



UNIVERSITY OF
SASKATCHEWAN

**A GUIDE TO FACULTY
RECRUITMENT AND
RETENTION**

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Introduction

The University of Saskatchewan is charting a course for its future. Our goal is to become one of Canada's top 10 medical/doctoral research universities, dedicated to international standards, known for areas of academic pre-eminence and committed to the future of the Province of Saskatchewan.

Four major areas for development have been identified in order to achieve our goal:

- attract and retain outstanding faculty;
- increase campus-wide commitment to research, scholarly and artistic work;
- establish the University as a major presence in graduate education; and
- recruit and retain a diverse and academically promising body of students and prepare them for success in the knowledge age.

Fundamental to our success is our ability to organize ourselves so that our high-quality faculty, staff, and students can pursue excellence at the University of Saskatchewan. Such a commitment can only be fulfilled if we recruit and retain excellent academic staff - faculty, librarians, and extension specialists who will provide high quality instructional programs for students, actively engage in research and creative work, practice their professions, and continue the University's historical mandate of service to the Province.

We are committed to the hiring, advancement, and fair treatment of individuals without regard to race, colour, age, ancestry, place of origin, creed, marital status, sex, disability, sexual orientation, family status, ethnic origin, or any other protected status designated by federal, provincial or local law.

We place an extremely high value on diversity of thought. Diversity of thought is critical to finding the most innovative answers to the many issues and challenges confronting our institution. As such, it is the responsibility of every leader to value and secure diversity in his or her work unit by employing and developing high-calibre individuals who differ from one another culturally, intellectually, and experientially.

All recruitment at the University should help us build on our strengths and capitalize on opportunities, particularly in the areas of our strategic initiatives:

Our Sense of Place: The University is committed to engagement in the Province, which requires communication, partnerships, openness and attentiveness to ensure that the University excels in policy, trade and business issues vital to Saskatchewan, and puts knowledge inside the University at the disposal of the people of the province and beyond.

Health: The University of Saskatchewan has the broadest array of health sciences programs in Canada including medicine, nursing, pharmacy, nutrition, dentistry, physical therapy, veterinary medicine, and kinesiology, which uniquely positions us to develop made-in-Saskatchewan solutions to concerns about health and health care in Canada.

Science, Technology, and Society: Our national presence in structural sciences, materials science, Aboriginal education, biotechnology, toxicology, infectious disease, rural health, and many aspects of environmental sciences and public policy, will be matched by investments that draw the humanities, social sciences, fine arts, and professional schools into closer contact with science, technology, and society.

Environment: The intersection of science, communities, and environment is a place where the University of Saskatchewan can make a distinctive contribution.

Business and Entrepreneurship: To serve the interests of Saskatchewan remains a cornerstone of this institution. The University will make a renewed commitment to the province to compete in the 21st century by continuing to study and foster the province's social economy, including the voluntary and not-for-profit sectors.

Extending Community: The University of Saskatchewan can help the province compete in the 21st century by developing not only the knowledge, human talent, and innovation needed by businesses, but also the elements that are key to the social economy – cooperatives, non-profit associations, performing arts, literature, sport, and culture.

Public Policy : Based on our tradition of involvement in rural and community economic development, the University of Saskatchewan is positioned to continue to make contributions to the understanding and the development of public policy in Saskatchewan and Canada.

About this Guide

The emphasis of this guide is on recruitment to tenure-track and other continuing positions. However, the basic principles apply to all recruiting efforts, whether for limited term or tenure-track positions.

This guide is organized to provide information at many levels – whether you are new to academic recruitment or have been involved for years. The text provides details about rationale, and policies and procedures. The boxes along the right side provide a summary of the key points in each section. If you need additional information about any of those points, you can refer to the text in that section or contact the Human Resources Division or the Vice-Provost.

The boxes on the side provide a summary of the key points for each section for quick review. More information is available in the text of the section.

Internal Preparations for Recruitment

Faculty Complement Planning Process

Each college prepares a faculty complement plan that identifies recruitment priorities for the current four year planning cycle and specific requests for positions to

be filled as of July 1 of the subsequent year. These plans are developed in consideration of the strategic initiatives identified in the University's Integrated Plan. Colleges are asked to include position numbers in the complement plan as a method to track positions. The plan should include the following details with respect to recruitment:

- A prioritized list of all positions requested over the current planning cycle (i.e. all positions for appointment up to July 1, 2 years hence). For each of these positions, the college should indicate the rank and salary level requested and should provide a brief justification for each position based on priorities identified in the college or university plan. Colleges should also indicate the way in which each of these appointments will contribute to the demographic diversity in the college. Funding source should be indicated for positions to be supported outside of the operating budget or supported through combinations of operating budget and other funds. Colleges should indicate for each position the space and support needed (i.e. support staff, equipment, etc.) and how these needs will be addressed.
- A prioritized list of the specific requests for recruitment during the upcoming academic year, for appointment July 1 of the following year.
- A list of anticipated faculty vacancies over the current planning cycle.

Annual faculty complement plans need to include:

- Prioritized list of requested positions with rationale and information about related considerations;
- Prioritized list of specific recruitment requests; and
- List of anticipated faculty vacancies.

Annual faculty complement plan timeline:

- Filed by mid-September

Colleges are encouraged to consider flexible ways to meet college and institutional priorities, including external funding, bridging to retirements, sharing positions with other colleges, etc. and these should be described in the plan.

The deadline for submission of these plans will be annually in mid-September. The Provost and Vice-Provost will review all college complement plans and the specific position requests for each upcoming academic year following submission receipt.

This review will take into account the total budget available for faculty salary support, consistency of the requests with university priorities (as described in the University Plan), and consistency with college plans. The Financial Services Division and the Human Resources Division will be consulted with respect to cost and

consistency with employment practices and policies. Recommendations for position allocations will be taken to PCIP (Provost's Committee on Integrated Planning) for approval. Deans will be informed of the total number of positions approved for their colleges for the upcoming academic year's recruitment, as well as the funding available from the operating budget for hires above the floor level of Assistant Professor.

Deans will determine, based on the funding provided and the priority list submitted, which positions will be approved for recruiting and at what rank and salary. Deans will be expected to keep within the allotted budget for faculty positions. No further funds will be available centrally for topping up salaries, so deans should balance carefully the level of appointments with funds available, unless the college is prepared to take financial responsibility for additional costs.

It is expected that the positions approved by the dean will match closely the priorities identified in the approved college complement plan. Nevertheless, it is recognized that deans may wish to make minor changes to this plan according to unexpected challenges and opportunities, and should not be discouraged from doing so. When unexpected resignations occur in an area identified as high priority in the college or University Plan, deans may approve recruitment for a tenure-track replacement, but will be expected to justify these decisions when the college plan is next reviewed and the college should be prepared to accept financial responsibility if the Provost's Committee on Integrated Planning (PCIP) fails to support the decision.

Except in those situations where priority and urgency are evident, however, deans are advised to authorize only one-year term replacement positions, until there is opportunity to fully consider the position's priority and make revisions to the college complement plan the following year.

While deans may need to make minor changes to their plan to respond to unexpected challenges or opportunities, it is expected that the positions approved will closely match the priorities of the college's complement plan. Any changes will be the college's responsibility unless approved by PCIP when the college plan is next reviewed. Therefore one-year term positions are recommended.

Types of Appointments

Academic positions at the University of Saskatchewan may be tenure track, continuing status, without term, or limited term.

Tenure track appointments – Probationary appointments leading to consideration of tenure.

Continuing status appointments – Probationary appointments leading to consideration for continuing status in the Crop Development Centre or the College of Medicine.

Without term appointments – Appointments that are not tenurable and are continued from year to year unless the appointee is given or gives three months' notice of termination. These are academic appointments that are made when faculty status is appropriate but the terms of the appointment and the duties are such as to make the granting of tenure or continuing status inappropriate.

Limited term appointments – Appointments that are not tenurable and are not a substitute for probationary appointments. They are for a defined period of time.

Policies and procedures for appointment of academic staff in-scope of the Faculty Association (USFA) are in accordance with the Collective Agreement between the Faculty Association and the University of Saskatchewan. Positions in-scope of the Faculty Association are defined by the terms of the certification order from the Saskatchewan Labour Relations Board as being " all full time academic employees ... appointed by and receiving salaries as such full time academic employees from funds dispersed by the Board of Governors from money originating in the University's Operating Budget" (July 23, 1979; modified January 26, 1996 to include Research Scientists at the Crop Development Centre, and modified July 11, 2001 to include all full time academic employees in the College of Medicine).

Academic positions may be:
Tenure Track
Continuing Status
Without Term
Limited Term

Authorization to Recruit

While deans are responsible for managing the position complement of the college, Authorization to Recruit to all positions must be filed with the Vice-Provost subsequent to approval of the college faculty complement plan by completing and submitting an Authorization to Recruit - [Forms A-1 or A-2](#). [Forms A-1 and A-2](#) also identify who will serve on the Appointments Committee, i.e. in departmentalized colleges - the dean, department head, cognate head, and the Faculty Association observer if the appointment is in-scope of the Faculty Association. The Dean's Office should send a copy of [Form A-1 or A-2](#) to all members of the Appointments Committee. The Human Resources Division and Financial Services Division obtain a copy of [Form A-1 or A-2](#) from the Vice-Provost.

The Authorization to Recruit form ([Forms A-1 or A-2](#)) must be filed with the Vice-Provost prior to advertising the position. (Forms are available on HRD's website under 'Forms').

The proposed advertisement for the position and a covering memo should explain the request and, in the case of tenure-track positions, should reference the college plan. If necessary, the memo should explain why the position as described departs from the previously approved Plan. The Provost and Vice President Academic and the Vice-Provost will review requests to fill tenure-track vacancies or to create new tenure-track positions in relation to the college plan and use the plan to make a decision on whether to authorize recruitment.

When authorizing recruitment for positions or requesting authorization from the Provost's Office, deans must adhere to past agreements with regard to positions which have been encumbered (usually in relation to prior supernumerary appointments).

Employment Laws and Policies

Individuals involved in the search, interview and selection process must be familiar with the various employment laws and the University's policies as they relate to the search and selection process. Some of these laws and policies are outlined below.

Confidentiality should be paramount in all activities of the Search Committee.

Search Committee members are expected to disclose any actual or perceived conflict of interest. Contact the Human Resources Division if you have questions about a potential conflict of interest.

Confidentiality must be maintained at all times.

Conflicts of interest (perceived or actual) must be disclosed.

Search Committee members are expected to be apprised of relevant laws and policies related to recruitment.

Diversity in the Workplace

As employers, we are responsible to provide an environment where people excel based on merit and the workplace is free from barriers in practice and attitude. As a University, we need to create a supportive environment of equitable employment systems based on merit and alignment with the strategic directions and where differences in culture, intellect and experience enhance our ability to innovate and be effective.

Our diversity goals are supported by a comprehensive representative workforce strategy. This strategy strives to ensure inclusive representation for all groups at all levels within the university as they are reflected in our community.

EMPLOYMENT EQUITY POLICY

*The **Employment Equity Policy**, as approved by the Board of Governors (March 1994) states that:*

Purpose:

To achieve and maintain a workforce that reflects the diversity of our society. The workplace would ideally be a discrimination-free environment, characterized by respect and equity.

Policy:

An employment equity process has been implemented which identifies measures for removing barriers to the recruitment, selection, promotion and retention of members of systemically disadvantaged groups, especially women, Aboriginal people, people with disabilities and visible minorities.

The University of Saskatchewan is committed to achieving and maintaining a representative workforce, which reflects and affirms the diversity of our society, and works together in a discrimination-free environment, characterized by mutual respect and equity.

The University of Saskatchewan is an equal opportunity employer, committed to the hiring, advancement, and fair treatment of individuals without regard to race, colour, age, ancestry, place of origin, creed, marital status, sex, disability, sexual orientation, family status, ethnic origin, or any other protected status designated by federal, provincial or local law.

Every vacancy should be considered an opportunity for a college or department to achieve employment equity goals. Particularly in cases where members of employment equity groups are not represented or significantly under-represented

in the college or department, consideration should be given to 'preferential hiring'; i.e., advertisements which state that preference will be given to candidates from one or more of the designated employment equity groups. Such consideration is justified when there is clear under-representation of women, Aboriginal people, members of a visible minority or people with disabilities. In general, women, aboriginal people, and people with disabilities are under-represented in faculty positions.

Look for diversity opportunities where differences in culture, intellect and experience can enhance our ability to innovate and be effective.

Details about special measures and the application of reasonable accommodation to remedy the effects of discrimination are available from the Human Resources Division.

The Saskatchewan Human Rights Code

The Saskatchewan Human Rights Code can have a direct impact on the hiring practice. *The Saskatchewan Human Rights Code* prohibits discrimination on the basis of ancestry, nationality and place of origin, religion, physical and mental disability, sex, marital status, family status, receipt of public assistance, sexual orientation and age. Workplaces cannot discriminate in wages, benefits, promotions, day-to-day operations,

hiring and firing, recruitment ads, application forms and interviews. *The Saskatchewan Human Rights Code* is available [here](#).

Duty to Accommodate

Employers in Canada have a legal **duty to accommodate** the special needs of individuals where these needs stem from one of the prohibited grounds. This is called the duty to accommodate and its goal is to create equality of opportunity and treatment in the workforce. For more information see [HRD's website](#).

Bona fide occupational requirements

Bona fide occupational requirements are those skills, abilities and academic credentials required for the applicant to perform the essential components of the job. They are limits that must relate directly to job performance and be necessary for the job to be done effectively and safely. For more information, see the [HRD website](#).

Freedom of Information and Protection of Privacy

The U of S has outlined principles and guidelines concerning individual rights to privacy and protection of personal information held by local authorities based on *The Local Authority on Freedom of Information and Protection of Privacy Act*. For more information, see the [Act](#).

The *Saskatchewan Human Rights Code* prohibits discrimination in wages, benefits, promotions, day-to-day operations, hiring, firing and recruitment.

Accommodate special needs to facilitate job performance.

Occupational requirements must relate directly to job performance and be necessary for the job to be done effectively and safely.

Exercise care concerning individual rights to **privacy** and protection of personal information.

Prepare employees to stay **safe and healthy** at work and react to health and safety issues.

Avoid actual or perceived **favouritism** in the hiring process.

Ensure **foreign applicants** meet employability criteria.

Occupational Health & Safety Act

Ensuring that our employees are safe and prepared to react to manage health and safety issues is important. For more information see the [University's Department of Health, Safety, and Environment website](#) or [The Occupational Health & Safety Act](#).

Favouritism in the Hiring Process

Should there be any issues regarding employment of members of the same family, or regarding potential *favouritism in the hiring process*, the Selection Committee should be aware of specific considerations. For more information, see the [University's policy](#).

Foreign Worker Requirements and Immigration

Anyone who is not a Canadian citizen or a permanent resident must be authorized to work in Canada (i.e. obtain a work permit, or permanent resident status). For more information about *Foreign Worker Requirements and Immigration*, see [HRD's website](#).

Establishing the Search Committee

Search Committees for in-scope appointments are established and operate as described in Article 13.5.1 of the Collective Agreement. Although membership on the Search Committees for appointments in-scope of the USFA is confined by the Collective Agreement to tenured and probationary members of the department or non-departmentalized college, it can be beneficial to include non-tenured faculty in the discussions to define selection criteria.

- The Search Committee:
- Establishes selection criteria
 - Screens & evaluates candidates
 - Participates in interviews
 - Reviews and verifies academic credentials, scholarly work, letters of recommendation, and other information provided
 - Obtains 3 or more references
 - Deliberates and votes on recommendation of applicant
 - Prepares and sends [Form B](#) to the dean
 - Documents the process, actions & decisions

The Search Committee may delegate its work to a subcommittee, but the Search Committee must approve the recommendations of the sub-committee, and it is the vote of the Search Committee (rather than the sub-committee) that is forwarded to the Appointments Committee. When a sub-committee is to be formed, the Search Committee must establish the composition and terms of reference of the sub-committee; i.e., what aspects of the Search Committee's work have been delegated to the sub-committee.

The Search Committee is required to review and verify the academic credentials, scholarly work, letters of recommendation, and any other relevant information provided by the applicants. At least three references should be obtained from individuals able to comment on the training and experience of the candidate. In addition to the role of reviewing information and voting on recommendations for appointments, the Search Committee is expected to establish the selection criteria for the position, to screen and evaluate applicants, and to participate in the interview process for each candidate. When the Search Committee has concluded its deliberations and has selected a successful candidate, their decision is conveyed to the dean on [Form B – Recommendation of the Search Committee](#).

At the beginning of the recruitment process it is recommended that all committee members agree upon dates for discussions, debriefs, and for interviews, to help ensure the decision making timelines are tight and committee members remain consistent.

It is critical that the committee document the entire process followed and decisions made, including results of reference checks and other methods used to assess or measure applicants against each other and against weighted selection criteria.

Defining the Position

The faculty complement plan identifies the college's recruitment priorities which were established after identifying the academic areas within the college or department which will be maintained, strengthened or developed. It may be that the department needs someone with qualifications and expertise very similar to the previous faculty

member in the position, however, recruiting a new faculty member should not simply be a case of replacing the individual who has resigned or retired with a clone of the incumbent.

Factors to consider when defining the position may include:

- the undergraduate and graduate programs which are the responsibility of the department or college
- the teaching commitments for students in programs of other departments or colleges and inter-disciplinary programs shared with other units
- the research program
- service and extension commitments of the department or college
- ability to contribute to any of the University's research centers, units, divisions, institutes and facilities (e.g. CLS Synchrotron, Vaccine and Infectious Disease Organization, Centre for Agricultural Entrepreneurship, Gwenna Moss Teaching & Learning Centre)
- the diversity within the current faculty and student complement and the need to increase representation of the four designated groups (persons with disabilities, aboriginal persons, visible minorities, and women)
- any goals to increase the diversity of the student complement and the role modeling that would come from an increased level of faculty diversity
- administrative requirements of the position
- any physical demands of the job or the physical environment

Consider also:

- Contribution to other college initiatives or research areas
- Contribution to other University initiatives (including research centres, units, divisions, institutes and facilities)
- Contribution to college's diversity
- Administrative requirements
- Relevant physical demands

Defining the Selection Criteria

The more thought and care taken early in the recruitment process, the more likely the search is to be successful. Defining the selection criteria prior to advertising and screening applications is critical to ensuring the best pool of candidates and the fairest selection process. It is not difficult to have a Search Committee agree that the best candidate should be hired, however, agreeing on the selection criteria may be more difficult.

Selection criteria describe the qualifications required for competent performance in the position. The Search Committee should consider selection criteria which are likely to be predictors of future success as teachers and scholars. Selection criteria should be based on the academic needs of the department or college, not on the characteristics of the individuals who apply. The Search Committee should determine the area of expertise being sought, and collectively agree to, and understand, the criteria which will be used to evaluate candidates.

Before meeting candidates, the Search Committee should also determine the relative importance or weight given to the criteria - in other words, they should distinguish between criteria which are essential for the position and those which are important, but not essential. If the criteria used to determine the best person for the job are not clear, then non-job related criteria often creep into the selection process.

The following may help the Search Committee begin the discussion about selection criteria. It may be useful to print these pages for the Search Committee's use.

Selection criteria are the skills and qualifications required to do the job. This should include *education, area of expertise sought, relevant or equivalent work experience, knowledge of the job, technical skills or abilities, problem-solving abilities, communication skills, and supervision and delegating experience.*

Distinguish essential qualifications from those that are merely desirable.

These, and other criteria, should be based on the requirements of the job as defined.

1. **EDUCATION** describes formal training and preparation required.

- Academic credentials and specialization
 - i. For example, completion of a Ph.D. with specialization in Ancient History
- Certification or Licensure, if required
 - i. For example, must be registered or eligible for registration with the Saskatchewan Institute of Agrologists

2. **EXPERIENCE** identifies relevant work activities candidates must possess in areas such as:

- Teaching
- Research record and collaboration or research potential

- University service
- Administrative experience

3. **COMPETENCIES** describe the demonstrated behaviours (skills, knowledge, abilities) required for the position. Examples include:

- Leadership
- Teamwork
- Communication
- Problem solving
- Decision making
- Collaboration
- Initiative

- It is important to ensure that selection criteria are not more specialized than is necessary and that years of experience are not inflated beyond what is actually required.
- Selection criteria should be weighted in order of importance prior to beginning the screening process. While this may be difficult to establish, it is an important exercise to enhance and clarify the committee's goals before meeting the candidates.
- Optional qualifications and competencies that individuals bring with them as functions of their personality, work and study experiences can only be considered complementary.

Search Committees may decide that, among candidates who meet the specified requirements, preference will be given to members of under-represented groups (women, Aboriginal people, members of a visible minority or people with disabilities). This decision must be made prior to advertising the position and be stated in all advertisements for the position. Nonetheless, when two or more candidates are not significantly different in terms of qualifications and competencies, and progress towards employment equity goals of the department or college can be achieved by appointment of one of the candidates, departments are encouraged to select the candidate from the under-represented group. If the description is a rigid duplication of previous positions, it may exclude non-traditional applicants from eligibility and limit the college's ability to introduce new ideas and approaches.

In establishing the selection criteria, the committee should develop a basic or abbreviated list of criteria to use in the advertisement and a more detailed list which can be used as a checklist during interviews.

Finding the Right Candidate

The Advertisement

A well-written advertisement is essential to an effective search process. The selection criteria established by the Search Committee and the accountabilities of the position should be the basis of the wording for the advertisement. The language in the ad should be inclusive and gender neutral. The position as advertised should be broadly enough defined to elicit a wide response from qualified applicants. The advertisement usually provides some information about the department (or college) and its programs and requests information from candidates - curriculum vitae, names of referees (usually three or more), transcripts or credentials. You may also wish to invite candidates to submit examples of publications or other scholarly work and a teaching dossier. The advertisement should specify a deadline date for receipt of applications. The close of competition for the position should be at least one month after the date of publication of the advertisement. Because of the lead time for publication in many journals and the length of time required to complete the search process, advertising should be initiated well in advance of the time a position needs to be filled.

Be sure to include the following wording in each ad: "The University is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications."

The advertised position should be broadly enough defined to elicit a wide response from qualified applicants.

Provide some information about the Department and College and its programs (include the web address). Specify the academic rank for the appointment.

Request information from the candidate: curriculum vitae, names of referees (usually three or more), transcripts or credentials. You can also invite candidates to submit examples of publications or other scholarly work and a teaching dossier.

Specify a deadline for applications, which should be at least one month after the advertisement is published. If you are recruiting to several positions at a time, you can use a combined advertisement.

Include: "The University is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications."

And: "All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority."

Advertising should be *initiated* well *in advance* of the time a position needs to be filled.

See sample ad in [Appendix A](#).

And “All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.”

Include the department’s or college’s web address in the advertisement and direct applicants to it for additional information on the department/college and the position. Colleges who are recruiting to several positions at the same time may wish to consider coordinating advertising and placing a larger, combined advertisement for a number of positions. A sample advertisement is included in [Appendix A](#) to illustrate the information which should be included in an advertisement.

By focusing on the qualifications and competencies necessary to perform the job in the advertisement (as well as in the interview and by conducting a well-planned recruitment process), interviewers will avoid the pitfalls of illegal and irrelevant queries.

Although the extent of advertising may vary with the type of appointment, all positions must be advertised. For in-scope positions, Article 13.4 of the Collective Agreement requires that all vacancies be advertised in at least two nationally or internationally circulated professional or academic publications. Web based advertising and the use of electronic mail have become common and can be effective ways of advertising vacant positions.

Waiver of Advertising

In the case of limited term appointments in-scope of the USFA, if the dean believes an exception to normal advertising is warranted, a request for waiver of advertising must accompany [Form A-1](#) or [A-2](#). The Offer of Employment will not be prepared unless a waiver has been granted.

All positions must be advertised.

In-scope USFA positions must be advertised in two or more nationally circulated academic or professional publications.

Under some circumstances, a waiver from normal advertising requirements can be granted.

- for cases of **urgency** [Article 13.4(i)]: the dean submits a request in writing to the Vice-Provost, who will inform the USFA of the decision. The request should indicate why it is urgent advertising be waived; e.g., insufficient time to advertise because of a resignation late in the academic year, or a sudden illness.

- for **limited term appointments** [Article 13.4(ii)]: the dean submits a request in writing to the Vice-Provost for consideration at JCMA. The request should explain why normal advertising is not possible and what efforts will be made to identify suitable candidates.
- if advertising is **inappropriate** [Article 13.4(iii)]: the dean submits a request in writing to the Vice-Provost for consideration at JCMA. The request should explain why advertising, in the particular case, is inappropriate.

Expanding the Applicant Pool

Recruiting candidates can sometimes be a competition for scarce resources. It no longer suffices to put an ad in the paper or on the web and hope that the best candidates will find us. More proactive approaches are often necessary. For active outreach to designated groups, it is important to advertise in other than the traditional publications; for example, using college and university placement centres, training programs, advocacy groups, women's journals, professional organizations, and professional networks to bring the vacancy to the attention of potential candidates.

Advertising in non-traditional publications allows you to actively reach out to candidates in designated groups, thereby expanding your applicant pool.

Using personal contacts in addition to print and web-based advertising is also often necessary to identify potential candidates, especially when the market is very competitive or the pool of candidates limited. Some universities and departments recruit individuals who are still pursuing a Ph.D. in the area of specialization they would like to bring to their department. Departments should be creative when considering how they can identify and recruit their ideal candidates.

Screening and Evaluating Applicants

The applicant pool should be screened with the goal of arriving at a short-list of excellent candidates, including, where possible, members of the designated equity groups. The selection is to be based on the explicit selection criteria agreed to earlier by the Search Committee. When establishing the short-list, selection criteria and

methods of assessment should be applied consistently for all candidates. Internal candidates (e.g., graduate students, post-doctoral fellows, faculty on term appointments, sessional lecturers) should be evaluated in the same way and by the same criteria as external candidates.

As applications are received, establish a file for each applicant. Initially, the file will hold all of the information received with the application; e.g., the letter of application, curriculum vitae, transcripts/certificates, teaching dossier, examples of scholarly work. As the Committee assesses all applications it can:

- separate the files of applicants into three categories based on general qualifications - clearly ineligible, eligible (i.e. meet all qualifications) and marginal/uncertain (i.e., do not meet all qualifications or files not complete);
- identify if additional information will be requested for any 'incomplete files';
- read the files carefully and decide how well each applicant meets the qualifications and criteria for the position;
- obtain references for applicants to be considered further by the committee;
- select a short-list of candidates to be invited for interview;
- verify the credentials of candidates to be interviewed; i.e., verify degrees have been conferred or when the thesis defence is expected. If necessary check with references to clarify information in the curriculum vitae;
- decide whether candidates who have not been selected for interviews should be sent a letter informing them that their application is no longer under consideration. For qualified candidates who did not quite make the short-list, it may be advisable to delay sending such a letter until the short-listed candidates are contacted and interviews confirmed;
- acknowledge all applications and provide an approximate time-frame for the process (initially when you expect to determine the short-list and interview candidates). Careful thought and consideration should be given to providing internal

The Search Committee must document processes and decisions, including reference checks.

Short-list all applicants who appear to meet the selection criteria and have positive references.

If this short-list is too lengthy to conduct interviews with every candidate, then identify the candidates who have the essential qualifications as well as the most desirable optional qualifications.

All candidates (internal or external) must be assessed using the same criteria.

For all short-listed candidates:

- Verify credentials
- Check references
- Invite a submission of a teaching dossier and examples of scholarly work

All applications should be acknowledged.

Unsuccessful internal candidates should be briefed on the reasons they were not chosen.

Use a checklist to keep track of assessments on each candidate by each Committee member and include in the candidates' files.

candidates with information that they were not selected, did not rank first, and/or that an offer has been made which is pending acceptance; and

- remember that Canadians and permanent residents must be given priority if they are qualified and available.

A rating system or check list is helpful for committee members to keep track of their assessments of the applicants and arrive at a short-list of the best candidates. Such check lists can be added to the file of material accumulated for each candidate. Maintain a record of why specific applicants are considered 'ineligible' for the position.

Care should be exercised to ensure that experience is evaluated appropriately. For instance, in assessing qualifications for appointments where teaching and research are equally important, weigh candidates' teaching experience appropriately and ensure that both teaching and research are given equal consideration. All short-listed candidates should be invited to submit a teaching dossier or other equivalent evidence of teaching experience, as well as examples of scholarly work. As well, caution should be exercised when evaluating slower than usual career progress or gaps in school, research activity or employment; look for and assess the reasons. Non-traditional career paths should not be under-valued.

Evaluating teaching and research in areas unfamiliar to the department may present a challenge. If committee members are not familiar with the candidate's area of study or the journals in which the work is published, it is often helpful to seek background information; for example, an external expert can be asked to provide an overview of the field and the usual publications, or a member of the committee can be asked to gather and present the information.

If the process of screening applicants has been delegated to a sub-committee, files of information on all applicants should be available for review by any member of the Search Committee. The sub-committee should report on a recommended short-list, but also provide an assessment of all candidates who applied.

Obtaining References

References provide valuable information to the Search Committee in its assessment of candidates. All candidates should be asked for the names of at least three people who will provide references on request. References are to be solicited on the understanding that they are confidential to the Search Committee and Appointments Committee. While written references are required, Search Committees are encouraged to make telephone contact with references who can comment specifically on questions, or to clarify or confirm information as needed. References from individuals inside the department should be submitted to the Committee in writing and not simply conveyed verbally during the meetings of the Committee. If telephone references or reference checks are conducted, it is important that the caller take detailed notes, rather than relying on memory to convey information to other members of the Search Committee. A summary should be prepared to provide a record of the telephone interview. The referee can also be asked to confirm the accuracy of the notes or summary. Telephone calls are often essential to clarify certain issues and to confirm or dispel concerns.

Referees should be individuals who have first-hand knowledge of the candidate's work and abilities. Often they are graduate/post-doctoral supervisors, senior colleagues, department heads or deans. You will generally get more useful information if the Chair of the Search Committee sends a letter asking for specific comments on the candidate, rather than having candidates request general reference letters to be sent to the Chair. Although typically referees are asked to comment on the strengths and weaknesses of the candidates, specific questions may elicit more useful information; for example: Would you hire (or appoint) this person? How would you describe the teaching performance of the candidate in relation to others with a similar

All short-listed candidates should be asked for at least three references.

Any *referring comments* should be provided to the committee *in writing* (even if it is a transcription of a telephone conversation).

Referees should speak to their *first-hand knowledge* of the candidate's work and abilities.

Ideally the Chair of the Search Committee will request the reference and can *ask specific questions* such as:

'Would you hire/appoint this person?'

'How would you describe the teaching performance of the candidate in relation to others with a similar level of experience?'

Specific questions should gather information about the qualifications outlined in the selection criteria.

level of experience? Seek information on questions that relate to the pre-determined criteria for the position as developed by the Search Committee; for example, if one of the selection criteria is demonstrated research competence, referees should be asked about the candidate's ability and experience in research. The same set of questions should be asked of all referees, although these questions may be supplemented by specific questions where needed (e.g., to clarify information in the curriculum vitae).

Awkward situations may arise when the most obvious individuals are missing from the list of potential references provided by the candidate; for example, when candidates still in or having recently completed a graduate program do not provide the name of their thesis supervisors or anyone else familiar with their graduate training in the list of referees. In such cases, you may wish to ask the candidates directly for the name of a referee who would be familiar with their graduate training and thesis work.

Once you've chosen your short-list of candidates with positive references, it's a good idea to send an information package which includes the following information:

- Letter from the department head and/or dean
- Department/faculty overview (opportunity to introduce area leaders as well as organizational structure)
- Undergraduate and graduate program information (helpful to highlight department/faculty strengths and areas of expertise)
- Research activity and opportunities (recent research and academic successes)
- Faculty and alumni newsletters (more personal perspective)
- Information about the [University's Spousal/Partner Relocation Program](#) for faculty
- Promotional material about the areas of excellence at the U of S, such as the Canadian Light Source Synchrotron, Vaccines and Infectious Disease Organization, or the Centre for Second Language Instruction
- Promotional materials about Saskatoon and Saskatchewan available from the Chamber of Commerce, Tourism Saskatoon and Tourism Saskatchewan

Short-listed candidates should be sent an information package about the Department, Faculty, University, City and Province, as well as the itinerary for the site visit.

- Alternatively, candidates may wish to access the [University's Web site](#) for information. Through the 'information for faculty and staff' link, there are links to information about the City of Saskatoon and Tourism Saskatoon. They may also be interested in accessing Web sites for the [Saskatoon Real Estate Board](#) and the [local newspaper](#).

Preparing for the Site Visit

Following the selection of the candidates to be invited for interviews, an itinerary should be developed for their visit to the University. Visits should not be so tightly scheduled that they exhaust both candidates and members of the Search Committee. It will be easier for the Search Committee to compare candidates if the site visits for all candidates for a given position can be arranged within a reasonably short time-frame.

The site visit and interview are key aspects of the recruitment process for new faculty. The interview is not only an opportunity for the Search Committee to evaluate candidates, but also for candidates to be informed of the expectations for the position and evaluate the U of S as a potential employer. It is just as important for the department and college to make a good impression on the candidate as it is for the candidate to make a positive impression on the Search Committee. The impressions of the department, college, and University created during the site visit play a major role in candidates' decisions to come to the University of Saskatchewan.

The visit should include a well-planned itinerary of meetings with groups or individuals on, and sometimes off, campus. Site visits should also include a tour of the University campus, highlighting the areas of excellence at the University (such as the Canadian Light Source Synchrotron, the Vaccine and Infectious Disease Organization, or the Centre for Second Language Instruction), as well as the cornerstone buildings on campus (the College Building, and of course, your Department). The Search Committee may wish to contact the Special Advisor on Aboriginal Initiatives or the

Develop an itinerary for the site visit. Be sure to include:

- Details of transportation
- List of activities (be sure your tour highlights areas of excellence at the UofS)
- Meetings with key individuals
- List of individuals (and their position) who will participate in meetings
- Meal arrangements

Human Resources Division to address the importance of diversity at the University of Saskatchewan. The Coordinator for Global Relations in the University Secretary's Office may be contacted for information about the University's international agenda.

Prior to the visit, each candidate should receive a detailed schedule including travel and local transportation arrangements, a list of activities during their stay in Saskatoon as well as names of participants or groups they will be meeting. Candidates normally meet with faculty, staff, and student members of the unit, both formally and informally, and with the dean.

Some cultures do not conduct business during meals so it is recommended that discussions at mealtime do not form part of the formal interview process. When making meal arrangements, ensure that a variety of food choices are available to accommodate ethnic or religious food restrictions. Before final arrangements are made, enquire about the special needs of each candidate such as:

- dietary restrictions
- accessibility issues or accommodations required
- other special requests for the candidate or spouse

Arrange for someone from the department or college to meet candidates at the airport, to transport them from their hotel to the University, to help them get from one location to another between appointments during their visit, and generally to host the candidate while they are on the site visit.

All members of the department or non-departmentalized college should be involved in the visits of candidates. Faculty who are not members of the Search Committee can still be asked to provide their comments and assessment of candidates and to share the responsibilities for hosting candidates during the site visit.

Interviews

Candidates must be interviewed for all positions. The number of candidates interviewed and the type of interview conducted (in-person, by telephone or teleconference) will vary with the type of position; e.g., depending on whether the position is a continuing position or a term appointment.

Tenure-track appointments: No tenure-track position will be filled without an interview. Candidates, whether or not previously known to the department or college, must be interviewed by members of the Search Committee. Unless there are special circumstances, at least two candidates should be interviewed for any tenure-track position.

Term appointments: In-person interviews are not required for term appointments, but should occur where possible. The primary role of interviewing candidates may be delegated to members of a Search sub-Committee.

Interview costs for up to three external candidates will be covered from central sources for a tenure-track position. In the case of limited term positions, interview costs for only one external candidate will be covered from central sources. If college or department resources permit, additional candidates may be invited for interviews. In exceptional circumstances, expenses associated with additional external candidates for tenure-track positions may be covered from central sources. In such cases, the dean must agree to the request to invite additional external candidates and justify the use of central rather than college resources to the Vice-Provost.

Although meetings may be arranged with individual members of the department or college, it is often better to have interviews conducted by groups (e.g. a search sub-committee, groups of faculty from specific sub-disciplines within a department or college) - the interview schedule will be less strenuous than if meeting with all members of the Search Committee individually and members of the group will be able to compare answers to the same questions. There should be a balance of individuals including

Interviews must be conducted for all positions.

Interview costs for up to three external candidates for a tenure-track position or one external candidate for a limited term position will be covered centrally.

Deans can request funding for additional interviewees from the Vice-Provost.

male and female, and where possible, individuals from the designated equity groups (Aboriginal people, visible minorities, people with disabilities). In the interest of fairness, the same questions should be asked of each candidate, and each committee member should attend all interviews. In any group meeting, the chair, or someone designated to lead the group, should open the meeting and introduce all members of the group.

When interviewing a candidate, it is important to think not only about the questions to be asked, but also how the interview is conducted; for example:

- Ensure that your questions relate to your selection criteria and that the right emphasis is placed on each area – the more important the criteria, the more questions you might want to ask.
- Ask questions that encourage descriptive answers instead of 'yes' or 'no' responses. Use more open-ended questions that begin with words such as 'describe', 'talk about', 'elaborate'. Questions should be consistent enough to ensure a fair evaluation between candidates yet flexible enough to explore their differences. While there will be some differences in questions for various disciplines, questions should relate to the selection criteria identified by the search committee.
- Listen carefully and let the candidate do most of the talking. Interviewers should talk less than a third of the time; the rest of the time should be spent listening and taking brief notes to enable later assessment of the match between the candidate's qualifications and the requirements of the position.
- Provide the candidate with an opportunity to ask as well as answer questions.
- Conduct the session as an interview, not an interrogation. Candidates are also evaluating the situation and how they are treated may determine whether or not they accept the position. Even those who are not offered a position should come away from the experience with a positive view of the department, college and University.

Ask questions that encourage descriptive answers instead of 'yes/no' responses.

Questions should be consistent, yet flexible to explore differences between candidates.

Let the candidate do most of the talking.

Provide the candidate with an opportunity to ask questions.

Conduct the session as an interview not an interrogation.

Take notes so you can remember the interview to compare with other interviews later.

[Click here](#) for suggestions for sample questions.

The [Saskatchewan Human Rights Commission](#) provides guidelines on questions which are prohibited.

Candidates should present a seminar or seminars, preferably one on their research and scholarly work and one lecture on a topic normally included in the undergraduate program. To make candidates comfortable and help them make the best presentation possible, keep in mind the following suggestions:

- schedule free time for candidates to review their presentation just prior to the seminar;
- show candidates the room in which they will make their presentation well before the seminar and demonstrate the controls for lights, audio-visual equipment, etc.; and
- introduce the speaker to the audience and thank them for the presentation at the conclusion of the seminar.

Remember, Search Committee members are expected to attend planned lectures and seminars presented by all candidates to ensure a fair evaluation among candidates. For 'teaching' seminars, students can be invited, encouraged to ask questions and asked to provide comments to the Search Committee. Students who meet with candidates should be carefully prepared for the task and should be given a formal procedure to express their views to the committee. It is recommended that a list of criteria be given to students as a basis for evaluation.

Individual meetings should be arranged with members of the Appointments Committee in the college; i.e., the dean and cognate head in departmentalized colleges, and the two faculty members in non-departmentalized colleges. The Chair of the Search Committee should provide these individuals with letters of application, curriculum vitae, letters of reference and other information on the candidate before the meeting. If, in the case of term appointments, only one candidate is interviewed, the dean and the cognate head should be provided with similar information on other short-listed candidates. Meetings with the Provost and Vice-President Academic or Vice-Provost may occur for appointments likely to be made at the rank of Professor and/or with tenure.

A meeting with the Provost and Vice President Academic or Vice-Provost may occur for appointments to be made at the rank of Professor and/or with tenure.

Although the dean and the cognate head are not expected to have the same familiarity with candidates as members of the Search Committee, it is important that they can contribute to an understanding of the candidates and the search process if a meeting of the Appointments Committee is required. As in any meetings with candidates, the meeting with the dean and cognate head is an opportunity for information exchange. The dean and cognate head should offer to answer candidates' questions on the department, college or University.

At the end of the visit, the Chair of the Search Committee should meet with the candidate to answer any remaining questions and review earlier discussions on academic and non-academic issues such as:

- expectations for the position, including teaching assignments or requirements for professional practice associated with the position;
- research requirements of the candidate - laboratory space, equipment, library facilities - and sources of support for research and scholarly work, including start-up grants;
- the tenure and promotion process;
- salary and academic rank;
- housing prices, schools, churches and whatever other information the candidates and their families will need when considering relocation to Saskatoon;
- amenities on campus - child care facilities, Faculty Club, University Library, recreational programs, etc.;
- benefit entitlements; in particular, moving expense reimbursement, housing loan program, and the spousal/partner relocation program for faculty; and
- immigration clearance.

You may wish to refer specific questions on benefits and immigration clearance to the Human Resources Division either before or during the candidate's visit.

As a last step, thank candidates for coming, inform them of the time frame for the selection decision and when they might be contacted. Ensure they have been provided with information on expense claims for the visit and there are no problems with travel arrangements for the trip home.

At the end of the visit, the Chair of the Search Committee should meet with the candidate to answer any remaining questions and review key aspects of the discussions.

Finally, be sure to thank candidates for coming and ensure travel arrangements are problem-free for the trip home.

Reimbursement for Interview Expenses

The costs of recruitment must not be an obstacle to the recruitment of the strongest candidates possible. For positions which will be funded from the University's

Operating Budget, the University will reimburse from central funds all reasonable costs associated with the recruitment process, including entertainment costs. In doing so, it is expected that deans, department heads and others involved in the process will respect the following guidelines:

Where positions are funded centrally, colleges/departments are also eligible for funds to cover reasonable interview expenses.

- Where possible all candidates will be encouraged to take advantage of airline discount opportunities, including fares that are as economical as possible and those that require a Saturday overnight stay.
- A reasonable number of faculty members should accompany the candidate during meals and costs should be based on reasonable expenses. The current per diem meal rates are available from [FSD](#). Since these are understood to be entertainment expenses, these normal expense guidelines may be exceeded on the understanding that costs will be kept within reason.
- In exceptional circumstances where the acceptance of a candidate is dependent on a second visit to Saskatoon, or on the visit of a spouse or partner, the University will cover the transportation and hotel costs of this second visit subject to the dean's approval.

Departments and colleges must ensure that appropriate receipts are provided to document any claims for reimbursement. Candidates should be provided with an expense claim form and asked to submit original receipts to obtain reimbursement.

For the candidate, interviewing expenses which will normally be reimbursed include actual cost of transportation and reasonable hotel, meal and taxi expenses. Recruitment expenses, both for candidates and the Search Committee, should be charged to the appropriate CFOAPAL and expense claim forms sent to Payment Services. When completing the expense claim form:

- indicate on the form the position number of the vacancy for which the candidate was interviewed and state that expenses are 'FOR FACULTY RECRUITMENT';
- attach original receipts for interviewing expenses;
- provide the appropriate CFOAPAL; i.e.:
 - the central recruitment CFOAPAL for expenses associated with the standard number of candidates as specified in the recruitment policy; or
 - the department/college CFOAPAL for expenses associated with additional candidates;
- ensure the form is signed by:
 - the dean as the authorized signature when recruitment expenses are to be covered centrally or by the college; or
 - the department head as the authorized signature when recruitment expenses are to be covered by the department.

Evaluating Interviewees and Making a Recommendation for Appointment

As soon as possible after the last candidate for a position has been interviewed, the Search Committee should meet to evaluate the candidates and make a decision on the appointment.

Applicants must be judged on criteria related to the position and the pre-determined selection criteria, not any individual's personal image of the best candidate. In assessing candidates against the selection criteria, remember that the face-to-face interview is only one source of information. Use all the sources of information you have - the letter of application, references, curriculum vitae, publications, teaching dossier - in arriving at a decision.

Applicants must be judged on criteria related to the position.

Use information from all the sources you have.

Scrupulous avoidance of conflict of interest is essential for members of the Search Committee. An immediate family relationship precludes participation in the appointment decision. Individuals who have a conflict of interest or perceive a conflict of interest should raise the issue prior to the vote. Committees have the right to rule members ineligible to vote in specific decisions based on a declared or perceived conflict of interest. Although these requirements for declaring and avoiding conflicts of

interest are specified by the USFA Collective Agreement (Article 10.9), they are equally important for all appointments.

While assessing candidates against the selection criteria is critical, the Search Committee may also want to consider the following questions from author of Chairing the Academic Department¹ as they begin to assess candidates:

- Does the candidate look better on paper than in person? If so, what characteristics contributed to a negative impression?
- Were the expected weaknesses of the candidate confirmed by the interview? Were other weaknesses apparent?
- Were strengths confirmed? Were new strengths revealed? Did the candidate show genuine promise?
- Did the interview reveal any unexpected problems?

To conform to federal immigration regulations, it is not sufficient to identify a non-Canadian as the best candidate; the academic appointment can only proceed if all Canadian and permanent resident applicants are either unqualified or unavailable based on the selection criteria. If immigration clearance is required, the Chair of the Search Committee must submit appropriate information documenting that Canadian and permanent resident candidates either withdrew from the search or were not qualified for the position ([Foreign Academic Recruitment Summary Form](#)). It is likely to take at least three months from the time a non-Canadian candidate is recommended until a temporary work permit to work in Canada is obtained.

Foreign candidates can only be selected when all Canadian and permanent resident candidates withdraw or are not qualified. In which case, submit the [Foreign Academic Recruitment Summary Form](#).

When two or more candidates are not significantly different in terms of qualifications and selection criteria, and progress towards employment equity goals of the department or college can be achieved by appointment of one of the candidates, it is expected that the candidate from the under-represented group should be appointed.

¹ Chairing the Academic Department. Leadership among Peers (2nd Edition). A. Tucker, American Council on Education, MacMillan Publishing Company, NY, 1984.

Although individuals on leave may, **if present**, participate and vote in the meetings of the Search Committee (Article 13.5.1), it is important all members voting have been part of the search process and had an opportunity to evaluate the candidates under consideration. If the appointee requires hospital privileges, the Search Committee must consult with a designate of the appropriate teaching hospital/regional health board (in most cases Saskatoon Health Region) prior to the vote of the Search Committee.

The Search Committee must then vote on the question, "Shall appointment be recommended?" for a specific candidate (Article 13.5.1). The Committee may also wish to consider determining whether other candidates will be considered if the first candidate declines the position.

Although rarely done, tenure may be awarded on appointment. After the Search Committee votes on the recommendation to appoint, the Department/College Tenure Committee must vote on the question, "Shall tenure be awarded on appointment?" Evaluation must be based on the categories and criteria for tenure as defined in the *Department and/or College Standards for Tenure and Promotion*. [Form B](#) must include the results of this vote separately (Article 13.3.4). Appointments with tenure must be approved by the Vice-Provost.

The recommendation of the Search Committee and any minority views are recorded on [Form B](#) and forwarded to the dean. If the dean concurs with the recommendation, [Form C – Recommendation of the Dean](#) is completed and sent to the Vice-Provost along with [Form B](#), the candidate's CV, reference letters, a copy of the advertisement, and the [Foreign Academic Recruitment Summary](#), if applicable. The Search Committee's recommendation for the appointment is then considered by an Appointments Committee, chaired by the Vice-Provost.

Although it is not easy to convey a negative decision, it is an important step in the search process. Therefore, once a candidate has accepted and signed the offer of employment, all other candidates should be informed of the decision, either by telephone or letter.

Forms to be forwarded to the Appointments Committee:
Recommendation for Appointment ([Form B](#)), accompanied by candidate's CV, references, [Form C](#) and where applicable [Foreign Academic Recruitment Summary Form](#).

After the Offer of Employment is accepted, unsuccessful candidates should be informed.

Appointments Committee

For positions in-scope of the USFA, the Appointments Committee must be constituted as described in Article 13.5.2 of the Collective Agreement. Members of the Appointments Committee, other than the dean must be employees; i.e., faculty in-scope of the USFA. For positions out-of-scope of the USFA, the Appointments Committee should be constituted in a similar fashion, but excluding the USFA observer.

Appointments Committee membership includes:

- In departmentalized colleges - department head, cognate head, dean of the college and the Vice-Provost (plus the USFA Observer if the appointment is in-scope of the USFA)
- In non-departmentalized colleges - two faculty members, the dean of the college and the Vice-Provost (plus the USFA Observer if the appointment is in-scope of the USFA)
- In the library - two librarians with permanent status (elected annually), the dean and the Vice-Provost (plus the USFA Observer if the appointment is in-scope of the USFA)

Any member of the Appointments Committee, including the USFA observer, may request a meeting of the committee to discuss the recommendation. The Appointments Committee has three options - to accept, to reject or to refer a recommendation back to the Search Committee. If the Appointments Committee concurs with the recommendation of the Search Committee, an offer of employment to the candidate will be prepared by HRD.

The signature of the department head and dean on Forms B and C will be assumed to represent their concurrence with the recommendation of the Search Committee. A representative from the Human Resources Division, on behalf of the Chair of the Appointments Committee, will poll the other members of the Appointments Committee to obtain their concurrence with the proposed appointment or to receive

their request to convene a meeting of the Appointments Committee or discuss the proposed appointment with the Chair.

If any member of the Appointments Committee is not available to consider the appointment, the dean or director should suggest an alternate (e.g., an acting department head or a head of another cognate department) to the Vice-Provost.

Under some circumstances, appointments *in-scope of the USFA* require approval of the Joint Committee for the Management of the Agreement (JCMA) before they can proceed. Some examples are:

- appointment as a Special Lecturer [Article 13.1.4]
- appointment for a limited term less than 12 months and ending before June 30 [Article 13.2.2]
- re-appointment for a term less than 12 months [Article 13.3.2.3]
- appointment to a without term position [Article 13.3.3]
- limited term appointment in excess of the maximum of 5 years [Article 13.3.2.2]

A representative of the Human Resources Division is responsible for preparing the memorandum requesting JCMA approval of the appointment/re-appointment on behalf of the Vice-Provost, based on information on [Forms A-1, A-2, B and C](#).

Evaluation of the Recruitment and Selection Processes

Search Committees are strongly encouraged to debrief with respect to the process for the purpose of evaluating and improving the recruitment and selection process.

Debriefing will help Search Committees refine and improve the recruitment and selection processes.

Developing the Offer of Employment

The official Offer of Employment is prepared by the Human Resources Division on behalf of the Vice-Provost based on the information provided on [Forms B and C](#). The duties of the appointee should be described in sufficient detail that the candidate will understand the college's and University's expectations associated with the position.

For continuing appointments, teaching duties should be described in terms of the general areas which will be taught, rather than specific courses. For term appointees, listing specific courses to be taught may be appropriate.

Deans or department heads will need to discuss a candidate's expectations for equipment or laboratory facilities, support to initiate a research program, additional moving expenses, or other non-monetary items, such as teaching release during the first year of the appointment. If it is the department head who has discussed such conditions with the candidate, the dean should be informed and determine which, if any, of the conditions can be met. Any specific expectations of the candidates - requirements to obtain or maintain professional licensure, to undertake or complete a graduate program prior to tenure, to establish a professional practice - should be described on the appointment forms.

Deans or Chairs of Search Committees may wish to contact candidates to inform them of the Search Committee's recommendation, but they should not either verbally or in writing make a formal offer to a candidate.

While candidates can be informed of the Search Committee's recommendation, job offers are generated ONLY by HRD and subsequently forwarded by the Dean.

The dean is responsible for sending the Offer of Employment, with appropriate enclosures, and a covering letter to the candidate. A copy of the covering letter from the dean or director, and any letters or memos outlining start-up support or institutional commitments must be sent to the Vice-Provost. For in-scope appointments, the package sent to the candidate by the dean should include a copy of the USFA Collective Agreement.

The Offer of Employment requests the candidate to signify acceptance of the Offer by signing one copy and returning it to the Vice-Provost. If a candidate informs the dean or department head that the Offer of Employment has been declined, the dean or department head should notify the Vice-Provost.

Any changes in the terms of appointment from those described on [Forms B and C](#) must be submitted to the Vice-Provost for approval. The Human Resources Division and the Vice-Provost will prepare an amended offer if the changes are approved.

If immigration clearance is required, a representative from the Human Resources Division will apply for immigration clearance. In such cases, the Offer of Employment will indicate the date of appointment is dependent on the date of immigration clearance. Generally, temporary employment authorizations are granted on a year-by-year basis.

Welcoming and Orienting New Faculty

The dean or department head should ensure that shortly after arrival the new faculty member makes an appointment with the Human Resources Division to sign the appropriate documents to initiate payroll payments and benefit coverage and to obtain reimbursement for moving expenses if applicable. Faculty re-appointed to term positions should also check with the Human Resources Division to ensure all their documentation and information is current. A checklist of items that maybe helpful for departmental staff involved in orienting new employees can be found on the [HRD website](#).

New or re-appointed faculty members will need to sign documents at HRD shortly after their arrival/appointment.

While the Chair of the Search Committee should have provided candidates with information before or during the interview process, the dean should make sure that each new faculty member has either paper or electronic access to the following:

- the University, college and Department Standards for Tenure and Promotion;
- instructions on preparation of a standardized curriculum vitae;
- a current Collective Agreement between the Faculty Association and the University of Saskatchewan; and
- other important documents on university policies and regulations.

At the beginning of each academic year (usually late August or early September), the Office of the Vice-Provost, the Office of the Vice-President Research, the Gwenna Moss Teaching and Learning Centre, and the Human Resources Division organize orientation programs for new faculty. These

Offer new faculty support in developing teaching skills, establishing a research program and generally fitting in and getting established.

Options include:

- Start-up grants
- Lighter teaching load
- Multiple sections of the same course
- Education leave (for Ph.D. completion)

programs are intended both to orient the new faculty member to the University of Saskatchewan and provide some advice and support to those new to teaching. It also provides an opportunity for individuals new to the University and to academic life to establish connections among their peer group of junior faculty. Deans and department heads should encourage all new faculty to attend.

Specific efforts should also be made to introduce and orient the new faculty member to the department and/or college. Encourage new faculty to ask questions of a variety of their colleagues and work early on to understand the culture, norms and traditions of the work unit and University as well as official policies and procedures. Be conscious of the need to provide positive formal enculturation to balance any informal information provided through the grapevine. Discuss opportunities to participate in a mentoring program with the new faculty member.

Retaining New Faculty

The effort expended in attracting and hiring the best faculty should be matched by equal efforts to retain them. Support in developing teaching skills, establishing a research program and generally fitting in to a new workplace and often a new social environment are especially important for individuals in their first academic appointment.

Ensure faculty are aware of sources of support for research and scholarly work, especially programs of start-up grants for new faculty. Where possible, consider assigning a lighter teaching load to new junior faculty. Having the faculty member teach the same courses for the first few years decreases the time spent on course preparation and allows more time to develop teaching skills and establish a research program. This is particularly important for faculty hired prior to completion of a doctoral degree. In such cases, it is important to develop a plan to ensure the faculty member will be able not only to complete the thesis and other degree requirements, but also to meet the standards for the award of tenure. Part of the plan may be an educational leave (Article 22.6) to complete the degree.

Information about the resources available through the Gwenna Moss Teaching and Learning Centre is available on [its website](#).

Access to start-up capital

Start-up grants for operating expenditures and capital equipment are available for new tenure-track faculty. [Information](#) and applications forms are available on website of the [Office of the Provost and Vice-President Academic](#). Information on start-up funds can also be found on the [website of the Vice-President Research](#).

Spousal/Partner Relocation Program

The University of Saskatchewan provides a Spousal/Partner relocation assistance program which provides professional career transition support for spouses/partners of new faculty who wish to find employment in Saskatoon, whether at the University or elsewhere in the community. More information on the program is available on the [HRD website](#).

Mentoring

Mentoring programs typically facilitate retention of new faculty. The program should not replace the role of the department head or dean in advising and monitoring the career progress of new faculty. Instead the mentoring program should provide a supportive environment for a new colleague to receive advice and feedback about the University, college and department expectations of faculty members. Check the status of the mentoring program offered by the [Gwenna Moss Teaching and Learning Centre](#). For internal mentoring programs, departments and colleges are encouraged to develop a set of guidelines describing the purpose of the mentoring program, including the roles and expectations of the new faculty members and mentors. For example, normal time commitments for the mentorship program - number of hours a week or month, the

Try to facilitate a voluntary mentorship program for new faculty.

number of months or years of mentoring assistance (e.g., the first six months, first academic year, until tenure) - should be clarified at the outset.

The mentoring program usually works best if it is voluntary, both on the part of the new faculty members and the mentors. The department or college may request volunteers to act as mentors so that new faculty members may select from a list based on common areas of interest in teaching, research, professional practice or service.

Discussions between a mentor and new faculty member might include issues involving research (writing and submitting grant proposals, sources of funding, etc.), teaching (course development, instructional development, preparation of examinations and grading of student performance, supervision of graduate students, etc.) and service expectations (committees in the department, college and university, academic and professional organizations). A mentor should be able to provide general information about University governance, the culture of the institution and department or college, how to access resources, and guidance on how to achieve a balance between the various aspects of academic life and between work and personal life.

Mentorships with faculty in other departments or colleges may, in some cases, be more helpful to new faculty members. Faculty with research interests which are interdisciplinary or related to areas outside the department may wish to seek guidance from those whose research interests are more closely related.

Formal Evaluation and Advising

For faculty in-scope of the USFA, the department head (dean of a non-departmentalized college) is required to meet with all faculty holding probationary appointments prior to the end of each academic year (Article 14.5.2). Remember there is also a requirement that the meeting follow consultation with the Department/College Renewal and Tenure Committee; i.e., the group who will eventually pass judgment on the renewal of probation and tenure of an appointee. The department head's or dean's advice to

Department heads must meet with all probationary faculty members prior to the end of each academic year, following the faculty members' consultation with the department/college Renewal and Tenure Committee.

candidates on their progress towards tenure should reflect the assessment of the group of peers, not just that of the dean or department head as individuals.

In the first year of appointment, it is probably most useful to candidates if the annual meeting with the department head or dean occurs at the end of the academic year when some information on teaching and progress in establishing a program of scholarly work can be discussed. While it is important for all faculty to have their teaching evaluated by students and peers, it is particularly important for those new to teaching. New faculty should have their teaching evaluated during each year of a probationary appointment. If the faculty member has teaching assignments covering a wide range from junior to senior undergraduate courses, compulsory courses and electives, and graduate courses, evaluations should be done in more than one type of course. Assessment of progress towards meeting the standards for tenure are recorded on an annual review form. Any deficiencies should be identified and direction provided as to how the candidate might rectify them in order to obtain a positive tenure recommendation.

New faculty should have student and peer-evaluations of their teaching performance during each year of a probationary appointment.

Regardless of whether faculty are in or out-of-scope of the USFA, periodic assessment of progress, particularly during the first few years is very important to their development.

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APPENDICES

Appendix A – Sample Advertisement

UNIVERSITY OF SASKATCHEWAN
College of XXXX
Department of XXXX

Applications are invited for a full-time tenure track position in **<area of specialization>** at the rank of **<__>** to commence July 1, 200X. The successful candidate must hold **<or be near completion of>** a Ph.D. in **<discipline>** and must have a proven commitment to high quality teaching and research.

The successful candidate will be expected to teach undergraduate and graduate courses **<specify area(s) when appropriate>**, to supervise graduate students, and to conduct research.

Candidates should send a curriculum vitae, a statement of teaching and research interests, **<a teaching dossier>**, **<examples of recent publications>**, and the names of three references to:

Professor **<Dr.>** **<__>**
Head, Department of **<__>**
College of **<__>**
University of Saskatchewan
Saskatoon, SK **<Postal code>**
<Telephone>; **<FAX>**; **<E-mail address>**

The closing date of applications is **<date>**

The University of Saskatchewan is committed to Employment Equity. Members of designated groups (women, Aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

For information about the **<department/college/University of Saskatchewan>** see our website at **<www>**.

Appendix B - Interviewing

Suggestions for 'Standard' Questions for Candidates

From: A Guide for the Appointments Committee Meeting, *Queen's University Recruitment and Hiring for Faculty Appointments, A Guideline with References to Diversity*, September 1995, Appendix 7.

1. Please briefly describe your graduate and postgraduate training:
 - a. Course work
 - b. Research
2. Describe your experience in and orientation to teaching:
 - a. Preferred courses to teach
 - b. Types of courses able and interested in teaching
 - c. Importance of undergraduate and graduate training
 - d. Teaching methods
 - e. Experience in teaching
3. Specific teaching possibilities: [provide a list appropriate to the position]
4. Past, present and future research:
 - a. Research experience in and since graduate school
 - b. Experience in supervision of research and thesis work
 - c. Research plans (questions, subject populations, methods, ect.)
 - d. Immediate research needs (space, equipment, personnel) to set up research
 - e. Possible sources of funding, plans to obtain funding
5. Your assessment of your research area and your description of where you fit within it
6. Knowledge of the University's department/college and interest in position:
 - a. Complementarity and fit with Department
 - b. Potential contributions to the Department
7. Your perception of the role of a faculty member
8. Any questions for the Committee:
 - Both candidates and the Committee have this list

- This is intended as only a guide to the questions that may be asked. Either the candidate or the Committee may wish to pursue other pertinent areas of discussion
- The order of the questions is arbitrary

Chairing the Academic Department. Leadership among Peers. Chapter 5, pp. 91-92. (A. Tucker, American Council on Education, MacMillan Publishing Company, NY, 2nd Edition. 1984.) provides the following checklist of do's and don'ts for effective interviewing:

- Avoid interruptions. Do not take telephone calls during the interview.
- Treat each candidate as a unique individual.
- Provide a good first impression of the department, college and university. Be prompt, adhere to the schedule, and provide an attractive location for the interview.
- Listen carefully to what the candidate has to say; do not dominate the conversation.
- Avoid unlawful questions and those not job-related.
- Avoid entering into arguments with candidates.
- Conduct the interviews in private and assure the candidates of the confidentiality of the information they provide.
- Allow sufficient time for the interview, for the movement between meetings, and for refreshment and restroom stops.
- Ask questions about the candidate's ideas, philosophies, or achievements in lieu of direct questions about their attitudes.
- Avoid lengthy note-taking during the interview. If necessary, expand notes and complete rating forms promptly after the interview.
- Try not to turn the interview into an interrogation. Rather than launch a barrage of questions, make interesting and appropriate comments which stimulate the candidate to respond.
- Try to avoid making hasty judgments about the candidate based solely on appearance or mannerisms; ask the candidates questions, answers to which may help dispel negative impressions.
- Do not show impatience when the candidate does not seem to be responding in the manner expected. Ask open-ended questions, answers to which may help the candidate to come around to the point of information being sought.