

Resources for equity in recruitment, selection and appointment

The University will identify and seek to eliminate unfair and illegal barriers and support equitable access, participation, engagement and success for all staff, particularly Māori as well as those from equity groups, by developing robust equity strategies with measurable outcomes. Equity groups include Pacific people, people with disabilities, LGBTQITakatāpui+, people from refugee background, men, women and people where there are barriers to success.

The University of Auckland is committed to meeting its responsibilities under the Treaty of Waitangi, and acknowledges the distinct status of Māori as tangata whenua.

The University recognises it is essential to maintain and strengthen our core of excellent Māori staff and develop and implement policies and process to improve Māori staff recruitment, promotion, reward and retention.

1. Prior to recruitment

- Ensure an inclusive departmental climate and culture
- Pathways and pipelines for Māori and equity group members created where possible
- Demographic and equity data tracked within the department/division.

2. Defining the need for appointment

- Job description meets the current requirements of the job and future needs including University and department/division equity goals
- A wider grade level considered

3. Selection committee membership

- Committee aims for gender balance and diversity
- Māori or [Equity group](#) representation included especially where position has responsibility for that group and ideally where there is a Maori or equity group applicant
- Committee members have an understanding of [recruitment and selection](#) strategies and a demonstrated commitment to equity and understanding of [equitable employment processes](#), [Impartial Decision Making](#), [Flexible Work](#), [Merit Relative to Opportunity](#) policies etc.
- Committee understands importance of confidentiality and [Privacy legislation](#)

4. Selection Criteria

- Selection criteria reflects the inherent requirements of the position is based on the role position and developed before advertising

- Committee ranks and weights criteria according to its importance
- Assessment criteria developed which fairly measures selection criteria
- Broad definition of qualifications considered including "equivalent" qualifications
- Requirement of 'demonstrated commitment to equity' considered

5. Advertising

- The University's commitment to the Treaty and equity should be included in all advertisement, ie, "*The University is committed to meeting its obligations under the Treaty of Waitangi and achieving equity outcomes for staff and students in a safe, inclusive and equitable environment. For further information on services for Māori, Pacific, women, LGBTQITakatāpui, people with disabilities, parenting support, flexible work and other equity issues go to www.equity.auckland.ac.nz*".
- Advertisement is reflective of the job description and selection criteria
- Actions undertaken to source and attract members of under-represented groups; eg promoted to, professional women's networks, [Maori and Pacific Jobs](#) etc
- Advertised in a variety of accessible formats; digital, print, radio etc
- Responses in flexible formats allowed for
- Contact details for further advice provided
- Wording is inclusive and non-discriminatory
- Images in all department/division promotional material reflects diversity

6 Shortlisting

- Members rate each applicant against criteria on a criteria matrix
- Only criteria which can be considered objectively from the application can be assessed; attributes and competencies can only be assessed in an interview
- Any [Conflicts of interest](#) with committee members identified and managed
- Candidate's ability to act as a role model for Māori and equity groups, and to extend boundaries of current research and supervision considered
- [Merit Relative to Opportunity](#) considered where career gaps or periods of reduced work productivity

7. Interviewing applicants

- A robust, structured and consistent process used with all applicants
- [Interviews involving whanau](#) organised where appropriate
- Venue and process are accessible; see [employing staff with disabilities](#)
- Inclusive and non-discriminatory language used
- Hearsay, assumptions, personal questions and irrelevancies avoided
- Non-traditional career paths, work patterns and different ways of doing a job considered fairly
- Care taken to avoid [common decision making biases](#)

- Publications on Treaty and equity topics which may not be in “mainstream” journals appropriately considered
- Committee members individually record and assess interviewee’s responses against ranked and weighted criteria
- Discussion of all applicants occurs at the end, not between interviews and Chair gives their assessment last
- Where differences in assessments occur, the Chair facilitates a review discussion of the applications against the criteria, checking there has been consistency in scoring
- Accommodation for carer responsibilities is not unreasonably refused
- All interviewee’s questions addressed and all interviewees given equivalent access to information about the vacancy and about support available, ([Flexible Work](#) opportunities, [ECE facilities](#) etc.)

8. Tests and Presentations

- Any tests used are validated, accessible and non-discriminatory
- Presentations assessed against predetermined criteria
- Information to applicants about any tests or presentations are consistent

9. Decision making

- All applicants evaluated against the same pre-determined objective selection criteria
- Use of “tie breaker” principle when two equally matched applicants. See the [Academic](#) (s.44) and the [Professional](#) (S.15) staff recruitment procedures
- Equivalent and overseas qualifications fairly assessed
- Reasons for missing or inconsistent information evaluated
- Differing viewpoints re-assessed against criteria
- Fair consideration of the impact of any differences in environment such as personal vs zoom interviews, different audiences for presentations etc
- All committee members aware of personal reactions to the applicant and of common problems and biases experienced in decision making. See webpage [Unconscious bias](#)
- Decisions are transparent and accountable.
- Structured referee checks conducted.