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# **APPENDIX 1**

# **Overview of Selection Criteria and use of Matrices and Rubics**

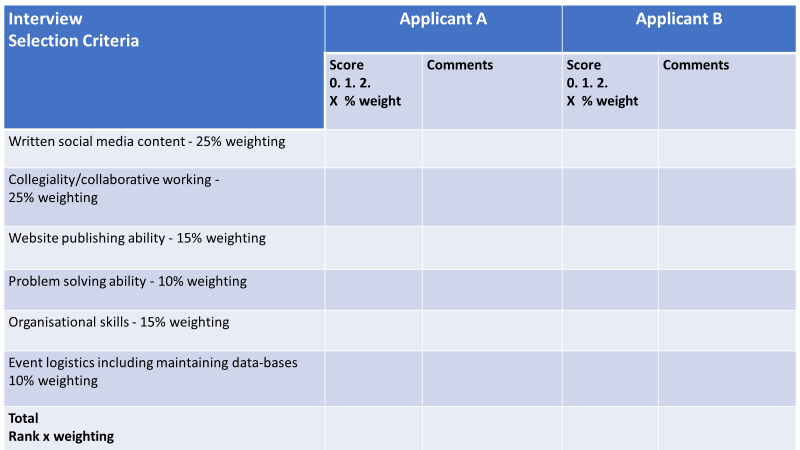
## **Process**

* **Identify the key selection criteria** for the role before writing the advertisement
* Identify and list the minimum skill or experience levels applicants must have for each key selection criteria to progress to the next stage of the selection process
* **Determine methods of assessment,** or what evidence will be considered. For instance;
  + How will advertised criteria, *‘Excellence in teaching/research/project management’* be assessed? Is it, number of publications, impact score, success at attracting students, innovations in teaching/research, schedule management, stakeholder satisfaction, performance to business case, etc.
  + It may not always be possible to think of all potential evaluation criteria but the **efforts to define the criteria more rigorously usually results in greater clarity regarding what qualities you are seeking**
* Criteria should be clearly defined, as abstract or vaguely defined criteria may increase the possibility for unconscious bias to influence evaluation
* Well defined criteria **focuses the attention on the merits** of individual applicants and on the degree to which they meet the criteria
* Consider weighting the most important criteria, this gives a more nuanced result
* Score or rate each applicant against the criteria, ie, how well they meet the criteria
* Multiply the score against the weighting
* Use a criteria matrix to record the rating, weighting and total score
* The quantitative assessment is backed up by a qualitative evaluation which details how the applicant meets the criteria.

## **Further Reading**

* [Assessment matrix example](https://www.hr.uwa.edu.au/__data/assets/pdf_file/0007/2215366/Assessment-matrix-example.pdf) University of Western Australia
* [UNC Charlotte Resources for Search Committees.](https://advance.uncc.edu/programming/programs/faculty-recruitment/resources-search-committees-including-evaluation-rubrics) Includes a number of rubic examples for the academic environment
* [Recruitment and Selection of General Staff](https://www.otago.ac.nz/humanresources/otago063979.pdf) Guidelines - University of Otago. Includes a criterion grid for an administrative position

## **Example 1: Criteria Matrix with criteria weightings Professional Staff**



## **Example 2: Criteria Matrix with criteria weightings and applicant ranking Academic Staff**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria →** | Research  programme | Post-Grad teaching | Under-Grad teaching | Student engagement | Supervision | Collegiality | Total Scores | Overall Rating |
| **Weighting 🡪** | 20% | 10% | 20% | 10% | 10% | 30% |  |  |
| **Applicants 🡫** |  |  |  |  |  |  | Rating x weighting |  |
| A  Score or Rating  Weighting x rating | 1  20x1=20 | 0  10x0=0 | 2  20x2=40 | 2  10x2=20 | 0  10x0=0 | 2  30x2=60 | 8  130 | 1st  1st |
| B | 1  20x1=20 | 2  10x2=20 | 0  20x0=0 | 0  10x0=0 | 2  10x2=20 | 0  30x0=0 | 5  50 | 4th  4th |
| C | 1  20x1=20 | 1  10x1=10 | 1  20x1=20 | 1  10x1=10 | 1  10x1=10 | 1  30x1=30 | 6  100 | 2nd =  2nd |
| D | 2  20x2=40 | 1  10x1=10 | 2  20x2=40 | 0  10x0=0 | 1  10x1=10 | 0  30x0=0 | 6  90 | 2nd =  3rd |

**Criteria weightings:**

10% 20% 30%

**Rank or score of applicants:**

2 = exceeds criteria 1 = meets criteria 0 = doesn’t meet criteria

Weighting gives a more nuanced result.

## **Example 3. Criteria Matrix for Senior Lecturer/Lecturer Sciences**

**Weight the most important criteria** 3, then scale to 2 and 1 for other criteria.

**Assess how meets criteria:**

**0**=Does Not Meet Criteria/Not Qualified; **1**=Minimally Meets Criteria/Minimally Qualified; **2**=Meets Criteria/Competitive; **3**=Exceeds Criteria/Highly Competitive

**Note sources of evidence**: a) Letter of application, b) C.V., c) Reference, d) Transcript, e) Awards..

|  |  |  |
| --- | --- | --- |
| **Applicant** | **Weighting**  **3, 2, or 1**  **Score**  **0, 1, 2, or 3** | **Comments**  Qualitative assessment using evidence, applicant’s responses etc; Record applicant’s own words |
| **Ph.D.**in relevant discipline. **Must have** |  |  |
| **Evidence of relevant research program for a Senior Lecturer:**  Several peer-reviewed articles/projects  Additional work in progress and future plans  Summary of most significant work  Endorsement of references  Impact and Scopus index …  **Evidence of relevant research program for a Lecturer**  Published peer-review article(s) or project(s)  Work in progress and future plans  Summary of most significant work  Endorsement of references  Impact and Scopus or *h* index … |  |  |
| **Evidence of teaching ability for Senior lecturer**  High-quality teaching ability at both UG and PG levels  Significant course coordination  High quality & extensive supervision at all levels (H, BAScHo, M, PhD)  **Evidence of teaching ability for Lecturer**  Demonstrated potential for excellence in teaching at both UG and PG levels  Course coordination experience  Supervision experience |  |  |
| **Student engagement, development and mentoring;** experience and commitment to |  |  |
| **International and community links**  **Senior Lecturer;** Strong international links;  Community outreach  **Lecturer;** Appropriate international links;  Community outreach |  |  |
| **Equity**  **Senior Lecturer**;  Demonstrated ability to contribute to an engaged relationship with Te Tiriti o Waitangi  Evidence of implementation and leadership in inclusive ways of working, teaching and learning  **Lecturer;**  Ability to contribute to an engaged relationship with **Te Tiriti o Waitangi**  Demonstrated ability to work with and support diverse groups of staff and students |  |  |
| **Service and collegiality**  **Senior lecturer;** Recognised collaborative activities with other scholars;  Dept/School/University Committee chair, Journal editor, Conference coordination, Reviews written, Leadership positions held, etc  **Lecturer;** Collaborative activities with other scholars;  Dept/School/University Committee membership, Conference coordination, Reviews written, Leadership positions held, etc |  |  |
| **Science Communication**  Record of communicating science, outreach and application of research to address challenges to food security and the environment |  |  |
| **Demonstrated synergy or complementarity with other relevant research groupings** to enhance output, quality and reputation of University |  |  |