

VIU’s Equitable and Inclusive Recruitment and Selection Toolkit

***Employee Recruitment***

***Human Resources***

***January 2024***

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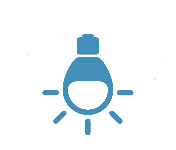
Introduction

This Equity, Diversity, and Inclusion (EDI) Recruitment and Selection Toolkit was created by the Human Resources Department to support VIU Search Committee Chairs and members in assessing and selecting the best candidate for the position.

It is designed to:

* Outline the essential search and hiring principles and procedures to follow, such as relevant legislation and the corresponding collective agreement;
* Reinforce standard definitions and language of EDI;
* Provide steps to strengthen the role of Search Committees in advancing EDI in the recruitment process;
* Offer qualitative measures to monitor the impact of supporting equitable and inclusive behaviour in the recruitment process;
* Develop and implement EDI best practices within VIU's recruitment and selection process that will enable equity-deserving groups to apply, be hired, and thrive at VIU.

Related Policies and Important Issues

The following policies are to be adhered to during the recruitment and selection process. They include:

Confidentiality

It is important to maintain a high level of confidentiality during the search process. The content of Search Committee discussions may not be discussed with individuals outside of the Search Committee, with the exception of the responsible Dean, Director or Campus Administrator, Human Resources, members of the Executive, or referees whose names have been provided by the candidate. For candidates participating in a presentation, the candidate’s name, credentials, experience and employment status will be released to promote attendance at the presentation.

If confidentiality has been breached or is believed to have been breached, the Chair of the Search Committee will contact the Recruitment Office to determine the appropriate course of action. The University would view such a breach as severe professional misconduct which would not be tolerated.

The [Search Committee Confidentiality Statement](https://employees.viu.ca/sites/default/files/confidentiality_0.pdf) is available online.

Duty to Accommodate

The [BC Human Rights Code](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96210_01#section1) forbids [discrimination](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96210_01#section7) based on certain personal characteristics. Sometimes these are called "protected characteristics" or "grounds of protection" or "prohibited grounds of discrimination." There are many areas protected from discrimination, including [employment](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96210_01#section13). Employers have a duty to accommodate candidates and employees who invoke one of the personal characteristics protected under the B.C. Human Rights Code. Suitable accommodations may be required to participate equally and depend on the applicant's or employee's specific situation. Examples of accommodations that may be needed during the recruitment process include (but are not limited to):

* a request from a candidate to provide assistive technology for a disability;
* providing written materials in accessible formats, such as large print, braille, or audiotape;
* ensuring that recruitment, interviews, tests, and other components of the application process are held in accessible locations;
* providing or modifying equipment or devices.

Do not inquire into the specifics of individual circumstances – you do not need to know their health condition or their childcare arrangement, you need to trust them on their needs and do your best to accommodate.

See [Policy 21.02 Accommodation of Employees](https://adm.viu.ca/human-rights/relevant-policies) for the guiding principles when responding to requests for accommodation.

VIU Human Rights Policy

[Policy 21.03](https://adm.viu.ca/human-rights/relevant-policies), similar to the Code, is intended to safeguard employees and students against discrimination and harassment.

Conflict of Interest

A conflict of interest exists when:

1. a person has a duty to decide fairly or vote on an issue; and
2. there is a reasonable presumption that the person stands to be benefited or be harmed from a certain resolution of the issue.

Incidents of potential conflict may arise when there is:

* a family relationship;
* a close, personal friendship/relationship (e.g., landlord)
* a member of the Search Committee named as a referee for a candidate, except in cases where they do not intend to act as a referee;
* a member of a Search Committee has less seniority (regular, temporary or combined) than a candidate would have if selected;
* a business relationship between a candidate and a Search Committee member.

Each member of the Search Committee is required to disclose any association, past or present, that they have with a candidate which an independent observer may view as creating a potential conflict of interest. If a committee member is concerned about another member's possible conflict of interest, they should bring it to the committee’s attention.

If a potential conflict of interest is disclosed, the Search Committee must determine if an actual conflict exists. A person with a conflict of interest is not eligible to participate on the Committee. The Chair will prepare a statement regarding conflict of interest to become part of the file on the search process, indicating either that no conflict was discovered or that there was a conflict and it was resolved.

Federally Mandated Groups

The [Canadian Race Relations Foundation](https://crrf-fcrr.ca/glossary-of-terms/) defines “designated groups” as follows: Social groups whose individual members have been historically denied equal access to employment, education, social services, housing, etc., because of membership in the group. The Employment Equity Act designates four groups: women, aboriginal peoples, persons with disabilities, and members of visible minorities. The four “federally designated groups” include Women, Indigenous Peoples (First Nations, Métis, and Inuit), Persons with Disabilities (visible and invisible), and Members of Visible Minorities (Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian, West Asian). [*Source*](https://laws-lois.justice.gc.ca/eng/acts/e-5.401/page-1.html#docCont).

Freedom of Information and Protection of Privacy Act (FIPPA)

Please be aware that, under FIPPA, there may be circumstances where your notes may be released to the employee if a request is made through the Privacy Commissioner’s office. The government office then contacts VIU’s University Secretary for a response. VIU must respond quickly. The first step is to send information in summary form. The next step is to send actual copies in their entirety if ordered by BC’s Information and Privacy Commissioner.

Therefore, it is very important to forward all interview notes (hard and electronic copies) to Recruit and recognize that the notes may be made available to the candidate if requested.

Commence the Search Process

Recruitment for any *regular* position requires Senior Budget Holder approval and a business case submission to the Budget Office.

The appropriate Dean, Director or Campus Administrator will authorize the commencement of the process for other positions.

The Search Committee Chair should download the [Search Committee Chair Checklist](https://employees.viu.ca/sites/default/files/viu-hr-searchcommittee-process-guideline-january-2021.pdf) to accompany this document.

Processes to Consider

* 1. Devote time to the process. The amount of time you give to plan and set up your search process directly correlates to applicants’ quality.
  2. Consider contacting Human Resources or other departments to see what resources and best practices they utilize.
  3. Seek to have the search committee reflect differences in interested constituencies, gender, and equity-seeking group status.
  4. Have search committee members complete [Implicit Bias training](https://learn.viu.ca/d2l/loginh/) available on the My Course page in [VIULearn](https://learn.viu.ca/d2l/loginh/). Please email [recruit@viu.ca](mailto:recruit@viu.ca?subject=Implicit%20Bias%20Training%20Course) if you don’t have access to the course.
  5. Reflect on your learning from the Implicit Bias training module, recognizing any potential for bias.
  6. Involve people from outside the hiring department who are committed to reducing bias.
  7. Make professional contacts with members of underrepresented groups at conferences or networking events and proactively reach out to those contacts/networks if there is a job that may be of interest to them.

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| The following will cover foundational terms and concepts to consider before beginning the recruitment process. |

Terms and Concepts

|  |  |
| --- | --- |
| Equity - Equity is the condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares. Equity work includes addressing root causes of inequities, not just their manifestation. This includes eliminating policies, practices, attitudes and cultural messages that reinforce differential outcomes or fail to eliminate them. |  |
| Equitable - just or characterized by fairness or equity. Equitable treatment can at times differ from the same treatment. | |
| Accessibility - is giving equitable access to everyone along the continuum of human ability and experience. Accessibility encompasses the broader meaning of compliance and refers to how organizations make space for the characteristics that each person brings. | Inclusion - Is a commitment to creating environments in which any individual or group is and feels respected, supported, valued and able to participate fully. An inclusive and welcoming climate embraces differences and offers all people respect in words and actions for all people. It's important to note that while an inclusive group is by definition diverse, a diverse group is not always inclusive. |
| Diversity - includes all the ways in which people differ. Diversity includes race, gender identity, ancestry, age, national origin, religion, ability, sexuality, socioeconomic status, education, marital status, language, and physical appearance. In addition, diversity can include differences in thought: ideas, perspectives, and values. It's important to recognize that individuals have multiple intersecting identities and that there is diversity within groups. | |
| Discrimination - defined as any action or behaviour that results in adverse or preferential treatment related to those grounds prohibited under the [BC Human Rights Code](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01#section13). | Racialized Individuals/Groups - identifies a group of people who have been the target of racism and racial discrimination through the association with a country of origin, race, and culture, reflecting the power relationship – economic, social, political and cultural – with racism and racial discrimination. |
| IBPOC (Indigenous, Black, and People of Colour) - In Canada, IBPOC may be used (rather than BIPOC, an acronym originating in the USA around 2010) in efforts to recognize 'First Peoples first' because of the unique history and context of colonization, displacement, and cultural genocide enacted upon Indigenous peoples in Canada, and the ongoing national conversation about reconciliation. | BIPOC stands for "Black, Indigenous, and people of color." The term is specific to the United States, intended to center the experiences of Black and Indigenous groups and demonstrate solidarity between communities of color. It enables a shift away from terms like "marginalized" and "minority" and acknowledges people of color. |
| Intersectionality: A [theory](https://www.youtube.com/watch?v=sWP92i7JLlQ) coined by Kimberlé Crenshaw in the 1980s to draw attention to how different systems of oppressive structures and types of discrimination interact and manifest in the lives of minorities; for example, a queer black woman may experience oppression based on their sexuality, gender, and race – and a unique experience of oppression based on how those identities intersect in her life. | |
|  | |
| Diversity is about quantity; inclusion is about quality.  Diversity is being invited to the party, and inclusion is being asked to dance (Verna A. Myers, 2011). | |
|  | |
| 2SLGBTQQIA+ - Two-spirit, lesbian, gay, bisexual, trans, queer, questioning, intersex and asexual. "Two-Spirit" is placed at the beginning of "LGBTQ" to acknowledge that Two-Spirit Indigenous people were the first sexual and gender minority people in North America and also to demonstrate solidarity with them in this period of truth and reconciliation in Canada. We have also added the plus sign to the end of "LGBTQ" to acknowledge the many sexual and gender minority people who don't see themselves in the umbrella acronym and prefer other identity terms such as pansexual, gender-free, or intersex. | |
| Non-Binary (NB): A continuum or spectrum of gender identities and expressions, often based on the rejection of the gender binary's assumption that gender is strictly an either/or option of male/men or female/women, based on sex assigned at birth. Non-binary can be both a specific term of identification and/or an umbrella term. | Transgender (Trans, Trans\*): Transgender, frequently abbreviated to ‘trans,’ is an umbrella term for a wide range of experiences and identities for people whose gender does not match the gender they were assigned at birth. |
| Bisexual/Biromantic: An individual attracted to and may form relationships with at least two genders. Some bisexual people describe being bi as being attracted to men and women; some bi people consider it being attracted to their own and other genders. A bi person may feel equally attracted to each gender or may experience stronger attractions to one gender while still having feelings for another; this ratio of attraction may vary over time. | Cisgender: Identifying with the same gender that one was assigned at birth. A gender identity that society considers to "match" the biological sex assigned at birth. The prefix cis- means "on this side of," in reference to the gender binary model. A term used to identify people who are not trans and the experiences of privilege granted on the basis of being cisgender. |
| Gender Identity: One's internal and psychological sense of oneself as man, woman, both, in between, neither, or another understanding of gender. | Gender Expression: How one outwardly expresses gender; for example, through name and pronoun choice, style of dress, voice modulation, etc. |

Important Biases to Consider

Biases are shortcuts our brain takes to make snap judgments about people before we even realize we have done so. Things like societal stereotypes, background, cultural context, and personal experiences influence our perception of another person even before we get to know them.

**Influences**

 Culture

 Our own experiences

 Things other people tell us

 Institutional influences

 Other external influences

Barriers created by organizational culture are sometimes referred to as passive or active barriers. Passive barriers refer to a culture that stereotypes or alienates employees of diverse backgrounds and identities. Active barriers are the discriminatory attitudes and behaviours of individuals towards others.

In the recruitment process, active and passive barriers are created from our biases towards non-verbal behaviours, gender, affinity, stereotype, and performance.

* Non-verbal behaviours - misreading, misinterpreting or placing too much emphasis on non-verbal behaviours that have nothing to do with the candidate’s ability to do the job, such as whether they smile or have a firm handshake.
* Gender – the tendency to prefer one gender over another and the gender stereotypes and assumptions we include in our assessment of candidates.
* Affinity – the tendency to want to work with people we feel we have a connection or similarity to, either in appearance, beliefs, or background.
* Stereotype – to categorize certain attributes, characteristics, and behaviours with members of a particular group of people based on visible features (skin colour, gender, age)
* Performance Bias – the tendency to overestimate individuals from high-status groups, e.g., male or Western candidates and underestimate candidates from low-status groups.

Search committees should be aware of their biases and what triggers them when evaluating candidates’ qualifications, experience, and relevance.

Search Committee members are encouraged to explore the different types of Implicit Biases by completing the [Training on Implicit Biases](https://learn.viu.ca/d2l/loginh/) course available through [VIULearn](https://learn.viu.ca/d2l/loginh/) on your My Courses page.

Additional resources are available [online](https://employees.viu.ca/human-resources/equity-diversity-inclusion/learning/informational-resources).

Limited or Preferential Hire

When the university has a special program approved by the BC Human Rights Tribunal, the university may conduct preferential or limited hiring searches.

Preferential and limited hiring assists the university to achieve diverse and equitable representation in the workplace and to recruit employees whose identities enrich the ways in which we accomplish the academic mission and serve our community.

VIU’s Special Program for Instructional Faculty has been preapproved and provides for the use of Limited or Preferential hiring for instructional faculty positions from the following equity deserving groups: Indigenous peoples; Racialized Persons; Persons with disabilities; Persons identifying as 2SLGBTQ+; and Women up to a maximum of 25 positions over the next 5 years (November 22, 2021 to November 22, 2026).

**Definitions:**

**Preferential hire** competitions give preference to one or more of the designated groups i.e. we would prefer to hire a candidate from an equity-deserving group but if we did not have a qualified candidate we would proceed with the competition.

**Limited hire** competitions are limited to one or more of the designated groups and only applications from members of that/those group(s) may be considered. This means that if there were no qualified applicants from the desired group we would have a failed search.

**“Under-represented”** means the representation of qualified members of a designated group in the workplace or program is less than the availability of persons in that designated group in the external labour market for that occupation.

Preferential or limited hiring may be used when one or more of the following situations exist:

1. when a designated group is under-represented in the relevant faculty, occupation or program;
2. where a new or existing program requires the special expertise or knowledge of members of a designated group;
3. where equity and diversity targets or commitments with external funding programs have to be met;
4. where it is necessary to build a critical mass of perspectives to support diverse scholarship and work at the university;
5. where it is desirable to hire designated group members who will be role models or mentors for students, faculty, and/or staff; or
6. where it is expected that there will be few other opportunities into the near future to address the under-representation.

A request for preferential or limited hiring form (contact [recruit@viu.ca](mailto:recruit@viu.ca) for a copy) must be submitted to the Provost Office and Human Resources for approval.

The Job Description

The job description should accurately reflect the duties and responsibilities of the position. When well-written, it produces a realistic picture of a job and answers the question, “What does the person in this role do?”. Managers should review the job description prior to recruitment to ensure it accurately reflects the position.

The job description contains sufficient information to describe primary responsibilities and essential functions as they exist today. They provide the information necessary to classify the position, not the person; thus, they are “incumbent neutral” and not based on any specific quality of an incumbent (such as knowledge, skills, abilities, performance, or degree).

Did you know that job postings using masculine language are less appealing to potential women and other underrepresented candidates? Evidence illustrates that women, among others, are less likely to believe they belong in a particular workplace or position when a job advertisement uses masculine terms (him/he) or coded words (i.e., “competitive” or “dominate”), which affect perceptions of job appeal, gender diversity, and anticipated “belongingness” in a position (Gaucher et al. 2011).

Before finalizing a job description, consider putting it through a [gender-decoder tool](https://gender-decoder.katmatfield.com/) to highlight masculine and feminine-coded language.

The job description contains four components: job title, summary, duties and responsibilities, and qualifications.

Job Title

The job title reflects the purpose and scope of the position. The title is consistent with other job titles similar to the role within VIU.

Job Summary

The summary is three to four sentences that provide a high-level overview of the role and its scope of responsibility; it informs the reader, “why the job exists?”.

The job summary builds interest and moves the candidate to continue reading. Candidates determine in about 14 seconds whether they want to keep reading. Help the candidate decide by showcasing the department, its current initiatives and goals, and outline how they will contribute to the department and university.

Duties and Responsibilities

1. Throughout the job description, be very clear about what is "required" and "preferred." Listing only the essentials of the job may increase the applicant pool with candidates who otherwise may not apply because they don't meet every single qualification listed.
2. Strongly encourage language that focuses on abilities over experience. Highly skilled candidates can be overlooked and not short-listed because they lack "the experience." Conversely, candidates from underrepresented groups may lack the required experience, not because of lack of skills, but because of leaves (e.g., parental or sick leaves) and also because of historical and systemic barriers and unconscious biases that have prevented them from gaining that experience.
3. Use [inclusive language](https://www.uvic.ca/brand/story/style/inclusivity/index.php) that considers how some words or phrases can be gendered or based in Western cultures. Use the phrase "all genders" rather than stipulate "women and men," and use the pronoun "them" instead of "him" and "her." Avoid stereotyping, and avoid prioritizing traits and descriptions traditionally viewed as masculine (e.g., assertive, ambitious, competitive).
4. Consider adding a "Physical Requirements" section. Describe the physical needs of the job, not the worker's physical capabilities. E.g., Work involves: remaining in a stationary position in front of a computer, using a keyboard, mouse, and telephone. Regularly operate a computer and other office equipment. Occasionally move about the work site to access file cabinets, office equipment, etc.

Qualifications

1. When developing the job description, consider qualifications that really matter; what would be reasonably required for an incumbent to perform the job's essential functions? What skills are flexible and which can be learned on the job?
2. Consider an equivalent combination of education and experience when defining the minimum experience required. Be open to transferable skills.
3. Keep in mind that job titles can mean different things in different cultures and countries. For example: instead of "five years of experience in donor relations," you could ask for "experience in managing client accounts, particularly in a post-secondary environment."
4. Ask for ability wherever possible. Candidates can demonstrate ability through past achievements, including volunteer experience. For example, instead of experience writing grants," you could ask for "ability to research grant opportunities and write clear proposals."

Additional Best Practices

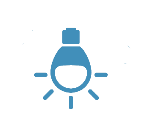
1. Use "You" to engage with the applicant directly versus "the successful candidate." E.g., if you have a strong eye for detail or if you like to work somewhere where you are valued.
2. Consider updating your department statement and providing web links, if available.
3. Write clearly and simply, using common words and a straightforward style. Avoid jargon, technical and legal language, and especially VIU acronyms that can mystify those 'not in the know.
4. Reach out to colleagues, students, and the community to promote the position. In addition, consider using social media, professional networks, and electronic mailing lists to promote the position.

Advertising

The promotion of a job opportunity is managed by the Office of Talent Acquisition (part of Human Resources). The Administrator that oversees the position may approve advertising spending if required.

Job postings are eligible for advertising when the job administrator selects ‘advertising’ when creating the posting.

Standard advertising of a posting includes Indeed, BC Jobs, and LinkedIn. A selection of higher education job sites, such as Academia, HigherEdJobs, and Universities Canada may also be used to advertise the posting.

Higher education job sites require postings to be advertised for a minimum of four weeks.

The requesting department is responsible for the cost of advertising a position on a site or network above the standard advertising networks.

  Consider where you post information in order to ensure you reach a diverse audience. A list of [diversity advertising resources](https://employees.viu.ca/human-resources/inclusive-advertising) is available online.

  Consider advertising in publications/websites targeted to underrepresented groups.

  Utilize professional society mailing lists.

Forming a Diverse Search Committee

Creating an effective, diverse search committee ensures the inclusion of different perspectives, fairness in decision-making, and greater success in hiring and retention.

* Ensure you follow any collective agreement language related to the hiring and selection process with regard to committee composition. Collective Agreements are available on VIU’s [Employee Relations](https://employees.viu.ca/employee-relations/employee-agreements) web page. The collective agreement summary pertaining to Faculty and search committee requirements have been included in [Appendix A](#AppendixA).
* Strive for a search committee that is reflective of differences in interested constituencies, gender, and equity-seeking group status.
* Explicitly discuss, in advance, the knowledge, skills, and abilities required to perform the duties of the role successfully.
* Involve people from outside the hiring department who are committed to reducing bias. Reflect on your learning from the Implicit Bias training module, recognizing any potential for bias.
* Have search committee members complete [Implicit Bias training](https://learn.viu.ca/d2l/loginh/) available through [VIULearn](https://learn.viu.ca/d2l/loginh/) and located on your My Courses web page.
* Engage search committee members in critical conversations about implicit bias before reviewing applications. Discuss the potential for subtle and unintended bias related to gender, race, presentation style, accent, dress, and weight.
* Encourage search committee members to take the [Harvard Implicit Association Test (IAT)](https://implicit.harvard.edu/implicit/takeatest.html).

**Cultural humility** is another way Search Committee Members can manage bias and foster more inclusive environments. This concept involves remaining curious and humble about cultural differences and recognizing that becoming culturally competent is a lifelong practice. No one is an expert but is on a continuous learning journey to respect and embrace other people's experiences and realities.

The Chair can add search committee members to the job in Hireserve. Please reference the [Hireserve instructions](https://employees.viu.ca/human-resources/hiring-recruitment/hireserve-instructions).

The Chair will receive the competition package via email from Employee Recruitment once the competition has closed. The Chair will forward the competition package to the search committee members and maintain the competition documentation until the competition is finalized. At that time, all materials (including printed curricula vitae/resumes, notes from the committee meetings and interviews, references, emails and other related materials) will be sent through interoffice mail to Human Resources, Attention Employee Recruitment and/or emailed to [recruit@viu.ca](mailto:recruit@viu.ca).

Developing the Shortlist Criteria

Committees that begin interviewing candidates without a clear assessment framework risk introducing bias in the search process. Search committees should develop assessment criteria based only on posting requirements to evaluate all candidates equitably and transparently and align with [VIU’s Equity Diversity and Inclusion Action Plan](https://research.viu.ca/sites/default/files/viu-equity-diversity-inclusion-action-plan.pdf).

Search committees should use only the prepared assessment criteria when evaluating applications.

**Avoid looking up an applicant on Google**: the more you dig into a candidate's life beyond what they've presented in their resume and cover letter, the greater the odds of finding out information about them that triggers your biases, whether positive or negative.

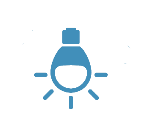
The search committee should meet and discuss the types of qualifications and experience that would result in various scores to understand the difference in benchmarks between an excellent candidate and a good candidate. The Chair will ensure that notes are taken at this meeting, keep a list of those present and document the rationale for the agreed candidate list.

* Choose clear, flexible assessment criteria. Recognize and reward the scholarship of teaching, professional service, community service, outreach, mentoring and research training, and account for non-traditional areas of knowledge and experience.
* Consider the value of lived experience and, in particular, candidates with intersectional identities who are often underrepresented in academia.
* Evaluate the candidates' demonstrated commitments to EDI, including their ability to interact with diverse colleagues/faculty/students, their demonstrated mentoring abilities, involvement in broader community initiatives and experiences gained from Indigenous or traditional knowledge.

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| *Competencies take "skills" and incorporate them into on-the-job behaviour.*  ***Skills + Knowledge + Abilities = Competencies*** |

Evaluating Applications

Before commencing the evaluation process, ask committee members to declare any potential conflicts of interest with the applicant pool.

* Follow the collective agreement requirements for interviewing internal applicants as detailed in [Appendix B](#AppendixB).

It is the Chair’s responsibility to contact and thank internal applicants not shortlisted and give feedback if requested.

* As a committee, spend an equal amount of time reviewing each candidate (15-30 mins), acknowledging and working through potential biases, stereotypes and micro-aggressions revealed during discussions.
* Focus on the quality of the content versus the style of the resume itself.
* Consider non-traditional career paths.

Consider that women and persons with disabilities are more likely to have had career gaps, perhaps for family, pregnancy or parental leaves, or medical obligations. In addition, newcomers to Canada may have taken longer to obtain their degrees because of the financial constraints of relocating or the challenge of adapting to a new country.

Eligibility to Work in Canada

Candidates not currently eligible to work in Canada may be reviewed simultaneously with all other applications. However, an offer of employment cannot be extended until all Canadian, and permanent resident candidates have been declared “unqualified” or have declined an offer of employment. Details of the “unqualified” assessment for each Canadian or permanent resident candidate must be put in writing and will form part of the file subject to further review and assessment by Employment and Social Development Canada officials. Procedures governing the hiring of candidates not eligible to work in Canada are outlined in [Appendix C](#AppendixC).

Cover Letter Evaluations

Focus on skills and knowledge presented versus where or how the candidate got them—recognizing that some candidates may encounter barriers to post-secondary education and access to quality employment opportunities.

Diversity of Shortlisted Candidates

Before inviting candidates to interview, review the applicant pool to see whether suitable candidates from underrepresented groups have been overlooked.

If qualified candidates from underrepresented groups are not part of the shortlist, consider pausing the process, re-posting and re-advertising to ensure the reach of a wider audience. If this is not feasible, you may want to review and update the wording and language used in the posting and where the job was advertised for future opportunities.

Interview Preparation

Develop a set of interview questions that include cultural competency-based questions to learn of the candidates’ experience and understanding of working in diverse environments. Examples of [culture competency-based interview questions](https://employees.viu.ca/human-resources/equity-diversity-inclusion/support/edi-related-interview-questions) are online.

* When inviting the candidate to the interview, clearly state that the institution will respect and adhere to any accommodation needs. Prepare the candidate for the interview in advance with information, such as how long the interview will be and the types of questions that will be asked.
* Provide interview options, including in-person, Zoom, or telephone.
* Consider providing the interview questions ahead of time to ease people's anxiety and give them time to prepare.

Holding Interviews

Standardize the interview process for a common candidate experience. Ask the same questions and provide the same amount of time for each candidate to ensure that the only significant variable in evaluation will be the candidate’s response. At the beginning of the interview, acknowledge that this can be a stressful experience and that the search committee will do their best to ease the candidates' stress level.

* Have the applicant complete the [Reference & Information Release Form](https://employees.viu.ca/sites/default/files/fillable-reference-and-information-release-form.pdf).
* Speak simply and clearly, and allow the candidate to reflect and answer.
* Collect credentials as listed on the candidate’s resume. If copies are taken, and the originals returned, note “original seen” on the copy and add the date and name of the person who made the copy.

Verification of Academic Credentials

Academic credentials must be obtained from and issued by an appropriately accredited institution. When the original official transcripts are not provided at the interview, the written job offer will be made subject to such information being submitted.

Evaluating Candidates

During the interview process, consider how the candidates' answers relate to valuing diversity, advancing equity, and fostering a culture of inclusion. Consider the insight into how a candidate thinks, acts, and collaborates, for example:

* Demonstrates a breadth of understanding and acceptance of equity, diversity, and inclusion greater than just race, ethnicity, and gender;
* Demonstrates self-awareness in recognizing their own identity, privileges, culture, biases, and power; acknowledge their limitations and seek ways to improve and find answers;
* Demonstrates awareness of generational differences in work styles.

Rule out body language for interviews, such as eye contact and handshakes. Do not assume that a person is slouching in their seat because they do not care, or are not confident. You do not know whether the person has a medical condition, they have different cultural norms to you, or perhaps they are just nervous.

Reference Checks

A minimum of two supervisory or managerial reference checks are required for the preferred candidate.

Before conducting reference checks, confirm interviewed applicants have completed the [Reference & Information Release Form](https://employees.viu.ca/sites/default/files/fillable-reference-and-information-release-form.pdf).

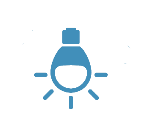
Email the candidate’s name, referees’ name and email address to [recruit@viu.ca](mailto:recruit@viu.ca). Recruit will initiate the reference checks and notify the Search Committee Chair when the completed forms are available through Hireserve.

An example of a standard reference check questionnaire can be found [here](https://employees.viu.ca/sites/default/files/fillable-reference-check.pdf).

Selecting the Candidate

Using the predetermined interview criteria, discuss, evaluate and score each candidate.

* Any determination that a successful candidate has not met one or more of the required qualifications should be documented and explained. Notes taken are to be submitted to Employee Recruitment with all other competition documents.
* If the decision is not unanimous, the dissenting Search Committee members are to be identified, and the reasons for their dissent are to be provided.
* Summarize the results and final decision on one page and email the senior manager/budget holder responsible for the hire for approval (if required by senior management).
  + If the Dean, Director or Campus Administrator is not part of the Search Committee and, on review, does not concur with the Search Committee’s recommendation, they will meet with the Search Committee to discuss the concerns. If following this meeting, the Administrator still does not concur, they will forward their concerns, in writing, to the appropriate Executive member and contact Employee Recruitment at [recruit@viu.ca](mailto:recruit@viu.ca) or 250.740.6239.
* Once approved, contact the candidate to let them know they are being recommended for the position and confirm they are still interested. Inform the candidate that the offer letter will be forthcoming from the Human Resources Department.

Offer Letter Timelines - allow for five business days for temporary positions and ten business days for regular and LTC positions.

* In Hireserve, progress the candidate's application to Recommend for Hire. Please refer to the [Hireserve instructions](https://employees.viu.ca/human-resources/hiring-recruitment/hireserve-instructions).

Finalizing the Competition

Notify the unsuccessful shortlisted candidates of the outcome and offer feedback if requested.

* In Hireserve:
  + Progress shortlisted candidates to T032 Unsuccessful Interview
  + Progress all remaining applications to T031 Unsuccessful Application
  + Please refer to the [Hireserve instructions](https://employees.viu.ca/human-resources/hiring-recruitment/hireserve-instructions).

The committee chair is responsible for gathering all competition materials related to the search (including printed curricula vitae/resumes, notes from the committee meetings and interviews, references, emails and other related materials). Materials are to be sent through interoffice mail to Human Resources, Attention Recruitment or emailed to [recruit@viu.ca](mailto:Recruit@viu.ca).

Appendix A – Collective Agreement Requirements to Forming a Search Committee for Faculty Hires

The Dean, Director, Campus Administrator, or designate will chair the Search Committee and is a non-voting member on regular faculty hires except in the event of a tie. The Search Committee Chair, in consultation with the Search Committee, will establish the criteria based upon the posting. The specific criteria determined to form the basis for discussions throughout the process, including any recommendations.

BCGEU

* **Article 2.11 - For regular positions**, the Search Committee will normally consist of the Dean, Director or Regional Campus Principal, Program Chair(s), faculty. It may include representative(s) external to the department and/or external to the University as deemed appropriate by the administrator responsible for the process.
* **For term positions**, the constitution of the Committee will be determined by the Dean, Director or Regional Campus Principal.
* **Selection and appointment of Program Chairs**: Selection and appointment of Chairs is the responsibility of the appropriate administrator. A Union representative, appointed by the Union and the appropriate administrator, will participate in the process of selection.

VIUFA

* **For regular positions**, the Search Committee shall include the Dean, Director or Regional Campus Academic Administrator, the Program Chair(s) and at least one (1) faculty member from the department and at least one (1) representative from outside the division (Article 6.4.1.6.1).
* **For a regular position**, a non-regular faculty member will be granted an interview subject to the following conditions:
  1. The faculty member's last evaluation was satisfactory.
  2. The faculty member meets the minimum qualifications established for the position (Article 6.4.1.6.1).
* **Limited Term Contract Instructor position** - a search will be conducted, and if a qualified internal candidate exists, a selection shall be made from the internal candidates. If there are no qualified internal candidates, external candidates will be considered (Article 6.4.1.6.2).
  1. Internal searches are open to candidates who have regular seniority, non-regular seniority, are on limited-term contracts or who have completed a limited-term contract within the previous twelve months.
* **For temporary positions**, the guidelines governing the hiring of regular faculty may be waived, in compliance with related policies and procedures (e.g. Human Rights, etc.), with the mutual agreement of the appropriate Dean, Director or Campus Administrator, and the appropriate Program Chair.

Admin

VIUFA Article 6.4.2.2.1 “Search of Academic Administrators” will apply. This translates to four (4) VIUFA members who must be nominated from VIUFA and represent association members that will be directly managed by the Administrator. The number of Administrative representatives, including the Search Committee Chair, will not exceed the number of VIUFA representatives.

Appendix B – Collective Agreement Requirements for Internal Applicants

BCGEU

Registry of Laid Off Faculty Members - Article 12.8(d)(1) states that Registrants applying for job postings at institutions who meet the hiring criteria as set by the Selection Committee at the hiring institution will be short-listed and will be interviewed. In the event that more than five (5) qualified registrants apply, the institution shall interview the five (5) most qualified registrants.

Transfers - Article 30.3 states that current regular faculty members will be given seniority preference regarding transferring into vacancies within the bargaining unit, merit considered. Factors used to determine merit will be educational qualifications, skills, ability and experience and any other matters which are necessary or desirable, having regard to the nature of the duties to be performed and consistent with the job requirements.

Term Appointment Vacancies – Article 30.4 - Term faculty members will be given preference in respect of consideration for term appointment vacancies only, merit considered. Factors used to determine merit will be education, qualifications, skills, ability and experience and any other relevant matters which are necessary or desirable, having regard to the nature of the duties to be performed and consistent with the job requirements.

CUPE

Article 13.03 of the CUPE Collective Agreement states, external applicants will not be made available to the search committee until the internal applications have been reviewed and assessed to determine if they are qualified or not.

* If the Committee determines an internal is not qualified, the Chair must contact the Internal applicant, thank them, and give them feedback if requested.

VIUFA

Regular Positions - Article 6.4.1.6.1 - A non-regular faculty member will be granted an interview for a regular position being filled through the recruitment process set out in Article 6.4.1 subject to the following conditions:

* + 1. The faculty member's last evaluation was satisfactory.
    2. The faculty member meets the minimum qualifications established for the position.

Limited Term Contracts - Article 6.4.1.6.2 - a search will be conducted, and if a qualified internal candidate exists, a selection shall be made from the internal candidates. If there are no qualified internal candidates, external candidates will be considered. Internal searches are open to candidates who have regular seniority, non-regular seniority, are on limited term contracts or who have completed a limited term contract within the previous twelve months.

* As per Letter of Agreement #14 - Internal Applicants for LTC Hires is a candidate who has earned departmental seniority by teaching in the department of hire within the last 12 months.
* Applicants with global seniority in the same Faculty but not the department will not be considered an internal candidate for LTC hires.
* The Committee Chair may need to consult with the Chair of the Department, Human Resources and/or VIUFA to identify applicants with departmental seniority.

Admin

Policy 43.07 - Current employees who apply for vacant administrative positions will be considered for a personal interview provided they possess the required qualifications, including education and experience.

Appendix C – General Outline for Considering a Candidate Not Eligible to Work in Canada

* 1. Employment and Social Development Canada requires that candidates currently not eligible to work in Canada shall not be offered a position until all eligible Canadians, and permanent residents have been thoroughly reviewed and have been found not qualified or have declined an offer.
  2. If the Search Committee concludes none of the candidates currently eligible to work in Canada is qualified for the position, a qualified foreign candidate(s) may be offered the position subject to approval by Employment and Social Development Canada (if applicable), and the issuance of a work permit from Immigration, Refugees and Citizenship Canada.
  3. If the Search Committee determines it wants to offer a position to a foreign candidate, the Chair of the Search Committee will notify the appropriate member of the Executive and Human Resources Advisor, Employee Recruitment. The recommendation will include a written rationale for recommending a foreign candidate.
  4. If an offer is made to a foreign candidate, it will include the phrase, "This offer of temporary employment is made subject to the receipt of the required Employment and Social Development Canada and Immigration, Refugees and Citizenship Canada approvals."
  5. If the candidate accepts the offer of employment, the Human Resources Department will contact Employment and Social Development Canada (if applicable) to complete the necessary processes for the candidate to obtain a work permit.

This documentation is key to the individual’s approval to work in Canada. If approval is granted, the foreign candidate can then take the documentation to the closest immigration office or consulate to start the work permit procedure and subsequent permanent residency application, if applicable.

For more information about hiring foreign workers in Canada, please read the Government of Canada policies on [hiring foreign workers](https://www.canada.ca/en/employment-social-development/services/foreign-workers.html).

Positions that a foreign applicant may fill may have free trade considerations (e.g., [CUSMA](https://www.international.gc.ca/trade-commerce/trade-agreements-accords-commerciaux/agr-acc/cusma-aceum/index.aspx?lang=eng) (previously NAFTA) may allow a Labour Market Opinion Exemption for some professionals), and all require extensive advertising (31 days initially and must continue to be advertised until the position is filled). Additionally, documentation from the recruitment file must be retained for six years from the start date of employment.

Appendix D – Additional Information

The following resources, which may be of assistance to you in your role on a Search Committee, are available online:

* [VIU Pay Scales](https://employees.viu.ca/employee-relations/pay-scales)
* [Benefit Information](https://employees.viu.ca/human-resources/benefits-pension-information)
* Previous Interview Questions may be available. If assistance is required, please contact the Recruitment office at [recruit@viu.ca](mailto:recruit@viu.ca) OR call local 6649.
* [Search Committee Chair checklist](https://employees.viu.ca/sites/default/files/viu-hr-searchcommittee-process-guideline-january-2021.pdf)
* [Search Committee Resources](https://employees.viu.ca/human-resources/hiring-recruitment/search-committee-resources)
* [Hiring process approval matrix](https://employees.viu.ca/sites/default/files/delegation-of-hr-authority-matrix-july-2021.pdf)
* [Confidentiality Statement for Search Committees](https://employees.viu.ca/sites/default/files/confidentiality_0.pdf)
* To request a limited or preferential hire, please contact [recruit@viu.ca](mailto:recruit@viu.ca) for the appropriate form
* [Cultural Competency Based Interview Questions](https://employees.viu.ca/human-resources/equity-diversity-inclusion/support/edi-related-interview-questions)
* [Reference and Information Release Form](https://employees.viu.ca/sites/default/files/fillable-reference-and-information-release-form.pdf)
* [Reference Check Form](https://employees.viu.ca/sites/default/files/fillable-reference-check.pdf)
* [Diversity Advertising Resources](https://employees.viu.ca/human-resources/inclusive-advertising)
* [Hireserve Instructions](https://employees.viu.ca/human-resources/hiring-recruitment/hireserve-instructions)
* [Search Committee Support: Ensuring Diversity in the Search Process](https://employees.viu.ca/human-resources/equity-diversity-inclusion/search-committee-support)

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