**Best Practices for Planning Meeting with Selection Committee**

**A) Establishing a Selection Committee**

* Dean/Director of the Faculty or Unit seeking to fill a faculty position serves as Selection Committee Chair Article 7.1 (a)
* Dean/Director advises the Department, in writing, when a position is to be filled, indicating the type and duration of the appointment the Employer is committed to, taking into account the recommendation of the Department Article 7.1 (c)
* The composition and working procedures of the Selection Committee shall be determined by the Faculty concerned Article 7.1 (c)
* The Chair of the Selection Committee should discuss working procedures, roles and responsibilities with members of the Selection Committee to ensure a shared understanding and clarity around the process Appendix 1 of BU Faculty Recruitment Guide

**B) Clarify and Discuss Working Procedures, Roles and Responsibilities**

* Clarify the authority and responsibility of the members of the selection committee, including the Chair, pertaining to:

|  |  |
| --- | --- |
| Hiring Decisions  | See Article 7.1 (a) BUFA CA |
| Budget Limitations |   How many finalists can be brought to campus? |
|   |   Who must approve expenditures? |
| Realistic Timelines |   Begin the search and advertise as early as possible |
|  |   Begin with a target completion date and work backwards |
|  |   Consider difficulty of doing business during holidays |
|   |   Plan visits when students and faculty are on campus |
| Confidentiality |   Everything that happens within the selection meetings is confidential |
|  |   Discussions and materials are to be retained within the confines of the meetings.  |
|  |   References should not be solicited without the consent of the candidate.  |
|  |   As outlined in FIPPA, all application materials, including letters of reference are to be held in strict confidence.  |
|   |   At the end of the search process, members are required to return all search committee materials. The Chair is required to keep original documents for 18 months, and shredded thereafter. |
| Consistency |   ALL candidates must be evaluated by the same procedures and criteria and provided the same information.  |
|   |  Friends of candidates should not call with inside information. |
| Professionalism |  As much as you are 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 institution. |
| Handling Applications & Inquiries |  Will incomplete applications be considered?  |
|   Agree to refer all inquiries to the Chair |
| Screening & Deliberation |   Include all committee members in the evaluation process (once applicants have been deemed qualified, all committee members should individually screen and evaluate files without consulting with others on the committee; encourages full and shared participation in the search process. Individual evaluation also helps ensure that all members are prepared to voice their opinions so a variety of perspectives is brought to the table and it is harder for some members to dominate or promote their own agendas.) |
|  |   Stress confidentiality of deliberations (all members must feel free to voice concerns and preferences for or against candidates) |
|  |   In the initial screening using the job description criteria, place each applicant in one of the three groups: YES, NO, or MAYBE |
|  |   Treat internal candidates as you do all others. (evaluate on the same basis as others, no preferential treatment, when checking references, interview the person in exactly the same way as others, provide the same itinerary if they have a campus visit (important for legal and ethical reasons) |

 **C) Review Legal Obligations**

* Review/reference key sections of legislation, policies and collective agreements that address hiring practices including but not necessarily limited to:
	+ [Manitoba Human Rights Code](http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php) (MHRC)
	+ [Employment Equity Act](http://laws-lois.justice.gc.ca/eng/acts/e-5.401/)
	+ Employment Standards
	+ [Accessibility for Manitobans Act](http://www.accessibilitymb.ca/) (AMA)
	+ [Temporary Foreign Workers Program](http://www.cic.gc.ca/english/resources/publications/employers/temp-foreign-worker-program.asp)
	+ [Freedom of Information and Protection of Privacy Act](http://web2.gov.mb.ca/laws/statutes/ccsm/f175e.php) (FIPPA)
	+ [Workplace Safety and Health Act](http://web2.gov.mb.ca/laws/statutes/ccsm/w210e.php)
	+ [Brandon University Policies](https://www.brandonu.ca/policies/)
	+ [Brandon University Faculty Association (BUFA) Collective Agreement](https://www.brandonu.ca/hr/files/BUFA-2015-19-FINAL-AGREEMENT2.pdf)

Basic Principles of Employment Equity

* Employment Equity refers to the positive actions that employers take to ensure fair and equitable employment practices in an effort to achieve and maintain representation and retention of individuals in the four designated groups, at all levels.
* Under Employment Equity, individual merit is the prime criterion. Practices include hiring the most qualified candidate for any open position, while ensuring that the hiring process and qualifications required for each position are fair and equitable for all persons.
* A commitment to ensure candidates are not advantaged or disadvantaged whether an individual is from a dominant or marginalized group or based on characteristics such as age, ancestry, ethnicity, gender, sexual orientation, religion, family status, and/or abilities.
* Establish essential job requirements and then base decisions only on those requirements.
* Committee members are responsible for following EE guidelines, but also for seeing that all involved with the search do so.
* Treat all applicants equally and keep good records of fair employment procedures.
* Be sure to identify the required job duties and qualifications initially and document the reasons for excluding some candidates and selecting others at each stage. This information can be called upon at a later time to support decisions made, should there be a Human Rights complaint filed.

**Determine Job/Position Requirements, Selection Criteria & Evaluation Methods**

### **Question 1: What will the person do?**

1. Education Requirements
* What is/are the area(s) of specialization?
1. 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 objective?
1. 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?
* How extensively will the person be involved in curriculum development?
* What percentage of time will be devoted to teaching?
* What are the expectations for supervising and advising students?
1. Determine Service to the University & Community Expectations
* 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 can the person assist the department in meeting departmental and university goals?

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

1. Education Requirements
* What designation or credentials are sought:
	+ PhD required
	+ PhD preferred
	+ PhD (ABD)
	+ Minimum qualification of a Master’s degree
* What areas of specialization must the person have?
1. 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?
1. 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 (e.g. listening skills, sensitivity to the diverse needs of students, recognizes different learning styles, able to give effective feedback)
1. Service to the University & Community Criteria
* Demonstrated ability to work collaboratively
* Good interpersonal skills (e.g. people who will work well with others, be able to communicate effectively with colleagues, students, others)
* Add to the diversity of the department
* Able to serve as a role model for students

### **Question 3: What value or weight will you give to these criteria or qualifications?**

Important to ask,

1) “Faced with choices, what knowledge, skills, and abilities are most important for the job?”
2) “What are the essential or threshold qualifications without which a candidate will not be selected, no matter how impressive they are in other areas?”

These elements are the basis by which your advertisement is built and serve as a checklist for various evaluation methods (shortlisting, interviews, presentations, other)

**Identifying Job Requirements, Selection Criteria & Weighting**

**Adapted from Appendices 2, 3 & 4 of the Guide**

|  |  |  |  |
| --- | --- | --- | --- |
| **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*** PhD preferred; ABD considered
* Evidence of scholarship/research
* Service to University and Community will be required
 | **Criteria*** PhD or ABD
* Evidence of scholarship/research
* Willingness to engage in Service to University and Community
 | CVCVInterview | **Rating\***TTT |
| **Teaching (50)*** 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
 | Teaching:* 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

Counseling Students:* Ability to build rapport with students
* Accessible and approachable to students
* Listens and understands
* Ability to give effective feedback

Curriculum development:* Current content knowledge
* Develop meaningful curriculum for undergraduate courses in area of specialization
* Commitment to developing inclusive curriculum
* Valid and fair assessment
 | CV, Present, InterviewCVInterviewCVInterviewPresentInterviewSample WorkSample WorkSample Work | 12112211211T11 |
| **Scholarship/Research (35)*** Active research
 | * Ongoing commitment to research
* Application of research methods
* Originality; challenges existing paradigms
* Scholarly writing skills
* Able to work collaboratively in research pursuits
 | CVInterview | T2131 |
| **Service to University and Community (15)*** 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
 | * 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 ChecksInterview | 121 |

**\*Ratings**

|  |  |
| --- | --- |
| T =1 =2 =3 = | Threshold/Required/Essential (without this criteria, we will NOT choose this candidate)\*\*Very importantImportantAsset |

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

**Develop Posting & Advertise**

 **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](http://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.***

***To ensure this employment opportunity is accessible to all interested individuals, please advise of any accessibility needs by contacting the Human Resources office at (204)727-9782 or*** ***hr@brandonu.ca******.***

#

# **Letter to All Applicants (Receipt of Application)**

*(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](http://www.brandonu.ca) and [www.brandon.ca/](http://www.brandon.ca/).

Sincerely,

*(Name)*

Chair, Search Committee

**Applicant Shortlisting Evaluation (To Create Shortlist)**

**Adapted from Appendix 7 & 8 of the Guide**

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:*** Undergraduate teaching

**Curriculum Development:*** Experience in developing curriculum for undergraduate courses in area of specialization
 |  |  |  |
| **Scholarship/Research:*** Evidence of scholarship/research
 |  |  |  |
| **Service to University and to Community:*** 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:*** Able to communicate effectively; present ideas clearly
* verbally
* writing
* Knowledgeable and current in area of specialization
* Inclusive, respectful environment for all students

**Curriculum Development:*** Develop meaningful curriculum for undergraduate courses in area of specialization
* Current knowledge and content
* Inclusive materials/data
* Valid and fair assessment
* Creative development of course materials

**Scholarship/Research:*** Evidence of research training
* Published in:

 Refereed journals Professional journals | 32 |  |  |  |
| **TOTAL FOR ADDITIONAL CRITERIA:** |  |  |  |  |
| **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.Additional information or clarification required to make a decision. |  |  |  |  |

Reviewing CV application package, reference letters (if applicable)

**\*Ratings**

|  |  |
| --- | --- |
| 1 =2 =3 = | FairGoodExcellent |

**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 |  |  |  |  |  |

#

# **Letter 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 Workplace Diversity 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 require any special 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](http://www.brandonu.ca) or <http://brandon.ca/> . Should you have any questions, please feel free to call me at xxx-xxx-xxxx.

Sincerely,

|  |  |  |
| --- | --- | --- |
| **DO** |  | **DON’T** |
| Turn all 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). |

**Hosting the Candidate**

***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

# **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?

**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:** |  |
|  |  |
|  |  |

**Evaluation Process Guide**

**Adapted from Appendix 13 of the Guide**

|  |
| --- |
| Teaching |
| 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 |

**Evaluation Process Guide**

|  |
| --- |
| Teaching |
| 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 |

**Evaluation Process Guide**

|  |
| --- |
| Teaching |
| Interview Question #3 |
| Tell us about a time when you were able to support the academic success of a student through mentoring and advising. What were your biggest challenges and rewards from that 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. 2 | e.g. 20% | 40 |

**Evaluation Process Guide cont’d**

|  |
| --- |
| Research |
| Interview Question #1 |
| Please tell us about your dissertation.  |

Notes: give consideration to the specializations we are seeking

**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 |

**Evaluation Process Guide cont’d**

|  |
| --- |
| 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 |

**Evaluation Process Guide cont’d**

|  |
| --- |
| Service to the University and Community |
| 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 |

|  |
| --- |
| *Teaching* |
|  | ***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%*** |  |  |  |  |

|  |
| --- |
| *Research* |
|  | ***Weight*** | ***Score (0-4)*** | ***Candidate #1 Total Score*** | ***Candidate #2 Total Score*** | ***Candidate #3 Total Score*** |
| ***Question #1*** |  | ***15%*** |  |  |  |  |
| ***Question #2*** |  | ***15%*** |  |  |  |  |

|  |
| --- |
| *Service*  |
|  | ***Weight*** | ***Score (1-5)*** | ***Candidate #1 Total Score*** | ***Candidate #2 Total Score*** | ***Candidate #3 Total Score*** |
| ***Question #1*** |  | ***15%*** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Unsatisfactory*** | ***Poor*** | ***Fair*** | ***Good*** | ***Excellent*** |
| * ▪ 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.
 | * 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.
 | * 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.
 | * 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.
 | * 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.
 |

# **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

# **Step 7: Verbal/Phone Reference-Checking Questions for Leading Candidates**

**Basic Questions**

* “How long did you work with the applicant?”
* “What was the applicant’s formal job title and did the applicant hold other titles while at your institution/organization?”
* “Why did the applicant leave the institution/organization?”
* “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 working for you?”
* “Did you promote this applicant while working 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 the applicant’s primary responsibilities?”
* “What do you believe are the most important skills needed to succeed in this job?”
* “Describe a typical day in your department.”
* “Describe how the responsibilities of the applicant might have changed or increased while on the 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 the applicant?”
* “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 the applicant’s 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?”

# **Step 8: Rejection Letter to Finalist[[1]](#endnote-1)**

*(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

**Step 9: Orientation & Onboarding**

Welcoming the new faculty member and supporting their transition to the University.

<https://www.brandonu.ca/hr/onboarding-guide-for-the-hiring-manager/>

1. [↑](#endnote-ref-1)