



The Handbook on

# Faculty Recruitment and Searches

2015

McMaster Engineering  
Faculty Development Academy



The Handbook on Faculty Recruitment and Searches was created and developed by Dr. Lynn Stewart, Maria Massi and Amber Bukata in consultation with Dr. Sarah Dickson and Dr. John Preston, as part of the Faculty Development Academy led by Maria Massi. The team wishes to thank the input of faculty members who provided examples and feedback for this document, as well as those who provided facilitation support for related faculty development workshops.



McMaster Engineering Faculty Development Academy, 2015

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## Dean's Message

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The Faculty of Engineering is committed to recruiting the best qualified candidates for faculty positions. Despite our recent successes, we must redouble our efforts to promote diversity, particularly of women in engineering, and recruit excellence. This professional development workshop on Faculty Recruitment and Searches has been designed to address how we can improve our efforts in this area.

As a Faculty, we must continue to foster conditions that promote excellence in teaching, research and service, as well as a high quality of collegial academic life. Recognizing that our campus community is characterized by a diversity of people, it is important to ensure that our faculty cohort also contributes to this diverse environment. The Faculty's objective is to assist you with the necessary tools to aid you through the process of recruiting and retaining excellence, and adding women and visible minorities as colleagues.

Therefore, effectively immediately, faculty members who serve on search committees will be required to participate in this workshop and become certified in recruiting practices that recognize and promote diversity and excellence.

I take this opportunity to thank you for your willingness to participate in the well-being of your department by serving on its hiring committee as an academic leader, or by representing me as an academic leader serving as the Dean's representative on a committee outside of your department.

With kind regards,

Ishwar Puri,  
Dean and Professor

## 1. Value of Diversity

Business leaders acknowledge the value of a diverse workplace and identify diversity as a key contributing factor to business innovation and creativity. Similarly, more and more post-secondary institutions are also implementing strategic recruiting plans featuring hiring practices which have been deliberately designed to be fair, equitable, and promote diversity. There is evidence demonstrating that diversity benefits the post-secondary environment: research indicates that faculty diversity leads to more innovative research outcomes and an extended range of scholarship, as well as an enhanced ability to attract more diverse students and better support their success (see <http://diversity.arizona.edu/how-does-faculty-diversity-benefit-university> for a brief research summary).

McMaster Engineering is committed to excellence: fundamental to this commitment is the recognition that we must recruit the best and the brightest students and faculty members, and that they will be found through outreach and recruitment practices which are inclusive and respectful of diversity.

## 2. Initiating the Search Process

The composition of the search committee, description of the position, and methods and venues in which it is advertised are all critical components of faculty recruitment. The final outcome is dependent on how well these factors are addressed.

### Composition of the Search Committee

The Faculty of Engineering would recommend that the following elements are considered when forming a search committee (*APS Physics*)<sup>1</sup>:

- 1) Include individuals with different perspectives, expertise and a demonstrated commitment to diversity.
- 2) When possible, make sure the committee itself is diverse.
- 3) Identify a few key faculty members who will serve as advocates for minorities.
- 4) At the beginning of the process, reiterate the importance of inclusion and the need for confidentiality.
- 5) The Associate Dean, Research and External Relations will assign an individual outside of the Department or School to serve on the **tenure-track** hiring committee as the Dean's representative.
- 6) The Associate Dean, Academic will assign an individual outside of the Department or School to serve on the **teaching-track** and CLA hiring committees as the Dean's representative.

### Language for Posting the Position

According to the University of Michigan's Academic Affairs Faculty Hiring Manual<sup>2</sup>, defining the faculty position "in the widest possible terms consistent with the department's needs" is very important. It is also imperative to keep in mind that the position description does not limit the pool of applicants and unintentionally exclude female or minority candidates by focusing on narrow subfields in which few specialize.

At McMaster all faculty postings must contain the employment equity statement, to be located at the end of the posting, as shown in the following examples.

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<sup>1</sup> APS Physics, American Physical Society Site (<http://www.aps.org/programs/minorities/recruitment/committee.cfm>).

<sup>2</sup> University of Michigan Office of the Provost/Academic Affairs Faculty Hiring Manual, August 2014. <http://www.advance.rackham.umich.edu/handbookforfacultysearchesandhiring.pdf>

## Faculty Posting Example 1

**(Does not contain diversity statements)**

### Department of Engineering Physics Tenure-Track Position in Micro- and Nano-Systems

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The Faculty of Engineering at McMaster University has a reputation for innovative programs, cutting-edge research, leading faculty, and aspiring students. It has earned a strong reputation as a centre for academic excellence and innovation. The Faculty has approximately 160 faculty members, along with close to 4,000 undergraduate and 750 graduate students.

The Department of Engineering Physics is seeking an outstanding individual for a tenure-track or tenured position in Micro- and Nano-Systems. The appointment is intended to be at the Assistant Professor level, but exceptional candidates at the Associate Professor or Professor level may also be considered.

Applicants must have earned a Ph.D. in Engineering Physics or a closely related discipline, and have expertise in the field of micro- and nano-systems, with possible applications to Si photonics, nano-electronics, micro-electro-mechanical systems and optoelectronics. Demonstrated or strong potential for excellence in research and teaching is essential. Relevant industrial experience, the ability to interact with other research groups (on- and off-campus), and interest in creating and maintaining ties with major industrial players within the broader micro- and nano-system community, will be an asset.

Consistent with McMaster's vision of being a student-centred, research intensive university, the successful applicant will be expected to develop a dynamic research program and demonstrate a strong commitment to teaching and curriculum development at both the undergraduate and graduate levels. In doing so, the successful candidate will have the opportunity to interact with researchers in the Centre for Emerging Device Technologies, the Brockhouse Institute for Materials Research and the Canadian Centre for Electron Microscopy. The successful candidate will be expected to apply for a full or limited licence from Professional Engineers Ontario.

This position will ideally commence July 1, 2015, however it will remain open until the position is filled.

Interested applicants should send the following to the Faculty Search Committee – Micro-Nano Systems:

- Letter of application
- Curriculum Vitae
- Statements on teaching and research interests
- Selection of research publications (no more than four examples)
- Reference letters from at least three referees

***To apply for this position, please send applications and reference letters to the Chair of the Department at [epchair@mcmaster.ca](mailto:epchair@mcmaster.ca).***

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Note: All qualified candidates are encouraged to apply. However, Canadian citizens and permanent residents will be given priority for these positions. McMaster University is strongly committed to employment equity within its community and to recruiting a diverse faculty and staff. The University encourages applications from all qualified candidates including women, persons with disabilities, First Nations, Metis and Inuit persons, members of racialized communities and LGBTQ-identified persons. If you require any form of accommodation throughout the recruitment and selection procedure, please contact the [Human Resources Service Centre](#) at Extension 222-HR (22247).



## Faculty Posting Example 2

(Contains diversity statements)

### Department of Engineering Physics Tenure-Track Position in Micro- and Nano-Systems

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The Faculty of Engineering at McMaster University has a reputation for innovative programs, cutting-edge research, leading faculty, and aspiring students. It has earned a strong reputation as a centre for academic excellence and innovation. The Faculty has approximately 160 faculty members, along with close to 4,000 undergraduate and 750 graduate students. **The Faculty of Engineering promotes a nurturing and inclusive environment where opportunities are made available for personal growth and professional development (<http://www.eng.mcmaster.ca/fda/>).**

The Department of Engineering Physics is seeking an outstanding individual for a tenure-track or tenured position in Micro- and Nano-Systems. The appointment is intended to be at the Assistant Professor level, but exceptional candidates at the Associate Professor or Professor level may also be considered.

Applicants must have earned a Ph.D. in Engineering Physics or a closely related discipline, and have expertise in the field of micro- and nano-systems, with possible applications to Si photonics, nano-electronics, micro-electro-mechanical systems and optoelectronics. Strong potential for excellence in research and teaching is essential. Relevant industrial experience, the ability to interact with other research groups (on- and off-campus), and interest in creating and maintaining ties with major industrial players within the broader micro- and nano-system community, will be an asset. **Demonstrated ability to work effectively with individuals from diverse communities and cultures.**

Consistent with McMaster's vision of being a student-centred, research intensive university, the successful applicant will be expected to develop a dynamic research program and demonstrate a strong commitment to teaching and curriculum development at both the undergraduate and graduate levels. In doing so, the successful candidate will have the opportunity to interact with researchers in the Centre for Emerging Device Technologies, the Brockhouse Institute for Materials Research and the Canadian Centre for Electron Microscopy. The successful candidate will be expected to apply for a full or limited licence from Professional Engineers Ontario.

This position will ideally commence July 1, 2015, however it will remain open until the position is filled.

Interested applicants should send the following to the Faculty Search Committee – Micro-Nano Systems:

- Letter of application
- Curriculum Vitae
- Statements on teaching and research interests
- Selection of research publications (no more than four examples)

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- Reference letters from at least three referees

***To apply for this position, please send applications and reference letters to the Chair of the Department at [epchair@mcmaster.ca](mailto:epchair@mcmaster.ca).***

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Note: All qualified candidates are encouraged to apply. However, Canadian citizens and permanent residents will be given priority for these positions. McMaster University is strongly committed to employment equity within its community and to recruiting a diverse faculty and staff. The University encourages applications from all qualified candidates including women, persons with disabilities, First Nations, Metis and Inuit persons, members of racialized communities and LGBTQ-identified persons. If you require any form of accommodation throughout the recruitment and selection procedure, please contact the [Human Resources Service Centre](#) at Extension 222-HR (22247).

### 3. Conducting a Fair Selection Process: Competency-based Recruitment

**Competency-based recruitment** is intended to enable a transparent and equitable recruiting process which does not favour one type of applicant over another.

Central to this recruiting process is the development of a “competency profile”: a summary of the key competencies, knowledge, skills and experience genuinely required for success in the role. Ideally, a rating scale should be assigned to each one to differentiate between those that are essential for the role and those which are “nice to have”. When creating this profile, consider requirements for research, teaching, successfully establishing an independent research program, and the ability to manage the multiple demands of research, teaching and participation in service activities. Also consider “citizenship” requirements: the competencies required to ensure that the candidate is one who will be a positive and constructive addition to the department, the faculty, and to undergraduate and graduate students. Once established, the competency profile provides the set of standards against which candidates are assessed, ensuring that candidate assessment concentrates on criteria which are relevant to the position, and not based on the personal opinions of any given assessor.

The recruitment process focuses on a candidate providing evidence of ability or potential in the required areas through a series of points of reference e.g., CV review, interview, seminar, etc., along with a consistent approach to candidate assessment.

**Competency-based screening** involves setting guidelines that will assist the search committee with appropriately screening the criteria to make a fair evaluation. The following best practices are recommended (*MU Equity Office*):<sup>3</sup>

- The Committee should familiarize themselves with the requirements of the vacant position.
- Allow each assessor sufficient time to review the materials
- Divide the task of in-depth review of credentials evenly among committee members, preferably with at least two members reviewing minimally qualified candidates.
- Do not automatically discount a non-traditional career path; government and businesses are often the sources of first time employment for women, minorities, and persons with disabilities. Think broadly about what it takes to become successful in the job.
- Avoid making assumptions about an individual’s ability to do the job based simply on his/her current institution or the fact that she/he is currently in a non-tenurable position.
- The Committee should consider developing a rubric to assist the committee with assigning a rating to each applicant. The rubric can be developed around the screening criteria identified by the members of the committee.

It is important to keep in mind conscious and unconscious biases that may exist during an applicant evaluation.

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<sup>3</sup> University of Missouri, MU Equity Office, S303 Memorial Union, Columbia, MO, <http://equity.missouri.edu/recruitment-hiring/screening.php>

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Psychological research has identified the following biases (*University of Michigan Office of the Provost Academic Affairs Hiring Manual*):<sup>4</sup>

- We often judge people based exclusively on our own experience.
- We tend to favour people who look like us or have other experiences like our own.
- We need to consider the experience and needs of our diverse student population.
- Women and underrepresented minority candidates are penalized disproportionately if reviewers do not allocate adequate time (15-20 minutes) to reviewing their files.
- Be sure to consider whether you are using evidence to arrive at your evaluations/ratings.

### **CV Review and Creating a Short List**<sup>4</sup>

The process of creating a short list should involve several checkpoints.

- Get consensus on the multiple criteria that will be used to choose candidates for interviews. Be sure to consider all criteria that are pertinent to the department's goals and discuss the relative weighting of the different criteria as there may be the likelihood that no or few candidates will rate highly on all of them.
- Be careful to place a suitable value on non-traditional career paths. Take into account time spent raising children or getting particular kinds of training and different job experiences. There is considerable evidence that evaluations of men frequently go up when they have such experience, while evaluations of women to decrease with the same experience.
- Develop a "medium" list from which to generate your short list. Are there women or minority candidates on it? If not, consider intensifying the search before moving on to a short list.
- Develop your shortlist by taking the top candidates across different criteria. Evaluate this step before finalizing the list; consider whether evaluation bias may still be affecting your choices.
- Be sure to consider the experience and needs of our diverse student population.
- Review the top female and/or minority candidates in your pool. Consider whether your short list should be revised because the committee's judgments were influenced by evaluation bias. (ie. the tendency to underestimate women and underrepresented minority members' qualifications and overestimate those of white males).
- Evaluation bias is minimized when you interview more than one woman and/or underrepresented minority candidate.

### **Candidate Assessment and the Hiring Rubric**<sup>5</sup>

Normally, candidates will be assessed by several different people and by several different methods: group discussion, one-to-one interview, research seminar, teaching seminar, and so on. To maintain a fair and transparent recruitment process, one that retains its focus on the competency profile and genuine position requirements, it is very useful to provide a hiring rubric to those who are involved in candidate assessment.

A rubric:

- Helps to ensure consistency across referees
- Makes outlier assessments easier to identify

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<sup>4</sup> University of Michigan Office of the Provost/Academic Affairs Faculty Hiring Manual, August 2014.  
<http://www.advance.rackham.umich.edu/handbookforfacultysearchesandhiring.pdf>

<sup>5</sup> Tucker, Kristine, Demand Media, Interview Questions with Rubrics, <http://work.chron.com/interview-questions-rubrics-20536.html>

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- Can be customized to reflect the competency profile of each role.

For consistency, the same rubric should be used for each type of assessment, and by each different assessor.

The hiring rubric should highlight/capture the identified screening criteria determined by the search committee. Systematic tracking of the committee's interaction with applicants is not only helpful to the committee during the selection process, but the resulting records may be useful in the future.

Good documentation is very important to a fair and transparent recruitment process. It is recommended that each assessor be provided with the competency profile and asked to complete the rubric following the assessment activity. In group interviews, it is recommended that one member of the interview panel act as a scribe to record the discussion. Completed rubrics and any other assessment documents e.g., interview records, should be given to the Chair of the Selection Committee.

Example of a Faculty Recruitment Rubric

**Candidate Evaluation Rubric Form<sup>6</sup>**

Name of Candidate: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: Name: \_\_\_\_\_

Faculty Staff Student Other Department: \_\_\_\_\_

<i>Please indicate which of the following are true for you (check all that apply):</i>			
<input type="checkbox"/>	Reviewed candidate's CV	<input type="checkbox"/>	Met with candidate one-on-one
<input type="checkbox"/>	Attended candidate's research seminar	<input type="checkbox"/>	Met with candidate in a group
<input type="checkbox"/>	Attended candidate's teaching seminar	<input type="checkbox"/>	

How effective do you believe the candidate will be in meeting the responsibilities of this position?

*Please select the point score in each category which you believe best represents the candidate's performance.*

<b>Subject Matter Knowledge:</b> Does the candidate demonstrate strong experience with the subject matter? Does the candidate confidently discuss issues and ideas?	Demonstrated Score: 5 – 4 points	Somewhat Demonstrated Score: 3 – 2 points	Not Demonstrated Score: 1 – 0 points	Comments:
<b>Knowledge and Skills in Research:</b> Does the candidate demonstrate clear understanding and ability in research approaches and methods?	Demonstrated Score: 5 – 4 points	Somewhat Demonstrated Score: 3 – 2 points	Not Demonstrated Score: 1 – 0 points	Comments:
<b>Knowledge and Skills in Teaching:</b> Does the candidate demonstrate mastery and experience with a variety of teaching styles and approaches to reach an array of learning styles?	Demonstrated Score: 5 – 4 points	Somewhat Demonstrated Score: 3 – 2 points	Not Demonstrated Score: 1 – 0 points	Comments:
<b>Communication:</b> Does the candidate speak clearly in small or large groups? Is the candidate organized, articulate and engaging, and able to communicate ideas effectively? Does the candidate answer questions clearly and concisely?	Demonstrated Score: 5 – 4 points	Somewhat Demonstrated Score: 3 – 2 points	Not Demonstrated Score: 1 – 0 points	Comments:

<sup>6</sup> E\_I Search Candidate-Evaluation-Rubric-For-1.doc. Office of the Provost/Academic Affairs Faculty Hiring Manual, Page 18, August 2014.

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<p><b>Leadership and Collegiality:</b> Does the candidate demonstrate experience in effectively working with others on various types of projects? Does the candidate show strong interest in participating in departmental activities? Is the candidate a good “fit” with the Department and the Faculty?</p>	<p>Demonstrated Score: 5 – 4 points</p>	<p>Somewhat Demonstrated Score: 3 – 2 points</p>	<p>Not Demonstrated Score: 1 – 0 points</p>	<p>Comments:</p>
<p><b>TOTAL SCORE:</b></p>				

**Overall, I find this candidate to be:**

- Highly acceptable     
  Acceptable     
  Not acceptable     
  No opinion

Additional comments on the candidate’s strengths or any concerns you might have:

Have I ensured that my assessment is based on an unbiased evaluation of the candidate’s ability to fulfill the requirements of the position?

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## 6. Bibliography

APS Physics, American Physical Society (2015). Retrieved from,  
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University of Missouri, MU Equity Office, S303 Memorial Union, Columbia, MO.  
<http://equity.missouri.edu/recruitment-hiring/screening.php>



## Appendix A: Appropriate and Inappropriate Interview Questions

	<b>Ask This...</b>	<b>Not This...</b>
<b>Nationality Origin/ Citizenship</b>	Are you authorized to work in Canada? What language do you read/speak/write fluently? (This question is okay only if this ability is relevant to the performance of the job.)	Are you a Canadian citizen? Where were you/your parents born? What is your "native tongue"?
<b>Age</b>	Are you between the ages of 18 and 64?	How old are you? When did you graduate? What is your birth date?
<b>Marital/Family Status</b>	Would you be willing to relocate if necessary? Would you be able and willing to travel as needed by the job? Would you be able and willing to work overtime as necessary?	What's your marital status? Whom do you live with? Do you plan to have a family? When? How many kids do you have? What are your child-care arrangements?
<b>Affiliations</b>	List any professional or trade groups or other organizations that you belong to that you consider relevant to your ability to perform this job.	What clubs or social organizations do you belong to?
<b>Personal</b>	Are you able to lift a 30kg weight and carry it 100 metres, as that is part of the job?	How tall are you? How much do you weigh?
<b>Disabilities</b>	Are you able to perform the essential functions of this job? Can you demonstrate how you would perform the following job-related functions?	Do you have any disabilities? Have you had any recent or past illnesses or operations? What was the date of your last physical exam? How's your family's health? When did you lose your eyesight? How?
	Do you need an accommodation to perform the job? <i>This question can only be asked after a job offer has been made.</i>	
<b>Arrest Record</b>	Have you ever been convicted of _____? (The crime named should be reasonably related to the performance of the job in question.)	Have you ever been arrested?
<b>Sex</b>	None.	Are you male or female? What are the names and relationships of persons living with you?
<b>Race/Colour</b>	None.	What is your race? What is your hair, eyes or skin colour?
<b>Religion</b>	None.  If you wish to know if an applicant is available to work Saturday or Sunday, ask Are you available to work on Saturdays or Sundays if needed?	What is your religious affiliation or denomination? What church do you belong to? What is the name of your pastor, Minister, rabbi? What religious holidays do you observe?

View here: [Human Rights Hiring Guide](#) or [Sample Behavioural Interview Questions](#)

## Appendix B: Check List: Best Practices for Equitable Recruiting

### Check List: Best Practices for Equitable Recruiting

Have we created a selection committee that is committed to the principles of fair recruitment? Are all selection committee members certified?	
Have we identified required skills, experience, and competencies that are genuinely required to fulfill the requirements of the position?	
Have we ensured that all members of the interview team are familiar with how human rights legislation affects the manner in which questions may be phrased in an interview?	
Have we ensured that all members of the interview team are familiar with competency-based interviewing, so that candidates will be encouraged to provide specific examples from their work experience that demonstrate the skills and competencies required for the position?	
Have we used inclusive language in the job posting?	
Have we created a rubric based on real position requirements that will support fair and consistent candidate assessment?	
Have we applied fair assessment practices at each stage of candidate assessment? Have we ensured that our assessors are themselves appropriately diverse? Have we consciously worked to eliminate bias through this recruiting process?	
Have we documented, and can we justify, our selection decisions at each step of the process?	

## Appendix C: SPS A1 – Recruitment and Selection of Faculty Members



### Policies, Procedures and Guidelines

Complete Policy Title:  
**Recruitment  
and Selection of Faculty Members**

Policy Number (if applicable):  
**SPS A1**

Approved by:  
**Senate  
Board of Governors**

Date of Most Recent Approval:  
**December 14, 2011  
December 15, 2011**

Date of Original Approval:

Supersedes/Amends Policy dated:  
**December 11, 1996 (SPS 2)**

Responsible Executive:  
**Provost and Vice-President (Academic)**

Enquiries:  
[University Secretariat](#)

***DISCLAIMER:** If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails*

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The following procedures have been developed for use in conjunction with the *McMaster University Revised Policy and Regulations With Respect to Academic Appointment, Tenure and Promotion* (Tenure and Promotion Policy). They apply to advertising and interviewing for all classes of appointment, including contractually-limited appointments, that may reasonably be expected to be converted to another category of appointment.

The procedures are intended for use principally by Departments but some aspects apply also at Faculty and Senate levels. The emphasis on Departments reflects the fact that most of the collection and assessment of information which leads to recommendations for appointment takes place within them. Departments should follow these procedures or be prepared to justify any departures.

In these procedures, the term "designated groups" means aboriginal peoples, persons with disabilities, members of visible minorities, and women.

## I Principles

The procedures are based upon the principles of academic merit and equity. They aim to identify the most meritorious candidate who is suited to the requirements of the position, the needs of the Department and the goals of the University. The procedures require that criteria and qualifications for positions will be established in a fair and objective manner. Successful candidates will be selected on the basis of a fair assessment of their merit.

When candidates do not differ in merit, other criteria are commonly used to make the selection. If in such an instance one of the equally meritorious finalists is a member of a designated group, departments shall consider the University's employment equity goals.

## II Accountability

Departmental Chairs are accountable to their Deans, and Deans to the Provost for following these procedures. Chairs must submit a recommendation to the Dean for each new faculty position, including rank expectations, salary expectations, space and other resource information, and expected start date, together with the draft advertisement. A budget form must be completed for approval and signed by the Provost and President (where applicable) before the search commences. In the Faculty of Health Sciences, advertisements must be approved by the office of the Dean. In all other Faculties, advertisements must be approved by the Provost's office before being posted.

## III Preparation

When approval to recruit a new faculty member has been given, the Department Chair shall take the following steps before placing an advertisement.

- **Identify those who will make the selection recommendation.**  
Members of one or more of the *designated groups* shall be included when possible in order to provide a perspective that might otherwise be lacking on evaluation and similarly an insight into the interpretation of the experience of candidates who belong to the *designated groups*. In cases in which designated group members cannot be found within a Department, consideration shall be given to inviting Associate Members of the department, or adjuncts, or part-time faculty (Health Sciences) who are members of those *designated groups* to join in the process. All people participating in the selection process are expected to consult the provisions of the Ontario Human Rights Code, the requirements of Employment Equity Legislation, and the Employment Equity plans of the Faculty.
- **Establish evaluation criteria.**  
Departments are encouraged to articulate what qualifications are needed to perform the advertised job. This description shall include the necessary knowledge, skills and demonstrated performance required to undertake

research and/or to teach in the advertised field at the university level. There should be an agreement among those making selection recommendations on the relative importance of individual job criteria, and how the candidates' qualifications will be assessed in relation to the criteria. There should be documentation of the selection criteria to be used and of their relative importance.

All aspects of the evaluation shall be applied consistently to all candidates throughout the process.

Best practice suggests that, before inviting a candidate for interview the Department should (a) invite the applicant to provide an up-dated CV and (b) verify significant features of the CV (e.g. publications).

#### **IV Recruitment**

Advertising as widely as possible should result in a larger pool of applicants which will usually yield a richer choice.

##### **Content of advertisements**

- shall be accurate and informative, reflecting the knowledge, skills and abilities required and stating the expectations and the range of qualifications sought, the rank and the proposed start date. The advertisement shall specify what materials the applicants should submit to the Chair of the selection committee, and the closing date for applications.
- shall include a statement of McMaster's commitment to Employment Equity and be worded to invite applications from qualified members of designated groups (see [McMaster University Employment Equity Statement](#)).
- while a 'Canadians-first' statement is required by Human Resources and Skills Development Canada (HRSDC), the ability to advertise and recruit simultaneously in both Canada and abroad is available in all disciplines. Departments do not have to delay advertising and recruiting of non-Canadians until the search for a qualified Canadian candidate has been exhausted. Advertisements can be directed to both Canadian and non-Canadians at the same time so long as the 'Canadians first' statement is included.
- may list any supportive policies which make McMaster more competitive in the search for qualified members of a designated group.

## **Placement of advertisements**

- placement should ensure that they reach the broadest range of qualified applicants.
- positions must be posted on the Provost's web site under Academic Postings
- advertisements must be provided to the Canadian Union of Public Employees (Local 3906)

## **Acknowledgement of Application**

All applicants shall receive a written acknowledgement that their application has been received.

## **V Preparing the List of Candidates to be Interviewed**

Qualified applicants should be reassessed to determine which of them most fully meet the selection criteria in order of their importance. Selection committee members should keep in mind that atypical career paths do not necessarily imply a lack of qualifications.

## **VI Interviews and Associated Activities**

The procedures to be followed in interviewing and hosting candidates shall be applied consistently to all interviewees. An interview schedule provides the basic framework, and informs each candidate of what to expect. All candidates should have equal opportunities to meet and interact with potential colleagues.

Any person involved in the interviewing process should have received information about those areas in which questioning is prohibited by the Ontario Human Rights Code. If information about any of the prohibited areas is volunteered by a candidate, it shall not be used in assessment.

All people charged with making the selection recommendation shall have equivalent information about each candidate. All candidates should go through the equivalent interview experience and be subjected to equal methods for collecting opinions and evaluating the candidates. For example, if one candidate is asked to give a lecture on an aspect of his or her research, every candidate should be asked to give a lecture of this kind.

## **VII The Employment Offer**

When the assessment of the candidates' qualifications, based on the previously established criteria, is complete, the candidate who is best qualified to meet the

requirements of the job, the needs of the Department, and the goals of the University, should be recommended.

If, in the normal screening process for a position, several candidates are found to be equally qualified, preference given to any one of them who is a member of a designated group will enhance the University's ability to reach its employment equity goals.

In the Faculty of Health Sciences, employment offers are made by the Department Chair, with the approval of the Faculty Dean. In all other Faculties, employment offers are made by the Faculty Dean, with the approval of the Provost. Terms of employment in the offer must comply with all relevant University policies.

If a foreign candidate is hired, a completed 'Foreign Academic Recruitment Summary' form must be submitted to the Provost's office. In the Faculty of Health Sciences, this form must be submitted to the Faculty Relations Office. This form is then sent to HRSDC along with the application for a Labour Market Opinion (LMO) form. The individual can be offered the position but the offer letter must stipulate that the appointment is conditional upon the faculty member obtaining and maintaining appropriate immigration status for employment from the Canadian immigration authorities.

### **VIII Record Keeping**

Each stage of the recruitment and selection process shall be documented. This documentation shall include the basis for all decisions made. Within the limits of privacy legislation, such a record makes it possible to provide a rationale for selection to the Faculty and University, and to any governmental agency that may have an interest. For this reason, because of the amount of time that may elapse before the selection process is actually completed, it is recommended that records be kept for two years. At a minimum, Regulation 460 s.5(1) of the Freedom of Information and Protection of Privacy Act of Ontario states: "Personal information that has been used by an institution shall be retained by the institution for at least one year after use unless the individual to whom the information relates consents to its earlier disposal".