

Job Posting Template

Warm climate statement

We/X lab places great importance towards creating an equitable, diverse and inclusive environment where a diversity of ideas and lived experiences are valued and can flourish, because it allows for personal and overall lab growth and scientific excellence. Our lab is committed to continuously improving our practices and being accountable to achieve this goal. We welcome and encourage applicants from diverse backgrounds to apply: specifically, members of equity-deserving groups including First Nations, Metis, Inuit peoples, racialized persons, international students, persons with disabilities, persons of all gender identities, persons who identify as 2SLGBTQIA+ and persons of other under-represented statuses. We also encourage applicants with different lived experiences and who have taken a non-linear educational path to apply.

Important info to include (in the order as follows)

Section name	Info to include
About program and project	<ul style="list-style-type: none">• As much as possible, include information about the project and the expected responsibilities of the student. Be sure to highlight any mandatory responsibilities that might be affected by accessibility concerns (for example due to physical demands of the position or exposure to chemicals/biohazards or other).• Include information about your lab's research, general department information
Program requirements	<ul style="list-style-type: none">• If necessary, include any pre-requisites needed for the program. Otherwise, be clear that this would be a nice but not required addition (will not disadvantage the candidate during the process)• Include a statement about the position being open to a related fields and degrees
Applications requirements	<ul style="list-style-type: none">• Include application materials required to submit by the applicant and relevant link(s) to the institution's application process.• Provide a blurb of how these materials will be evaluated using rubrics and provide corresponding rubrics

	<ul style="list-style-type: none"> • Include a line about openness to a range of cGPA's (include range)
Deadlines	<ul style="list-style-type: none"> • Include specific dates and times with respect to submitting application materials, interview timelines, funding applications timelines, decision timelines (when should they expect to hear back)
Funding options and opportunities	<ul style="list-style-type: none"> • Include (if appropriate) the minimum/structure/range of funding available from this project • Include information directly on the job posting about additional avenues to funding (include a link to university's main site with this information), scholarship information, teaching assistant expectations, financial aid opportunities and tuition • Be sure to highlight any scholarships for equity-deserving groups at your institution
Info about professional development opportunities	<ul style="list-style-type: none"> • Include information about professional development opportunities offered by the lab, university and in nearby cities/and in the country/across the world (if applicable) • Specifically highlight opportunities related to equity-deserving groups and EDI training opportunities

[Tips for the people writing the content of the job posting:](#)

- Separate mandatory requirements explicitly from desirable characteristics (or don't even include these), since women will only apply if they already have everything listed. Could add these as professional growth opportunities.
- Use inclusive gender-neutral language such as "all genders" rather than "women and men" and use the pronoun "them" instead of "him and her"
- Prefer inclusive, unbiased ungendered language for limiting unconscious bias (e.g. avoid words like "ambitious," "aggressive," "leader," "entrepreneurial," "confident," "strong," "challenging," "outspoken)

- Using a readable font; consider compatibility with screen readers, font size, and colour
- Include in the job posting that accommodations can be granted for the interview

Interview Questions and Rubrics

The following qualities were chosen based on the qualities identified in our research that are key to being a successful graduate student: initiative/independence, conflict management, scientific communication skills, growth mindset, resilience, leadership, teamwork, problem solving/creativity. The questions were constructed in a way to also be considerate towards the spectrum of lived experiences of candidates to not disadvantage anyone. We used a backward design: first by determining and defining the relevant qualities by researching the literature, then using this research to develop questions and associated rubrics.

Here is a list of questions with specific rubric to assess answers. You are free to choose which qualities you want to specifically look for. We have also included some more get-to-know-you questions if you wish to learn more about the candidate on a personal level. This tool's goal is to standardize the questioning and evaluation process of the interview, which has been shown to increase its psychometric reliability by decreasing interviewer bias and its ability to predict future work performance.

[List of questions](#)

Assessed qualities	Proposed questions
Icebreaker/Get to know you	<ul style="list-style-type: none">• Outside of your work experience, how would your specific lived experience benefit your contribution to the lab?• Why are you pursuing a masters/PhD and what do you hope to gain from this experience?• How do your values inform your interest if pursuing a graduate degree in this area?• Why is this a field you are interested in working in? ALT: What academic or non-academic experience has shaped your decision to pursue this field
Grit/resilience	<ul style="list-style-type: none">• Tell me about a time where you had to overcome an obstacle or an uncertain situation, how did you approach it, what supports did you use and what did you learn from it?
Initiative/independence	<ul style="list-style-type: none">• Tell me about a time when you identified something that you encountered in your daily life that needed improving and what you did.

	<ul style="list-style-type: none"> Let's say quite a few months into your project, you realize it will not work. How would you respond and approach this?
Conflict management/resolution	<ul style="list-style-type: none"> Tell me about a time where you had to help resolve a conflict between two teammates/colleagues and what you learned from it. ALT: How would you approach a conflict between two members of your team?
Communication	<ul style="list-style-type: none"> What is essential to effectively communicate scientific ideas in writing? How have you demonstrated that? What is essential to effectively convey ideas in a presentation? How have you demonstrated that? What do you need to consider in keeping teammates and supervisors informed about your progress? How have you demonstrated that?
Growth mindset	<ul style="list-style-type: none"> How did you keep yourself motivated to persevere through your undergraduate degree? What strategies did you develop along the way, what supports did you use and how will you apply these skills throughout your PhD/masters? What would you say has been your greatest accomplishment whether it be in a personal context or a professional context and (and how you accomplished it); what did you learn from this experience?
Leadership/collaboration /teamwork	<ul style="list-style-type: none"> Tell me about a project where you worked with a team that you are proud of. Tell me about a time where you actively made an effort to create an inclusive and productive team environment. ALT: How would you approach creating an inclusive and productive team environment?
Problem solving/creativity	<ul style="list-style-type: none"> Tell me about a time you demonstrated creativity or novel approaches in solving a complex technical problem?
Specific technical background/experience	<ul style="list-style-type: none"> What are some courses and experiences you've had that you believe will be applicable to your work in this program? Space to ask specific questions about essential skills (or good-to-have ones)

For the icebreaker questions, treat the questions more to get to know the people and their personal experiences. Ensure you are not just looking for someone who has mirrored your own path to getting to this point. "Good" answers are ones that allow you to learn more about the distance traveled and their journeys.

To assess the specific technical background/experience, if you want to assess specific ones that you deem essential, ensure you have that list of skills prepared beforehand to act as a checklist. Otherwise, treat this

question as open-ended just to gauge their skillset and knowledge backgrounds, as well as identifying what supports they might need if selected.

Rubrics

Grit/resilience

Resilience is a trait developed from overcoming obstacles by learning how to use and leverage the supports a person has. We identified this as an important quality because obstacles are inevitable in graduate school, and we believe this trait is important to ensure the student is successful. This question is meant to assess their reflection on the support they used during a difficult time and what they have learned from it.

Question	Rubric			
	1-Unsatisfactory	2-Satisfactory	3-Good	4-Excellent
Tell me about a time where you had to overcome an obstacle or an uncertain situation, how did you approach it, what supports did you use and what did you learn from it?	The applicant describes with limited detail the obstacle or uncertain situation and how they approached it. Demonstrates no reflection on the supports they used and what they learned.	The applicant describes with limited detail the obstacle or uncertain situation and how they approached it. Demonstrates superficial reflection on the supports they used and what they learned. Superficial = identifies the supports and identifies their takeaway(s). However, does not provide insight into how the supports really helped them in their journey.	The applicant describes with sufficient detail the obstacle or uncertain situation and how they approached it. Demonstrates an appropriate reflection on the supports they used and what they learned. Appropriate = identifies the supports and identifies takeaways. Provides specific insight into how the supports helped them and how it relates to what they learned from this experience.	The applicant describes with sufficient detail the obstacle or uncertain situation and how they approached it. Demonstrates a profound reflection on the supports they used and what they learned. Profound = identifies the supports and identifies takeaways. Provides specific insight into how the supports and their lived experiences have helped them and how it relates to what they learned from this experience.

Initiative/independence

Initiative and independence are traits identified as important qualities for a successful graduate student. The experience of graduate school requires students to be self-motivated and able to be autonomous in their work. These questions assess these abilities.

Question	Rubric			
	1-Unsatisfactory	2-Satisfactory	3-Good	4-Excellent
<p>Tell me about a time when you identified something that you encountered in your daily life that needed improving and what you did.</p>	<p>The applicant is not able to identify an opportunity to improve a situation that is meaningful to them in some capacity. They did not demonstrate evidence of initiating research into a range of solutions and engaging relevant stakeholders in implementing an effective solution.</p>	<p>The applicant is able to identify an opportunity to improve a situation that is meaningful to them in some capacity. They demonstrated little evidence of initiating research into a range of solutions and engaging relevant stakeholders in implementing an effective solution.</p>	<p>The applicant is able to identify an opportunity to improve a situation that is meaningful to them in some capacity. They did demonstrate good evidence of initiating research into a range of solutions and engaging relevant stakeholders in implementing an effective solution.</p>	<p>The applicant is able to identify an opportunity to improve a situation that is meaningful to them in some capacity. They demonstrated strong evidence of initiating research into a range of solutions and engaging relevant stakeholders in implementing an effective solution.</p>
<p>Let's say quite a few months into your project, you realize it will not work. How would you respond and approach this?</p>	<p>The applicant does not demonstrate the initiative to reflect on the reasons why the project did not work and what their next steps are. The applicant demonstrates hesitancy over the uncertainty of the project status. The applicant does not show a willingness to approach tasks with confidence, diligence and resourcefulness (self-regulated learning).</p>	<p>The applicant shows some initiative to reflect on the reasons why the project did not work and what their next steps are. The applicant shows some hesitancy of the uncertainty of the project status. The applicant shows little willingness to approach tasks with confidence, diligence and resourcefulness (self-regulated learning).</p>	<p>The applicant shows some initiative to reflect on the reasons why the project did not work and what their next steps are. The applicant shows little hesitancy of the uncertainty of the project status. The applicant shows a degree of willingness to approach tasks with confidence, diligence and resourcefulness (self-regulated learning).</p>	<p>The applicant shows great initiative to reflect on the reasons why the project did not work and what their next steps are. The applicant shows persistence in the face of uncertainty (failure is treated as a learning opportunity). The applicant shows a great degree of willingness to approach tasks with confidence, diligence and resourcefulness (self-regulated learning).</p>

Conflict management/resolution

Research settings are a collaborative environment. Thus, it is necessary to assess how an individual acts in a group/team environment and how they contribute to it. Conflict management and resolution have also been identified as important skills for a successful graduate student. This question assesses how a person navigates and approaches conflict, ie when things go wrong in a team setting.

Question	Rubric			
	1-Unsatisfactory	2-Satisfactory	3-Good	4-Excellent
<p>Tell me about a time where you had to help resolve a conflict between two teammates/colleagues and what you learned from it. ALT: How would you approach a conflict between two members of your team?</p>	<p>The applicant demonstrates little effort to listen and understand everyone’s perspectives and badmouths teammates. The applicant demonstrates a winner/loser approach to resolving conflict; does not acknowledge that conflicts can be a grey zone at times.</p>	<p>The applicant demonstrates little effort to listen and understand everyone’s perspectives and does not badmouth anyone. The applicant demonstrates little evidence in acknowledging that conflicts can be a grey zone at times and in helping keep the dialogue between colleagues productive to reach a compromise.</p>	<p>The applicant demonstrates a good effort to listen and understand everyone’s perspectives and does not badmouth anyone. The applicant demonstrates a win-win approach to resolving conflict; acknowledges and reflects on how conflict can be a grey zone at times. The applicant demonstrates some evidence in helping keep the dialogue between colleagues productive to reach a compromise.</p>	<p>The applicant demonstrates a remarkable effort to listen and understand everyone’s perspectives and does not badmouth anyone. The applicant demonstrates a win-win approach to resolving conflict; acknowledges and reflects on how conflict can be a grey zone at times. The applicant demonstrates great evidence in helping keep the dialogue between colleagues productive to reach a compromise.</p>

Communication

Effective scientific communication, presentation and writing skills are deemed foundational skills in a student at the graduate level as typical expectations include presenting their research, publishing papers and sometimes working as a teaching assistant. These questions are meant to assess how an individual approaches scientific communication in general. It is also important to recognize that not all applicants may have had multiple experiences to learn, practice and refine these skills.

Question	Rubric			
<ul style="list-style-type: none"> • What is essential to effectively communicate scientific ideas in writing? How have you demonstrated that? • What is essential to effectively convey ideas in a presentation? How have you demonstrated that? 	<p>1- Unsatisfactory</p> <p>The applicant demonstrates limited ability to adapt with ease their use of field-specific language, level of technical specificity and stylistic support depending on their audience and their prior levels of knowledge. The applicant demonstrates little understanding of how to prioritize the information communicated. The applicant shows little consideration to the order of ideas to build strong arguments.</p>	<p>2-Satisfactory</p> <p>The applicant demonstrates the ability to adapt with ease their use of field-specific language, level of technical specificity and stylistic supports depending on their audience and their prior levels of knowledge. The applicant demonstrates some understanding of how to prioritize the information communicated. The applicant shows some consideration to the order of ideas to build strong arguments.</p>	<p>3-Good</p> <p>The applicant demonstrates the ability to adapt with ease their use of field-specific language, level of technical specificity and stylistic supports depending on their audience and their prior levels of knowledge. The applicant demonstrates a good understanding of how to prioritize the information communicated. The applicant shows consideration to the order of ideas to build strong arguments.</p>	<p>4-Excellent</p> <p>The applicant demonstrates the ability to adapt with ease their use of field-specific language, level of technical specificity and stylistic supports depending on their audience and their prior levels of knowledge. The applicant demonstrates a great understanding of how to prioritize the information that is communicated. The applicant shows great consideration to the order of ideas to build strong arguments.</p>

Question	Rubric			
<ul style="list-style-type: none"> What do you need to consider in keeping teammates and supervisors informed about your progress? How have you demonstrated that? 	1-Unsatisfactory	2-Satisfactory	3-Good	4-Excellent
	<p>The applicant shows no willingness to ask questions and to seek feedback from teammates and supervisor. They are rarely communicating with others throughout the process. The applicant is not intentional with the level of detail communicated regarding its relevance to their audience.</p>	<p>The applicant shows a little bit of willingness to ask questions and to seek feedback from teammates and supervisor. They are sometimes communicating with others throughout the process. The applicant is not intentional with the level of detail communicated regarding its relevance to their audience.</p>	<p>The applicant shows some willingness to ask questions and to seek feedback from teammates and supervisor. They are sometimes communicating with others throughout the process. The applicant is sometimes considerate with the level of detail communicated regarding its relevance to their audience.</p>	<p>The applicant shows great willingness to ask questions and to seek feedback from teammates and supervisor. They are frequently communicating with others throughout the process. The applicant is intentional with the level of detail communicated regarding its relevance to their audience.</p>

Growth Mindset

A growth mindset constitutes believing that talents, intelligence and skills can be cultivated and developed. Students with this kind of mindset seek new ways to continuously improve and learn (life-long learners). This is an important trait for graduate students as they are preparing for a career in research and research is constantly evolving. Thus, a successful student will be one that is open to evolving along with their research. This question below assesses how the student demonstrated this throughout their undergraduate degree and how they are going to continue applying this mindset again during graduate school.

Question	Rubric			
	1-Unsatisfactory	2-Satisfactory	3-Good	4-Excellent
How did you keep yourself motivated to persevere through your undergraduate degree? What strategies did you develop along the way, what supports did you use and how will you apply these skills throughout your PhD/masters?	The applicant identifies strategies and ways they kept themselves motivated throughout their degree. The applicant also identifies the supports they used. However, there is no reflection on the process of developing and improving these skills, and any struggles they faced.	The applicant identifies strategies and ways they kept themselves motivated throughout their degree. The applicant also identifies the supports they used. However, there is little reflection on the process of developing and improving these skills, and any struggles they faced. The applicant briefly discusses how they will apply these skills throughout their PhD/masters.	The applicant identifies strategies and ways they kept themselves motivated throughout their degree. The applicant also identifies the supports they used and reflects on how they leveraged them to be successful. The applicant demonstrates some reflection on the process of developing and improving these skills, and any struggles they faced. The applicant discusses how they will apply these skills throughout their PhD/masters.	The applicant identifies strategies and ways they kept themselves motivated throughout their degree. The applicant also identifies the supports they used and reflects on how they leveraged them to be successful. The applicant demonstrates profound reflection on the process of developing and improving these skills, and any struggles they faced. The applicant discusses how they will apply these skills throughout their PhD/masters and what could be further improved on to adapt to the new environment

Leadership/collaboration/teamwork

Research settings are a collaborative environment. Thus, it is necessary to assess how an individual acts in a group/team environment and how they contribute to it. Leadership, collaboration and teamwork have also been identified as important skills for a successful graduate student. This question assesses how a person navigates and approaches working with others in an everyday setting.

Question	Rubric			
Tell me about a project where you worked with a team that you are proud of?	1-Unsatisfactory	2-Satisfactory	3-Good	4-Excellent
	The applicant identifies a project that they are proud of and explains with limited detail. The applicant describes the role they played, however, with no reflection on their contributions. The applicant does not acknowledge the importance of collaboration and the contribution of others to achieving goals and being successful.	The applicant identifies a project that they are proud of and explains with sufficient detail. The applicant describes the role they played, however, with little reflection on their contributions. The applicant does not acknowledge the importance of collaboration and the contribution of others to achieving goals and being successful.	The applicant identifies a project that they are proud of and explains with sufficient detail. The applicant describes the role they played with good reflection on their contributions. The applicant acknowledges the importance of collaboration and the contribution of others to achieving goals and being successful.	The applicant identifies a project that they are proud of and explains with sufficient detail. The applicant describes the role they played on the team as a positive contributor to their team environment. The applicant acknowledges the importance of collaboration and the contribution of others to achieving goals and being successful.

Question	Rubric			
<p>Tell me about a time when you actively tried to create an inclusive and productive team environment. ALT: How would you approach creating an inclusive and productive team environment?</p>	1-Unsatisfactory	2-Satisfactory	3-Good	4-Excellent
	<p>The applicant does not try to create a safe space where people feel comfortable sharing their ideas and thoughts. The applicant does not demonstrate a willingness in hearing other perspectives and ideas despite not necessarily agreeing with what has been said. When providing feedback, the applicant does not try to be constructive or highlight things that were done well.</p>	<p>The applicant demonstrates little effort to create a safe space where people feel comfortable sharing their ideas and thoughts. The applicant demonstrates little willingness in hearing other perspectives and ideas despite not necessarily agreeing with what has been said. When providing feedback, the applicant makes an effort to at least try to be constructive or highlight things that were done well</p>	<p>The applicant demonstrates a considerable effort to create a safe space where people feel comfortable sharing their ideas and thoughts. The applicant demonstrates some willingness and openness in hearing other perspectives and ideas despite not necessarily agreeing with what has been said. When providing feedback, the applicant makes a considerable effort to be constructive and/or highlight things that were done well.</p>	<p>The applicant demonstrates a great effort to create a safe space where people feel comfortable sharing their ideas and thoughts. The applicant demonstrates great willingness and openness in hearing other perspectives and ideas despite not necessarily agreeing with what has been said. When providing feedback, the applicant makes a considerable effort to be constructive and highlights things that were done well.</p>

Problem solving/creativity

Research requires an individual to be able to problem solve and creativity is a complementary trait. These traits work hand in hand together to come up with effective solutions. These traits have been identified as important for a successful graduate student as it is needed throughout the research process. The question assesses their process and how they approach solving technical problems.

Question	Rubric			
Tell me about a time you demonstrated creativity or novel approaches in solving a complex technical problem?	1-Unsatisfactory	2-Satisfactory	3-Good	4-Excellent
	The applicant demonstrates a limited ability to brainstorm ideas to address complex technical problems. They also touch briefly on their process in assessing the viability of their ideas and choosing an approach. The applicant also demonstrates little foresight into how their ideas will play out.	The applicant demonstrates the ability to brainstorm ideas to address complex technical problems. They also explain their process in assessing the viability of their ideas and choosing an approach. The applicant also demonstrates a little foresight into how their ideas will play out.	The applicant demonstrates a good ability to brainstorm ideas to address complex technical problems. They also discuss their process in assessing the viability of their ideas and choosing an approach. The applicant also demonstrates a certain degree of foresight into how their ideas will play out.	The applicant demonstrates a great ability to brainstorm ideas to address complex technical problems. They also discuss and reflect on their process in assessing the viability of their ideas and choosing an approach. The applicant also demonstrates a great degree of foresight into how their ideas will play out.

Tips for equitable interviewing:

- Use the same questions and question order for all applicants (reduces bias & better predicts job performance). Stick to a structured style, avoid deviating from your “script”.
- Evaluate applicants' responses horizontally (question by question across all applicants instead of assessing each applicant individually).
- Recommend doing the icebreaker questions first and the specific technical experience in between the interpersonal skill questions.