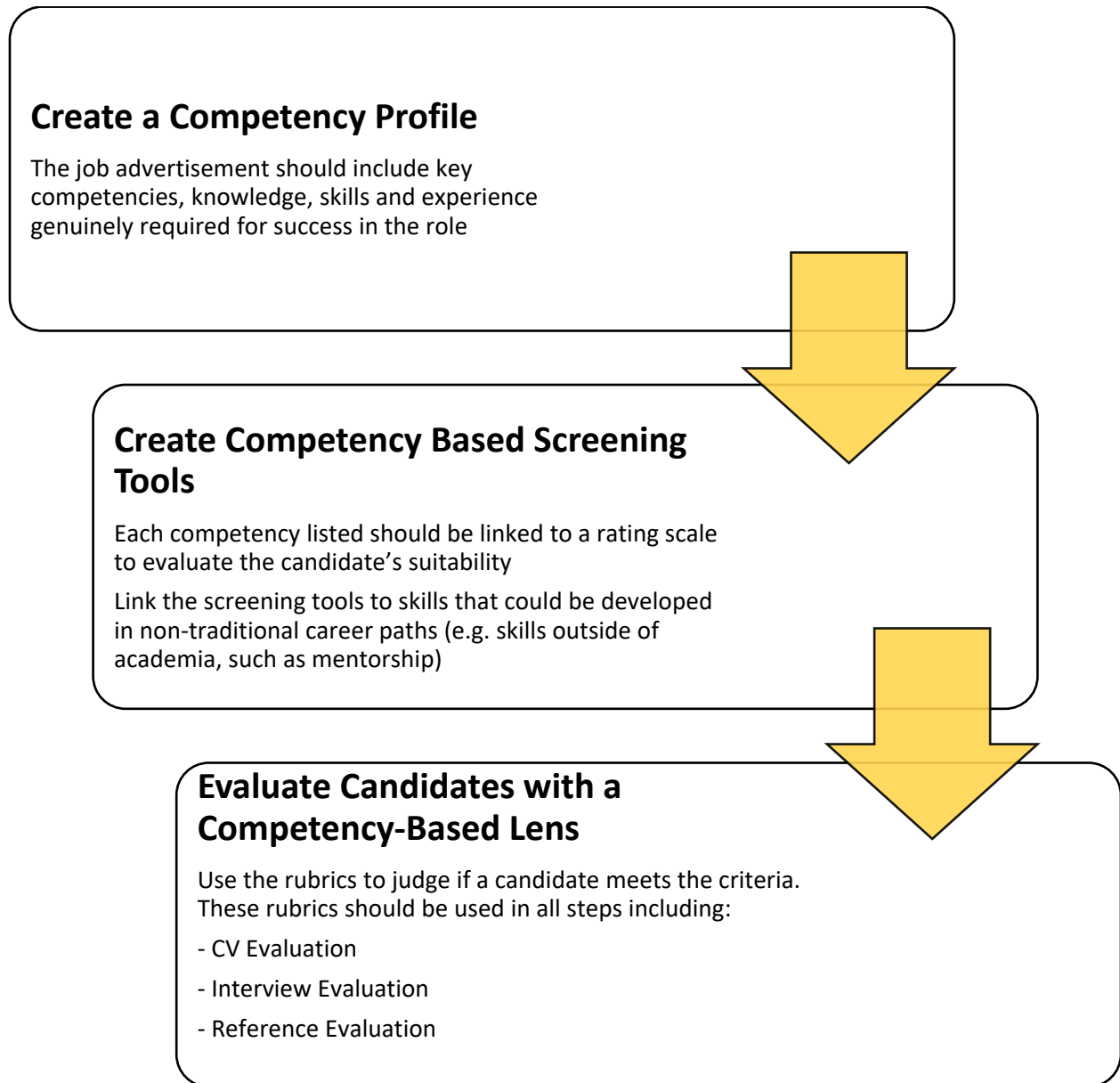**Source:** [Interrupting Bias in the Faculty Search Process](#)

Appendix B: Diversity Checklist for Committees

A diverse search committee is important in recruiting and hiring the best qualified candidates for positions. With a diverse search committee, it is more likely that alternate perspectives will be considered, and that candidates will be evaluated with a strengths-based approach. Diverse faculty members assist us in many things including "prepar[ing] all students for a diverse society, [promoting the] success of a diverse student body [and increasing] the engagement of new scholarship" (Wood, 2018, p. 139).

This checklist is a useful tool to be intentional about the ways the committee embedded equity in the hiring process.

Statement	Yes	No (Please provide a reason)
We have had a discussion on demographic gaps in our department and opportunities to fill those gaps		
We have completed equitable recruitment and selection training		
We have diversity on the committee in terms of gender, race, ability, indigeneity, etc.		
We have designated an equity champion on the committee		
We are aware of relevant equity legislation and CRC guidelines		
We are aware of CRC equity targets and considered this in our committee processes		
The committee members are representative of the Faculty at the University of Waterloo		
We consulted stakeholders where appropriate (such as the Equity Office, Office of Research, etc.) to ensure we were meeting best-practices for our search		

Appendix C: Competency-Based Recruitment[29]

Create a Competency Profile

The job advertisement should include key competencies, knowledge, skills and experience genuinely required for success in the role

Create Competency Based Screening Tools

Each competency listed should be linked to a rating scale to evaluate the candidate's suitability

Link the screening tools to skills that could be developed in non-traditional career paths (e.g. skills outside of academia, such as mentorship)

Evaluate Candidates with a Competency-Based Lens

Use the rubrics to judge if a candidate meets the criteria. These rubrics should be used in all steps including:

- CV Evaluation

- Interview Evaluation

- Reference Evaluation

[29] Adapted from McMaster University Engineering, 2015

Appendix D: Example of a Faculty Recruitment Rubric

CANDIDATE EVALUATION RUBRIC FORM

Name of Candidate: _____ Candidate Pronouns _____

Position: _____

Name of Evaluator _____ Date: _____

☐ Faculty   ☐ Staff   ☐ Student   ☐ Other   Department:

_____

Please indicate which of the following are true for you (check all that apply)

☐ Reviewed candidate's CV

☐ Met with candidate one-on-one

☐ Attended candidate's research seminar

☐ Met with candidate in a group

☐ Attended candidate's teaching seminar

How effective do you believe the candidate will be in meeting the responsibilities of this position?

Please select the point score in each category which you believe best represents the candidate's performance.

Knowledge and Score	Demonstrated 5-4 points	Somewhat Demonstrated 3-2 points	Not Demonstrated 1-0 points	Comments
Subject Matter Knowledge Does the candidate demonstrate strong experience with the subject matter? Does the candidate confidently discuss issues and ideas?				
Knowledge and Skills in Research Does the candidate demonstrate clear understanding and ability in research approaches and methods?				
Knowledge and skills in teaching Does the candidate demonstrate mastery and experience with a variety of teaching styles and approaches to reach an array of learning styles?				
Communication Does the candidate speak clearly in small or large groups? Is the candidate organized, articulate, and engaging, and able to communicate ideas effectively? Does the candidate answer questions clearly and concisely?				

Knowledge and Score	Demonstrated 5-4 points	Somewhat Demonstrated 3-2 points	Not Demonstrated 1-0 points	Comments
Leadership and Collegiality Does the candidate demonstrate experience in effectively working with others on various types of projects? Does the candidate show strong interest in participating in departmental activities?				
Equity and Anti-racism How have you been able to apply the principles of equity and anti-racism in building your research team? What evidence of impact can you share? How does your research help contribute to equitable outcomes?				
Total Score:				

Overall, I find this candidate to be:

☐ Highly acceptable   ☐ Not acceptable

☐ Acceptable   ☐ No opinion

Additional Comments on the candidate's strengths or any concerns you may have:

Have I ensured that my assessment is based on unbiased evaluation of the candidate's ability to fulfil the requirements of the position?

Signed: _____ Date: _____

Appendix E: Example of a Faculty Recruitment Rubric[30]

Position Criteria	Weight	Rating	Score	Comments/Notes
Recognized Teaching Ability				
▪ Degree status / from:				
▪ Areas of specialization				
▪ Graduate teaching				
▪ Graduate supervision (e.g. masters & doctoral)				
▪ Evidence of additional work with graduate students				
▪ Undergraduate teaching				
▪ Experience with distributed learning				
▪ Content, knowledge, skill valid in recognized field				
▪ Pedagogic effectiveness				
▪ Inclusive material / non-discriminatory language				
▪ Articulated, valid & fair means of assessing achievement				
▪ Innovative, creative development of course materials				
▪ Use of technologies to improve teaching & learning				
▪ Contributions to curriculum development				
▪				
▪				
Research, Scholarship or Creative Work				
▪ Evidence of activity (appropriate for stage of career?)				
▪ Collaboration				
▪ Has presented and disseminated work				

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[30] Modified from University of Lethbridge, 2007

Position Criteria	Weight	Rating	Score	Comments/Notes
Conferences, meetings (note if internationally)				
▪ Record of grants for basic or applied research				
Nationally recognized agencies				
Foundations				
Other non-refereed agencies/foundations				
▪ Published in refereed journals				
▪ Published in professional journals				
▪				
▪				
THRESHOLD CRITERIA TOTAL				
Additional Criteria				
▪ Sensitivity to broad range of perspectives				
▪ Evidence of contributions to equity and demonstrated impact				
▪ Evidence of departmental activities & administrative duties				
▪ Evidence of service to community				
▪ Adds to the diversity of the department				
▪				
▪				
ADDITIONAL CRITIERIA TOTAL				
1=significantly below requirements, 2=below requirements, 3=meets requirements, 4=exceeds requirements, 5=significantly exceeds requirements, NA=not provided in application pkg.				

Appendix F: Addressing the OHRC Protected Grounds During an Interview

Protected Grounds	Prohibited Questions	Alternative Questions	Comments
Family Status	• number of children or dependents • child-care arrangements	• Can the candidate work the required hours and possibly overtime	• Contacts for emergencies or details on dependents can be determined after selection
Gender Identity	• specific titles such as Mr., Mrs., Miss or Ms. on an application or anything that asks the candidate to identify their gender (i.e., leave it up to the candidate to offer a prefix and avoid boxes which force a candidate to choose a gendered prefix)	• While not necessarily indicative of gender identity, it is strongly recommended for committee members to introduce themselves with their names and pronouns (she/her, he/him, they/them etc.), and to invite candidates if they're comfortable to do the same.	• Asking for pronouns (not gender identity), avoids accidental misgendering of candidates. It should always be voluntary for candidates.
Disability	• whether candidate has received workers' compensation		• employer should disclose any information on medically related requirements or

Protected Grounds	Prohibited Questions	Alternative Questions	Comments
	• whether applicant has ever received psychiatric care or been hospitalized for emotional problems • whether candidate drinks or uses drugs • a list of all disabilities, limitations and health problems		standards early in the application process • ask whether the applicant has any conditions that could affect their ability to do the job • a disability is only relevant to the job ability if it threatens the safety or property of others or prevents the applicant from safe and adequate job performance even when reasonable efforts are made to accommodate the disability
Creed	• if candidate will work on a specific religious holiday • about religious affiliation • references from a clergy or religious leader		• It is the employer's responsibility to provide accommodation for employee's religious belief
Accommodations	• It is illegal to ask questions or discriminate a candidate/employee based on these grounds unless it is a bone fide occupational requirement. • Employers are expected to accommodate the employee and candidate to the point of undue hardship.		

Appendix G: Applicant Not Hired/Selected Reasons[31]

Once you have decided an applicant is not a top candidate, a not hired/selected reason must be identified.

The list of system not hired/selected reasons for both Faculty are listed below.

- ☐ Application errors/incomplete
- ☐ Failed to provide or requested application documents/materials
- ☐ Work history inconsistencies/pattern of concern
- ☐ Personnel file indicates hiring concerns
- ☐ Does not meet minimum/required qualifications
- ☐ Lacks preferred qualifications
- ☐ Lacks sufficient education/training/certification
- ☐ Experience insufficient or not as strong as finalist(s)
- ☐ Education or experience incompatible
- ☐ Job-related knowledge/skills/abilities insufficient or not as strong as finalist(s)
- ☐ Failed to respond/unable to contact
- ☐ Declined interview/unavailable for interview
- ☐ Failed to demonstrate effective communication skills
- ☐ Failed to adequately answer interview questions
- ☐ Unavailable for employment at designated start date
- ☐ Unable to work required shift
- ☐ Requires a higher salary than able to offer
- ☐ Requires relocation package
- ☐ Inadequate references
- ☐ Unsuccessful background check
- ☐ Did not meet pre-employment requirements
- ☐ Would be considered if the first choice declined
- ☐ Accepted another job
- ☐ Withdrew from consideration
- ☐ Declined offer of employment
- ☐ Considered internal/promotional candidates only
- ☐ Position claimed by layoff candidate
- ☐ Position cancelled

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[31] Washington State University, 2015

Appendix H: Equity Questions[32]

The following interview questions have been collected from UHS staff and departments, the Division of Equity & Inclusion, informational interviews with recruiters, and internet research.

EQUITY-RELATED INTERVIEW QUESTIONS

- The University is committed to equity, diversity, inclusion and anti-racism. Can you tell us about your experience working with marginalized groups and the impact of those experiences?

- Can you tell us about your experience with creating inclusive research teams/training environments?

- Can you tell us about your experience with mentoring students or other faculty from underrepresented groups?

- What do you see as the fundamental characteristics of organizations that create an inclusive environment?

- How might your research or professional experience contribute to equity and anti-racism?

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[32]Modified from UHS, University of California, Berkeley, 2013

Appendix I: Waterloo "Equity Champion" Role for Hiring Committees

This document provides a process for the establishment of Equity Champions and outlines the Equity Champion's role.

PROCESS FOR ESTABLISHING A DESIGNATED "EQUITY CHAMPION"
Although they serve an essential role on the committee, the Equity Champion is not required to be an independent expert in Equity, Diversity and Inclusion (EDI).

THE CHAIR OF THE COMMITTEE WILL:
- Ensure all committee members have completed the required Equitable Recruitment and Selection Training through the Equity Office.

- Distribute the Equitable Recruitment and Selection Toolkit to the committee to ensure a common understanding of EDI and best practices for equitable recruitment.

- Review the Role of "Equity Champions" to ensure members understand what this role entails.

- Ask a committee member to self-nominate to be the Equity Champion for the committee at hand.

- Once an Equity Champion has been identified, the Champion will ensure that they have a solid understanding of the University of Waterloo's policies related to equity in hiring and requirements under the Employment Equity Act and the Canada Research Chairs Program.

ROLE OF "EQUITY CHAMPIONS"
The role of an Equity Champion is to ensure the principles of equity, diversity, and inclusion are adhered to by members who have decision-making responsibilities. This includes being able to identify when EDI considerations are not being appropriately considered or incorporated in the committee's processes and final decision-making.

ROLES REQUIREMENTS:
- Ensure the committee develops a set of EDI guidelines for decision-making based on available best practice.

- Actively advocate for consistent, fair and respectful treatment of all candidates or faculty during the course of the committee's work.

- Highlight to the Chair if committee discussions are not inclusive of all members' perspectives.

- Ensure criteria for all job postings, performance evaluations, promotions and renewals are set prior to posting the role advertisement.

- Remind the committee the importance of adhering to the set of criteria established prior to the beginning of any process.

- Encourage committee members to use inclusive, unbiased, inclusive person first language throughout the process (e.g. use "all genders" rather than "women and men," and use the pronoun "them", if pronouns are unknown instead of "him" and/or "her." Avoid stereotyping, and avoid prioritizing those traits and descriptions traditionally viewed as masculine for e.g.).

- Identify biases, assumptions and problematic language and/or behaviour if it arises at any point throughout the process (e.g. refusing to address equity targets, unfair bias towards a candidate, etc.).

- Remind committee members to dismiss information that is irrelevant to the position.

- If committee members make comments that seem to be based in bias, ask for clarification.

- Report concerns related to EDI to the Chair to support early intervention of issues. If equity concerns remain about the process or candidate selected, the Equity Champion can make a submission to the UARC committee, highlighting their concerns.

Appendix J: Websites, Publications & Organizations Supporting Designated Groups

- [Association for Women in Science](#)
- [Association for Women in Mathematics](#)
- [Canadian Indigenous Peoples Job Seekers Portal](#)
- [Senior Women Academic Administrators of Canada](#)
- [Elsevier Advancing Postdoc Women Clearinghouse](#)
- [Association for Women in Science](#)
- [American Association for University Women](#)
- [National Organization of Gay and Lesbian Scientists and Technical Professionals](#)
- [American Association for the Advancement of Science](#)
- [American Educational Research Association](#)
- [Canadian Association of Postdoctoral Scholars](#)
- [Conference Board of Canada](#)
- [Resources for Indigenous Postdoctoral Fellows](#)
- [Indigenous Waterloo web site](#) (Send job ads to Sami Iskandar (s6iskandar@uwaterloo.ca) at St. Paul's)
- [Mi'kmaq Maliseet Nations News](#)
- [UArctic](#)
- [Aboriginal Professional Association of Canada](#)
- [NAISA Native American and Indigenous Studies Association](#)
- [American Indigenous Research Association](#)

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UNIVERSITY OF WATERLOO POLICIES

Policy 69 – Conflict of Interest

Memo on Conflict of Interest in Hiring Committees

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