EXAMPLES OF HIRING CRITERIA

The following are examples of hiring criteria from past job postings from Concordia.

Tier II Canada Research Chair in Computational Physics
(Biomedical Physics, Biophysics, Condensed Matter, Quantum Materials)

1. <u>EDI (30%)</u>

Potential for contributions to Equity, Diversity and Inclusion in the Dept of Physics and CERMM
- Includes: EDI statement, Letters of reference, CV, Diversity of Network (collaborators), Overall Demonstrated Track-record in promoting/championing EDI in Physics

2. <u>Teaching and Mentoring (15 %)</u>

- Includes: Communication skills, quality of write-up, letters of reference, teaching statement, if any - course evaluations, supervision track record (CV)

3. <u>Research proposal (20 %)</u>

- Includes: Research Proposal (Is it creative? Does it have potential for big impact? Is it realistic/convincing?), Does it match well the job posting/NSERC? (includes computational physics/biophysics, and some ideas of AI)
- note: biomedical physics is not a traditional field, may not use the word "computational"

4. <u>Impact of past research (20%)</u>

- Includes: Publications (lead authorship, corresponding author, impact/journal, originality, invited talks, citations, # of publication per year of experience), Letter of References, Awards / grants, Career trajectory (upcoming, improving)
- Note: please do not give too much weight to the # of pub. This could be anti-EDI.

5. <u>Collaborations (15 %)</u>

Potentials for productive collaborations with Physics and CERMM as well as external collaborations
- Includes: Cover letter, Proposal, publications, Letters of reference, Existing network, Collaboration track-record, Convincing proposal to collaborate in Physics and CERMM + elsewhere

Tier II Canada Research Chair in Indigenous Oral Tradition and Oral History

1. Orality, oral tradition, oral history
   - Is orality, oral tradition, and/or oral history central to the applicant's work?

2. Research
   - Record of public or community engagement, and/or creative practice embedded in community?
   - Scholarly publishing
   - Community facing-engaged publications or projects?
   - Artistic or creative outputs?

3. Mentorship
   - Track record of Indigenous mentorship or POTENTIAL to have such?
   - Track record of community research partnerships or POTENTIAL to have such?
   - Teaching experience (can be non-academic)
   - Capacity to recruit/attract students?

4. Leadership
   - Does the applicant have a living connection to and partnerships with an Indigenous community or communities?
   - Demonstrated capacity or potential to advance Indigenous ways of knowing?
   - Demonstrated experience or potential to lead decolonizing work at Concordia
   - Does the applicant have a sense of the scope of the CRC program, and their potential role within it?
   - Potential to lead CFI funding application and project?
   - Capacity or ability to develop cross-disciplinary relationships and collaborations

5. Strong letters of reference?

6. Does the applicant have strong teaching applications (if applicable)?

Tier II Canada Research Chair in Clinical Omics and Diagnostics

1. <u>CV</u> (Past record of accomplishments)
   - PhD with research in "correct discipline"?
   - Within 10 years (accounting for delays)?
   - PDF(s) with research in "correct discipline"?
   - Recent research experience relevant to ad/position?
   - Overall publication record (wrt stage of career)
   - Relevance of publication record wrt position/ad
   - Significance of research contributions (self-evaluation, career stage, opportunities)
   - Training/engagement of:
     - HQP
     - Scientific community
     - Public
   - Leadership (in the community at large and Scientific community):
     - Demonstrated
     - Potential
     - International
     - Awards
   - External funding as appropriate to career stage and opportunity

2. <u>Proposed Research</u>
   - Is the researcher really a clinical/diagnostics/omics researcher as per the ad?
   - Is the applicant really a researcher or a clinician (MD first – researcher second)?
   - Quality of proposed research (presentation/writing quality)
     - Innovative
     - Potential for publications
     - Training
     - Drawing into dept new students/backgrounds
     - Achievable here at CU? if not - can assign negative numbers to "take away" points
   - Research Program
     - Is it actually a program or set of projects?
     - Comprehensive?
     - High level and appropriate to stage of candidate?
   - Fundable by: CIHR, NSERC, NIH, others…
   - Do they have realistic expectations of what can be done at CU? (discussion point)
   - Compliments and builds upon department
     - Synergy
     - Overlap
   - Connections to PERFORM/other depts./CU/local U's/others

3. <u>EDI</u>
   - Cover letter statement made? Requirements met? Well articulated?
   - Any evidence of engaging with EDI?
   - Any formal EDI training, experiences?
   - Are they proactive or reactive? Show leadership? Show potential?
   - Any EDI outreach/promotion/recruitment/engagement?

- Attracting a diverse cohort to group/department/university/Science
- Past demonstrations of EDI
    - (Accommodations/religion/gender/minorities)?
    - Did they have the potential to demonstrate EDI?

4. <u>Teaching & Mentoring</u>
- Teaching as appropriate to career stage
    - Well experienced applicant: core/service courses, self developed courses etc?
    - Junior applicant: guest lectures, TAing, anything else is bonus
- Teaching Philosophy
    - Able to articulate TP (approach, design, reference to teaching literature)
    - Thoughtful consideration of TP
    - Specific aims, goals, examples, self evaluation
- Mentoring as appropriate to career stage
- Number & level of HQP
- Success of HQP (may need eval at interview)
- Attraction/retention of excellent and diverse trainees (as per ad, tempered by potential (size of school, funding available, pool of potential trainees)

Tier II Canada Research Chair In Child And Adolescent Mental Health Intervention

1. Child/Adolescent Research Focus
   - Studies children/adolescents/pediatrics
   - Conduct research with child/youth populations

2. Child Mental Health Research Focus
   - Studies child/adolescent mental health
   - Focus on mental health problems (DSM; includes pain, insomnia, autism, ADHD)

3. Intervention Research Focus
   - Studies mental health intervention
   - Evaluates intervention & impact of intervention
   - Explored mechanisms proposed to underlie interventions (why does intervention work)

4. Research Innovation & Viability
   - Creativity or innovation of research
   - Uniqueness & importance of proposed research
   - Research program & method are viable within Concordia/Montreal context

5. Research Dissemination & Impact
   - Peer reviewed publications
   - Conference presentations
   - Impact of presentations, citations, bibliometrics
   - Knowledge mobilization (social media, websites, blogs, impact on policy)

6. Academic Merit
   - Awards & prizes received (number & nature)
   - Demonstrated strong academic record

7. Extramural Funding (Potential)
   - Demonstrated success securing extramural funds for research (Grants held as PI, co-PI, co-I)
   - Potential to obtain grant funding from federal/provincial agencies
   - Potential to obtain non-traditional funding

8. Teaching
   - Experience teaching undergraduate & graduate courses
   - Ability to teach department courses (stated or potential interest to teach specific courses)
   - Public speaking experience (public lectures, grand rounds, keynotes, oral addresses)
   - Pedagogical effectiveness
   - Articulated, valid, & fair means of assessing achievement
   - Inclusive classroom practices

9. Mentorship & Supervision
   - Potential/demonstrated ability to attract and supervise graduate students

10. Clinical Contributions

- Ability to contribute to clinical programme
- Ability to teach clinical courses (stated or potential interest to teach core clinical graduate courses in assessment, child psychopathology, child treatment)
- Ability to conduct clinical supervision

11. Scientist-Practitioner
- Science in practice (scientific evidence is used to develop practice/intervention; intervention is studied as it is provided; intervention has evidence base)
- Practice in science (child/client/family experiences are used to guide/develop practice/intervention; Client/patient engagement with research)

12. Diversity
- Demonstrated commitment to equity, diversity, inclusion
- Describes how envisions contributing to educational mission of Department
- Demonstrated experience working with diverse & underrepresented student populations
- Sensitivity to a broad range of perspectives
- Inclusive teaching material/non-discriminatory language
- Adds to diversity of department

13. Promotes Health of Canadians
- Work has direct impact on improving mental health of Canadians
- Proposed work has potential to advance Canada's reputation as a global centre for science, research, and innovation excellence

14. Collaboration
- Ability to make positive contribution to department's climate
- Evidence of collaborative efforts

15. Service Contributions
- Potential or demonstrated ability as conscientious university community member
- Commitment to professional service

Tier II Canada Research Chair in Cellular Systems Design

1. Diversity (20%)
   - Candidate's prospects re. CU's quality of recruitment and outreach strategy in terms of demonstrated commitment to EDI
   - Candidate's prospects regarding the quality and extent of the institution's commitment to ensuring that the opportunities of the chairholder's research program will be made available to individuals from the four designated groups, in connection with CU units.
   - Potential (demonstrated ability) to attract and supervise diverse graduate students
   - Potential (demonstrated ability) to teach and supervise diverse undergraduates
   - Potential (demonstrated ability) to be a conscientious university community member

2. Research/Academic Merit (30%)

   - Significance and quality of the applicant's research to date.
   - Productivity of the applicant
   - Evidence of national and international leadership and impact to date (suitable for CRC Tier II)
   - Evidence of the applicant possessing exceptional expertise and knowledge in the research area

3. Potential (30%)
   - Quality and vision of the proposed research plan
   - Feasibility and approach to carry out the proposed research plan
   - Capacity of the research plan to create new areas or increase critical mass in existing areas in Canada
   - Likelihood that the work of the proposed chair will advance Canada's reputation as a global centre for science, research and innovation excellence or create social and economic advantages for Canada

4. Prospects for Quality of the Institutional Support (20%)
   - Fit of candidate's research program to the call in Cellular Systems Design and opportunity of the research program to interact with the Department of Biology, Centre for Applied Synthetic Biology and other relevant Concordia units.
   - Fit of candidate's research program with CU strategic directions.
   - Opportunities for collaboration with other researchers working in the same or related areas at Concordia, in Montreal or the broader region, within Canada and abroad—including NGOs and municipal initiatives.
   - Prospects for the sustainability, including retention, of the chairholder beyond the period of the award.

Tier II Canada Research Chair in Media and Migration

1. Teaching (/3):
   - Experience (number and variety of courses taught/developed, both thematically and level-wise)
   - Quality (as demonstrated through evidence of teaching effectiveness)
   - Area (direct engagement with film and media, no significant overlap with existing faculty in the program)

2. Research (/5):
   - Publications (number, venues, range of topics)
   - Creativity and innovation (new experimental approaches, engagement with diverse communities through topics, modes of production and dissemination)
   - Fit with the call (either demonstrated or clearly articulated plan of research)

3. CRC potential (/7):
   - Significant record of service inside and/or outside of the university
   - Experience with network- and infrastructure-building (planning events, assembling resources, collaborative work/leadership)

4. Diversity / intersectionality (/5):
   - Topic of research
   - Service and leadership experience

Tier II Canada Research Chair In Corporate Social Responsibility

1. Fit with the Corporate Social Responsibility profile

2. Active publication profile

3. Possibility for networking/cultivating partnerships

4. Administrative experience (important for a role of this calibre)

All interviewed candidates asked how they plan to contribute to a more diverse and inclusive research and teaching environment.

Tier II Canada Research Chair in Pervasive Computing for Health and Healthy Aging

1. Ph.D. in Computer Engineering or a related discipline.

2. Complementarities with current faculty in the PERFORM Centre, the ECE Department and throughout GCS.

3. Willingness and Potential to integrate into PERFORM's Research Mission.

4. Research Achievements: Present record and potential for outstanding research achievement and leadership with an international profile.
      a) Publications in the area in internationally recognized journals, conferences, and patents.
      b) Research funding – grants / contracts. Potential or actual.
      c) Research supervision. Potential or actual.
      d) Industrial/academic collaboration. Potential or actual.
      e) Awards and recognition

5. Research Area

Possess expertise and research interest in areas such as, but not limited to embedded systems, embedded computing, wireless computing and software platforms for embedded computing, with applications in health, healthy aging, human performance and smart homes/buildings

6. Research Statement

Explanation of research intentions and goals and relation to existing background

7. Teaching Experience
      a) Match the Department's needs for teaching undergraduate and graduate courses.
      b) Teaching Statement
      c) From university-based candidate
- Development of courses in area
- Experience in teaching. Potential or actual
      d) From industry-based candidate
- Potential to develop courses in area
- Interest and enthusiasm for teaching

8. Reference letters
- Quality of the recommendation, reputation of referee and their institution

9. Eligibility and willingness to be a registered engineer
10. Status to work in Canada
11. Equity, Diversity and Inclusion
12. Interview/Seminar
      a) Communication skills
      b) Quality of answers to technical questions posed by Concordia personnel as shown in the interview
      c) Teaching ability

d) Research ability
e) Feedback from faculty members