A FACULTY SEARCH GUIDE

A PROCESS TO RECRUIT THE BEST CANDIDATE IN A TENURE-TRACK, LIMITED TERM OR TEACHING APPOINTMENT POSITION

SIMON FRASER UNIVERSITY
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INTRODUCTION

PURPOSE

The purpose of this guide is to assist departments in the search for new faculty members. It is based on the premise that a fair and consistent search process will provide the opportunity for all applicants, including equity group applicants, to demonstrate their qualifications for a position and will assist in identifying the best qualified candidate. This manual provides a step by step guide to recruitment. Used in conjunction with the various policies which set our philosophy and direction, and the policies which establish procedures for academic appointments, the manual provides the core elements of a fair and equitable search process.

BACKGROUND

The University is committed to the principle of excellence. According to the terms of reference for the President’s Committee on Faculty Renewal and Retention:

The recruitment and retention of the best faculty is a challenge of the highest priority to Simon Fraser University. Strategies for attracting, keeping and developing our faculty resource must be implemented if S.F.U. is to remain a top-ranked institution. This need is highlighted by the fact that, between now and the year 2010, almost 300 faculty members are scheduled to retire. These retirements are heavily concentrated in the Faculties of Arts and Science and account for more than 40 per cent of the total faculty complement. This retirement “bulge” is not unique to Simon Fraser University and places S.F.U. in competition with virtually all other Canadian universities to recruit, retain and recognize the best faculty members over the next 10-12 years. It represents a task for the institution and a major opportunity to revitalize and diversify the faculty.

As an employer, the University is subject to the B.C. Human Rights Act and the Federal Contractors' Program in the area of recruitment, selection, and promotion. Our processes include appeal procedures and are also covered by Freedom of Information and Protection of Privacy legislation and the Ombudsman’s Act of British Columbia. We are governed by federal immigration laws and regulations regarding the hiring of Canadians first.

The B.C. Human Rights Act prohibits discrimination on the basis of factors such as race, sex, sexual orientation, age, religion, disability. In practical terms, the requirement is to ensure there are no barriers to the full participation of any individual on the basis of one or more of these prohibited grounds. The Act
allows special programs where preference is shown to members of groups who have been historically under-represented in the University workforce.

Under the Federal Contractors' Program, the University commits to remove any barriers which may impair the participation of designated groups: First Nations, members of visible minorities, persons with disabilities, and women. In addition, we have made a commitment, through our Equity Policy, to increase the representation of these groups where they are under-represented. Universities are recognizing the need for more methodical search processes. The same process that meets the university need for excellence meets the equity requirement for fairness. The steps in this process are outlined below.
Introduction

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STEP 1 – THE SEARCH COMMITTEE

The Departmental Search Committee is established according to the Academic Appointments Policy (A10.01)

COMPOSITION

- Ensure committee is representative of the diversity of the campus. Diversity provides different perspectives for the assessment of candidates’ qualifications. In selection processes, individuals tend to select people like themselves so that having a range of experience on the search committee provides a balanced assessment.

- The views of staff and students may be represented on the search committee.

- Individuals who may have a conflict of interest or potential bias should not serve on the search committee.

- Both genders shall be represented on all search committees. In many departments, where representation of women has increased, it is fitting to have representative numbers of men and women on the committee.

- Representation from designated groups (i.e. aboriginal peoples, members of visible minorities, persons with disabilities) is desirable, particularly on some search committees.

- It may be advisable to seek designated group members from outside the department in order to ensure appropriate representation and a wider perspective.

- The structure of the proposed Search Committee requires the Dean’s approval.

PROCESS

- The Search Committee is guided by the Academic Appointments Policy, federal immigration laws, the B.C. Human Rights Act, departmental or faculty three year and equity plans.

- Set aside planning time to ensure an understanding of the operating rules. It is important that the Search Committee understand its obligations under Human Rights legislation and be well versed in current selection process methods. This is not just the letter of the law, but understanding how assumptions about
experience and qualifications may be discriminatory and interfere with sound decisions.

Conducting an efficient and equitable process requires time for the Search Committee to reach an understanding of and agreement on the job requirements, the skills and qualifications required, and to develop and agree on the methods of evaluation.

STEP 2 – APPROVAL TO RECRUIT

Initiation of recruitment for any of the continuing positions listed in the Appointments Policy requires the approval of the Vice-President, Academic. The Vice-President, Academic provides this approval on an annual basis through the Faculty Renewal Plan developed in consultation with the Deans each September. As this is the start of a lengthy process, note any deadlines and desired completion dates.

ARTICULATING THE REQUIREMENTS—

Whether filling a new position or a vacancy, the first step is to determine what needs the position will meet, for example:

• program specialization needs
• directions cited in the three year academic plans of the unit and the Faculty or from external reviews.
• the needs of an expanding and diverse student population
• curriculum areas, e.g. internationalization
• equity representation, e.g. are there members of designated groups serving as role models, mentors for students, and expanding the perspective of the department?
• prospective resignations and retirements

ASSESS BUDGET IMPLICATIONS

Vacant positions in the CFL salary base are set at the equivalent to Assistant Professor step 4.0 (aP 4). If the Department is seeking to hire a more senior faculty member, approval must be received by the Dean, and base funding for the salary and benefits above aP 4 must be identified.
INITIAL APPROVAL PROCESS

- The request is made as follows:
  - to the Chair/Director,
  - to the Dean,
  - to the Vice-President, Academic,
  - to the Dean,
  - and to the Chair/Director. Once approval is obtained, the Search Committee convenes to plan the next steps.

STEP 3 - PLANNING THE RECRUITMENT PROCESS

FORMULATING POSITION REQUIREMENTS

**Question 1** – Fully examine and determine the expectations of the job. What will the person do? What are the job expectations for the successful candidate? What tasks and responsibilities are to be accomplished by the person in this position? This step is done prior to creating the ad.

- There may be existing guidelines for the committee to begin with (e.g., Workload Policy; Faculty/Departmental Equity Plan; other procedures or guidelines from the Faculty or Vice-President).

- The committee may wish (depending on the position to be filled, e.g. Chair) to solicit the views of additional members of the campus community.

  *The perspectives of staff members who will be working with the person are important. Students may also provide input.*

- Qualifications for a position must be based on the job that is to be done. Therefore, it is important to be aware of the full range of responsibilities so that the evaluation of candidates will focus on objective, job-related requirements. Irrelevant factors which may lead to bias or inadvertent discrimination must be avoided.

  *A faculty position is more than teaching, research and community service and includes collegial relations with other members of the department and students.*

- All facets of the position need to be articulated and defined in order to make a good choice.

The Search Committee determines:

**Teaching expectations**

1. Are there special teaching requirements or specific areas of specialty needed?
2. Is there an interdisciplinary focus?
3. How many courses at the graduate/undergraduate level?
4. Are there graduate seminars?
5. Is there team teaching?
6. Are there expectations to use technology-enhanced instructional techniques?
7. Are there curriculum development needs?
8. How will they work with TAs and lab instructors?
9. What else?

**Research expectations**
- What is/are the area(s) of specialization?
- Will the person be expected to bring/get grants and funding?
- Will the person be expected to involve students in research projects?
- Will the person be expected to participate in collaborative research projects within the unit?
- What level and what type of research output is expected?
- What else?

**Supervising and counselling students expectations**
- Will they supervise graduate students?
- How much feedback will they be expected to provide students?
- Will the person be expected to provide one-on-one assistance to students in their classes?
- What else?

**University service and collegial relationship expectations**
- What collaboration with colleagues is expected?
- What participation in departmental activities?
- How can the person assist the department in meeting departmental and university goals?
- What else?
- What are other organizational goals to be met, e.g. from the Faculty Renewal Plan, the Equity Plan?

Articulation of requirements is essential for the committee who will now determine what qualifications are necessary in order to do this job well. Candidates need to know the job expectations.

It has a longer term value in terms of providing the new faculty member and the chair guidance to provide feedback on performance.
Question 2 -- What knowledge, skills, abilities, experience, qualities are required to do the job well? Qualifications must be job related and matched to the tasks and responsibilities that are to be accomplished.

- These include not only technical or academic skills but relationship/people skills. These latter are often as vital as the former to the success of an individual in the job.

- The committee should work together to identify and define what the criteria or qualifications mean. If there is agreement on what the committee is looking for, misunderstandings may be avoided later in the process.

  A diverse committee will bring their various perspectives to the issues, but need to be in agreement on what the criteria mean, even though each may see different aspects of it.

- The experience being described here is "what" the person has done, not just "how long" or necessarily "where."

Teaching criteria
- Is a Ph.D. required -- completed, or nearing completion?
- What areas of specialization must the person have?
- What skills does it take to teach well? e.g. presents ideas clearly, presentation skills, respects diverse viewpoints, currency in discipline (See A12.01 Teaching Appointments Policy).

Research criteria
- Is an established research program necessary or is research potential enough?
- How is “research potential” defined?
- Should the person have received funding/grants?

Supervising and counselling students criteria
- empathy
- listening skills
- rapport with students
- cultural sensitivity
- ability to give effective feedback
- effective role model

University service and collegial relationships criteria
- demonstrated ability to work collaboratively
- good interpersonal skills
- add to the diversity of the department
Check the list: if a person has all these skills, will they be able to do all the tasks required in the job?

Make sure criteria are tailored to the position, neither overly exclusive nor unduly narrow.

To assist in the later evaluation stage, group these various skills and knowledge into broad categories, e.g. subject matter knowledge, communication skills, interpersonal skills, leadership skills.

**Question 3** -- What value or weight will you give to these criteria or qualifications? A look at the completed list may tempt one to add "walks on water and leaps tall buildings." The reality is that no one person is likely to have equal strengths in all areas. The question is: what will you value more, faced with choices?

- What are the essential or threshold qualifications without which a candidate will not be selected, no matter how impressive he or she is in other areas?

- **Consider the value of diversity.** Based on the unit’s equity plan, consider whether the needs of this position require special measures as defined by employment equity goals.

- Rank other skills or knowledge sets in order of importance.

**Question 4** -- How will you assess these criteria? How will you recognize these qualifications in candidates? Decide what evaluation methods will be used to shortlist and selected the most suitable candidate.

- Look for evidence that the person has successfully used the skills and knowledge that the position requires.

- Assessment tools: there are a number of methods available to allow candidates to demonstrate their skills and experience and provide the search committee with enough information to complete an evaluation.

  - application package
  - interview
  - samples of work
  - presentation of research
  - lecture in an undergraduate class
  - references
  - meetings with the members of the department
Usually the method of assessment is based on the nature of the qualification to be assessed. Consistency is necessary to give each candidate the opportunity to demonstrate and be evaluated on their qualifications for the job.

Using a variety of measures provides the search committee with a broader range of information about the candidates.

**Cultural, Gender, Disability differences**

- Recognizing the qualifications in candidates is where most barriers arise with regard to cultural, gender and disability differences.
- As you decide on the assessment tools, recognize that there may be different communication styles. A variety of evaluation formats may allow a more complete and accurate assessment of an individual’s qualifications.
- **Understand your obligations for accommodation.** It may be necessary to accommodate a person with a disability during the selection process by ensuring events are scheduled in accessible locations.

Decide which particular methods are best to assess various criteria. Return to your list of Qualifications developed from Question 2, complete with their weightings decided for Question 3. Which of the qualifications can be assessed effectively by the methods outlined below (some may be assessed by more than one method).

**Application Package**

**Determine what information you wish the candidates to provide in their application**

- Requiring candidates to submit relevant information at the time of application can assist the Search Committee in short-listing candidates. The task is to decide which of the criteria can be assessed from the application package. What information will you want the candidate to provide as part of that package?
  - CV -- degrees, areas of specialization, teaching experience, research program, publications, awards, grants, conferences, committees, professional activities
  - teaching evaluations
  - course outlines
  - publications
  - names of references
  - what else?
The Committee may ask candidates to speak to specific requirements in their covering letter or application package

- 'Part of the responsibility of this faculty position is to provide a role model for First Nations students, please indicate in your application where/how you have fulfilled that role.’

- Please indicate in your application how your skills and experience meet the requirements for this leadership position.’

**STEP 4 – ADVERTISING**

The purpose of the ad is to attract applicants best suited to the position. Plan the ad in enough time to make publication deadlines. The ad should provide the information candidates need so they will apply and provide the appropriate information about themselves to assist the Search committee in developing a shortlist of qualified applicants.

Generally a good ad will:

- use inclusive language
- provide a description of responsibilities and expectations
- state all of the essential qualifications sought
- University information – describing university attractions, distinguishing factors -- why someone would want to come here (They may be directed to a web site for further information.)
- instructions to applicants – what applicants should include, by what date, to whom (They may be instructed to contact the University for an information package with further application instructions.)
- equity and immigration statements

An Equity Statement must be included. Here is a good example:

Simon Fraser University is an equity employer and encourages applications from women, persons with disabilities, visible minorities, and First Nations peoples.

Mandatory Immigration Statement:

All qualified candidates are encouraged to apply; however Canadians and Permanent Residents will be given priority.

**APPROVAL TO PROCEED** Once approval is received, the academic unit can proceed to advertise for candidates.
DISTRIBUTION OF THE AD AND MAKING CONTACTS.

Distribute the ad and information on the job as widely as possible. A broad and diverse group of applicants is an important factor both in finding the best candidate for a position and in attracting designated group members. Enlarging and diversifying the pool of candidates calls for non-traditional and active recruiting methods as well as the normal channels.

Getting the ad out: Send purchase order to Purchasing for paid ads.

➢ Place copy of the ad on departmental/V.P. Academic Web page
➢ CAUT
➢ University Affairs
➢ CRIA W (Canadian Research Institute for the Advancement of Women.).
  ▪ Publication dates: March 1, June 1, Sept.1.
  ▪ Address: CRIA W Newsletter, 151 Slater Street, Ottawa, Ontario K1P 5H3.
  ▪ Fax: 613 563 0682; phone: 613 563 0681
➢ academic and professional societies through their newsletters or journals or status of women committees
➢ professional societies and associations of designated groups
➢ industry, government and research organizations
➢ E-mail lists (particularly aimed at designated groups)
➢ SWAAC (Senior Women Academic Administrators of Canada)
  ▪ Ad is circulated on SWAAC list-serve
  ▪ $50 charge per position advertised
  ▪ one day turnaround
  ▪ send ad and billing information to vanfleet@julian.uwo.ca

Word of mouth, active recruiting:

➢ Deans and Chairs in relevant Faculties and departments in other universities, particularly those with doctoral programs
➢ Informal word of mouth, e.g. faculty attending professional conferences or delivering papers at other universities can combine their visits with recruitment efforts for present and future positions
➢ Note designated group members who receive special awards and fellowships for completing Ph.D. programs and who give presentations at conferences
➢ Consult available bibliographies of women and other designated groups in academic disciplines and the professionals
Make direct contact to encourage designated candidates to apply; often one or more personal approaches is needed to encourage candidates to apply

Seek out graduate students nearly completion of their Ph.D. program and make use of the post doctoral fellow lists from granting agencies. Long-range planning is often necessary to secure diversity in the applicant pool, therefore, seek out high quality and diversity in graduate students to nurture and mentor for future faculty opportunities

INFORMATION PACKAGE FOR CANDIDATES

An information package for short-listed candidates for Faculty Positions has been prepared by the Office of Academic Relations.

Academic Relations also has a website [http://www.sfu.ca/vpacademic/academic-relations](http://www.sfu.ca/vpacademic/academic-relations) with a section directed to new or potential faculty titled “Key info for New Faculty”. This site includes information about Vancouver neighbourhoods, a general overview of a career at SFU and a large amount of other information.

Additional material departments may wish to include, along with the University and departmental web site, may be:

- general information about the University, e.g. Facts and Figures, child care facilities, arts and sports information
- information about Vancouver, the lower mainland, and British Columbia

STEP 5 – SELECTION PROCESS

DRAFTING INTERVIEW QUESTIONS

The purpose of interview questions is to recognize the extent to which candidates meet the criteria. Develop questions to “test” each candidate on criteria.

The questions that are most predictive of success ask the candidates to demonstrate that they have the knowledge and skills required and how they have demonstrated them.

Ask only job-related questions. Questions that relate to a person’s race, marital status, age, sex, etc. are prohibited by the Human Rights Code and cannot be asked.

For each question, you need to know the range of answers expected.

This expectation assists in evaluating answers and is important for the documentation process.
The number of questions is dependent on the criteria to be evaluated. If criteria have been identified as being necessary for successful performance, each candidate must be evaluated on them.

OTHER FORMS OF EVALUATION

PRESENTATION/LECTURE – Determine what criteria are being tested by a presentation

- Plan criteria checklist to hand out to those attending.
- Use of a checklist helps any evaluator focus on the criteria the selection committee has identified as important.
- In this way, anyone listening to the presentation can provide an assessment based on the criteria.

MEETING COLLEAGUES AND CONSITUENCY GROUPS

- Ensure that anyone offering opinions on candidates speaks to the criteria being sought. Provide others with a checklist of criteria to assess candidates.
- Maintain these lists as part of the selection documentation.

SHORTLISTING CANDIDATES

- Candidates’ application packages should be assessed on the basis of the criteria developed earlier. Review packages to ensure designated group members are not incorrectly screened out. If members of designated groups are not shortlisted, reevaluate the applications and check the criteria for bias and discriminatory effect.
  - A checklist helps focus on those criteria and provides documentation of the process.
- Recognizing the qualifications in candidates is where most barriers arise with regard to cultural, gender and disability differences.
  - We often judge people based exclusively on our own experience
  - We tend to look for people with experience like our own
  - We need to consider the experience and needs of our diverse student population
- Some applicants may have a non-traditional career path.
  - Women may have taken maternity or parental leave.
  - People with disabilities may have had career pauses.
- Candidates should not be penalized for having taken non-academic positions.
- The demand for highly educated people in non-academic positions is increasing. Their experience could be an asset to the department

- Service should be assessed appropriately.
  Members of designated groups often have frequent demands made on them because they are under-represented in many departments. They may have many student advising responsibilities at both the undergraduate and the graduate levels as well as numerous requests to serve on university committees. This may affect their research, but be an important asset both

Obtain approval of shortlist. Contact shortlisted candidates for interview and site visit.

ON-CAMPUS EVALUATION

INTERVIEW:
- All Search Committee members should be present for the interviews of all candidates.
- Provide sufficient time for the candidate to deal with all the questions.
- Ask the same questions of all candidates to ensure consistency and to allow comparative judgments to be made. Ask questions if answers are not clear.
- Be aware of cultural differences that may get in the way of judging quality and content.
- Acknowledge any personal biases that may interfere with a fair assessment.

PRESENTATION:
- All search committees members should attend the presentation/lecture given by applicants.
- Schedule presentations as consistently as possible to be fair to all candidates (for example, don’t schedule one late Friday afternoon and another Wednesday at 12:30).

SITE VISIT
- Assign someone responsibility for coordinating site visit
- Ensure that equivalent care is taken of each candidate - met at airport, arrangements made, introductions
- For equity group candidates in departments with significant under-representation, create an opportunity to meet other equity group members at the University, i.e. women in other departments, faculties
Make sure that timetables, locations, instructions are clear to candidates

CHECKING REFERENCES
- In addition to obtaining three letters of reference, the committee may find it useful to speak to referees and ask them specifically to comment on specific criteria.
Who can be asked to provide a reference? A 360 degree assessment is becoming more popular, because of the more complete picture it gives.

*Ask who they work for, with, and who works for them*

Internal letters of reference should normally be avoided unless the candidate has a PhD from SFU or has held a limited term position at SFU.

Tell referees about Freedom of Information (FOI) requirements. Referees should be made aware when they are asked for a reference, that individuals have a right of access to references about themselves.

Be aware of the possibility of stereotyping in reference letters. When evaluating letters of references, be aware that words and phrases may be used differently by men and women, or applied differently to them. Cultural factors may lead to differences in approach to letters of reference - some may understate, others overstate qualifications.

**DEGREE VERIFICATION**

*Verify highest degree*

- The candidate’s PhD or equivalent must be verified. Physical evidence of this qualification must be included with the appointment documentation. Acceptable evidence is a photocopy of the degree or, if unavailable, a signed letter from an authorized person at the degree granting institution verifying the degree has been awarded. An unsigned email is insufficient but a signed fax is acceptable.

**REASONABLE ACCOMMODATION**

- Understand your obligations for accommodation. The University has a legal responsibility to provide accommodation on grounds covered by the Human Rights Act. Applicants with a disability must be assessed solely in terms of the qualifications required for the job and their ability to perform the job (with or without accommodation).

  - The fact that a qualified person requires some form of accommodation to perform the job cannot be used in the assessment.

  - There is an Accommodation Fund which can be used to cover the costs of accommodation if a person with a disability is hired.
Contact the Associate Vice-President, Policy, Equity and Legal for more information.

Under the faculty or departmental Equity Plan there may be a commitment to increasing representation of under-represented designated groups.

SEARCH COMMITTEE DOCUMENTATION

Collect all records of the search and maintain these in a confidential file for one year. Maintain all records of the search process. This includes collecting all notes made by search committee members during the search process. These records form part of the official record and may be subject to review by the FOI/POP office in an access request.

STEP 6 – RECOMMENDATION FOR APPOINTMENT

EVALUATION

- You have to compare candidates on the basis of a rating system that allows you to clearly distinguish between candidates.
- Scoring should also be based on the weighting of the criteria. Preference in hiring is always given to qualified Canadian citizens or landed immigrants.
- Gather the various feedback/evaluation forms. Take into account all methods of evaluation, e.g. interview, presentation, meetings when deciding on your final ranking of candidates.

DEPARTMENTAL SUPPORT

- recommendation of Search Committee must have demonstrated support of the department. The process by which support is obtained and the full details of the support garnered (i.e. voting results) must be recorded in the appointment documentation.

APPROVAL OF COMPENSATION PACKAGE

Salary placement and other aspects of the appointment offer must be approved by the Dean prior to discussions with a prospective candidate.

- The Department Chair must obtain approval of the step placement and market differential (if any) from the Dean and Director, Academic Relations (contact your Dean’s office on whether they funnel cases to the VPA office or whether the Department does this directly)
The Department Chair must obtain approval from the Dean for any faculty start up amount, any teaching release, any credit towards future study leaves, or other aspects of the proposed appointment package.

The Department Chair may wish to work with the Office of Academic Relations to develop a customized list of university-wide compensation features that will be available to the specific individual they are trying to recruit (i.e. 1st study leave at 100%, new faculty recruitment incentive, relocation support, etc., etc.)

DISCUSSION WITH CANDIDATES

The Department Chair/Director and/or Dean will discuss the terms of an offer with the potential candidate. The Chair/Dean are explicit that this discussion does not constitute a formal offer until a signed letter has been received by the candidate from the President after Board approval and the candidate has signed and accepted that offer.

WRITTEN RECOMMENDATION AND DOCUMENTATION

The Department Chair prepares the formal written recommendation to the Dean accompanied by the appointment form

The written recommendation provides details about the following:

- an overview of the recruitment process including a description of the search committee, efforts made to attract individuals of equity designated groups, advertising venues, and overview of applicant pool (including breakdown of Canadians vs. non-Canadians, males vs. females, and any other relevant descriptors of the applicant pool)

- an overview of the shortlisting process and the nature of the review of shortlisted candidates (i.e. meetings, interview, lecture, etc.)

- an assessment of each of the short-listed candidates in the areas of research, teaching and service drawing upon their presentations, lectures, submitted materials, teaching assessments, research and teaching statements, and referee assessments

- rationale for selection of recommended candidate and identification of recommended salary placement. If a market differential is also recommended, a rationale for the level of the differential must also be provided.
• details of the search committee’s vote on the recommended candidate and
details of how departmental support was garnered for the candidate and the level
of that support.

➢ The following documents must accompany the written recommendation:

• yellow appointment form
• cv of the recommended candidate
• teaching statement of the recommended candidate
• referees of the recommended candidate (note these must be signed documents. Email documents must be followed up by signed originals before a formal offer will be sent to a candidate from the President)
• evidence of highest degree – a copy of the degree parchment or signed letter from an authorized official of the degree granting institution must be provided before a formal offer will be sent to a candidate from the President)
• cv’s of short-listed candidates
• letters of reference of short-listed candidates
• copies of advertisements

➢ In those exceptional cases where the appointment is to be made WITH TENURE, the appointment recommendation package must also include a recommendation from the Departmental Tenure Committee providing a detailed assessment of the candidate in each of the three areas of teaching, research and service. The vote of the DTC must also be included.

APPROVAL PROCESS

➢ The appointment approval process is as follows:

Chair → Dean → Vice President, Academic → President → Academic Operations Committee (AOC) of the Board of Governors

➢ Once approved by the AOC, an official offer is sent from the President to the candidate. A contract exists once the candidate signs and returns the letter of offer and all conditions (if any) are satisfied. For non-Canadians the offer will be subject to receiving the necessary immigration employment authorization.

Revisions by:
Sue Roppel, Director, Academic Relations
Simon Fraser University
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