**MPLS AP Recruitment Guidelines**

### Job Descriptions

To encourage a broad applicant pool and to focus on the requirements of the role, job descriptions should be clear and concise:

* limit the number of essential criteria to 7-9 distinct criteria and a smaller number of desirable criteria
* Use potential, or ability, rather than experience for selection criteria. Noting that many applicants may not have had the same opportunity to gain experience across all facets of the AP role but may be more than capable of carrying out the duties. Conversely, experience does not necessarily equate to ability.
* Provide a broad estimate of the fraction of time that will be spent across research, teaching, and citizenship on average, e.g. 10-30% teaching., 40-70% research, 10-20% citizenship and that this may vary across different academic years.
* Include the planned interview dates and ask the applicants to indicate whether they cannot attend certain dates. Potentially providing a neutral academic point of contact for queries.
* State the offer to pay for childcare during interview visits for shortlisted candidates to enable those people with caring responsibilities to attend without additional stress.
* Plan for a thorough and proactive search to get the job description to as wide a pool of potentially suitable applicants as possible. E.g. share the advert through social media and other communication channels, and more general academic networks. Consider using recruitment experts with the aim of diversifying the applicant pool.

### Shortlisting

* Contact the Academic HR Team as soon as possible to discuss and for an approval to proceed if there is a single-gender pool of applicants or a single-gender shortlist
* The relative weighting of the essential criteria should be decided before shortlisting, with clearly defined minimum expectations for each (see scoring below)**.**
* Shortlisting should be made against the selection criteria alone, preferably with ranked scores against each criterion (e.g. a narrow numerical scoring system (1,2,3,4).
* A record should always be made of which candidates were shortlisted and which candidates were not, with evidence of the reasons (e.g. scoring). This is to ensure the shortlisting decisions are not exposed to a discrimination claim.
* Career breaks and/or ill-health (e.g. long covid) should be taken into consideration in assessing the size (not the quality) of the body of work.

### Interview and Assessment

* The interview should be an experience that showcases the Department, College, and University in a positive way, highlighting how the applicant would benefit from being at Oxford (we should be selling ourselves to the applicant).
* Invitations to interview should include full details of the interview and assessment process, including panel membership, details of a research talk and a tutorial assessment where appropriate. Particular attention should be paid to explaining the role of the department

and college in the AP role, e.g. the tutorial system, noting that this is not the model in the vast majority of other HEIs. A non-panel member should be listed as a point of contact to avoid panel members being contacted individually, or to enable panel members to redirect queries.

* Be respectful of the candidate’s constraints, they are likely to have constrained schedules, and may have caring responsibilities or health issues that they may be uncomfortable sharing information about.
* Ensure that all interviews are conducted in an accessible room with good acoustics and that the environment is welcoming, and implement reasonable adjustments if requested.
* Interview questions should focus on the essential criteria and seek evidence that the candidate meets these criteria, and hopefully excels in them. These should be standard set for all candidates to ensure fair comparisons.
* Panels are encouraged to share a list of the standard interview questions in advance of the interview. Clearly not all questions can be communicated in advance, e.g. in follow up to research and teaching presentations, however a standard set focused on the essential criteria will enable candidates to provide more informative answers, which better reflect their ability to carry out the role of an AP.
* If students are involved in a tutorial assessment, then the same students should be present for all candidate’s assessments to ensure consistency and fairness.
* Collect all scores from the panel (and e.g. student assessors) at the end of the interview session.
* It is the responsibility of the chair, but *everyone* on the panel should ensure that the panel act responsibly, fairly and in an unbiased manner, ranking candidates based on the criteria set out in the JD. Where possible the panel should reflect the diversity of the department and an HR professional should be witness to the interview process and be empowered to intervene if they deem conversations veer from the criteria.
* All shortlisted candidates should be provided with the same overall experience, e.g. lunches/dinners, tours around the department/college, exposure to the diversity of students and staff where possible. Knowledge of the candidate should not be considered evidence within the selection process, therefore where possible, visits should be conducted with members of the department and college who are not part of the selection process.

For further information please see the University’s [Associate Professor Inclusive Recruitment Guidelines](https://hr.admin.ox.ac.uk/files/associateprofessorinclusiverecruitmentguidelinespdf)