



FOM GUIDE TO FACULTY RECRUITMENT

Attracting and retaining a diverse faculty is a key component of UBC’s commitment to excellence in teaching, learning and research. 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, at the University, encourage applications from members of groups that have been underrepresented 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.

Please Use FoM recruitment planner instructions to initiate approval for recruitment. Includes recruitment rationale, draft advertisement, proposed funding plan and proposed space plan.

Please refer to this guide once recruitment has been approved.

This guide has been prepared to ensure the Faculty of Medicine meets its Organization goals within the [FOM Strategic Plan](#) that aligns with the [University’s strategy of Inclusive Excellence](#): cultivating a diverse community that creates and sustains equitable and inclusive campuses.

For internal and external Canada Research Chairs (CRC) recruitment, please refer to this guide. Mandatory requirements specific to CRC will be highlighted in purple.

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CREATE A PROACTIVE DIVERSE RECRUITMENT PLAN

- a) Finalize job advertisement
- i. Include established criteria that is job-relevant, objective and measurable in your job ad.
 - ii. Run the advertisement through gender decoder to ensure neutral language is being used in your ad. <http://gender-decoder.katmatfield.com/> or use Textio, an online platform that helps you avoid bias when you write recruitment materials. [Login to Textio](#) with your UBC CWL or UBC email address. To use Textio, copy and paste your job posting into Textio. The tool will highlight words that limit the appeal of your posting and suggest alternatives for improvement. There will be bullet points on the right hand side of the page that will highlight recommendations.
 - iii. Be mindful of using gender neutral pronouns, such as 'them/they/their/theirs'.
 - iv. Include equity and inclusion statements in your job advertisement
Examples:
 - Demonstrated ability to build, manage and maintain high-quality and productive relationships across cultural differences
 - Demonstrated ability to effectively communicate and interact with empathy, understanding and, respect of diverse and divergent perspectives and behaviours
 - Works in a collaborative and inclusive manner, fostering equitable experiences and a respectful environment for all
 - Acknowledges, reflects upon and challenges one's own biases and assumptions
 - Recognizes and addresses personal and institutional assumptions and behaviours that create barriers to inclusion
 - Actively seeks to understand the climate of reconciliation in Canada and at UBC and its relationship with UBC's commitment to inclusion
 - Creates and fosters an environment that promotes inclusivity and the values of respect, integrity, compassion, collaboration and equity.
 - v. Request resumes, cover letters the include Equity, Diversity and Inclusion (EDI) experiences
Example: Applications, accompanied by a detailed curriculum vitae, teaching dossier and three letters of reference addressing scholarly, professional and creative work, teaching, administrative service, experience fostering collaboration, inclusiveness equity and diversity, should be directed to 'INSERT NAME':
- b) The position must be advertised, nationally, for one month, at minimum as per the [UBC Advertising Guidelines](#):
- i. At least two (2) appropriate publications (print or electronic) with a wide, national readership (e.g. "CAUT Bulletin", "[University Affairs](#)" (magazine, and/or online).
 - ii. At least one (1) other venue, appropriate journal(s) or other publications, e.g.: [CMAJ](#), [Nature](#), [Pacific News Group \(Vancouver Sun & Province\)](#) and the [Globe and Mail](#). Units may want to make use of the advertising feature on the [Graduate and Postdoctoral Studies \(G+PS\) website](#), which provides access to a number of posting sites without cost to the unit.
 - iii. UBC Careers Page, [National Job Bank](#), and [WorkBC](#)

- iv. Take a screenshot of the job posting on the day it was posted and take a screenshot of the job posting on the day it was closed at each posting location. Ensure that the date is clearly visible in the screenshot for record keeping purposes, as well as to satisfy IRCC and CRC advertising requirements.
- v. For Canada Research Chairs (CRC) postings, email ubc.crc@ubc.ca a dated copy of the advertisement and the links to all job postings on the exact day they are posted online. The UBC CRC Secretariat will forward a copy to edi-edi@chairs-chaire.gc.ca.

c) Looking beyond the usual

- i. Identify expected availability of underrepresented groups in the applicant pool before the ad goes out (connect with Equity Office. Email: info@equity.ubc.ca).
- ii. Get faculty members and others within the Faculty involved in casting a wide net. Seek input on possible advertisement spaces.
- iii. Partner with underrepresented groups serving educational and training institutions.
- iv. Actively reach out to find candidates at institutions or training programs with high numbers of under-represented groups.
- v. Utilize social media platforms (ie. LinkedIn) to reach out and find candidates.
 - Central HR has five LinkedIn job slots available on a first-come, first-served basis that are open to all UBC departments wishing to post an advertisement on LinkedIn. Advertisements can be posted for a maximum of two weeks or for the duration of the job posting if posted for less than two weeks. There's no charge to you for using these job slots. Note: The **job posting must be active on the UBC Careers website** while it's posted on LinkedIn.

If the job slots are full, you can purchase a month-long job posting on LinkedIn:
<http://www.linkedin.com/job/home>.

Contact: [Leah Kim](#) (Talent acquisition and engagement business manager) to book your advertisement.
- vi. Recruit continuously. Maintain professional networks and make note of potential candidates to keep in mind for future openings.
- vii. See [Appendix A](#) for list of websites to consider to increase EDI reaches.

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ESTABLISH A SELECTION COMMITTEE

- a) For establishing a Canada Research Chairs (CRC) Selection Committee, please see [Appendix D](#).
- b) Ensure that members of underrepresented groups are included on selection committees. If your unit does not have underrepresented group members, consider inviting a member from a related department to assist in the selection process. Does the committee include members who:
 - Have worked on projects related to EDI?
 - Are representative of different divisions and areas within the departments and of different faculty ranks?
 - Are members of traditionally underrepresented groups including women and Indigenous, disabled, LGBT2QIA+ and racialized persons on campus? Are represented from different levels, backgrounds, demographic groups?
 - Can advocate for learners, trainees or other candidates of diverse backgrounds and experiences?

- b) Ensure that all panel members are available to interview all candidates in order to ensure that each candidate is given an equal opportunity to demonstrate their suitability for the position.
- c) Consider recording the sessions for those that are unable to attend some of the meetings, so they still have access to all the information that has discussed.
- d) When putting together a selection committee, be extra mindful of its composition. The search committee should be diverse in terms of gender and other equity groups, and should include a broad range of experience and expertise (junior to more senior ranks) in order to capture a wider range of perspectives. Composition of a search committee can include members from the groups listed below:
 - Members from the professoriate stream and educational leadership stream;
 - Members in different ranks (eg, junior faculty vs senior faculty, etc.);
 - Members in leadership roles within or outside of the departments/schools (eg, program directors, division heads, etc.);
 - Members in affiliated research centres/institutes;
 - Members from distributed sites;
 - Members from health authorities if applicable;
 - Learners/trainees/staff representative;
 - Members from other departments/schools as appropriate.
- e) The search committee should have representation from all stakeholders. For example, a sample search committee could include a select number of faculty members from the Department/School, one external faculty member from another related Department/School, a graduate student representative and an undergraduate student representative (keeping in mind also a balance of gender and other equity groups that represent the student population). If there is external funding, a representative from the external funding agency is sometimes requested. It is also important to be mindful of the size of the selection committee and provide options that some members can meet with the shortlisted candidates during a site visit and provide feedback, instead of being part of the selection committee itself.

Please note that the search committee is going to be different from the Departmental/School Committee who will be voting on the appointment itself. In the case of initial appointments in the tenure stream, tenured and/or tenure-track members of the Department/School are eligible to vote as a member of the Departmental/School Committee.

- f) Be mindful of the size of the selection committee and provide options that some members can meet with the shortlisted candidates during a site visit and provide feedback instead of being part of the selection committee.

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EQUITY, DIVERSITY, AND INCLUSION TRAINING FOR SELECTION COMMITTEE

- a) For Equity, Diversity and Inclusion Training for Canada Research Chairs (CRC) Selection Committee, see [Appendix E](#).
- b) Ensure that the selection committee chair and members understand their roles in the selection process and their roles as representatives of the University.

- c) Ensure that selection committee members understand the importance of maintaining confidentiality and are not in any conflict of interest, such as personal relationships. See UBC [Policy #SC3: Conflict of Interest and Conflict of Commitment](#).
- d) Ensure that all selection committees members take the EDIFY (Equity, Diversity and Inclusion For the Years) online training module prior to participating on the committee.

Instructions to access the course:

Equity Diversity Inclusion for Years (EDIFY) Online Access Instructions

1. Create a login on the UBC CPD eLearning Site: <https://elearning.ubccpd.ca/login/signup.php?>
 2. You will receive a confirmation email to validate your account
 3. Go to the online course <https://elearning.ubccpd.ca/course/view.php?id=163>
 4. Enter enrolment code and click “Enrol Me”. Please contact Assistant Manager, Faculty Affairs for enrolment code.
- e) Ensure selection committee understands the established selection criteria prior to reviewing applications. Candidates should be selected based on job-relevant, objective, and measurable competencies.
 - f) Encourage discussion, facilitated by the committee’s chair, on topics such as:
 - i. Being mindful of unconscious bias during the selection process. Look for diversity in background experience and research. Do not unreasonably exclude non-traditional qualifications or experience.
 - ii. Awareness that recommenders of applicants may hold unconscious biases, and therefore may present skewed representations of applicants in their letters of recommendations.
 - iii. Current established criteria
 - iv. The implications of making judgement on a candidate’s character, experiences or background based on detailed unrelated to job performance and work ethic.
 - v. Be familiar with what constitutes grounds for discrimination and avoid asking questions relating to protected human rights grounds, such as sex, sexual orientation, gender identity or expression, age, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability.
 - vi. Discuss if advertisements have cast a wide net of diverse applicants.
 - vii. Remind panel members that they are an “ambassador” of the Academic Unit, the Faculty, and UBC. Keep in mind the candidates are also making decisions about taking on the role/joining the department/Faculty/UBC.
 - viii. As more interviews are being done virtual, there may be new and different equity considerations. Have committee members read and review [Equity Considerations in Virtual Interviews](#) information by the Equity and Inclusion Office.

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TRACK APPLICANT POOL

- a) Collect data to understand where applicants are coming from, where they see job ads, if more Equity and Diversity sites should be considered for advertisements of roles – increase awareness to job seekers

- b) Keep a factual record of the recruitment and selection process. Include copies of advertisements as well as descriptions of special measures to recruit members of the designated groups. Should human rights groups or government agencies inquire about your recruitment and selection procedures, you may be required to produce evidence that your hiring process was fair. Records must be kept for a period of one year from the time of the interview and should be filed in a secure place. In addition, if the successful candidate is a foreign academic, records must be kept for six years from date of hire.
- c) For the appointment of all foreign academics, [specific immigration-related documents](#) must be forwarded to Faculty Relations (Vancouver campus). Please ensure you review the information on the [Foreign Academics Recruitment Page](#) and ensure you are adhering to the recordkeeping requirements and that all necessary documentation is forwarded to Faculty Relations.

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SCREEN APPLICATIONS

- a) Review and evaluate each application against the previously established criteria that are job-relevant, objective, and measurable.
- b) Establish your short list of candidates based on those who meet the minimum advertised qualifications. From this pool, derive your interview shortlist. Departments must be able to document and justify the way in which they developed the short list.
- c) Ensure that you do not unreasonably exclude applicants who have qualifications or experience acquired in non-traditional ways; rather, look for diversity in background, experience, and research.
- d) Consider cultural differences ie. Criteria of self-confidence, goal orientation, enthusiasm and leadership may not be readily apparent or presented in the same way of people of more reserved cultures.
- e) If members of employment equity groups do not make it to the short-list, review the applications to ensure the list does not reflect bias. For example, stereotypical assumptions about the importance of an uninterrupted work record may disadvantage women, persons with disabilities, or recent immigrants. Ask yourself: is an uninterrupted work record a valid test of a candidate's ability to meet the requirements of a position?
- f) In assessing applications, UBC recognizes the legitimate impact that leaves (e.g., maternity leave, leave due to illness) can have on a candidate's record of research achievement. These leaves should be taken into careful consideration during the assessment process.

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ASSESS POTENTIAL CANDIDATE IN TERMS OF EQUITY, DIVERSITY, AND INCLUSION (EDI)

When assessing whether an applicant is open and committed to issues related to equity, inclusion, and diversity, a candidate should:

- a) Demonstrate an understanding and acceptance of equity, inclusion and diversity concepts, and that they are broader than just race, ethnicity, and gender.
- b) Demonstrate self-awareness, in terms of understanding their own culture, identity, biases, prejudices, power, privilege and stereotypes.
- c) Demonstrate awareness of generational differences in work styles.

- d) Demonstrate willingness to challenge and change institutional practices that present barriers to different groups.
- e) Infuse equity, inclusion and diversity concepts in response to questions not directly prompting for them.
- f) Able to provide concrete examples and/or experiences in these areas.
- g) Use inclusive language.
- h) Indicate experience, commitment, and/or willingness to promote issues related to EDI.
- i) Share successful experiences working with underrepresented populations.
- j) Demonstrate recognition that diversity is threaded through every aspect of management

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DEVELOP INTERVIEW QUESTIONS

- a) Include interview questions that address experience with equity, diversity and inclusion. (see [Appendix B](#) for sample key competency interview questions)
- b) Include competency based interview questions that link back to the core duties and responsibilities of the role and the core competencies you are looking for. All candidates interviewed should be asked the same questions
- c) Avoid questions relating to protected human rights grounds, such as sex, sexual orientation, gender identity or expression, age, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability.
- d) Ensure that questions assess pre-established criteria that can be evaluated objectively.
- e) Below are the key components of intercultural competence for management/leadership, as synthesized from the literature. They include:
 - a. A commitment to enhancing one's own awareness, knowledge, and skills related to difference;
 - b. Skills pertaining to managing diversity across identities, perspectives, and behaviours (e.g. communication skills, managing conflict, flexibility and working in ambiguity);
 - c. Behaviours that demonstrate empathy, sensitivity and, curiosity toward difference.

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INTERVIEW CANDIDATES

- a) Consider cultural differences ie. criteria of self-confidence, goal orientation, enthusiasm and leadership may not be readily apparent or presented in the same way of people of more reserved cultures.
- b) Schedule the candidates' presentations so that all voting committee members can attend. Should committee members miss meetings or presentations, ensure that there are minutes recordings that enable them to stay informed.
- c) Remember that candidates are also making decisions about UBC. Be prepared to arrange meetings between candidates and campus resources, such as, at the Vancouver Campus, First Nations House of Learning, and UBC Access and Diversity, and at the Okanagan Campus, resources identified by the Equity Advisor. Candidates may also wish to be put in touch with Housing & Relocation Services to better understand the university's provisions for new faculty.
- d) Be mindful when speaking with candidates that the University is committed to creating and maintaining an inclusive and equitable work environment for all members of its workforce, and in particular, for its employees

with disabilities. An inclusive work environment for employees with disabilities presumes an environment where differences are accepted, recognized and integrated into current structures, planning and decision-making modes. For contact information regarding UBC's accommodation and access policies and resources, please visit the Centre for Accessibility website at: <https://facultystaff.students.ubc.ca/student-development-services/centre-accessibility/faculty-and-staff-disabilities>. UBC Vancouver staff or faculty may contact the Health Promotion Programs (information@hse.ubc.ca) or the Centre for Accessibility (accessibility@ubc.ca) for support and assistance with accommodation questions.

- e) Be aware that UBC has an Equipment Accommodation Fund to provide adaptive equipment for employees or candidates with disabilities.
- f) Ensure conversations and written communications with applicants do not depart from UBC's policies and Collective Agreement.
- g) Provide all candidates with information on opportunities available to new faculty, such as [research](#), [health and wellbeing](#), [Professional Development](#), [benefits](#), [Childcare](#), [Faculty housing](#), [Equity, diversity and Inclusion](#), [mentoring programs](#).
- h) All candidates must be given the same considerations.

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IDENTIFY SUCCESSFUL CANDIDATE

- a) Selection committee votes on candidate to put forward to the Head as recommendation for hire.
- b) The Head will take it to the departmental standing committee to identify the successful candidate and vote per the Faculty Collective Agreement (Part 4: Conditions of Appointment for Faculty).
 - i. The selection committee's process and recommendations are clearly communicated to the departmental standing committee.
- c) For Canada Research Chairs (CRC) recruitment, complete the mandatory written report. See [Appendix F](#) for the CRC reporting requirements.

DEVELOP REFERENCE CHECK QUESTIONS (SEE APPENDIX C)

- a) Perform a thorough reference check of the successful candidate by telephone. Note that you should only contact references provided by the candidate unless you have sought the candidate's permission to contact others or unless the candidate is currently / was previously employed by UBC.
- b) Ask questions that are related to the established criteria.
- c) Focus questions on behavioral competencies that are not addressed in the formal letters of reference.

OFFER TO SUCCESSFUL CANDIDATE

- a) Before making a formal offer to a successful candidate, please use the forms, templates and checklists for making the offer on Faculty of Medicine MedNet pages:
<https://mednet.med.ubc.ca/HR/hiringFaculty/MakingTheOffer/Pages/default.aspx>
- b) Draft offer requires review by one of the Assistant Managers prior to signature.
- c) If final package is different from the original financial plan, please work with your Finance Manager on an updated copy.

- d) Offer positions to citizens and permanent residents of Canada before offering them to foreign candidates if qualified and meet the selection criteria.
- e) Whether interviewed or not, all unsuccessful applicants must be told in writing that they were unsuccessful prior to the public announcement of the hire. Be prepared to give detailed reasons for the rejection of all Canadian and permanent resident applicants.

Be willing to re-start the search process if you do not find an excellent candidate.

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USEFUL WEBSITES FOR INCREASING DIVERSITY OF APPLICANTS

https://fmwc.ca/	Federation of Medical Women of Canada
http://www.womeninmedicinemagazine.com/advertising-and-sponsorship-opportunities -	Women in Medicine magazine
http://cihr-irsc.gc.ca/e/193.html	CIHR fellowships
http://www.nserc-crsng.gc.ca/index_eng.asp	NSERC fellowships
http://www.healthcarecan.ca/job-board/	Health care job board
Canadian Research Institute for the Advancement of Women (CRIAOW)	CRIAOW
Canadian Journal of Native Studies	Canadian Journal of Native Studies
Senior Women Academic Administrators (SWAAC)	SWAAC
National Job Bank	Government of Canada's Job Bank
WorkBC	WorkBC
https://www.canada.ca/en/employment-social-development.html	Employment and Social Development Canada
https://www.policyalternatives.ca/offices/bc	CCPA (Canadian Centre for Policy Alternatives)
https://www.amssa.org/	AMSSA job postings (Affiliation of Multicultural Societies and Service Agencies of BC)
http://www.westcoastleaf.org/about/	West Coast LEAF
https://ccdi.ca/	CCDI (Canadian Centre for Diversity and Inclusion)
https://indigenousworks.ca/en	Indigenous works
https://prideatwork.ca/	Pride at Work Canada
http://www.cwestt.org/	Canadian Coalition of Women in Engineering, Science, Trades and Technology

http://www.indigenousprofessionals.org/	Indigenous Professional Association of Canada
https://www.criaw-icref.ca/en/	Canadian Research Institute for the Advancement of Women

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COMPETENCY BASED INTERVIEW QUESTIONS

DIVERSITY, EQUITY AND INCLUSION

Demonstrates an understanding and acceptance of equity, inclusion and diversity concepts, and that they are broader than just race, ethnicity, and gender; Demonstrates self-awareness, in terms of understanding their own culture, identity, biases, prejudices, power, privilege and stereotypes; Demonstrates willingness to challenge and change institutional practices that present barriers to different groups; Demonstrates awareness of generational differences in work styles; Demonstrates commitment and promotes DEI.

1. Please tell us about an instance when you have demonstrated leadership or commitment to equity in your work.
2. In your experience, what are the challenges faced by members of historically underrepresented groups [in the workplace] [in successfully completing their education]? What strategies have you used to address these challenges, and how successful were those strategies?
3. How has your background and experience prepared you to be effective in an environment [that values diversity] [is committed to inclusion] [where we see awareness of and respect for diversity as an important value]?
4. What specific experiences have you had addressing concerns of diverse [communities] [learners] [populations] at your current or previous institution? What role have you taken in addressing those concerns?
5. What programs or initiatives have you been part of to [work with diverse populations] [address diversity issues], and specifically what was your role in those efforts?
6. Can you describe an innovative [program] [activity] [teaching strategy] addressing diversity that you were an integral part of developing?
7. In what ways have you demonstrated commitment and sensitivity to the importance of diversity in your previous experience?
8. Describe a time when you worked to incorporate diversity issues or diverse communities into [a project or event you worked on] [a class you taught].
9. What experiences have you had with recruiting, hiring, training, and/or supervising a diverse workforce?
10. What is the most challenging situation dealing with diversity that you have faced and how did you handle it?
11. What have you done to further your knowledge or understanding about diversity? How have you applied your learning?
12. What role has diversity played in your [approach to teaching _____] [teaching strategies] [management of classroom dynamics]?
13. What kinds of experiences have you had in relating with people whose backgrounds are different than your own?
14. Have you ever realized you had said or done something that may have been offensive to a [colleague] [student] [co-worker]? How did you respond to that realization, and what was the outcome?
15. Please share an example that demonstrates your respect for people and their differences; how have you worked to understand the perspectives of others?

16. What is your perspective on how to ensure equity in the care of patients? What behaviors, techniques, or decisions allow you to function most effectively as a provider or employee when working with a highly diverse patient population? What tools have you employed in working with a diverse staff?
17. The University has a diverse workforce (in terms of ethnicity, class, culture, language, sexual orientation, and disabilities). Can you tell us about your experience working with and serving such a diverse population?
18. Why do you think it's important to address diversity and equity issues in this position, and what are some ways you might do that?

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RESPECTFUL AND INCLUSIVE WORKPLACE

Attracting and retaining a diverse faculty is a key component of UBC's commitment to excellence in teaching, learning and research. Understands the importance of Diversity, Equity and Inclusion; Demonstrates respect for people, their differences and works towards understanding the perspectives of others; Promotes fairness and equity; engage the talents, experiences and capabilities of others; Fosters a sense of belonging; Creates opportunities for access and success.

1. Tell us about a time you worked with different stakeholders with varying interests and highlight how you were able to use effective communication skills to build proactive working relationships.
2. Please give us an example when you had to alter your communication style for different employees in the organization.
3. Drawing from your past work experience, what elements do you feel are important in a culture that supports open and effective communications? How have you introduced these elements into a working environment?
4. Please tell us how you have built and fostered positive working relationships.
5. Describe a time when you helped create and contribute to respect in the workplace.
6. Tell us about a situation where you were unsuccessful in cultivating a positive relationship. Please walk us through the steps you took to try and change the outcome.
7. Give us an example of an occasion when you showed your leadership skills and helped to cultivate good leadership in your staff members.
8. Describe an occasion when you resolved a serious confrontation or conflict which seriously damaged relations between teams or employees.
9. What mechanisms have you established that has ensured effective communication across functions and departments?
10. Please share an example that demonstrates your respect for people and their differences; and how you've worked to understand perspectives of others.

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LEADERSHIP

Gains support from and confidence of others by asserting own idea; listening and collaborating effectively with team members to achieve objectives; taking accountability; providing constructive feedback for others; and building relationship with relevant stakeholders.

1. Please provide an example of your experience in leading change. What was your role and what was the outcome?
2. What strategies have you used to encourage professional development and leadership? Please include examples relevant to staff, academic and clinical faculty members.
3. Tell me about a new idea you recently implemented. What approach did you take to gain your peer's/employee's acceptance?
4. Describe a situation when a member of your team could not, or would not do their part. What did you do, and what was the result?
5. Tell me about a team member from whom it was tough to gain cooperation. How did you handle this sensitive situation?
6. Describe how you have encouraged team development and ensured that each member has commitment to achievement of goals.
7. Tell me about the most difficult person you have had to motivate. What did you do, and what was the result?
8. Are there any techniques you have found useful in identifying the needs & potential of individuals? Tell me how these techniques worked with a particular person.
9. Sometimes people don't respond well to a performance improvement discussion. Could you give an example of a discussion that didn't turn out as you had planned? What happened?
10. To what extent do you coach and prepare subordinates for new situations? Could you give an example of a time when you failed to properly coach a subordinate? What happened?
11. Please provide an example of your experience in leading structural change, as in something like restructuring a unit. What was your role and what was the outcome?
12. What would your approach be to educational leadership and innovation in this department?
13. Physician burn-out is a common issue; how do you as a leader achieve and model personal sustainability and can you explain what you do to support faculty and staff in terms of preventing burn-out?
14. Please tell us about a time when you had to coordinate tasks and mobilize people to sustain successful operational functions.
15. What would be your top 3 priorities and what would success look like with your leadership in the first 3 years?

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CONFLICT RESOLUTION

Confronts issues and resolves conflicts effectively where possible; Develops and maintains high personal credibility and trust.

1. We've all had to work with someone who is very difficult to get along with. Give me some examples of when this happened to you. Why was this person difficult? How did you handle him/her?
2. Describe a time when you have had to resolve a conflict with another member of the team or between others – what was the most difficult issue to overcome?

3. Describe a time when you had to resolve a serious confrontation or conflict which seriously damaged relations between teams or employees.
4. Please tell us a time when you were involved in a performance management process or had to deal with a conflict of interest issue. What role did you play and what was the outcome?
5. Please give an example of how you approach difficult conversations with coworkers.

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DEVELOP SELF AND OTHERS

Looks for and takes advantage of opportunities to learn from others; Analyzes complex work processes for improvement opportunities; Actively seeks feedback from others to implement changes in the process; Recommends changing processes in own area of responsibility; Generates ideas to help with attaining dept. goals and improving processes.

1. Please give us examples of when you have identified, developed, and provided opportunities to individuals with potential to serve in leadership roles.
2. Tell us about a time when you delegated a task for developmental reasons. How did you ensure that person was learning?
3. Some processes are not always needed - how have you evaluated your work and eliminated what doesn't need to be done?
4. Describe your experience with the implementation of change and how you ensured that the effects were minimal to staff.
5. Tell us about a time when you identified a training need. What did you do and what was the outcome?
6. What specifically do you do in your classes to enhance student learning?
7. Please give us an example of a time when you mentored a Postdoctoral Fellow but failed to help them improve. What did you learn from this experience? Going forward, what are you doing differently?
8. Describe a time when you had to provide training or coaching to different staff members on the same tasks.
9. Describe when you have seen a chance to improve a process and have needed to convince others.
10. Describe a situation where you have encouraged someone else to improve his or her work – what happened?
11. How do you get students, residents, fellows etc. more interested in pursuing an academic career?
12. Tell us about a time you provided mentorship to someone. How did you ensure success?
13. Tell us the greatest training challenge you have faced. How did you approach it?

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CANADA RESEARCH CHAIRS (CRC)

Recruitment and nomination of Canada Research Chairs must follow the CRC Program requirements and principles of openness, transparency and accountability. The Tri-agency Institutional Programs Secretariat (TIPS) will regularly monitor all CRC recruitments to ensure the necessary requirements are met. TIPS, at anytime within 48 months following the submission of a nomination to Ottawa, may request UBC to provide evidence that the process met the requirements. The CRC program reserves the right to withdraw the nomination, suspend further payments or terminate the award of an active Chair if it is determined that UBC failed to comply with the requirements of the CRC nomination process or failed to provide the necessary information to TIPS. More information can be found at CRC [Requirements for Recruiting and Nominating Canada Research Chairs](#).

Reviewers and the Interdisciplinary Adjudication Committee will assess all nominations against the quality of the nominee and the proposed research program. More information can be found at [CRC Selection Criteria](#).

Tier 1 Chair

Applicants must meet the eligibility requirements for a Tier 1 CRC position. Tier 1 CRC nominees must be Professors or Associate Professors who are expected to be promoted to the full Professor level within one or two years of the nomination. Alternatively, if coming from outside the academic sector, applicants must possess the necessary qualifications to be appointed at these levels.

To meet the criteria of the program, nominees must:

- *be outstanding and innovative world-class researchers whose accomplishments have made a major impact in their fields;*
- *be recognized internationally as leaders in their fields;*
- *have superior records of attracting and supervising graduate students and postdoctoral fellows (taking into account different practices in the relevant field or discipline) and, as chairholders, be expected to attract, develop and retain excellent trainees, students and future researchers; and*
- *be proposing an original, innovative research program of the highest quality.*

Tier 1 Candidates:

1. Please provide a summary of your accomplishments in your field of research.
2. Please describe how your accomplishments have made a major impact in your field of research locally, nationally and internationally.
3. In greater detail, please describe your international presence as a leader in your field of research.
4. Please walk me through your past experiences and proven track records with attracting and supervising graduate students and postdoctoral fellows.
5. If you are selected as the successful chairholder, please describe how you will attract, develop and retain excellent trainees, students and future researchers in your field of research.
6. Please describe, in detail, your research program on the basis of originality and innovation.
7. How have you maintained or will ensure that your proposed research program is of the highest quality?

Tier 2 Chair

Applicants must meet the eligibility requirement for a Tier 2 CRC position. Tier 2 Chairs are intended for exceptional emerging scholars (i.e., candidates must have been an active researcher in their field for fewer than 10 years at the time of nomination). Applicants who are more than 10 years from having earned their highest degree (and where career breaks exist, such as maternity, parental or extended sick leave, clinical training, etc.) may have their eligibility for a Tier 2 Chair assessed through the program's Tier 2 justification process.

To meet the criteria of the program, nominees must:

- be excellent emerging world-class researchers who have demonstrated particular research creativity;*
- have demonstrated the potential to achieve international recognition in their fields in the next five to ten years;*
- as chairholders, have the potential to attract, develop and retain excellent trainees, students and future researchers; and*
- be proposing an original, innovative research program of high quality.*

Tier 2 Candidates:

1. Please walk me through your field of research and how it has demonstrated research creativity.
2. Please describe how you have demonstrated excellence as an emerging world-class researcher.
3. Please describe how your accomplishments have made an impact in your field of research locally, nationally or internationally.
4. Please describe your plan for the next 5 to 10 years in achieving international recognition in your field of research.
5. If you are selected as the successful chairholder, please describe how you will attract, develop and retain excellent trainees, students and future researchers in your field of research.
6. Please describe, in detail, your research program on the basis of originality and innovation.
7. How have you maintained or will ensure that your proposed research program is of high quality?

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REFERENCE CHECK QUESTIONS

1. How would you describe this person's professionalism and ethics?
2. How would you describe this person's interactions with his/her colleagues?
3. Have you ever observed this person to be disruptive?
4. Has this person encountered challenges in their interactions with the administrative staff?
5. How would you describe the quality of teaching provided by this person?
6. How would you assess the faculty member's research program? Likelihood of ongoing success?
7. How would you describe this person's leadership skill set?
8. How has this person handled sensitive information and kept confidentiality?
9. How effective has this person been in developing and mentoring peers within their own lab setting?
10. How effective has this person been in supporting their grad students and trainees?
11. What were the candidate's principal strengths, successes and failures? Can you give me an example of each?
12. Describe this person's commitment to diversity, equity and inclusion?
13. Given the opportunity, would you rehire this person?

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ESTABLISH A CANADA RESEARCH CHAIRS (CRC) SELECTION COMMITTEE

The Tri-agency Institutional Programs Secretariat (TIPS) will regularly monitor all CRC recruitments to ensure the necessary requirements are met. TIPS, at anytime within 48 months following the submission of a nomination to Ottawa, may request UBC to provide evidence that the process met the requirements. The CRC program reserves the right to withdraw the nomination, suspend further payments or terminate the award of an active Chair if it is determined that UBC failed to comply with the requirements of the CRC nomination process or failed to provide the necessary information to TIPS.

- a) The CRC selection committee must have representation from underrepresented populations, including a minimum of one individual from one of the four designated groups (women, people with disabilities, Indigenous peoples, and visible minorities). Consider asking underrepresented faculty, particularly those currently under-represented among CRCs, to participate in the CRC selection committee. If your unit does not have underrepresented group members, consider inviting a member from a related department to assist in the selection process. Does the committee include members who:
 - d. Have worked on projects related to EDI?
 - e. Are representative of different divisions and areas within the departments and of different faculty ranks?
 - f. Are members of traditionally under-represented groups including women and Indigenous, disabled, LGBT2QIA+ and racialized persons on campus? Are represented from different levels, backgrounds, demographic groups?
 - g. Can advocate for learners, trainees or other candidates of diverse backgrounds and experiences?
- b) Ensure the CRC selection committee designates an equity, diversity and inclusion (EDI) officer. This person will be the Senior Administrator or Human Resources Manager of your unit. The identified EDI officer will need to be involved and consulted at all stages of the recruitment process. The EDI officer will be responsible for managing conflict of interests and identifying potential biases, stereotypes and micro-aggressions revealed during discussions. They will also play a key role in supporting the committee members to address the aforementioned issues brought forward.
- c) Be mindful of workload and any imbalance in other requests for underrepresented faculty to participate in the CRC selection committee in comparison with their colleagues.
- d) Ensure that all panel members are available to interview all candidates in order to ensure that each candidate is given an equal opportunity to demonstrate their suitability for the position.
- e) Consider recording the sessions for those that are unable to attend some of the meetings, so they still have access to all the information that has discussed.
- f) When putting together a CRC selection committee, be extra mindful of its composition. The CRC selection committee should be diverse in terms of gender and other equity groups, include a minimum of one individual from one of the four designated groups (women, people with disabilities, Indigenous peoples, and visible minorities), and should also include a broad range of experience and expertise (junior to more senior ranks) in order to capture a wider range of perspectives. Composition of a CRC selection committee can include members from the groups listed below:
 - Members from the professoriate stream and educational leadership stream;

- Members in different ranks (eg, junior faculty vs senior faculty, etc.);
 - Members in leadership roles within or outside of the departments/schools (eg, program directors, division heads, etc.);
 - Members in affiliated research centres/institutes;
 - Members from distributed sites;
 - Members from health authorities if applicable;
 - Learners/trainees/staff representative;
 - Members from other departments/schools as appropriate.
- g) The CRC selection committee should have representation from all stakeholders. For example, a sample CRC selection committee could include a select number of faculty members from the Department/School, one external faculty member from another related Department/School, a graduate student representative and an undergraduate student representative (keeping in mind also a balance of gender and other equity groups that represent the student population). If there is external funding, a representative from the external funding agency is sometimes requested.

Please note that the CRC selection committee is going to be different from the Departmental/School Committee who will be voting on the appointment itself. In the case of initial appointments in the tenure stream, tenured and/or tenure-track members of the Department/School are eligible to vote as a member of the Departmental/School Committee.

- h) Be mindful of the size of the CRC selection committee and provide options that some members can meet with the shortlisted candidates during a site visit and provide feedback instead of being part of the CRC selection committee.

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EQUITY, DIVERSITY AND INCLUSION TRAINING FOR CANADA RESEARCH CHAIRS (CRC) SELECTION COMMITTEE

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- a) TIPS and the CRC EDI Action Plan require that all CRC selection committee members receive training on equity, diversity and inclusion in the search process, and the potential negative impacts that unconscious bias can have on assessment and decision-making processes, and on the career paths of individuals from the four designated groups. Please contact your Associate Dean with responsibility for equity or the Equity & Inclusion Office (info@equity.ubc.ca) to arrange a workshop.
- b) Ensure that all CRC selection committees members take the Equity, Diversity and Inclusion For the Years (EDIFY) online training module prior to participating on the committee. All CRC selection committee members must have received EDIFY training within the last two years.
- c) Ensure that the CRC selection committee chair and members understand their roles in the selection process and their roles as representatives of the University, especially in relation to EDI.
- d) Provide CRC selection committee members with the University's equity and diversity targets and gaps, EDI commitment, and action plan for meeting and/or sustaining equity and diversity targets and any gaps.
- e) Ensure that CRC selection committee members understand the importance of maintaining confidentiality and are not in any conflict of interest, such as personal relationships. See UBC [Policy #SC3: Conflict of Interest and Conflict of Commitment](#).

Instructions to access the course:

Equity Diversity Inclusion for Years (EDIFY) Online Access Instructions

5. Create a login on the UBC CPD eLearning Site: <https://elearning.ubccpd.ca/login/signup.php?>
 6. You will receive a confirmation email to validate your account
 7. Go to the online course <https://elearning.ubccpd.ca/course/view.php?id=163>
 8. Enter enrolment code and click "Enrol Me". Please contact Assistant Manager, Faculty Affairs for enrolment code.
- f) Ensure the CRC selection committee understands the established objective, measurable criteria for this CRC position, and weigh each criterion's relative importance prior to reviewing applications. Candidates should be selected based on job-relevant, objective, and measurable competencies. For example, consider criteria that includes an assessment of a candidate's track record related to EDI, previous experience in increasing EDI in their previous roles, and their ability to work with diverse colleagues and students.

- g) Provide advice on how to evaluate applications that include nontraditional components (e.g., community-based or focused research), and a list of internal contacts at the institution who can provide further advice.
- h) Encourage discussion, facilitated by the committee's chair, on topics such as:
 - ix. Being mindful of unconscious bias during the selection process. Look for diversity in background experience and research. Do not unreasonably exclude non-traditional qualifications or experience.
 - x. Awareness that recommenders of applicants may hold unconscious biases, and therefore may present skewed representations of applicants in their letters of recommendations.
 - xi. Current established criteria.
 - xii. The implications of making judgement on a candidate's character, experiences or background based on detailed unrelated to job performance and work ethic.
 - xiii. Be familiar with what constitutes grounds for discrimination and avoid asking questions relating to protected human rights grounds, such as sex, sexual orientation, gender identity or expression, age, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability.
 - xiv. Discuss if advertisements have cast a wide net of diverse applicants.
 - xv. Remind panel members that they are an "ambassador" of the Academic Unit, the Faculty, and UBC. Keep in mind the candidates are also making decisions about taking on the role/joining the department/Faculty/UBC.
- i) Confirm that all selection committee members understand how applicant pool data is collected and used, and its purpose in supporting equitable hiring.
- j) In order to comply with provincial Freedom of Information and Protection of Privacy (FIPPA) and Human Rights legislation, all members of the selection committee should ensure an objective and transparent process.

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CANADA RESEARCH CHAIRS (CRC) WRITTEN REPORT

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For all CRC recruitment, upon identifying the successful candidate, the EDI officer will write a written report that outlines the details that led to the selection of the successful candidate, and a rationale for why member(s) of a targeted group was unsuccessful. The written report must contain the following information:

- i. The role of the EDI officer in the recruitment process and membership detail;
- ii. Membership details of the selection committee;
- iii. Details of the location and duration of job postings. Include the job posting as an appendix to the written report;
- iv. Confirm the impact of leaves on a potential candidate's record did not negatively impact the decision;
- v. Confirm the assessment process did not undervalue scholarship or research that is non-traditional or unconventional;
- vi. Confirm the need for workplace accommodations did not negatively impact a candidate's assessment;
- vii. Confirm unconscious bias did not negatively impact the process and is aligned with UBC's EDI action plan;

REFERENCES

Faculty Recruitment Guide

<https://hr.ubc.ca/managers-admins/recruiting-and-hiring/faculty-recruitment/steps-faculty-recruitment>

UBC Resources

<https://academic.ubc.ca/vpa-initiatives/recruiting-supporting-top-faculty-students/faculty-equity-diversity#faculty-recruitment>

<https://hr.ubc.ca/managers-admins/recruiting-and-hiring/candidate-testing-and-reference-checking>

https://science.ubc.ca/sites/science.ubc.ca/files/faculty/UBCSceinceRecruitingGuidelines_2019-2020.pdf

Gender Decoder

<http://gender-decoder.katmatfield.com/>

CRC Resources

https://www.chairs-chaire.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx

<https://www.chairs-chaire.gc.ca/program-programme/equity-equite/recruitment-recrutement-eng.aspx>

<https://www.chairs-chaire.gc.ca/program-programme/referees-repondants-eng.aspx>

https://www.chairs-chaire.gc.ca/peer_reviewers-evaluateurs/productivity-productivite-eng.aspx

Recruiting resources at peer institutions

University of Michigan:

<https://faculty.medicine.umich.edu/office-faculty-affairs/michigan-medicine-search-committee-recruitment-toolkit>

<https://faculty.medicine.umich.edu/office-faculty-affairs/michigan-medicine-search-committee-recruitment-toolkit/behavior-based-interview-questions-related-diversity-equity-inclusion>

Berkeley

https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf

Northern Illinois University

https://www.niu.edu/diversity/_files/equal-opportunity/sample-interview-questions-diversity-and-equity.pdf

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