



**University
of Victoria**

Vice-President
Academic & Provost

Guide to Faculty & Librarian Recruitment

This document supports the recruitment and selection of faculty members and librarians through a review of essential recruitment steps, in chronological order, and the inclusion of relevant tools and templates in the Appendices.

Equity and diversity are essential values for UVic, and a foundation for the institution's excellence. As articulated in the Collective Agreement, the University and the Faculty Association are committed to the recruitment of a diverse workforce and to the identification and removal of discriminatory barriers in all processes related to the selection and hiring of faculty members and librarians. All recruitment and appointment procedures in a unit are governed by BC Human Rights legislation, by the University of Victoria and the University of Victoria Faculty Association Collective Agreement, by UVic equity policies, and by each unit's own equity policy.

All policies referenced in the Guide are on the web site of the [University Secretary](#). For the purposes of this guide, departments, schools, non-departmentalized Faculties, and the University Library, will hereafter be referred to as “unit”. All reference to Chair is a reference to a Director. A reference to a Dean includes a reference to the head of a non-departmentalized Faculty/Division and to the University Librarian. Generally, a reference to an appointment committee also includes a reference to a Library appointments advisory committee.

Units are strongly encouraged to consult with their Faculty Relations Consultant when devising protocols for recruitment and hiring, and with EQHR for input on equity, diversity and inclusion considerations in a search. The Office of Research provides support as related to CRC opportunities.

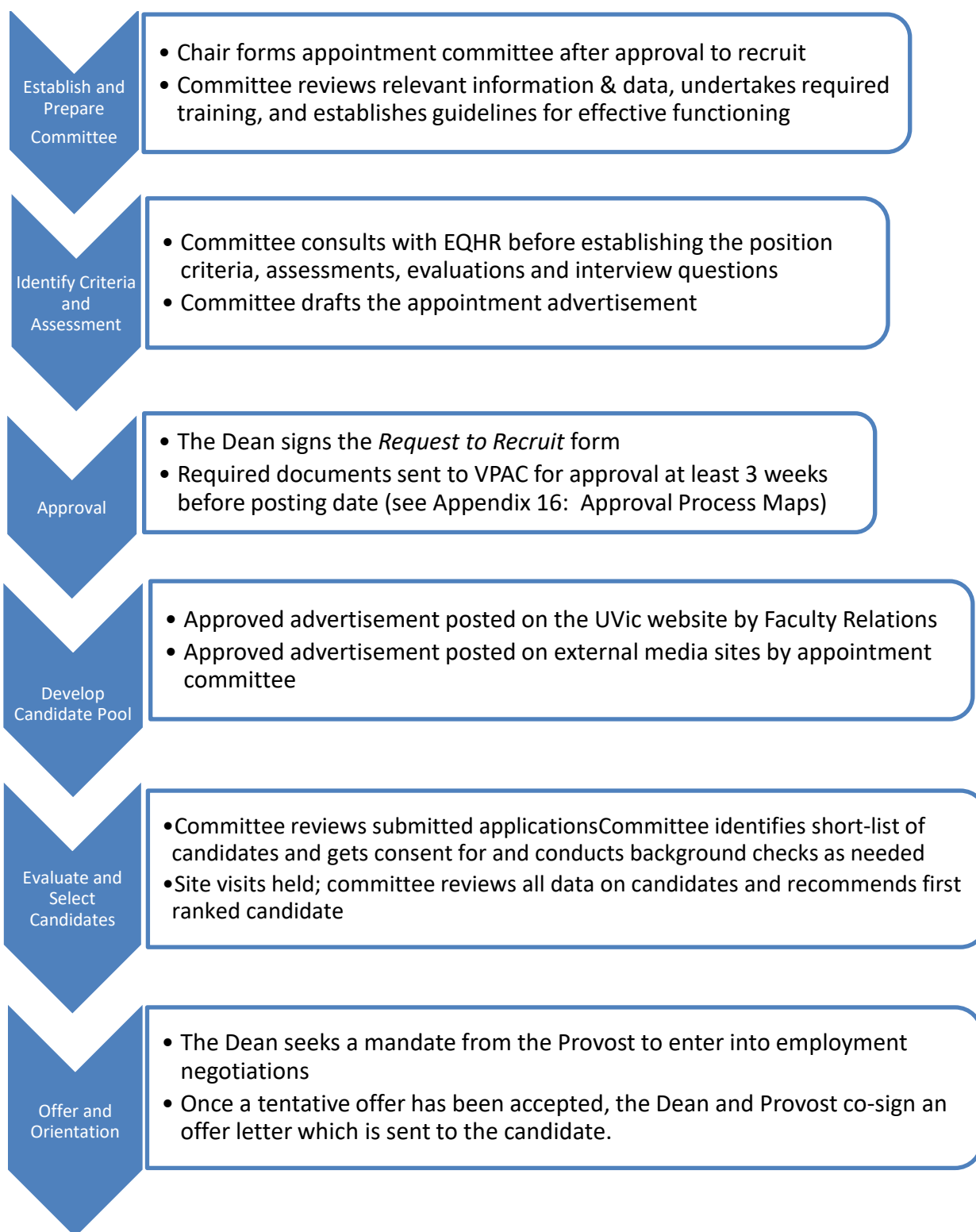
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Overview of the Recruitment Process

Note: CRC Appointments have some differential requirements; see Appendices 6 through 8 for further information.



1.0 Establishment and Composition of Appointment Committee

References and Resources:

Relevant [Collective Agreement](#):

- Article 16 *Equity and Inclusion*
- Article 20 *Appointments*
- Article 22 *Appointments Procedures: Librarians*
- Article 32 *Appointments, Reappointments, Promotion and Tenure Committees*
- Article 49 *Conflict of Interest and Reasonable Apprehension of Bias*

Other Useful Resources:

- [Policy on Human Rights, Equity and Fairness \(GV0200\)](#)
- [Protection of Privacy Policy \(GV0235\)](#)
- [Fact Sheet: Access, Records Management, and Privacy Guidelines for Search Committees](#)
- Unit Standard
- Faculty Evaluation Policy/Librarian Evaluation Policy
- British Columbia's [Freedom of Information and Protection of Privacy Act](#)
- British Columbia's [Human Rights Code](#)

Faculty and librarian recruitment is conducted by the hiring unit's appointment committee. In order to ensure a robust pool of qualified applicants, it is important to create a diverse committee with a clear mandate that meets the requirements of the Collective Agreement and unit policies.

1.1 Committee composition

The appointment committee for faculty and librarian positions are responsible for all aspects of the recruitment process. The Collective Agreement provides information on committee composition and procedures. The unit Standard may also include such information. The Chair of the appointment committee is responsible for ensuring that the structure conforms to the Collective Agreement and Unit policy.

With regard to the recruitment of faculty member positions, Article 32 *Appointments, Reappointments, Promotion and Tenure Committees* indicates minimum requirements with regard to the composition of an appointment committee. Specifically, section 32.2 requires that faculty members holding regular academic appointments who are elected from and by the Unit must form the majority of the voting members of the Committee, unless the recruitment is for a joint appointment. In cases where the Committee considers research or creative activities emphasizing community engaged scholarship, efforts should be made to include at least one committee member with expertise in community engaged scholarship. Likewise, committees considering research that emphasizes clinically based scholarship should make every effort to include at least one committee member with expertise in clinical scholarship. Please refer to Article 32.

With regard to the recruitment of librarian positions, Article 22 *Appointment Procedures: Librarian* requires the involvement of the Appointments Advisory Committee for regular and limited-term Librarian appointments. The committee should include representatives of qualified members from designated equity-seeking groups. Please refer to this Article for more information. As a best practice, members of the Appointments Advisory Committee should receive training in effective employment equity practices and current institutional expectations with regard to equity prior to commencing the search process. It is also strongly recommended that this Committee consider, lay out and record the means through which concerns related to equity will be addressed through the life of the Committee.

The CRC program has numerous requirements surrounding the composition of the appointment committee for such positions, including the requirement to have representation from underrepresented groups. See [Appendix 6: CRC RECRUITMENT Appointment Committee Composition Report](#).

1.2 Joint appointment (Faculty)

If it is a joint appointment, the committee composition is determined by the unit that will be responsible for reappointment/continuing appointment, promotion, tenure and salary recommendations. The number from each unit will normally be reflective of the proportionate share each unit has in the joint appointment. This committee should include faculty members holding regular academic appointments elected from and by each unit so that they form the majority of the committee. Non-voting committee members may be added although the committee must be of a reasonable size. Please reference Article 32.

1.3 Committee equity, diversity and inclusion

There are many benefits to ensuring diversity on an appointment committee.

- A diverse committee has more perspectives to draw on to perform a richer assessment of candidates.
- Studies indicate that more diverse groups are better at problem-solving and creative decision-making.
- Diversity in the committee sends a strong signal to candidates that diversity is valued at UVic.

Seeking the views of students, staff, and other members of the unit may provide for additional insight (see [Appendix 2: Creating and Working Well with Diverse Committees](#)). If factors such as representation, junior rank or workload make it more difficult for marginalized individuals to serve on committees, consider seeking members from outside your unit or seek the Chair's support in temporarily re-balancing workload to enable committee participation. Engaging in creative problem-solving can assist if you are challenged in creating a sufficiently diverse committee; contact the Office of Equity and Human Rights (EQHR) or your Faculty Relations Consultant for assistance.

Components of diversity include:

- Those from the groups indicated in the University of Victoria equity statement.
- Those with different perspectives and other diversity of personal identity.
- Those with varied professional expertise and rank.
- All with a demonstrated commitment to equity, diversity and inclusion.

As per section 32.2, all committee members must have training in effective employment equity practices and current institutional expectations with respect to equity prior to the commencement of committee work. Training is available through EQHR.

The CRC program requires that all appointment committees for such positions include an equity and diversity champion, responsible for helping keep a focus on equity and diversity. See [Appendix 7: CRC RECRUITMENT Equity and Diversity Champion](#).

1.4 Responsibilities of the Chair

- Compose the committee according to the Collective Agreement and the unit's policy, ensuring diversity in membership and commitment by each member to equity, diversity and inclusion.
- Set the tone of respect, confidentiality, responsibility and equity.
- Encourage the committee towards careful scrutiny of applications, avoidance of bias, and the benefits of increased diversity at the University.
- Ensure members feel involved, valued and motivated.
- Take the lead in addressing ethical and employment equity questions.
- Ensure the recruitment and selection process is followed, in compliance with the Collective Agreement, the unit's policy, relevant University policies and applicable external requirements (e.g. CRC program, BC Human Rights Code).

Consider establishing guidelines for the committee as a means of enhancing the work the group will do. See [Appendix 3: Sample Guidelines for Appointment Committees](#).

1.5 Responsibilities of appointment committee members

- Understand and support obligations under human rights legislation and UVic policies to facilitate a confidential, open, equitable and unbiased search process.
- Undertake training on topics such as current selection process methods, ethical issues in hiring, unconscious bias, confidentiality, and others.
- Contribute individually to a transparent, open, unbiased and effective search.
- Ensure the recruitment and selection process is followed, in compliance with the Collective Agreement, your unit's procedures and relevant policies.

Training for these responsibilities is available through the Office of Faculty Relations and Academic Administration (FRAA) and EQHR. The [Checklist for the Appointment Committee Chair](#) and [Appendix 8: CRC RECRUITMENT Checklist](#) are handy references to follow throughout the recruitment process.

Possible appointment committee roles:

- Teaching leader – provide expertise on pedagogic effectiveness and the use of teaching dossiers to keep the group's focus on teaching criteria.
- Scholarship leader – attends to relevant scholarship and research abilities and potential, keeping the group's focus on the fit between the candidate's scholarly performance and interests, and the position needs.
- Librarian leader – provides expertise on specific aspects of librarianship relevant to the position and focus on the ability of candidates to perform such functions.
- Candidate advocate – focuses on the recruitment process from the candidate's point of view to ensure that the site visit, in particular, is a positive experience.
- Reference leader – ensures necessary credential, reference and background checks are conducted and shared.
- Recorder – records and files meeting minutes.

1.6 Apprehension of bias and conflict of interest

Committee members should review Article 49 *Conflict of Interest and Reasonable Apprehension of Bias* of the Collective Agreement before the evaluation process begins. Members need to self-identify any situations which may induce an apprehension of bias or conflict of interest.

Depending on the situation, a committee member may need to recuse themselves from a portion of or even the whole selection process. For example, a committee member who is the previous graduate student supervisor for an applicant should identify themselves as such and recuse themselves from the long-listing process. As long as the applicant remains in consideration, the member is recused from the committee.

The time for declarations of Conflict of Interest or apprehension of bias does not end at the beginning of committee work. Committee members should remain conscious of any potential or perceived conflict and/or possible bias situations throughout, and bring any questions or concerns to the Chair at the earliest possible point in the recruitment and selection process. See [Appendix 15: Bias and Conflict of Interest as a Committee Member](#).

An allegation or declaration of conflict or bias should not be seen as a mere inconvenience or personal slight. It is a procedural protection that should be resolved at the earliest possible point to avoid tainted processes that may require nullification and re-processing.

1.7 Procedural fairness

Procedural fairness requires that members of the committee attend all meetings where candidates are considered and evaluated (including informal meetings). Any member absent from any part of the consideration and evaluation of any short-listed candidate should not participate in the final selection process because members must evaluate the applicant using the same set of information and criteria.

Procedural fairness also dictates that candidates in a competition be treated in the same way, and be subject to the same process. For example, the same interview questions should be used for each interview (subject to allowable probative questions). The candidates should be given the same opportunities and conditions to demonstrate suitability. For example, all interviews should be by the same mode (e.g. in person or via teleconference), all candidates should have the same environment for “informal” meetings. Variances in conditions for these events can affect candidate performance positively or negatively.

1.8 Confidentiality

The *Freedom of Information and Protection of Privacy Act* (RSBC 1996), dictates that applicants’ personal information be maintained in confidence and shared only on a need-to-know basis, or shared with their prior written consent. This means application packages must be stored in a secure area. Section 52.00 of the [Procedures for the Management of Personal Information](#) (found in the Protection of Privacy Policy) provides information regarding the safeguarding of personal information.

The *Act* also means that committee members must not disclose the names of applicants to anyone outside of the committee, until candidate permission is received (i.e. for reference checking or site visits). Referees must not be contacted nor background checks conducted without the express written consent of the applicant (see [Appendix 14: Advice on Conducting Reference and Background Checks](#)). The best practice is to let the applicant know when contact will be made with a referee, former employer or background checking agency.

It is imperative that applicant information and the deliberations of the committees remain confidential, even after the recruitment process has ended.

All members of the appointment committee should complete a confidentiality agreement; see [Appendix 1: Confidentiality and Conflict Agreement for Committee Member](#).

Questions about privacy in the recruitment process should be addressed to the Dean and, if necessary, to the University's Chief Privacy Officer.

2.0 Committee Activity before the Search Begins

References and Resources:

Relevant [Collective Agreement](#):

- Article 22 *Appointments Procedures: Librarians*
- Article 32 *Appointments, Reappointments, Promotion and Tenure Committees*

Other Useful Resources:

- [Policy on Human Rights, Equity and Fairness \(GV0200\)](#)
- [UVic Plans](#)
- [The UVic Edge](#)
- [UVic at A Glance](#)
- [Virtual Campus Tour](#)
- [UVic Distinguished Professors Inspired Teaching](#)
- [Life in Victoria](#)
- British Columbia [Human Rights Code](#)

Well in advance of any recruitment, and on an ongoing basis, the unit should engage in collegial discussion and come to consensus on what disciplinary areas require building through recruitment. Early discussion with the Dean on this topic is strongly recommended. This will help ensure the Vice-President Academic and Provost is willing to approve the recruitment request, avoiding delay and the need for re-consideration.

A lot of planning goes into a recruitment process. A good first step for the committee is a discussion on data collection and review. Identifying and considering relevant information informs the committee's mandate, identifies role criteria, and helps formulate the advertisement, search approaches, and consideration of candidates. Data review includes a review of diversity in the unit's composition (from the Chair/Dean) and data on representation of designated groups in the potential candidate pool (some discipline specific data may be available from EQHR or other sources). Early consideration should be given to whether a [preferential or limited](#) hire is appropriate.

2.1 Reviewing unit composition and past searches

The Chair will ensure that the appointment committee is aware of the unit's commitment to and strategies for hiring and advancing diversity; about its diversity composition and targets for the desired minimum levels of diversity; and options for addressing underrepresentation within the current search.

These three sets of data are the foundation for the next stage of identifying the criteria for the role. Reference should be made to University and faculty-specific hiring goals for members of designated groups under the BC *Human Rights Code*.

The committee should:

- Verify its mandate includes a focus on equitable search practices and understand the expectation to search for outstanding women and underrepresented minority and equity-seeking candidates for the position.
- Review the unit's procedures to be used to ensure effective employment equity practices.

- Be able to articulate the fact that diversity and excellence are fully compatible goals which can and should be pursued simultaneously.
- Understand UVic's equity and diversity commitments as stated in the University's equity statement.
- Review practices that will mitigate evaluation biases that result in unfair evaluations for women and marginalized candidates.
- Consider what role this hire could and needs to play in achieving these goals, either through active attempts to create a diverse applicant pool, or through using preferential or limited hiring processes.

Consider also:

- How many women and under-represented minorities have applied for past positions in your unit as a percentage of the total potential applicant pool?
- How many women and under-represented minorities have been brought to campus for interviews in previous searches?
- If women or under-represented minority candidates have been hired in recent searches, ask those involved in the search how they were successfully recruited.
- Find out why positions offered to women and under-represented minority candidates were turned down. Listen for potential insights into unit practices that may have been a factor in the candidate's decision. Stories that appear to be highly individual at first may reveal patterns when considered in the aggregate.
- If no women or under-represented minorities were offered positions in recent searches, consider redefining evaluation systems in ways that might better account for the strengths of women and under-represented minority candidates. Consider whether positions have been defined too narrowly or whether there is bias at play (systemic or group).
- Did the previous interview questions cover all relevant aspects of the position? Do the questions need to be updated?
- Do we need to add additional assessments from the previous search in order to properly evaluate criteria?
- What is the current competitive environment in the field and in the particular areas of expertise, scholarship, and professional achievement relevant to the search?
- What other institutions are advertising similar positions?
- Identify the key advantages of joining the unit and determine how best to represent this to the candidates.
- What issues may be raised by candidates? What is the best way to proactively address them?

At the outset of their work, committee members must consider, layout and record the means through which concerns related to equity will be addressed, as per section 32.2 (h) of the Collective Agreement.

2.2 Appointment Classifications

Recruitment for any of the following positions must be conducted in accordance with this Guide:

Rank	Appointment	Status
Lecturer	Research	Conditional on attainment of PhD.
Assistant Professor	Research	Eligible for tenure or grant-tenure
Associate Professor	Research	Tenured or grant-tenured; Eligible for tenure or grant-tenure
Professor	Research	Tenured or grant-tenured; Eligible for tenure or grant-tenure
Assistant Teaching Professor	Teaching	Continuing appointment; Eligibility for continuing appointment
Associate Teaching Professor	Teaching	Continuing appointment; Eligibility for continuing appointment
Teaching Professor	Teaching	Tenured or grant-tenured; Eligible for tenure or grant-tenure
Regular Librarian	Librarian	Probationary; Confirmed
	Limited Term Faculty (greater than 1 year) Research or Teaching	Without tenure, grant-tenure or eligibility for tenure or grant-tenure
	Limited Term Librarian (fixed term)	No right of reappointment although reappointment may occur as per s. 27.20.

2.3 Grant-Tenure

As defined in the Collective Agreement, grant-tenure status is attached to an academic appointment in the research stream where more than 50% of the funds supporting the salary come from an external source(s). Incumbents of such appointments have the same rights and responsibilities of all other academic appointments with tenure or eligibility for tenure with a few exceptions. (Refer to Sections 20.19 – 20.22 for more information). The recruitment process for an academic appointment with grant-tenure or eligibility for grant-tenure is subject to the processes outlined in this Guide.

On an ongoing basis:

Each unit should monitor its diversity and develop long-term strategies for recruiting diverse individuals. They could:

- ✓ Invite women or minority faculty members or librarians to give talks and then invite them to apply for positions in future years
- ✓ Build relationships with institutions whose graduates represent the diversity UVic seeks
- ✓ Establish plans for actively recruiting women and underrepresented minorities prior to beginning the search
- ✓ Establish diversity targets
- ✓ Identify tools to support diversity in hiring, such as use of preferential or limited hiring

2.4 Duty to accommodate

The University's Employment Accommodation (HR6115) policy encompasses the requirement to provide accommodation, as needed, to applicants for a position. This begins with the application process and

extends through all stages of interviewing and, ultimately, hiring and employment. When a duty to accommodate arises, requests for accommodation on the basis of a protected ground under the *BC Human Rights Code* must be met unless it would cause undue hardship to the University. Examples of some types of accommodation that may arise during the recruitment process are:

- Having someone available to answer applicants' questions about the expected process and accommodation requests.
- Scheduling events that are accessible for all candidates, including persons with a disability (e.g. use of ramps and/or elevators; ensuring that rooms have good acoustics and limited background noise).
- Alternate formats for communication and/or presentation material.
- Technical aids and/or assistive devices.
- Interview schedules taking into account religious holidays, nursing requirements, need for breaks for medical reasons, and other individual needs.

The best practice is to build in these considerations for all candidates when booking rooms and events and setting schedules. For instance, before finalizing an on-site visit schedule ensure there are mini breaks between events; book meals in locations where there is minimal background noise and a wide range of dietary choices. Then, ensure you inform all candidates about these arrangements as you discuss the plan for the site visit.

All appointment advertisements must include the University's accommodation statement (See [Appendix 9: Academic Appointment Advertisement Templates](#)). Should the committee have any questions regarding accommodation in the recruitment and selection process, please contact your Faculty Relations Consultant.

3.0 Preferential or Limited Hiring

References and Resources:

- [Preferential or Limited Hiring \(HR6110\)](#)
- [How to Complete Preferential & Limited Hiring \(UVic\)](#)
- Unit equity plan
- British Columbia [Human Rights Code](#)

Through approval of UVic's Employment Equity Plan by the BC Human Rights Tribunal, the University has the ability to use preferential and limited hiring. UVic's [Preferential or Limited Hiring](#) policy describes the circumstances and steps required for restricting hiring or giving preference in hiring to faculty members and librarians who belong to designated equity groups: women, members of visible minorities, persons with disabilities, and Indigenous peoples. These apply to any selection for faculty members and librarians, sessional instructors, and staff when a preferential or limited hire is considered appropriate.

Generally a preferential and/or limited hire can be undertaken where:

- There is under-representation of a designated group;
- Previous attempts to reach equity have not created sufficient change;
- The unit requires the special expertise or knowledge of members of a designated group;
- Equity and diversity targets/commitments with external funding programs need to be met;
- It is necessary to build a critical mass of perspectives to support diverse scholarship and work;
- It is desirable to hire designated group members who will be role models or mentors for students, faculty and/or staff; or
- It is expected there will be few opportunities in the near future to address the under-representation.

3.1 Appointment advertisement

For a preferential or limited hiring, a proposal and rationale is submitted to the Vice-President Academic and Provost for approval prior to proceeding with an advertisement. This information is included as part of the package that is submitted with the Request to Recruit form.

When the BC Human Rights Tribunal pre-approves a preferential and limited hiring program such as was done with the University of Victoria, it cannot be considered discrimination to exclude other groups. University Affairs and the Canadian Association of University Teachers (CAUT) publications have copies of UVic's approval from the Human Rights Tribunal and will accept ads referring to this approval. See [Appendix 10: Diverse Sources for Advertising](#) for advertising options beyond regular sources.

3.2 Equity statement

Once the preferential or limited hiring has been approved, ads should include the appropriate statement (See [Appendix 9: Academic Appointment Advertisement Templates](#)).

Consider:

If you are not conducting a preferential or limited hire and you select a candidate based on their membership in a designated group you run the risk of a discrimination challenge by other candidates under the BC *Human Rights Code*. Remember, the successful candidate is the one that best meets the pre-determined criteria. You can consider equity dimensions through the integration of equity within the identified criteria and assessment processes. This would align with the CRC directive that candidates be asked to identify their strengths and experiences in increasing diversity in their previous institutional environment and in the curriculum. This is a good practice with respect to all faculty and librarian hires. Contact the EQHR office for support working with the appointment committee or for more information.

4.0 Waived Competition for Initial Appointments

References and Resources:

Relevant [Collective Agreement](#):

- Article 20 *Appointments*
- Article 21 *Appointment Procedures: Librarians*

Other Useful Resources:

- British Columbia [Human Rights Code](#)

A good recruitment process attracts the right kind of applicants and provides a wide pool of capable and qualified candidates. Normally, a full and open recruitment process is advisable and required under the Collective Agreement. There are some limited situations where it is not suitable to have an open competition. For example, where the unit has identified a need for a Limited Term assignment greater than one year and there is a current sessional instructor who has demonstrated the required expertise in an area. Another example would be a situation where the spouse/partner of a newly-hired faculty member would lend valued expertise to the unit. Requests to waive an open competition must be made by the Dean or the University Librarian to the Vice-President Academic and Provost. Such requests must be supported by the majority of the unit's appointment committee.

The ability to waive an open competition is limited *only* to the posting of the appointment advertisement. All other steps in the recruitment and selection process must be followed:

- Establishing an appointment committee;
- Identifying the required criteria and related assessments (the creation of an appointment advertisement is not required);
- Evaluation; and
- Appointment and acceptance procedures

Remember to ensure the candidate is made aware of the University's commitment to equity, diversity and inclusion, including our commitment to consider career interruptions on research achievement, as well as our ability to accommodate persons with disabilities. Immigration requirements also remain in place for waived searches.

4.1 Rationale

The [Request to Recruit](#) form is completed by the chair of the appointment committee and the Dean. This document must include the rationale outlining the benefits to the University to waive the posting requirement, as well as the reasons the identified individual(s) is a suitable candidate for the position. The completed form is sent by the Dean's office to FRrecruit@uvic.ca for approval by the Vice-President Academic and Provost. (See [Appendix 16: Approval Process Maps](#))

4.2 Appointment advertisement

The appointment advertisement normally outlines the appointment type, rank and qualifying criteria. While the creation of this document is not required for a waived competition process, the appointment committee remains responsible for identifying and documenting:

- Specific information about the appointment terms (e.g. appointment type such as regular/limited term, rank, status such as tenure-track/limited term, expected start date).

- Criteria (including core requirements and preferred assets).
- Closing date and contact information.
- UVic equity statement.
- Accommodation statement.
- Bargaining unit affiliation.
- Immigration statement.
- Reference and Background Check notice.

For more information about the selection process, see the sections [*Identifying the Required Criteria and Related Assessment Materials*](#) and [*Evaluation: Identifying Qualified Candidates*](#) within this document.

5.0 Identifying the Required Criteria and Related Assessment Materials

References and Resources:

Relevant [Collective Agreement](#):

- Article 13 *Standards and Workload*
- Article 16 *Equity and Inclusion*
- Article 20 *Appointments*
- Article 21 *Terms of Initial Appointment*
- Article 22 *Appointment Procedures: Librarians*

Other Useful links:

- [Policy on Human Rights, Equity and Fairness \(GV0200\)](#)
- [Employment Equity \(HR6100\)](#)
- [Preferential or Limited Hiring \(HR6110\)](#)
- British Columbia [Human Rights Code](#)

Criteria are the identified skills, knowledge, abilities, and experience necessary to perform the duties and responsibilities of the role in a manner that meets position expectations. Criteria are used to structure the appointment advertisement, interview format and evaluation rubrics, and must be used to underpin the assessment of any candidate.

The committee should review the Collective Agreement, the Faculty Evaluation Policy/Library Evaluation Policy and the unit's Standard for performance of duties and responsibilities related to:

- Teaching, Research and Service (research stream)
- Teaching, Scholarly Activity and Service (teaching stream)
- Professional Performance, Scholarly and Professional Achievement and Service (librarian)

The criteria must be relevant and consistent with the role. Doing this helps attract appropriately qualified candidates, ensures procedural fairness, and reduces bias throughout the recruitment processes.

5.1 What is needed to develop the criteria?

To develop criteria, committees will consider:

- The outcomes expected of the incumbent
- The required educational components
- The full range of duties and responsibilities, such as:
 - teaching, undergraduate and/or graduate
 - research activity (including research potential and, where relevant, the ability to run a lab and effectively manage diverse employees and support students)
 - scholarly activity (Teaching stream)
 - service contributions
 - scholarly and professional achievement (Librarians)
 - supervision of students
 - academic counselling of students and mentorship

- The skills required to successfully complete duties and responsibilities, such as:
 - collegiality and interpersonal skills
 - leadership
 - organizational skills
 - administrative skills
- The nature and extent of previous experience required to successfully attain expected outcomes, such as:
 - experience advancing equity and diversity
 - university service
 - student recruitment
- The relevant information gathered from the review of previous searches and equity and diversity goals

5.2 Characteristics of good criteria

By setting out selection criteria and weighting each factor, the appointment committee creates a fair and organized structure for decision-making. To be effective, fair and inclusive, selection criteria should be:

- ✓ Given an appropriate name and clear descriptor
- ✓ Measurable
- ✓ Based on the minimum requirements of the position rather than overstated requirements
- ✓ Organized into two groups: core criteria (essential to performing the role) and preferred assets (to help decide between strong candidates)
- ✓ Unbiased
- ✓ Suitable to the rank at which the position is posted
- ✓ Defined as broadly and inclusively as possible, considering emerging, interdisciplinary areas of the field where underrepresented faculty are usually better represented, but sufficiently specific so as to allow candidates to be distinguished as suited for the unit's need
- ✓ Thoroughly developed and described unambiguously

5.3 Steps to follow in developing the criteria

1. Review the data that inform the criteria
2. Develop a draft of the core and asset criteria
3. Develop a detailed annotation of the criteria (see *Best Practice* below for steps)
4. Have the criteria reviewed by a diverse group of people (diverse in identity, position, perspective and other aspects) to ensure that all relevant aspects of work are captured in an unbiased way
5. Consider whether any of these criteria could pose barriers to any groups of candidates
6. After review, modify criteria as needed

Best Practice:

To ensure that the criteria appropriately address the requirements of the position and are well understood, the committee should develop a detailed annotation that includes:

- ✓ a description of each criterion that spells out hidden assumptions about the meaning of the criteria or what success looks like and avoids replicating common biases that exclude particular groups from being fairly assessed and hired
- ✓ the acceptable evidence which supports that a candidate meets the criterion
- ✓ how the criteria will be ranked or weighted

This document will be used at each stage of the search as a reference point for decisions and to direct development of interviews. Put the criteria into a rubric for use in the shortlisting and final selection process. See [Appendix 5: Sample Criteria Supporting Diversity](#) and [Appendix 11: Sample Matrices and Scorecard](#)

5.4 Using the criteria

Since the criteria form the basis for the identification of the successful candidate, use the criteria to:

- ✓ develop evaluation methods (interview questions, approaches, additional materials required, reference questions etc.) to thoroughly assess each criterion
- ✓ develop the appointment advertisement (see [The Appointment Advertisement](#) section)

Note: In the case of recommending a non-Canadian candidate, a committee will need to identify clearly the specific criteria the Canadians and/or Permanent Residents did not meet. Please review [6.8 Immigration – administrative process](#) for more information.

5.5 Determine the methods of assessment

The methods and tools used to assess candidates are critical components of a successful selection process and should be one of the first items considered by the committee after criteria. By establishing assessments and scoring prior to the review of applicants' packages, the committee is less likely to be influenced by bias and will be able to respond effectively to claims of discrimination. Each method used must be valid and reliable. Qualitative methods allow assessment of a broad range of key traits in teaching, research and service, though descriptions need to focus on relevant and observable traits rather than speculations or assumptions.

Quantitative methods are a useful complement and allow the committee to compare candidates using a pre-determined evaluation process. Examples of assessment materials:

- application package
- samples of work
- presentations
- responses to interview questions
- responses to reference questions

[Appendix 11: Sample Matrices and Scorecard](#) provides sample tools that can be used to:

- ✓ identify the required criteria and how it is expected to be demonstrated
- ✓ track the criteria for each candidate
- ✓ create a comparison scorecard for candidates

5.6 Determine interview questions

The purpose of the interview as an assessment tool is to discern the extent to which the candidates meet the criteria necessary for successful performance in the position. Interviews with a structured format provide the same type of information on all the candidates and are less susceptible to personal biases or procedural unfairness. Questions should be determined prior to the collection of application packages, be based on the required criteria and be related to the job. The *BC Human Rights Code* prohibits questions that relate to such factors as race, colour, age, gender, marital or family status, among others. Such questions, however inadvertent, risk making the candidate feel unwelcome and/or judged on the basis of irrelevant criteria, and create risk of a Human Rights Code complaint.

Research on effective recruitment processes indicate that the best predictor of how a person will behave in the future is past behaviour in similar situations and using similar skills. Thus, behavioural-based questions should form the bulk of the interview; these are questions framed so that the candidate identifies their actual experience dealing with a specific situation.

Situational questions are a means of extracting information about the candidate's theoretical knowledge and decision-making ability, since they are based on hypothetical situations and can be used as a supplement to behavioural questions. For a sample list of questions, see [Appendix 12: Sample Behavioural and Situational Interview Questions](#).

Best Practices:

- ✓ questions are matched to the position criteria
- ✓ candidates are expected to provide evidence-based answers to demonstrate how they meet these criteria
- ✓ every candidate should have the opportunity to answer all of the questions
- ✓ questions that are not answered satisfactorily should be rephrased; probe firmly but with discretion and sensitivity in order to elicit sufficient information to make an evaluation;
- ✓ know the range of answers expected as well as components of the ideal answer; this gives a better parameter for scoring
- ✓ be aware that the order of the questions asked and the speaker who asks them can affect the candidate's response. To counteract this, establish a consistent plan for question order, who asks, and other elements
- ✓ keep the interview conditions stable for each candidate. For example, do not hold some in-person, and others by audio or visual conferencing. Some modes of interview will put some candidates at a disadvantage; providing information about the interview format and general content in advance for all candidates can help.
- ✓ avoid questions requiring information on race, religious beliefs, colour, sex or sexual orientation, disability, age, national or ethnic origin, marital status, family status, source of income, or conviction for which a pardon has been granted unless such information forms a bona fide occupational requirement. Speak with your Faculty Relations Consultant if you have questions in this regard.

6.0 The Appointment Advertisement

References and Resources:

Relevant [Collective Agreement](#):

- Article 12 *Academic and Professional Responsibilities*
- Article 20 *Appointments*
Open Competition for Initial Appointments

Other useful links:

- [Fact Sheet: Access, Records Management and Privacy Guidelines for Search Committees](#)
- [Studying and Working In Canada \(UVic\)](#)
- [Directory of Records: Academic Search Case Files \(HR010-30\)](#)
- [Hire Permanent Workers \(IRCC\)](#)
- [Hire A Provincial Nominee \(IRCC\)](#)
- [Freedom of Information and Protection of Privacy Act \(RSBC 1996\)](#)

The advertisement may be the first time a candidate is introduced to UVic. Therefore, it not only is an invitation to work here, it is also the opportunity to highlight why UVic is a great place to be for a diversity of candidates.

6.1 Creating the ad

The appointment committee is responsible for creating the appointment advertisement (see [Appendix 9: Academic Appointment Advertisement Templates](#)). Any advertisement for a faculty or librarian position must contain the following information:

- ✓ Brief description of why UVic is a great place to work, including the benefits of living in the Greater Victoria Region
- ✓ Introduction to the hiring unit(s)
- ✓ Specific information about the appointment terms (e.g. appointment type, rank, status such as tenure or continuing appointment, expected start date)
- ✓ Criteria (including both core and asset) and any pre-conditions that must be met (such as attainment of a chair or external funding)
- ✓ Indication if the opportunity is a preferential or limited hire with relevant required statements
- ✓ Closing date and contact information
- ✓ UVic equity statement
- ✓ Accommodation statement
- ✓ Bargaining unit affiliation
- ✓ Immigration statement
- ✓ Reference and Background Check notice
- ✓ Posting date (for CRC ads only)

The committee can request a review of the ad by EQHR (equitymanager@uvic.ca) to highlight equity considerations in the ad (see also [Appendix 4: Checklist for Key Equity Practices throughout the Recruitment Process](#)). For all CRC positions, the advertisement must be run through the [Gender](#)

[Decoder](#). It is strongly recommended that all faculty and librarian advertisements be run through Gender Decoder before being submitted for approval.

The advertised criteria must accurately reflect what is required in order for the selected candidate to be successful in the position. Remember, the advertised criteria are the standards against which the applicants are assessed and will be a focus during any review conducted by Immigration, Refugees and Citizenship Canada (IRCC) in the event a foreign academic is selected, or by the BC Human Rights Tribunal in the event a discrimination complaint has to be defended.

Please use [Appendix 9: Academic Appointment Advertisement Templates](#) for any faculty and librarian posting.

6.2 Posting the ad

All advertisements for faculty member and librarian positions must be approved prior to advertising the position. Any changes from the templates at [Appendix 9](#) (other than choosing between the optional information available on the template itself) must be highlighted for ease of reference and to speed approvals.

Once the committee has finalized the advertisement, it must be sent to FRAA at FRrecruit@uvic.ca along with the completed [Request to Recruit](#) form. The advertisement will be reviewed by your Faculty Relations Consultant to ensure Collective Agreement and policy compliance and once approved, it will be posted on the [VPAC site](#) and the unit notified. See [Appendix 16: Approval Process Maps](#) for the various components of the approval processes and associated timelines.

For all CRC positions, the appointment advertisement must first be reviewed and approved by the Vice President Research office (cfi@uvic.ca) before being sent to FRAA. Please see the *CRC Recruitment Process* map in [Appendix 16: Approval Process Maps](#) for a snapshot of the recruitment steps for CRC positions.

In addition to being posted on the UVic website, faculty and librarian appointment ads must also be posted by the unit in at least two of the following print and/or on-line media, subject to budgetary limitations and advertising copy deadlines:

- University Affairs
- CAUT Bulletin
- A professional journal specific to the discipline of the advertised position which advertises academic employment opportunities
- A newspaper
- Relevant computer listservs or external websites (see [Appendix 10: Diverse Sources for Advertising](#))

Ads must be **posted for a minimum of six weeks** with the majority of venues being Canadian publications and websites (other than UVic websites), that are demonstrably effective in reaching qualified Canadian candidates (immigration requirement). See sections 20.34 through to 20.29 of the Collective Agreement for more details. The unit is responsible for arranging the postings on all media outside of UVic.

For CRC searches, the search committee is required to develop a strategy to make proactive efforts to identify a diverse pool of candidate. This includes posting the ad on a diverse list of places (see [Appendix 10: Diverse Sources for Advertising](#)). For non-CRC recruitments, it is highly recommended that the unit

advertise as broadly as possible, particularly in locations that would increase the likelihood that a diverse pool of applicants would be developed.

6.3 On-line recruitment systems and privacy obligations

If you will be using an online recruitment site such as AcademicJobsOnline and MathJobs, BC privacy laws mandate that applicants be advised that their information will be stored outside Canada. See [Appendix 9: Academic Appointment Advertisement Templates](#) for the appropriate wording.

6.4 Notice of reference and background checks

As noted in section 7.4 [Qualification and background checks](#) and [Appendix 14: Advice on Conducting Reference and Background Checks](#), it is recommended that the advertisement indicate that reference and background checks, including credential and degree verification will be undertaken.

6.5 Receipt of letters of application

In most cases, units can expect numerous applications for advertised positions. A form letter or email from the hiring unit should promptly acknowledge receipt of the application (see [Appendix 13: Sample Candidate Letters](#)). Candidates whose applications are missing required documents should be informed before the application deadline; therefore, it is good practice to review all application packages as they arrive.

6.6 Records management

A record of all applications should be established and include the following information:

- List of documents received and date received;
- Date receipt of application package was acknowledged;
- Dates of receipt of referees' letters (if required by the position posting);
- The date any other credential or background checks were conducted;
- Disposition of application (not short-listed, short-listed ranking, called for interview; called for site visit; withdrew, etc.)

The relevant Directory of Records for academic appointments is [Academic Search Case Files \(HR010-30\)](#). This document notes that records of all Canadian/Permanent Resident candidates must be kept for at least one (1) year from search completion date, although they may be kept until the next search is initiated. In the case of a non-Canadian candidate, records must be kept for six (6) years from the **search completion date**. See also [Fact Sheet: Access, Records Management and Privacy Guidelines for Search Committees](#).

6.7 Immigration considerations

Copies of all ads as they appeared in publication and proof of the dates they were run must be retained (screenshots of ads posted on websites must include the URL) and submitted to FRAA at FRrecruit@uvic.ca with the [Recruitment Advertising Report](#) once the recruitment is completed. The [Canadian and Permanent Resident Applicants](#) spreadsheet also needs to be completed and submitted.

6.8 Immigration – administrative process

Before the University can hire a foreign academic for a position in Canada, it must:

- ✓ Advertise the vacant position in Canada;
- ✓ Ensure that vacant positions advertised abroad are also advertised simultaneously in Canada;

- ✓ Advertise for a minimum period of 30 days;
- ✓ Demonstrate that the advertising method used is effective;
- ✓ Meet all conditions of applicable collective agreements; and
- ✓ Explain why the top ranked Canadian applicants were not hired via the Foreign Academic Recruitment Summary form.

Hiring foreign academics under NOC 4011 (professors in academic positions) is done either through the Transition Plan or through a year-end annual report submitted to Employment and Social Development Canada by UVic's Immigration Office in the Office of General Counsel. Once these steps are completed, the Immigration Office may apply for a Labour Market Impact Assessment. Required processes vary depending on the nature of the appointment (e.g. regular faculty versus visiting professors for under two academic years, etc.). For more information, please contact the Immigration Coordinator (immigration@uvic.ca).

The Immigration Coordinator will navigate the immigration process with the successful candidate and their families, including assisting them with completing the required documentation. In addition, the Immigration Coordinator will work with the chair of the appointment committee to verify information and data before sending required documentation to the government.

Please note, the Immigration Coordinator is a Regulated Canadian Immigration Consultant who provides advice and support for the successful candidate and their family but who is not acting as an agent for them. The candidate is responsible to ensure all necessary documentation and information is provided and all requirements for entry to Canada are met. Failure of the candidate to provide required information may jeopardize their ability to come to or work in Canada. See [Appendix 17: Referring a Foreign Academic for Immigration Support](#).

6.9 Immigration time lines

Generally, it takes about 4-6 months to complete the immigration process before a newly hired foreign faculty member or librarian can begin working at the University. If the new hire has travelled extensively and/or holds citizenship in other than the USA or European or Commonwealth countries, the time lines would likely increase as mandatory immigration documents and procedures would take longer. Timelines can also be affected by IRCC workloads and regulatory changes. Please contact the Immigration Coordinator for more information about what to expect for a particular recruitment.

Please keep these time lines in mind when determining the start date of a new hire who is not a Canadian citizen or who does not hold permanent residence status.

7.0 Evaluation: Identifying Qualified Candidates

References and Resources:

- [Preferential or Limited Hiring \(HR6110\)](#)
- [Employment Accommodation \(HR6115\)](#)
- [How to Complete Preferential & Limited Hiring \(UVic\)](#)
- [Protection of Privacy Policy \(GV0235\)](#)
- British Columbia [Human Rights Code](#)

Generally, most advertisements for faculty and librarian positions receive high response rates. Since the purpose of a recruitment and selection process is to identify and make an offer to the most qualified candidate, it is an excellent position for a committee to be in; however, it does mean more time spent evaluating the application packages.

7.1 Best principles for evaluating applications

Typically, the information used for assessment is the information provided by the candidate or by references authorized by the candidate. From time to time, committee members may have information or be given information by others outside the formal process. Information which is not provided by the candidate or an authorized referee should **not** be shared in the committee or considered by committee members, unless the information is specifically provided to the candidate and they are given an opportunity to speak to it. Therefore:

1. Committee members should not conduct informal reference checks or have discussions about the candidate with persons who are not formal references, without candidate consent.
2. Committee members should not conduct “independent research” on candidates, for example by viewing social media or web pages, unless the candidate is advised this is part of the process.

Commonly acceptable disciplinary practices for use of validated external information in academic assessment (for example use of citation counts and journal rankings) remain permissible. Contact your Faculty Relations Consultant if the committee is unsure whether information should be used, or, if concerning information arises from informal sources that requires further review.

It can be a challenge to evaluate diverse materials and candidates in a comparable manner. Most barriers to equitable hiring arise during the process of trying to fairly recognize and evaluate qualifications because of candidates’ cultural, gender or ability differences. For example, the responses of committee members to differences in cultural interaction (direct or indirect communication; body language; ways of talking about their success) can result in a wide range of evaluations for a single candidate or, at times, a collectively skewed assessment of abilities. Discussions about cultural differences, and what assessments to use for appropriately measuring suitability, will help reduce this variability.

In order to ensure equitable hiring for designated group candidates and enable them to effectively present or demonstrate their skills and abilities, the committee should be clear on what is essential for success in the position and establish criteria that are as inclusive as possible and that can be met by a diversity of pathways and expressions.

There are a number of factors that may result in variation in candidate packages, including:

- Career gaps for family, maternity or parental leave;
- Alternative work experience;
- Delays in degree completion owing to additional requirements and responsibilities when candidates have moved to a new country; or
- Other non-standard profiles including experiences outside the norm.

None of these variations reduce the quality of a candidate's application, and sometimes may actually strengthen their likelihood of career success by enriching their experience, knowledge, skills, and perspectives or by instilling tenacity.

Best Practice:

Bias sometimes arises when a committee focuses on a single outstanding accomplishment or ability of a certain candidate. To mitigate this, consider the full range of each candidate's qualifications and accomplishments. Ensure the committee looks at every aspect of an application and avoids overemphasizing any one element. One approach is to create separate shortlists ranking people on different criteria such as teaching, research potential or record, collaborative potential, and mentoring or supervision capability. Then, develop your final shortlist by taking the top candidates across different criteria. Another approach is to develop a medium list from which to generate your shortlist that ranks the top female and/or minority candidate.

All assessment criteria should be weighted, based on relevancy and criticality to success in the role. Knowing the relative importance of key criteria help committees compare close candidates. On each criterion, candidates could be assessed with a numerical weight (e.g., 1-4) or verbal (e.g., no evidence - strongly present). Candidates need to be evaluated for each assessment component. In order to maintain an effective and procedurally fair process, it is important to remember the following:

- the same assessments should be given to all candidates
- the same scoring grid should be used for all candidates
- committee members must attend all interviews for each candidate
- candidates are evaluated against the criteria after each assessment (no delays in assessing)
- in discussing assessments, the committee members will refer directly to their notes or the application materials to clarify why they assess candidates in a particular manner

Use of a standard scoring grid for each assessment is strongly advised. (See [Appendix 11: Sample Matrices and Scorecard](#)).

Make sure to evaluate any criteria relevant to diversity at the start of the search along with other core materials. Ensure that these qualifications are seen as equivalent to other qualifications and discussed accordingly.

Whichever system is used, it is important that the scoring not become overly determinative. Scoring is intended to ease analysis of vast quantities of complex information in a systematic way, so the committee can bring focus to a short-list and compare across candidates. The numbers or labels assigned reflect assessments of complex qualitative materials, but can also mask perspectives and biases. When the

committee discusses how candidates “scored” on different criteria, it is essential that they go back to evidence from the candidates’ materials and interview, and that they ensure that the assessments are applied fairly across the pool. In other words, the weighting is intended to assist in identification of areas requiring deeper critical conversation within the committee rather than being the final determination of the top candidate. As per Section 32.2 (h) of the Collective Agreement, committee members are required to consider, layout and record the means through which concerns related to equity will be addressed in advance of the start of the recruitment process. Use this record when questions of equity arise.

7.2 Long-list of candidates

The first review of application packages will allow for the identification of those meeting the minimum criteria. Generally, committees do this by first establishing what is known as a ‘long-list’ of candidates.

The process of long-listing applicants produces a ranking, based on the candidate’s complete application package as compared to the criteria. Obviously, only those on the long-list can be selected to move through the recruitment process, but not everyone meeting the criteria will do so. The maximum number of people to be interviewed is determined by the committee after consultation with the Dean.

7.3 Short-list of candidates

Committees may choose to use a phone or online video conferencing platform as a screening process designed to identify the top candidates for the short-list.

The committee should maintain a selection of candidates from underrepresented groups or those who are in the minority within the applicant pool up to the point of creating the short-list. Retaining as diverse a pool helps the committee better assess the qualifications of all candidates by offering a broader scope of candidates for assessment. Explicitly including more diversity is also a tool to reduce the impact of unconscious biases in evaluation as adding an interpersonal interaction evaluation component will allow the committee to gain a more complete picture of each candidate and go some way to creating a familiarity and connection which can counteract unconscious biases.

The unit prepares a short-list of candidates which are typically the highest ranked and requests approval from the Dean to interview. Normally, the request for approval is accompanied by the following items for each person on the short-list:

- List of criteria used in the selection process;
- Application package, including all correspondence;
- Reference letters;
- Background and credential check documentation (if required);
- Curriculum vitae;
- Any other supporting materials

Shortlisted candidates should be given information about working at UVic and living in Victoria. Resources for this material can be found in the [Reference and Resources box](#) and unit webpages.

7.4 Qualification and background checking

Academic hiring has customarily relied on academic reference letters to support a candidate’s assertions of academic quality and these are typically requested at the short-listing stage to inform a final ranking. Increasingly, further references and checks are required to assure the committee of a candidate’s qualifications and quality. Some of the reasons underpinning the changing environment include:

- The candidate pool is increasingly international and so candidates may not be as well known to members of the discipline as was historically the case;
- Fake degree credentials are increasingly and easily available for purchase;
- In addition to academic quality, it is important to ensure candidates will be good colleagues and do not come with a criminal or disciplinary history that indicates they are likely to engage in behaviours that put students and co-workers at risk of harm.

Before you invite short-listed candidates for a site visit, it is strongly recommended that you seek both academic and employment references with all past employers as well as complete an academic/professional credential check. Police checks are recommended where the individual will be working with particularly vulnerable populations (e.g. young children, youth at risk, elderly persons, or those with cognitive or physical impairments). Before asking for a police check, please work with your Faculty Relations Consultant to ensure that is legally appropriate and following UVic practice.

Early detection of concerns can avoid the cost and time required by a site visit. Early notice of reference and credential checking practices in the posting can also cause candidates to “self-select out” of the process where they have something they do not want revealed. For example, the appointment advertisement should notify candidates what references and background checks will be required. Seek the advice of your Faculty Relations Consultant as needed. In some cases, direct consent of the applicant is required prior to reference checking. See [Appendix 14: Advice on Conducting Reference and Background Checks](#) and [Appendix 18: Consent](#).

At minimum, before the decision is made to extend an offer to a candidate, contact should be made with the identified references. When speaking to referees, the best practice is to ask the same or similar type of questions about each candidate. Questions should validate the information provided by the candidate and explore the candidate’s ability with respect to each of the identified criteria for the role. Optimally, a reference check is conducted by telephone giving the committee an opportunity to probe where necessary; however, a committee may also submit the questions in writing and accept written responses (but only after first speaking with the referee to confirm identity).

Given the proliferation of fake degrees, it is strongly recommended that an independent credential verification be done by a committee member or third party service provider, instead of accepting a degree copy from a candidate. On the other hand, for some, such as those who have obtained degrees from other countries or those who have obtained degrees in the distant past, providing a copy of the degree can be difficult; the committee should be prepared to deal with these situations.

Ensure detailed notes from these processes are made and retained in the recruitment file, as per University records management requirements.

Best Practice:

Note taking assists with the recall of relevant information and increases rating consistency, as it focuses on responses and helps alleviate bias (e.g. recency effect, halo bias). Good notes are an excellent defense against claims of discriminatory hiring practices and are used to explain why a Canadian applicant was deemed not suitable for the position. Proper notes are:

- ✓ legible;
- ✓ indicative of the date, time and name of the note taker;
- ✓ verbatim, whenever possible; and
- ✓ fact based; excludes opinions

7.5 Site visit

The site visit is one of the most important components of the search process as it provides an opportunity to showcase the University and the hiring unit and to create a welcoming and inclusive experience. The visit has three main purposes:

- To enable the candidate to understand fully the nature of the position
- To enable the appointments committee to assess the candidate in relation to the criteria
- To introduce the candidate to the benefits of a career at UVic and life in Victoria.

The committee should consider the following when making arrangements for a site visit:

- Allow candidates to have input into the schedule, such as asking if there is anything they particularly want to do or see, or someone they would like to meet
- Send a letter or email from the Chair with details about all scheduled events and clearly explaining what is expected of the candidate.
- Build in breaks so that the candidate can re-energize, attend to personal or medical needs, or review their notes.
- Provide access to facilities such as washrooms, stores/cafeterias, a computer, internet access, and private space.
- Provide the candidate with contact information in case of an emergency, a last minute need for clarification, or change in plans.
- Assign a host who is responsible for ensuring, in collaboration with unit staff, that all arrangements are made for the visit, including those involving other members of the unit. It is recommended candidates be accompanied throughout their visits on campus, recognizing some candidates may desire unaccompanied free time. Where at all possible, candidates should be accompanied into the city if they are travelling by plane or ferry.
- Provide an itinerary to each person who will be meeting with the candidate.
- Arrange an opportunity for a candidate from an underrepresented group in the unit to meet with other members with similar backgrounds.
- Air travel arrangements should be made by the recruiting unit, through UniGlobe Travel, using the [Non-Employee Travel Request form](#).
- Transportation arrangements while the candidate is in Victoria, including transportation to and from the airport, and to and from the University.
- Details of reservations for hotel accommodations if paid for by the university or recommendations for good quality accommodation if arranged by the candidate.
- Special considerations, such as an overview of local housing or information related to a candidate's partner, spouse or children, if requested.

7.6 Key activities during the site visit

The committee and the unit must ensure that, to the fullest extent possible, all short-listed candidates are offered the same experiences during the site visit. This includes any internal and local candidates. Key activities and considerations are:

- Meet with faculty members or librarians, staff, and student members of the unit, both formally and informally, and with the relevant Dean or University Librarian.
- Conduct at least one exercise - such as teaching a class, delivering a lecture, or making a seminar presentation - that enables the evaluation of teaching skill and potential. It is reasonable to ask candidates to do more than one, provided all candidates are treated the same.

- All those who will meet with the candidates (e.g., students, members of the unit) should be provided with an evaluation form which outlines the assessment criteria to guide the expression of their views to the committee.

Before the interview, the committee should review section 52.00 of the Procedures for the Management of Personal Information of the [Protection of Privacy Policy](#) document for information handling the records created during the formal interview. Either before or during the site visit, each candidate should receive:

- ✓ a copy of the Undergraduate and Graduate University Calendars (or the relevant web links)
- ✓ the link to the Collective Agreement that pertains to the appointment
- ✓ information about working at UVic and living in Victoria
- ✓ the Relocation Grant policy and related procedures
- ✓ any other relevant documents, including those that provide specific information about the recruiting unit.

7.7 Notifying candidates

The unit is responsible for notifying all unsuccessful applicants (see [Appendix 13: Sample Candidate Letters](#)) whether or not they were short-listed. This can be done when the short-list is established or after the position is filled, whichever the unit deems appropriate.

8.0 Appointment and Acceptance Procedures

8.1 Negotiations and verbal offer

The Dean, in consultation with the unit head where applicable, is responsible for negotiating the terms of the offer with the candidate. **The candidate must be advised that the terms are not binding until the letter of offer (approved by the Provost and Dean) is signed and returned by the candidate. No written offer may be made without the Provost and Dean's signatures.** If a "letter of intent to offer" is necessary to secure a candidate in an urgent situation, please consult with your Faculty Relations Consultant

8.2 Letter of offer and offer acceptance

The letter of offer must be approved and signed by the Provost and the Dean prior to being sent to the candidate.

The letter of offer must be dated for and accepted on a date that precedes the commencement of employment. If not, there is risk of the offer being legally invalid and the terms being subject to subsequent challenge.

The letter of offer must clearly enumerate all terms and conditions of the offer and have the required standard statements. Your Faculty Relations Consultant will provide the appropriate template letter and will support the drafting and review the terms of offer.

Acceptance of an offer by electronic means is permitted, provided it is a scanned copy of the candidate's original signature on the letter of offer. An email saying "I accept", or an electronically produced signature is not sufficient.

8.3 Post-acceptance documentation and follow-up

Once the candidate has signed and returned the offer, the unit must submit a Recommendation for Appointment – Faculty/Librarian form to the Office of Faculty Relations (FRrecruit@uvic.ca). This form can be found on the [Payroll site](#). Faculty Relations and Academic Administration will create a central file for the recruitment documentation and hold it in accordance with Records Management requirements.

See [Appendix 16: Approval Process Maps](#) for the balance of the appointment administration process. See also [Appendix 17: Referring a Foreign Academic for Immigration Support](#) if applicable, and [Appendix 19: Checklist for Departmental On-Boarding](#) for support in preparing for the new employee.

Appendix 1: Confidentiality and Conflict Agreement for Committee Members

As a member of an Appointment Committee, I understand that I hold a responsible position of trust and confidence. I understand and agree that I am bound by the privacy and records management provisions of the *Freedom of Information and Protection of Privacy Act* and the privacy, records management and conflict of interest/apprehension of bias provisions of University policy and applicable collective agreements.

Privacy and Records Management

I hereby agree:

- (i) to hold in complete and continuing confidence any search information regarding candidates for the { insert name of position and unit } both during and after the search;
- (ii) that I will use the search information solely for the purpose of fulfilling my role on the Committee;
- (iii) that the committee meetings are strictly confidential and that I shall not disclose the content of the committee meetings to any person, unless required by University General Counsel or by law; and
- (iv) I will not make any unauthorized inquiries of anyone concerning any or all of the candidates both during and after the search, related to their application for employment with University of Victoria.

I further agree that within two days following receipt of a request for return of search information, I will take all reasonable measures to collect and return all records of the search information to the Committee Chair without retaining copies.

I understand that the finalist candidates, at the appropriate time, will be officially announced by the authorized administrator. All other candidates competing for the position will remain anonymous.

This obligation does not apply to information known to me prior to the execution of this agreement and information which is in the public domain.

I acknowledge that disclosure could harm the career of a candidate, could harm the reputation and credibility of the University of Victoria, could result in personal liability, and place the University of Victoria in a position of liability.

Conflict of Interest and Apprehension of Bias

I hereby agree:

- (i) it is vital to the integrity and effectiveness of an Appointment Committee that none of its members be perceived to be biased or in a conflict of interest;

- (ii) to familiarize myself with and follow the provisions of the Collective Agreement for Faculty and Librarians respecting conflict of interest and bias;
- (iii) to declare any situation which *may* be an actual, potential or perceived conflict of interest or apprehension on bias with respect to my service, or another committee member's service on the committee, as soon as it comes to my attention; and
- (iv) to abide by determinations of conflict or bias that are made pursuant to the Collective Agreement.

Read, understood, and agreed by:

Name: _____

Date: _____

Signature: _____

Date: _____

Appendix 2: Creating and Working Well with Diverse Committees

Given the diversity of our faculty and UVic's institutional mandate for an equitable, inclusive institution, diversity is a reality in all our work. Diverse perspectives are needed to gain comprehensive understanding and expand thinking, challenging perspectives and enabling more creative and targeted solutions. The following tips may help in the formation and working stages of academic committees.

- ✓ **Recognize the variable link between social location and knowledge.** Someone's social location and their areas of knowledge, skill and interest represent separate ways a person contributes knowledge and perspective. They may overlap, but they may not.
- ✓ **Identify requirements for different or particular perspectives.** People come from diverse and intersecting social locations, all of which provide valuable insight for problem solving. Representation from these perspectives (depending on the issue) is important either through membership of the committee or through another method of consultation:
 - Gender
 - Indigeneity
 - Ethnicity/ "race"
 - Age
 - Power and position (social/ administrative/ economic/ other)
 - Disability
 - Sexuality
- ✓ **Add knowledge about diversity.** Committees benefit from consciously building their capacity for recognizing, understanding and responding to the experiences of difference and discrimination, as well as the experiences of different groups. This can be achieved
- ✓ through individual or group education. Recognize *the rule of >1*, which stipulates that in order for non-majority opinions to be heard and effectively included, a committee needs to contain multiple persons representing that perspective. If that is not possible, consult resources and experts from outside the committee.
- ✓ **Value diversity through full participation.** Recognize that scheduling committee activities at non-standard times can create additional hardship or barriers for some faculty members. While work constraints (class schedules, standing meetings) tend to affect all participants equally, responsibilities outside the University (childcare, eldercare, medical appointments, cultural/community responsibilities) are differentially distributed, and often these responsibilities fall outside of regular working hours.
 - As a standard practice, avoid scheduling activities for early in the morning, late in the afternoon or outside of a standard business day.
 - When it is not possible to find times to meet within these parameters, explore if any standard commitments can be shifted to create space for individuals and groups as a whole within the working day.
 - If meeting times that work for the majority of participants regularly results in excluded participation by minority group members, consider alternating meeting times to allow all members to participate.
 - Explore alternate supports and tools to facilitate participation (e.g., video or phone participation; sharing work online; occasionally holding two smaller meetings with

different sub-sets of the committee; bringing in meals; offering childcare on site) and what other ways there might be to participate.

- ✓ **Fairness.** Explore what supports might be appropriate for participants who carry marginalized perspectives; whose time is under demand by multiple committees; and/or whose positions and participation in committee work are not considered part of their role in the same way as full-time regular faculty. Forms of support can include workload adjustments; teaching or marking support; being relieved of service responsibilities within the unit because of service outside the unit; or a course release in acknowledgement of particularly heavy administrative responsibilities. To reduce the load on members of marginalized groups, members who identify as the majority in relation to a form of identity (e.g. white, heterosexual), can consider:
 - independently learning about the experiences, perspectives and contributions from non-dominant perspectives (ideally through reading and experience before personal conversations, as the latter require time and energy from members of these groups) and to champion those points of view. Doing this self-education is respectful and enlightening, and part of our shared responsibility to advance an equitable and inclusive institution.
 - Consider when marginalized views are most needed (e.g., at formative stages; at review points) so that individuals can be called on at key moments rather than all the time.
 - Consider alternate ways to gather input aside from committee membership (e.g., one on one meetings; phone calls; guest presentations) which can free people for other work.
 - Consult with the overall responsible authority on balancing work responsibilities to clarify who might have time available, who not, etc.
 - At the same time, offer the opportunity: don't make the decision for someone on whether they should/ should not participate. They may feel that a particular project is worth their time, and it is ultimately up to them. If they then become members of a committee, they should be full members with all the voting and participation rights of the other members.
- ✓ **Value alternate views.** That a view is challenging does not make it wrong: soliciting and valuing diverse viewpoints can make committee work enjoyable and more effective.
- ✓ **Manage group dynamics.** The dynamics of the group matter. Set up participation processes that value wide-ranging ideas; that do not rush to consensus; that hear different views, and where they come from, to gain understanding; that allow breadth of consideration while keeping a focus on a goal. Some elements include
 - **Agenda.** Have a clear agenda, available in advance, and provide opportunities for input into the agenda.
 - **Ground rules.** Set/negotiate ground rules for participation. Include elements related to listening, considering/seeking alternate viewpoints, setting aside personal agendas, etc.
 - **Revisit goals.** Regularly revisit the goals, priorities and principles of operation of the committee.
 - **Discuss bias.** Discuss bias: its universality; how it reduces our ability to hear and learn from new-to-us perspectives; ways to counteract it.
 - **Facilitate interpersonal connection.** Create and encourage opportunities for committee members to mingle and connect rather than simply around a table and agenda.
 - **Use voting where appropriate to facilitate unpressured decision-making.** Consensus is not always possible. Voting by secret ballot can allow participants to influence the

direction of a group without needing to publicly challenge prevailing opinion or strong views. Voting can also be used prior to making a decision to assess how divergent the perspectives are, and what additional elements need consultation.

As an individual member on a committee, consider the following ways as a means of enhancing your contributions:

- ✓ **Learn about bias and discrimination.** There is a wealth of research on the ways that bias and discrimination impact individuals and groups, and sideline the contributions of people who are members of groups less represented at the University or who have experienced discrimination or marginalization. Make time to do some reading in this area.
- ✓ **Learn about the nature of diversity and experiences of different populations.** Do your own research on the experiences of different groups and the equity dimensions of the subject under exploration, starting with individual reading and research.
- ✓ **Listen.** Particularly if you often speak a lot in meetings, take time to hear out different perspectives being offered. Reflect on what you hear before commenting.
- ✓ **Suspend disbelief.** Marginalized viewpoints can often be hard to hear or understand for those who have not been exposed to particular perspectives before. They often are not taken at face value, but are justified and explained away. Avoid doing this. If you don't understand, ask questions in order to understand rather than to pick apart a perspective.
- ✓ **Value alternate views.** Take it as a personal challenge to understand better where the different perspectives on the committee are coming from. Such an exercise is bound to expand your understanding of the issues under discussion.

Contact EQHR for more information and learning opportunities.

Appendix 3: Sample Guidelines for Appointment Committees

Appointment committee work is enhanced when the committee discusses and agrees on guidelines they will adhere to for the full course of their responsibilities. Discussing what is needed to make the work go well as a group, and building commitment to these collectively, helps maintain focus and smooths further work.

1. Commitment to agree together, prior to the start of our work, how we will come to decisions.
2. Commitment to rise above biases and cognitive errors in discussions and assessments.
3. Commitment to develop clear, effective criteria before our search begins that address the most relevant aspects of this particular search, and agree on them as a group.
4. Commitment to use the criteria for the role as the touchstone for decisions at each stage in the search process.
5. Attendance at all appointment committee meetings is expected. Attendance includes punctuality and avoiding multitasking and use of electronic devices.
6. Commitment to focus on evidence presented, not on opinions or hearsay.
7. Commitment to strict confidentiality regarding candidate information and the work of the committee.
8. Commitment to use creative and meaningful outreach efforts to build a diverse pool of candidates.
9. Ensure we facilitate balanced opportunities for every member of the committee to speak and share their views.
10. We will treat every applicant with respect, both interpersonally and with regard to fair processes.
11. Commitment to use consistent procedures with every candidate, including parallel question lists, activities, methods of contact, information provided, and all other processes.
12. Commitment to using a diversity of measure to evaluate candidates, and to consider the full range of information available when making decisions about shortlisting and offering positions.
13. Commitment to provide every candidate with the same information about resources available at our institution and in our community to support partners and those with marginalized social locations and identities.

Adapted from Moody, Joann (2012). *Faculty Diversity: Removing the Barriers* (second ed.). New York, NY: Routledge.

Appendix 4: Checklist for Key Equity Practices throughout the Recruitment Process

Use the following checklist to help ensure the appointment advertisement is as unbiased and inclusive as possible:

- ☐ Do the criteria reflect requirements as related to equity, diversity and inclusion in:
 - ☐ interpersonal interactions and administrative work
 - ☐ research, including lab responsibilities
 - ☐ teaching and supervision
 - ☐ curriculum
- ☐ Does the recruitment process account and allow for non-traditional areas of research and/or research processes and outputs?
- ☐ Is the appointment advertisement language inclusive, ungendered and unbiased?
- ☐ Did the posting process include outreach to non-traditional resources (e.g. Senior Women Academic Administrators of Canada, Victoria Native Friendship Centre)
- ☐ Do the requested application materials allow for non-traditional materials or evidence?
- ☐ Did the requested application materials ask candidates to address their track record with equity and diversity?
- ☐ Did you include a statement that recognizes the potential impact of career interruptions and asks applicants to explain their impact if they wish?
- ☐ Did you include a statement that invites people to contact Faculty Relations regarding accommodations during application and hiring?
- ☐ Did you have the ad reviewed by a diversity of persons?
- ☐ Did you run the appointment ad through a [Gender Decoder](#)?

Appendix 5: Sample Criteria Supporting Diversity

Teaching and learning - key criteria that promote equity, diversity and inclusion

- Ability to teach diverse students well
 - Dedication to an environment that supports diversity of population and perspectives
 - As our students come from a wide range of disciplines, cultures, and backgrounds, we invite candidates to address their ability to teach, supervise, and mentor in this context
 - Ability to teach to a diverse undergraduate student body with a range of perspectives, experiences & learning styles
 - Experience supporting marginalized students in the classroom
 - Outstanding teaching effectiveness across a diversity of students
- Attention to power, classroom dynamics and respectful relationships with students
 - Manage classroom dynamics to ensure marginalized students are comfortable & empowered
 - Accessible, fair and respectful to students
 - Knowledge of/ recognizes/ understands classroom power dynamics
 - Track record of respectful and effective engagement, teaching and mentoring of students from diverse genders, cultures and backgrounds.
- Ability and commitment to mentoring, including ability to mentor marginalized students
 - We value candidates who demonstrate their commitment to student mentorship and recognize the diversity of student experience in their teaching.
 - The successful applicant will develop as an outstanding teacher and mentor of marginalized undergraduate and graduate students
 - Ability to work respectfully, fairly and in a supportive capacity with teaching assistants
- Self-reflectivity and ability to engage personal identity meaningfully in the work
 - Sensitive to the range of attitudes, experiences, and diversity in the classroom
 - Demonstrated credibility and ability to relate theory to practice
 - Ability to draw on experiential knowledge/ identifies own perspective in teaching
 - Applies an intersectional analysis to their work and teaching
 - Takes a self-reflective approach to dealing with students, colleagues and community members
- Help students develop skills and knowledge in diversity, self-reflection and critical perspectives
 - Open to questions & differing opinions
 - Develop self-reflection among all students
- Addresses critical perspectives on equity and diversity dimensions of discipline or subject matter
 - Actively acknowledges contributions of marginalized people through the history and present emergence of the discipline or subject
 - Willing and able to improve diversity content in the curriculum/classes and/or library collections
 - Incorporates attention to diversity of identities of key figures in discipline
 - Integrates marginalized perspectives and previously unrecognized contributors

Research— key criteria that promote equity, diversity and inclusion

- Ability to maintain healthy, diverse, respectful lab environment.
 - Demonstrated ability to manage a healthy lab environment that integrates diverse employees
 - Demonstrated commitment to equity in representation and work processes in labs

- Research or topic areas engage equity perspectives
 - Include alternate methods to measure research ability beyond high-impact publications
 - Where possible, include non-traditional, interdisciplinary and emerging research areas where marginalized candidates tend to be better represented
 - Preference for specialization at the intersection of gender and Indigenous cultural production and/or analysis with a strong focus on Indigenous knowledge production, ways of knowing, and direct engagement with Indigenous communities
 - Ability to situate Indigenous gender issues in Canada in a comparative and relational perspective is also of particular interest
 - Research engagement with critical perspectives, minority or marginalized populations, and research areas related to social justice are particularly welcomed
 - Candidates whose research and clinical activities contribute to our understanding of diverse populations are particularly encouraged to apply
- Welcome diverse forms of research or topical knowledge
 - Outstanding record of scholarly achievement in basic, applied, or community-based research that contributes to the diversity of perspectives and methodologies
 - Community engagement – direct engagement with Indigenous communities
 - A demonstrated research or creative agenda (content, framework, and practice) rooted in Indigenous feminist, intersectional, and community based theory and practices (i.e. careful integration of gender, race, class, sexualities, etc. in analysis)
 - Outstanding record of research achievement that contributes to the diversity of research and methodological perspectives in the discipline
 - Record of developing collections and gathering materials that include marginalized perspectives
- Research methodologies are respectful and appropriate
 - Research that is responsive to and respectful of the needs of Indigenous and local communities
- Welcome alternate pathways within career
 - Postdoctoral (or equivalent professional learning) experience is desirable
 - Copies of 3 publications in peer-review journals and up to 3 other relevant scholarly publications
 - Address how your work in community or service has developed your abilities in the areas of research, teaching and/or service
- Collaborative, respectful research approaches
 - Ability to collaborate with existing researchers in the unit and in other units at the University of Victoria
 - Experience working with researchers in the unit and in other units at the University of Victoria

Climate, Culture and Service—key criteria that promote equity, diversity and inclusion

- Applicants should address strengths and experiences (or track record) in promoting equity and diversity in research, professional work and/or teaching and curriculum
- Contribute positively to the respectful and inclusive (or collegial, collaborative, fair, accessible, etc.) culture of the Department of X through respectful and effective engagement with colleagues, staff and students [or additional collegial expectations]

Overall statements to encourage equity knowledge, skills and commitment in applicants

- We are a relatively small group and depend on close cooperation, mutual respect and camaraderie for our flourishing
- We seek a candidate whose teaching, research and professional activities express our shared values of inclusion, commitment to respectful and fair engagement with colleagues, research participants and students

Appendix 6: CRC RECRUITMENT *Appointment Committee Composition Report*

As part of its new reporting requirements, we are required to assess and keep information on the diversity of each CRC appointment committee. To assess composition, self-identification ballots (found on the next page) must be distributed to each committee member at a preliminary meeting. To maintain privacy, completed forms are collected by an administrative staff member, who will collate the data for reporting to the chair of the committee. If diversity is not sufficient, the unit may need to re-form the committee. Ballots are maintained as part of the recruitment process and are subject to Records Management rules.

List of appointment committee members:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Comments: _____

Self-identified Diversity of Appointment Committee

Designated group	Number OR present/absent
Women	
Indigenous peoples	
Persons with disabilities	
Member of visible minorities	
Other forms of diversity (do not need to list)	

APPOINTMENT COMMITTEE SELF-IDENTIFICATION FORM

INSTRUCTIONS: Print a sufficient number of ballots; cut into strips and place into an envelope for distribution. Committee members will be asked to place completed ballots back in the envelope; sealed envelope is given to administrative staff for data collation. Information is reported back to the appointment committee chair.

----- CUT ALONG HERE -----

APPOINTMENT COMMITTEE SELF-IDENTIFICATION FORM

I self-identify as a woman:

- ☐ Yes
- ☐ No
- ☐ I choose not to respond

----- CUT ALONG HERE -----

APPOINTMENT COMMITTEE SELF-IDENTIFICATION FORM

I self-identify as an Indigenous person:

- ☐ Yes
- ☐ No
- ☐ I choose not to respond

----- CUT ALONG HERE -----

APPOINTMENT COMMITTEE SELF-IDENTIFICATION FORM

I self-identify as a person with a disability:

- ☐ Yes
- ☐ No
- ☐ I choose not to respond

----- CUT ALONG HERE -----

APPOINTMENT COMMITTEE SELF-IDENTIFICATION FORM

I self-identify as a member of a visible minority:

- ☐ Yes
- ☐ No
- ☐ I choose not to respond

----- CUT ALONG HERE -----

APPOINTMENT COMMITTEE SELF-IDENTIFICATION FORM

I self-identify as a member of another under-represented demographic/ social position:

- ☐ Yes
- ☐ No
- ☐ I choose not to respond

----- CUT ALONG HERE -----

Appendix 7: CRC RECRUITMENT *Equity and Diversity Champion*

The CRC Program has recently introduced a requirement that all searches have a representative on the committee in the role of an *Equity and Diversity Champion*. This document outlines the requirements of this role and provides some suggestions of ways to advance equity in searches.

Role of equity and diversity champion

- Help the committee develop guidelines for effective consultation and decision-making
- Call out biases, assumptions and problematic behaviours (e.g., trying to rally support; refusing to attend to the criteria; offering a biased justification for including or excluding a candidate) whenever they arise in the process
- Remind the committee of the need to develop the criteria at the start of the search and build such criteria into the appointment advertisement
- Remind the committee of the need to develop all assessment materials prior to posting the appointment advertisement
- Ensure that all decisions regarding candidates are related to the criteria and are recorded with respect to the criteria
- Ensure that all committee members' perspectives are heard and that no one dominates the discussion
- In any assessment or decision, call attention to any overlooked data and encourage a thorough and balanced comparison of candidates
- Emphasize consistent, fair and respectful treatment of all candidates
- Immediately advise the search committee Chair of any concerns that may arise throughout the recruitment process

Considerations for Fairness in Inclusive Searches

Broadening the parameters for CRC searches

One strategy recommended by the CRC program to create a diverse pool of applicants is to define the field of research broadly. A broad definition of the research field, although still aligned with the strategic area of research approved by the University, can enhance diversity in several ways:

- It reduces the likelihood that a particular position has been created for a specific applicant (which is not permitted in any case).
- By creating a broader description, it increases the overall number of potential applicants, and thus, the number of marginalized or underrepresented applicants as part of this larger pool.
- Many marginalized or underrepresented scholars conduct research on less mainstream topics; often among and/or with marginalized populations; and/or using Indigenous, alternative, or emerging research methodologies. A broader field of research is more likely to encompass this wider range of scholarship and thus to be relevant for the diverse pool of scholars we are working to attract.

By creating a richer, more diverse pool of applicants an appointment committee will have a greater variety of perspectives and expertise to consider as they evaluate candidates for the position. This diversity provides a richer set of data to help a committee develop a comprehensive understanding of what excellence in this field looks like. This deeper, broader understanding of excellence will raise the quality of the committee's dialogue, increase their ability to identify a highly qualified candidate, and increase their ability to recognize excellence in diverse candidates and work. Recognizing that excellence comes in many forms also helps the committee generate a more diverse applicant pool and thus, is more likely to generate a diverse shortlist.

Assessing a Wide Diversity of Candidates

Assessing the legitimate impact of leaves and work slow-downs

Adapted from: http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx

The Canada Research Chair program clearly describes the importance of not assessing leaves, or slow-downs in productivity that result from leaves, against candidates. Their best practices documents clearly describe the ways that leaves do not reduce the excellence of a candidate, though they may impact, for periods of time, their research productivity. Such slow-downs or non-productive periods are not signs of lack of commitment or excellence in research ability. Leaves are to be considered appropriately to ensure that candidates are evaluated fairly.

The CRC program recommends that committees:

- Accept a full CV, ensuring that career interruptions due to parental leave, family care, extended illness, or community responsibilities do not negatively impact the assessment of a candidate's research productivity. It is important that applicants know such breaks will be taken into consideration when candidates are assessed.
- Avoid averaging productive periods across non-productive periods, such as those required for parental, family or medical leave. For example, some immigrants may have taken longer to attain senior degrees due to the difficulties of relocating and adapting to a new country and language. In addition, many Indigenous scholars are completing their senior degrees later in life and can take longer to complete them due to familial, socio-economic or other reasons.

See more guidelines here: http://www.chairs-chaires.gc.ca/peer_reviewers-evaluateurs/productivity-productivite-eng.aspx

Guidance on assessing diverse research fairly

Adapted from http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx

Assessing application materials is a time when unconscious biases can interfere with fair assessment of a candidate's portfolio. Biases are often based on unconscious assumptions about the profile of typical candidates for a role or on the demographics of previous incumbents. Biases can create an unconscious "ideal profile and career path" in the minds of reviewers. This unconscious profile and career path provides "bonus points" to those candidates who match this profile superficially, while subtracting points from those candidates whose profile and career path differ from this superficially.

To reduce this negative impact and help committees assess diverse research fairly, consider the following perspectives.

- Ensure the method of assessing candidates is equitable. Review through the lens of equity, diversity and inclusion principles by:
 - challenging the notion of rewarding or overvaluing the familiar;
 - considering diversity of thought, method and experience; and
 - valuing the candidates' demonstrated commitments to equity, diversity and inclusion.
- Be mindful that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. For example, an applicant who took time away from work or studies for family-related matters may not have as many publications, but the substance and quality of that applicant's work may render them best qualified. As well, many Indigenous applicants will often have articles published in non-peer reviewed journals on important Indigenous questions. Many of these applicants are producing research work to meet community needs for the next seven generations. As well, the advances an Indigenous scholar makes in academia and their community service will have an impact on the next generations.
- Be aware of limitations the field of study may have on publishing in top-tier, mainstream platforms and attracting research funding. If the market for the research conducted is smaller, the candidate's "numbers" may not be comparable to those for more traditional research areas.
- Minimize potential bias within the research program by adhering to the Canadian Institutes of Health Research (CIHR) [Sex, Gender and Health Research Guide: A Tool for CIHR Applicants](#), the Tri-Council Policy Statement on [Research Involving the First Nations, Inuit and Métis Peoples of Canada](#), and the Social Sciences and Humanities Research Council's [Indigenous Research Statement of Principles](#), where applicable.

See also: http://www.sshrc-crsh.gc.ca/funding-financement/merit_review-evaluation_du_merite/guidelines_research-lignes_directrices_recherche-eng.aspx

Appendix 8: CRC RECRUITMENT *Checklist*

Canada Research Chairs searches have to follow the [Equity, Diversity and Inclusion \(EDI\) requirements](#) by the CRC Program and be aligned with [UVic's CRC Equity, Diversity and Inclusion Action Plan](#). The chair of a CRC appointment committee must complete and submit this checklist as part of the request to extend offer package. This Checklist is to be signed by all committee members attesting to how these requirements have been met.

- ☐ A committee member was assigned the role as equity and diversity champion and completed the necessary training.
- ☐ The committee involved and consulted with the equity and diversity champion and/or a representative from the Office of Equity and Human Rights at all relevant stages of the recruitment and selection process.
- ☐ All members of the committee underwent the equity and diversity training.
- ☐ The committee finalised the role criteria and the associated assessments before the advertisement was posted.
- ☐ The committee reviewed the final hiring decision to confirm that unconscious bias did not affect the decision and to confirm it aligns with EDI action plan.
- ☐ The appointment advertisement was run through [Gender Decoder](#) before posting. A copy of the results are submitted with the request to extend offer.
- ☐ Copies of the criteria evaluation and assessment grids are submitted with the request to extend offer.
- ☐ The appointment advertisement was posted as broadly as possible, particularly in locations that would increase the likelihood that a diverse pool of applicants would be developed.
- ☐ The committee developed a strategy to make proactive efforts to identify a diverse pool of candidate. A description of the strategy and efforts is attached to this checklist.
- ☐ The recruitment process accounted and allowed for non-traditional areas of research and/or research outputs. A description of this is attached to this checklist.
- ☐ The requested application materials allow for non-traditional materials or evidence. A description of how this was done is attached to this checklist.
- ☐ This search process ensured individuals requiring accommodation were not disadvantaged during the recruitment process. Check all that apply:
 - ☐ The advertisement invited applicants to contact a representative of the University if accommodation requirements were needed and confidentiality was indicated
 - ☐ The advertisement invited applicants to self-identify if they need accommodations

(next page)

- The recruitment process allowed for breaks between assessments
- The recruitment process recognised the potential impact of career interruptions and allowed applicants opportunity to expand on such impacts

Name of Chair, Appointment Committee

Signature

Name, Equity and Diversity champion

Signature

Name of Search Committee Member

Signature

Name of Search Committee Member

Signature

Name of Search Committee Member

Signature

Name of Search Committee Member

Signature

Appendix 9: Academic Appointment Advertisement Templates

See [CRC Appointment Advertisement Template](#) for CRC ads

NOTE: Items highlighted in yellow denote required information

The University of Victoria is consistently ranked in the top tier of Canada's research-intensive universities. Vital impact drives the UVic sense of purpose. As an internationally renowned teaching and research hub, we tackle essential issues that matter to people, places and the planet. Situated in the Pacific Rim, our location breeds a profound passion for exploration. Defined by its edges, this extraordinary environment inspires us to defy boundaries, discover, and innovate in exciting ways. It's different here, naturally and by design. We live, learn, work and explore on the edge of what's next—for our planet and its peoples. Our commitment to research-inspired dynamic learning and vital impact make this Canada's most extraordinary environment for discovery and innovation. Experience the edge of possibilities for yourself.

[Optional: INSERT AN INDIGENIZATION AND TERRITORIAL ACKNOWLEDGEMENT, including how being on this territory connects with the work of the unit/faculty where relevant:]

Examples:

"We acknowledge with respect the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day."

"The University of Victoria Campus is located on the traditional lands of the Coast Salish Peoples and we are privileged to do our work in a way that is inspired by their history, customs and culture."

Include a link to the ["Welcome to the Territory"](#) video and/or page so that applicants will be introduced to Elder Elmer George (Esquimalt Nation) and President Cassels' territory acknowledgement.

"The University of Victoria is committed to the ongoing work of decolonizing and Indigenizing the campus community both inside and outside the classroom." (from the Indigenous Academic and Community Engagement website).

[INSERT INTRODUCTION TO UNIT]:

Key components can include:

- Mission and foci of the unit
- Major areas of teaching and research
- Major initiatives worth highlighting
- Equity, diversity and inclusion activities, culture and/or commitments. These may relate to diversity of faculty, staff and/or students; priority areas of research; approaches to teaching and student success; or the culture, including the types of social activities or informal interaction among colleagues

Examples:

"The Peter B. Gustavson School of Business is dedicated to providing business research and education that is non-traditional in its approach, creative in its application, and unique in its perspective. The School offers Bachelor of Commerce, Master of Business Administration, Master of Global Business, and Master of Management degrees, and a PhD in International Management and Organization – all of which have an

international focus embedded in their curricula and a strong co-op component. Scholarship and teaching at the School are strongly aligned around our areas of specialization (International Business, Entrepreneurship, Service Management, and Sustainability). We are a pioneer and leader in integrating curriculum at both the undergraduate and graduate level and a strong contributor to business research particularly in our areas of expertise.”

“We are also a faculty with a commitment to diversification across our ranks, particularly, although not limited to: racialization, marginalized sexualities, gender identity, Indigeneity and disability.”

“The department is strongly committed to both excellence and equity and to increasing the diversity of approaches and perspectives in teaching and research.”

“We strongly value candidates who share our Department’s commitment to equity and inclusivity in scholarship and teaching.”

“We strive innovation in the classroom, creativity and leadership in research, with due attention to the needs of Canada’s most marginalized communities.”

“As a member of the Faculty of ..., you will work with colleagues to advance a shared mission of sustainable quality professional programs, decolonization of the academic environment, anti-racist pedagogy and community engaged research.”

“The Faculty of ... is a vibrant, student-centred learning environment based on a commitment to social justice, humane professionalism and civic responsibility, and critical interdisciplinary policy-oriented research and teaching.”

“We are working towards offering a path-breaking trans-systemically oriented joint law degree in Canadian Common Law and Indigenous Legal Orders (JD/JID).”

[INSERT INFORMATION ABOUT THIS JOB OPPORTUNITY]:

The {insert name of unit} invites applications from talented scholars for a {limited term, tenure, or, tenure-track, continuing appointment, continuing appointment eligible} position at the rank of {Assistant/Associate Professor, Assistant/Associate Teaching Professor, Professor/Teaching Professor} to commence {insert expected start date}.

Qualified candidates will have (Note, language that emphasizes excellence and outstanding is likely to turn away marginalized candidates. For all requirements, consider broadening the sought-after scholarship, experience, disciplinary background and expertise as diverse candidates in many fields are better represented in non-traditional, interdisciplinary, and emerging research areas. To help ensure an accurate understanding of the role, ensure you do not overstate requirements.) {insert the following relevant information:

- **required education** (i.e., degrees and designations)
- **required knowledge**, including the demonstration of how the discipline engages with critical social perspectives and/or different populations, cultures, groups, and/or questions of diverse and intersecting identities for all subject matters. It is best practice to ensure that community service is recognized as one of the methods of gaining this knowledge.

Examples:

"... including how X work affects different genders/ different ethnic groups/ different populations; knowledge of foundations in X discipline, including challenges to the traditional canon and new interpretations from different cultural/ geographic/ other perspectives."

"We are especially interested in a specialization at the intersection of gender and Indigenous cultural production and/or analysis with a strong focus on Indigenous knowledge production, ways of knowing, and direct engagement with Indigenous communities. Research on gender and Indigenous issues in Canada or an ability to situate Indigenous gender issues in Canada in a comparative and relational framework is also of particular interest."

"We are particularly interested in applicants with expertise in stereotyping and prejudice, Indigenous psychology, intergroup attitudes and relations, cultural psychology, or social justice and activism, but we value excellence above any specific topic or methodological approach."

"Underlying all Faculty of ... courses is the active pursuit of social justice enabled by critical analyses that expose inequities and interrogate their systemic foundations."

- **required experience and skills in teaching**, including track record addressing equity, diversity and inclusion in the classroom or curriculum. For example:
 - demonstration of outstanding teaching abilities evidenced by data, testimonials and other forms of documentation
 - demonstrated ability to teach to a diverse student body with a range of perspectives, experiences and cultures
 - demonstration of cultural sensitivity
 - ability to give effective feedback to diverse students
 - inclusive, non-discriminatory approaches to teaching, curriculum and assessment
- **Required experience and skills in research** (if applicable), including track record addressing equity, diversity and inclusion. For example:
 - high quality research shared through a wide range of outlets (academic publications, community-based projects, and others)
 - established publishing record in leading scholarly journals commensurate with rank
 - strong research pipeline including high-quality research targeted to such journals, commensurate with rank
 - demonstrated record of accomplishment for obtaining grants;
 - demonstrated track record as a researcher
 - demonstrated ability to manage a healthy lab environment that integrates diverse students and employees
 - research that demonstrates meaningful, respectful engagement with communities and outcomes that support their well-being

(Note: Consider asking for top 2-5 research publications rather than full list of publications. This allows emphasis on quality and addresses removes a barrier to equity for qualified candidates who have gaps in their records. Also, consider whether your unit wants to hire in any emerging, interdisciplinary areas or subfields where underrepresented faculty may be better represented.

The emphasis should be on quality and impact rather than a narrow focus on impact factor and prestigious journals. Much of the research focused on emerging areas or marginalized populations takes longer to publish and is more likely to be published in smaller journals. Review the guidelines on community-engaged scholarship to ensure such work is properly valued).

- **Required experience and skills in service**, professionalism and collegiality, including track record addressing equity, diversity and inclusion. For example:
 - demonstrated ability to work collaboratively in an academic unit
 - adds to the diversity of the unit
 - able to serve as a role model and/or mentor for students from designated groups
 - experience in promoting diversity on campus; appreciative of and responsive to diverse perspectives

[INSERT IF APPLICABLE] The following are considered assets: [identify the preferred qualifications, skills, experience, and/or knowledge considered assets]

[INSERT IF PREFERENTIAL HIRE: In accordance with the University's Equity Plan and pursuant to Section 42 of the BC Human Rights Code, preference will be given to [members of the following groups: Indigenous peoples, persons with disabilities, members of visible minorities, women]. Candidates from [these groups/this group], who wish to qualify for preferential consideration, must self-identify.

[INSERT IF LIMITED HIRE: In accordance with the University's Equity Plan and pursuant to section 42 of the BC Human Rights Code, the selection will be limited to [members of the following designated groups: Indigenous peoples, persons with disabilities, members of visible minorities, women]. Candidates from [these groups/this group] must self-identify.

[SELECT ONE:

To be considered, please send a cover letter that addresses the full scope of the job requirements, along with your curriculum vitae, appropriate evidence of research (publications or work in progress), teaching skills (teaching statements, syllabi, evaluation data), statement of diversity knowledge, experience and skills, and contact information for XX references to {Name, Title, Business address of person collecting data}. In order to be considered, application packages must be received by [insert date]

or

To be considered, please submit a completed application package including a cover letter that addresses the full scope of the job requirements, along with your curriculum vitae, appropriate evidence of research (publications or work in progress), teaching skills (teaching statements, syllabi, evaluation data), statement of diversity knowledge, experience and skills, and contact information for XX references at <https://academicjobsonline.org>, addressed to {insert Uvic contact info}. In order to be considered, application packages must be received by [insert date]. You are asked to upload your C.V. and other personal information to this service, which is provided for the convenience of you and your referees. The service stores data on servers located outside of Canada; the data is therefore not in the custody or under the control of the University of Victoria. You may wish to review the privacy statement on <https://academicjobsonline.org>. If you do not wish to use this service, please submit your complete application package to {insert Uvic contact info}.

Please note that reference and background checks, including credential and degree verification, may be undertaken as part of this recruitment process.

UVic is committed to upholding the values of equity, diversity, and inclusion in our living, learning and work environments. In pursuit of our values, we seek members who will work respectfully and constructively with differences and across levels of power. We actively encourage applications from members of [groups experiencing barriers to equity](#). Read our full equity statement here: www.uvic.ca/equitystatement

The University acknowledges the potential impact that career interruptions can have on a candidate's record of research achievement. We encourage applicants to explain in their application the impact that career interruptions have had on their record.

Persons with disabilities, who anticipate needing accommodation for any part of the application and hiring process, may contact Faculty Relations and Academic Administration in the Office of the VP Academic and Provost at FRrecruit@uvic.ca. Any personal information provided will be maintained in confidence.

Faculty and Librarians at the University of Victoria are governed by the provisions of the [Collective Agreement](#). Members are represented by the University of Victoria Faculty Association (www.uvicfa.ca).

All qualified candidates are encouraged to apply; in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority. Please indicate in your application package if you are a Canadian citizen or permanent resident.

CRC Academic Appointment Advertisement Template

NOTE: Items highlighted in yellow denote required information

Canada Research Chair (Tier {1 or 2}) in {insert tentative title of the chair}

The University of Victoria is consistently ranked in the top tier of Canada's research-intensive universities. Vital impact drives the UVic sense of purpose. As an internationally renowned teaching and research hub, we tackle essential issues that matter to people, places and the planet. Situated in the Pacific Rim, our location breeds a profound passion for exploration. Defined by its edges, this extraordinary environment inspires us to defy boundaries, discover, and innovate in exciting ways. It's different here, naturally and by design. We live, learn, work and explore on the edge of what's next—for our planet and its peoples. Our commitment to research-inspired dynamic learning and vital impact make this Canada's most extraordinary environment for discovery and innovation. Experience the edge of possibilities for yourself.

[Optional: INSERT AN INDIGENIZATION AND TERRITORIAL ACKNOWLEDGEMENT, including how being on this territory connects with the work of the unit/faculty where relevant:]

Examples:

"We acknowledge with respect the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day."

"The University of Victoria Campus is located on the traditional lands of the Coast Salish Peoples and we are privileged to do our work in a way that is inspired by their history, customs and culture."

Include a link to the ["Welcome to the Territory"](#) video and/or page so that applicants will be introduced to Elder Elmer George (Esquimalt Nation) and President Cassels' territory acknowledgement.

"The University of Victoria is committed to the ongoing work of decolonizing and Indigenizing the campus community both inside and outside the classroom." (from the Indigenous Academic and Community Engagement website).

The Department of {insert name} invites applications from external candidates for a Canada Research Chair (CRC) Tier {1 or 2} in {insert tentative title of this Chair}. This CRC recruitment is part of a broad strategy to expand and raise the profile of research in {provide brief outline of research area}. The successful applicant will be nominated by the University for a CRC Tier {1 or 2} and, upon approval by the CRC Secretariat, will then be offered a position at the rank of {Assistant Professor, Associate Professor, Professor eligible for tenure/with tenure}. The anticipated start date is {insert date}.

[INSERT THE APPLICABLE OPTION]:

Option 1: Tier 1 Canada Research Chairs are outstanding researchers acknowledged as world leaders in their fields and must be full professors or associate professors who are expected to be promoted to the full professor level within one to two years of the nomination. For more information on the CRC program generally and on eligibility specifically, please consult the [Canada Research Chairs](#) website.

OR

Option 2: Tier 2 Canada Research Chairs are one of Canada's premier early career recognition and recruitment programs, and are intended for exceptional emerging scholars (i.e., candidates must have been an active researcher in their field for fewer than 10 years at the time of nomination). However, applicants who are more than 10 years from having earned their highest degree (and where career breaks exist) may have their eligibility for a Tier 2 Chair assessed through the program's Tier 2 [justification process](#). For more information on the CRC program generally and on eligibility specifically, please consult the [Canada Research Chairs](#) website.

[INSERT INTRODUCTION TO UNIT]:

{Key components can include:

- Mission and foci of the unit
- Major areas of teaching and research
- Major initiatives worth highlighting
- Equity, diversity and inclusion activities, culture and/or commitments. These may relate to diversity of faculty, staff and/or students; priority areas of research; approaches to teaching and student success; or the culture, including the types of social activities or informal interaction among colleagues

Examples:

"The Peter B. Gustavson School of Business is dedicated to providing business research and education that is non-traditional in its approach, creative in its application, and unique in its perspective. The School offers Bachelor of Commerce, Master of Business Administration, Master of Global Business, and Master of Management degrees, and a PhD in International Management and Organization – all of which have an international focus embedded in their curricula and a strong co-op component. Scholarship and teaching at the School are strongly aligned around our areas of specialization (International Business, Entrepreneurship, Service Management, and Sustainability). We are a pioneer and leader in integrating curriculum at both the undergraduate and graduate level and a strong contributor to business research particularly in our areas of expertise."

"We are also a faculty with a commitment to diversification across our ranks, particularly, although not limited to: racialization, marginalized sexualities, gender identity, Indigeneity and disability."

"The department is strongly committed to both excellence and equity and to increasing the diversity of approaches and perspectives in teaching and research."

"We strongly value candidates who share our Department's commitment to equity and inclusivity in scholarship and teaching."

"We strive innovation in the classroom, creativity and leadership in research, with due attention to the needs of Canada's most marginalized communities."

"As a member of the Faculty of ..., you will work with colleagues to advance a shared mission of sustainable quality professional programs, decolonization of the academic environment, anti-racist pedagogy and community engaged research."

“The Faculty of ... is a vibrant, student-centred learning environment based on a commitment to social justice, humane professionalism and civic responsibility, and critical interdisciplinary policy-oriented research and teaching.”

“We are working towards offering a path-breaking trans-systemically oriented joint law degree in Canadian Common Law and Indigenous Legal Orders (JD/JID).”

[INSERT INFORMATION ABOUT THIS JOB OPPORTUNITY]:

Qualified candidates will have (Note, language that emphasizes excellence and outstanding is likely to turn away marginalized candidates. For all requirements, consider broadening the sought-after scholarship, experience, disciplinary background and expertise as diverse candidates in many fields are better represented in non-traditional, interdisciplinary, and emerging research areas. To help ensure an accurate understanding of the role, ensure you do not overstate requirements.) {insert the following relevant information:

- **required education** (i.e., degrees and designations)
- **required knowledge**, including the demonstration of how the discipline engages with critical social perspectives and/or different populations, cultures, groups, and/or questions of diverse and intersecting identities for all subject matters. It is best practice to ensure that community service is recognized as one of the methods of gaining this knowledge.

Examples:

“... including how X work affects different genders/ different ethnic groups/ different populations; knowledge of foundations in X discipline, including challenges to the traditional canon and new interpretations from different cultural/ geographic/ other perspectives.”

“We are especially interested in a specialization at the intersection of gender and Indigenous cultural production and/or analysis with a strong focus on Indigenous knowledge production, ways of knowing, and direct engagement with Indigenous communities. Research on gender and Indigenous issues in Canada or an ability to situate Indigenous gender issues in Canada in a comparative and relational framework is also of particular interest.”

“We are particularly interested in applicants with expertise in stereotyping and prejudice, Indigenous psychology, intergroup attitudes and relations, cultural psychology, or social justice and activism, but we value excellence above any specific topic or methodological approach.”

“Underlying all Faculty of ... courses is the active pursuit of social justice enabled by critical analyses that expose inequities and interrogate their systemic foundations.”

- **required experience and skills in teaching**, including track record addressing equity, diversity and inclusion in the classroom or curriculum. For example:
 - demonstration of outstanding teaching abilities evidenced by data, testimonials and other forms of documentation
 - demonstrated ability to teach to a diverse student body with a range of perspectives, experiences and cultures
 - demonstration of cultural sensitivity;
 - ability to give effective feedback to diverse students;
 - inclusive, non-discriminatory approaches to teaching, curriculum and assessment

- **Required experience and skills in research** (if applicable), including track record addressing equity, diversity and inclusion. For example:
 - high quality research shared through a wide range of outlets (academic publications, community-based projects, and others)
 - established publishing record in leading scholarly journals commensurate with rank
 - strong research pipeline including high-quality research targeted to such journals, commensurate with rank
 - demonstrated record of accomplishment for obtaining grants;
 - demonstrated track record as a researcher
 - demonstrated ability to manage a healthy lab environment that integrates diverse students and employees
 - research that demonstrates meaningful, respectful engagement with communities and outcomes that support their well-being

(Note: Consider asking for top 2-5 research publications rather than full list of publications. This allows emphasis on quality and addresses removes a barrier to equity for qualified candidates who have gaps in their records. Also, consider whether your unit wants to hire in any emerging, interdisciplinary areas or subfields where underrepresented faculty may be better represented. The emphasis should be on quality and impact rather than a narrow focus on impact factor and prestigious journals. Much of the research focused on emerging areas or marginalized populations takes longer to publish and is more likely to be published in smaller journals. Review the guidelines on community-engaged scholarship to ensure such work is properly valued).

- **Required experience and skills in service**, professionalism and collegiality, including track record addressing equity, diversity and inclusion. For example:
 - demonstrated ability to work collaboratively in an academic unit;
 - adds to the diversity of the unit;
 - able to serve as a role model and/or mentor for students from designated groups;
 - experience in promoting diversity on campus; appreciative of and responsive to diverse perspectives

[INSERT IF APPLICABLE] The following are considered assets: [identify the preferred qualifications, skills, experience, and/or knowledge considered assets]

[INSERT IF PREFERENTIAL HIRE: In accordance with the University's Equity Plan and pursuant to Section 42 of the BC Human Rights Code, preference will be given to [members of the following groups: Indigenous peoples, persons with disabilities, members of visible minorities, women]. Candidates from [these groups/this group], who wish to qualify for preferential consideration, must self-identify.

[INSERT IF LIMITED HIRE: In accordance with the University's Equity Plan and pursuant to section 42 of the BC Human Rights Code, the selection will be limited to [members of the following designated groups: Indigenous peoples, persons with disabilities, members of visible minorities, women]. Candidates from [these groups/this group] must self-identify.

[SELECT ONE:

To be considered, please send a cover letter that addresses the full scope of the job requirements, along with your curriculum vitae, appropriate evidence of research (publications or work in progress), teaching skills (teaching statements, syllabi, evaluation data), statement of diversity knowledge, experience and skills, and contact information for XX references to {Name, Title, Business address of person collecting data}. In order to be considered, application packages must be received by [insert date]

or

To be considered, please submit a completed application package including a cover letter that addresses the full scope of the job requirements, along with your curriculum vitae, appropriate evidence of research (publications or work in progress), teaching skills (teaching statements, syllabi, evaluation data), statement of diversity knowledge, experience and skills, and contact information for XX references at <https://academicjobsonline.org>, addressed to {insert UVic contact info}. In order to be considered, application packages must be received by [insert date]. You are asked to upload your C.V. and other personal information to this service, which is provided for the convenience of you and your referees. The service stores data on servers located outside of Canada; the data is therefore not in the custody or under the control of the University of Victoria. You may wish to review the privacy statement on <https://academicjobsonline.org>. If you do not wish to use this service, please submit your complete application package to {insert UVic contact info}.

Please note that reference and background checks, including credential and degree verification, may be undertaken as part of this recruitment process.

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The University acknowledges the potential impact that career interruptions can have on a candidate's record of research achievement. We encourage applicants to explain in their application the impact that career interruptions have had on their record. For more information, see <http://www.chairs-chaire.gc.ca/program-programme/equity-equite/recruitment-recrutement-eng.aspx>

Persons with disabilities, who anticipate needing accommodation for any part of the application and hiring process, may contact Faculty Relations and Academic Administration in the Office of the VP Academic and Provost at FRrecruit@uvic.ca. Any personal information provided will be maintained in confidence.

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Date posted: {Insert date}

Appendix 10: Diverse Sources for Advertising

Creating a diverse applicant pool requires some conscious effort and deliberate approaches. Key strategies to do this include:

1. ensure that the targeted field of research is sufficiently broadly defined
2. ensure that the job posting is welcoming and unbiased
3. actively reach out directly to potential candidates of diversity
4. reach out through your network (colleagues, programs, previous institutions, mentors) to see if they can circulate the posting or suggest potential candidates
5. reach out to programs across the world that have diverse graduates to invite applications.
6. circulate the posting in places where it is more likely to be seen by diverse candidates, including advertising in targeted venues (professional societies and associations of designated groups)
7. use recruitment firms/agencies with a request to find diverse candidates

Organization/ url	Extra details about audience	Approximate cost/ length of time for ad
Aboriginal Job Board https://aboriginaljobboard.ca/		\$99 (1 job/90 days) + other options
Aboriginal Psychology Association www.cpa.ca		\$425 CAD/30 days \$300 to extend ad
Academic Diversity Search https://www.academicdiversitysearch.com/	Women and minorities in higher education.	Starts at \$450 US/1 job/45 days
American Chemical Society (ACS) Committee of Minority Affairs www.acs.org	157,000 ACS members and 25 million researchers	Starting at \$525 US/30 days
American Indian Science and Engineering Society www.aises.org	Basic ad reach 15,000+. Based in US, but have a B.C. search option	\$195 US/30 days \$299 US to email 15,000+ people.
APS Education and Outreach on Minorities www.the-aps.org	Physiologists	\$175/\$225/\$275 US (30/60/90 days)
Arts Council of the African Studies Association www.acasaonline.org		Usually no cost to post on website or via email to members.
Asian American Psychological Association www.aapaonline.org		\$100/\$180/\$250 US (30/60/90 days)
Association for Women in Science http://awis.associationcareernetwork.com		Prices start at \$299
Association of Black Psychologists www.abpsi.org	Mostly clinical positions	\$249/\$349 US (30/60 days)
Association for Women Geoscientists www.awg.org	Based in US, but have a Calgary chapter	\$150/\$200 US (30/60 days)

Canadian Society for Women in Philosophy www.cswip.ca		Free once approved
Careers.Indigenous.Link https://careers.indigenous.link/		\$290 (CAN) for 7 - 180 days.
Consortium LGBT in Higher Education www.lgbtcampus.org		Free for LGBT specific job postings.
Hispanic Outlook on Education www.hispanicoutlook.com	75,000+ readership	\$260 US (60 days) Price decreases for multiple postings
IEEE Women in Engineering www.ieee.org		\$295/\$550 US (30/60 days)
Insight Into Diversity http://www.insightintodiversity.com/	Reaches "hundreds of thousands of readers"	\$330/415 US (60/90 days); More for print
LGBT in Higher Education https://www.lgbtinhighered.com/		Starts at \$149 US (60 days)
Minority Postdoc www.minoritypostdoc.org	over 10,000 hits per ad (average)	\$400 to 800\$ US (30-180 days)
National Organization for the Professional Advancement of Black Chemistry and Chemical Engineers www.nobccche.org		\$250/500/750 US (30/60/90 days)
National Society of Black Engineers: Equal Opportunity Engineering www.eop.com		\$250/500/750 US (30/60/90 days)
Native American and Indigenous Studies Association http://www.naisa.org/		Members can post jobs; cost for individual membership \$25-\$100
Native American Journalists Association Job Bank www.naja.com		\$75 or 100 US (30 days) depending on institution.
Senior Women Academic Administrators of Canada http://www.swaac.ca		\$100 (CAN) (60 days)
Society for Advancement of Native Americans and Chicanos in Science www.sacnas.org	Based in US, but have a presence in BC.	\$299 /\$598 US (30/60 days)
Society for Canadian Women in Science and Technology www.scwist.ca		
Society of Women Engineers http://societyofwomenengineers.swe.org/	over 14,000 women engineers	\$199/\$299 US (30/60 days)
Women in Higher Education www.wihe.com		\$275/\$495 US (30/60 days)

Appendix 11: Sample Matrices and Scorecard

Identifying and Weighting Criteria

Use this chart to identify required criteria, including how the committee will accept demonstrated evidence as well as the weight each criteria holds.

Core Criteria	Description	Evidence	Rank/ Weight
e.g., Excellent researcher	Science of outstanding quality Strong, respectful protocols for working with research populations Track record of effective knowledge translation Substantial body of literature as a senior author Substantial success in attracting peer-reviewed research funding	Research awards, recognitions, etc. Funding history Research protocols Committee's assessment of publications/research	40%
e.g., technical skills in xyz	Able to use XYZ to produce findings; able to explain XYZ to colleagues/ collaborators/students; able to manage a project that uses XYZ	Has managed a project/ conducted research/published/etc. using xyz	20%
e.g., manage/ supervise a team	Proven excellence in teaching and mentoring of diverse students	Syllabi; references	20%
e.g. Respectful and collegial	Work experiences detail communication, dealing well with conflict, bridging differences and treating coworkers, supervisors & students well	Responses to questions indicate: skill in addressing conflict in a respectful manner; demonstrates strong listening skills and ability to communicate in a respectful way; references	20%

Asset Criteria (max. 3)	Description	Evidence	Rank/ Weight
Ability to teach in XYZ area	Able to develop new courses/ pick up existing courses	Course and research areas; interest	1
Administrative experience	Able to chair [type of committees]/ assume Chair role in future/ other	Expressed interest; experience	2

Keep in Mind ... good criteria:

- Reflect the core responsibilities—key things someone needs to do well to succeed in this role
- Identify what is needed within an evolving unit—look to the future as you identify these
- Focus on what someone needs to do, not their qualifications to do it. This means integrating transferable skills and equivalencies
- Are unbiased and open to a diversity of persons—have others review criteria for unintended biases
- Are fleshed out: have a description, identify the evidence someone will need to show that they fulfill the criterion, are given a relative weight
- Are developed by the committee as a whole and understood by each member of the committee

- Not too broad or too narrow: Describe the main elements sought

How to use the criteria:

- They are the basis for every decision the committee makes.
- Design interview, questions and assessment tools to assess criteria in a robust manner. Ensure you have some way to gather evidence for each criterion.
- At every stage, record information and scoring for candidates relative to the criteria (see next template).
- Ask everyone who provides feedback on the candidates to review these and provide feedback in relation to the criteria.

Tracking Criteria Across a Search

This tool can help committees avoid biased decisions. It encourages them to pay attention to all the evidence about each candidate, ensuring more holistic, accurate evaluations.

Candidate:

	Cover Letter	CV/ Resume	Other materials	Interview	Presentation	References	Other	Summary: strength of criterion
Core Criteria								
1.								
2.								
3.								
Asset Criteria								
1.								
2.								
3.								

Steps:

- Indicate whether the criterion has been demonstrated by devising a simple scale, defining each level carefully. E.g., *strong, adequate, weak* or *not noted*; Present or absent; or your own scale.
- For each cell, indicate how much that criterion is present in that set of materials.
- When evaluating, focus must be on the evidence drawn directly from the recruitment process. The score is a blunt instrument intended to aggregate data and make distinctions clear. When working within the short-list, the score should help focus where discussions are needed regarding evidence

of suitability. Refer back to the evidence from the recruitment process to verify it matches the scoring and compare across candidates.

- Look at every column in determining how well a candidate meets each criterion, not just the most recent or interesting.

Benefits and ways this reduces bias:

- Gets committee to review every source of information, not just select ones
- Keeps focus on criteria rather than the candidates' personality or "fit"
- By looking back at evidence from all application materials, avoids the "recency effect" whereby newer information is given more weight
- Balances out the impact of strong personalities during the interview

Adapted from *Template: Tracking Criteria Across a Search*, Equity & Human Rights, University of Victoria, 2019

Keeping Score

Assessments	Weight %	Candidate A Raw Score	Candidate A Weighted Score	Candidate B Raw Score	Candidate B Weighted Score
Video Interview	Pass/Fail	Pass	-	Pass	-
On-Site Interview	.40	79	31.6	82	32.8
Teaching Presentation	.30	87	26.1	81	24.3
Research Presentation	.30	87	26.1	86	25.8
Total	100		83.8		82.9
Canadian Citizen/ Permanent Resident (Yes/No)			NO		YES

This example shows an appointment committee has determined the "Video Interview" component of the recruitment process to be scored on the basis of pass or fail, that is, passing simply allows for the candidate to move to the next stage. Alternatively, this assessment can be assigned a weight. The scoring must be determined before the recruitment process begins.

In this example, the employment offer should be made to Candidate B, as this candidate is a Canadian citizen or has permanent residence status.

The scoring must be an accurate reflection of the evidence demonstrated throughout the recruitment process and discussions should re-engage focus on the demonstrated evidence and candidate suitability.

Candidate Interview Scoring Matrix

Position:		Depart/Faculty:	
Applicant Name:		Date:	Interview Time:

Scoring Key

- 0 to 1** Responses include *few* components of the ideal answer
1.5 to 2 Responses include *many* components the ideal answer
2.5 to 3 Responses include *almost all/all* components of the ideal answer

Criteria	Question	Response	Components of the ideal answer	Raw Score	Weight	Weighted Score
Education				3	3	9
Diversity				2.5	3	7.5
Total Interview Score:						16.5
Weight:		0 = Not relevant to the assessment of knowledge, skills or abilities 1 = Has indirect relevance to the assessment of knowledge, skills or abilities 2 = Is relevant to the assessment of knowledge, skills or abilities 3 = Has important/direct relevance to the assessment of knowledge, skills, abilities				

Panel Member Name:		Panel Member Signature:	
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Appendix 12: Sample Behavioural and Situational Interview Questions

Behavioural

- Think about a time when you had to advocate for a student. Describe to us the situation, how you advocated for the student and what the end result was.
- Describe for us the actions you have engaged in that have advanced equity and diversity within your academic program or curriculum.
- Describe to us a work situation where you had to deal with conflict, telling us what the conflict was and how you went about resolving it.
- What steps have you taken to build environments free from sexualized harassment?
- Can you give an example of a positive impact of teaching on your research?
- Can you describe a positive experience that you have had in supervising a student (either undergraduate or graduate student)?
- What initiatives have you used in the past to engage with diverse students?
- Take a moment to consider an interpersonal misunderstanding or conflict you have experienced at work. Describe the situation and outline what steps you took to address it.
- Can you point to some examples of how you have incorporated your teaching philosophy (undergraduate and/or graduate) into your actual teaching?
- Can you point to some examples of creative ways you have brought your research into the classroom, laboratories and/or research centres to engage students?
- Can you give us some examples of how you have fostered interdisciplinary exchange between your department and the rest of the University?

Situational

- What steps would you take to build healthy working relationships within your department?
- A colleague seems angry at you and you don't know why. What, if anything, would you do?
- If you were taking on a new PhD student today, what research topics would you propose?

Appendix 13: Sample Candidate Letters

Acknowledgement Letter

Upon receiving an application in answer to the advertisement, a prompt acknowledgement letter should be sent to the applicant. Sample:

Dear (Name of Applicant):

Thank you for your interest in the position of {insert role title} in the Department of (insert) and Faculty of {insert name of faculty}, at the University of Victoria

The appointment committee will be reviewing application packages and making decisions concerning this opportunity after the application deadline has passed. You will be contacted should your application be selected for further consideration.

[If applicable: A preliminary review of your application package indicates that the following item(s) have yet to be received by us: {indicate name of item; to whom the item(s) should be sent to; deadline to submit}.

[If applicable: As stated in the appointment advertisement, please advise if you are a Canadian Citizen, or a Permanent Resident. You may do this by sending this information via email to {insert contact info}

[If applicable: In accordance with the University's Equity Plan and pursuant to section 42 of the BC Human Rights Code, this is a preferential hire; preference will be given to members of the following groups: [women and/or Indigenous peoples and/or persons with disabilities and/or members of visible minorities]. If you are a member of [this group/these groups] and wish to qualify for preferential consideration, you are encouraged to self-identify in response to this email.

[If applicable: In accordance with the University's Equity Plan and pursuant to section 42 of the BC Human Rights Code, this is a limited hire; the search will be limited to members of the following groups: [women and/or Indigenous peoples and/or persons with disabilities and/or members of visible minorities]. If you are a member of [this group/these groups] and wish to qualify for consideration, you are encouraged to self-identify in response to this email

[If applicable: Any other acknowledgement required (e.g. special requests for confidentiality).

If you anticipate needing accommodation for any part of the application and hiring process, please contact Faculty Relations and Academic Administration in the Office of the VP Academic and Provost at FRrecruit@uvic.ca. Any personal information provided will be maintained in confidence

Yours sincerely,
Chair/Director/Dean/University Librarian

Notification to unsuccessful applicant

Dear (Name of Applicant):

Thank you for your interest in an academic appointment with the Department of (insert) and Faculty of {insert name of faculty}, at the University of Victoria. After considering all applications for the advertised position, the selection committee regrets to advise that it cannot offer you an interview at this time.

We would like to wish you the best in your search for an academic position, and encourage you to consider applying for future positions with our department/Faculty.

Yours sincerely,

Chair/Director

Appendix 14: Advice on Conducting Reference and Background Checks

Reference and background checks are critical components of determining the suitability of a candidate as an academic, a colleague and employee. It is the only part of the process that is not based on information the candidate provides and every effort should be made to seek information which is unbiased and credible. The information sought must be relevant to the consideration of the suitability of the candidate for the role. Seeking information beyond what is necessary to assess suitability is an “over collection” and can be subject to challenge. The advice below speaks to typical types of information collection and its appropriateness in consideration of an academic candidate.

Academic References

Academic references have traditionally been sought and are appropriate to the assessment of teaching, research and service performance of a candidate. It is important that an academic referee have strong knowledge of the candidate, an ability to assess their academic performance at the level required for the role, and not be in a conflict of interest or have apprehension of bias. To optimize a reference, the committee should provide the referee with the core and preferred academic requirements for the position in advance of the reference being completed. Academic references can be made in writing or orally. If orally, extensive notes of the discussion should be taken. A scoring system (like that used for interviewing) can be used. Academic references may also have information on criteria related to the candidate’s qualities as a colleague or employee, but they are unlikely to be aware of misconduct or discipline because of privacy rights. As such, an employment reference should also be taken.

Employment Reference

Employment references are commonly taken with non-academic hires and increasingly are seen as necessary with academic hires, to ensure that there is no history of performance or conduct concerns that can impact colleagues and students. While an academic referee may not have access to a candidate’s personnel file from a current or former employer, the Human Resources Department does (or will refer to someone who does). It is therefore recommended that employment references be taken at minimum for the first ranked candidate before an offer is extended, and where it is useful for assessment of candidates on the short-list, at an earlier stage.

No employment reference can be taken without the candidate’s consent. Sensitivity can exist with respect to timing, as the candidate may not have advised their current employer they are seeking new employment. As such, care must be taken to ensure the candidate is prepared for this reference to happen.

Questions for the employment reference can center on confirming work history and the candidate’s suitability in relation to the core and preferred criteria for the role, but should also include the following questions:

1. Has the candidate been subject to discipline for any performance or conduct related allegations? What was the nature of, and disposition of those matters?
2. Would the candidate be re-hired at your institution?

Employers can be reluctant to provide anything more than the basic employment data, even with the candidate’s consent. This may be a policy matter, or it could be a signal that there are concerns in the employee’s record they do not wish to disclose. If you experience resistance to your questions, ask directly whether it is a matter of policy or practice to limit references. If not, it can be a red flag. Should you encounter this, consult with your Faculty Relations Consultant for advice on options.

Academic Credential Verification

Increasingly, in the face of availability of “fake degrees” and candidate pools who are unknown to the selection committee, it is necessary to incorporate the practice of degree verification. Verification of degrees should occur, at minimum, for any first-ranked candidate and could occur for those on a short-list. Degree verification can occur directly with the degree-granting institution, or can be done for a fee by a third party provider.

Criminal Records Checks

If a candidate will be working regularly with a vulnerable population (e.g. young children, youth at risk, the elderly, persons with disability who cannot self-advocate), it may be appropriate to seek criminal records clearances specific to vulnerable populations. Please consult with your Faculty Relations Consultant to discuss the appropriateness of this review in specific circumstances and for assistance with the process.

Social Media Reviews

Social media reviews (Facebook, blogs, Twitter, etc.) on prospective employees without the knowledge of the individual, while enticing because of their speed and ease, present associated risks. As these reviews involve the University collecting personal information indirectly about an individual, its collection and use is governed by the *Freedom of Information and Protection of Privacy Act* and this requires the University to take steps to ensure that the personal information it collects is accurate and is necessary for, and directly related to, the hiring process. In addition, any information gathered indirectly usually requires the individual’s consent.

For these reasons, it is strongly advised that the review of personal information from social media is not undertaken by the committee (or any member of the committee).

Information from Irregular Sources

Sometimes information about a candidate comes to the selection committee from outside the regular process which is germane to assessing their suitability to the position. Example: a colleague hears at a conference that the candidate is under investigation for scholarly integrity allegations and reports it to the committee; or someone anonymously “forewarns” that the candidate is abusive to students.

If information (positive or negative) comes to the attention of the committee in a way that is outside the process the candidate has been advised of, and the committee intends on considering it in a selection process, it is necessary that the committee put the information to the affected candidate and enable them to respond to the information. Before doing so, it is recommended that you speak to your Faculty Relations Consultant for advice.

Appendix 15: Bias and Conflict of Interest as a Committee Member

Generally, a conflict of interest is a situation:

- In which a participant in a decision might be affected by matters pertaining to his or her private interests – e.g., a decision to purchase materials from a corporation in which the faculty member is the controlling shareholder;
- May also include situations in which a person's reputation, position or private interests would be enhanced by a particular decision – e.g., a committee member is co-author on a major book with the candidate;

Conflict of interest can also be where you may be assumed to have some particular interest in the candidate's being appointed – for example, you have agreed to be a referee.

Typically, bias means that the judgment of a participant in the decision might be affected by factors that should be irrelevant to the decision (positive or negative) – e.g., personal friendship with a candidate or a history of animosity.

- The standard under the Collective Agreement is NOT that the person involved *would* act because of their private interests or out of bias.
- It is not a slur on character or motivation.

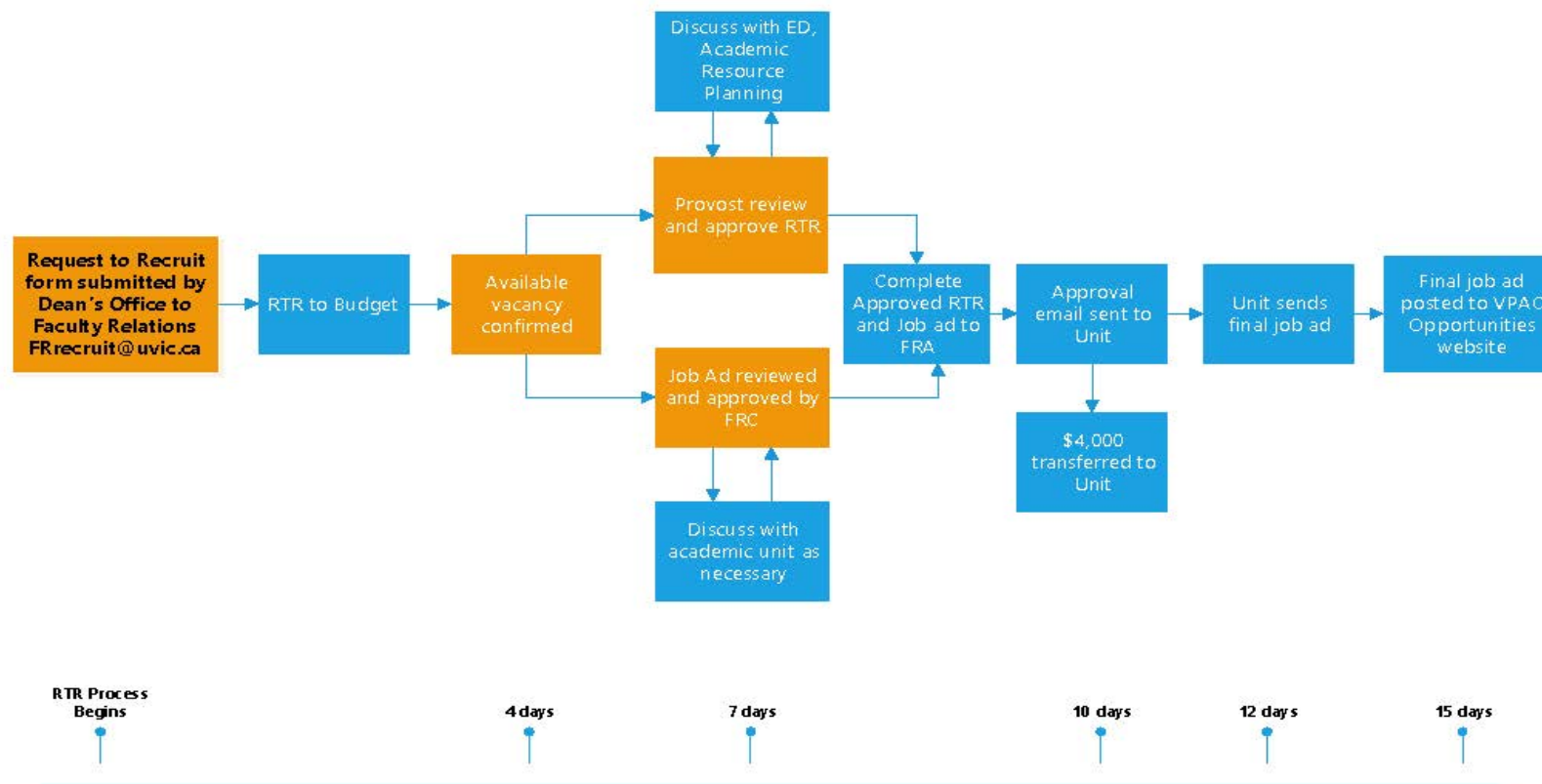
The test is objective, not subjective -- this is whether a "reasonable person" (who does not know the participants) would anticipate or have an apprehension about conflict or bias. Quick check: What would you think if you saw a story with these facts on the front page of the Times Colonist?

DO:

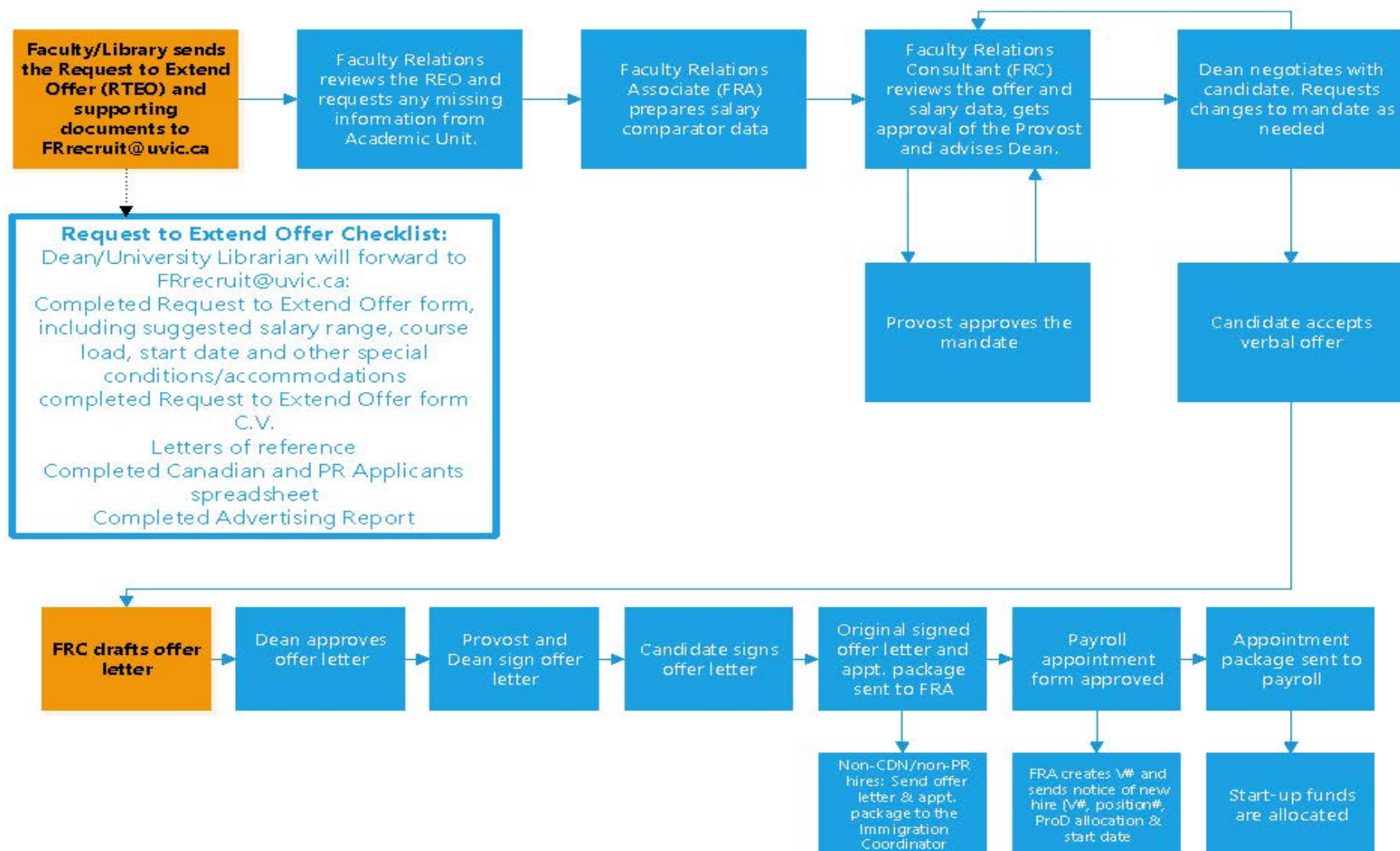
- ✓ discuss the issue at the first meeting and work out procedures to handle them.
- ✓ ask committee members to inform the Chair if a conflict of interest or reasonable apprehension of bias arises during the process. At the very least, require a committee member who has a conflict of interest to absent themselves from the discussion and decision about that candidate.
- ✓ be alert to the extent of the conflict – discussions comparing the candidates may also be subject to a conflict.
- ✓ allow the committee member to rejoin the committee IF the candidate over which there is a conflict is dropped AND the process is still at a preliminary stage (e.g. before any site visits).
- ✓ remember that even if a member has to step off the committee, that does not exclude them from the wider consultation in the unit.
- ✓ appreciate that these decisions can be difficult; talk it out with someone else.

Appendix 16: Approval Process Maps

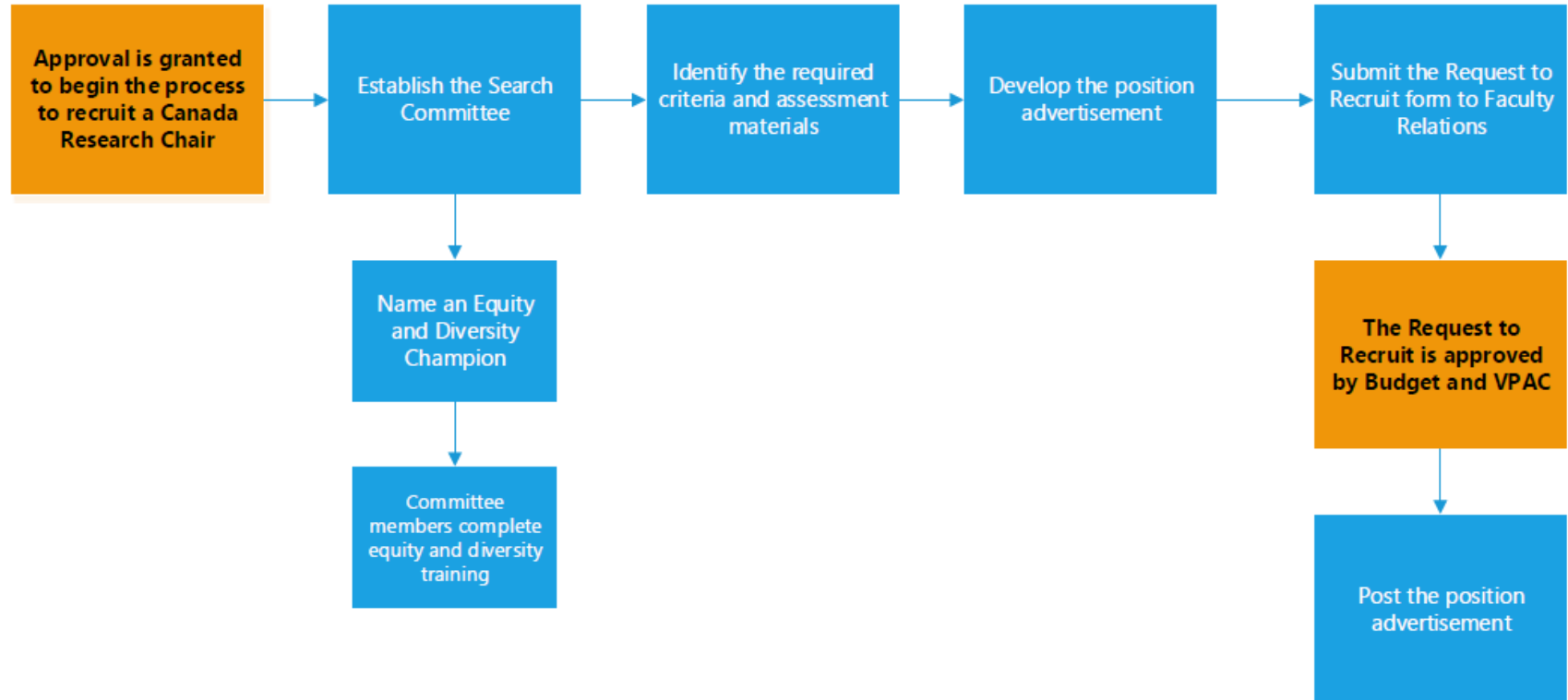
Request to Recruit Process



Request to Extend Offer Process



CRC Recruitment Process



Appendix 17: Referring a Foreign Academic for Immigration Support

This is a brief overview of the process and time lines associated with hiring a foreign academic. Faculties should be aware there are many factors which could complicate procedures.

Initiating the Immigration Process (Hiring Unit)

- Ensure offer letter includes the following paragraph:

Since you are not a Canadian citizen or permanent resident, your appointment is contingent upon obtaining and maintaining a work permit from Immigration, Refugees and Citizenship Canada (IRCC). To support your work permit application and eventual permanent resident visa, the University will nominate you under the BC Provincial Nominee Program. Lori Shaw, the University's Immigration Coordinator, will assist you with this process and will contact you upon approval of your appointment.

- Send the regular appointment paperwork and original, signed offer letter to FRrecruit@uvic.ca.
- Send an electronic copy of the following documents to immigration@uvic.ca:
 - signed offer letter
 - contact information for the new hire
 - role advertising report
 - Canadian and PR report
 - Request to Extend Offer
 - Upon receipt from the Immigration Coordinator, review the letter of support to confirm accuracy of data

Responsibilities of Foreign National Hire

- Respond to requests from immigration officials in a timely fashion, including submitting all required documentation.
- Respond to requests from the Immigration Coordinator in a timely fashion, including submitting all required documentation.

Responsibilities of Immigration Coordinator

- Offer general advice and information chairs and appointment committees during the recruitment process
- Offer guidance, assistance and information to the newly-hired foreign national through every stage of the process to the new foreign faculty member and their family

Timelines

- language test taking and results – 2-3 months
- educational credential assessment – 2-3 months (concurrent with language tests)
- set up Express Entry profile to see if criteria met (varies – should be 1-2 days)
- create BC PNP profile and submit application – 1 week
- receive Nomination – 1 week – 6 weeks
- apply for work permit – upon arrival in Canada (no delay) up to 4 months
- submit application for Permanent Residency – via Express Entry – 6 months; via paper file – 18 months

Considerations

The nationality of the new hire significantly affects the processing time for initial work permits and eventual Permanent Residence status. For more information, visit [Entry Requirements by Country/Territory](#) or contact the Immigration Coordinator.

Immigration Fees

The University covers the following fees associated with immigration:

- BC Provincial Nomination Program application fee
- Employer compliance fee
- Permanent Resident fees (for entire family)

Fees associated with a work permit, medical examinations, language tests, and police criminal record checks may be covered by the University's [Relocation Assistance Policy](#). Please review this policy for more information.

Appendix 18: Consent

In order to be considered for an academic position at the University of Victoria, I hereby freely provide the following consent:

I hereby consent to a duly authorized representative of the University of Victoria providing and gathering personal information in relation to my application for an academic position as follows:

1. To confirm my academic and professional credentials by using a third party credential verification service or by contacting the degree or credential granting institution directly;
2. To contact all current or former employers through the Human Resources department and to use this consent to authorize them to release information relating to my workplace performance with the current or former employer, including information relating to disciplinary matters, as applicable; and
3. To contact academic references which I have provided and to use this consent to authorize them to release any information in relation to my professional record, including the referees' assessments of my academic record and strengths, weaknesses and challenges as an academic colleague.

I confirm that I may be required to provide further and other evidence of suitability for the role, including, but not limited to, authorization for criminal record checks, where deemed necessary for the role.

In particular, I understand and agree that upon receipt of a conditional offer of employment, I will provide the University of Victoria with criminal records checks and/or consent to obtain criminal records checks as required.

Signed this _____ day of _____, 20____.

Signature of Candidate

Appendix 19: Checklist for Department On-Boarding

Please customize this condensed onboarding checklist according to your Department/Faculty's requirements.

New Faculty/Librarian:		
Getting Prepared – Before You Start	Yes	Not Required
Use your V (V#000000) to create a Netlink ID	<input type="checkbox"/>	<input type="checkbox"/>
Connect with your Department Chair/Director and Administrative Officer(s)	<input type="checkbox"/>	<input type="checkbox"/>
Visit the About Victoria site.	<input type="checkbox"/>	<input type="checkbox"/>
Purchase a Parking Permit , bus pass , or find your walking/ bike route	<input type="checkbox"/>	<input type="checkbox"/>
Get a ONECard ID	<input type="checkbox"/>	<input type="checkbox"/>
Register for New Faculty/Librarian Orientation and Let's Talk about Teaching Program through the Division of Learning, Teaching, Support and Innovation	<input type="checkbox"/>	<input type="checkbox"/>
Human Resources and Payroll		
Complete Personal Tax Credit Forms (TD1 & TD1BC)	<input type="checkbox"/>	<input type="checkbox"/>
Complete and submit the Benefits paperwork	<input type="checkbox"/>	<input type="checkbox"/>
Submit your Direct Deposit Information	<input type="checkbox"/>	<input type="checkbox"/>
Research Preparation		
Getting Access to Your Research Start-up Funds – Completing Your Project Request Form	<input type="checkbox"/>	<input type="checkbox"/>
Transferring your Existing Grant(s) and Contract(s)	<input type="checkbox"/>	<input type="checkbox"/>
Overall Research Certification Requirements and IRISS Registration	<input type="checkbox"/>	<input type="checkbox"/>
Human Ethics Review Process	<input type="checkbox"/>	<input type="checkbox"/>
Animal Care Ethics Review Process	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Preparation		
Review the Graduate Student Supervision Policy	<input type="checkbox"/>	<input type="checkbox"/>
Register for the <i>Introduction to CourseSpaces Workshop</i> on the Technology Integrated Learning webpage	<input type="checkbox"/>	<input type="checkbox"/>
Getting on the Same Page		

Learn about UVic's Strategic Framework , Indigenous Plan , International Plan , and other strategic documents	<input type="checkbox"/>	<input type="checkbox"/>
Review your collective agreement, key UVic policies and governing structures	<input type="checkbox"/>	<input type="checkbox"/>
Complete Privacy, Records Management, and Information Security and Workplace Bullying and Harassment Prevention and Phishing Awareness Training online courses	<input type="checkbox"/>	<input type="checkbox"/>
Learn About The UVic Faculty Association	<input type="checkbox"/>	<input type="checkbox"/>
Learn about support services such as: The Office of Equity and Human Rights (EQHR), Indigenous Academic & Community Engagement (IACE), Employee and family assistance program (EFAP).	<input type="checkbox"/>	<input type="checkbox"/>
Getting Started – On Your First Day		
Connect with your Chair/Director and Administrative Officer(s)	<input type="checkbox"/>	<input type="checkbox"/>
Setup Your Desktop	<input type="checkbox"/>	<input type="checkbox"/>
Setup your personal voice mail	<input type="checkbox"/>	<input type="checkbox"/>
Getting Started – After Your First Day		
Connect with your Mentor	<input type="checkbox"/>	<input type="checkbox"/>
Additional Resources and Online Support	<input type="checkbox"/>	<input type="checkbox"/>

Checklist for the Appointment Committee Chair

- ☐ Review Article 32 of the Collective Agreement
- ☐ Begin discussions with committee on:
 - ☐ Mandate
 - ☐ Procedural Fairness (Section 1.7)
 - ☐ Assigned roles
 - ☐ Any training required by committee (Sections 1.3, 1.5)
 - ☐ Conflict of Interest and Apprehension of Bias (Section 1.6; Appendices 1, 15)
 - ☐ Confidentiality Agreement for committee members (Section 1.8; Appendix 1)
- ☐ Planning Activities:
 - ☐ Timelines to be considered in planning process:
 - ☐ Appointment Advertisement (Section 6.2)
 - ☐ Immigration (Section 6.9)
 - ☐ Approval Process Maps (Appendix 16)
 - ☐ Composition of appointment committee (Sections 1.1, 1.2, 1.3, 2.1; Appendices 2, 6, 7)
 - ☐ Need for a preferential or limited hire (Sections 2.1, all section 3; Appendix 9)
 - ☐ Review the unit's disciplinary focus (Section 2.0)
 - ☐ Review of University policy regarding records management (Section 6.6)
 - ☐ Review and consider the following areas before determining criteria:
 - ☐ What is needed to develop criteria (Sections 5.0, 5.1)
 - ☐ Review criteria for performance of duties and responsibilities in the Collective Agreement and Faculty and Department evaluation policies (Section 5.0)
 - ☐ Characteristics of good criteria (Section 5.2)
 - ☐ Methods of assessment (Section 5.5)
 - ☐ Use of qualification and background checks (Section 7.4; Appendix 14)
- ☐ Committee determines criteria (Section 5; Appendix 4)
- ☐ Committee determines interview questions (Sections 1.7, 5.6; Appendix 12)
- ☐ Committee determines methods of assessment (Sections 5.5, 7.1; Appendix 11)
- ☐ Posting of the advertisement
 - ☐ Notice of Reference and Background checks (Sections 6.4, 7.4; Appendices 14, 18)
 - ☐ Immigration considerations (Sections 6.7, 6.8, 6.9; Appendix 17)
 - ☐ Posting as required (Section 6.2)
- ☐ Evaluating applications
 - ☐ Committee selects the long-list of candidates (Section 7.2)
 - ☐ Committee selects the short-list of candidates (Sections 7.3, 7.4)
 - ☐ Site Visit (Sections 7.5, 7.6)
 - ☐ Notify candidates (Section 7.7; Appendix 13)
- ☐ Candidate appointment and offer procedures (Section 8.0)
- ☐ Submit Recommendation for Appointment form to FRrecruit@uvic.ca (Section 8.3)