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# FACULTY OF ARTS



## GUIDELINES FOR FACULTY SEARCH

The purpose of this document is to support Academic Department Personnel Committees continue to achieve academic excellence & renewal; student experience & success; and research excellence through that attraction, recruitment and retention of high quality faculty.

This guide serves as a resource for academic units carry out recruitment duties and responsibilities as defined under Article 23 Appointments of the UWFA Collective Agreement.

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### Faculty Recruitment Process



### Determine Departmental Faculty Needs

The first stage in the recruitment process is planning. Planning involves review and assessment of current faculty complement against the University's Strategic Directions and Departmental priorities. It provides an opportunity for the Departmental Search Committee to identify where the faculty complement as a whole is strong, areas for focus, and to consider important elements such as diversity and succession planning.

To support this process, search committees may wish to review or consider the following:

- UW Strategic Directions and Departmental priorities
- Where are we currently strong? fields of study, research, etc.
- When we think about our priorities, do we have any current gaps? What are potential areas the department might want to enhance? Instruction, research, etc.
- When we look across our department, do we have any additional considerations such as short term or longer term succession planning needs to accommodate for retirements, promotions, leaves?
- Diversity, when we look across our department do we reflect diversity in the following ways:
  - Equity groups
  - Professoriate: Instructor: Contract Academic Staff
  - Internal: External hires
  - Areas of research study
  - Partnerships (community, business, etc.)
- Upon review does the existing job description, duties and responsibilities reflect current academic needs and our culture?

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## Developing Selection Criteria

The best recruitments attract a large number of qualified applicants who match the selection criteria, successfully pass the selection process and accept the position when offered.

Selection criteria, drawn from the job description should address the question of what it will take to do the job, covering all three areas of teaching, research, and service. Selection criteria is used to:

- Develop the Job Posting/Advertisement
- Build pre-screening tools to select applicants for interview
- Create the Interview Guide
- Assess the candidates
- Make and support recommendation for hire

Search committees may view some criteria as essential or core (minimal degree and specialization), while others could be seen as preferred (evidence of research collaboration, ability to teach in area of non-specialization). Criteria, of course, cannot be barriers that would keep or discourage certain groups from being considered. However, pre-established and well-defined essential or core criteria is critical to ensuring that all candidates are assessed in a consistent and bias free manner based on concrete evidence self-reported by the applicant

It is most helpful to develop criteria that can be used to score candidates: 1-5, or Excellent-Good-Fair-Poor-Unable to judge, etc.

Sample criteria: Demonstrated / Evidence of / Potential...

- ability to teach in area of specialization
- ability to teach graduate courses
- ability to teach in other areas
- ability to develop curriculum

- teaching effectiveness (letters, testimonials)
  - teaching excellence (awards)
  - mentoring, advising, supervising students
  - ability to teach to a diverse student population
  - an established publication record or record of creative activity
  - publication in leading journals
  - ability to attract funding
  - ability to collaborate
  - involvement of students in research projects
  - involvement of community groups in research projects
  - ability to work collaboratively
  - ability to work in a diverse environment
  - ability to work in a respectful environment
  - contributions to community life
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## Equity, Diversity and Inclusion in Recruitment

The University of Winnipeg embraces diversity, defined as differences in race, colour, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression, and age. All postings shall use of inclusive, unbiased, ungended language e.g., “all genders” rather than “women and men”, “them” instead of “him” and/or “her”.

Equity is the removal of systemic barriers and biases in the recruitment and selection process so that all applicants have equal opportunity to access and participate.

Department search committees are encouraged to develop clear search criteria based on the qualifications and skills necessary for the job while building in flexibility. For example:

- “Accumulation of five years’ experience in...” versus “Five consecutive years of experience in ...”
- Considering “related” experience vs “specific” experience

In accordance with the Accessibility for Manitobans Act Employment Standard, job postings are to include wording that informs applicants that, upon request, reasonable accommodations are available with respect to the materials or activities used in the assessment or selection process. Departmental search committees are encouraged to consider ways in which they may reasonable accommodate those who may be disabled by a barrier in respect of the assessment or selection process.

In circumstances where an applicant makes a request for accommodation Human Resources is available to assist the search committee in consulting with the applicant to determine the reasonable accommodations for the barrier or barriers that are identified.

### AVAILABLE TRAINING & SUPPORTS

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Departmental search committees can contact the Human Rights and Diversity Office to arrange for Unconscious Bias Training. It is recommended that this training is sought prior to establishing search criteria and developing the recruitment and selection process.

For additional support with developing the job posting, search and selection criteria please contact Human Resources.

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# Constructing the Selection Process – Job Advertisement, Interviews, Presentations, and Testing

## A CANDIDATE’S FIRST IMPRESSION...

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Constructing a selection process is just as important as developing the right selection criteria. The Selection Process is a window into our Institution that allows the Candidate to experience our Faculty, staff, culture, facilities, and our greater community (especially for those from out of town).

The search committee plays a critical role as representatives of the University. It is helpful to remember that just as you are evaluating the candidate...they are evaluating you!

Candidates can be won or lost based on their first impressions.

- Think about a negative interview experience. What specifically didn’t work for you?
- Talk about an interview experience where you left feeling good about yourself and hopeful to land the role.

Candidate impressions and experience is based on the people they meet and the level of organization, transparency and pacing of the process. This begins with the posting of the job advertisement through the selection process to the final offer.

## MARKETING YOUR JOB OPPORTUNITY

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When constructing the job advertisement search committees should review to ensure:

- The selection criteria are communicated clearly
- Language is gender neutral and includes an offer of accommodation or assistance to applicants
- A high-level overview of the selection process is included e.g. *Only successful candidates will be contacted to participate in the selection process which will include in person interview, public presentation, and reference validation.*
- Departments seeking to improve diversity may wish to consider:
  - advertising positions in the Canadian Research Institute for the Advancement of Women (CRIAOW) or other specialized publications such as the Canadian Journal of Native Studies, or the Society for Canadian Women in Science and Technology Newsletter.
  - using preferential language – “Preference will be given to Indigenous People, Persons with disAbility, etc.”
- Leverage LinkedIn by building your social network sharing upcoming job announcements and job postings.

## INTERVIEWS

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In person interviews is the most common form of selection and can be a powerful tool when planned.

Reduce variance by creating a consistent interview process that includes an interview guide with standardized questions. Interviewers should not make up their own questions on the fly and should limit further exploration to “tell us more about that”, “can you describe the specific role you played”, “what was the outcome”, what did you take away from that experience”.

The same questions should be asked of all candidates. Questions should not be too long and should be open ended and crafted so as to elicit concrete information that can be assessed against the established search criteria.

Questions that ask candidates to reveal information on their religious/political beliefs, age, gender or sexual orientation, marital status, country of origin, etc. are not permitted during the interview or through casual conversation during the recruitment process. Comments or questions about who the candidate may know or be related to are also off limits.

Sample questions...

- Describe your teaching style/philosophy.
- How do/would you engage non-majors in your class?
- Can you provide an example of your having mentored/encouraged students?
- Have you ever had a student say something discriminatory in your class? If so, what did you do? If not, what would you do?
- What is effective teaching?
- What is teaching excellence?
- Describe your current research/creative project.
- Describe your research/creative goals for the next five years.
- What have you read recently that has inspired or influenced you?
- How does your research/creative activity inform your teaching?
- What experience do you have in the context of a diverse workplace that depends on everyone working very closely together?
- Tell us about a time where your opinion on something changed when presented with different input from others. How did that affect your behaviour/attitude?
- Have you lead a group where consensus needed to be achieved on something difficult?
- Tell us of a time you had to make a decision you knew others would disagree with. What were the consequences of the decision?

It is helpful to include expected answers or key mention points for each question. This will help to ensure that the interviewers rating the same candidate are using a similar frame of reference e.g. what a 1 looks like vs. what a 5 looks like.

Things to remember when conducting the interview....

- In preparation for the interview search committee members may want to consider creating a brief agenda that may include...
  - Quick review of candidate CV prior to inviting the candidate in to the room
  - Refresh of drinking water for candidate
  - Agree and identify who and how...
  - panel members will be introduced
  - provide opening remarks
  - who will ask each question?

- Reducing barriers or distraction is key to accomplishing a relaxed environment. Search committees may want to consider:
  - Privacy is important, especially when interviewing internal candidates. Who is being considered for a position is confidential and should not be disclosed or observed;
  - Windows and open doors allow for waves and impromptu visits;
  - Room set up to ensure space and comfort;
  - Sitting at a table with stable chairs versus a casual fire side chat;
  - Silence phones and keep them off the table;
  - Actions such as tapping, looking at your watch/phone/clock, rocking in your chair, verbal ques, exaggerated facial expressions, etc. are distracting and may inadvertently communicate that you are not interested or dislike the candidate.

## ASSESSING YOUR CANDIDATES

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There are various ways to assess a candidate's overall fit for the role, more specifically their knowledge, skills, ability, experience, personality and motivation. Each method of assessment has a specific purpose; no one method can measure a candidate's ability or potential for success in the role. Search committees that take a more holistic approach are better able to determine overall fit.

Some examples of selection assessment tools are:

- Pre-screen assessment built in to the application process
- Paper-Screen Tool to assess the completed application
- Work Sample/Portfolio Reviews
- Job Simulations – Presentations
- Testing – Knowledge/Skill/Aptitude/Personality

Consistent application and evaluation of Assessment Tools provide a record, supporting evidence and rationale for candidate advancement or rejection through the selection process. Human Resource support is available to assist and support Search Committees develop additional selection assessment tools and evaluation criteria as requested.

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## Selecting Final Candidate for Recommendation

Following evaluation of all applicants, it is recommended that the search committee meet to review their analysis of all candidates. To support decision making it is often helpful to use a selection matrix. This document assists with organizing and reporting on the joint evaluation of the candidates.

In circumstances where two top candidates have demonstrated of equal proportion strong evidence of their commitment to teaching; ability to conduct research/creative activity, and ability to contribute to diverse, respectful academic environment, departmental search committees may wish to review to see if the candidates have voluntarily identified as a member of an equity grouping. In this circumstance departmental search committees are encouraged to select the equity candidate.

Candidate equity related information can be requested through Human Resources to support this disclosure. Human Resources will confirm whether the Candidate's made a self declaration during their application and will advise the committee by stating "yes" or "no" for each Candidate.

## REFEREE VALIDATION

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Validation of the top Candidate's referees is an excellent way to ensure department search committees have all the information they need to recommend a candidate for a tenure track appointment.

Referees can provide valuable and insightful information relative to a candidate's strengths as well as potential areas for development. A Referee can also validate information presented by a candidate during the selection process. From time to time reference validations have uncovered a pattern of undesirable behaviour that provides the search committee the opportunity to allow the candidate to address before making the final decision.

In the rarest of cases inaccurate or fraudulent information may be identified that allows the search committee to alter their decision and to select another candidate.

The referee check typically begins with a series of open-ended questions to help gain a clear understanding of the referee's relationship with the applicant, as well as the applicant's strengths and areas for development.

Questions can be asked to verify specific information provide by the applicant during the selection process such as the application form, résumé and interview.

Competency-based questions ask referees to describe specific actions that the applicant has taken to demonstrate a series of job-relevant competencies. The reference checker's primary objective is to obtain facts, relevant incidents and behavioural examples from referees, rather than opinions or general statements about the applicant's ability in each competency area.

Inquiries regarding areas of development can also be asked. For example, "Are you aware of any areas that could be developed in relation to research/teaching/service?"

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## Documentation & Record Keeping

The job posting, criteria, interview questions, notes (if any) taken by members during research talk and teaching demonstration, and evaluations will be kept for one (1) year by the chair of the hiring committee.

This file will be made available and can be referred to in the event that the first candidate declines the position or in the rare circumstance where the decision of the search committee is challenged or requested under existing legislation such as the Freedom of Information, Privacy Protection Act or Human Rights Code.

Name of candidate: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name of evaluator: \_\_\_\_\_

I have (please check all that apply):

\_\_\_\_\_ reviewed the candidate's submitted materials.

\_\_\_\_\_ attended the candidate's research talk.

\_\_\_\_\_ attended the candidate's teaching demonstration.

\_\_\_\_\_ attended the interview as part of the hiring committee.

\_\_\_\_\_ other: (please explain).

	Strong evidence (3)	Adequate (2)	Limited or no (1)
Commitment to teaching			
Ability to conduct research/creative activity			
Ability to contribute to diverse, respectful academic environment			

TOTAL

Comments:

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