APPENDICES

EQUITY, DIVERSITY AND INCLUSION ACTION PLAN RECOMMENDATIONS FOR YORK UNIVERSITY'S CANADA RESEARCH CHAIR PROGRAM

Prepared by the York University Committee on Equity, Diversity and Inclusion

YORK UNIVERSITÉ UNIVERSITY

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APPENDIX A – COMMITTEE ON EQUITY, DIVERSITY AND INCLUSION FOR FACULTY RECRUITMENT OF CANADA RESEARCH CHAIRS

I: COMMITTEE MEMBERS

Rebecca Pillai Riddell	Committee Chair, York Research Chair, Faculty – Health
Annette Boodram	Diversity and Inclusion Consultant, Human Resources
Debbi Collett	Academic Resource Coordinator, Office of the Vice Provost Academic
Sean Collins	Research Awards and Nominations Specialist, Office of Research Services
Barbara Edwards	Senior Policy Advisor; Research, Office of the Vice-President Research & Innovation
Wilburn Hayden	York University Faculty Association Equity Officer, Faculty – Liberal Arts & Professional Studies
Carl James	Affirmative Action Officer, Jean Augustine Research Chair, Faculty – Education
Chun Peng	York Research Chair, Faculty - Science
Mark Roseman	Director, Strategic & Institutional Research Initiatives, Office of Research Services
Leah Vosko	Canada Research Chair, Faculty – Liberal Arts & Professional Studies
Deborah McGregor	Canada Research Chair, Faculty – Osgoode
Christina Hoicka	Powerstream Research Chair, Faculty – Faculty of Environmental Studies
Claudia McPherson	Faculty Relations
James Smith	Faculty – Lassonde School of Engineering

II. EXECUTIVE CO-SPONSORS

Robert Haché	Vice-President Research & Innovation
Lisa Philipps	Vice-President Academic & Provost

APPENDIX B – ENHANCING OUR AFFIRMATIVE ACTION TRAINING WORKING GROUP

Rebecca Pillai Riddell	York Research Chair, Faculty - Health
Claudia McPherson	Affirmative Action, Immigration, and Relocation Officer, Faculty Relations
Carl James	Affirmative Action Officer, Jean Augustine Research Chair, Faculty - Education
Annette Boodram	Talent Acquisition and Development, Human Resources
Tana Turner	Principal Consultant, Turner Consulting
Kate McPherson	Associate Dean, Faculty Affairs, Faculty – Liberal Arts & Professional Studies
John Amanatides	Master at Norman Bethune College, Faculty – Lassonde School of Engineering
Chris Robinson	Faculty – Liberal Arts & Professional Studies
Andrée-Ann Cyrandre	Faculty – Health (Glendon)
Lykke De La Coeur	Faculty – Liberal Arts & Professional Studies
Leah Vosko	Canada Research Chair, Faculty – Liberal Arts & Professional Studies
Marisa Sterling	Assistant Dean, Inclusivity & Diversity, Faculty – Lassonde School of Engineering
Chun Peng	York Research Chair, Faculty – Science
James Smith	Faculty – Lassonde School of Engineering
Barb Edwards	Senior Policy Advisor, Research, Office of the Vice President Research & Innovation
Josephine Tcheng	Advisor, Education & Communication Centre for Human Rights, Equity and Inclusion
Michael Charles	Executive Director, Centre for Human Rights, Equity and Inclusion

APPENDIX C – SELF IDENTIFICATION FORM WITH DRAFT COVER SHEET (NEW)

York University Statement of Commitment to Equity, Diversity and Inclusion in Faculty Recruitment and Retention (*DRAFT cover sheet*)

York University is committed to open-minded, engaged, and cutting edge scholarship. Enshrined in our *University Academic Plan 2015-2020* and our *Strategic Research Plan 2013-2018*, is the core value of upholding social justice and equity. We are committed to challenging the status quo and leading transformations of society's inequities through open and vibrant discourse, followed by bold actions. York University, firmly upholds the principle of excellence in all our academic hires. All professorial candidates who are considered for employment at York must always meet the principle of excellence.

Our collective agreements codify our approach to federal policies regarding hiring faculty from the four designated groups (Women, Members of a Racial/Visible Minority, Persons with Disabilities, and Aboriginal Persons).

York University wants to go beyond simply acknowledging the demonstrated economic and cultural benefits of upholding excellence through diversity. We want to be a global exemplar of this juxtaposition. We want to build a world-renowned cadre of diverse scholars that represents not only the four designated groups and the intersectionality of these four groups, but goes beyond federal targets to have laudable representations of other marginalized groups (such as members of the LGTB2Q community). As it is our tradition to be untraditional, York will push the status quo to define our own targets for equity, diversity, and inclusion.

Because of our university's primary importance on hiring excellence, it is only after a candidate's excellence has been established, does York's collective agreement procedures for the four designated groups become a tie-breaker factor in our hiring. We uphold excellence through celebrating diversity.

Self-Identification plays a critical role in York's ability to monitor our institutional aspiration to be an international paradigm of excellence through diversity. We request that all candidates take a moment to fill out the self-identification form. We want all our new hires, regardless of ancestry, ability status, gender, age, sexuality, parental status, gender identity or gender expression to join us in building this future.

Thank you for your careful consideration of submitting a self-identification form and the important role it contributes to our university.

Letting us know who you are as an individual, helps ensure we are who we want to be as an institution.

PLEASE RETURN THE SELF-IDENTIFICATION FORM TO THE DEPARTMENT/UNIT/AREA TO WHICH YOU APPLIED.

YORK UNIVERSITY

SELF-IDENTIFICATION FORM

York University has an Affirmative Action Program with respect to its faculty and librarian appointments. The designated groups are: women, racial/visible minorities, persons with disabilities and aboriginal peoples. York University welcomes applications from persons in these groups. The completion of this form is optional, but please be advised that if you are a member of one or more of these designated groups you must self-identify in order to participate in the Affirmative Action Program. We encourage you to self-identify by checking the appropriate box(es) below which may apply to you. The information provided will be used solely for the purpose of Affirmative Action hiring.

For further information about the Affirmative Action Program, please contact the Affirmative Action Office at 416-736-5713.

NAME OF CANDIDATE: _____

☐ **Woman**

☐ **Member of a Racial/Visible Minority**

☐ **Person with Disabilities**

☐ **Aboriginal Person**

Note: The federal Employment Equity Act contains the following definitions:

1. *"Members of Visible Minorities" means persons, other than aboriginal peoples, who are non-Caucasian in race or non-white in colour.*
2. *"Persons with Disabilities" means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who (a) consider themselves to be disadvantaged in employment by reason of that impairment, or (b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment, and includes persons whose functional limitations owning to their impairment have been accommodated in their current job or workplace.*

SIGNATURE: _____

DATE: _____

PLEASE RETURN THE SELF-IDENTIFICATION FORM TO THE DEPARTMENT/UNIT/AREA TO WHICH YOU APPLIED.

APPENDIX D – REFERENCE DOCUMENTS – ONLINE LINKS

REFERENCE 1 **YORK UNIVERSITY'S CANADA RESEARCH CHAIR EQUITY WEBSITE**
HTTP://RESEARCH.INFO.YORKU.CA/RESEARCH-CHAIRS-EQUITY/

REFERENCE 2 **YORK UNIVERSITY'S 2016 ANNUAL STATISTICAL EMPLOYMENT EQUITY REPORT**
HTTP://HR.INFO.YORKU.CA/FILES/2017/08/EMPLOYMENT_EQUITY_STATISTICAL_REPORT_2016.PDF

REFERENCE 3 **YORK UNIVERSITY'S PROCEDURE FOR DEALING WITH COMPLAINTS OF HARASSMENT OR DISCRIMINATION**
HTTP://RIGHTS.INFO.YORKU.CA/FILES/2015/11/PROCEDURE-FOR-DEALING-WITH-COMPLAINTS-OF-HARASSMENT-OR-DISCRIMINATION.PDF

REFERENCE 4 **YORK UNIVERSITY'S ACCESSIBILITY FOR PERSONS WITH DISABILITIES, STATEMENT OF COMMITMENT**
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCESSIBILITY-FOR-PERSONS-WITH-DISABILITIES-STATEMENT-OF-COMMITMENT/

REFERENCE 5 **YORK UNIVERSITY'S ACCOMMODATION IN EMPLOYMENT FOR PERSONS WITH DISABILITIES**
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCOMMODATION-IN-EMPLOYMENT-FOR-PERSONS-WITH-DISABILITIES/

HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCOMMODATION-IN-EMPLOYMENT-FOR-PERSONS-WITH-DISABILITIES-PROCEDURES-ON/

REFERENCE 6 **YORK UNIVERSITY'S EMPLOYMENT EQUITY POLICY**
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/EMPLOYMENT-EQUITY/

REFERENCE 7 **YORK UNIVERSITY'S GENDER-FREE LANGUAGE POLICY**
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/GENDER-FREE-LANGUAGE-POLICY/

REFERENCE 8 YORK UNIVERSITY'S HATE PROPAGANDA GUIDELINES
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/HATE-PROPAGANDA-GUIDELINES/

REFERENCE 9 YORK UNIVERSITY'S PHYSICAL ACCESSIBILITY OF UNIVERSITY FACILITIES
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/PHYSICAL-ACCESSIBILITY-OF-UNIVERSITY-%20FACILITIES-POLICY/

HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/PHYSICAL-ACCESSIBILITY-OF-UNIVERSITY-FACILITIES-PROCEDURE/

REFERENCE 10 YORK UNIVERSITY'S RACISM (POLICY AND PROCEDURES)
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/RACISM-POLICY-AND-PROCEDURES/

REFERENCE 11 YORK UNIVERSITY SEXUAL VIOLENCE POLICY
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/SEXUAL-VIOLENCE-POLICY-ON/

REFERENCE 12 YORK UNIVERSITY'S WORKPLACE HARASSMENT POLICY
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/WORKPLACE-HARASSMENT-POLICY/

REFERENCE 13 YORK UNIVERSITY'S WORKPLACE VIOLENCE POLICY
HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/WORKPLACE-VIOLENCE-POLICY/

REFERENCE 14 YORK UNIVERSITY FACULTY ASSOCIATION COLLECTIVE AGREEMENT
HTTPS://WWW.YUFA.CA/WP-CONTENT/UPLOADS/2017/01/YUFA-COLLECTIVE-AGREEMENT-2015-18.PDF

REFERENCE 15 OSGOODE HALL FACULTY ASSOCIATION COLLECTIVE AGREEMENT
HTTP://WWW.OSGOODEFACULTY.CA/WP-CONTENT/UPLOADS/ 2016/11/OHFA-COLLECTIVE-AGREEMENT-2015-2018.PDF

REFERENCE 16 **CANADA RESEARCH CHAIR SECRETARIAT'S *EQUITY, DIVERSITY AND INCLUSION: BEST PRACTICES FOR RECRUITMENT, HIRING AND RETENTION*** **HTTP://WWW.CHAIRS-CHAIRES.GC.CA/PROGRAM-PROGRAMME/EQUITY-EQUITE/BEST_PRACTICES-PRATIQUES_EXAMPLAIRES-ENG.ASPX**

REFERENCE 17 **OFFICE OF THE VICE-PRESIDENT ACADEMIC & PROVOST'S *ACADEMIC APPOINTMENT PROCESS* DOCUMENT** **HTTP://ACADJOBS.INFO.YORKU.CA/FILES/2017/09/THE-SEARCH-SEPTEMBER-2017.PDF**

APPENDIX E – MANAGEMENT OF CANADA RESEARCH CHAIR ALLOCATIONS AT YORK UNIVERSITY

Allocation of Canada Research Chairs

Canada Research Chairs (CRCs) are allocated to institutions based on their share of Tri-Council research revenues according to a formula that adjusts for the relative costs of research in the areas covered by the Councils, in order to promote an equitable distribution of Chairs.

York commits to investing Chairs in areas of strategic research opportunity, while recognizing that these investments should largely align with areas where the research productivity that underlies its Chair allocations originates. Thus, over time approximately 80% of the allocation of CRCs is expected to track the receipt of Tri-Council funding by the University, while providing flexibility for investment of 20% of the Chairs.

Generally, Faculty allocation of CRCs is based upon a calculation that assesses Tri-Council funding by Faculty over a trailing three-year period, providing targets for the allocation of Chairs proportionately to each Faculty's funding share over the period.

CRC recruitments must be fully integrated into the complement plans of the Faculties to ensure that sufficient resources are in place to properly support these appointments.

Guided by the Institutional Strategic Research Plan and by the number of CRCs available on an annual basis, the Provost and Vice-President Research & Innovation (VPRI) consult with the Deans about the potential focus areas that would most benefit from the infusion of CRCs.

The Deans submit an application to the Provost through the normal authorization process for tenure stream appointments tied to a CRC. It is possible, and even expected, that multiple recruitments may be authorized within and between Faculties to proceed with an ad that includes the "possibility of a Canada Research Chair".

<u>For Tier 2 Canada Research Chairs</u>

- The Provost and VPRI will invite Faculties, after consultation with constituent units, to integrate CRC searches in selected focus areas (as identified in consultation with the VPRI and Deans) into their faculty recruitment plans in accordance with all of the University's procedures and practices for the hiring of faculty members. In their recruitment, Faculties that are approved to proceed will advertise the possibility of a Chair and may nominate their top candidates in the agreed-upon areas for a Chair**.** Deans need to consult the VPRI and Provost in developing the search criteria for the Chairs and in approval of the short list.

- In instances where a single nominee is identified for a CRC, upon the recommendation of the Dean, the file for the potential candidate shall be transmitted to the President for consideration via the Provost.

- In instances where searches yielding multiple proposals for a single CRC occur, recommendations for the nominee to the President shall be made through the CRC Advisory Committee via the Provost.

- Failure of a CRC nomination or subsequent application to the CRC Secretariat will not necessarily impact on the availability of the underlying Faculty position which is awarded through normal University procedures and practices for the hiring of Faculty members on the recommendation of the Provost to the President. This determination will depend on the ability of the Faculty to afford the position without CRC funds. Two faculties may also submit a request for a joint appointment.

For Tier 1 Canada Research Chairs

- As recruitment of Tier 1 CRCs normally occurs at the rank of Professor, recruitment will normally be dependent on the approval of the Chair nomination. Thus the selected areas of focus for Tier 1 CRCs may be expected to be more narrowly defined than for Tier 2's and recruitment approvals will similarly be more restricted than from Tier 2's.

- The Provost will invite Faculties, after consultation with constituent units, to integrate proposals for Tier 1 CRCs into their complement requests in the agreed-upon areas for a Chair. Upon approval of positions by the Provost, the Faculties will advertise the availability of a Chair and may conduct the recruitment of potential candidates in accordance with all of the University's procedures and practices for the hiring of faculty members. Deans need to consult the VPRI and Provost in developing the search criteria for the Chairs and in approval of the short list.

- In instances where a single nominee is identified for a CRC, upon the recommendation of the Dean, the file for the potential candidate shall be transmitted to the President for consideration via the Provost.

- In instances where searches yielding multiple proposals for a single CRC occur, recommendations for the nominee to the President shall be made through the CRC Advisory Committee via the Provost.

- Unsuccessful CRC candidates may still be recruited by the nominating Faculty, dependent on the availability of funding and the prior approval by the Provost; otherwise a failed search will be declared.

Level of Support for CRCs

Institution-wide guidelines for CRC supports (including additional research funds and teaching release) are issued by the Office of the Vice-President Research & Innovation. Faculties may provide additional startup funds and supports as required to ensure the appropriate establishment and maintenance of their Chairs' research activities, with approval by the Dean. Office space is mandated in the York Faculty Association collective agreement.

Renewal of CRCs

Approximately 18 months prior to the end of a chairholder's current term, an internal renewal process is undertaken to assess the strategic interest and viability of pursuing a renewal nomination. The first stage of the process involves a review of the nominee's file by the Strategic Priorities and Opportunities Review Team (SPORT), a multi-disciplinary committee comprised of faculty members from each of York's Faculties. Based on its review, the SPORT then provides advice to the Vice-President Research & Innovation and the Provost, who in turn make a recommendation to the President. A favourable outcome

at that stage results in the submission of a full renewal nomination to the CRC Secretariat. Note that in respect of renewals, Tier 1 CRCs would normally be expected to serve up to two terms only.

The internal file reviewed by SPORT includes:

1. A Performance Report describing accomplishments to date related to the CRC, including sections on:
   - Quality of the Chair
   - Research Program
   - Engagement with Research Users and Communication of Results
   - Description of Training Strategies
   - Integration with the Institution's Strategic Research Plan

2. A description of the projected accomplishments related to the CRC for the remainder of the term.
3. A summary of leadership activities within York speaking to the activities noted above.
4. An up-to-date CRC-style CV and CV Attachment with achievements in the Chair highlighted.

There is an expectation on the part of the University that CRCs will exhibit leadership – beyond their personal research programs – in promoting the overall development of scholarship, research and creative activities (SRCA) at York. Meeting these expectations will be a key internal consideration when considering renewal.

- Tier 1 Chairs are expected to be active SCRA mentors within their units and disciplines, and to provide leadership in the development of large-scale strategic projects and/or other programs appropriate to their discipline.

- Tier 2 Chairs are expected to contribute and participate in similar activities in a manner that builds and develops their SCRA leadership skills over the period of their chair.

All CRCs are expected to be highly active in the training of graduate and postdoctoral trainees, and to provide leadership in the development of graduate and postdoctoral training programs within their disciplines.

Chairs are expected, as appropriate, to be sensitive to the importance of translating their scholarship, research findings and/or creative activities into tangible benefits to society through the translation and mobilization of the knowledge developed through their scholarship, research and creative programs.

Recognizing that York's CRC allocation derives from its share of Tri-Council funding, there is an explicit expectation that the research programs of CRCs benefit from Tri-Council funding.

Corridor of Flexibility

The use of the corridor of flexibility is driven by the strategic commitments of the university, as well as the alignment of disciplines of recruits with the councils of existing Chairs. The corridor provides a degree of flexibility during recruitment in a particular area, in order to accommodate the broad base of expertise for any Chair. To utilize a move, the Vice-President Research & Innovation, upon consultation with the Provost, makes a recommendation to the President for approval.

Phasing-out of CRCs

Should the need arise to phase-out CRCs, the following process and criteria is applied:

The Vice-President Research & Innovation, in consultation with the Provost, will undertake an examination of:

- All Chairs in a particular council
- The relative allocation of Chairs by council across Faculties

The VPRI and Provost will then consult with relevant Deans to identify the most appropriate candidate to vacate a Chair. Considerations in this regard include seniority, time spent in Chair, progress in the Chair, and impact on equity targets. A recommendation from the VPRI and Provost will then be made to the President for approval.

Advancement from Tier 2 to Tier 1

Since only external candidates will normally be considered for Canada Research Chairs, Tier 2 CRCs who would otherwise seek advancement to Tier 1 are instead encouraged to pursue nomination as a York Research Chair.

APPENDIX F – JOB ADVERTISEMENT CAREER INTERRUPTION LANGUAGE

The following language appears in job advertisements to encourage candidates to explain the potential impact that career interruptions may have made on their record of achievements.

For this nomination, York is particularly interested in candidates with diverse backgrounds and especially encourages candidates in equity, diversity and inclusion categories. York acknowledges the potential impact that career interruptions can have on a candidate's record of research achievement and encourages applicants to explain in their application the impact that career interruptions may have had on their record of research achievement.

APPENDIX G – CANADA RESEARCH CHAIRS PARTICIPATING IN INTERVIEWS

I: MEMBERS OF FOUR DESIGNATED GROUPS

DATE	INTERVIEWER	TIER	DISCIPLINARY CLUSTER
9/2/2017	Rebecca Pillai Riddell	2	Professional Programs / Arts / Fine Arts / Humanities
9/20/2017	Rebecca Pillai Riddell	2	Health / Science / Engineering
9/8/2017	Rebecca Pillai Riddell	1	Professional Programs / Arts / Fine Arts / Humanities
9/28/2017	Rebecca Pillai Riddell	1	Professional Programs / Arts / Fine Arts / Humanities
10/23/2017	Rebecca Pillai Riddell	2	Professional Programs / Arts / Fine Arts / Humanities
10/17/2017	Rebecca Pillai Riddell	1	Health / Science / Engineering

II: NON-MEMBERS OF FOUR DESIGNATED GROUPS

DATE	INTERVIEWER	TIER	DISCIPLINARY CLUSTER
10/10/2017	Rebecca Pillai Riddell	2	Professional Programs / Arts / Fine Arts / Humanities
10/25/2017	Rebecca Pillai Riddell	2	Professional Programs / Arts / Fine Arts / Humanities
10/10/2017	Rebecca Pillai Riddell	1	Health / Science / Engineering
10/16/2017	Rebecca Pillai Riddell	1	Health / Science / Engineering
10/23/2017	Rebecca Pillai Riddell	1	Health / Science / Engineering

APPENDIX H – FACULTY LEADER INTERVIEW PARTICIPANTS (DEAN / ASSOCIATE DEAN / CHAIR; FACULTY)

DATE	FACULTY	INTERVIEWER	FACULTY-BASED LEADER	PARTICIPANT POSITION
6/15/2017	Health	Rebecca Pillai Riddell	Joel Goldberg	Department Chair, Psychology
6/20/2017	Health	Rebecca Pillai Riddell	Mazyar Fallah	Associate Dean, Research and Innovation
6/27/2017	Science	Rebecca Pillai Riddell	Sylvie Morin	Associate Dean Research
6/27/2017	Science	Rebecca Pillai Riddell	Don Hastie	Department Chair - Chemistry
6/27/2017	Science	Rebecca Pillai Riddell	E.J. Janse van Rensburg	Associate Dean Faculty – Math and Statistics
6/27/2017	Science	Rebecca Pillai Riddell	Marshall L. McCall	Department Chair – Physics & Astronomy
9/25/2017	Environmental Studies	Christina Hoicka	Martin Bunch	Associate Dean Research & Professor

9/25/2017	Liberal Arts & Professional Studies	Leah Vosko	Sandra Whitworth	Associate Dean, Graduate Studies and Research
9/25/2017	Liberal Arts & Professional Studies	Leah Vosko	Lisa Rumiel	Manager, Research Priorities and Strategic Partnerships
9/25/2017	Liberal Arts & Professional Studies	Leah Vosko	David Mutimer	Chair of Department Political Science, Liberal Arts & Professional Studies
9/25/2017	Liberal Arts & Professional Studies	Leah Vosko	Muhammad Ali Khalidi	Department Chair - Philosophy
9/25/2017	Osgoode	Deborah McGregor	Lorne Sossin	Dean, Osgoode Hall Law School
10/23/2017	Arts, Media, Performance & Design	Rebecca Pillai Riddell	Don Sinclair	Chair (Department of Computational Arts)
10/23/2017	Arts, Media, Performance & Design	Rebecca Pillai Riddell	Ken Rogers	Associate Dean Research
10/11/2017	Schulich	Wilburn Hayden	Dirk Matten	Associate Dean, Research
10/11/2017	Schulich	Wilburn Hayden	Joanne Pereira	Research Officer

10/30/2017 (via email)	Education	Carl James	Jen Gilbert	Past Graduate Program Director
10/30/2017	Education	Carl James	Chloe Brushwood-Rose	Associate Dean Undergraduate
10/30/2017	Education	Carl James	Mario DiPaolantonio	Associate Professor
11/01/2017 (via email)	Education	Carl James	Steve Gaetz	Former Associate Dean Education, Full Professor
10/5/2017	Lassonde	James Smith	Spiros Pagiatakis	Associate Dean Research in Lassonde
10/5/2017	Lassonde	James Smith	Melanie Baljko	Member of Canada Research Chair Hiring Committee

APPENDIX I – CANADA RESEARCH CHAIR INDIVIDUAL INTERVIEW GUIDE

Date:
Interviewer:
Initials of the CRC:
Tier of Chair:
Faculty:
Year of Phd:
Year since Phd when first started your CRC:
How many renewals CRC has had:

Please ask them to self-identify as:

Woman Person with Disability Visible Minority Indigenous

OPEN ENDED: York is not meeting equity targets for four designated groups (women, visible minority, indigenous, persons with disability; FDG) in its Canada Research Chair Program. We are about 10% less than the 35% women target; 1.2% below our Vis Min target of 15%; 4% below our 4% target for persons with disabilities, and we are currently meeting the 1% target for indigenous people. Why do you think this is?

- Please ask follow up questions to ensure you fully flesh out their ideas.
- Perhaps we could probe here for the following – institutional reasons (perceived and real); geographic reasons; availability of candidates; recruitment processes; ways in which the institution has/is perceived to have approached renewal; and, reasons related to resources/budget (faculty and university-based)

a. How did you hear about the CRC you currently hold? Did anyone from the university discuss the position with you to encourage you to apply? Do you have suggestions about how CRC Job Ads could be better worded to encourage applicants from the FDGs? Other suggestions about wider recruitment practices?

b. What was your interview process like for the CRC?
   - Job talk?
   - Sample class lecture?
   - Lunch and with who?
   - Dinner and with who?
   - More than one day?
   - Graduate Students?
   - Dean? VPRI?
   - Formal, standardized interview versus casual interview?
   - Was there anything during the interview process that you particularly appreciated or did not like or that made you feel uncomfortable?

c. Do you have any suggestions to encourage FDG candidates to self-identify? From your perspective as a CRC, what do you see as the dilemmas of self-disclosure during the application or post-hiring process?

d. Any solutions about how departments, faculties or university can deal with them?

e. What type of administrative support /grant writing mentoring did you receive from the university when you submitted your application to the CRC secretariat?

f. Aside from (standard) research funds and equipment from VPRI, what type of support and resources did you receive upon coming to York?

g. During the first term of your CRC, please describe the mentoring you received?

- Was this sufficient? If not, what would you have liked to see?
- Have you ever mentored a fellow CRC on their application?

h. How did your hiring unit integrate you into the department initially (welcome lunches, faculty mentor, etc.) and how has your integration unfolded since?

i. Did you experience any career interruptions as a CRC? If so, did you disclose them? How have these interruptions affected you/affected the trajectory of your CRC, considering in the short and long term?

j. Have you gone through York's CRC renewal process? If so, when? If so, please describe the process, and aspects you appreciated and disliked?

k. Thinking institutionally, how should York approach the CRC renewal process for members of the FDGs? What principles should underpin future practices? (Probe here about career interruptions, challenges/ expectations of being FDG CRCs, career stage, expectations/ perceptions about renewal on the part of FDG CRCs and also the collegium.

l. Have you any suggestions for York to improve practice its practice regards to search processes, hiring, and retention of FDG CRCs, vis-a-vis equity/diversity/ inclusion?

APPENDIX J – FACULTY LEADERS INTERVIEW GUIDE (DEANS/ADR/ DEPARTMENT CHAIRS)

1. OPEN ENDED: York is not meeting equity targets for four designated groups (women, visible minority, indigenous, disabled; FDG) in its Canada Research Chair Program. We are about 10% less than the 35% women target; 1.2% below our Vis Min target of 15%, 4% below our 4% target for disabled and we are currently meeting the 1% target for indigenous group. Why do you think this is?

    - Please ask follow up questions ensure you fully flesh out their ideas.

2. Direct questions: In regards to challenges related to equity, diversity and inclusion, what are your thoughts on (need to keep them focused on the EDI lens not just complaints about administration):

    a. How York allocates CRC's?

    b. How the area of expertise is narrowed down for the CRC search?

    c. How specifically do you advertise for your CRC positions? Any innovative attempts to get FDG applicants outside of listservs?

    d. Do you have suggestions about how CRC Job Ads could be better worded to encourage FDG participation?

    e. Do you have any suggestions to encourage FDG candidates to self-identify?

    f. How do your CRC hiring committees take into account career interruptions when shortlisting?

    g. Does your unit have any strategies in place to avoid unconscious bias in shortlisting or selecting candidates?

    h. What is your interviewing procedure for CRC's? (e.g. how long does the candidate come in for, who do they meet with (group? Individual?), do they do a research talk or class lecture? Do they meet for lunch? Do they meet for dinner?)

    i. Do you have any formal tools (metrics, rating scales,) that you use during shortlisting or selecting the candidate? How are these ratings used by the hiring committee?

    j. Who exactly supports the applicant when they submit their nomination application to the CRC secretariat?

    k. Aside from research funds and lab equipment, what type of support resources are offered to your CRC hires when they return? (e.g. welcome lunch, faculty mentor assigned)

    l. Do you have a mentoring program for new Faculty hires? Please describe?

    m. Any suggestions for York to improve practice in regards to hiring and equity/diversity/ inclusion?

APPENDIX K – CANADA RESEARCH CHAIR FEEDBACK & YORK RESEARCH CHAIR DRAFT CONSULTATION ATTENDEES

I: CANADA RESEARCH CHAIR FEEDBACK PARTICIPANTS

RESEARCHER	FACULTY	DEPARTMENT	TIER
John Tsotsos	Lassonde	Electrical Engineering and Computer Science	1
Joshua Fogel	Liberal Arts & Professional Studies	History	1
Doug Van Nort	Arts, Media, Performance & Design	Theatre / Computational Arts	2
Chris Kyriakides	Liberal Arts & Professional Studies	Sociology	2
Raymond Kwong	Science	Biology	2
Chris Caputo	Science	Chemistry	2
Rosemary Coombe	Liberal Arts & Professional Studies	Social Science	1
Thomas Baumgartner	Science	Chemistry	1
Leah Vosko	Liberal Arts & Professional Studies	Gender and Work / Political Science	1
Regina Rini	Liberal Arts & Professional Studies	Philosophy	2

II: YORK RESEARCH CHAIR FEEDBACK PARTICIPANTS

RESEARCHER	FACULTY	DEPARTMENT	CHAIR TITLE
Roger Keil	Faculty of Environmental Studies		Global Sub/Urban Studies
Jane Heffernan	Faculty of Science	Mathematics & Statistics	Multi-Scale Quantitative Methods for Evidence-Based Health Policy
Fuyuki Kurasawa	Liberal Arts & Professional Studies	Sociology	Global Digital Citizenship
Michael Daly	Lassonde	Earth & Space Science & Engineering	Planetary Science
Rebecca Pillai Riddell	Health	Psychology	Pain and Mental Health
Chun Peng	Science	Biology	Women's Reproductive Health
Amro Zayed	Science	Biology	Genomics
Jimmy Huang	Liberal Arts & Professional Studies	School of Information Technology	Big Data Analytics
Shayna Rosenbaum	Health	Psychology	Cognitive Neuroscience of Memory
Deborah Britzman	Education		Pedagogy and Psycho-social Transformations
Sapna Sharma	Science	Biology	Global Change Biology

APPENDIX L – JOINT COMMITTEE ON AFFIRMATIVE ACTION AND THE JOINT COMMITTEE ON THE ADMINISTRATION OF THE AGREEMENT – DRAFT CONSULTATION ATTENDEES

I: JOINT COMMITTEE ON AFFIRMATIVE ACTION (IN PERSON OR VIA EMAIL)

John Amanatides	Associate Professor, Office of the Master, Bethune College
Kate McPherson	Associate Dean, Faculty of Liberal Arts and Professional Studies
Judith Schwarz	Associate Dean, School of the Arts, Media, Performance and Design
Robert Allison	Interim Vice Dean, Lassonde School of Engineering
Carl James	Jean Augustine Chair in Education, Community & Diaspora, Faculty of Education
Jacqueline Krikorian	Associate Professor, Faculty of Liberal Arts and Professional Studies
Burkard Eberlein	Associate Professor, Schulich School of Business

II: JOINT COMMITTEE ON THE ADMINISTRATION OF THE AGREEMENT

Robert Tordoff	Co-Chair, Associate Professor, Faculty of Liberal Arts and Professional Studies
Nick Mulé	Associate Professor, Faculty of Liberal Arts and Professional Studies
Richard Wellen	Associate Professor, Faculty of Liberal Arts and Professional Studies
Sheila Embleton	Associate Professor, Faculty of Liberal Arts and Professional Studies
Sonja Killoran-McKibbin	Executive Associate, York University Faculty Association
Alidad Amirfazli	Professor, Lassonde School of Engineering
Leanne De Filippis	Co-Chair, Interim Executive Director, Department of Faculty Relations
Alice Pitt	Vice-Provost Academic
Norman Sue Fisher-Stitt	Interim Dean, School of the Arts, Media, Performance & Design
Ananya Mukherjee-Reed	Dean, Faculty of Liberal Arts and Professional Studies
Noura Shaw	Associate Director, Department of Faculty Relations

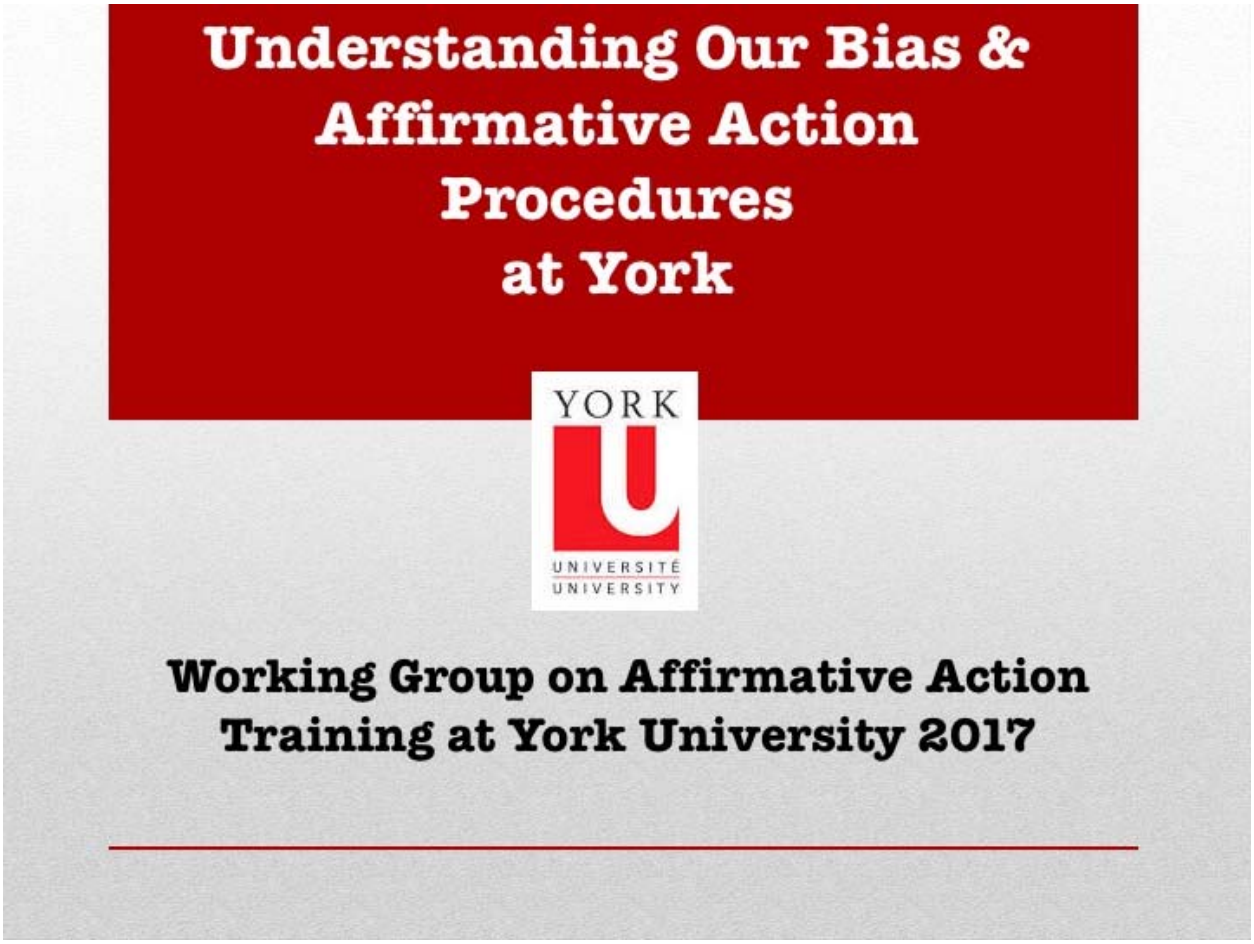
APPENDIX M – YORK UNIVERSITY'S ENHANCED AFFIRMATIVE ACTION TRAINING WORKSHOP MATERIALS

DOCUMENT GROUP 1: UNDERSTANDING OUR BIAS & AFFIRMATIVE ACTION PROCEDURES AT YORK – SLIDE DECK

DOCUMENT GROUP 2: UNDERSTANDING HOW WE MAKE JUDGEMENTS ABOUT APPLICANTS: HIRING ACTIVITY (EXPLANATION & 2 CURRICULUM VITAES FOR EXERCISE)

DOCUMENT GROUP 3: ENHANCED AFFIRMATIVE ACTION TRAINING FOR ACADEMIC HIRING COMMITTEES

DOCUMENT GROUP 1: UNDERSTANDING OUR BIAS & AFFIRMATIVE ACTION PROCEDURES AT YORK – SLIDE DECK


Understanding Our Bias &
Affirmative Action
Procedures
at York
YORK
UNIVERSITÉ
UNIVERSITY
Working Group on Affirmative Action
Training at York University 2017

Working Group on Affirmative Action Training at York University 2017

Initiative led by Rebecca Pillai Riddell (Health), Carl James (Education), Claudia McPherson (Faculty Relations), Annette Boodram (Human Resources) and supported by Turner Consulting (Principal Consultant, Tana Turner).

Working Group Members

- Barb Edwards (VPRI Staff)
- Josephine Tcheng (REI Staff)
- Michael Charles (REI Staff)
- Chun Peng (Science Faculty)
- James Smith (Lassonde Faculty)
- Kate McPherson (LAPS Faculty)
- John Amanatides (Lassonde Faculty)
- Chris Robinson (LAPS Faculty)
- Andrée-Ann Cyrandre (Glendon Faculty)
- Lykke De La Coeur (LAPS Faculty)
- Leah Vosko (LAPS Faculty)
- Marisa Sterling (Lassonde Faculty)

Grateful for the input of the Joint Committee for Affirmative Action for their valuable input

Overview of Today's Workshop

I. Premise:

- Bias always informs our perspective.
- Knowing and mitigating our bias makes things better.

II. Background Knowledge:

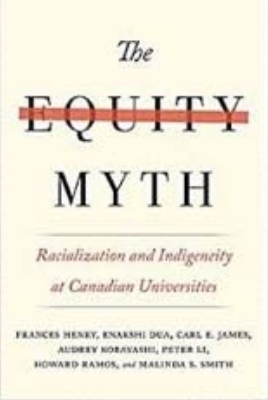
- Immaculate Perception (video)
- The Dirty Dozen (The Equity Myth; Henry, Dua, James et al. 2017)

III. Applied Practice

- Ranking Applicants
- Formalizing the Informal

IV. York Affirmative Action Policies

- How to Apply AA Rules
- *New AA Report Template
- Understanding Citizenship Rules
- Affirmative Action Explanation & Algorithm
- Conflict of Interest



The 'Train the Trainer' Model-1

- Learn, Share, Apply (not asking you to be experts)
- Take notes today and ask questions to ensure understanding
- Important to take a quick read through the "Dirty Dozen" Chapter to understand the 12 layers of challenge faced by members of FDG

Questions? CJames@edu.yorku.ca, boodram@yorku.ca

NOTES FOR THE AA REP WHEN PRESENTING TO YOUR HIRING COMMITTEE (*mandatory for CRC; strongly recommended for all others*):

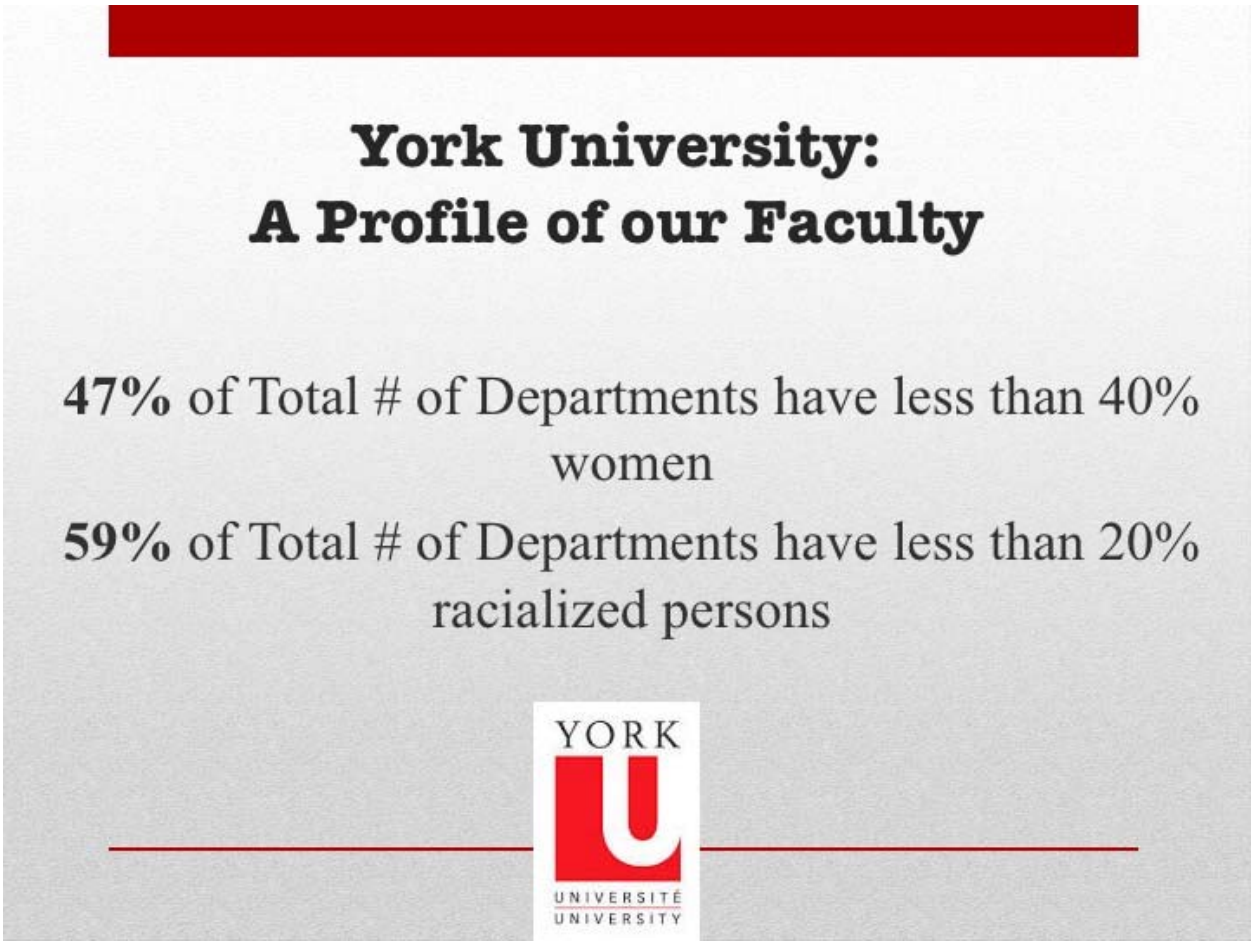
TRAIN THE TRAINER MODEL

- **PRE-MEETING: Email them the slides handout, chapter, and handbook**
  - Ask your committee to read/print their slides and the guide ("*Enhanced Affirmative Action Training for Academic Hiring Committees*") to bring to your meeting. Suggest they read or skim through the Dirty Dozen chapter.

- **DURING THE MEETING:** Go through slides **2-23** of the slide deck (including playing TEDx video). You will NOT be asked to facilitate the 2 exercises you are doing with the AA committee workshop (we provide take home message slides for discussion with your committee instead).
- Discuss any challenges to EDI that committee may bring up from the information presented and generate concrete practices to move your committee to better hiring practices.

- **AFTER THE MEETING:** Encourage discussion of unconscious bias at every step of the process.

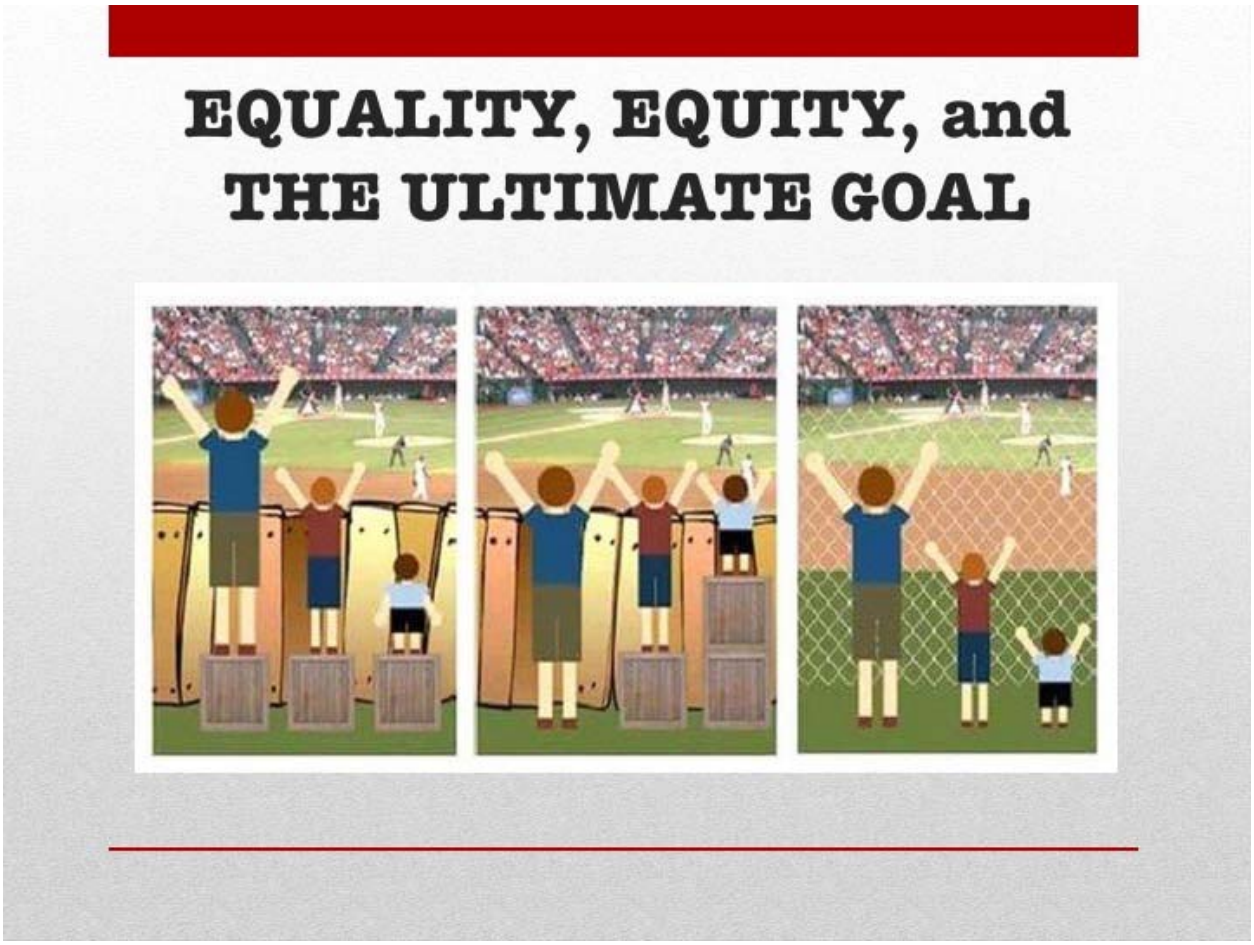
Questions? CJames@edu.yorku.ca, boodram@yorku.ca


York University:
A Profile of our Faculty
47% of Total # of Departments have less than 40% women
59% of Total # of Departments have less than 20% racialized persons
YORK
UNIVERSITÉ
UNIVERSITY

Immaculate Perception

Introducing the Concept of Implicit or Unconscious Bias
Jerry Kang, Vice-Chancellor, UCLA, Tedx San Diego 2013 Talk

https://www.youtube.com/watch?v=9VGbwNI6Ssk


EQUALITY, EQUITY, and
THE ULTIMATE GOAL

The Dirty Dozen of the Ivory Tower

- 12 different but most often CUMULATIVE impacts of unconscious biases in the Academe
- Selection presented today
- * * * Strongly Recommend Reading Chapter included in package

Based on: Malinda Smith, with Kimberly Gamarro and Mansharn Toor (2017). In *The Equity Myth*. pp. 263-296

1. The 'pipeline' leaks at the source

- Getting Responses to Supervisor Inquiries for Graduate School (Milkman, Akinola & Chugh, 2015)
  - 87% of white males received a response versus 62 % of women and visible minority applicants
  - All professors (gender and ethnicity) preferentially responded to white males
  - All disciplines showed bias except fine arts; worst was business academia
  - 6548 professors, 89 disciplines and 259 universities
- Leads to early discouragement of disadvantaged groups to enter graduate school

UNCONSCIOUS BIAS EXPERIMENT 1:

- Look back in your email "Sent Mail" folder during the last pre-grad student application phase.
- Look at names- see if you have a shorter lag between your response times, longer responses, and more positive responses to individuals who are different ethnicity than yourself or who are women or racialized persons.

2. Whose word you gonna take?

- Reference letters are a critical academic passport
- Similar biases exist for teaching evaluations for students
  - In-group bias for candidate, if evaluator knows the letter writer or their institution (Sagaria 2003)
  - Biology and Chemistry letters study (n=866 letters); use of biased language for women (Schmader et al., 2007)
  - More 'grindstone' than 'standout' and doubt-raisers in letters for females (Rudman & Glick, 2001)
  - Letters for minorities were of equivalent length but did differ in use of achievement words, particularly women (Kretchmar et al. 2011)

UNCONSCIOUS BIAS EXPERIMENT 2:

- Think back to who was the strongest female and strongest male student or colleague you wrote a letter for in the past few years
- Pull up your letters for these two students or colleagues:
  - Are they equally as strong and long?
  - Did one letter use more feminine adjectives (supportive, helpful) versus male adjectives (assertive, confident, ambitious?)?
  - More grindstone versus superlative adjectives?
  - Did you raise any doubts in either letter?

3. Who is being heard?

- Conferences an important place for networking, gaining academic influence and increasing the chances you will be cited through podium presentations (Lewis 2001).
- Parity in conference attendance but females spoke less than males
- The Male Halo around abstract submissions (Knobloch-Westerwick et al 2013) and tendency to self-cite more
- Even seen in conferences on international relations! (Weber 2015)
- More racial biases in Humanities citations than in engineering
- Graduate school syllabi are dominated by content from traditionally privileged perspectives (e.g. white males)

UNCONSCIOUS BIAS EXPERIMENT 3:

- Go back to the Conference Schedules for the last local, national, and international conference you attended.
  - Count how many males versus females were keynotes or symposium presenters?
  - Racial minorities/Indigenous versus non-racialized minorities?
  - Do you know if any of the speakers were persons were disabilities-visible or otherwise?

4. It's not what you know, it's who you know and who you're like...

- Harder for visible minorities and females to break into elite 'old boys' networks
- Networks of white male scholars are commemorated in numerous ways perpetuating feelings of 'not belonging' and 'unworthiness'
- Homosocial reproduction (Kanter, 1977, Roper, 1996)

UNCONSCIOUS BIAS EXPERIMENT 4:

Walk around the campus for a few days, pay attention to the:

- **Formal pictures that have been hung to commemorate members of your department and university**
- **The names of the buildings you are walking into**
- **The names of the rooms you are walking into**

What percentage are named after females, Indigenous, racialized persons, or persons with disability?

5. Follow the Leader

- Homosocial Reproduction. Again.
- In Canada, this means that
  - Racialized minorities take up 7% of the top leadership roles (all males)
  - Women are 19.6% of University Presidents, 27% of Vice-Presidents Academic and 23% of Vice-President's Research (Charbonneau 2013)
  - Worst group for promotion? Minority females.
- The Matilda Effect (Margaret Rossiter as cited by Monroe 2014)
- Understanding glass ceilings and sticky floors

UNCONSCIOUS BIAS EXPERIMENT 5:

Think about a promising colleague or student who shows great leadership potential in your department, your lab, etc and is a member of a traditionally disadvantaged group but is not in a leadership role? Or this may be describing you!

- **Ask them about their interest in leadership at York? Would they want to be an Area Head? Department Chair? Organized Research Unit Director? Could they ever envision themselves as a Dean or a President?**
- **Tell them why you asked them (because you thought they had potential and be specific as to why!)**
- **Brainstorm with them about a next step in a leadership direction. E.g. taking an opportunity to have a discussion with their Chair about how they earned their leadership position and what their leadership plan is.**

Exercise 1: Who would you choose?

WHO YOU ARE:
You are a part of a multidisciplinary organized research unit entitled Global Fundamental Action Research in Social Sciences, Commercialization, and Economics, also known as Global FARSCE. You have been selected to be on the hiring committee for a Tier 2 Canada Research Chair in Sociology for your organized research unit. You do not have any training in Sociology but you have equal say in the hire as all members of the multidisciplinary hiring committee.

Exercise 1:
Who would you choose and WHY?

WHAT YOU HAVE TO DO:

In a real scenario, you would have more information. But for this exercise you are asked to make a choice between 2 candidates with the information you are given (and any other information you may have). Some additional information about 'rule of thumbs' for excellence in Sociology is in your package.

- ***Carefully read*** through **the job ad** (hiring criteria embedded in job ad. E.g. excellence in research, ability to get tri-council funding, build up Global FARSCE's reputation internationally, pedagogical and teaching innovation, and good ORU citizen) and **the two CVs** on your own.
- ***Jot down notes*** about the strength and weaknesses of each candidate.
- Using the CVs provided and any knowledge you bring with you make a choice. We would like everyone to make a choice for the exercise.

Exercise 1:
Who would you choose?

1. Based on the discussion of how choices were made and your knowledge of unconscious biases, how might members of marginalized groups (women, racialized, indigenous, persons with disabilities, LGBT2Q) be disadvantaged or discounted?

2. How much would a mediocre reference letter (not a bad reference letter) lower your assessessment of any of the candidates? Again, how might this impact marginalized groups differently?

Exercise 2:
What Does a 'Good Fit with our Department' mean?

- What are interpersonal skills or 'good fit' criteria you look for when participating in less-structured pieces of the selection process (lunches, dinners, hallway conversations)
- How important should interpersonal skills or 'good fit ' with the committee members be relative to teaching, research, etc.?
- How can you make social or less-structured pieces (such as lunches and dinners) of the hiring process a 'more even playing field' for individuals who do not share the same gender, culture, ethnicity, nationality, mobility ability, etc.

Inclusivity: Enriching the York Community

1. Set a tone for your hiring committee that **inspires** not alienates.
2. **Enrich** your research, teaching and personal networks with people who are different... ethnicity, races, sexuality, gender, ability.
3. **Look for new citations** and references to your papers and course syllabi from authors who are traditionally marginalized (e.g. Women, Racialized Individuals, Other Visible Minorities, Indigenous, Persons with Disability, LGBT2Q)
4. We need better practices for retention and inclusion. **Send ideas** to your department, Faculty or the Centre for Human Rights, Equity, and Inclusion and help **make them happen**!
5. Think about **how the 'dirty dozen' factors** may come into how you decide if a person should have the paper published, their tenure file approved, be recommended for a prestigious award...Do some of the Unconscious Bias Experiments

END OF SLIDES ON UNCONSCIOUS/IMPLICIT BIAS

YORK
UNIVERSITÉ
UNIVERSITY
Affirmative Action Procedures
& Best Practices for Academic Hiring Committees
VARI HALL
Enhanced Affirmative Action for Academic Appointments (CRC and non CRC)
Fall 2017

Agenda
Affirmative Action Procedures
1 What is Affirmative Action (AA).
2 Joint Committee on Affirmative Action (JCAA) & Role
3 AA Plans – gender data, WMRG data
4 AA Files Review Process (timing, file content)
5 Search Committee Process & Guidelines
6 Conflict of Interest/Apprehension of Bias
7 Canadian Priority
8 Ontario Human Rights - accommodations

What is York's Affirmative Action (AA) Program?

- Based on Federal Contractors Program, established in 1986: Universities are required to implement employment equity and are subject to compliance reviews/audits
- AA Program sits in Articles 12.21 to 12.25 of YUFA collective agreement
- Includes Indigenous Priority Hire Program. Discretionary
- Designed to further the goal of achieving workplace equity for the four designated groups that experience discrimination in the Canadian labour market:
  - Aboriginal (Indigenous) People
  - Women
  - Visible Minorities (Racialized Groups)
  - Persons with Disabilities

AA Advertisement Wording

York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at www.yorku.ca/acadjobs or by calling the AA line at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority

Self-Identification Process

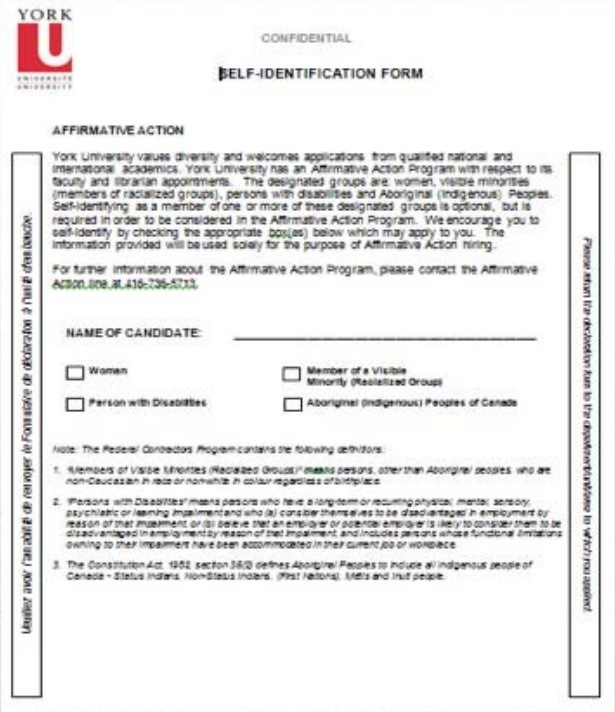
- Candidates must self-identify in order to be considered under the AA program
- Applicant/candidates self-identify based on own perception
- Applicants can self-identify up until the search committee decides who to appoint
- Self-identification can be stated in application, using Self-Identification form, or orally to the AA rep
- Is confidential to search committee
- Never categorize based on your observation

Affirmative Action Program

- Workshops designed to inform all members of hiring committees, esp. Affirmative Action Representatives, on Collective Agreement provisions, principles, objectives, recent history and best practices with respect to employment equity, including the recruitment of members of the four designated groups
- Candidate not recommended if he does not meet the criteria for appointment
- Principle criterion for appointment is academic and professional excellence (or promise of excellence)
- AA is used as a tie-breaker for candidates who are substantially equal
- Merit-based

AA Self-ID Form

- Link in ad
- Send when confirming receipt of applications



YORK

CONFIDENTIAL

SELF-IDENTIFICATION FORM

AFFIRMATIVE ACTION

York University values diversity and welcomes applications from qualified national and international academics. York University has an Affirmative Action Program with respect to its faculty and librarian appointments. The designated groups are: women, visible minorities (members of racialized groups), persons with disabilities and Aboriginal (Indigenous) Peoples. Self-identifying as a member of one or more of these designated groups is optional, but is required in order to be considered in the Affirmative Action Program. We encourage you to self-identify by checking the appropriate box(es) below which may apply to you. The information provided will be used solely for the purpose of Affirmative Action hiring.

For further information about the Affirmative Action Program, please contact the Affirmative Action line at 416-736-5713.

NAME OF CANDIDATE: _____

☐ Woman

☐ Member of a Visible Minority (Racialized Group)

☐ Person with Disabilities

☐ Aboriginal (Indigenous) Peoples of Canada

Note: The Federal Contractors Program contains the following definitions:

1. *'Members of Visible Minorities (Racialized Groups)' means persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour regardless of birthplace.*
2. *'Persons with Disabilities' means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who (a) consider themselves to be disadvantaged in employment by reason of that impairment, or (b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment, and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.*
3. *The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all indigenous people of Canada - Status Indians, Non-Status Indians, (First Nations), Métis and Inuit people.*

Utiliser avec l'anglais de l'envoyer le Formulaire de déclaration à l'autre côté du texte.

Please attach this declaration form to the application if applicable to which it was applied.

Joint Committee on
Affirmative Action

Joint Committee on Affirmative Action

The role and responsibilities of the Joint Committee on Affirmative Action (JCAA) include:

- Comprised of 3 members appointed by the Employer and 3 members appointed by YUFA, the AAEIO (ex-officio, non-voting) and the AA Coordinator (ex-officio, non-voting)
- Reviewing and approving affirmative action plans for individual units (including ensuring that gender and minority/racial statistics in the plan are up to date)
- Reviewing appointment files **prior** to appointments being made
- Empowered to recommend to the President that an appointment not be made if a unit's plan or procedures do not meet the Committee's standards for affirmative action

Affirmative Action (Article 12.21)

- Principal criterion for appointment to positions at York University is academic and professional excellence, or promise of excellence
- Appointed on merit
- AA program does not elevate; is a tie-breaker used at each stage of review process

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Proposed Appt. (Search) File Flow

1. To Dean/Principal
2. To AVP & Provost's Office
3. To JCAA for review
4. Files with counter offer expedited
5. Any questions from JCAA directed to AA Rep., Search Committee Chair, unit Chair (or combination of three)
6. JCAA Decision to support/not support sent to AVP Provost's Office
7. Potential for President not to follow JCAA's decision

Calculating Priority Groups

- % for W and VMRG. Data updated annually. Sent by AA Coordinator to unit Chairs/Directors.
- Annotate AA plans accordingly with data and date
- Jointly appointed faculty are counted in conformity with the fraction of their appointment in each unit.
- Seconded faculty are counted only in their home unit. (Based on FTEs)

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Affirmative Action Plans

- All academic units making full-time appointments are required to prepare an AA plan showing willingness and ability to conform to procedures guaranteeing affirmative action for the 4DGs, and to demonstrate that it has followed these procedures in its search and selection process (Article 12.23)
- View plans at https://yulink.yorku.ca/group/academic-resources/affirmative-action

Setting Priority Targets

HIRING UNIT SCENARIO	TARGET	PRIORITY ORDER
WE MEET OUR AA TARGETS	W > 40% and VMRG > 20%	1. A or PD 2. Non AA
WE MEET OUR WOMEN TARGET ONLY	W > 40% and VMRG < 20%	1. VMRG 2. A or PD 3. Non AA
WE MEET OUR VMRG TARGET ONLY	W < 40% and VMRG > 20%	1. W 2. A or PD 3. Non AA
WE DO NOT MEET OUR AA TARGETS	W < 40% and VMRG < 20%	1. W and VMRG 2. W or VMRG (whichever is more underrepresented) 3. A or PD 4. Non AA

W=Woman, VMRG=Visible Minority (Racialized Group), A=Aboriginal, PD=Person with Disabilities *whichever is more underrepresented

Excellence is always the priority

Hiring Goals beyond Standards

- In those instances where a unit determines that Article 12.21 interferes with specific affirmative action programs relevant to its area and outlined in its academic plans, a unit may apply to the Joint Committee on Affirmative Action (JCAA) for support for specific hiring goals which might appear to contravene the specific of Article 12.21 but which, in fact, support its underlying intention.
- Such requests must be approved by the VPA or designate prior to the position being advertised. (Article 12.23d)

Role of the Hiring Committee Affirmative Action Representative

- Review and update unit's AA plan with the Search committee
- Train the committee on Unconscious Bias and York's AA Process
- Ensure unit's AA plan is followed
- Oversee and record all aspects of the search (especially where AA issues are concerned) and serve as a resource person to the search committee
- Provide relevant documentation for applicants
- Include list of all candidates who have self-identified, why they were not short-listed; and if short-listed, the rationale for their ranking
- Meet 1:1 with all short-listed candidates, not only those who have not yet self-identified, to explain the AA program

USE NEW SCRIPT NOTES TO GUIDE DISCUSSION

Demographic Tracking Throughout the Process

Applicant Name	Citizenship (Canadian, Permanent Resident, or Non-Canadian)	AA Group	Short-Listed (Yes or No)	Reason Applicant was not short-listed (Hiring Criteria)
	C	W&A	N	Wrong discipline
	NC	VM	N	Incomplete references
	C	PD		Met basic qualification but not hiring standard-limited publication record
	NC		N	Incomplete application
	C	A	N	PhD in wrong area
	C		y	Withdrew
	C		y	Lack of excellence

Template for Recording Search Outcome of ALL Applicants

Considerations

- Deciding between two substantially equal target AA candidates
- Language: demonstrably superior non AA candidate
- Non traditional career paths
- Stop outs and productivity
- Time equity (recent PhD v. more senior)
- Skype interviews
- Conferences/pre-interview screening
- Lunch/Dinner observations
- Open Rank Searches

Canadian Priority

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- Work Status Form (Mandatory)
- Treat application as incomplete if form not completed and citizenship not stated in application
- CLA and CRC positions (modified process and ad language) are certain situations such applicants may be treated as equivalent to Canadians

Conflict of Interest & Apprehension of Bias

- See "Search Committees and the Search Process" section in handbook, subsections on self-identification and conflict of interest.
- Onus on Search Committee Chair to record in report how satisfactorily resolved

Ontario Human Rights Code (See Handbook)

- Ask to advise of need for accommodation when coming in for a site visit (Accessibility for Ontarians with Disability Act)
- Do not ask for proof of self-identification category
- Do not ask interview questions related to…

•Age
•Ancestry, colour, race
•Citizenship
•Ethnic origin
•Place of origin
•Creed
•Disability
•Family status
•Marital status (including single status)
•Gender identity, gender expression
•Receipt of public assistance (in housing only)
•Record of offences (in employment only)
•Sex (including pregnancy and breastfeeding)
•Sexual orientation

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AA Report TIPS

AA Report TIPS

- **SEE SUGGESTED SCRIPT NOTES FOR YOUR 1:1 MEETINGS**
- **SEE OPTIONAL REPORT TEMPLATE IN PACKAGE (Note: AA Report must also include tracking chart for ALL applicants)**

- State % W and VMRG, and priority upfront in AA report
- Define selection criteria in writing prior to review of any applications
- Include table of all applicants and explain journey, esp. AA applicants
- Record AA Rep. meeting 1:1 with short-listed candidates
- Show demonstrable superiority, especially if successful non AA candidate
- Canadian Priority trumps AA program, typically, deem all Canadians as not qualified prior to offering to non-Canadian

THE BIG PICTURE

Search File (Proposed Appointment File) Contents:

1. Short listed applicant's CVs and references
2. Search Committee Chair's report
3. **AA Representative's report (See NEW sample template for report; include Tracking Chart for all applicants)**
4. Letter of recommendation from the Dean
5. Unit's up-to-date (updated prior to hiring cycle beginning) AA plan
6. AA Self Identification forms
7. Copies of the job ad
8. other documents as required i.e. eligibility for appointment to graduate studies.

Questions ?
PLEASE COMPLETE
EVALUATION FORM

DOCUMENT GROUP 2: UNDERSTANDING HOW WE MAKE JUDGEMENTS ABOUT APPLICANTS: HIRING ACTIVITY (EXPLANATION & 2 CURRICULUM VITAES FOR EXERCISE)

UNDERSTANDING HOW WE MAKE JUDGEMENTS ABOUT APPLICANTS

HIRING ACTIVITY

WHO YOU ARE

You are a part of a multidisciplinary organized research unit entitled, Global Fundamental Action Research in Social Sciences, Commercialization, and Economics, also known as Global FARSCE. You have been selected to be on the hiring committee for a Tier 2 Canada Research Chair in Sociology for your organized research unit. You do not have any training in Sociology but you have an equal say in the hire as all members of the multidisciplinary hiring committee. You are presented with a précis of 2 candidates, who are both either Canadian or Permanent Residents.

WHAT YOU HAVE TO DO:

In a real scenario, you would have more information. But for this exercise you are asked to make a choice with the information you are given (and any information you may hold). Your next steps:

1. Carefully read through the job ad (hiring criteria embedded in job ad: excellence in research, ability to get tri-council funding, build up Global FARSCE's reputation internationally, pedagogical and teaching innovation, and good ORU citizen) and the two CVs on your own.
2. Jot down notes about the strength and weaknesses of each candidate.
3. Using the CVs provided and any knowledge you bring with you, who would make the best CRC for your organized research unit?

WHAT YOU MAY WANT TO KNOW:

You may want to make your decision based on your existing knowledge of institutions, publishers, invited contributions, etc. That is okay for this exercise.

But, as a non-sociologist, you may want to know a few guidelines about excellence in the field.

Your Sociology colleagues from your ORU let you know the following rules of thumb to help you read the CV.

- The top impact factor in peer-reviewed journals is about 8.0 (*there was a debate of Impact Factor validity but that was a different story…*).
- Books and invited chapters are not peer-reviewed processes but rather often a function of whom an editor knows.

- Books published by renowned university or academic publishing houses (e.g. Elsevier, Harvard, University of Chicago, University of Toronto) are more 'prestigious' than those books that are self-published or by lesser known publishing houses.
- For tri-council operating grants, the 'rich get richer' principle applies. Strong funding track records give applicants an advantage for future operating grants.
- Being a first author (with a group of authors) or sole author on a publication is most prestigious for Tier 2 applicants. For junior scholars, author order goes in the order of most contribution (first author) to least contribution (last author), that is why first or solo authors mean more.

Who do you choose and very importantly, why?

FAKE JOB AD

York University seeks to hire a Tier 2 Canada Research Chairs in Sociology. The successful candidate will reside in the Faculty of Liberal Arts and Professional Studies, as part of York University's commitment to support our international excellence in the social sciences.

The positions are research-enhanced faculty positions partially funded by the recently approved SSHRC-NSERC Fake Grant Program entitled, "Understanding What Makes the World Go Round: Societal, Commercialization, and Engineering Perspectives".

The successful candidate is expected to engage with and benefit from the FARSCE Organized Research Unit, a multidisciplinary unit focused on the intersection between the social sciences and technology. The FARSCE program will be supported by a total of $100 million in funding over the next seven years. The incumbent will receive enhanced research support, a reduced teaching load, and competitive access to the Fake Grant research and training funds for the duration of the program. Applications are invited from outstanding established and emerging world-class researchers with expertise in any area of theoretical, empirical, or applied sociology. Candidates must be appointable to one of the departments in the Faculty of Liberal Arts and Professional Studies with a concentration of Sociologists.

The successful candidate for the Tier 2 Chair will have a Ph.D. in Sociology and a minimum of one year of postdoctoral experience at the time of taking up the appointment. Tier 2 Chairs have a five-year term, are once renewable, and are intended for exceptional emerging researchers (i.e., typically fewer than 10 years experience at the time of the nomination as an active researcher in their field, with consideration for career breaks) who have the acknowledged potential to lead their field of research. The successful candidate will be appointed to a tenure-track position at the Assistant Professor level.

Successful candidates will be eligible for prompt appointment to the Faculty of Graduate Studies.

Potential for Pedagogical innovation in high priority areas such as experiential education and technology-enhanced learning is an asset. The incumbent is expected to demonstrate excellence or promise of excellence in graduate supervision.

The incumbent should have an outstanding early career record including training and research awards and publications in high-quality outlets. The incumbent should have or have the potential to secure tri-council operating grants.

This chair is subject to approval by the federal CRC program review process. The start date for the position is July 1, 2018 or as soon as possible thereafter.

For these nominations, York is particularly interested in candidates with diverse backgrounds and especially encourages candidates in equity, diversity and inclusion categories. York acknowledges the potential impact that career interruptions can have on a candidate's record of research achievement and encourages applicants to explain in their application the impact that career interruptions may have had on their record of research achievement. All York University positions are subject to budgetary approval. York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at http://yorku.ca/acadjobs or by calling the AA office at 416-736-5713. Applicants wishing to self-identify can do so by downloading, completing and submitting the form found at: http://acadjobs.info.yorku.ca/.

All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.

Curriculum Vitae

No Name # 1

October 24, 2017

Address: Department of Sociology
University of Andorra
Andorra 94305-2047

Telephone: 011 244-123-4664

Electronic Mail: email@andora.edu

EDUCATION

Ph.D. (Sociology)	2015, University of Andorra Dissertation Field: Sociology and Technology Supervisor: Dr. Beau Jolais
Bachelor of Humanities	2010, University of Andorra With Highest Honours

POSITIONS

2015-	Postdoctoral Fellow in the School of Humanities and Sciences, Monaco University.

HONORS AND AWARDS

2015-2018	Funded by Federal Government of Monaco National Scholars Program
2015	President's University Prize for Most Outstanding Dissertation, University of Andorra
2007-2010	Dean's Honour Roll

UNIVERSITY SERVICE

2014- Member & Co-Founder, Technology and Society Student Committee, University of Andorra
2012- Volunteer Tutor, Social Sciences and Statistics Service, University of Andorra
2008-10 Student Representative, University Senate, University of Andorra

EDITORIAL POSITIONS

Paper Series

2015- Inaugural Editor, *Analysis in the Social Sciences- Mountain Perspectives* series, University of Andorra-University of Monaco Association on Sociology and Technology

Invited Peer Reviewer

2014- *Andorran Review of Social Economy* (Impact Factor: 0.4)

2015- *Journal of Institutional Economics* (Impact Factor: 1.9)

2016- *American Sociological Review* (Impact Factor: 3.6)

2016 *Acta Sociologica* (Impact Factor: 4.0)

ORGANIZATION MEMBERSHIPS

Andorran National Sociological Federation
American Sociological Association
European Association for Evolutionary Political Economy

TEACHING WORKSHOPS

January 2016 Strategies for Supervising Undergraduates in Research
(8 hours)

June 2015 Using E-Technology to Enhance Teaching: Skills Mastery in the use of Vidyo, Zoom, and Blackboard
(8 hours)

PEER-REVIEWED PUBLICATIONS

2017 "Capitalist Firms in Andorra's Innovation Network- Lessons for the World Stage".

Author Order: No Name #1, John Laöoe & Beau Jolais

Annual Review of Sociology, 38(2: May): 326-359. Impact Factor: 7.9

2016 "Social Re-Construction of Interest Systems in African Countries".

Author Order: No Name #1, Dawn Yakubovich & Milton McGuire.

Sociology & Society 34: 579-612. Impact Factor: 5.0

2016 "The Impact of Socialist Social Structure on Economic Outcomes in Iceland".

Author Order: No Name # 1 & Beau Jolais

Journal of Economic Opinion, 19(1)Winter: 33-50. Impact Factor: 3.5

2015 "Ignorance, Knowledge and Outcomes in a Small World".
Author Order #1 Beau Jolais & No Name #1
Social Science Journal (20(1): 33-50. Impact Factor: 2.9

CURRICULUM VITAE

No Name #2

October 2017

Address: Department of Sociology
University of Toronto
Toronto, Ontario, Canada

Telephone: 416-650-4664

Fax: 416-813-0301

Electronic Mail: noname@sociology.toronto.edu

EDUCATION

Ph.D. Sociology, 2015, University of Victoria, Supervised by Dr. Linda Hurbert
Dissertation: The Introduction of Facebook: How Does it Impact Economic Development in the Global North versus the Global South?

MA. History, 2011, University of Ottawa, Supervised by Dr. Michael Martin
Thesis: Understanding the Role of Online Media in Historical Political Narratives

CURRENT POSITION

2016-present Postdoctoral Fellow in the School of Humanities and Sciences, University of Toronto, Supervisor, Dr. John Jensen
2016 Course Director, University of Toronto, Department of Sociology

HONORS AND AWARDS

2015-2016 SSHRC Doctoral Fellowship

2015 Top Trainee Poster Award, International Sociology Review, Geneva, Switzerland

2011 University Tuition Fellowship, 2011, 2012, 2013, 2014

2009-11 SSHRC Canada Graduate Scholarship, Masters level

UNIVERSITY SERVICE

2015- Member, Students, Science and Society, University of Toronto

BOOK CHAPTERS

2017 "Social Networks in Canadian Markets". Pp. 102-113.
Author Order: John Jensen & No Name #2,
In *The European Valley Edge*. Editors: J Bornstein, John Jacobs
Boston: Harvard University Press.

2016 "A Theoretical Agenda for Economic & Sociology". Pp. 35-59.
Author Order: John Jensen, Mary Lurt & No Name #2
In *The New World Order in Sociology: Emerging Developments*. Editors: Milton Gunther, Randall Johnson, and Paula America
New York: Russell Sage Foundation.

2016 "The Socialization of Bay Street". Pp. 218-247.
Author Order: John Jensen, Herbert Castilla, No Name #2, Linda Hwang, Janice Martin. F. Miller
In *The Wild West of the North*. Editor: Ho Mien Chang
Stanford: Stanford University Press.

2015 "The Economic Sociology of Firms and Entrepreneurs in Europe". Pp. 200-203.
Author Order: No Name #2 & Linda Hurbert
In *The Economic Sociology of Immigration: Essays in Networks, Ethnicity an And Entrepreneurship*. Editor: Alejandro Cortez.
New York: New York University Press.

2015 "Alexander Graham Bell and the Social Construction of Telephones Outside America". Pp. 213-246.
Author Order: No Name #2 & Linda Hurbert.
In *Economic Sociology – Novel Directions Forward*. Editor: Richard Swelterson,
Toronto: University of Toronto Press.

2015 "Problems of Explanation in Economic Sociology". Pp. 25-56
Author Order: Linda Hubert & No Name 2
In *Forms of Social Networks in Industry*. Editor: Gurpreet Ghandir.
Boston: Harvard Business School Press.

2014 "The New Economic Sociology: A History and a Gameplan". pp. 89-112.
Author Order, Linda Hubert & No Name #2
In *Beyond the Marketplace: Rethinking Economy and Society*. Editors: R. Johnton and A.F. Kolton,
New York: Columbia University Press.

2014 "Models of Diversity: The Integration of Telephones Across Canada". Pp. 69-104
Author Order: Linda Hubert & No Name #2.
In *Sociological Methodology*, Editor: Janelle Oombutu
Chicago: Northwestern Press.

PUBLISHED BOOKS

2018 "Unions, Social Networks, Organizational Politics: The Relationship Between Industrial Associations and Telecommunications: 2000-2010".
Author Order: John Jensen, Christine Lee, Martin Johnson, Francine LaCouer, No Name #2, Linda Hurbert
Chicago: University of Chicago Press

PEER REVIEWED PUBLICATIONS

2017 "The Nature of Economic Relationships in the Tech Sector".
Author Order: No Name #2 & John Jensen
Monographs in Economic Sociology, No. 10, pp. 21-37. Impact Factor: 4.0

2016 "Economic Institutions as Social Constructions: A Framework for Analysis".
Author Order: No Name #2 & Linda Hubert
Acta Sociologica Nordica 35(1): 3-11. Impact Factor: 1.9

2016 "The Social Construction of Northern Economic Institutions".
Author Order: Christine Lee, John Jensen, Martin Johnson, & No Name #2
Canadian Social Sciences Journal 35(1): 3-11. Impact Factor: 1.75

2016 "The Myth of Social Network Analysis as a Separate Method in the Social Sciences".
Author Order: Janelle Oombutu, Linda Hubert, John Jensen, No Name #2 &
Sociology in Canada 13 (1-2), Spring-Summer, pp. 13-16. Impact Factor 2.3

2015 "Can we use Social Media for Replicable Research in the Social Sciences".
Author Order: No Name #2 & Michael Martin
North American Sociology 13 (1-2), Spring-Summer, pp. 13-16. Impact Factor 2.5

DOCUMENT GROUP 3: ENHANCED AFFIRMATIVE ACTION TRAINING FOR ACADEMIC HIRING COMMITTEES

Enhanced Affirmative Action Training for Academic Hiring Committees

YORK UNIVERSITY

Version: October 30 2017

Enhanced Affirmative Action For Academic Hiring Committees- Best Practices Cheat Sheet

PRIOR TO SCREENING CVS

- Look to the hiring criteria.
- Identify the interpersonal skills needed to be successful in the role. Specify how these skills will be identified.
- Specify how you will weight the factors of Service, Teaching and Researching.
- Is your search committee diverse enough?

PRIOR TO READING LETTERS OF RECOMMENDATION

- Letters of recommendation are often written differently for men and women.
- How important are reference letters to your decision-making?
- Agree as a group, what should your committee be looking for in letters?
- Should you consider phone interviews with referees to get more data on candidates?

CONSIDERATIONS WHEN SCREENING CVS

- Are you evaluating each CV against the established criteria?
- How are you considering candidates who have qualifications or experience acquired in non-traditional ways or who have taken a non-traditional career path?
- How have you considered career interruptions? Make it EXPLICIT how you will factor in career interruptions?
- Do not penalize candidates for the reason for the interruption. Do not assume a person with a health or medical issue or young children may not have the capacity to meet the requirements of the job.

WHAT MAKES A GOOD "FIT" AT SITE VISITS?

- Clearly define the purpose of the lunch or dinner in the hiring process.
- Consider in advance how your assessment of "fit" might exclude people who are different than yourself, e.g., racialize or Indigenous candidates, women, etc.
- Ensure all candidates are informed of the purpose of dinner or lunch.

CONSIDERATIONS WHEN INTERVIEWING

- Be sensitive to different communications styles (e.g., direct versus indirect), non-verbal behaviours (e.g., eye contact, smiling, handshakes), and other differences such as accents as well as how the candidate dresses, which may impact your assessment of them.
- Use a structured format that allows you to collect the same type of info from all candidates.

CONSIDERATIONS WHEN HIRING

- Go back to the rankings/ratings of applicants before you met them. Remind yourself of the objective data i.e. the demonstrated qualifications that led to your shortlisting and the needs of your hiring unit (teaching, service, research).
- In advance of discussion, remind the group about what is the relative importance of interpersonal skills or ‘good fit’ versus qualifications. Explicitly discuss how being a member of a FDG or a traditionally marginalized group (e.g TGLBT2Q) could have unfairly disadvantaged a candidate during their visit.
- After reviewing candidate qualifications and site visit performance (and the relative weighting of qualifications versus ‘fit’ type factors), with potential unconscious bias in mind, conduct candidate ranking.

Acknowledgement:

This document uses and builds on the information contained in:

Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention

Canada Research Chairs, Government of Canada

http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx#b

These enhanced AA materials and slides were an Initiative led by Rebecca Pillai Riddell (Health), Claudia McPherson (Faculty Relations), Carl James (Education), Annette Boodram (Human Resources) and Tana Turner (Principal Consultant, Turner Consulting). They worked with the following working group members Kate McPherson (LAPS Faculty), John Amanatides (Lassonde Faculty), Chris Robinson (LAPS Faculty), Andrée-Ann Cyrandre (Glendon Faculty), Lykke De La Coeur (LAPS Faculty), Leah Vosko (LAPS Faculty), Marisa Sterling (Lassonde Faculty), Chun Peng (Science Faculty), James Smith (Lassonde Faculty), Barb Edwards (VPRI Staff), Josephine Tcheng (REI Staff), and Michael Charles (REI Staff).

1. Employment Equity: A Definition[1]

Employment equity involves a systematic effort to achieve fairness in employment. At York, we refer to this as our Affirmative Action Program for academic hires, the terms of which are contained in our collective agreement.

First, it is necessary to eliminate systemic, structural and, so far as is possible — through education, attitudinal discrimination.

Second, no one should be denied access to employment opportunities for reasons unrelated to ability, and all should have access to the fullest opportunities to develop individual potential.

Third, in order to fulfill the second objective above, differences between people must be respected and accommodated in accordance with human rights legislation.

Finally, it is necessary to promote a climate favourable to the successful integration of members of groups designated for employment equity measures within the University.

2. The Principles of Equitable Hiring

1. PRINCIPLE 1: HIRING IS BASED ON MERIT

Bias-free hiring helps to ensure that all candidates are provided an opportunity to demonstrate and be judged on their job-related skills and qualifications.

As the *Guidelines for ensuring a fair and transparent recruitment and nomination process* for the Canada Research Chair notes:

> The goals of excellence and equity are both compatible and mutually supporting. Sound equity practices ensure that the largest pool of qualified candidates is accessed, without affecting the integrity of the program's selection process.[2]

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[1] http://secretariat-policies.info.yorku.ca/policies/employment-equity/
[2] http://www.chairs-chaires.gc.ca/program-programme/equity-equite/recruitment-recrutement-eng.aspx

2. PRINCIPLE 2: HIRING IS OBJECTIVE AND JOB RELATED

A bias-free hiring process helps to ensure that candidates are objectively assessed on job-related criteria.

3. PRINCIPLE 3: HIRING IS STRUCTURED

A bias-free hiring process is structured and ensures that all candidates are assessed in the same manner and against the same criteria. This structure provides candidates with an equal opportunity to demonstrate their skills, knowledge, and qualifications for the job.

4. PRINCIPLE 4: HIRING IS INCLUSIVE

A bias-free process is inclusive and free from barriers that adversely affect qualified candidates from diverse communities, backgrounds, and identities.

In addition, this process includes people on the interview panel who are knowledgeable about equity, diversity, and inclusion.

Interview panels will ideally include people from diverse communities, backgrounds, and identities. This intentional diversity not only demonstrates inclusion, but also reduces bias in the hiring process.

Best Practices for Academic Hiring

1. REFLECT ON YOUR OWN BIASES

The first step to minimizing the impact of your biases in hiring is to reflect on and become aware of your own biases.

While some of our biases may be conscious, such as preferences for candidates who attended the same universities we did, there are other unconscious biases that may impact how we assess candidates. These biases may be based on various characteristics such as race, gender, disability, sexual orientation, and gender identity.

When interviewing candidates, be sensitive to different communications styles (e.g., direct versus indirect), non-verbal behaviours (e.g., eye contact, smiling, handshakes), and other differences such as accents as well as how the candidate dresses, which may impact your assessment of them.

Because they are unconscious, these biases are likely hidden to us. Harvard's Implicit Association Test is an online tool that can help you unearth these biases.

You can access the Implicit Association Test at the following link:

https://implicit.harvard.edu/implicit/education.html

Resources

State of the Science: Implicit Bias Reviews, 2013, 2014, 2015, 2016

Kirwan Institute, Ohio State University

http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review/

POINT TO REMEMBER

We tend to gravitate, hire and, promote people who are similar to us.

Our assessment of a job candidate's skills, abilities, and potential can be impacted by our conscious and unconscious beliefs about a person's race, gender, disability, sexual orientation, and gender identity.

Our biases often lead us to hire people who are similar to us, and thus we miss out on the creativity and innovation that diversity brings to the department, the field, and the university community as a whole.

2. ADD STRUCTURE AND TRANSPARENCY TO REMOVE BIAS

Adding structure and transparency to the hiring process helps remove the likelihood that your hiring decision will be affected by individual bias, personal preferences, etc. Vague, general, or undefined criteria can create opportunities for assessment of candidates to be made based on individual biases.

Ways to add structure and transparency include:

- Clearly identifying the hiring criteria such as educational attainment (e.g., Is a Ph.D. required or can you hire someone who has not yet completed their Ph.D.?), level of experience, area of specialty, etc.
- Clearly specifying the interpersonal skills needed to be successful in the role such as those needed to supervise students (e.g., empathy, listening skills, ability to give effective feedback, ability to engage with students from diverse backgrounds and with diverse learning styles, etc.);
- Weighing the factors of Service, Teaching, and Research to determine the level of importance of each area and how they will be assessed; and
- Reviewing all application packages against predetermined selection criteria.
- Clearly articulate the purpose of the social aspects of hiring, such as the lunch or dinner. Decide what role it will play in the decision-making process. Communicate the structure and purpose to all candidates in advance. Decide who will attend the dinner.

3. REDEFINE YOUR IDEA OF “FIT”

While you may be considering “fit” when evaluating candidates, search committees should clearly define what they mean by "fit". Some individuals may be looking for a colleague with the same perspective and research interests with whom they can collaborate. Still others may be looking for someone with whom they will get along and can socialize. In these cases, "fit" may be used to exclude candidates from the Federal Designated Groups.

Instead, you may wish to consider “fit” in terms of:

- In what ways does this candidate’s research, teaching and service record fill gaps within the department?
- How might this candidate help the department better reflect the research interests of students from diverse communities, backgrounds, and identities?

The first step in hiring for fit is to articulate the values, norms, and practices that you are looking for. This helps members of the selection committee to avoid confusing personal similarities with fit. When fit is used to hire a homogenous workforce, the resulting lack of diversity will often stifles creativity and innovation. In addition, it further disconnects the faculty from the increasingly diverse student population and research interests of graduate students.

4. DESCRIBE DUTIES CLEARLY AND USE INCLUSIVE LANGUAGE IN JOB POSTINGS

Even if your job posting has already gone out, this is important information to pass onto the next hiring committee.

The job posting should clearly describe the position and the application process. Generally, a good job ad will:

- Use inclusive and unbiased language;
- Provide a clear description of responsibilities and expectations;
- State all the essential qualifications sought plus other key evaluation criteria;
- Provide information on university or community assets that would attract candidates from the Federal Designated Groups; and
- Contain instructions for applicants on how to apply and what information to include, such as noting career interruptions.

The posting must also contain the University's Affirmative Action (for faculty) and Employment Equity statements (non-academic).

When deciding where to post the job ad, you should identify where you are most likely to capture the attention of potential candidates from a broad background, such as discipline-specific journals and list-servs, *University Affairs*, personal networks, university websites, and the *CAUT Bulletin*. Efforts should also be made to advertise with associations or contact groups that directly serve members of the Federal Designated Groups.

In addition, the Government of Canada recommends the following best practices:[3]

- Ensure an equity and diversity expert reviews and approves the job posting before it is posted.
- Post all job postings publicly for a minimum of 30 days.
- Use encompassing, clear, flexible criteria for assessing excellence that fully document, recognize and reward the scholarship of teaching, professional service, outreach, mentoring and research training, and account for nontraditional areas of research and/or research outputs.

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[3] http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx?pedisable=true

- Post only the qualifications and skills necessary for the job.
- Use inclusive, unbiased, ungendered language. Be inclusive of all genders: e.g., use the phrase “all genders” rather than stipulate “women and men,” and use the pronoun “them” instead of “him” and/or “her.” Avoid stereotyping, and avoid prioritizing those traits and descriptions traditionally viewed as masculine.
- Require, as part of the job criteria, a track record related to diversity. Encourage applicants to identify their strengths and experiences in increasing diversity in their previous institutional environment, and in curriculum.
- Use commitment-to-equity statements effectively:
    - Develop an equity statement that is meaningful and applies a wide lens in defining diversity. Avoid using very general statements that the institution or program supports equity or supports applications from Federal Designated Group members.
    - Limit using the adjective “qualified” in the equity statement, as all candidates must be qualified.
    - Provide information about the institution, community assets and resources, equity and diversity policies and action plan, accommodation policies, and family resources that would serve a diverse group and attract them to the institution.
- Avoid creating unnecessary barriers. For example, posting internally or having limited external distribution of the job posting inherently values seniority and those who are “in the know.” Work-related assessment criteria should also apply to comparable experience in non-academic fields (e.g., government or community-based research). Do not focus solely on a strong publication record, as many academics have strong research output in oral or community-based forums (this is especially true of some Indigenous / Aboriginal scholars who come from cultures that value oral traditions).

- Consider an invitation to candidates to offer a brief explanation of career interruptions with their package to help hiring committees better understand the reason for interruption (250 words?).

TEST HOW EFECTIVE YOUR JOB AD WILL BE

The wording of the job ad — that is, the more male-coded language or female-coded language, passive language, length of sentences, etc. — influences which who it will be more appealing to.

Consider assessing your job ad at www.textio.com

5. INCLUDE A STATEMENT THAT SPEAKS TO WHAT DIVERSITY ADDS TO THE DEPARTMENT

Consider using part of the job ad to speak to the importance of equity, diversity, and inclusion to the department. Why does your unit believe in diversity of its professoriate? This would be in addition to the blanket statement at the end about York University's commitment to diversity.

These statements could include wording such as the following:

- We are a creative and forward-thinking school that values diversity as a key driver of creativity and innovation. We are seeking new faculty interested in working in a diverse, dynamic, team-oriented, and progressive environment.
- We are committed to increasing the diversity of our staff to broaden the knowledge base and competencies across the department, driving creativity and innovation, and meeting the academic and research interests of our diverse undergraduate and graduate student population.
- With a diverse student body of 600 undergraduate students and 100 graduate students, as well as 40 faculty members from diverse disciplinary backgrounds, ours is an intellectually rich and supportive community, guided by the highest standards of scholarship with a commitment to equity and social justice. The successful candidate will be deeply committed to equity, which is reflected in their research, teaching, and interactions with colleagues and students.
- The department is an international leader in research and education. Successful candidates are expected to pursue independent, innovative research at the highest international level; to establish a strong externally funded independent research program; to have a strong commitment to teaching undergraduate and graduate students from diverse communities, backgrounds, and identities; and to contribute to the equity and inclusion goals of the department.

6. SELF-IDENTIFICATION

When asking candidates to self-identify to belonging to one of the Federal Designated Groups, keep in mind the following:

- Explain the purpose of the Self-Identification Questionnaire, how the data will be used in the selection process, privacy considerations, and the importance of self-identification for the university to have an accurate understanding of equity representation
- Be respectful of the reasons why someone may choose not to self-identify. The completion of the questionnaire is completely voluntary.
- Do not guess the gender, race, or other characteristics of a nominee. This is a violation of the individual's right to privacy and is open to error/misrepresentation
- Communicate the importance of self-identification in helping the institution meet the equity targets, and in accurately assessing the university's equity profile.

7. ENSURE UNBIASED SCREENING OF APPLICATION PACKAGES

Screening application packages and identifying which candidates to invite to an interview is often where significant barriers arise. Unfortunately, at this stage, there is a tendency to:

- Judge people based on our own experience and knowledge;
- Look for like-minded candidates or those who look like us;
- Think too narrowly, which interferes with seeing how someone may be just as good but in a different way;
- Make assumptions about possible behaviour or characteristics without evidence.

When screening applications to determine which applicants to invite for an interview or job talk, you should:

- Review and evaluate each application against the previously established criteria — which should be relevant, objective, and measurable — to generate your interview shortlist.
- Ensure that you do not exclude applicants who have qualifications or experience acquired in non-traditional ways or who have taken a non-traditional career path. Diversity in background, experience, and research interests adds to the strengths of the department and the university.
- Ensure that you do not undervalue scholarship or research that is non-traditional or unconventional, outside the mainstream of the discipline, or focused on issues of gender, race, or minority status.
- Ensure that part-time and sessional faculty are not unreasonably excluded from the search process.
- If members of the Federal Designated Groups do not make it to the short-list, review the applications again to ensure that all application packages have been fairly assessed. For example, stereotypical assumptions about the importance of an uninterrupted work record may disadvantage women, persons with disabilities, or recent immigrants.
- When considering career interruptions, be sure that you do not penalize candidates for the reason for the interruption. Some employers may assume that someone who has taken time off because of a health or medical issue may not have the capacity to meet the requirements of the job. Others may feel that a woman with small children doesn't have the professional commitment, competence, or ambition to be successful, or a man who takes paternity leave is not committed to his career.

8. ENSURE DIVERSITY ON THE SEARCH COMMITTEE

Ensuring that a Search Committee is used and is involved in all aspects of the hiring process, including reviewing CVs, interviews / job talks, etc., helps to provide different perspectives and can help to reduce the impact of individual biases on the process and the hiring decision.

Ensuring that members of the Federal Designated Groups are included on the Search Committee will also bring various perspectives to the hiring process. If your department does not have someone from a

Federal Designated Group available, consider inviting someone from a related department to assist in the selection process.

9. PREPARE THE SEARCH COMMITTEE

All members of the Search Committee should have the same understanding of the selection criteria and their roles during the selection process. Further, they should understand the importance of maintaining confidentiality and should declare any conflicts of interest, such as personal relationships.

At this point, it is important to ensure that all panel members are available to interview all candidates. This ensures that the same group of people is able to discuss and assess all candidates.

Training or other awareness-raising activities should be conducted to sensitize Search Committee members to issues of equity and unconscious bias. The Search Committee should also be aware of any representation gaps at the university and within the department.

10. ASSESS LETTERS OF RECOMMENDATION CAREFULLY

Letters of recommendation play an important role when hiring university faculty. However, a content analysis of letters of recommendation show gender biases. This research[4] has shown assessors are more likely to use “grindstone” adjectives (e.g., “hardworking,” “diligent,” “conscientious”) to describe women, while they are more likely to use “stand-out” adjectives (e.g., “outstanding,” “superb,” “excellent”) to describe men. Further, these references more often comment on the personal lives of female candidates, but focus more on the CV, publications, or patents of male candidates.

While you may have worked to limit the impact of bias in the hiring process, letters of recommendation may insert bias into the process. You may want to review the CV first and rate the candidate prior to reviewing the letters of recommendation. Where the letters of recommendation changes your rating of the candidate, consider phoning the referee to further explore their recommendation. In this way, you will be able to get more detailed information about the female candidates.

11. STRUCTURE INTERVIEW QUESTIONS

The purpose of the interview or job talk is to assess the extent to which candidates meet the criteria established for the position. A structured format allows you to collect the same type of information from all candidates.

12. ENSURE COMPLIANCE WITH THE ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA)

The AODA requires organizations to:

[4] http://diversity.berkeley.edu/sites/default/files/exploring-the-color-of-glass.pdf

- Notify candidates about the availability of accommodation during the selection process. This can be done in the job ad and when scheduling interviews.
- Provide written materials used during the selection process n an accessible format, upon request.

Further, the selection committee should understand that they are not to consider the candidate's disability or need for accommodation when making the hiring decision.

13. VIEW LUNCHES AND DINNERS AS A MUTUAL INTERVIEW PROCESS

While you may be using the lunches and dinners to more thoroughly assess the candidates, remember that candidates are also making decisions about your department as well as York University. During the lunch or dinner, you should allow them time to ask questions about the university and the department to ensure that this position is a good fit for them.

POINT TO PONDER… In non-academic circles, informal pieces (like dinners) are frowned upon and avoided. Academics face a far-different hiring task, in that they are hiring people that are expected to stay for decades, so 'getting along' or 'fit' has traditionally been involved in academic decision-making. Recognizing this contextual difference, are there ways to more formally assess a candidate's "fit" rather than through informal practices such as a lunch or dinner?

14. CONSIDER CAREER INTERRUPTIONS

Because you will consider career interruptions when assessing the candidates' productivity, the job ad should ask job candidates to identify these interruptions. However, be sure that when you are making your hiring decision you do not consider the reason for the career interruption, e.g., maternity leave, paternity leave, disability, etc.

15. CONSIDER ALL CRITERIA WHEN MAKING THE HIRING DECISION

When making the hiring decision, the federal government recommends the following best practices:[5]

- Be mindful that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. For example, an applicant who took time away from work or studies for family-related matters may not have as many publications, but the substance and quality of that applicant's work may render them best qualified.

[5] http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx?pedisable=true

- Avoid using a candidate's "fit" as a means to discriminate or indulge personal biases. Employment and Social Development Canada allows employers to consider "fit" when evaluating candidates, but this should be used sparingly, and only as a justification for not hiring someone when the grounds are objective and reasonable (e.g., the fact that a candidate is introverted or extroverted should not be considered when assessing their suitability for the position).
- Avoid undervaluing scholarship or research that is non-traditional or unconventional; outside the mainstream of the discipline; or focused on issues of gender, race, or minority status. Search committees can acquire the help of experts to assess fields with which they are unfamiliar.
- Explicitly remind committees that the need for accommodation cannot be used as a negative in the assessment.
- Avoid averaging productive periods across non-productive periods, such as those required for parental, family, or medical leave. For example, some immigrants may have taken longer to attain senior degrees due to the difficulties of relocating and adapting to a new country and language. This should not be viewed detrimentally.
- Be aware of the limitations that a given field of study may have on publishing in top-tier, mainstream platforms and attracting research funding. If the market for the research conducted is smaller, the candidate's "numbers" may not be comparable to those for more traditional areas of research.