

Inclusively Interviewing During a Recruitment Process

Landing Page, Activities & Resources

Workshop Presenter: Naledi Saul, Director of the Office of Career Planning & Development, UCSF

Use this document to participate in workshop activities **(copy, print or download to take notes & complete activities)**











PollEverywhere Link: pollev.com/ns291

PDF of workshop slides: [Inclusively Interviewing Slides](#)

Scroll down to your breakout room activities!

Activity 2: What biases have you seen?

- **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.

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 am preemptively applying my beliefs about a group to this candidate

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



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

- Answer the poll: pollev.com/ns291

Activity 4: Pick 1-2 Rubrics

- **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

	Level 1	Level 2	Level 3	Level 4
Fit with Department	<ol style="list-style-type: none"> 1. Can articulate interest in department 	<ol style="list-style-type: none"> 1. Can articulate interest in department 2. Has identified 1 or more faculty whose work they are interested in 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Asks questions that demonstrate curiosity & understanding of scientific concept 	<ol style="list-style-type: none"> 1. Asks questions that demonstrate curiosity & understanding of scientific concept 2. Demonstrates capacity to design relevant experiments to test hypotheses 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Can recognize and correctly define the scope of the mistake 	<ol style="list-style-type: none"> 1. Can recognize and correctly define the scope of the mistake 2. Fully acknowledges mistake and impact to self and other affected parties 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Demonstrates an ability to question their own experience, and acknowledge multiple perspectives 	<ol style="list-style-type: none"> 1. Demonstrates an ability to question their own experience, and acknowledge multiple perspectives 2. Acknowledges the rights, responsibilities and contribution of others 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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

Activity 5: Pick 1-2 Questions

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


Fit with Department

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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
<ol style="list-style-type: none"> 1. Asks questions that demonstrate a curiosity & understanding of scientific concepts 	<ol style="list-style-type: none"> 1. Asks questions that demonstrate a curiosity & understanding of scientific concepts 2. Demonstrates capacity to design relevant experiments to test hypotheses 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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?

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- 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

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- 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?

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

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