



UBC Science Faculty Recruitment: Check-list and Guidelines

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GUIDELINES FOR DEPARTMENTS on UBC Science faculty recruitment

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

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

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

1.1. Review of job search plan and advertisement

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

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

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

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

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

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

The Dean's office will provide authorization for you to submit the faculty job advertisement through WorkDay for all further approvals including Faculty Relations and Provost.

Approval from the Provost's office in WorkDay constitutes the permission to post your job ad. Please forward the advertisement link or approved ad document to Carola Hibsich-Jetter.

1.2. Tracking of applicant pool

We will provide an online diversity/equity survey. These data are critically important to help us understand where the challenges are in the recruiting process in achieving our diversity goals. Under UBC Policy 2 (Employment Equity), we aim to track demographic data on under-represented groups (equity deserving groups) which include women, racialized people (members of visible minorities), persons with disabilities, Indigenous (Aboriginal) people, and sexual orientation and gender identity minorities.

Survey results will be provided to the recruiting committee shortly before and again after the closing date to allow the effectiveness of the recruiting strategies to be assessed.⁽¹⁾

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

Survey establishment once the ad is approved and before it is posted:

Recruitments not using AJO/MJ for application collection:

- A diversity/equity survey link (external to application site) will be provided by the Dean’s office.
- The link should be made available by the department to each applicant upon their submission of application, using a standard message as provided by the Dean’s office.

Recruitments using AJO/MJ for application collection:

- The survey is internally (on AJO/MJ server) embedded with the application process and centrally managed by the Dean’s office. No action required on part of the department/search committee.

After the ad closing date, please provide to Carola Hibsich-Jetter:

Recruitments not using AJO/MJ for application collection:

- Total number of candidates who applied to the advertised position
- List of applicants who did not meet the minimum requirements (‘unqualified candidates’), and
- indicate for each unqualified candidates their gender (Woman, Man, or Non-binary, U) and racialized status (Racialized person/ Visible Minority, U) assessed through FIPPA-compliant approaches (see Appendix B). ‘U’ = Unknown (if gender or racialized status cannot not be determined with these methods).

Recruitments using AJO/MJ for application collection:

- List of applicants who did not meet the minimum requirements (‘unqualified candidates’)

Note: ‘Unqualified candidates’ are those applicants who do not meet the basic requirements. This pertains strictly to the very first screen where you exclude the unqualified according to job advertisement (e.g., no Ph.D. degree). *Don’t include those who meet the basic requirements stipulated in the job ad but don’t look competitive.*

The Dean’s office will provide a spreadsheet (template) to each committee, to be completed and sent to Carola and Lilia as soon as the first screen has been completed.

1.3. Recruiting committee orientation sessions

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

- All recruiting and standing committee members who will review CVs and have a role in ranking, or selecting long list or shortlisted candidates must attend.
- Standing Committee members who review CVs and only provide input to a search committee will need to attend in-person training every other year.

- Members who will review CVs only after a shortlist is set will not be required to attend the session, provided the confidentiality, conflict of interest and document privacy requirements are made clear.

1.4. Shortlist review

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

A shortlist should include at least 5 candidates.

Each shortlisted name must be accompanied by:

- Woman/Man
- other equity group information if available (see details in Appendix B)
- Canadian citizenship or permanent residency status
- 1-2 sentences in justification for each individual.

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

The list of proposed shortlist candidates must include 2-3 sentences of rationale for the top women and potential visible minority/racialized candidates who did not make the shortlist, based on the selection criteria used by the committee. Meeting the university's strategic goals of equity and diversity should be one of the criteria used.

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

1.5. Meetings with the candidates

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

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

- **final, complete list of names** of the interviewing candidates – *please indicate if there are any changes to the initially proposed shortlist*
- short-listed candidates' application packages (electronic version!).
The AD will review this in advance of meeting with the candidate.

Please always label any information you send with the advertised position's title and WD position number, and the hiring department.

1.6. Authorization to make an offer to preferred candidate and terms

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

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

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

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

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

1.7. Debriefing at end of recruitment

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

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

Section 2: Developing your search plan

2.1. Overview

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

2.2. Current demographics of students and Post-doctoral pools

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

- [CAUT Almanac of Post-secondary Education](#)
- [NSF Women, Minorities, Persons with Disabilities in Science and Engineering](#)

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

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

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

Undergraduate Students		Graduate Students		Post-doctoral fellows
1 st -year BSc	4 th -year BSc	MSc	PhD	
57% women	52% women	45% women	38% women	34% women

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

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

- First-year undergraduate students (response rate: 32%) self-identified as
 - 1% Aboriginal, First Nations, Inuit, Métis, or North American Indian
 - 37% East Asian (e.g., Chinese, Japanese, Korean descent)
 - 12% South Asian (e.g., East Indian, Pakistani, Sri Lankan),
 - 5% Filipino/a,
 - 4% Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
 - 4% West Asian or Arab (e.g., Afghan, Iranian, Saudi, Egyptian, etc.)
 - 2% Latin American
 - 1% African/Black
 - 30% White
 - 5% other self-identifications or not specified
- 4th-year undergraduate students (response rate: 25%) self-identified as
 - 1% Aboriginal, First Nations, Inuit, Métis, or North American Indian
 - 44% East Asian (e.g., Chinese, Japanese, Korean descent)
 - 7% South Asian (e.g., East Indian, Pakistani, Sri Lankan),
 - 4% Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
 - 3% West Asian or Arab (e.g., Afghan, Iranian, Saudi, Egyptian, etc.)
 - 2% Filipino/a,
 - 1% Latin American
 - 1% African/Black
 - 32% White
 - 5% other self-identifications or not specified
- MSc students* (response rate: 18%) self-identified as
 - 2% Aboriginal
 - 15% East Asian (e.g., Chinese, Japanese, Korean descent)
 - 10% Latin American
 - 8% South or Southeast Asian (e.g., East Indian, Pakistani, Sri Lankan, Cambodian, Indonesian, Laotian, Vietnamese),
 - 5% West Asian or Arab (e.g., Afghan, Iranian, Saudi, Egyptian, etc.)
 - 2% African/Black
 - 59% White/European or other self-identifications or not specified
- PhD students* (response rate: 18%) self-identified as
 - 3% Aboriginal
 - 14% East Asian (e.g., Chinese, Japanese, Korean descent)
 - 10% Latin American
 - 6% South or Southeast Asian (e.g., East Indian, Pakistani, Sri Lankan, Cambodian, Indonesian, Laotian, Vietnamese),
 - 5% West Asian or Arab (e.g., Afghan, Iranian, Saudi, Egyptian, etc.)
 - 2% African/Black
 - 59% White/European or other self-identifications or not specified

2.3. Suggestions for plan outline

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

2.3.1. Composition of the search committee

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

In your plan, include the names, ranks, gender and racialized (visible minority) status of the committee members and the committee chair.

2.3.2. Advertising and expanding the scope of the search

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

“Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been under-represented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit, or Indigenous person. UBC's strategic plan identifies inclusion as one of our key priorities. We welcome colleagues with the experiences and competencies that can contribute to our principles of inclusion, equity and diversity throughout campus life. All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority.”

Ask candidates to include a diversity statement:

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

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

For CRC searches, the following addition is required:

“We particularly welcome colleagues with disabilities”

2.3.3. Creation of a diverse applicant pool

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

Active Solicitation:

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

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

Other resources that you may find useful are listed in U. of Michigan's [ADVANCE recruitment resources](#) and their [handbook for faculty searches and hiring](#). See additional resources at the end of this document.

2.3.4. Conflict of Interest

Conflict of interest is a common issue that can arise in hiring committees. The Faculty of Science has provided guidelines to help manage conflict of interest when these arise. These Guidelines will be discussed at the training session and can be found at: [FoS Conflict of Interest Guidelines](#).

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

2.3.5. Confidentiality

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

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

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

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

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

2.3.6. Evaluation of applications and selection of the interview shortlist

Beware of unconscious bias^(vii) or stereotyping and review literature on ways that these may influence judgments. [Reviewing Applications: Research on Bias and Assumptions](#) included in the tool-kit provides a good overview and should be read by all committee members and will be discussed in the Recruiting Committee Orientation session.

2.3.7. During and after the interview

Information on topics that touch on these grounds, such as UBC's family leave policies, programs of the Equity and Inclusion Office such as the Positive Space program, or commitment to help with partner accommodation, should be provided to *all* candidates by a designated person, typically the department head.

The search committee should use a common evaluation form for candidates covering all objective criteria that will be used to include ideal candidates – including how candidates will contribute to our principles of inclusion, equity and diversity in their application (see Section 2.3.2 and Appendix A & D). Appendix D lists common evaluation criteria if you are interested in adopting one. Please attach to your plan. Do the questions asked reflect the job search criteria? Do you expect broad participation by department members (including graduate students) outside of the search committee, in completing the evaluation form?

Resources

Useful web sites for increasing diversity of applicants

- SACNAS (Society for Advancement of Chicanos and Native Americans in Science): <http://sacnas.org/>
- NSERC fellowships – searchable database: www.nserc-crsng.gc.ca/ase-oro/index_eng.asp
- CIHR Fellowships: <http://www.cihr-irsc.gc.ca/e/196.html> (funding decisions listed by year)
- Other Private Agency Funding Databases: www.cihr-irsc.gc.ca/e/829.html

Mathematics Resources

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



APPENDICES

Appendix A: Candidates' EDI statement

Evaluation criteria

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

Seven categories to expect:

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

[Colleen Flaherty article, Inside Higher Education, Nov 19, 2018](#)

Appendix B: FIPPA-compliant approaches to assessing applicant diversity

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

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

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

- disclosures in CV
- diversity statement
- in their application
- letters of reference
- direct observation of their being a member of an under-represented group by Skype or Zoom or at time of interview.

NOT allowed:

- indirect collection of information such as from a 3rd party (hearsay)
- their university website
- judging from names
- asking their colleagues
- social media

Definitions:

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

- Women
- Visible minorities (also known as racialized candidates):
persons who do not identify as Indigenous peoples, and who do not identify as White in race, ethnicity, origin, and/or colour, regardless of their birthplace or citizenship.
- Indigenous peoples:
First Nations, Métis or Inuit
- Persons with disabilities
- 2-spirit, lesbian, gay, bisexual, or queer person, or an analogous term (2SLGBQ+)
- Person with trans experience, or an analogous term

Appendix C: Video interview Protocol

Optional, adapted from Chemistry – *Available as Word-document* – see under Resources at <https://science.ubc.ca/faculty/recruiting>

Preamble

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

This document outlines the procedure used for the Skype or Zoom or Zoom interviews.

Logistics

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

Invitation Message Content

Dear <Candidate Name>,

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

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

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

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

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

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

Sincerely,

UBC Dept of X New Faculty Search Committee

Video Interview Script – [Year] [Search]

Opening Remarks

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

Questions

Main bullet points are mandatory parent questions.

Any indented bullet point questions were optional daughter questions.

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

- Interviewer #2: Please describe your contributions to your field of research and their impact. Use language suitable for a non-specialist. (Max. 5 min)
 - Would you please clarify/elaborate on _____?
- Interviewer #1: Please describe your proposed research program, its prospective impact, and how it will be distinguished from similar research programs. Use language suitable for non-specialists. (Max. 5 min)
 - Would you please clarify/elaborate on _____?
- Interviewer #2: What will be the most exciting outcome from your proposed research program after 5 years at UBC? (Max. 5 min)
 - In what journal will that work be published?
 - Can that be patented or commercialized?
 - What new opportunities will the outcome enable?

- Interviewer #1: At the 5-year mark, what is the envisioned size of your research group, scope of your program, and the annual level of funding needed to support your program? (Max. 5 min)
 - Why do you need ____ people/amount of funding?
 - Does ____ represent a new direction for your program? Why pursue this direction?
- Interviewer #2: What resources at UBC will you leverage to help develop an internationally-recognized research program? (Max. 5 min)
 - Do you have potential collaborators in mind?
 - Would your research benefit from a cross-appointment with another department?
- Interviewer #1: How will you add to the excellence of our department, both generally and with respect to environmental chemistry? (Max. 5 min)
 - Please elaborate on _____.
- Interviewer #2: As discussed earlier, you have the opportunity to share additional information with us. This your opportunity to do so. Is there anything you would like to share?? (Max. 5 min)
 - Please elaborate on _____.
- Interviewer #1: Do you have any questions for us, recognizing that we may not be able to answer all questions at this time? (Max. 5 min)

Closing Remarks

- Thank you for your time.
- Prior to (month), we will be in touch only with candidates who we have selected to interview further.
- Have a great day.

Video Interview Questions and Evaluation Rubric

Name of candidate interviewed: _____

Date of interview: _____

Committee member: _____

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

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

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

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

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

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

In what journal will that work be published? _____



Can that be patented or commercialized? _____

What new opportunities will the outcome enable? _____

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

- | | | | |
|--|-------|------------|------|
| Size of research group clearly explained. | Yes • | Somewhat • | No • |
| Scope of program clearly explained. | Yes • | Somewhat • | No • |
| Evident plan/ambition for growth of program over time. | Yes • | Somewhat • | No • |
| Funding defined and clearly explained. | Yes • | Somewhat • | No • |
| Demonstrated knowledge of Canadian funding system. | Yes • | Somewhat • | No • |

Why do you need _____ people/amount of funding? _____

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

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

Demonstrated knowledge of the Chemistry department and its resources.

Yes • Somewhat • No •

Demonstrated knowledge of non-Chemistry facilities and research centres at UBC.

Yes • Somewhat • No •

Demonstrated knowledge of local or provincial Industry, government, geography, etc.

Yes • Somewhat • No •

Resources named: _____

Do you have potential collaborators in mind? _____

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

In general, how will you add to the excellence of our department?

Answer was clear. Yes • Somewhat • No •

Answer was compelling. Yes • Somewhat • No •

Other Notes

Please write in the space below.

Appendix D: Objective excellence evaluation criteria

Optional, adapted from Chemistry – Available as Word-document – see under Resources at <https://science.ubc.ca/faculty/recruiting>

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

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

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

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

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

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

- *Teaching/Presentation*
 - written and oral presentation of the work should be excellent
 - ability to explain concepts during the interview is important demonstration of teaching excellence
 - teaching experience, awards, training

- *Contributions to Equity, Diversity and Inclusion*
 - awareness
 - action and impact
 - future plans
- *Leadership/Departmental Service*
 - demonstrated leadership skills in supervision of students
 - governance / student societies / initiating collaborations
- *Letters of Reference*
 - should be used to clarify qualities/illustrate impact of criteria listed above
 - may clarify authorship details
 - raise flags for unsuitability
 - should not be used uniquely to determine promise of the candidate

Endnotes (referenced resources)

ⁱ **Assessing the Candidate Pool:** Available Workforce, Pools, Pipelines and Peer Comparisons – Databases

https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/Availability_PeerComparison.xlsx

ⁱⁱ **Faculty Search Criteria**

https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/faculty_search_criteria.pdf

ⁱⁱⁱ **UBC Resources for Selection Committees**

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

^{iv} **UBC's Faculty Recruitment Guide (access via CWL)**

go to <https://hr.ubc.ca/> and search for faculty recruitment

^v **UBC Employment Equity**

<https://equity.ubc.ca/how-we-can-help/employment-equity/>

vi Recruiting Resources at Peer Institutions

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

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

(3) **U. of Michigan's Faculty Recruitment Handbook:** <https://advance.umich.edu/wp-content/uploads/2018/10/Handbook-for-Faculty-Searches-and-Hiring.pdf>

(4) **U. of Michigan's ADVANCE recruitment resources:** <https://advance.umich.edu/resources/>

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

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

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

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

vii Unconscious Bias

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

(2) [Unconscious Bias in Peer Reviews](#) (Faculty of Science, 2012)