



Interviewing Inclusively

Q

Why did you take
this training?

Visit the landing page: bit.ly/Recruitment-Landing
Naledi Saul, Director

UCSF Office of Career &
Professional Development
Student Academic Affairs

Activity 1: Why did you decide to take this training?

Top



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

How is vetting supposed to work?

The Candidates



The Ideal

Competencies

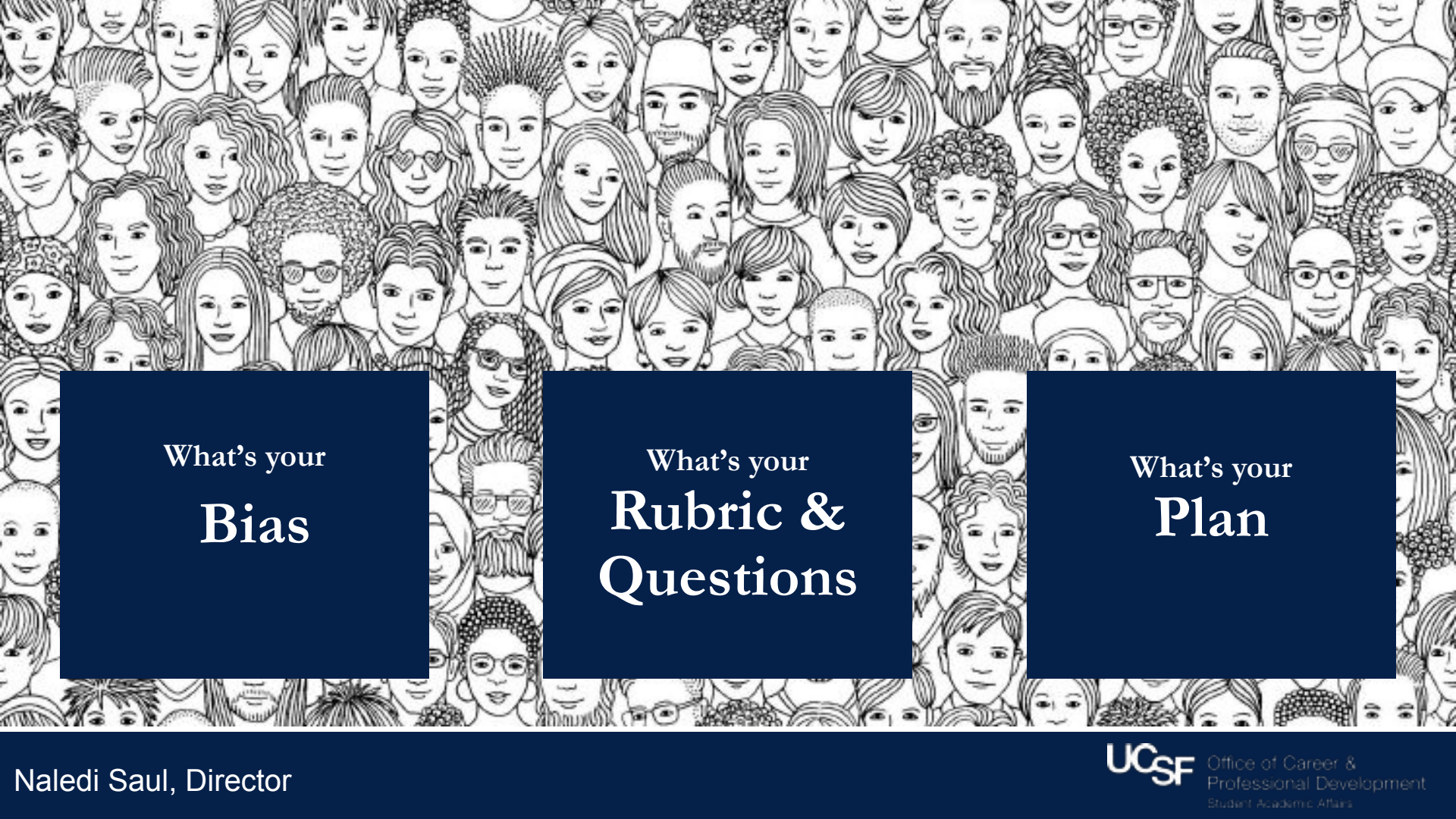
- ❖ Knowledge
- ❖ Skills

Qualities/Values

- ❖ Perseverance
- ❖ Ethical
- ❖ Critical Thinker
- ❖ Team Oriented



Upbringing, community, beliefs, personal and professional work experiences, academic training, etc. (from being in the world)



What's your
Bias

What's your
**Rubric &
Questions**

What's your
Plan



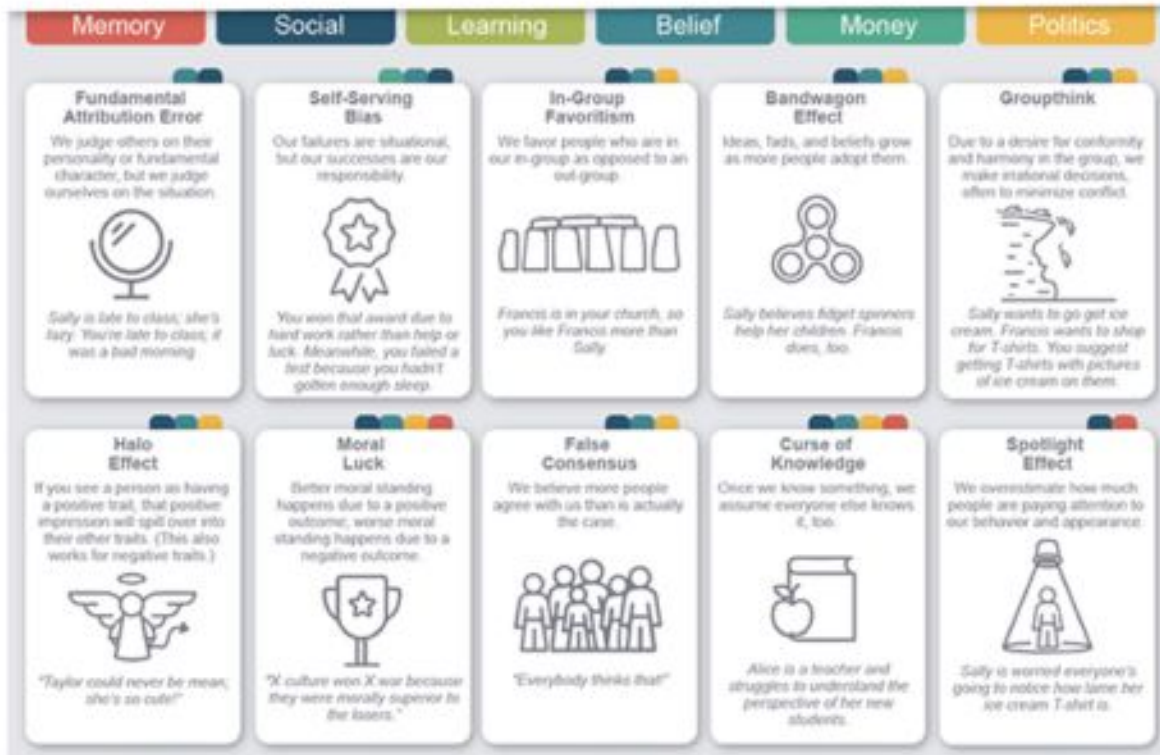
What's your
Bias

What's your
**Rubric &
Questions**

What's your
Plan

50 COGNITIVE BIASES TO BE AWARE OF

SO YOU CAN BE THE VERY BEST VERSION OF YOU



Check it out at

Titlemax

bit.ly/50biases

Bias in Interviewing

Affinity Bias



Conformation Bias



Group Think



Prestige Bias



Authority Bias



Contract Effect Bias



Halo Effect



Recency Bias



Blind Spot Bias



Dunning Kruger Effect



Non-Verbal Bias



Stereotyping



Bias in Interviewing

1. He reminds me of myself at that age
2. She looks like my cousin
3. We both went to UC!
4. We're both from the mid-west
5. We both took time off from school



Affinity Bias



1

Authority Bias



2

Blind Spot Bias



3

Bias in Interviewing

1. They would know better than I
2. Well, they'll be supervising them
3. I'm not going to contradict my PI/Departmental Chair/Mentor (boss) in public



Affinity Bias



1

Authority Bias

I favor my leader's opinion

Blind Spot Bias



3

Bias in Interviewing

1. That's not who I am
2. I just took an unconscious bias training, and now I get it



Affinity Bias



1

Authority Bias



2

Blind Spot Bias



3

Bias in Interviewing

1. I didn't take notes, but I remember that I liked what they were saying about their passion for science



Confirmation Bias



4

Contrast Effect Bias



5

Dunning Kruger Effect



6

Bias in Interviewing

1. Let's compare the candidates against each other, rather than each candidate against pre-determined competency or quality benchmarks....



Confirmation Bias



4

Contrast Effect Bias

I compare a candidate not against an ideal, but the previous candidate

Dunning Kruger Effect



6

Bias in Interviewing

- ❖ I've been interviewing candidates for years. I'm good at this
- ❖ I just know who's good
- ❖ I get a good feeling about them
- ❖ I can tell when someone has been lying



Confirmation Bias



4

Contrast Effect Bias



5

Dunning Kruger Effect

**I lack the ability to
assess my own skill
as an interviewer
/evaluator**

Bias in Interviewing

1. Everyone seems to really like this candidate, so I'll just keep my opinion to myself
2. Everyone else really seems to like candidate #1; what do I know?



Group Think



7

Halo Effect



8

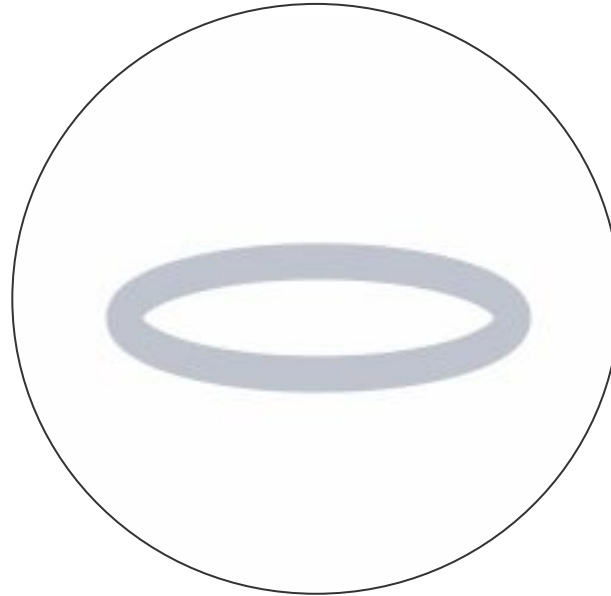
Non-Verbal Bias



9

Bias in Interviewing

1. She went to Harvard. She must be good
2. But he was in (Nobel prize winner's) lab. He must be good
3. I like that one answer they gave. I didn't ask, but I imagine their other answers would be just as skillful



Group Think



7

Halo Effect

My overall opinion is unduly shaped by a single factor

Non-Verbal Bias



9

Bias in Interviewing

1. They dressed for the interview quite unprofessionally – I question their judgement...or if they'd fit here



Group Think



7

Halo Effect



8

Non-Verbal Bias

I judge people on factors not relevant to the position (tattoos, weight, hair dye, etc.)

Bias in Interviewing

1. Ooh, Harvard



Prestige Bias



10

Recency Bias



11

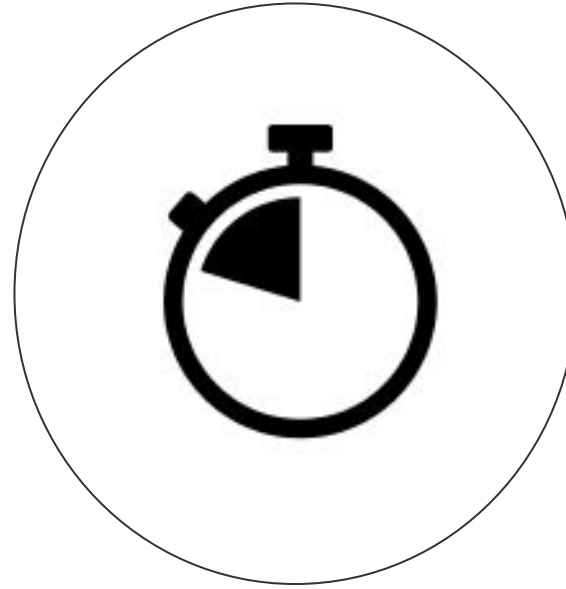
Stereotyping



12

Bias in Interviewing

1. I didn't keep any notes, but I really like some of the questions they asked



Prestige Bias



10

Recency Bias

**I favor the
candidates I met
more recently than
earlier candidates**

Stereotyping



12

Bias in Interviewing

1. Well, you know how *insert identity are...* (e.g, gender, race, nationality, political preference, etc.)
2. I'm just concerned about how X would succeed because they have Y belief, or experience
(e.g. community college, etc.)



Prestige Bias



10

Recency Bias



11

Stereotyping

I'm am preemptively applying my beliefs about a group to this candidate

Bias in Interviewing

Affinity Bias



I positively evaluate a candidate with common traits or experiences

Confirmation Bias



I remember information that favors my beliefs

Group Think



I go with the committee's opinion to avoid conflict

Prestige Bias



I favor and make positive assumptions about certain entities/individuals

Authority Bias



I favor my leader's opinion over my own/stated criteria

Contrast Effect Bias



I compare a candidate not against an ideal, but the previous candidate

Halo Effect



My overall opinion is unduly shaped by a single factor

Recency Bias



I favor the candidates I met more recently than earlier candidates

Blind Spot Bias



Bias? I don't have any bias!

Dunning Kruger Effect



I overestimate my own skill as an interviewer/evaluator

Non-Verbal Bias



I judge people on factors not relevant to the position (hair dye, tattoos, weight, etc.)

Stereotyping



I'm preemptively applying my beliefs about a group to this candidate



Your Turn: Activity 2

bit.ly/Recruitment-Landing

4 min: Think about which 1-2 of these cognitive biases you think you've witnessed. What did it look, sound and feel like?

6 min (3 min per person) - Breakout Room Discussion:
Share one example with the other person.



Activity 3: Which 2-3 cognitive biases do you think you might be most susceptible to?

- | | |
|--------------------------|----------|
| 1. Affinity Bias | A |
| 2. Authority Bias | B |
| 3. Blind Spot Bias | C |
| 4. Confirmation Bias | D |
| 5. Contrast Effect Bias | E |
| 6. Dunning Kruger Effect | F |
| 7. Group Think | G |
| 8. Halo Effect | H |
| 9. Non-Verbal Bias | I |
| 10. Prestige Bias | J |
| 11. Recency Bias | K |
| 12. Stereotyping | L |



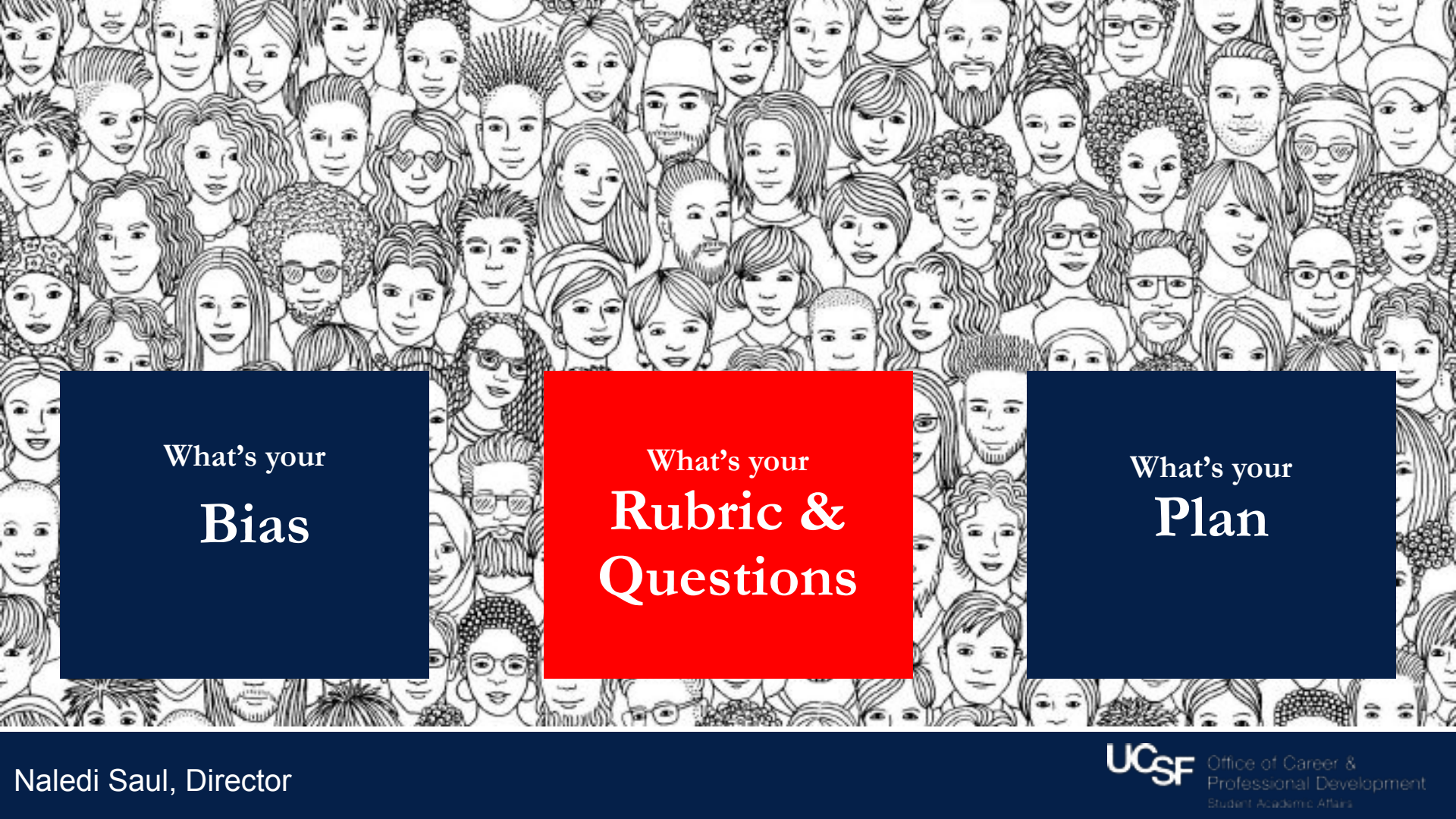
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollen.com/app



What's your
Bias

What's your
**Rubric &
Questions**

What's your
Plan



What's your
Bias

What's your
**Rubric &
Questions**

What's your
Plan

We all need a circle of support/checks and balances, because we hold power:
“counterbalancing influences by which an organization or system is regulated, typically those ensuring that political power is not concentrated in the hands of individuals or groups.”



Well Defined vs Poorly Defined Rubrics or Likert Scales

RATE THIS CANDIDATE'S FIT WITH THIS DEPARTMENT:

Effective problem solver

Level 1	Level 2	Level 3	Level 4

1. **Well defined rubrics can be used to analyze interview data in a standardized manner**
2. **Well defined rubrics are a tool that uses definitions that codify competency levels.**
3. **Each level is a benchmark; a Rosetta Stone aligning each evaluator's criteria and assessment.**
4. **To be effective, well defined rubrics must provide clear, specific descriptions of the different levels they measure - they focus on a single criteria**

RATE THIS CANDIDATE'S FIT WITH THIS DEPARTMENT:

Effective problem solver

Weak		Somewhat weak		Average		Somewhat strong		Strong	
1	2	3	4	5	6	7	8	9	10

1. **Poorly defined rubrics are rankings that are not clearly benchmarked**
2. **Bias can still occur because interviewers/evaluators do not have a common definition of what is meant to effectively 'problem solve' or by the terms 'strong' or 'weak'**

Fit with Department

Level 1	Level 2	Level 3	Level 4
1. Can articulate interest in department	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in 3. Made a connection between their scientific interest and the field or department	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in 3. Made a connection between their scientific interest and the field or department 4. Can articulate how their personal, academic and professional activities and developmental arc have prepared them to pursue a PhD

Questions

- ❖ Why did you apply to this program?
- ❖ Can you speak about how this program fits with your personal, academic and professional goals? Could you also make the connection about how your activities have prepared to pursue a PhD at UCSF?
- ❖ Which faculty do you have an interest in working with and why?

Scientific Rigor/Critical Thinking

Level 1	Level 2	Level 3 	Level 4
1. Asks questions that demonstrate a curiosity & understanding of scientific concepts	1. Asks questions that demonstrate a curiosity & understanding of scientific concepts 2. Demonstrates capacity to design relevant experiments to test hypotheses	1. Asks questions that demonstrate a curiosity & understanding of scientific concepts 2. Demonstrates capacity to design relevant experiments to test hypotheses 3. Displays consistent and meticulous attention to detail in the implementation stages	1. Asks questions that demonstrate a curiosity & understanding of scientific concepts 2. Demonstrates capacity to design relevant experiments to test hypotheses 3. Displays consistent and meticulous attention to detail in the implementation stages 4. Capable of discussing approach, results and limitations of efforts. Can consider and recognize errors in thinking

Accountability & Problem Solving

1. Can recognize and correctly define the scope of the mistake	1. Can recognize and correctly define the scope of the mistake 2. Fully acknowledges mistake and impact to self and other affected parties	1. Can recognize and correctly define the scope of the mistake 2. Fully acknowledges mistake and impact to self and other affected parties 3. Proactively takes steps to correct mistake/mitigate impact, and/or prevent the situation from happening again.	1. Can recognize and correctly define the scope of the mistake 2. Fully acknowledges mistake and impact to self and other affected parties 3. Proactively takes steps to correct mistake/mitigate impact, and/or prevent the situation from happening again. 4. Demonstrates a developmental arc in facing a significant personal, academic or professional challenge

Justice, Equity, Diversity and Inclusion Perspective

1. Demonstrates an ability to question their own experience, and recognize multiple perspectives

1. Demonstrates an ability to question their own experience, and recognize multiple perspectives

2. Acknowledges the rights, responsibilities and contribution of others

1. Demonstrates an ability to question their own experience, and recognize multiple perspectives

2. Acknowledges the rights, responsibilities and contribution of others

3. Can articulate personal strategies or approaches that demonstrate an ability to respect individuals' differing beliefs, identities, values or workstyles, etc.

1. Demonstrates an ability to question their own experience, and recognize multiple perspectives

2. Acknowledges the rights, responsibilities and contribution of others

3. Can articulate personal strategies or approaches that demonstrate an ability to respect individuals' differing beliefs, identities, values or workstyles, etc.

4. Has initiated or significantly contributed to efforts that have enhanced equity, inclusion, diversity in a community

A. Source for concepts in this rubric: <https://silo.tamu.edu/rubrics/>

	Level 1	Level 2	Level 3	Level 4
Fit with Department	1. Can articulate interest in department	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in 3. Made a connection between their scientific interest and the field or department	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in 3. Made a connection between their scientific interest and the field or department 4. Can articulate how their personal, academic and professional activities and developmental arc have prepared them to pursue a PhD
Scientific Rigor/Critical Thinking	1. Asks questions that demonstrate curiosity & understanding of scientific concept	1. Asks questions that demonstrate curiosity & understanding of scientific concept 2. Demonstrates capacity to design relevant experiments to test hypotheses	1. Asks questions that demonstrate curiosity & understanding of scientific concept 2. Demonstrates capacity to design relevant experiments to test hypotheses 3. Displays consistent and meticulous attention to detail in the implementation stage	1. Asks questions that demonstrate curiosity & understanding of scientific concept 2. Demonstrates capacity to design relevant experiments to test hypotheses 3. Displays consistent and meticulous attention to detail in the implementation stages 4. Capable of discussing approach, results and limitations of efforts. Can consider and recognize errors in thinking
Accountability & Problem Solving	1. Can recognize and correctly define the scope of the mistake	1. Can recognize and correctly define the scope of the mistake 2. Fully acknowledges mistake and impact to self and other affected parties	1. Can recognize and correctly define the scope of the mistake 2. Fully acknowledges mistake and impact to self and other affected parties 3. Proactively takes steps to correct mistake/mitigate impact, and/or prevent the situation from happening again.	1. Can recognize and correctly define the scope of the mistake 2. Fully acknowledges mistake and impact to self and other affected parties 3. Proactively takes steps to correct mistake/mitigate impact, and/or prevent the situation from happening again. 4. Demonstrates a developmental arc in facing a significant personal, academic or professional challenge
Justice, Equity, Diversity & Inclusion	1. Demonstrates an ability to question their own experience, and acknowledge multiple perspectives	1. Demonstrates an ability to question their own experience, and acknowledge multiple perspectives 2. Acknowledges the rights, responsibilities and contribution of others	1. Demonstrates an ability to question their own experience, and acknowledge multiple perspectives 2. Acknowledges the rights, responsibilities and contribution of others 3. Can articulate personal strategies or approaches that demonstrate an ability to respect individuals' differing beliefs, identities, values or workstyles, etc.	1. Demonstrates an ability to question their own experience, and acknowledge multiple perspectives 2. Acknowledges the rights, responsibilities and contribution of others 3. Can articulate personal strategies or approaches that demonstrate an ability to respect individuals' differing beliefs, identities, values or workstyles, etc. 4. Has initiated or significantly contributed to efforts that have enhanced equity, inclusion, diversity in a community

Summarized Version....

	Level 1	Level 2	Level 3	Level 4
Fit with Department	1. Can articulate interest in department	Level 1 & 1. Has identified 1 or more faculty whose work they are interested in	Level 2 & 1. Made a connection between their scientific interest and the field or department	Level 3 & 1. Can articulate how their personal, academic and professional activities and developmental arc have prepared them to pursue a PhD
Scientific Rigor/Critical Thinking	1. Asks questions that demonstrate curiosity & understanding of scientific concept	Level 1 & 1. Demonstrates capacity to design relevant experiments to test hypotheses	Level 2 & 1. Displays consistent and meticulous attention to detail in the implementation stage	Level 3 & 1. Capable of discussing approach, results and limitations of efforts. Can consider and recognize errors in thinking
Accountability & Problem Solving	1. Can recognize and correctly define the scope of the mistake	Level 1 & 1. Fully acknowledges mistake and impact to self and other affected parties	Level 2 & 1. Proactively takes steps to correct mistake/mitigate impact, and/or prevent the situation from happening again.	Level 3 & 1. Demonstrates a developmental arc in facing a significant personal, academic or professional challenge
Justice, Equity, Diversity & Inclusion	1. Demonstrates an ability to question their own experience, and acknowledge multiple perspectives	Level 1 & 1. Acknowledges the rights, responsibilities and contribution of others	Level 2 & 1. Can articulate personal strategies or approaches that demonstrate an ability to respect individuals' differing beliefs, identities, values or workstyles, etc.	Level 3 & 1. Has initiated or significantly contributed to efforts that have enhanced equity, inclusion, diversity in a community

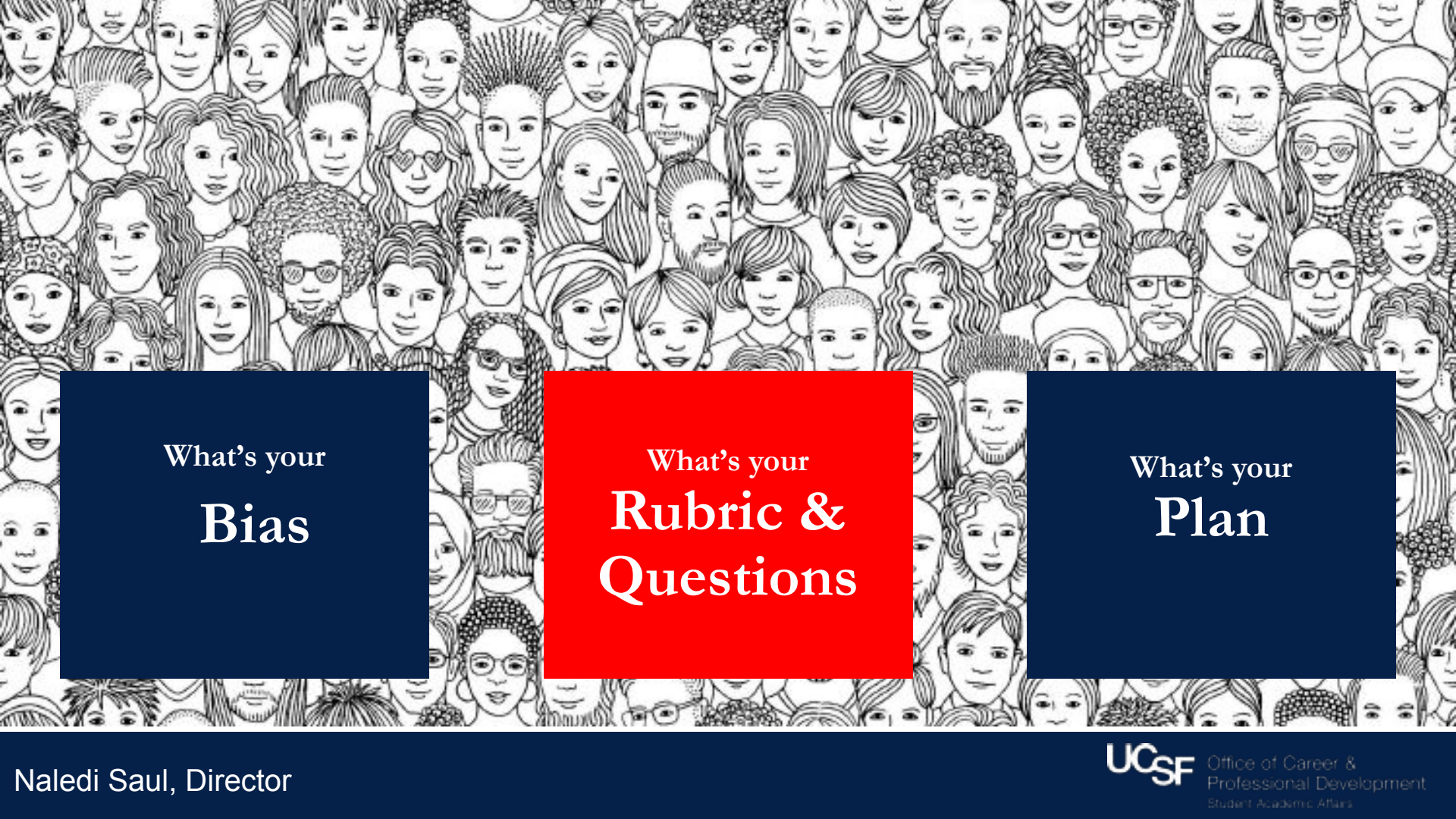
Your Turn: Activity 4

bit.ly/Recruitment-Landing

4 min: Pick 1-2 rubrics that you will try to incorporate in your interview process?

6 min (3 min per person) - Breakout Room Discussion:
Share why that/those rubric(s) resonate with you





What's your
Bias

What's your
**Rubric &
Questions**

What's your
Plan

Fit with Department

Level 1	Level 2	Level 3	Level 4
1. Can articulate interest in department	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in 3. Made a connection between their scientific interest and the field or department	1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in 3. Made a connection between their scientific interest and the field or department 4. Can articulate how their personal, academic and professional activities and developmental arc have prepared them to pursue a PhD

Questions

- ❖ Why did you apply to this program?
- ❖ Can you speak about how this program fits with your personal, academic and professional goals? Could you also make the connection about how your activities have prepared to pursue a PhD at UCSF?
- ❖ Which faculty do you have an interest in working with and why?

Scientific Rigor/Critical Thinking

Level 1	Level 2	Level 3 	Level 4
1. Asks questions that demonstrate a curiosity & understanding of scientific concepts	1. Asks questions that demonstrate a curiosity & understanding of scientific concepts 2. Demonstrates capacity to design relevant experiments to test hypotheses	1. Asks questions that demonstrate a curiosity & understanding of scientific concepts 2. Demonstrates capacity to design relevant experiments to test hypotheses 3. Displays consistent and meticulous attention to detail in the implementation stages	1. Asks questions that demonstrate a curiosity & understanding of scientific concepts 2. Demonstrates capacity to design relevant experiments to test hypotheses 3. Displays consistent and meticulous attention to detail in the implementation stages 4. Capable of discussing approach, results and limitations of efforts. Can consider and recognize errors in thinking

- ❖ Can you describe a research project you would like to explore in graduate school?
- ❖ We'd love to get a sense of what excites and engages you. Could you walk me through a project you are proud of? A) What were you trying to explore and why, B) how did you design your project, C) what challenges did you face and D) what lessons did you learn?
- ❖ One of the abilities as a scientist is the ability to recognize and correct errors in your thinking. Can you talk about a time, personally, academically, or professionally that you realized your assumptions or thinking was erroneous? I'm not just interested in what happened, but how/when you realized that there was a flaw in your thought process, and how that experience shapes you today?

Accountability & Problem Solving

1. Can recognize and correctly define the scope of the mistake

1. Can recognize and correctly define the scope of the mistake

2. Fully acknowledges mistake and impact to self and other affected parties

1. Can recognize and correctly define the scope of the mistake

2. Fully acknowledges mistake and impact to self and other affected parties

3. Proactively takes steps to correct mistake/mitigate impact, and/or prevent the situation from happening again.

1. Can recognize and correctly define the scope of the mistake

2. Fully acknowledges mistake and impact to self and other affected parties

3. Proactively takes steps to correct mistake/mitigate impact, and/or prevent the situation from happening again.

4. Demonstrates a developmental arc in facing a significant personal, academic or professional challenge

- A. Everyone makes mistakes, and it's how we handle them that's important. Tell me about a time that you failed at something that you felt was important. More importantly - how did you respond and why did you respond that way?
- B. A required professional and team-based skill is the ability to problem solve. Could you please speak about a personal, academic or professional experience where you made a mistake that either you or others felt was significant. What happened, how did you respond to it, and what did you learn?
- C. What does it mean to you to be “accountable” as a part of a team?

Justice, Equity, Diversity and Inclusion Perspective

1. Demonstrates an ability to question their own experience, and recognize multiple perspectives

1. Demonstrates an ability to question their own experience, and recognize multiple perspectives

2. Acknowledges the rights, responsibilities and contribution of others

1. Demonstrates an ability to question their own experience, and recognize multiple perspectives

2. Acknowledges the rights, responsibilities and contribution of others

3. Can articulate personal strategies or approaches that demonstrate an ability to respect individuals' differing beliefs, identities, values or workstyles, etc.

1. Demonstrates an ability to question their own experience, and recognize multiple perspectives

2. Acknowledges the rights, responsibilities and contribution of others

3. Can articulate personal strategies or approaches that demonstrate an ability to respect individuals' differing beliefs, identities, values or workstyles, etc.

4. Has initiated or significantly contributed to efforts that have enhanced equity, inclusion, diversity in a community

A. I believe that each of us has role to play in building and maintaining a high functioning lab environment capable of welcoming emerging scientists from all over the world by supporting the professional and personal productivity and well being. Can you tell me the ways you have contributed to shaping that type of environment, either through individual actions or as part of a larger effort?

B. Tell me about a time that you disagreed with someone over something that felt significant to you. What was it, and how did you navigate both the situation and the relationship skillfully?

Your Turn: Activity 5

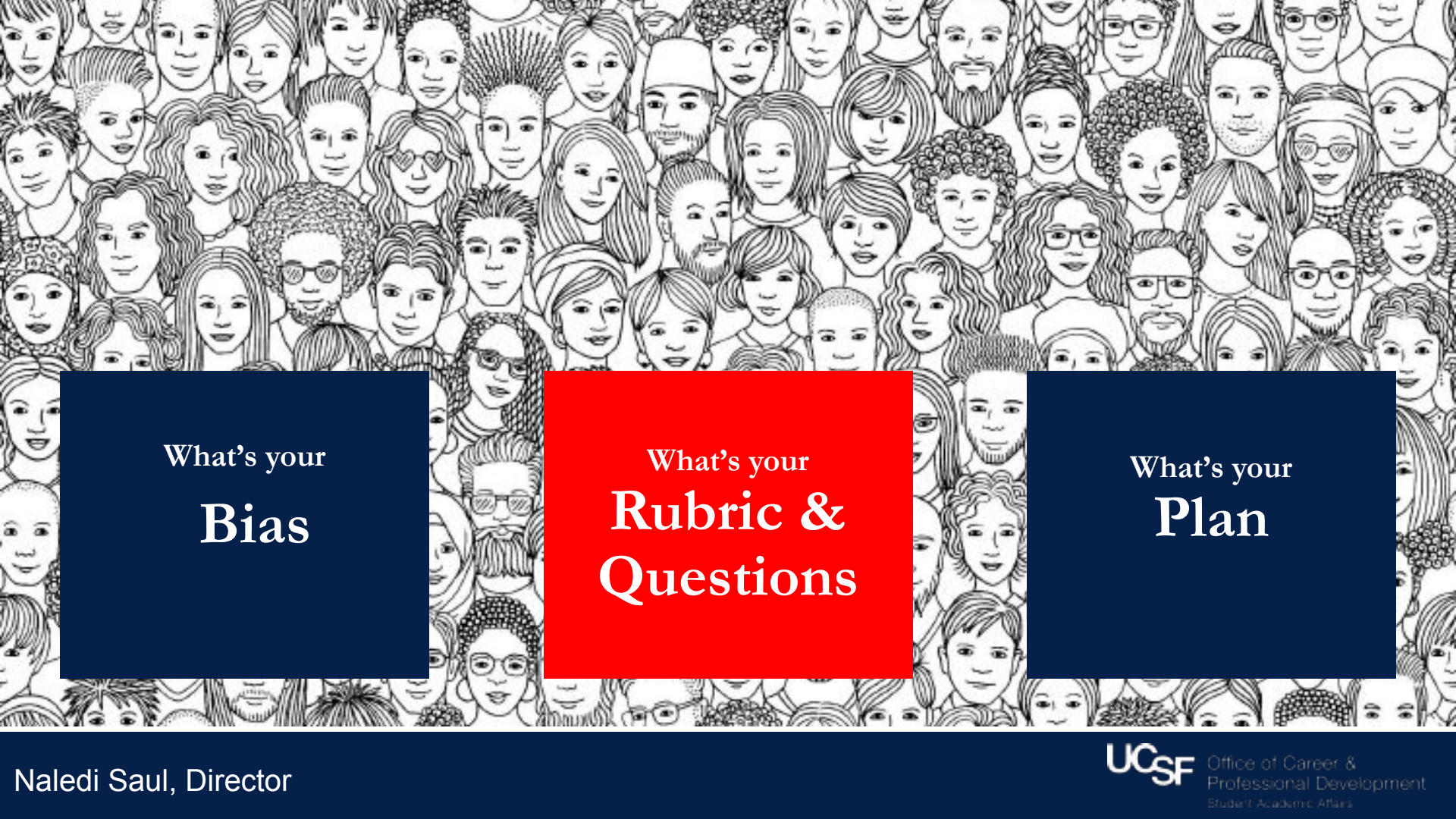
bit.ly/Recruitment-Landing

4 min: Pick and/or alter 1-3 questions that you will try to incorporate in your interview process?

6 min (3 min per person) - Breakout Room Discussion:

Test your question - Share what types of responses you hope to hear

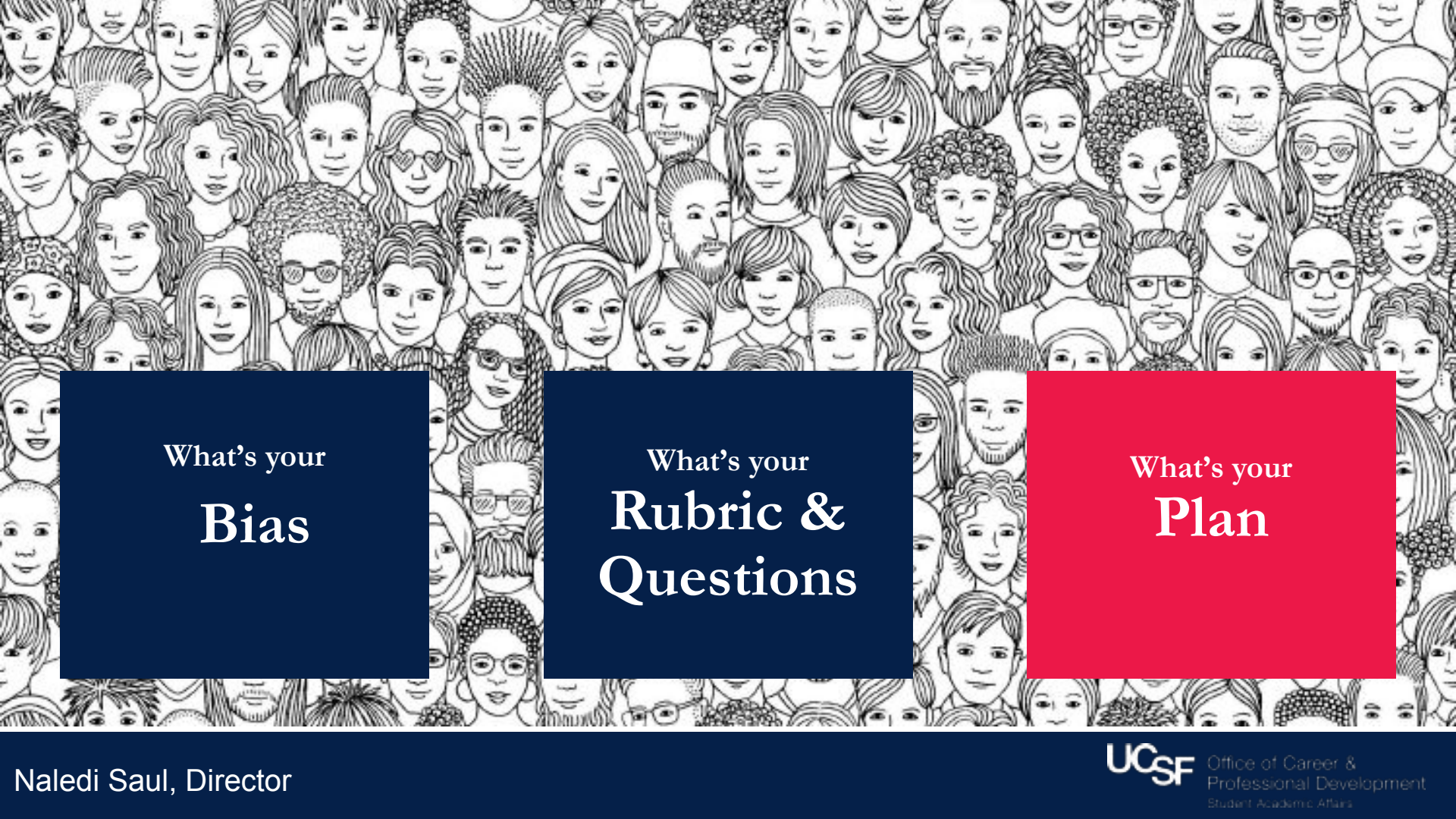




What's your
Bias

What's your
**Rubric &
Questions**

What's your
Plan



What's your
Bias

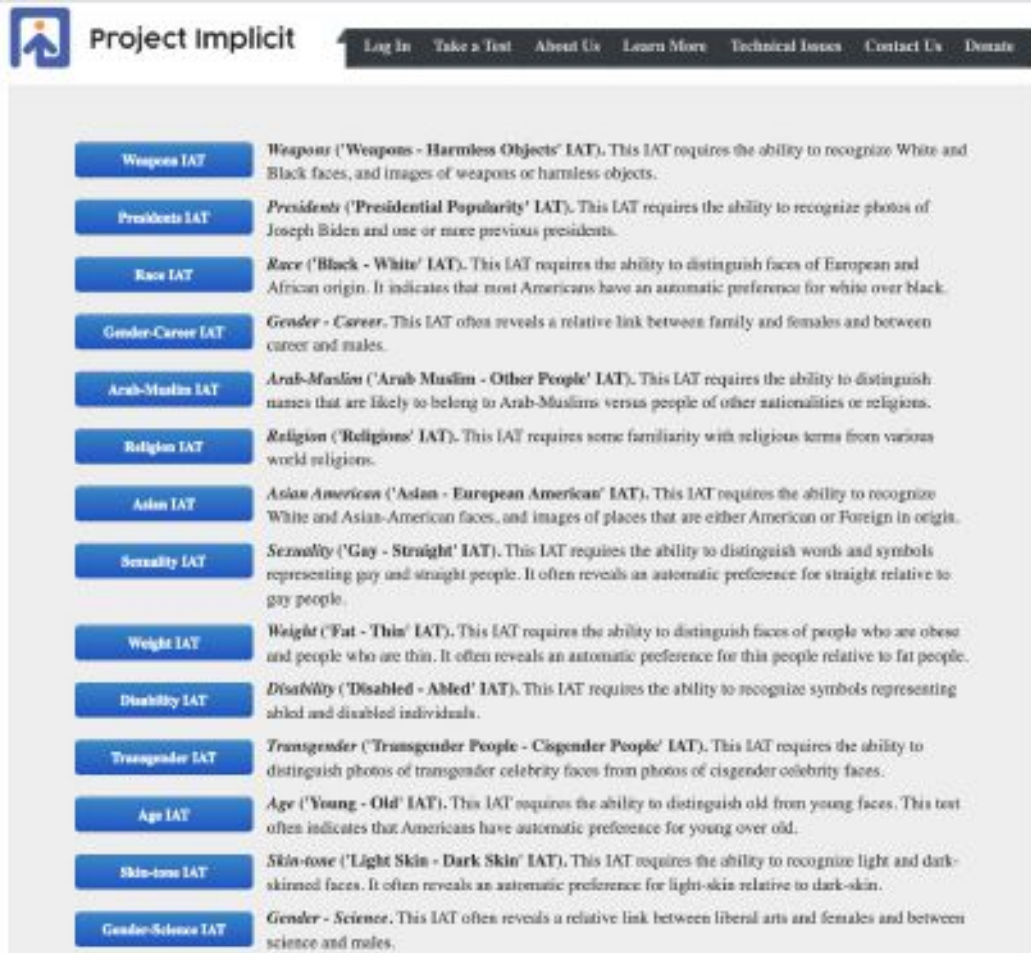
What's your
**Rubric &
Questions**

What's your
Plan

What's your plan?

<https://implicit.harvard.edu/implicit/selectatest.htm>

Want to test your biases?
Assess yourself!



The screenshot shows the Project Implicit website interface. At the top, there is a navigation bar with the Project Implicit logo and links for Log In, Take a Test, About Us, Learn More, Technical Issues, Contact Us, and Donate. Below the navigation bar, there is a list of 14 IATs, each with a blue button and a description:

- Weapons IAT**: Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.
- Presidents IAT**: Presidents ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Joseph Biden and one or more previous presidents.
- Race IAT**: Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.
- Gender-Career IAT**: Gender - Career. This IAT often reveals a relative link between family and females and between career and males.
- Arab-Muslim IAT**: Arab-Muslim ('Arab-Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.
- Religion IAT**: Religion ('Religions' IAT). This IAT requires some familiarity with religious terms from various world religions.
- Asian IAT**: Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.
- Sexuality IAT**: Sexuality ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.
- Weight IAT**: Weight ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.
- Disability IAT**: Disability ('Disabled - Able' IAT). This IAT requires the ability to recognize symbols representing able and disabled individuals.
- Transgender IAT**: Transgender ('Transgender People - Cisgender People' IAT). This IAT requires the ability to distinguish photos of transgender celebrity faces from photos of cisgender celebrity faces.
- Age IAT**: Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.
- Skin-tone IAT**: Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.
- Gender-Science IAT**: Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.

What's your plan?

<https://peer.asee.org/work-in-progress-a-holistic-phd-admissions-rubric-design-implementation.pdf>

sllo.tamu.edu/rubrics



Work in Progress: A Holistic PhD Admissions Rubric-Design & Implementation

Dr. Shannon Barker, University of Virginia

Dr. Shannon Barker completed her PhD at the University of Alabama at Birmingham, and completed two post-doctoral fellowships at the University of Washington and Ecole Polytechnique Fédérale de Lausanne, specializing in gene delivery. Shannon has been in graduate higher education leadership for seven years both at the Georgia Institute of Technology and the University of Virginia, and is currently the Undergraduate Program Director for the University of Virginia's Department of Biomedical Engineering.

Dr. Amy Cloben, University of Virginia

Dr. Amy M. Cloben is committed to supporting current and future graduate students as Director of Graduate Programs for the University of Virginia School of Engineering and Applied Science. In her current role, Dr. Cloben collaborates to support existing programs and develops new initiatives in graduate student recruitment, training, education, and career and professional development. Dr. Cloben holds a B.S. in Biology from the University of Michigan and Ph.D. in Biomedical Engineering from the University of Virginia. Her combined experience in STEM research and education, program development, and student advising are key to her dedication and success in creating opportunities for graduate students to achieve their education and career goals.

Want more sample rubrics & questions? Google!

“science rubric”, “Independent rubric”, “PhD grad school questions”

Activity 6: What one thing did you learn today? What is one thing that you will do differently after this training?

Top



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app



Interviewing Inclusively

What's your
Bias

What's your
**Rubric &
Questions**

What's your
Plan