Big question you need to consider...

- What are the takeaways you want interviewees to have towards your program, department, or institution after your interview?
  - Cutting edge technology
  - Diversity
  - Engagement with other programs/departments
  - Future outlook after completing the program
  - Networking opportunity
The structures for an Interview

**Before**
- Scheduling
- Preparing

**During**
- Interview Panel
- Tour of program & department
- Social events

**After**
- Closing the loop; follow-up on items/questions
- Move to the next interview step (if applicable)
- Collect feedback on suggestions/improvements
Agenda (Aug 13th)

• Discussion - What do you think makes a digital interview “Excellent”. Activity find the faults.
• Factors of a well-done digital interview
• Equitable interview
• Words from PDs – what are programs currently doing
Activity
Find the faults
An ideal digital interview looks like...
Mastering your Virtual Interview

- Sit Down Prepared
- Practice, Don’t Memorize
- Monitor Your Body Language
- Dress the Part
- Make a Connection
- Create a Comfortable Atmosphere
Programs visibility

- Programs may want to update their website
- Pre-recorded videos and welcome messages
- Social media accounts
- Open house
- Design virtual social events
- GME video:
  https://mediaspace.stanford.edu/media/Stanford+GME+Virtual+Tour+for+Applicants/0_imz1temb
Conducting equitable interviews

- Commitment to diversity, equity and inclusion
- Standardized orientation to the interview
- Clear guidance and Technical assistance
- Prevent applicants from inadvertently interrupting another candidate’s interview
- Opportunity to ask questions
- Cognizant that applicants will be logging on from multiple time zones
- WE WANT TO ACCOMMODATE YOU!
Recruitment Do’s and Don’ts

Reducing Liability in the Hiring Process

Questions should not elicit information that may not be considered:

• Marital status, children, or family plans
• Ethnicity
• Religion or politics
• Age
• Disability

Video Recording
<table>
<thead>
<tr>
<th><strong>INQUIRY AREA</strong></th>
<th><strong>APPROPRIATE</strong></th>
<th><strong>INAPPROPRIATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Questions about age are only permitted if it is necessary to ensure that a person is legally old enough to do the job.</td>
<td>Questions about age, dates of attending school, dates of military service, requests for birth certificate.</td>
</tr>
<tr>
<td>Arrest Record</td>
<td>Never</td>
<td>Questions about arrests or pending charges</td>
</tr>
<tr>
<td>Convictions</td>
<td>May let applicant know that policy requires a background check prior to hire.</td>
<td>Never appropriate to ask about criminal history PRIOR to making a formal job offer.</td>
</tr>
<tr>
<td>Citizenship/National Origin</td>
<td>May ask about legal authorization to work in the specific position if all applicants are asked.</td>
<td>Are you a US citizen? Are you an American citizen? Where were your parents born?</td>
</tr>
<tr>
<td>Credit Rating or Garnishments</td>
<td>Only if the job requires a significant financial responsibility or access to cash or funds. In most cases, no question is acceptable.</td>
<td>Questions about credit ratings since they have little or no relation to job performance.</td>
</tr>
<tr>
<td>Disability</td>
<td>Are you able to perform the essential functions of this job - with or without accommodations? Questions about knowledge of skills necessary to perform the job requirements.</td>
<td>Do you have a disability? What is the nature or severity of your disability?</td>
</tr>
<tr>
<td>Education</td>
<td>Inquiries about degrees or equivalent experiences that are related to the job being applied for.</td>
<td>Questions about education that are not related to the job being applied for. Any inquiry about marital status: married, single, separated, divorced, and engaged; children; pregnancy or child care plans.</td>
</tr>
<tr>
<td>Family/Marital Status</td>
<td>Whether an applicant can meet work schedules or job requirements. If asking, should ask all applicants.</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>None</td>
<td>Type of discharge or registration status. How's your (or family's) health?</td>
</tr>
<tr>
<td>Military</td>
<td>Type of education and experience in service as it relates to a particular job.</td>
<td>Type of discharge or registration status.</td>
</tr>
<tr>
<td>Name</td>
<td>May ask current legal name. &quot;Is additional information, such as a different name or nickname necessary in order to check job references?&quot;</td>
<td>Questions about national origin, ancestry, or prior marital status.</td>
</tr>
<tr>
<td>Organizations</td>
<td>Inquiries about professional organizations related to the position.</td>
<td>Inquiries about organizations that might indicate race, sex, religion, or national origin.</td>
</tr>
<tr>
<td>Race or Appearance</td>
<td>None</td>
<td>Comments about complexion, color,</td>
</tr>
<tr>
<td>Religion</td>
<td>Describe the work schedule and ask whether applicant can work that schedule. If asking, should ask all applicants.</td>
<td>Inquiries on religious preferences, affiliations, or denominations.</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>None.</td>
<td>Inquiries about sexual orientation. Inquiries revealing stereotypes for certain sexual orientation</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Applicants' previous employment experience.</td>
<td>Questions about sick leave use or worker's compensation claims in previous jobs.</td>
</tr>
<tr>
<td>Salary</td>
<td>&quot;What Are Your Salary Expectations?&quot;</td>
<td>Prior Salary History: &quot;What was your salary at prior job?&quot;</td>
</tr>
</tbody>
</table>
Questions and things to consider

- Will this be done live or will some components be pre-recorded?
- How will you schedule your interviews?
- Reading materials prior to interview?
- Format of the interview? Group interview (e.g. 360 interview) or 1-on-1
  - Use waiting rooms for transitioning to different Zoom groups
  - Will there be breakout rooms?
Questions and things to consider

- Are the interview questions standardized or different by interviewee?
- How can your program give a “tour” of your program & department?
- How will your program reduce bias (implicit and explicit) and ensure all applicants are interviewed fairly?
- What are the current challenges your program is facing and how are you addressing it?
After the Interview

• Closing the loop; follow-up on items/questions
• Move to the next interview step (if applicable)
• Collect feedback on suggestions/improvements
Experiences from Programs at Stanford

• Virtual Open House (Dr. Spain - Surgery)
• Social event (Drs. July Lee, Bradford Nguyen – Pediatrics)
• Virtual Interview (Dr. Litkouhi – Gynecologic Oncology)
• Virtual Interview (Dr. Caulfield – Neurocritical care)
Nothing is as sweet as @stanfordpedsres #Sweetiatricians! Virtual #Wellness Cookie decorating night for residents! @JRaney_MD @bradfordnguyen @JennSedlerMD @LPCHPedsChiefs @LindseyDaonMD @crassbac
Entertainment

- Talent Show / Variety Show
  - Collection of recordings vs live
- Zoom Karaoke
  - Initial Meet and Greet
  - Difficulties with engagement

Residency-Wide Social Zoom Karaoke to meet our new interns! Can't wait to meet you all in person!
@JRuney_MD @stanfordpedsres @LPCHPedsChiefs
Learning on the fly

• Teach something fun!
Scripted Gatherings

- Virtual Pre-Graduation
  - Committee of folks who scripted a talk-show style gathering
  - “Roast” component that involved everyone
  - Interactive poll-everywhere component
Trivia

• Great for complete strangers
• Breakout rooms allow for more intimate gathering
• Recommend Google Form for questions
• If more than 5-6 groups, recommend auto-calculating scores on spreadsheets
Slack

- Allows small virtual communities
- Eases communication
2020 GYN ONCOLOGY VIRTUAL FELLOWSHIP INTERVIEW EXPERIENCE

BABAK LITKOUIHI, MD
PROGRAM DIRECTOR
FORMAT

• **Zoom**
  - **Evening prior had a zoom “social hour” with our fellows**
  - **Am and pm session**
  - **Each session had a separate zoom link**

• **Program administrator was our zoom host**
  - **Candidates/faculty were shuttled in/out of individual breakout rooms by PA/host**
  - **Faculty stayed in their breakout room (by and large)**
FORMAT

• 30 MINUTE SESSIONS: 20 - 25 MINUTES INTERVIEW TIME + 5 MINUTES TO CHANGE ROOMS, SUMMARIZE NOTES, ETC
  • PA/HOST SENT “5 MINUTE WARNING” MESSAGE TO EACH BREAKOUT ROOM

• INTERVIEWERS GIVEN:
  • SCHEDULE AND PDF OF EACH CANDIDATE’S PORTFOLIO
  • FACE SHEET (WITH PHONE NUMBER OF CANDIDATE)

• AM AND PM SESSION

• 12 CANDIDATES: 10 INTERVIEWERS

• CREATED TWO SEPARATE “TEAMS” OF “LIKE INDIVIDUALS” TO GIVE A BALANCED EXPERIENCE
### FORMAT

<table>
<thead>
<tr>
<th>TIME</th>
<th>Candidate #1</th>
<th>Candidate #2</th>
<th>Candidate #3</th>
<th>Candidate #4</th>
<th>Candidate #5</th>
<th>Candidate #6</th>
<th>Candidate #7</th>
<th>Candidate #8</th>
<th>Candidate #9</th>
<th>Candidate #10</th>
<th>Candidate #11</th>
<th>Candidate #12</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-830</td>
<td>OD</td>
<td>IC</td>
<td>MR</td>
<td>V5</td>
<td>LD</td>
<td>Break</td>
<td>BL</td>
<td>LL</td>
<td>NT</td>
<td>Fe</td>
<td>AK</td>
<td>Break</td>
</tr>
<tr>
<td>9-930</td>
<td>NT</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>Break</td>
<td>V5</td>
<td>LD</td>
<td>Break</td>
<td>NT</td>
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<td>Fe</td>
<td>AK</td>
<td>V5</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>ER</td>
<td>NT</td>
<td>Fe</td>
</tr>
<tr>
<td>1030-11</td>
<td>NFT</td>
<td>Break</td>
<td>OD</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>ER</td>
<td>NT</td>
<td>Fe</td>
</tr>
</tbody>
</table>

Each person is matched up with his interviewer "double" on the opposite team. No interviewee will interview with a person and their "double." This way, the interviews are balanced. Examples ...  

- "double" is OD (program director; former program director/division director)  
- "double" is NT (both are scientists)  
- "double" is NFT (both are scientists)  

* Please note, for the morning session, I have put Malte in the following pool

<table>
<thead>
<tr>
<th>TIME</th>
<th>Candidate #1</th>
<th>Candidate #2</th>
<th>Candidate #3</th>
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<th>Candidate #10</th>
<th>Candidate #11</th>
<th>Candidate #12</th>
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<tbody>
<tr>
<td>12-1230</td>
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<td>IC</td>
<td>MR</td>
<td>V5</td>
<td>LD</td>
<td>Break</td>
<td>BL</td>
<td>LL</td>
<td>NT</td>
<td>Fe</td>
<td>AK</td>
<td>Break</td>
</tr>
<tr>
<td>1230-1</td>
<td>NT</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>Break</td>
<td>V5</td>
<td>LD</td>
<td>Break</td>
<td>NT</td>
<td>Fe</td>
<td>AK</td>
<td>Break</td>
</tr>
<tr>
<td>1-130</td>
<td>Fe</td>
<td>AK</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>MR</td>
<td>V5</td>
<td>LD</td>
<td>Break</td>
<td>NT</td>
<td>Fe</td>
<td>AK</td>
</tr>
<tr>
<td>130-2</td>
<td>NFT</td>
<td>Break</td>
<td>OD</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>MR</td>
<td>V5</td>
<td>LD</td>
<td>Break</td>
<td>NT</td>
<td>Fe</td>
</tr>
<tr>
<td>2-230</td>
<td>NT</td>
<td>Fe</td>
<td>AK</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>MR</td>
<td>V5</td>
<td>LD</td>
<td>Break</td>
<td>NT</td>
<td>Fe</td>
</tr>
<tr>
<td>230-3</td>
<td>NFT</td>
<td>Fe</td>
<td>AK</td>
<td>Break</td>
<td>OD</td>
<td>IC</td>
<td>MR</td>
<td>V5</td>
<td>LD</td>
<td>Break</td>
<td>NT</td>
<td>Fe</td>
</tr>
</tbody>
</table>

Same thing for the afternoon. I have taken Rankin out, and substituted Malte.
CONSIDERATIONS

- **Powerpoint presentation of Stanford/Program**
  - Rather than having individual faculty speak, a number of faculty made small video clips that were incorporated into the presentation

- **Strongly consider** a “dry run” with your program administrator/host

- **Turn your camera on, look at camera, clean your workspace**

- **Ask interviewers to review each candidates portfolio prior to interview day**

- **Take notes**

- It can be more tiring than usual
Virtual Interviews

Valerie Berland, Program Coordinator
Anna Finley Caulfield, MD, Program Director
Zachary Threlkeld, MD, Associate Program Director

*Neurocritical Care Fellowship Program*
Our Fellowship Experience

2019
1 Virtual Interview

2020
1/3 In Person

2020
2/3 Virtual
Fear Not Disadvantages...Advantages

- Disadvantages
  - Less personal
  - Technical Complications
  - Unable to see campus

- Advantages
  - Ease of access
  - Financial considerations
  - Less “shuffling” interview day
Before the Interview Day

- Offer to do “dry run” Zoom meetings with candidates
- Build in extra time for the first few interview days to help everyone get comfortable
- Decide how you want to handle traditional “door knocks” to end interviews
- Remind interviewers to make eye contact with the camera on their computer not the candidate’s face on the screen as a way to make interviews a more engaging experience for candidates
- PCs: Consider temporarily putting candidates’ names and cell phone numbers into your cell phone for easy, immediate communication with candidates during the interview day

Assume that issues will come up and that the tightly-timed choreography of the day is even tighter than you think
Day of Interviews

- Program Coordinator = Zoom meeting host
- Check Wi-Fi and internet speed
  - Any delay of computer can impact interviews
- Suggest candidates log in 5 minutes early on interview day morning
  - Confirm Zoom connection is working properly, audio is good, etc.
- Reiterate to candidates and faculty to contact the Program Coordinator at any point if they are experiencing technical difficulties
- Ask candidates to introduce themselves at joint meetings
  - Make the experience as interactive as possible
- Schedule computer breaks: mid-day break for candidates before/after Zoom lunch with current residents/fellows
  - Candidates will appreciate the break and often don’t eat much during the all-important lunch with current trainees (this is especially true when the “lunch hour” is on camera)
After the Interview Day

- Follow-up emails to candidates from faculty/program coordinator
  - Personalize the candidate’s experience as much as possible
  - Make your program stand out from other programs: videos

- Questions regarding the interview day Zoom experience can be included in a program’s “Candidate Post-Match Survey”

Program Directors give a big “thank you” to their hard-working Program Coordinators!
Resources

- **Stanford Hospital - 500P Videos**
  - Virtual Tour of 500P (invite only):
    [https://drive.google.com/file/d/1albCKMjgl7jz9B2XXpVENN7nv7Entol/view](https://drive.google.com/file/d/1albCKMjgl7jz9B2XXpVENN7nv7Entol/view)
  - “Opening Celebration of the New Stanford Hospital and the Inspiring Legacy of Innovation”:

- **Lucile Packard Children’s Hospital Videos**
  - “Children’s Hospital at Stanford Distracts and Comforts Young Patients” (CBS This Morning):
    [https://www.youtube.com/watch?v=DFSoHNvmDNA](https://www.youtube.com/watch?v=DFSoHNvmDNA)
  - Different Subspecialty/Provider/Symposia Videos (420+ videos going back 6 years):
    [https://www.youtube.com/user/StanfordChildrens/videos](https://www.youtube.com/user/StanfordChildrens/videos)
  - Building of New Hospital: [https://www.youtube.com/watch?v=RGn8tlcI8Ug](https://www.youtube.com/watch?v=RGn8tlcI8Ug)
Implicit Bias Training for Faculty Interviewers

- Implicit bias training is offered free by Stanford, and prior work has demonstrated that implicit bias in interviewing can be mitigated with implicit bias testing and results review. Programs can ask that all interviewers complete the 1-hr training prior to participating in the interview season: 

- The Harvard Implicit Association Test (IAT) measures the associations of concepts and stereotypes, many of which we may not be aware of: 
  https://implicit.harvard.edu/implicit/takeatest.html

Feel free to contact us directly:

- Valerie Berland (vberland@stanford.edu)
- Anna Finley Caulfield (afinley@stanford.edu)
- Zachary Threlkeld (zthrelk@stanford.edu)
Even though the upcoming recruitment season can feel like this...
... don't worry

YOU GOT THIS!
Good luck!
How can GME help?

What are your pain points and how can GME help ensure your is ready for the upcoming interview cycle?

Please email us!!!
Additional Resources

- AAMC’s Tips for Medical Interviewers - https://www.aamc.org/system/files/2020-05/Virtual_Interview_Tips_for_Medical_School_Interviewers_05142020.pdf
- AAMC’s Tips for Medical School Applicants - https://www.aamc.org/system/files/2020-05/Virtual_Interview_Tips_for_Admissions_Officers_05142020.pdf
- Mastering your next virtual interview: https://online.hbs.edu/blog/post/virtual-interview-tips
- Brooks Udelsman, M. D., & Charles, G. Successful Virtual Interviews: Perspectives from Recent Surgical Fellowship Applicants and Advice for Both Applicants and Programs.
  https://journals.lww.com/annalsofsurgery/Documents/Successful%20Virtual%20Interviews.pdf
**Additional Resources**

- Stanford’s Center of Excellence in Diversity in Medical Education (6 modules) - [https://med.stanford.edu/coe/10162018.html](https://med.stanford.edu/coe/10162018.html)
- Stanford University’s Unconscious Bias in Medicine (edx platform) - [https://online.stanford.edu/courses/som-ycme0027-unconscious-bias-medicine-cme](https://online.stanford.edu/courses/som-ycme0027-unconscious-bias-medicine-cme)
- Kirwan Institute Bias Module Series - [http://kirwaninstitute.osu.edu/implicit-bias-training/](http://kirwaninstitute.osu.edu/implicit-bias-training/)
- Harvard’s project implicit (for finding implicit bias between several topics) - [https://implicit.harvard.edu/implicit/index.jsp](https://implicit.harvard.edu/implicit/index.jsp)
Questions?

Thank You!!!

Ann Dohn - ADohn@stanfordhealthcare.org
Alissa Carrasco - AlCarrasco@stanfordhealthcare.org
Jie Li - JieLi@stanfordhealthcare.org
Matt O'Neill - MONeill@stanfordhealthcare.org
Pedro Tanaka - ptanaka@stanford.edu
Thang “Trey” Huynh-Ngo - thuynhngo@stanfordhealthcare.org