



A GUIDE TO FACULTY RECRUITING



To be a leading engaged innovative university

This document is available in an alternate format.

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Introduction

The processes and tools found within this guide support Brandon University's [LOOKING AHEAD Academic Plan](#) and mission "to be a leading engaged innovative university". This guide serves as a resource for academic units as we work towards being a leading university of choice when it comes to the recruitment and hiring of exceptional new faculty. Diversity and equity is an integral component of the academic plan and drives efforts to help facilitate the best recruitment outcomes through fair and equitable processes.

Basic Principles of Diversity and Employment Equity

Diversity is the recognition and acknowledgement of individual differences. In the context of the workplace, valuing diversity means creating an environment that respects and includes differences, recognizing the unique contributions that individuals with varied experiences, backgrounds, and perspectives can make.

The *Manitoba Human Rights Code* aims to protect the individual worth and dignity of every person. The Code prohibits differential treatment of individuals and groups, to their disadvantage and without reasonable cause, on the basis of a protected characteristic. In Manitoba the protected characteristics are ancestry, nationality or national origin, ethnic background or origin, religion or creed, age, sex, gender identity, sexual orientation, marital or family status, source of income, political belief or association, physical or mental disability, and social disadvantage.

The *Manitoba Human Rights Code* section 23(1) states that an individual has up to one (1) year to file a complaint regarding an alleged contravention of the *Code*. Therefore, it is vital that all documentation from the search be retained for eighteen months.

The link to *The Manitoba Human Rights Code* is:

<http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php>.

Employment equity, as defined by the *Employment Equity Act*, requires employers to engage in proactive employment practices to increase representation of four designated groups:

- women
- visible minorities
- Indigenous peoples
- and persons with disabilities

Outreach sources offer the opportunity to advertise the position by reaching the four designated groups through advertising other than relying solely on the usual academic publications. As well, it shows that our university is serious about casting a wide net. Some people may need more than one encounter with a job advertisement before entertaining the idea that it may be a suitable position for them.

A comprehensive list of outreach sources can be found on the Human Resources webpage (<https://www.brandonu.ca/hr/recruitment/>).

Employment equity means more than treating persons the same way but also requires special measures and the accommodation of differences. The term *reasonable accommodation* is often used for the removal of such barriers to employment. (*Appendix 17*)

Brandon University regards individual merit as the prime criterion for the treatment of present faculty and staff and for the employment of new faculty and staff. Our hiring practices and the qualifications required for each position are to be fair and equitable for all persons. Further to this, our commitment is to ensure that candidates are not advantaged or disadvantaged whether an individual is from a dominant or marginalized group or based on protected characteristics, as outlined in the Human Rights Code.

The search committee needs to be sensitive to issues of equity or unconscious bias as well as to be aware of any gap in representation in the department or university. As such, the Diversity and Human Rights Advisor is available throughout the recruitment process.

Our Moral and Legal Obligations

Brandon University has a moral obligation to:

- provide equality in the workplace
- eliminate employment barriers experienced by those in the designated groups (as listed above)
- ensure no person be denied employment opportunities for reasons unrelated to ability
- be inclusive of all community members
- enhance employment and economic growth
- promote social justice

Brandon University has a legal obligation to comply with the requirements of all relevant legislation, such as *The Manitoba Human Rights Code*, *Temporary Foreign Workers Program*, *Accessibility for Manitobans Act*, as well as internal policies and collective agreements that govern the various groups of faculty and staff.

To ensure that we make every effort to reduce or remove barriers to employment, Brandon University has created both [pre-employment](#) and [employment practices](#) which align with the Accessibility for Manitobans Act legislation and its Accessibility Standard for Employment. All recruitments must follow the practices to ensure fair and equitable accessibility to all.

Our commitment to diversity and equity provides the campus community the opportunity to:

- serve the needs and expectations of customers better, locally and on a global scale,
- attract, retain, motivate and develop the best-suited and most qualified people,
- expand our levels of creativity and innovation for the improvement of decision-making and problem-solving, and
- be recognized as a socially conscious and progressive university which respects and is inclusive of differences and integrates this diversity into teaching and learning, research, scholarly and creative activities.

Stage 1: Permission, Preparation, Posting

Establishing the Need to Hire

When establishing the need to hire, important first questions are:

- What would happen if this job were not filled or performed?
- Is this position contributing to and aligned with the achievement of our institutional priorities?
- Should we look at reallocating some of the position's previous responsibilities to others?

This guide, however, begins with the premise that it has been determined that someone needs to be hired for a position. With that in mind, Step 1 of the Position Approval form is completed by the Dean, Director or designate. It is circulated to collect the necessary signatures and then sent to Human Resources. The Dean, Director or designate is ready to begin the search process. **As a reminder: prior to the start of the selection process, selection committee members, including the Chair, are required to participate in faculty recruitment training (in accordance with Article 7.1 (a) of the BUFA Collective Agreement). It is the responsibility of the Chair to ensure all members of the committee are aware of this requirement and to verify that the requirement has been satisfied with Human Resources.**

Forming a Selection Committee

The Selection Committee must be chosen according to procedures approved by the appropriate Faculty or Unit and chaired by the Dean, Director or designate. When forming a search committee, it is important to pay attention to the make-up of this group. Including people who represent some of the “designated groups”, as defined by the *Employment Equity Act* is a great place to start. Consider whether you have women, Aboriginal people, visible minorities or people with disabilities on your panel. A diverse group means you will benefit from many different perspectives that may lead to better decision making. It also signals to candidates that we are serious about promoting and valuing diversity at Brandon University.

Basic Principles for Selection Committee

(Appendix 1)

There are three basic principles the search committee should be made aware of:ⁱⁱ

1. **Principle of Confidentiality:** Everything that happens within the search meetings is confidential. Members should be reminded at the start of each meeting that discussions and materials be retained within the confines of the meetings. This is particularly important within instances whereby the first-ranked candidate may not accept the offer and should the committee need to consider candidates two or three, these candidates and other members of the faculty need not be aware of the ranking.

References should not be solicited without the explicit consent of the candidate. In order to keep the integrity of the reference checking, no one other than the Dean (or Designate) should speak with the references. (*Article 7.1 (a) of the BUFA Collective Agreement*)

The Freedom of Information and Protection of Privacy Act (FIPPA) declares that all application materials, including letters of reference will be held in strict confidence. FIPPA section 7(1) states “Subject to this Act, an applicant has a right of access to any record in the custody or under the control of a public body, including a record containing personal information about the applicant.” FIPPA can be found online at <http://web2.gov.mb.ca/laws/statutes/ccsm/f175e.php>.

Record Retention: In keeping with maintaining confidentiality, at the end of the search deliberations, members will be required to return **all** search committee materials (resumes, personal notes, evaluations, etc.). **It is imperative that all documents are retained. The Chair is required to keep the original documents for eighteen (18) months and shredded thereafter.**

2. **Principle of Integrity:** Make sure that all candidates are evaluated by the same procedures and criteria. Friends of candidates should not call them with inside information. Information you give to one candidate should consistently be given to all.

Committee members should acknowledge any personal relationships with candidates that might unduly impact their objectivity and consider excusing themselves when appropriate to ensure no conflict of interest (the Dean/Director needs to ask the question: “Is there any conflict?”). **The BUFA Collective Agreement has defined conflict of interest and conflict of commitment for your reference (page 9).** *The Personal Investigations Act* speaks to what must not be included in an investigation, and an interview is a type of investigation. The *Act* also speaks to confidentiality and to whom information can be released. This *Act* allows applicants thirty (30) days to request information about their interview. Therefore, it is vitally important to keep all notes, records and information. Professional feedback and relevant comments are the types of information to document. *The Personal Investigations Act* can be found online at <http://web2.gov.mb.ca/laws/statutes/ccsm/p034e.php>.

3. **Principle of Recruitment:** As much as you are searching for the right person, each candidate is looking for the right institute. At every stage of the process, professional courtesy must be extended to candidates for the sake of the reputation of both the unit and institution.

Developing Job Description/Job Profile/Job Criteria

Deciding what is required for any position involves consideration of the Academic Plan, and objectives of a faculty in relation to this plan. Reviewing, revising or creating a position/job description or job profile is an important first step. The job posting or advertisement can be developed and the candidate's skills, knowledge and experience can be measured based on the position description.

(Refer to Appendix B, C, D and I of the BUFA Collective Agreement for job descriptions)

Consider:

Who/What do we have? (Current status)

Who/What do we need? (Strategic direction)

Developing the Job Criteria

Establish job-related criteria to match the job requirements. Over-inflated criteria can lead to a pool of over-qualified candidates. It is important to identify the essential experience and qualifications for the position and to not become overly ambitious with a 'wish list' of experience and qualifications. It is also important to be aware of systemic discrimination. This is defined through *The Manitoba Human Rights Code* as "Interrelated actions, policies or procedures of a person that do not have a discriminatory effect when considered individually can constitute discrimination under this Code if the combined operation of those actions, policies or procedures results in discrimination within the meaning of subsection (1)."

Question 1 - What will the person do?

What are the job expectations for the successful candidate? What tasks and responsibilities are to be accomplished by the person in this position? What percentage of time is required for each task or area of responsibility? Asking these questions may assist in determining which sets of skills are more important than others.

Qualifications for a position must be based on the job that is to be done. It is important to be aware of the full range of responsibilities so that the evaluation of candidates will focus on objective, job-related requirements, and irrelevant factors which could lead to bias or systemic discrimination will be avoided.

A faculty position is more than teaching, scholarship/research, and university/community service. It includes collegial relations with other members of the department and effective interaction with students. The committee may wish to solicit the views of additional members of the campus community, for example, staff members who would be working with the person, or students.

Along with the essential academic considerations, the question of needs may include equity representation. For example, are there members of designated groups (women,

visible minorities, Aboriginal peoples and persons with disabilities) serving as role models and/or mentors for students and expanding the perspective of the department?

Note that describing **what** is to be done does not necessarily prescribe **how** it is to be done. In fulfilling our duty to accommodate (*Appendix 17*), it is important to be open to hearing alternative methods or means of accomplishing the tasks and delivering on the required outcomes of the job.

A. Educational Requirements

- What is/are the area(s) of specialization?

B. Determine Research Expectations

- Will the person be expected to bring and/or receive grants and funding?
- Will the person be expected to involve students in research projects?
- What percentage of time is devoted to research?
- What specialized equipment is necessary to achieve research objectives?
- Other?

C. Determine Teaching Expectations

- How many graduate/undergraduate courses will be taught?
- What courses will be taught in what area of specialty?
- Are there graduate seminars?
- Are there innovative teaching expectations? Use of technology?
- Will there be team teaching?
- How extensively will the person be involved in curriculum development?
- What is the percentage of time to be devoted to teaching?
- What are the expectations for supervising and advising students?

D. Determine Expectations of service to the University and the Community

- What sort of collaboration with colleagues is expected?
- What sort of participation in departmental activities is required?
- What percentage of time on committee and service work is expected?
- How much time will be expected in community activities, external relations, and/or professional associations?
- How can the person assist the department in meeting departmental and university goals?
- What other departmental or organizational goals need to be met?

The above list of job expectations and responsibilities is essential for the search committee who will now determine what qualifications are necessary in order to do this job

well. (Appendix 2)

It is helpful for candidates to have a clear picture of what the job expectations are. The list of job expectations can be made available to candidates when providing information to short-listed candidates. The list can also have long-term value when providing the new faculty member and the Dean or Director with guidance for feedback and performance evaluation.

Question 2 -What knowledge, skills, abilities, experience, qualities are required to do the job well?

Qualifications must be job-related and matched to the tasks and responsibilities that are to be accomplished. It is necessary for the search committee to match what the criteria or qualifications mean in relation to “what the person will do”. If there is agreement on what the committee is looking for, it may help to avoid misunderstandings, missed strengths and weaknesses and other related barriers later in the process.

The experience being described here is **what** the person needs, not **how long** they have practiced or necessarily **where** they got it. How these skills can be recognized is a later step in this process. (Appendix 3)

A. Educational Requirements

- What designation or credentials are sought:
 - PhD required
 - PhD preferred
 - PhD All But Dissertation (ABD)
 - Minimum qualification of a Master’s degree
- What areas of specialization must the person have?

B. Research Criteria

(Determine criteria candidates must meet to match research requirements)

- Is an established research program necessary, or is research potential a reasonable criterion?
- How is research potential defined?
- Should the person have received funding or grants?
- Should the person be willing to participate in collaborative or interdisciplinary research?

C. Teaching Criteria

(Determine teaching skills to match teaching requirements)

- What skills are needed to teach well? (e.g. presents ideas clearly, respects diverse viewpoints, thorough knowledge of subject)
- Ability to engage students?

- Skills for supervising and advising students criteria such as
 - Listening skills
 - Sensitivity to the diverse needs of students
 - Recognizes different learning styles
 - Ability to give effective feedback

D. Service to the University and the Community

- Demonstrated ability to work collaboratively.
- Good interpersonal skills, such as people who will work well in a team and be able to communicate effectively with colleagues, customers and clients, optimistic, calm and confident.
- Add to the diversity of the department.
- Able to serve as a role model for students.
- Are all knowledge, skills, abilities, qualities, and experience necessary to perform the job requirements?
- Match the knowledge, skills, abilities criteria to the job expectations and responsibilities
- Check the list: If a person has all these skills, will they be able to do all the tasks required in the job? Make sure important criteria are not missed.
- Make sure criteria are not inflated, thereby eliminating qualified candidates or creating a pool of over-qualified candidates (not meeting approved position funding or rank).
- Match criteria to level of position. Credentials that are beyond what is necessary or skills and experience that are not necessary to function well in the job can be discriminatory and mean a mismatch of person to job.
- To assist in the later evaluation stage, it may be useful to group these various skills, knowledge, etc. into broad categories (e.g. knowledge, communication skills, interpersonal skills, leadership skills, organizational skills, etc.)

Question 3 - What value or weight will you give to these criteria or qualifications?

When looking at the completed list, it is important to realize that no candidate is likely to have equal strengths in all areas. It is important to ask, “Faced with choices, what knowledge, skills, and abilities are most important for the job? What are the essential or threshold qualifications without which a candidate will not be selected, no matter how impressive they are in other areas? Some skills may be equal in importance. These elements are the basis by which your advertisement is built.

The list of criteria now determined serves as a useful checklist for short listing, for the various evaluation methods used in the selection, and for documentation of the selection process. (*Appendix 4*)

What's in the Application Package?

Determine what information you wish the candidates to provide in their application.

Requiring candidates to submit relevant information at the time of the application can assist the Search Committee to screen applicants and help with short listing candidates.

Decide which of the criteria can be assessed from the application package. What information will you want the candidate to provide as part of that package?

For example:

- Curriculum Vitae (CV) – (to include degrees, areas of specialization, teaching experience, teaching evaluations, research programs, list of publications, awards, grants, conferences, committees, professional activities)
- Cover letter (stating how their skills and experience meet the requirements for the position, statement of teaching philosophy)
- Copy of transcripts
- Supporting documents providing evidence of teaching and research accomplishments
- Research Plans
- Names, addresses and e-mail addresses of three (3) references or letters of reference
- Citizenship or Canadian Immigration Status
- Evidence of Excellence in Teaching – course evaluation reports

Posting/Advertising

All academic positions that are advertised should use the specific template provided by Human Resources. Faculty Vacancy and External Ad templates can be found at <http://www.brandonu.ca/hr/forms/>.

Be careful not to use words that are exclusive such as “Preferred candidates will have...” or “Candidates should have...” for credentials that are not required. Be mindful between what is essential and what is desirable.

It is important to include the active offer at all stages of the recruitment process, including when posting the vacancy. By making the offer to applicants to indicate their need for an accommodation to fully participate in the recruitment process, we are removing barriers to employment that may have limited their opportunity to be successful at BU.

Clearly state the areas of competence and requirements of the position, as defined by program needs, in such a way as to attract the widest possible pool of qualified applicants.

Include:

- Type of appointment (eg. tenure-track, full-time continuing, etc.)

- minimum qualifications (including degree and experience)
- required duties and responsibilities of the position (including teaching at an undergraduate or graduate level, research)
- Salary is based on qualifications and experience
- Rank
- start date
- application deadline and where to apply
- approved wording for vacancy posting (*Appendix 5*)

An electronic copy of the vacancy posting is to be sent to BUFA Executive and Human Resources for final approval. Multiple copies of the vacancy are to be printed onto goldenrod paper and forwarded onto the designated areas on campus for posting, including the Status of Women Review Committee and the union. (*As per Article 7.1 (b) of the BUFA Collective Agreement*).

Where you advertise can have a great effect on who applies. The wider you “cast your net”, the greater the diversity of your applicant pool. A broad and diverse group of applicants is an important factor both in finding the best candidate for a position and increasing representation of designated equity groups.

Post online through University Affairs and CAUT, along with any other relevant or academic publications. If appropriate, post at least once in a Canadian discipline or professional society or association journal. Keep in mind that each area of expertise tends to have their own academic website or association.

Due to the continually changing regulations around Temporary Foreign Workers, updated information on the process can be found at <https://www.canada.ca/en/immigration-refugees-citizenship/services/work-canada/hire-foreign-worker/temporary/international-mobility-program.html>

Using HR ADWORKS for External Advertising

HR ADWORKS is an advertising agency who will place ads on behalf of Brandon University locally, nationally, and internationally. Complete the [HRAdworks External Advertising form](#) found on the Brandon University website and send by email to HR ADWORKS along with an electronic copy of the vacancy posting. HR ADWORKS will deal with you directly on any suggestions, concerns, or questions they may have. Pricing cost to place your ad in the areas requested on the form will be directly communicated by HR ADWORKS through email.

Stage 2: Initial Screening and Communication

Receiving Curriculum Vitae

As the chair of the search committee receives applications, the first communication is incredibly important. A good practice is to acknowledge receipt of the application, providing the first opportunity to put your best foot forward in representing the Department/Faculty and Brandon University.

Either the Dean or Administrative Assistant may send an email immediately with the following information, conveying a professional and friendly tone.

- Friendly acknowledgment of receipt of application,
- Information about forthcoming process,
- Provide links to relevant websites about the University, Faculty and department.
(Appendix 6)

Initial Screening

Review and evaluate each application against the previously established criteria and advertisement. Remember to focus on the required criteria and establish your short-list of candidates.

Applicants should not be screened out by skills or experience requirements that are not essential to the job. Another way of saying this is that the screening must be carried out based on Bona Fide Occupational Requirements (BFOR). Criteria may be deemed discriminatory if they are not essential to the job, and in practice it disadvantages applicants who fall into one of the groups protected by human rights legislation.

Ask yourself, 'Is an uninterrupted work record a valid test of a candidate's ability to meet the requirements of this position?' The literature shows that designated group candidates may have non-traditional career paths. Extended periods of time to complete the PhD or career interruptions are common. **These non-traditional career paths should not disqualify candidates. In fact, equivalencies for non-traditional career paths now form part of the consideration in the recruitment process. (Article 8.2 BUFA CA)**

Candidate rating forms that rate criteria on a scale of one to five help members focus on critical areas and facilitate the initial screening. The following steps may improve the evaluation process:

- Come prepared by reviewing materials in advance
- Complete as much of the reviewing as possible at one time to promote consistency
- Keep records with notes regarding questions about candidates and additional information neededⁱⁱⁱ
- Consider your faculty employment equity goals as you shortlist candidates
(Appendix 7)

The search committee must be able to document and justify the way in which they developed the short list. Using a shortlist summary allows you to compare the shortlisted applicants against the criteria identified in the job posting. (Appendix 8) **All notes must be kept for a minimum of eighteen (18) months.**

If the shortlist does not reflect candidates from the designated groups, review the

applications to ensure the list does not reflect bias. For example, stereotypical assumptions about the importance of an uninterrupted work record may disadvantage women, persons with disabilities, or recent immigrants. Ask yourself, “Is an uninterrupted work record a valid test of a candidate’s ability to meet the requirements of this position?”^{iv}

Inviting and Setting Up Interviews

The campus visit is a time to learn as much as possible about candidates' qualifications while courting them to generate their interest and enthusiasm about the position. Ensure that internal and external candidates are afforded the same process. At this time, you will again make the active offer.

BEST PRACTICE: When arranging interviews, here is how to make the active offer: *“Brandon University is committed to providing an inclusive and barrier-free work environment. Accommodations are intended to support individuals. If you require an accommodation during this interview, please let us know.”*

Information packages that candidates should receive with the invitation to interview include:

- A full itinerary consisting of:
 - date and time of day events,
 - travel arrangements such as flight, shuttle information or driving directions including a parking pass, and hotel reservation information
 - pick up arrangements with person name and position of who will be meeting them,
 - department, university and city tour information,
 - Presentation and Interview time and process (include information on teaching presentation along with the topic/title, research presentation of choice, etc.)(Ask if a/v equipment is needed and book accordingly.)
 - lunch and dinner arrangements,
 - benefits information,
 - provide the contact information of a faculty member who is not directly related to the faculty search but who is willing to be a point of contact for the candidate in answering questions about the University and local community,
 - meeting with BUFA representative, and
 - request for information on any special accommodations the candidate may require. (*Appendix 9*)
- Link to City of Brandon for various city sites.
- Brochures about Brandon University and the City of Brandon.
- Details about a faculty’s typical courseload, expectations about office hours, anticipated class size, etc.
- Include links to Brandon University’s policies, academic plan, benefits and collective agreement.
<https://www.brandonu.ca/governors/board-policies/>
<https://www.brandonu.ca/vp-academic/academic-plan/>

<https://www.brandonu.ca/hr/benefits/>
<https://www.brandonu.ca/hr/collective-agreements/>

- Listing of real estate.
- Other..... (as per faculty needs)

Stage 3: Hosting the Candidate

Ensure that someone is available to meet and greet the candidate upon their arrival. The most up-to-date schedule should be discussed prior to the visit and a copy provided for the candidate in the hotel room. (*Appendix 9*)

Presentation/Talk/Lecture

- Plan a candidate evaluation form to hand out to those attending; this helps any one listening to the presentation to focus and provide an assessment based on the criteria identified as important by the selection committee.
- Schedule presentations as consistently as possible, to be fair to all candidates.
- Ensure the same location for interviews is available to all candidates.
- Gather evaluations and share with search committee members. Maintain these evaluations as part of the selection documentation. (*Appendix 12*)

The Search Committee Interview

Before the interviews are held, the committee should discuss the evaluation and decision making process so that all members are aware of expectations. Apply a structured format for the interview as it provides consistency when gathering information on all the candidates and is less susceptible to the personal biases of the interviewer. The purpose of interview questions is to recognize the extent to which candidates meet the criteria that are necessary for successful performance in the position. Remember, if a candidate has indicated an accessibility concern, you will have to adjust the process accordingly. For instance, if a candidate requests to have the interview questions available to read while in the interview, be sure to have them printed in a large, legible font.

- Questions should be matched to the position criteria and are subject to demonstrations of validity.
- Some probes or follow-ups should be developed to elicit sufficient information to make an evaluation.
- Questions not answered to your satisfaction should be rephrased. Probe firmly but with discretion.
- Know the range of answers expected, as well as the ideal answer, as this gives a better parameter for scoring.
- The order of the questions asked and the person who asks them can affect the candidate's response.
- Be mindful of your body language and verbal response to candidate's answers. Both negative and positive reactions from committee members can be problematic. Simply thank the candidate for their response.

A standard form with the questions, the criteria sought, and space for the evaluation of the candidate's answers provides a useful tool for comparing candidates and for documenting the process. (*Appendix 11*)

Each candidate's responses should be carefully noted and scored objectively and independently by each member of the committee.

All members of the search committee are required to be present to participate in candidate interviews. Solicit members' availability prior to booking candidate interviews. Once in the interview process, ensure that you give the candidate your undivided attention. **For example, ensure that ringers and/or vibrating on all cell phones are turned OFF.** (*Appendix 10*)

What to Ask:

Behaviour-based questions that ask the candidates to show they have the knowledge and skills required and how well they have used them generally are the most predictive of future behaviour and of success.

Instead of asking "What do you think is a good evaluation system?", a behaviour-based question would ask, "Please describe the evaluation system you used in the most recent course you taught?"

Behaviour-based questions usually start with:

"Describe a situation in which..."

"Tell me about a time when..."

"What was the toughest...most exciting...most difficult...most interesting..."

"How have you assisted in..."

"What roles have you played in the organization which..."

"Give me an example of..."

Speculative questions, ("what would you do...") also provide value in finding out how candidates would apply their skills in a particular situation and in understanding their knowledge, philosophy or vision, and relationship with others. These questions can be useful when the candidate is new to teaching and is unable to cite past performances. Don't ask leading questions that telegraph the answer you want (e.g. "We take a team approach here...how do you feel about that?")

In listening to the answers, listen for:

- ✓ a situation/task (what was the situation),
- ✓ an action (what did the candidate do),
- ✓ or a result (what happened).

When answers are vague, ask the question again. Ask follow-up questions to the original question and ask for clarification on answers when needed. Speak to referees and ask the same type of questions the candidates were asked to confirm the demonstration of skills and abilities. Ensure anyone offering opinions on candidates speaks to the criteria being

sought. Referees should be made aware that individuals have a right of access to references about themselves.

What to Avoid:

Avoid questions that require a candidate to furnish any information concerning religious or political beliefs, gender or sexual orientation, disability, age, ethnicity or national origin, marital and/or family status, source of income, conviction for which a pardon has been granted (unless it is based on a bona fide occupational requirement or social disadvantage). These types of questions are grounds for potential discrimination and are monitored by the Canadian Human Rights Commission.

See Part II of *The Manitoba Human Rights Code* for more information surrounding protected characteristics.

Human Rights policy does, however, permit employers to collect the data they require (e.g. self-identification of designated groups) to plan and support special programs, even though the information collected may touch upon one of the prohibited grounds. In the event of a complaint, however, the employer must be able to show that the data collected had not been used to discriminate, either in the hiring process or later when deciding promotion opportunities.

Stage 4: Decision Process

In planning the visit, committees should arrange for interviewers to promptly submit feedback and it may be useful to provide them a comment sheet ahead of time and/or meet with them immediately after the candidates' interviews. (*Appendix 13*) Email may also be used to facilitate collection of this feedback if care is taken to assure confidentiality.

Common pitfalls to avoid include:

- making up your mind in the first few minutes and spending the rest of the interview confirming it;
- overrating a negative reaction (a common tendency is to find reasons to reject not select);
- generalizing or making global judgments based on a small piece of information. (*Appendix 14*)

After the final candidate's visit, the committee should have an in depth meeting to formulate the recommendations ensuring there is an opportunity for open and fair deliberation. Resumes, notes and feedback for each candidate should be reviewed. Summarize and discuss each candidate's strengths and limitations. A committee recommendation should be prepared, including rank and steps in rank.

Evaluating Letters of Recommendation

Though some may argue that letters of recommendation provide little value because they

are basically documents of praise, they do provide useful information that should not be neglected. Even though no one would provide a letter that is blatantly negative, an astute reader should be able to read between the lines to find the implied message. You can learn a lot by looking for specific information, examining how the praise is given, and noticing what is not said. Ensure that anyone offering opinions on candidates speaks to the criteria being sought. In addition to accepting letters of recommendation, always check references and obtain candidates permission to contact references. Ask who they work for, who they work with, and who works for them.

References should be made aware, when they are asked for a reference, that individuals have a right of access to references about themselves as per *Freedom of Information and Protection of Privacy Act (FIPPA) requirements*.

Referees can be asked the same type of questions the candidates were asked in order to confirm the demonstration of skills and abilities. Validate referees evaluations by focusing on examples that demonstrate the candidate's knowledge, skills, and abilities.

The Basics of Reference Checking

Verbal phone reference checking is critical in the recruiting process and is required for leading candidate, as per Article 7.1(e) of BUFA Collective Agreement. The selection committee, including the Dean/Director, will develop a list of questions for the referees to address. A sample reference check form can also be found on the [HR forms webpage](#). Reference checking must be done by the Dean and to keep the integrity of the reference checking, no one else should be speaking with references. Make contact with the names provided by the candidate. If you want to contact someone you know who is not on the candidate's list, ask permission to contact first. The Dean will share the findings of the reference checks with the selection committee.

- **Contact the reference provider by phone.**
- **Introduce yourself to the reference provide and ask them for the opportunity to speak at a time when they are able to speak freely.** Provide your name, title, and organization (i.e. "I've been talking to X about a position in my office. They gave me your name because you know them well. Could we set an appointment time to talk if this is not a convenient time? I will need to take about 30-45 minutes of your time.")
- **Describe the position to the reference provider.** Ask for the reference provider's perception of the finalist's performance and what the candidate could change or improve. Do consider whether performance problems reported by previous employers are in an area that might affect performance in the position being filled.
- **Ask prepared, open-ended questions.** When doing verbal reference checking, ask questions of the reference provider that are consistent with the interview questions asked of the candidate. This is an opportunity to confirm information that has been provided by the candidate and to probe further. Do not ask questions "off the record", as no answers can be treated as such. Do not ask Human Rights protected questions. If the committee has identified limitations or concerns, ensure that prepared questions are addressed. (Appendix 15)

- **Maintain the conversation.** Through conversation, the reference provider will be more forthcoming about the candidate. Don't fill in silences. Listen to the tone of voice, inflection, and word choice for verbal clues regarding the reference provider's disposition toward the job candidate. Ask the reference provider whether there is anything they would like to add that you have not asked.
- Take good notes. Be sure to document everything! Provide search committee with consistent written documentation for each reference.

Education Verification

Ask the applicant to have official transcripts sent directly from the institution.

Determining Salary for the Candidate

There must be consistent salary offerings for women, men and minority groups who possess similar experience and qualifications. It is important to examine salary from several perspectives including the candidate's experience, internal equity in relation to peers, the candidate's salary history, recruitment difficulties and bargaining agreements.

Evaluate a candidate's experience in relation to placement within a salary range. Consideration should be given to the level of experience in position-related areas that a candidate possesses in relation to placement within the salary range for the classification. Salaries near the minimum range are appropriate for new employees who are in the learning stage of their positions. Salary offers above mid-point of any salary range may be considered and require a discussion with Human Resources. At that point, you will need to articulate the reasons that the individual's background and experience support placement higher in the range and what the candidate offers the university.

- **Evaluate a candidate's proposed salary in relation to peers of same classification.**
Salary equity among internal employees is an important consideration when setting starting salaries, since perceived inequity impacts employee morale and motivation, but also triggers contentions of discrimination and/or can prompt other grievances. When setting starting salaries, the skills and experience of external candidates should be compared to the skills and experience of internal employees performing similar work and the result of the comparison should be factored into your salary decision.

When examining reasonable equity rates and issues, the committee should consider the employees:

1. Years of experience performing duties related to the position,
2. Current employee's work history,
3. Appointment type (**Articles 7.2 to 7.7 BUFA Collective Agreement**),
4. Overall skills, knowledge and ability that can be applied to the job,
5. Education (**Articles 8.4 to 8.9 BUFA Collective Agreement**),
6. Actual duties assigned.

- **Evaluate a candidate's salary history.**
The salary history of an applicant in a position similar to your vacant position should be taken into consideration. Specifically, attention should be given to the candidate's previous experience as it related to the responsibilities and required skills you are seeking, in order to see how they compare. Consideration of past experience and corresponding salary can and will help you to establish a salary starting point in your deliberations.
- **Evaluate recruitment difficulties.**
Evaluate factors such as the scarcity of qualified candidates, the number of rejected job offers and the turnover rate for a position to gain insight into the recruitment difficulties. Consideration should be given to recruitment barriers in relation to the availability of a trained labour force for the position. For instance, for those individuals who possess skills that are difficult to find in the labour force, they may be in higher demand and therefore require additional salary consideration.
- **Evaluate your budget.**
As you consider the appropriate salary, you also need to evaluate the impact on your budget. Not only do you need to consider the salary for the final candidate, you must also recognize how that action causes internal equity issues and subsequent budget impact with those potential changes as well.

Offering the Position

Since you may have a number of candidates to whom the offer would be extended if the first candidate declines the offer, you will want to ensure that this process works as quickly as possible.

Therefore, an offer should be made with a time limit to accept. You don't want your top three candidates to know that you are making an offer to the first, but they should be made aware that you are "currently working through the final decision making process".

It is important to ensure that women and minority candidates receive similar offers to male or majority race candidates. A final offer should be in line with the institution's equity targets.

After a verbal offer has been made and accepted, **Step 2 of the Position Approval** form is completed by the Dean/Director or designate (including all necessary attachments) and is forwarded on for signature approval by the Chief Human Resources Officer and Vice-President (Academic & Provost). The Employment Contract is prepared by Human Resources.

As a reminder, an offer of employment is conditional upon the approval by the Vice-President (Academic & Provost) and the Chief Human Resources Officer. Out of respect for the candidate, please be sure to share with them that the offer is contingent upon this final approval process.

Rejection letters to Finalists

Notification to all short-listed candidates (internals and/or externals) that have been determined unsuccessful requires a phone call by the Dean informing them of the decision that has been made and to provide them with feedback. Unsuccessful internal candidates are encouraged to contact the Dean for feedback. Ensure that your communication is tactful and professional. In addition, some departments may choose to have this process followed up by sending a letter. (*Appendix 16*)

Employment Equity ensures the search and hiring process is fair and equitable so the appropriate qualifications of each candidate are the only criteria on which a hiring decision is made. All documentation should be kept for **eighteen (18) months** (time limit for filing as per 23(1) of *The Manitoba Human Rights Code*) and should include:

1. Copy of vacancy
2. All applications
3. Screening notes/rating sheets
4. Selection Committee recommendation
5. Personal interview notes from all selection committee members
6. Interview schedule including dates, times, location of interviews, names of short-listed candidates, selection committee members and copy of interview questions.
7. Notes explaining any shortlisted candidates who were not interviewed (those who withdrew, did not respond to invitation etc.)
8. Itinerary

Stage 5: Post Acceptance

Upon candidate's verbal acceptance of the position, the hiring manager will want to start planning to have the support in place to help facilitate the successful integration of the employee into their new role and the Brandon University Community. This planned and organized integration is known as employee onboarding.

Onboarding is the last stage of the recruitment process and the first steps toward retention, with a particular focus on:

- Creating a positive new hire experience for both the employee and University
- Affirmation of the employee's right choice in job and workplace
- Aligning the new employee with the University's Academic Plan
- Defining responsibilities and expectations
- Minimizing the time it takes for the new employee to become productive
- Long-term relationship building

A hiring manager will often identify an onboarding partner. This individual serves as a valuable resource during the new employee's first months, answering general questions and providing standard information that will help the new employee adapt to their new role and work environment. Onboarding guides, checklists, and check-in questions can be found on the Human Resources website at <https://www.brandonu.ca/hr/onboarding-guide->

[for-the-hiring-manager/](#) .

APPENDICES

Appendix 1 – Suggestions for Search Committee Chair: Opening Remarks & Housekeeping items

Introduction

Example: "Thank you for agreeing to participate on this Search Committee. We are charged with the important responsibility to choose the best qualified candidate. This Committee is advisory to the Dean. "

Expectations

Encourage frank and honest input, and reinforce the value these discussions will have during the process.

Full participation is optimal. Have members declare absences in advance so that you may organize interviews and meetings accordingly. If a member is consistently unable to participate, you may wish to speak with them about their ability to fulfill their position on the Committee.

Committee members must be encouraged to vote during the selection process. Discourage committee members from abstaining during the voting process. The Chair may wish to discuss in advance the style for the voting process (open which is most typical or closed).

Three basic principles for search committee to consider:

1. Principle of Confidentiality

Committee members must be reminded of the confidential nature of the search process. It is imperative that discussions and materials be retained within the confines of the meetings. You may wish to reinforce with a statement such as: "This is particularly important within instances whereby the first-ranked candidate may not accept the offer and should we need to consider candidates two or three, these candidates and other members of the department/faculty, need not be aware of the ranking."

The Freedom of Information and Protection of Privacy Act, known as FIPPA, declares that all application materials, including letters of reference will be held in strict confidence. **Record retention is vitally important. At the end of the search deliberations, members will be required to return all search committee materials (such as CV's, personal notes, reference letters) and the Chair is required to keep the original documents for eighteen (18) months and shredded thereafter.**

Following selection of the top-ranked candidate, members should be informed to maintain confidentiality of the decision until the negotiations are finalized. Upon conclusion of negotiation the Committee members should be thanked for their participation and advised of the candidate's acceptance.

References

References cannot be solicited without the explicit consent of the candidate. Reference checking is required to be done by the Dean only and shared with the committee members. In order to keep the integrity of the reference checking, no one else other than the Dean should speak with the references. (Refer to page 26 of Recruitment Guide and Article 7.1 (a) of the BUFA Collective Agreement)

Interviews

The Committee, as a whole, will interview all shortlisted candidates. In the event that a committee member cannot physically participate in the interview, you may consider either rescheduling the meeting where feasible or coordinating their presence via teleconference. The same core list of questions must be asked of each candidate. It's a good idea to develop a set of probing questions which can be used to assist should a candidate need clarification or understand the question in another manner not intended by the interviewer. Having prepared the expected responses to the question will provide immediate recognition if the interviewee is providing the information being sought.

2. Principle of Integrity (Conflict of Interest, Conflict of Commitment, and Bias)

A conflict of interest is generally defined as a situation where a member's personal interest, financial or otherwise, or that of a proximate third party (who may be a member), conflicts or appears to conflict with their primary responsibility to the University. Proximate third party refers to a family member, a person with whom there exists (past or present) a personal relationship (sexual or non-sexual), and/or a business associate (current, former or prospective), whether or not they are members (taken directly from page 9 BUFA Collective Agreement).

A conflict of commitment is generally where a member has an interest or loyalty to more than one organization that may bias their decisions (taken directly from page 9 BUFA Collective Agreement).

Committee members should declare any real or perceived conflicts to the Chair. The Chair will review and consult with the Dean if necessary. Additionally, the Conflict of Interest Policy can be found at

<https://www.brandonu.ca/governors/files/ConflictInterestBylaw10.pdf> .

With respect to bias, discuss with committee members their ability to render an objective assessment of all applicants; in particular, those applicants with whom they may have been academically involved, such as former graduate students. Although it is not mandatory, it may be the search committee member's choice to step down from the Committee.

There is no formal University policy or guideline regarding bias and each situation must be assessed.

3. Principle of Recruitment

As much as the committee is searching for the right person, each candidate is looking for the right institution. At every stage of the process, professional courtesy must be extended to candidates for the sake of the reputation of both the unit and the University.

Appendix 2 -Determining Job Expectations

Sample Job Description

Step 1: What will the person do?	Step 2: What knowledge, skills, abilities, experience, qualities are required to do the job well?	Source	Step 3: What value or weight will you give the criteria?
Job requirements <ul style="list-style-type: none"> ● PhD preferred; ABD considered ● Evidence of scholarship/research ● Service to University and Community will be required 	Criteria <ul style="list-style-type: none"> ● PhD or ABD ● Evidence of scholarship/research ● Willingness to engage in Service to University and Community 	CV CV Interview	Rating* T T T
Teaching (50) <ul style="list-style-type: none"> ● Teach undergraduate courses ● Provide PhD level instruction in area(s) of specialization ● Teach to a diverse student body with a range of attitudes, experiences and learning styles ● Be available to students; answer questions, provide feedback, mentor students ● Provide academic counseling and advising to students ● Participate in curriculum development 	<u>Teaching:</u> <ul style="list-style-type: none"> ● Able to communicate effectively; present ideas clearly verbally and in writing ● Planning, preparation and organization reflected in materials and delivery ● Knowledgeable and current in area of specialization ● Creates an inclusive and safe learning environment; open to questions and differing perspectives/views ● Fair, respectful of students ● Engages the learner; contributes to an interest and excitement in students for area of specialization <u>Counseling Students:</u> <ul style="list-style-type: none"> ● Ability to build rapport with students ● Accessible and approachable to students 	CV, Present, Interview CV Interview CV Interview	1 2 1 1 2 2 1 1

	<ul style="list-style-type: none"> • Listens and understands • Ability to give effective feedback <p><u>Curriculum development:</u></p> <ul style="list-style-type: none"> • Current content knowledge • Develop meaningful curriculum for undergraduate courses in area of specialization • Commitment to developing inclusive curriculum • Valid and fair assessment 	Present Interview Sample Work Sample Work Sample Work	2 1 1 T 1 1	
Scholarship/Research (35)	<ul style="list-style-type: none"> • Active research 	<ul style="list-style-type: none"> • Ongoing commitment to research • Application of research methods • Originality; challenges existing paradigms • Scholarly writing skills • Able to work collaboratively in research pursuits 	CV Interview	T 2 1 3 1
Service to University and Community (15)	<ul style="list-style-type: none"> • Participate in University, Faculty/Unit and Departmental meetings, committees; general administrative duties, community service, other • Involvement in professional and/or community activities • Adhere to applicable policies and deadlines 	<ul style="list-style-type: none"> • Works cooperatively and collegially with a variety of people with diverse views and approaches • Tactful and diplomatic • Sense of commitment and responsibility to students, faculty/unit/department, University and Community 	Interview, Reference Checks Interview	1 2 1

***Ratings**

T =	Threshold/Required/Essential (without this criteria, we will NOT choose this candidate)**
1 =	Very important
2 =	Important
3 =	Asset

** Threshold/required/essential criteria are what your advertisement will be built around.

Appendix 3 - Matching Criteria & Qualifications to Job Tasks & Responsibilities

SAMPLE CRITERIA			
What will the person do?	%	What knowledge, skills, abilities, experience, qualities are required to do the job well?	Source
<p>Teaching</p> <ul style="list-style-type: none"> • teach undergraduate & graduate courses • provide Ph.D. level instruction in core areas • team teach • teach in a distributed learning environment (on & off campus) • teach to a diverse student body with a range of attitudes, experiences and learning styles • explore new methods of teaching • use a variety of methods and aids to support student learning • participate in curriculum development • work at integrating curriculum with others 	35	<ul style="list-style-type: none"> • PhD or near completion (in relevant field) • Specialization in (relevant area....) <u>Teaching skills:</u> • knowledgeable & up-to-date • plans & organizes material • presents ideas clearly • identifies perspective • open to questions & differing opinions • sensitive to the range of attitudes, experiences, diversity in the classroom; understands different learning styles • uses a variety of methods/aids to support student learning • motivates and inspires students • accessible to students • fair, respectful of students • enthusiastic, positive • Team player, works cooperatively <u>Curriculum development ability:</u> • has content knowledge • able to conceptualize • ability to write well • willing and able to improve diversity content 	<p>C.V. C.V.</p> <p>Present Reference</p> <p>Course Outline</p> <p>Present Reference</p> <p>Sample work content</p>
<p>Research</p> <ul style="list-style-type: none"> • publish in peer reviewed journals • Active Research • work collaboratively in research pursuits • enhance the department's research capacity • attract research funds • communicate research in teaching 	35	<ul style="list-style-type: none"> • strong commitment to research • proficient in research methods • originality, challenges existing paradigms • balance: ability to co-author and work alone • energy, stamina • scholarly writing skills 	<p>Interview question Demonstrate</p>

What will the person do?	%	What knowledge, skills, abilities, experience, qualities are required to do the job well?	Source
<p>Supervising/Counseling Students 15</p> <ul style="list-style-type: none"> • supervise graduate students • provide academic counseling and advising to graduate and undergraduate students • be available to students • work in a diverse community, respect the diversity of the student body • mentor students, provide feedback 	15	<ul style="list-style-type: none"> • listening skills • rapport with students • sensitive and respectful of cultural difference, diversity, and differing learning styles and goals • ability to give effective feedback • empathy • accessible, approachable 	
<p>Participate in Departmental Activities 15</p> <ul style="list-style-type: none"> • Participate in collegial activities, seminars, conferences, professional associations, etc. • Participate in departmental/faculty meetings, committees, accept administrative duties, community services. <ul style="list-style-type: none"> • work in an interdisciplinary setting • work in a collegial environment • adhere to departmental policies and deadlines • work collegially with staff 	15	<ul style="list-style-type: none"> • Collegial, demonstrates respect for colleagues • works cooperatively with a variety of people • tactful, diplomatic, patient • integrity • flexible • Respect for others' opinions • Sense of responsibility • Involved in professional and community activities <ul style="list-style-type: none"> • willing to participate in departmental activities and accept administrative duties • respectful of diverse disciplinary backgrounds and fields of study • tactful, diplomatic • collaborative, works well with colleagues • accessible • shares information 	15

Use Computer Technology

- for teaching and communication in a distributed learning environment
- expand the diversity of the department
- provide a role model for students

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- basic computer skills or willingness to learn and use
- able to provide different perspectives
- interested in students
- motivator
- able to serve as a role model for students from equity groups
- adds to the diversity of the department

Appendix 4 - Identifying and Weighting Criteria

Sample Skills Sets and Weighting

<i>CRITERIA FOR THE POSITION</i>	<i>Value</i>
<u>Knowledge</u> <ul style="list-style-type: none"> • Ph.D. or nearly completed Ph.D. • specialization in (relevant areas.....) • current & up-to-date in field of study • basic computer skills 	3
<u>Teaching skills</u> <ul style="list-style-type: none"> • organized: plans, organizes material, relevance • communication: presents ideas clearly, contact with audience • openness: to questions & differing opinions, sensitive to range attitudes, experience & diversity in the classroom ,understands different learning styles, identifies perspective, respectful, fair • enthusiasm: positive, motivates/ inspires • uses a variety of methods/aids to support student learning • curriculum development ability: has content knowledge; able to conceptualize; ability to write well; willing & able to improve diversity content 	1 1 1 2 2 3
<u>Research</u> <ul style="list-style-type: none"> • proficient in research methods • benefits to community and Canada • publications • originality, challenges existing paradigms • strong commitment to research • grants/contracts • balance: ability to co-author & work alone • scholarly writing skills 	1 2 1
<u>Communication skills</u> <ul style="list-style-type: none"> • presents ideas clearly- verbally • presents ideas clearly-in writing • listens & understands • able to provide feedback in writing & verbally • shares information 	1 1 2 2

<p><u>Interpersonal skills</u></p> <ul style="list-style-type: none"> • collegial • tact, diplomacy ,patience • accessible, approachable • team player, works well with a variety of people, collaborative • tolerant, respectful of others' opinions, diverse academic backgrounds, cultural differences • responsive • sensitive to and inclusive of varying backgrounds • empathy, shows interest in others • able to build rapport • motivator 	<p>1 1 1 1 1 2 1 1 2 3</p>
<p><u>Qualities</u></p> <ul style="list-style-type: none"> • integrity • energy, stamina • flexible • sense of responsibility • adds to diversity of department • able to serve as a role model • able to provide different perspectives 	<p>T 3 2 1 2 2</p>
<p><u>Involvement</u></p> <ul style="list-style-type: none"> • Willing to participate in departmental activities/administrative duties • Involved in professional activities • Involved in community activities 	<p>2</p>

Ratings
T = essential (without which we will NOT choose this candidate
1 = very important
2 = important
3 = pass

Appendix 5 – Sample Vacancy Posting



FACULTY VACANCY

Tenure-track Position in Human Geography Faculty of Science

Brandon University is a leader in providing high quality education in arts, sciences, education, music, and health studies. Based in southwestern Manitoba, Brandon University also offers pre-professional and Masters Programs, as well as innovative and award-winning outreach programs in a personalized learning environment. For more information, visit www.brandonu.ca.

The Faculty of Science at Brandon University invites applications for a tenure track position in Human/Cultural Geography subject to budget approval.

Qualifications and Experience: A completed PhD is preferred; however, ABD candidates will be considered.

Duties and Responsibilities: Applications are welcomed from candidates with teaching and research expertise in one or more of the following specialties: tourism, rural and community planning, or health geography. The successful candidate will be responsible for developing a suite of undergraduate courses within their area of expertise that may include cultural geography, tourism, rural and small town, geography of health, population and development, research methods, or regional geographies of Canada or the World. The successful applicant will also have the opportunity to supervise and teach graduate students in the new Interdisciplinary Masters of Environmental and Life Sciences program. Engaging in service activities is also expected.

Review of applications: Begin December 12, 2014

Date of appointment: August 1, 2015

Salary and Rank: Commensurate with the candidate's qualifications and experience

Applications should consist of a letter of interest, curriculum vitae, and statements of teaching philosophy and research interests, citizenship or Canadian immigration status, two samples of peer-reviewed publications and the names and e-mail addresses of three referees. Applications should be submitted in a single electronic file of reasonable size in PDF format to:

Dean of Science
Brandon University
Brandon, Manitoba
R7A 6A9 CANADA
science@brandonu.ca

Brandon University is committed to equity, welcomes diversity, and hires on the basis of merit. All qualified individuals who may contribute to the diversification of the University, especially women, persons with disabilities, Indigenous persons, racialized persons, and persons of all sexual orientations and genders are encouraged to apply. Canadian citizens and permanent residents are given priority. Evidence of citizenship must be provided.

We are committed to providing an inclusive and barrier-free work environment. This starts with the hiring process. If you require an accommodation during any phase of the evaluation process, please contact accessibility@brandonu.ca. All information received related to an accommodation is kept confidential. To ensure this employment opportunity is accessible to all interested individuals, this posting is available in an alternate format upon request.

Appendix 6 – Letter/Email to All Applicants

(Date)

Dear *(Name)*:

RE: Application for *(Position Name/Title)*

Thank you for your application for the position of *(rank)* within the Department of *(department name)*, Faculty of *(faculty name)*. The Search Committee will be reconvening shortly to review applications and prepare a shortlist.

Brandon University's employment practices are guided by policies on the priority to hire qualified Canadians and we are also committed to achieving an equal opportunity workplace.

Thank you for your interest in Brandon University. Please take a few minutes to learn more about what Brandon University and the City of Brandon have to offer by reviewing our websites at www.brandonu.ca and www.brandon.ca/.

Sincerely,

(Name)

Chair, Search Committee

Appendix 7 - Applicant Short Listing Evaluation (To Create Shortlist)

CANDIDATE NAME: _____ EVALUATOR: _____

DATE: _____

EDUCATION STANDING
RELEVANT TO POSITION (e.g. PhD, PhD ABD, MA): _____

Part 1: Does the applicant meet the required criteria?

Meets Threshold/Required Criteria?	Yes	No	Maybe
Teaching: <ul style="list-style-type: none"> Undergraduate teaching Curriculum Development: <ul style="list-style-type: none"> Experience in developing curriculum for undergraduate courses in area of specialization 			
Scholarship/Research: <ul style="list-style-type: none"> Evidence of scholarship/research 			
Service to University and to Community: <ul style="list-style-type: none"> Willingness to engage in Service to University and Community 			
Does this candidate meet ALL the requirements?			

Part 2: Rate the applicants based on the extent in which they meet the criteria.

Rating for Additional Criteria	Value	3	2	1
Additional Criteria: (may partly be determined by CV) Teaching: Recognized Teaching Ability: <ul style="list-style-type: none"> Able to communicate effectively; present ideas clearly 	3			

<ul style="list-style-type: none"> ○ verbally ○ writing ● Knowledgeable and current in area of specialization ● Inclusive, respectful environment for all students <p>Curriculum Development:</p> <ul style="list-style-type: none"> ● Develop meaningful curriculum for undergraduate courses in area of specialization <ul style="list-style-type: none"> ○ Current knowledge and content ○ Inclusive materials/data ○ Valid and fair assessment ○ Creative development of course materials <p>Scholarship/Research:</p> <ul style="list-style-type: none"> ● Evidence of research training ● Published in: <ul style="list-style-type: none"> Refereed journals Professional journals 	2			
TOTAL FOR ADDITIONAL CRITERIA:				
<p>NOTE: Not all criteria within each section or threshold are equally rated. However, ratings may give indications of strengths of the candidate and used for comparisons with other candidates. All for further discussion as a committee.</p> <p>Additional information or clarification required to make a decision.</p>				

Reviewing CV application package, reference letters (if applicable)

***Ratings**

1 =	Fair
2 =	Good
3 =	Excellent

Appendix 8 - Shortlist Summary

Use a shortlist summary to identify the weighting and evaluation of applications received to support shortlist decisions. The summary will evaluate criteria as it was identified in the job posting*.

Date:	For Posting: Tenure-Track Position Human Geography (Faculty of Science)				
Applications Reviewed	Criteria Evaluated and Ranked				
	Educational Requirement (PhD/ABD)	Teaching Ability	Curriculum Development	Evidence of Scholarship/Research	Score (Based on Shortlist Evaluation)
Applicant 1					
Applicant 2					
Applicant 3					

Appendix 9 - Sample Letter/Email to Applicants Invited For Interview

(Date)

Dear (Name):

We are looking forward to meeting you on (date). Please be sure to complete and bring along your Employment Equity Self-Identification Questionnaire. The following are details which should help you to prepare for our time together.

As your flight arrives at (time), (person and position) will meet you at the airport and take you to your hotel and/or bring you directly to the University. (or provide driving directions and map to the hotel and university including parking pass).

(Greeter) will be easily identifiable as they will be holding a place card with your name on it. The weather at this time of year tends to be (rather unpredictable, cold, wet, warm, etc.) so you might find it helpful to carry (an umbrella, winter jacket, boots, gloves, etc.).

Your itinerary is as follows:

Time	Activity	Host/Escort
8:00 a.m.	Pick up at Airport	Dr Mary XYZ
10:00 a.m. to 12:00 p.m.	Meet Dept & Present	Dr Mary XYZ
12:00 to 1:30 p.m.	Lunch at...	Who will be there? Provide details.
2:00 to 4:00 p.m.	Interview	Who will be there? Outline expectations, etc.
4:00 to 7:00 p.m.	Back to hotel for break.	Who will provide transportation to and from?
7:00 p.m.	Dinner at...	Who will be there? Provide details.

To make your visit as pleasant as possible, please let us know in advance if you have any accessibility concerns or require any accommodations.

For your interest, if you haven't already done so, please take a few moments to visit the following websites for more information about Brandon University and our city at www.brandonu.ca or <http://brandonu.ca/> . Should you have any questions, please feel free to call me at xxx-xxx-xxxx.

Sincerely,

Appendix 10 – “Do’s and Don’ts” Etiquette for Search Committee

INTERVIEW DO’S & DON’TS	
DO	DON'T
Turn <u>all</u> cell phones totally OFF! Not to vibrate but OFF.	To have cell phones ringing and/or vibrating during the interview process is distracting and unprofessional.
Provide water or coffee or tea for candidate, as well as the rest of the committee during the interview.	Don't bring items with you that do not pertain to the meeting (e.g. leave your mail, any other reading materials, other candidates' CVs out of the interview room. This is not the place to multitask.
Ensure introductions are made at the beginning of the process, as well as before each member asks their questions. Even if the candidate has met members earlier, providing your name and area that you represent can help to provide context for the questions.	Don't hold side conversations during the interview process as it is distracting to the candidate and is rude.
Describe the specific process of the interview to the candidate at the beginning of the meeting in the presence of the committee.	If a question is not understood, take a minute to reformulate the question, but avoid providing candidate options for answers. (e.g. don't say, "In X situation, would you do A or B?"
Share the approximate amount of time that each member will ask questions, and that note taking will take place.	
Let them know if there will be opportunities for questions from the candidate to the group or specific members.	
Come to the meeting prepared, having read the CV.	Don't read the CV while you are in the meeting. It may be insulting; suggesting you have not come prepared to meet.
Include the candidate in discussions and conversation in social settings.	Don't use a dinner engagement for other business between other colleagues. Don't air the department's dirty laundry during a campus visit. Don't transform the search from a courtship into an inquisition (e.g. don't batter a candidate with a barrage of "tough" questions).

Interview Do's & Don'ts

It is acceptable for potential employers to ask:

About your ability to fulfill work-related requirements, such as your ability to work night shifts, travel, or lift heavy items.

Consent to complete reference checks or verify your past employment or education.

For your previous address if, for example, the job has a residency requirement

If you are legally permitted to work in Canada.

What questions are unacceptable?

Generally, any information that could intentionally or inadvertently be used to discriminate against an individual or restrict or deny them employment is off-limits.

This includes:

- Information specific to gender, marital status, family status or next of kin (e.g. plans for marriage or child care)
- Sources of income, unless it concerns former employment
- Maiden name, "Christian" name or the origin of your name (it is acceptable to request previous names, specifically to complete reference checks or verify past employment or education)
- Age or date of birth (employers can verify if you are legally permitted to work in Canada or, in the case of a job that has a minimum age requirement, ask if you are 18 years of age or older)
- Previous address, unless it meets a business purpose acceptable under related legislation
- Height or weight
- Sexual orientation
- Specific questions about club and organization memberships, hobbies, or interests that would indicate race, religious beliefs, ancestry or place of origin (job-related questions are acceptable)
- Questions about present or previous health problems, Workers' Compensation Board claims, or any absence due to stress or mental illness
- Questions about citizenship other than Canadian, or languages not required for the job
- Questions about religious beliefs, including which religious holidays and customs you observe
- Questions about military service outside of Canada, unless there is an acceptable business-related purpose

Appendix 11: Sample Interview Questions

Warm-Up Questions

1. Tell us what you know about Brandon University?
2. Can you tell us why you are applying to Brandon University?

Educational Requirements

1. Could you tell us about your dissertation?
2. What is your professional preparation for this position?

Research

1. Tell us briefly about the theoretical framework you used in developing your research?
2. Tell us how your research has influenced your teaching. In what ways have you been able to bring the insights of your research to your courses at the undergraduate level? How do you balance teaching and research?
3. How does your research tie into the Brandon University Strategic Research Plan (BUSRP)?
4. What part does your research program play in our institutionally identified priority area (s) of research?
5. What research partnership and collaborations have you built? Do you intend to build?
6. How will your research involve the training of highly qualified personnel? i.e. undergraduate and graduate students.
7. What is your knowledge mobilization plan? How will it be implemented if you are at Brandon University?
8. What are your short and long-term research plans?
9. What type of research space and equipment is required to pursue your research at Brandon University?
10. What is your strategy for obtaining external research funding?
11. What are the benefits of your research to the community? To Canada?

Teaching

1. What is your basic teaching philosophy?
2. As you would teach it, what three goals would the course achieve? When students had completed your course, what would they have learned that is of lasting value?
3. What critical approaches do you find most persuasive? How do they translate into your teaching?
4. Describe your best teaching experience.
5. What are your experiences in working with diverse populations?
6. What motivates you to put forth your greatest effort?

7. What are some techniques you use to motivate students and connect them to the material?
8. How do you feel about establishing ongoing relationships with students? Do you enjoy mentoring and advising? What do you see as the challenges?

University/Community Service

1. Have you been actively involved in committee work in the past?
2. What kind of service/support do you expect to do when you arrive?
3. How well do you interact with others in your field?
4. Recall a time you have worked with others that have had different views and/or opinions. Describe the situation and explain how you handled it? How was this relationship affected?
5. Why do you think you are suited to this kind of environment?

Appendix 12 – Candidate Evaluation Form

CANDIDATE EVALUATION FORM

Applicant Name: _____

Date: _____

Position Applied For: _____

Please evaluate the following , using the rating scale shown

Rating Scale: 0- Unable to Judge 1- Needs Improvement 2- Fair 3- Good 4- Very Good 5- Excellent

Lecture

Rating

Was lecture delivered:

clearly? 0 1 2 3 4 5

organized? 0 1 2 3 4 5

effectively? 0 1 2 3 4 5

Did lecture contain relevant content? 0 1 2 3 4 5

Did candidate handle questions and comments well? 0 1 2 3 4 5

Would you take a class with this instructor? 0 1 2 3 4 5

Other comments:

Presentation

Rating

Demonstrated knowledge of subject matter? 0 1 2 3 4 5

Developed a solid foundation of research? 0 1 2 3 4 5

Does candidate appear interested in students and their learning? 0 1 2 3 4 5

Would this person have an engaging presence in the classroom? 0 1 2 3 4 5

Would this person be a good fit with the department priorities? 0 1 2 3 4 5

Other comments:

Appendix 13 – Evaluation Process Guide

EVALUATION PROCESS GUIDE

<i>Competency: Teaching</i>	
Interview Question #1	
Please describe your best teaching experience.	

Notes:

Sample Scoring System (modify to meet your own scoring requirements):

Rating	0	1	2	3	4	Score	Weight	Total Score (Score x Weight)
	Unsatisfactory	Poor	Fair	Good	Excellent	e.g. 3	e.g. 15%	45

<i>Competency: Teaching</i>	
Interview Question #2	
Given the diversity among students, tell us a bit about how you would take steps to create an inclusive learning environment; one that considers differing perspectives, experiences, and learning styles.	

Notes:

Sample Scoring System (modify to meet your own scoring requirements):

Rating	0	1	2	3	4	Score	Weight	Total Score (Score x Weight)
	Unsatisfactory	Poor	Fair	Good	Excellent	e.g. 2	e.g. 20%	40

<i>Competency: Research</i>	
Interview Question #1	
Please tell us about your dissertation.	

Notes:

Sample Scoring System (modify to meet your own scoring requirements):

Rating	0	1	2	3	4	Score	Weight	Total Score (Score x Weight)
	Unsatisfactory	Poor	Fair	Good	Excellent	e.g. 3	e.g. 15%	45

Competency: Research

Interview Question #2

Tell us how your research has influenced your teaching. In what ways have you been able to bring the insights of your research to your courses at the undergraduate level?

Notes:

Sample Scoring System (modify to meet your own scoring requirements):

Rating	0	1	2	3	4	Score	Weight	Total Score (Score x Weight)
	Unsatisfactory	Poor	Fair	Good	Excellent	e.g. 2	e.g. 15%	30

<i>Competency: Service to University and Community</i>	
Interview Question #1	
Engaging in Service activities often means working with a variety of people with diverse views and approaches. Please recall a time you worked with others who had different views and approaches, describe the situation and explain how you handled it.	

Notes:

Sample Scoring System (modify to meet your own scoring requirements):

Rating	0	1	2	3	4	Score	Weight	Total Score (Score x Weight)
	Unsatisfactory	Poor	Fair	Good	Excellent	e.g. 3	e.g. 15%	45

<i>Teaching</i>						
		Weight	Score (0-4)	Candidate #1 Total Score	Candidate #2 Total Score	Candidate #3 Total Score
Question #1		15%				
Question #2		20%				
Question #3		20%				

<i>Research</i>						
		Weight	Score (0-4)	Candidate #1 Total Score	Candidate #2 Total Score	Candidate #3 Total Score
Question #1		15%				
Question #2		15%				

<i>Service</i>						
		Weight	Score (1-5)	Candidate #1 Total Score	Candidate #2 Total Score	Candidate #3 Total Score
Question #1		15%				

Rating Scale

<i>Unsatisfactory</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
<ul style="list-style-type: none"> ▪ Failed to answer question(s). ▪ Candidate has no experience required for the posted position and/or no experience in the required area. ▪ Candidate has no knowledge of the required area/process. ▪ Candidate has no demonstrated and/or related skills. ▪ Candidate addresses no points from ideal answer. 	<ul style="list-style-type: none"> ▪ Does not meet posted requirements. ▪ Has limited experience in the required area. ▪ Does not relate own experience/knowledge to the requirements of the posted position. ▪ Does not demonstrate a clear knowledge or understanding of the position requirements, duties required and processes involved. ▪ Candidate addresses less than 50% of ideal answer. ▪ Candidate's answers are incomplete. 	<ul style="list-style-type: none"> ▪ Meets posted requirements. ▪ Does not elaborate on answers. ▪ Provides limited information when prompted for details OR requires prompting to provide details. ▪ Demonstrates knowledge of the position. ▪ Candidate addresses 50% of ideal answer. 	<ul style="list-style-type: none"> ▪ Meets posted requirements. ▪ Elaborates on answers and/or provides details. ▪ Candidate possesses a good knowledge of the position. ▪ Clearly understands the posted position and its requirements. ▪ Candidate's answers are well formulated and complete. ▪ Candidate addresses greater than 50% of ideal answer. 	<ul style="list-style-type: none"> ▪ Meets and exceeds posted requirements. ▪ Elaborates and provides evidence that they are highly skilled and/or experienced in the area. ▪ Has direct/highly relevant work experience. ▪ Demonstrates ability in key areas. ▪ Candidate's answers are complete, well formulated and detailed. ▪ Candidate addresses all of the ideal answer and provides additional related information.

Appendix 14 - Potential Barriers to a Fair Evaluation

ATTITUDES

- We are all culture-bound
- We tend to see what we expect to see
- We all have biases
- We tend to operate on the basis of stereotypes

TYPES OF BIASES TO AVOID

- Halo effect – tendency to generalize from one position (or negative) quality to other assumed qualities
- First impressions – tendency to arrive at a premature impression leading to snap judgments
- Cloning – tendency to favour those who think, look, or act as you do
- Stereotyping – tendency to group people together based on oversimplified categories
- Assumptions – taking for granted the attribution of characteristics and behavior without evidence
- Ethnocentrism – belief that your own culture and ethnic group provides the only right way and all others are inferior

A FAIR PROCESS

- Sets clear, job-related criteria
- Measures the person against the criteria on the basis of demonstrated performance
- Looks for situation- action-results
- Evaluates the person against the criteria in all methods of evaluation
- Documents decisions

TO BE FAIR

- Be mindful of own biases and how these might affect judgment
- Be mindful that others who are offering evaluations might also be operating under biases that are unfair to the candidate
- Criteria should be stated and written for each method of assessment
- Stick to criteria throughout the evaluation stage
- Ask probing questions, to avoid making assumptions, which gloss over problems or ignore strengths
- Ask for evidence – demonstrations
- Better decisions are made when assumptions are tested
- Talk about the reasons for eliminating applicants and address potential biases during the process
- Have full discussion and disclosure of reasons for viewpoints and decisions
- Keep good documentation of the process that stands up to scrutiny
- Not only conduct a fair and equitable process but assess candidates on their own commitment and adherence to equity

WHAT IS FAIR & GOOD FOR THE UNIVERSITY IS THAT:

- Candidates are assessed as objectively as possible on the basis of demonstrated skills and ability against the criteria
- Candidates success on the basis of their own skills and abilities and not because of someone else's biases

Appendix 15 – Verbal/Phone Reference-Checking Questions for Preferred Candidates

Basic Questions

- “How long did you work with the applicant?”
- “What was the applicant’s formal job title and did s/he hold other titles while at your company?”
- “Why did the applicant leave the company?”
- “If you had the opportunity, would you rehire this applicant into the same/different job?”
- “What was the applicant’s salary at the time of termination (including any bonuses)?”
- “How often did the applicant receive a salary increase?”
- “Did you have an opportunity to promote this applicant while s/he worked for you?”
- “Did you promote this applicant while s/he worked for you?”
- “How did the applicant learn the job? What training methods would you recommend?”
- “What support will the applicant need to perform successfully on the job?”

Job Content

- “Tell me about the applicant’s job. What were his/her primary responsibilities?”
- “What do you believe are the most important skills needed to succeed in this job?”
- “Describe a typical day in your department.”
- “How frequently was the applicant asked to work overtime?”
- “Describe how the responsibilities of the applicant might have changed or increased while s/he was in this job.”
- “Tell me about the work flow process.”
- “To whom did the applicant report?”
- “Describe the common verbal/written interaction required for this job.”

Supervision

- “How would you describe the applicant’s management/supervisory style?”
- “How is the applicant’s management style different from or similar to your own?”
- “How would the applicant’s reports describe him/her?”
- “What methods did the applicant use to motivate reports?”
- “What aspects of the applicant’s management style were most effective/least effective?”

Performance Level

- “How would you compare the applicant with others in your department who were performing the same job?”
- “How would you describe the applicant’s attendance record and the quality of his/her work? Can you give some examples?”
- “What would have made the applicant more effective?”
- “What are the applicant’s strengths?”
- “What kind of mistakes did the applicant typically make? Were these mistakes corrected?”
- “How would you describe the applicant’s work style?”
- “In a few words, how would you summarize this applicant’s job performance?”

Skill Area

- “How would you evaluate the applicant’s technical skills?”

- “How would you describe the applicant’s interpersonal and written communication skills?”
- “What kinds of writing did the applicant do?”
- “How would you evaluate the applicant’s leadership ability? What leads you to that conclusion?”
- “How would you evaluate the applicant’s verbal communication skills?”
- “How would you evaluate the applicant’s conceptual ability?”
- “Can you give some examples that demonstrate the applicant’s conceptual ability?”
- “How would you compare the applicant’s skills with others performing in the same area?”

Personal Traits

- “How would you evaluate the applicant’s ability to learn and follow directions?”
- “How would you evaluate the applicant’s ability to take suggestions/criticism?”
- “Is the applicant flexible? Can you give an example?”
- “How would you evaluate the applicant’s ability to pay attention to detail and follow through on a job?”
- “How would you evaluate the applicant’s ability to demonstrate ingenuity and act on his/her own initiative?”
- “How would you describe the applicant’s general attitude concerning his/her work?”
- “How would you evaluate the applicant’s overall accuracy?”
- “Does the applicant accept responsibility? Can you give me an example?”

Other

- “What advice would you give the applicant’s new supervisor about how to maximize his/her performance?”
- “How would you best describe your company’s culture?”
- “What would be an ideal position for this applicant?”
- “What would you do differently with this applicant if s/he worked for you again?”
- “What haven’t I asked you that you might be able to tell me about this applicant that would help me to evaluate him/her?”
- “Who else in your organization might be able to give me some insight into this applicant’s work?”
- “What advice would you give me about how to best motivate this applicant?”
- “What is the best method for developing the applicant’s skills?”

Appendix 16 – Rejection Letter/Email to Finalist – Sample^{vi}

(Date)

Dear (Name):

Thank you for your interest in the (position Name/Title) position. We enjoyed meeting you.

Selecting a final candidate was difficult. However, we have selected another candidate who is well qualified and best meets our current needs. Our choice in no way reflects upon your excellent skills and abilities.

We sincerely wish you the best in your job search and appreciate your continued interest in employment at Brandon University.

Sincerely,

Chair, Search Committee

OR

The search committee for the position of (position Name/Title) has now completed its deliberations and selected a candidate who has accepted our offer. You should know we had a difficult task because we had outstanding finalists and unfortunately could select only one person.

We appreciate your visiting our campus and enjoyed meeting you. **(If possible, personalize this letter by adding a positive statement here about a candidate's campus visit. For example, you could thank a candidate for speaking to a student group and tell him or her that the students learned much from the presentation. One positive statement is sufficient).**

We wish you success in your career.

Sincerely,

Chair, Search Committee

Appendix 17 - Duty to Accommodate



Duty to Accommodate

1. What is the duty to accommodate?

The duty to accommodate is the obligation to meaningfully incorporate diversity into the workplace. The duty to accommodate involves eliminating or changing rules, policies, practices and behaviours that discriminate against persons based on a group characteristic, such as race, national or ethnic origin, colour, religion, age, sex (including pregnancy), sexual orientation, marital status, family status and disability.

Sometimes, workplaces have rules, policies, practices and behaviours that apply equally to everyone, but which can create barriers based on an irrelevant group characteristic. For example, if you require that employees wear a certain uniform, you may create a barrier to someone whose religious practice requires a certain manner of dress.

The duty to accommodate requires employers to identify and eliminate rules that have a discriminatory impact. Accommodation means changing the rule or practice to incorporate alternative arrangements that eliminate the discriminatory barriers.

2. Does the duty to accommodate apply to all grounds of discrimination?

The duty to accommodate is most often applied in situations involving persons with disabilities. In these situations, accommodation often means removing physical barriers, perhaps by building a wheelchair ramp. It often also means accommodating individual needs, such as by providing a computer screen reader for a blind employee.

The duty to accommodate also applies to grounds other than physical disability. Specifically, it applies to all grounds covered by the Canadian Human Rights Act: race, national or ethnic origin, colour, religion, age, sex (including pregnancy), sexual orientation, marital status, family status, disability and conviction for which a pardon has been granted.

3. Is there a legal requirement to accommodate?

The duty to accommodate is a legal requirement, per sections 2 and 15 of the Canadian Human Rights Act.

Section 2 reads as follows:

“The purpose of this Act is to extend the laws in Canada to give effect, within the purview of matters coming within the legislative authority of Parliament, to the principle that all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for an offence for which a pardon has been granted.”

The Act says that accommodation is required, short of undue hardship. The Supreme Court of Canada has also defined the duty to accommodate. (For a summary of these court decisions see Appendix A of *“A Place for All – A Guide to Creating an Inclusive Workplace.”*)

4. What is the process of accommodation?

When approached with a request for accommodation, an employer or service provider is expected to do the following:

- Determine what barriers might affect the person requesting accommodation,
- Explore options for removing those barriers, and
- Accommodate to the point of undue hardship.

If the employer finds that removing the barrier or changing the workplace rule creates an undue hardship on the business, then that rule or practice is a Bona Fide Occupational Requirement (BFOR), in which case the employer does not have to accommodate.

If you fail to follow this process, you can be found to have discriminated, per the *Canadian Human Rights Act*.

Excerpted from: Canadian Human Rights Commission, Preventing Discrimination, Tools & Resources, Duty to Accommodate.

For more information:

www.chrc-cdp.ca/preventing_discrimination/toc_tdm-en.asp

Endnotes

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