

# FACULTY RECRUITMENT GUIDELINES



**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

**Faculty of Education**

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## RATIONALE

The primary goal of implementing *Faculty Recruitment Guidelines* across the Faculty of Education is to operationalize best practices during the faculty renewal process in support of the Faculty's strategic goals and priorities. We aim to identify and recruit highly qualified, talented, and diverse faculty members, and to coordinate a faculty recruitment process that is compliant with search procedures, university policies, and legal and regulatory requirements. We strive to have a consistent selection process for all positions, and minimize *ad hoc* procedures and a lack of transparency, both of which can contribute to systemic barriers to diversity, advancement, resource distribution, and other benefits of pursuing an academic career. We desire diversity because of a genuine aspiration to add richness to our teaching, learning, and scholarly activity.

These guidelines are intended to:

- Encourage a thoughtful and systematic approach to faculty renewal;
- Support our strategic goals and priorities (e.g., to build research expertise in high priority and strong areas within or across borders);
- Create consistency, continuity and community;
- Build teams to support key activities with differentiated expertise;
- Channel individuals' time and energy in ways that best match the nature of their appointments and the expertise they bring to the Faculty; and
- Integrate the principles of merit, equity, innovation and excellence with our recruitment practices.

This document intends to provide guidance for recruitment processes primarily for regular faculty positions. If you have specific questions regarding the recruitment of research chairs, professorships, heads or directors, please contact the Dean's Office. Positions vacated due to resignation, retirement, secondment, end of term, denial of tenure, long-term disability leave, or death will be reviewed and, if approved, filled following the process described below. It is important to note that this document is a guide; it does not constitute University policy or procedure in itself. University policies and procedures and the relevant collective agreements supersede the summaries of those policies and procedures found in this document.

## STEP 1: SEEKING APPROVAL TO FILL A POSITION

1. Update your unit's Faculty Renewal Plan. Analyze your unit's immediate and longer-term faculty renewal and program development needs, referring to [Place & Promise](#) and the [Faculty of Education's](#) and your unit's strategic plans. The Faculty Renew Plan should include consideration of the diversity of faculty presently in your unit and informed by the Employment Equity report available from the Dean's Office. Particular attention should be given to the representation of groups designated in UBC's [Employment Equity](#) Statement – women, Aboriginal people, visible minorities, persons with disabilities, and sexual and gender diverse people. Please see [Policy 2: Employment Equity](#).

2. Submit your unit's updated Faculty Renewal Plan and a completed "[Faculty Hire Request Form](#)" to the Dean for review by **May 1** of each year (or more often as needed). The plan should provide a rationale for each proposed hire, over a 3-year period. Some or all of the following should be addressed:
  - How each proposed hire will contribute to achieving the unit's, Faculty's and University's strategic priorities.
  - The current faculty complement in the area and how student demand and changes in the discipline and profession support the need for the hire.
  - How the hire will permit the unit to pursue new research priorities and funding opportunities, or ways in which the area can be expanded or transformed by the hire.
  - The proposed "place" in the curriculum (current or projected) for the hire; that is, the proposed workload for the hire, including specific courses likely to be assigned and other responsibilities.
  - How the hire fits in relation to known or projected retirements, resignations, or other changes in the faculty complement.
  - Emerging evidence from the field/discipline that strengthens the rationale for the position.
3. The Dean (or the Dean's designate) will review the Faculty Renewal Plan and the Faculty Hire Request Form, and will notify the Head/Director in writing about whether the requested position(s) is approved, the desired start date, and how the position will be funded, or will request more information if required.

## STEP 2: REQUESTING AUTHORIZATION TO BEGIN A SEARCH

1. After the position(s) are approved, the unit should develop a Recruitment Plan for each position. The plan should be submitted to the Senior Associate Dean, Administration and Innovation, for approval. The Recruitment Plan should include the following:
  - A clear timeline for the recruitment process.
  - A proposed composition of the Search Committee. This should include who will serve as chair and a brief commentary on the diversity of the proposed membership. The Committee should be as diverse as possible including people associated with the area of scholarship who have a broad perspective, those from designated equity groups, and others who have experience and wisdom drawn from well-run searches who can contribute to good practice. If the unit does not have members from designated equity groups, an invitation to someone from a related unit who could achieve such diversity should be considered. Note that the incumbent of the position being filled (the faculty member that has resigned or is retiring) should not be on the Search Committee, but can be consulted. Include student representation and a member from another department or cognate discipline. Strategies to manage potential perceived or actual conflicts of interest should be described.
  - A description of the planned recruitment strategies to achieve a rich and diverse pool of applicants, including how the position will be advertised through various paid or unpaid outlets and other means of distributing the ad widely. [UBC Policy #20](#) requires that all faculty openings, tenure-stream and

term, as well as senior administrative openings must be advertised prior to the selection of a candidate.

- Identify who will be responsible for documenting the search process and completing the final search report that will be submitted to the Dean's Office and which will eventually be submitted to the Office of the Provost.
  - Identify who will provide administrative support for the search.
2. The unit should develop a draft position description (job advertisement). Contact the Manager, Faculty Relations and Appointments (Anna Bin), for a job description template, if necessary. A position description (job ad) typically includes:
- A clear statement of the rank and type of appointment.
  - The desired start date of the appointment.
  - A general description of UBC, the Faculty, and the Department where the appointment will be located.
  - Objective, measurable criteria—such as education, experience, and focus of research interests—that will help determine a candidate's suitability for the position. Consider criteria such as the ability to work with diverse students and colleagues or experience with a variety of teaching methods and curricular perspectives, including teacher education, if applicable. If your unit knows it will not consider candidates for a position unless they have a certain number of years of experience, for example, that requirement should be spelled out in the advertisement. Use phrases such as "demonstrable excellence" in teaching or research to establish the qualifications for the position. Use inclusive language.
  - The Provost's Office has provided [a sample list of criteria](#). The Search Committee will need to determine the relevant criteria and their weights before reviewing the applicants' files. An early and thorough discussion of criteria by the Committee will help to avoid "constructed criteria," that is, criteria chosen to fit specific applicant files.<sup>1</sup> The list should assist the Committee in thinking carefully about the full range of criteria.
  - Duties expected of the position.
  - The application deadline or date when you will begin reviewing applications.

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<sup>1</sup> Uhlmann, E., & Cohen G. L. (2005). Constructed criteria: Redefining merit to justify discrimination. *Psychological Science*, 16, 474-480. doi:10.1111/j.0956-7976.2005.01559.x

- Where to send applications and what a complete application package should include.

- The UBC Employment Equity statement:

*UBC hires on the basis of merit and is strongly committed to equity and diversity within its community. We especially welcome applications from visible minority group members, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to productively engage with diverse communities. All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority.*

- Refer to the [Advertising Guidelines](#) on the Faculty Relations website when preparing the advertisement. It is important to advertise as widely as possible in both print and online media. A minimum of three places is recommended. There are a variety of publications and websites, including AUCC/University Affairs, CAUT Bulletin, the National Job Bank, and WorkBC.
  - Vacancies must be advertised for at least one month (unless exception noted below) on the appropriate UBC websites (e.g., the faculty career opportunities page of the Department/School or Faculty) and as follows:
    - Tenure-track or tenured positions must be advertised nationally in the AUCC publication, *University Affairs*, in appropriate newspapers (e.g., the *CAUT Bulletin* and the *Chronicle of Higher Education*), and other journals or publications.
    - Research Associate positions should be advertised nationally, on the University website and in appropriate publications.
    - Sessional Lecturer positions must be posted in the Department/School for at least two weeks, per the Agreement on Conditions of Appointment for Sessional and Part-time Faculty Members.
    - 12-month Lecturer positions must be advertised as follows:
      - Where there are existing Sessional Lecturers in the Department/School, the position must be posted at least within the unit. Positions may be concurrently advertised externally.
      - Where there are no existing Sessional Lecturers, or a Sessional is not the successful applicant, the position must be advertised externally, at least locally (e.g., in the newspaper or online).
3. Submit the Recruitment Plan and the draft position description (job ad) to the Senior Associate Dean, Administration and Innovation, with a copy to the Manager, Faculty Relations and Appointments.
  4. The Senior Associate Dean, Administration and Innovation will review the Recruitment Plan and the draft position description for each position, referencing the unit's Faculty Renewal Plan, and will request further information or provide feedback for revision if necessary.
  5. After the Senior Associate Dean, Administration and Innovation approves the Recruitment Plan and the draft position description in writing, the Manager, Faculty Relations and Appointments will forward the position description and funding details to Faculty Relations and then to the Office of the Provost, for final

approval or amendment. The unit will be notified by the Manager, Faculty Relations and Appointments, when final approval has been received from the Office of the Provost.

### STEP 3: DISTRIBUTING THE ADVERTISEMENT

1. The Manager, Faculty Relations and Appointments will arrange to have the job ad placed in a minimum of three places.
2. All job ads must be placed on the unit's website.
3. The Dean's Office covers the cost of a 30-day ad in up to three external outlets. If the unit decides to post the ad in more than three paid outlets or to run the ad for more than 30 days, the additional costs will be the unit's responsibility.
4. To reach the widest audience of qualified candidates, use not only conventional, but also alternative media of interest to the five designated employment equity groups. Consider advertising positions with the *Canadian Research Institute for the Advancement of Women* or other specialized publications such as the *Canadian Journal of Native Studies*, *Society for Canadian Women in Science and Technology Newsletter*, or *Senior Women Academic Administrators*.
5. Although all vacancies should be advertised, additional means should be used to encourage qualified applicants, such as contacting colleagues at other universities and encouraging applications from promising students and colleagues attending research conferences. Free list serves and professional associations may provide free advertising opportunities.
6. Units should keep a good record of where, when, and for how long the job ad was posted or circulated especially when the postings are not arranged by the Dean's Office.

### STEP 4: ACTIVATING AND ORIENTING THE SEARCH COMMITTEE

1. The Head/Director should announce the membership of the Search Committee to the unit as soon as it is approved by the Senior Associate Dean, Administration and Innovation. In some cases, the Search Committee may be involved in framing the job ad, but in all cases the Committee should be activated no later than when the job ad is approved for publication by the Office of the Provost.

The Head/Director of the Department/School or Chair of the Search Committee should contact the Senior Associate Dean, Administration and Innovation to arrange an orientation session for Committee



members, which is based on the Office of the Provost's [Resources for Selection Committees](#). The orientation should take place well before the review of applications commences and will include:

- Roles and responsibilities of the Chair and Committee members in the search process and as representatives of the University.
  - Confidentiality both in terms of the selection process and decisions made.
  - Conflicts of interest (see [UBC Policy #97: Conflict of Interest and Conflict of Commitment](#)).
  - The importance of all members being available to interview the short listed candidates so that each candidate is given an equal opportunity to demonstrate his/her suitability for the position.
  - Principles and practices of competency-based interviewing. In competency-based interviewing, candidates are encouraged to provide actual examples from work-related situations that demonstrate the required skills and core competencies.
  - Implications of human rights legislation for the work of the Committee, including the questions that may be asked of candidates. Coverage/discussion of unconscious or implicit bias and timeliness of setting relevant selection criteria should occur before any review is undertaken of the applicants' files. Consistency in the application of the selection criteria is paramount.
  - Review of the procedures to be followed by the Committee and mapping of timelines.
2. Search Committee members are largely responsible for the integrity and success of the search process. Deliberations of search committees are confidential and that confidentiality should be strictly maintained. Committee members must be able to express their opinions freely within the Committee and those who communicate their views to the Committee must be able to do so in confidence. Members are expected to offer candid and constructive comments about the applicants' merits, taking care to be as objective as possible in identifying each applicant's strengths and areas for further growth.
  3. Information regarding the short listed candidates should not be disclosed until after each of the short listed applicants has agreed to an interview. Only then should information about the short listed candidates be available for access by those outside the Committee. Search Committee members will maintain the confidentiality of all documents relating to the process and the work of the Committee, and will retain, dispose of, or return, any search-related documents and records to the Chair in a manner that protects confidentiality and privacy of information. After the search, Committee members are expected to maintain continued confidentiality about the proceedings and deliberations of the Search Committee.
  4. The Chair of the Search Committee is responsible for maintaining a factual record of the recruitment and selection process, including copies of advertisements as well as descriptions of special measures taken to recruit members of the designated groups. Should human rights groups or government agencies inquire about the recruitment and selection procedures, the Chair may be required to produce evidence that the hiring process was fair. Records must be kept for a period of one year from the time of the interview and

should be filed in a secure place.

## MANAGING PERCEIVED AND ACTUAL CONFLICTS OF INTEREST

1. UBC [Policy No. 97](#), *Conflict of Interest and Conflict of Commitment* states that “...conflicts of interest and perceived conflicts of interest that go unnoticed or are improperly managed threaten to impugn the reputation and integrity of the persons involved and, potentially, the University as a whole.” “...UBC Persons are expected to vigilantly guard against conflicts of commitment, actual and potential conflicts of interest, and perceived conflicts of interest.
2. Policy No. 97 defines a conflict of interest as “a situation in which a UBC Person, or his or her Related Party(ies), has a personal interest that conflicts or could conflict with the UBC Person’s obligations to the University.” The University has not developed an exhaustive list of Conflicts of Interest; it offers the following as an example of a situation where a Conflict of Interest exists:
  - “Where a UBC Person is in a position to influence human resource decisions (such as recruitment, offer of employment, evaluation of performance, promotion, granting of tenure, or termination of employment) or admission decisions with respect to a person with whom the UBC Person has a relationship that might reasonably be perceived as creating a Conflict of Interest.”
  - Search Committee members who are or have been academic supervisors, trainees, relatives, or close friends of applicants must disclose to the Search Committee Chair and the Department/School Head/Director that they may have a conflict of interest. Other relationships that may be relevant include having collaborated, published, or shared funding with applicants or having plans to do so in the immediate future.
  - Search Committee members should decline requests to provide letters of reference for applicants.
  - A course of action should be undertaken to manage or avoid conflicts of interest, which may include having a member withdraw from the Search Committee.
  - The Chair and Head/Director are responsible for ensuring that no declared conflict of interest can influence the outcome of the search and that there can be no reasonable perception that it might have done.

## KEEPING A RECORD OF THE PROCESS

1. Keep a factual record of the recruitment and selection process. Include copies of the advertisements as well as descriptions of special measures to recruit members of the designated equity groups.

Records must be kept for a period of one year from the time of the interview and should be filed in a secure place.

2. These records should include:
  - The names of the Search Committee members and the Chair;
  - Copies of the position description and any additional forms, the position vacancy announcement, and all advertisements;
  - A list of professional organizations from which interest in the position was solicited;
  - A list of applicants; and
  - All considered applicants' files (including letters of application, CVs, letters from references, evidence provided of teaching effectiveness, and examples of letters or emails sent to the applicants).

## STEP 5: TRACKING THE APPLICANT POOL

1. To understand and track the composition of the applicant pool, the Faculty of Education will collect data from all applicants for tenure-track positions using an on-line survey. The Manager, Faculty Relations and Appointments will provide a link (URL) to UBC's Employment Equity Survey (online) in keeping with Canada's Employment Equity Act and the Federal Contractors Program.
2. The Employment Equity Survey is anonymous and confidential and is not linked to the application review process. The data collected through this survey are critically important in helping to evaluate the applicant pool.
3. As soon as applications are received, a confirmation email including the link to the Employment Equity Survey will be sent by the unit (usually by the administrative support person) to each applicant. Please note that each search has a unique identifier for the equity survey. Do not use previously obtained URLs for the equity survey.
4. The Senior Associate Dean, Administration and Innovation will monitor the results of the equity survey and share them with the Chair of the Search Committee and Department/School Head/Director. These data permit comparison of the proportions of equity groups in the applicant pool with available workforce data provided by the Equity Office/Provost's Office. Tracking the composition of applicant pools before application deadlines will reveal the degree of success of proactive recruitment strategies and any need to alter the recruitment strategy before submitted applications are reviewed.
5. Communication with applicants must occur at important steps through the process. You must acknowledge their application and inform the unsuccessful applicants at appropriate times, including when they do not make the long list, the short list, or the interview list, and are not offered the position. Suggested templates of messages that should be communicated at each step are found in the [Appendices](#). These steps are important opportunities to demonstrate our professionalism and grace. In

many instances, it would be appropriate for the Head/Director or the Chair of the Search Committee to call the unsuccessful short listed candidates, rather than send an email. Our searches are conducted over a lengthy period of time. It is very appropriate and polite to inform applicants of their status and the progress of the search, from time to time.

## STEP 6: REVIEWING APPLICATIONS

### MINIMIZING UNCONSCIOUS OR IMPLICIT BIAS

- ❑ The determination of success within the University is based on the principle of merit; this is what underlies the peer review process, and tenure and promotion decisions. There is evidence, however, that unconscious or implicit bias or assumptions influence the evaluation of academic accomplishment.<sup>2</sup> Both men and women have been shown to hold gender biases.<sup>3,4</sup> As Raymond (2013) aptly argued, we must first recognize our bias with “deliberate practices...[if we are to] suppress its effect.”<sup>5(p.34)</sup> The Provost’s Office provides some [resources](#) through its equity and diversity initiative.
- ❑ The [Canada Research Chairs program](#) recently addressed the issue of unconscious bias and provided recommendations about how to limit its influence in reference letters. They have noted:

“...implicit biases operate at an unconscious level, are influenced by our cultural environment and can impact our decision making. A study out of Wayne State University, which systematically compared letters of recommendation written for female applicants with those written for male applicants, found that, compared to the letters written for men, those written for women were more likely to:

- be shorter in length and incomplete;
- include gendered terms (e.g., woman, lady, mother, wife);
- include fewer ‘standout’ adjectives (e.g., excellent, outstanding etc.);
- include ‘doubt raisers’ (negative language, hedges, unexplained comments, faint praise and irrelevancies);
- focus on interpersonal attributes versus research skills/achievements (e.g., kindness, compassionate etc.); and

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<sup>2</sup> Trix, F., & Psenka, C. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse & Society, 14*, 191-220. doi:10.1177/0957926503014002277

<sup>3</sup> Nosek, B. A., & Banaji, M. R. (2002). Math = male, me = female, therefore math ≠ me. *Journal of Personality and Social Psychology, 83*, 44-59. doi:10.1037//0022-3514.83.1.44

<sup>4</sup> Rudman, L. A., & Glick, P. (2002). Prescriptive gender stereotypes and backlash toward agentic women. *Journal of Social Issues, 57*, 743-762. doi:10.1111/0022-4537.00239

<sup>5</sup> Raymond, J. (2013). Sexist attitudes: most of us are biased. *Nature, 495*, 33-34. doi:10.1038/495033a

- include personal information that was not relevant to the position.”<sup>6</sup>

## DEVELOPING A LONG LIST

- Applicant files should be stored in a password-protected course shell on the Connect site.
- Once the application deadline has passed and the applicant pool reflects sufficient diversity, a “long list” should be developed of applicants who, on paper, appear to satisfy the basic requirements of the position.
- Review and evaluate each application against the previously established criteria that are relevant, objective, and measurable.
- As a general principle, the Committee must ensure that applicants who have qualifications or experience acquired in non-traditional ways are not unreasonably excluded; rather, the Committee should look for diversity in background, experience, and research. If members of employment equity groups are not added to the short list, review the applications to ensure that the list does not reflect a bias. For example, assumptions about the importance of an uninterrupted work record may disadvantage women, persons with disabilities, or recent immigrants.
- If there is low representation of applicants from designated employment equity groups in the long list (or found later in the short list), a review of the applicant pool should occur to ensure that the list does not reflect bias. The Chair should provide an explanation of the approaches taken to recruit a diverse range of applicants.
- Be aware that employers may legally discriminate among candidates on the basis of “bona fide occupational requirements,” but these occupational requirements must be applied in good faith and relate objectively to the candidates’ ability to perform essential aspects of a specific position. Bona fide occupational requirements must be applied consistently to all candidates.
- Once the long list is established, the Chair of the Committee should seek letters of reference. Note that you should only contact the referees provided by the candidate, and no others, unless you have sought the candidate’s written permission to do so or the candidate is currently or was previously employed by UBC.
- References letters are an important part of faculty recruitment. The Search Committee is not obligated to contact all of the referees provided by the candidate. If an unsolicited letter is received about a candidate, the Committee is not required to review the letter.

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<sup>6</sup> Government of Canada. (2014). *Canada Research Chairs. Guidelines and Best Practices for Reference Letter Writers*. Retrieved from <http://www.chairs-chaires.gc.ca/program-programme/referees-repondants-eng.aspx#guidelines>

- ❑ Three letters of reference should be sought for appointments at the Assistant Professor, Instructor I, and Instructor II ranks. Four letters of reference external to UBC and to the individual's current institution should be sought for appointments at higher ranks, including Associate Professor, Professor, Senior Instructor, and Professor of Teaching.
- ❑ Applicants on the long list should be notified that their applications are being actively considered and letters of reference will be requested from their referees.
- ❑ The Chair of the Search Committee should notify those who are not on the long list that their applications will not be considered further.

#### ARRIVING AT A SHORT LIST AND SEEKING PERMISSION TO INTERVIEW

- ❑ After the letters of reference are received, the Search Committee should review them and arrive at a short list. The short list consists of those applicants considered strong enough to invite to campus for interviews. Normally, the short list will include no more than three candidates.
- ❑ The process used by the Committee to arrive at the short list should be fully documented by the Chair.
- ❑ Both the long list and short list should be provided to the Dean's Office for review along with the applicants' application materials including the letters of reference received for the short listed applicants. This step must occur before approval will be granted to invite the short listed applicants to campus for interviews.
- ❑ The Senior Associate Dean, Administration and Innovation will review the short list and either approve bringing those on the list to campus for interviews or will ask for additional information from the Search Committee or Head/Director of the unit.
- ❑ The Senior Associate Dean, Administration and Innovation may ask to see *all* the applications, and if serious concerns arise about the quality or diversity of the short list, may decide to halt or delay the search. Such a decision would only occur after a full discussion with the Head/Director and Chair of the Search Committee.
- ❑ After the short list is approved for interviews, the Chair of the Search Committee should notify those on the long list who will not be invited to interview that their applications will not be considered further (see [Appendices](#) for suggested wording).
- ❑ UBC is required to supply the number of Canadian/Permanent Resident applicants and the number of foreign applicants to Citizenship and Immigration Canada. Accordingly, you will need to pose the following question to applicants who have not identified their legal entitlement to work in Canada: "Because priority is given to Canadian citizens and Canadian permanent residents, could you advise of

whether you are a Canadian citizen or a Canadian permanent resident?”

## STEP 7: INTERVIEWING CANDIDATES

1. Ensure that all members of the Search Committee are aware of ways human rights legislation affects the questions they may ask and are familiar with competency-based interviewing. In competency-based interviewing, candidates are encouraged to use actual examples from their work-related situations that demonstrate the required skills and core competencies.
2. Prior to the interview, the Committee should develop a set of questions based on position-related criteria and must ask them of all the candidates. See the [Appendix](#) for sample interview questions.
3. Ask questions that relate directly to the bona fide occupational requirements of the position and avoid questions relating to protected human rights grounds, such as ancestry (except for positions exclusively open to Aboriginal or Indigenous applicants), disability, or sexual orientation. For guidelines on questions employers may ask to gather information that relates to the ability to fulfill the role, review:
  - *The Employers Guide to Human Rights*  
<http://www.ag.gov.bc.ca/human-rights-protection/pdfs/EmployerInfo.pdf> and
  - *A Guide to Screening and Selection in Employment*  
<http://www.chrc-ccdp.ca/pdf/screen.pdf>
4. Ensure that the questions posed assess criteria that can be evaluated objectively.
5. Be aware that Human Resources Development Canada (HRDC) allows selection committees to consider “fit” when evaluating applicants. “Fit” refers to a candidate’s ability to make a positive contribution to the unit’s environment. Committees must ensure that “fit” is not used inappropriately to indulge personal biases or to discriminate against candidates from groups protected by human rights legislation.
6. Plan the visit with time for presentations, separate meetings with the Search Committee, Head/Director, graduate students, faculty members and colleagues in cognate disciplines, the Senior Associate Dean, Administration and Innovation, and other Associate/Assistant Deans, if appropriate (see the Appendices for a suggested itinerary template).
7. Develop an evaluation form to be completed by faculty members, students, and others who have had the opportunity to interact with the candidates (see the [Appendices](#) for a suggested template).
8. Schedule the candidates’ presentations so that all members of the Search Committee can attend. Should Committee members miss meetings or presentations, ensure that there are notes, recordings or videos that enable them to stay informed. Arrangements for interviews are made under the supervision of the

Head/Director of the unit (see [Appendices](#) for a suggested itinerary template).

9. Remember that the short listed candidates are also assessing and making decisions about UBC. Be prepared to arrange meetings between the candidates and campus resources that may be of interest, such as the First Nations House of Learning and the Disability Resource Centre.
10. Be aware that UBC has an Equipment Accommodation Fund to provide adaptive equipment for employees with disabilities.
11. Ensure conversations and written communications with applicants are consistent with UBC's policies and the Collective Agreement.
12. Provide all candidates with information about opportunities available to new faculty, such as research support, housing assistance, and mentoring programs.
13. Human rights legislation prohibits both intentional and unintentional discrimination. Keep in mind that the legality of the selection process does not rest upon your intentions, but rather upon the consistency with which you treat the candidates and the types of questions you ask.
14. Refer to equity materials provided during the orientation of the Search Committee.
15. The Senior Associate Dean, Administration and Innovation will meet with all candidates interviewed for faculty positions. This gives candidates an opportunity to raise questions with the Dean's Office about practical matters such as UBC's compensation system, relocation assistance, and tenure and promotion expectations. In addition, the interview will provide an opportunity to showcase the resources available at UBC to facilitate recruitment.

## STEP 8: IDENTIFYING THE SUCCESSFUL CANDIDATE

1. Positions must be offered to qualified citizens and permanent residents of Canada before offering them to foreign candidates. In the event you recommend hiring a foreign academic, the Chair must provide a list of the names of the long listed and short listed applicants and their nationalities, accompanied by an explanation of why all Canadian and permanent resident applicants did not meet the advertised qualifications. Please direct questions to the [Manager, Faculty Relations and Appointments](#).
2. The Chair of the Search Committee should report to the Head/Director in writing with the Committee's recommendation of appointment. The Head/Director should then convene a meeting with the eligible members of the unit (the Department/School Standing Personnel Committee) to consult formally in order to ascertain their views and to obtain their recommendation concerning the appointment (see Part 4, Article 5.04, Departmental Consultation: Committees of the Collective Agreement).



3. The Head/Director must report to the Dean (or the Dean's designate) in writing with the Department/School Standing Personnel Committee's recommendation of appointment. Please include a rationale for the recommendation and information about the number of applicants, the candidates interviewed, and a brief summary of the referees' backgrounds.
4. Whether interviewed or not, all unsuccessful applicants must be informed in writing that they were unsuccessful prior to the public announcement of the hire (see [Appendices](#) for a suggested template).
5. Units and Search Committees must be willing to extend a search process if an excellent candidate is not recruited.

## STEP 9: MAKING THE OFFER

1. Note that offers of faculty appointments are made by the Dean's Office.
2. A recommendation to appoint shall be sent by the Head/Director to the Senior Associate Dean, Administration and Innovation for review. Other short listed candidates that could be offered the position should be provided and in rank order. The Senior Associate Dean, Administration and Innovation will determine the offer details, including the starting salary, start-up funds, and course releases, if any. The Senior Associate Dean, Administration and Innovation will inform the Head/Director of the content of the offer and invite feedback or suggestions before the offer is presented to the preferred candidate. The Chair of the Search Committee will be kept apprised of the status of the offer negotiations (but not the offer content) and may provide assistance and information on recruitment efforts pertinent to the successful recruitment of the preferred candidate.
3. The Senior Associate Dean, Administration and Innovation will communicate via email with the preferred candidate presenting the main offer items for an initial acceptance and, if necessary, negotiate the offer items with the candidate. Once an email acceptance is received from the candidate, a formal detailed offer letter will be prepared and sent to the candidate for signature. A signed offer letter must be received by the Dean's Office before the appointment can be officially announced.
4. Once the formal offer letter is signed and returned by the candidate, the Manager, Faculty Relations and Appointments will provide a summary of the offer items to the unit's Administrative Manager for the record and a checklist for the unit to assemble the necessary paperwork to process the appointment.
5. When the signed offer letter has been received, the Manager, Faculty Relations and Appointments will notify the Head/Director or the Chair of the Search Committee who will then notify the unsuccessful applicants that the position has been filled or delegate this responsibility so that it is carried out as quickly and appropriately as possible.

## STEP 10: REVIEWING AND EVALUATING THE SEARCH PLAN AND PROCESS

1. Once a search has been brought to a successful conclusion, the Chair of the Search Committee will provide the Dean's Office with a short summary and assessment of the overall process. This will help to refine the procedures and strengthen practices across the Faculty.
2. The Chair will discuss issues such as:
  - What went well
  - What parts of the search plan were effective
  - What might be done differently in the future
  - Where more support from the Dean's Office would have been helpful.

## APPENDICES

### SAMPLE SEARCH CRITERIA

Below is a list of possible criteria for faculty searches. Different types and levels of searches will emphasize different criteria. Search committees need to determine the relevant criteria and their weights before serious review of the applicants' files. An early and thorough discussion of criteria by the committee will help to avoid "constructed criteria," that is, criteria chosen to fit specific applicant files. The list below should assist the committee in thinking carefully about the full range of criteria. It is not intended to be comprehensive, and suggestions or additions are welcome.

#### **Level of the position**

- Minimum degree required
- Experience required (e.g. postdoctoral experience, previous faculty or teaching experience)
- Level of appointment (tenure track, tenured, other)

#### **Research**

- Research area(s)
- Quality of research publications - identify journals or other media of high quality
- Quantity of research publications - appropriate to the field and seniority of the candidate
- Invited papers, talks at high profile conferences or other institutions
- Books, book chapters
- Other (peer-recognized) scholarly contributions: lecture series, expository work, influential online materials
- Ability to attract substantial funding (define appropriate range according to area)
- Service or leadership in the research community
- Recognition in the research community
- Inter- or cross- disciplinary work: ensure appropriate evaluation
- Leading a research group

#### **Teaching**

- Successful or high quality teaching (depending on level)
- Evidence of strong engagement/interest from students in courses
- Ability to lead curriculum reform, develop new curriculum
- Supervision of junior researchers
- Inter- or cross-disciplinary teaching
- Experience/interest in online or flexible learning
- Other creative contributions to teaching/learning
- Connection with various areas of UBC or Faculty strategic initiatives: Aboriginal education, international students, professional programs, etc.

#### **Diversity**

- Diversifying demographics of the Department/School or Faculty
- Ability to interact productively with diverse communities
- Contributing to diverse perspectives, diverse recruitment of students, staff, and faculty
- Ability to bring diverse groups together, connect with diverse groups
- Scholarly expertise in areas related to diversity, equity, inclusion

### **Leadership/Service**

- Service or leadership in the Department/School or University
- Running large research group or large team teaching efforts
- Administration or coordination of projects
- Development/leadership of centre, institute, network, etc.
- Contributions to broader efforts, teamwork or team player

### **Other strategic areas (varying with the type of position)**

- Industrial, private, or public sector experience or connections
- Community based research or educational programs
- Specific type of leadership experience
- Scholarship of teaching/learning
- Supporting or complementing existing strengths in the Department/School
- Successful graduate/postdoctoral recruitment (internationally)
- Other Department/School/ Faculty specified priorities
- Alignment with the [Faculty Strategic Plan](#)

## SAMPLE MESSAGE TO APPLICANTS ACKNOWLEDGING RECEIPT OF APPLICATIONS

Dear (applicant)

Thank you for your application for the XX position in XX department/school, Faculty of Education at the University of British Columbia. We very much appreciate your interest and will keep you updated as our search proceeds. If you have questions about the process, please do not hesitate to contact me.

The University of British Columbia hires on the basis of merit and is committed to employment equity. As part of our strategy to recruit diversely from the broadest possible talent pools, we collect information to assist us in determining if we are achieving these goals.

We encourage you to complete our employment equity survey, located at: [link] [Employment Equity Survey](#)

Your participation in this survey is voluntary and anonymous. The information will not be used to determine eligibility for employment or linked in any way to your application. Results of the survey will be considered in the aggregate to provide information about the diversity of our applicant pool.

Your participation is greatly appreciated.

Sincerely,

Xxx

Chair of the Search Committee

## SAMPLE INTERVIEW QUESTIONS<sup>7</sup>

### Teaching

- Describe your style of teaching and interacting with students.
- How do you utilize technology in the classroom?
- How do you engage students?
- Share your ideas about professional development.
- What innovations have you brought to the teaching of <insert area of research or discipline>?
- Describe your favourite courses taught or proposed in the past five years.
- How do you define excellence in teaching?
- Describe your philosophy and experiences regarding the importance of diversity in teaching, research and society and how you foster multicultural skills in the classroom—particularly as it pertains to your syllabus. How have your life's experiences supported the development of these skills?

### Research

- What do you think are your greatest strengths as a researcher and scholar? In which areas do you feel you can use some further development?
- In what professional development activities have you been involved over the past few years?
- Describe your current research project.
- How would your research background and experiences strengthen this academic department?
- What roles have your students played in your research program to date?
- Describe the books and articles that you read recently that are influencing your current research most.

### Service and General

- How would you rank the following areas of faculty workload in terms of value: teaching, research or service? Why?
- How would you describe the best division of these areas in terms of dedicated time and effort?
- What do you know about the University of British Columbia, Faculty of Education that encourages your interest in this position? What do you see as a disadvantage or a challenge?

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<sup>7</sup> From University of Florida, Faculty Development. *Faculty recruitment toolkit*. Retrieved from University of Florida, Office of the Provost website: [http://www.aa.ufl.edu/Data/Sites/18/media/documents/faculty\\_toolkit.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/documents/faculty_toolkit.pdf)

SAMPLE MESSAGE TO “LONG LIST” APPLICANTS WITH INTENTION TO REQUEST REFERENCES

Template to be emailed to each of the applicants who have been selected for the long list:

**Message sent on behalf of XXXX:**

Dear **FIRST NAME LAST NAME**:

Thank you very much for applying for our Assistant Professor position in XXXX. We received NUMBER OF applications, mostly from highly qualified candidates. We have arrived at a long list of applicants, and I am pleased to inform you that your application is still being actively considered.

At this stage, we will be contacting the three referees that you listed in your application. Please contact me immediately if you have concerns about our doing so.

Sincerely,

XXXX

Professor and Chair, XXXX Search Committee

## SAMPLE MESSAGE TO APPLICANTS NOT ON SHORT LIST

Dear Dr. xxx ,

Thank you very much for applying for our Assistant Professor position in XXX, Department of XXXX. We received many strong applications from highly qualified candidates. The Search Committee worked hard to identify those whose academic preparation, professional experience, and teaching skills that best correspond with the needs of our programs and Department.

I regret to inform you that the Committee has decided not to proceed further with your application. I know how much work it takes to prepare an application for an academic position, so, on behalf of the Committee, I want to thank you for your interest in the position and for supplying us with the materials we requested.

I wish you the best in your search for a rewarding position.

Sincerely,



## SAMPLE MESSAGE TO REFEREES FOR LETTERS OF REFERENCE

Dear Dr. XXXX:

[CANDIDATE'S NAME] has applied for the position of Assistant Professor, XXX in the Department of XXX, University of British Columbia. Please find attached the advertisement for the position, which describes the qualities of the person we are seeking.

At the time of application, no reference letters were required. We are now seeking letters of reference for the long listed candidates. CANDIDATE has listed you as someone who is willing to provide a letter of reference. I would appreciate it very much if you could provide a letter in which you comment candidly on XXX's suitability for this position. Specifically, please address the following:

[Primary criteria for the position] For example:

- \* The candidate's potential to succeed at a tier-one research university where tenure-track faculty members are judged on (among other things) sustained and productive scholarly activity;
- \* The candidate's demonstrated excellence in the field of XXX;
- \* The candidate's ability to successfully teach teacher candidates;
- \* The candidate's ability to successfully teach graduate courses in XXX and ability to direct graduate students;
- \* The candidate's willingness to participate in the affairs of a department and a university, and to provide service to the academic profession and community; and
- \* The candidate's ability to work collegially.

We intend to arrive at a short list of candidates as soon as possible. To do so, we would need to receive your letter by XXXX. Because of the uncertain delivery times of regular mail, it would be preferable if you could e-mail your letter to me in care of XXXX, Assistant to the Department Head (head's assistant's email). Alternatively, please FAX your letter to (604) 822-XXXX.

Thank you very much for assisting us in our search for a new colleague.

Sincerely,

Sample message to short listed applicants inviting them for an interview

Dear Dr. XXXX

I am very pleased to inform you that you have been short listed for the XXX position in the Department of XXXX, University of British Columbia. We thank you for your application and invite you to visit our Department on XXXXX x-x, 2014. The purpose of the visit is to assess your suitability for our position, and to give you the opportunity to ask questions about the position and the Department.

We will send a detailed schedule of your visit, shortly. The visit will include an opportunity for you to provide a presentation of your scholarship or research program. The search committee will conduct a 90-minute interview, and you will have an opportunity to meet with the Senior Associate Dean, Administration and Innovation, with graduate students, and with me as the Head of [department name]. The detailed schedule will provide more complete information about the people with whom you will meet.

For your interview, you should be prepared to answer questions about your scholarship, teaching, graduate student supervision, and service in relation to the diverse contexts of the University of British Columbia. For your presentation, you should plan on delivering about 40-45 minutes of content. We ask that about 80% of the presentation focus on your scholarly activity and trajectory and that about 20% be dedicated to addressing how your research and teaching interests link with the mandate of the UBC Faculty of Education and our Department's programs. We will be interested to learn how you see yourself contributing to graduate education and teacher education in the Faculty of Education. Our website [XXX.educ.ubc.ca](http://XXX.educ.ubc.ca) will be helpful in orienting you to our Department. We are seeking your permission to video record your presentation so that faculty members, students, and staff who are unable to attend your session may view it at a later date. An email to my assistant, Ms. XXX XXX, stating that we have your permission will suffice (Head's assistant email). We have PC and Mac computers available for your presentation, and a projector. If you require any other equipment, please let us know. We ask that you forward a brief biography and a title for your presentation, in advance of the visit. We also would like to know if you are a Canadian citizen or permanent resident. A brief note in your email to my assistant will suffice.

Please make your travel arrangements with UBC's travel agent *North South Travel*. You may email your request for flights to [check to see who, for example: Mr. Alvin Parker, Senior Corporate Travel Advisor at: [alvin@northsouthtravel.com](mailto:alvin@northsouthtravel.com) (telephone: 604-717-1736)]. Please provide him with your preferred flights, frequent flyer number, the spelling of your name as it appears on your identification/passport, and contact information. He will make the arrangements and bill our Department directly. My assistant will book accommodation for you for one or two nights, as needed, arriving the day before the interview. We will book your accommodation at [St. John's College](#), located on campus (2111 Lower Mall); the College offers quiet, comfortable and well-appointed guest rooms for academic visitors to UBC. If you require other arrangements, please contact XXXX at [email address of Head's Assistant]. It would be helpful if you would share your travel plans with my assistant. Also, if you have any dietary considerations, please let my assistant know. We will reimburse you for any additional expenses including taxi fares, meals not provided during the visit and so forth. All claims must be accompanied by itemized, original receipts. UBC's maximum rates for meals, including tax and gratuities are: breakfast (\$14), lunch (\$16) and dinner (\$30).

The interview and other activities will be held at the University of British Columbia, Department of XXXX, ADDRESS. This is a link to a map and information about the location of our building: [Link to appropriate UBC map].

I would appreciate confirmation of your ability to visit us on the date proposed. If you could confirm within the next 48 hours, it would be much appreciated. If you prefer to communicate by telephone, my assistant can be reached at 604-822-XXXX.

We look forward to meeting you.

Best wishes,

## SAMPLE ITINERARY/SCHEDULE FOR CAMPUS VISITS

Dear XX (candidate),

I hope this note finds you well.

We are looking forward to your upcoming visit to the Faculty of Education at UBC.

A few items to help everything run smoothly:

1. I have attached the itinerary for your visit. We have made arrangements for you to meet individually with members of the senior leadership team, students, and staff over the course of your time here, including a presentation by you to members of XXX department and faculty and a focused interview with the Search Committee. Your presentation should be no longer than 45 minutes and should include an overview of your scholarship and teaching, to be then followed by Q & A, as outlined in my letter of invitation.
2. We have a full schedule for you planned. A graduate student or a staff member will escort you to each meeting and presentation location during the time you are here with us on campus.
3. At the end of the first day the Search Committee will accompany you to a dinner at one of the local restaurants.
4. Please retain all receipts for your expenses such as breakfast, taxis or other incidental costs so that our finance department can reimburse you for any expenses you may incur. If you would prefer reimbursement in a currency other than Canadian dollars, please let us know. Send all of your original receipts, in one envelope, to:

Dean's Office Reception  
2616 – 2125 Main Mall  
Vancouver, BC  
V6T 1Z4

5. In case of an emergency or major issue, please contact one of the following people:
  - a. XXXX
  - b. XXXXX
6. Please provide me with your PowerPoint presentation in advance so that we can load it in advance of your presentation. Let me know of anything you require for your presentation.

If you have any questions, please let me know.

On behalf of the Faculty of Education and UBC, I hope you enjoy your time in Vancouver and we look forward to your arrival.

Regards,

## SAMPLE MESSAGE TO UNSUCCESSFUL SHORT LISTED APPLICANTS

Date

Dear \_\_\_\_\_,

Thank you for visiting the University of British Columbia to interview for the assistant professor position in XXX, in the Department of XXXX. We were impressed with a very fine group of short listed applicants; each presented a unique and attractive set of skills, abilities, and research interests. The strength of your candidacy was noted by many. After careful deliberation about the candidate who best fits our current needs, we have completed our search. While we have made the difficult decision to select another candidate, we would like to express our appreciation for your interest and for giving our department the opportunity to know you and your work.

On behalf of my colleagues, I wish you well in your future academic endeavours.

SAMPLE FEEDBACK FORM FOR SHORT LISTED APPLICANTS

FEEDBACK ON CANDIDATES

TITLE OF POSTION

Your name: (optional) \_\_\_\_\_

Your position: Tenure/Tenure-track Faculty  Lecturer/Sessional Instructor  Staff  Student

Candidate presentation(s) attended/viewed: Dr. XXXXXX  Dr. XXXXX

Candidate:

\_\_\_\_\_

Basis for comments on assessment (check one or more of the following):

- Attended or viewed presentation by the candidate
- Met with candidate
- Reviewed candidate's CV
- Other (please specify)
- In my opinion, Dr. XXXXXX is a viable candidate for XXXX.

\_\_\_\_\_

Comments:

\_\_\_\_\_

Conflict of Interest Statement:

Please check the appropriate response:

I have not had an association with Dr. XXXXX

Signature (optional) \_\_\_\_\_

*Please return by email to [XXXX](#) no later than XXXX.*

## SAMPLE ITINERARY/SCHEDULE FOR CAMPUS VISITS

One Day Schedule (recommended to extend to the next morning)

Date	Meeting Details	Location
8:15 – 9:15	Breakfast with XXX, Chair of the Search Committee	XXX
9:15 – 9:30	Walk to XXX	
9:30 – 10:00	Meet with XXX, Head, Department of XXXX Studies	XXX
10:00 – 10:30	Preparation time for presentation	XXX
10:30 – 12:00	Presentation and Questions	XXX
12:00 – 12:30	Break	
12:30 – 2:00	Search Committee interview (with lunch)	XXX
2:00 – 2:15	Walk to Scarfe Building	
2:15 – 3:15	Meet with Senior Associate Dean, Administration and Innovation, Pam Ratner	Scarfe 2619
3:15 – 3:45	Break	
3:45 – 4:30	Meet with individual departmental faculty members	XXX
4:30 – 5:15	Meet with students	XXX
6:00	Dinner with members of the Search Committee	XXX



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