

Candidate Evaluation Criteria Matrix

Once a person applies for a position, it is our responsibility to ensure we are evaluating everyone consistently and equitably. Partnering with your TTM recruiter and selection committee to establish clear and consistent evaluation practices is critical to ensure a fair and equitable hiring process for all applicants. Determining why a qualification is required and defining how potential candidates can meet it before screening begins will help mitigate bias. The goal is not to lower your standards, but to broaden your candidate pools and attract qualified applicants who have been historically underrepresented or marginalized in the workforce. Remember, some applicants may appear more qualified on paper than others, but that doesn't automatically mean they will be the most qualified candidate for the role. The purpose of this form is to help hiring teams identify, define, and document the criteria (skills, qualifications, competencies) required for applicants to qualify for the position. Ideally, this form should be completed prior to posting the position. At the very least it should be completed before the initial applicant screening.

Below is a brief description and purpose for each section on the form:

Minimum Qualifications

Minimum qualifications refer to the necessary education, work experience, skills, and knowledge required to perform the essential duties and responsibilities of the role. These qualifications should be the foundation for determining which applicants are qualified to move forward in the hiring process. Applicants must meet required qualifications to be considered a candidate. Lofty or inflated job qualifications can limit the diversity of your candidate pool, and may adversely affect applicants from historically underrepresented and marginalized populations. Minimum qualifications should be limited to “must haves” such as technical experience, base-level education, and certifications.

Desired qualifications

Desired qualifications are not a necessity, but can include specific skills, expertise, and education that may indicate optimal performance. They are typically added to attract the “ideal candidate”, but should be considered a plus or bonus, not used as a threshold to automatically disregard candidates who do not meet them. Each desired qualification should be evaluated separately and applicants do not have to meet the desired requirements to be progressed forward in the selection process.

Relationship to the job

The purpose is to identify the relevance of the qualification and confirm whether it is necessary to perform the essential duties of the job. Use this section to identify and document the following:

- Utilization-What percentage of the time would this qualification be used?
- How important is this qualification to the day-to-day functions and duties?
- Could we hire and train someone who does not meet this qualification?
- Is it a performance skill (approach to work), competency, or technical skill? Why do they need it?

Evaluation Criteria

The purpose is to increase equity and minimize bias by identifying various ways applicants may meet the qualification. Use this section to discuss and identify the following:

- What cues or indicators will provide evidence the candidate meets the qualification?
- Is the qualification too exclusive or geared towards a narrow audience, e.g. is it knowledge only internal applicants would have?
- Is the qualification too "specific", e.g.- If the requirement is 2 years' experience, will we miss out on great candidate with only 1.5 years of experience?
- Is this requirement transferable? What different ways could a candidate attain the skill or knowledge to meet this requirement?
- Is the requirement written for a more senior or higher level of expertise than necessary?
- Is this qualification based on the skills or expertise learned over time by the person who previously held the position?
- Is the position based on meritocracy and elitist assumptions?

When to assess

The purpose of this section is to ensure equitable screening and increase consistency in evaluating candidates? Use this section to discuss and identify the following:

- At what stage can we most accurately assess this qualification (application, resume', phone screen, interview, reference)?
- If we assess at more than one stage, what are we looking for at each stage?
- At which stage will we eliminate applicants because we can confirm that they don't meet this qualification e.g. specific education or degree requirements may be determined at resume' review stage?

Priority

The purpose is to determine which qualifications will have the most impact on daily performance and immediate success in the role. Use the scale (*High/Med/Low*) and discuss and consider the following:

Scale Rubric

High= High level of expertise and proficiency needed on day 1.

Med= Some level of experience and familiarity is needed immediately. Additional experience can be learned on-the-job.

Low= Low utilization- some exposure or basic knowledge is sufficient.

- How important is this qualification *compared to other qualifications?*
- Will candidate need to be familiar or proficient in this qualification?
- Is it a minimum qualification or desired qualification?
- Will having a high level of expertise in this qualification make a candidate more prepared for immediate success in this role?

Qualification	Minimum or Desired	Relationship to Job	Transferable Yes or No	Evaluation Criteria (ways to meet qualification)	Priority High-Med-	When to Assess?