# Step 1: Prior to Recruitment - Preparation and Capability Building

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| **Recommendation** | **Considerations and Actions** |
| Regularly track and monitor the recruitment process within the faculty/division/department to identify the employee profile and if and/or where bias may be occurring | Measure each step to understand if you are attracting Māori, women, people with disabilities, Pacific people and other equity groups, and whether their proportion declines at any point of the recruitment process.**Use Smart Recruiter to determine:*** Where vacancies are advertised
* Applications by gender, ethnicity, age and if declared, disability status
* Comparison of that composition compared to long lists, short lists, interviews and appointments
* Composition at the different levels; eg AP, SL, Snr Professional, below Level 6, etc
* Composition by various job families and/or departments
* Gender and ethnic composition of interview panels
* Starting salaries
* Determine applicant’s experience of the recruitment process (this is a qualitative measure) especially feedback from Māori, women and other equity groups.
* Obtain retention data by equity and role groupings and reasons for leaving in exit interviews.
* View the [Equity Profile 2020](https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/monitoring--reporting-and-best-practice.html) for details on equity staff and student groups[[1]](#footnote-1). Appendix 3 has a brief summary of some overall statistics.z
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| Articulate the faculty/division/department’s commitment to equity, inclusion and diversity  | Include an objective and KPIs to increase Māori and equity group participation and representation in strategic plans**Examples:*** Enhance gender diversity by increasing the hiring of women into lectureship positions by no less than 10% by 2023
* Develop staff recruitment principles and practices that are explicit about Te Tiriti and equity considerations.
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| Ensure an inclusive departmental climate and culture where all identities are respected and have a voice | Build awareness among all staff involved in the recruitment process of different social identities[[2]](#footnote-2) (cultures, social groups etc), developing an inclusive workplace and exploring privilege, the impact of gender, racial and other biases and how to mitigate them.**Examples:*** Discuss the faculty/division’s Staff Survey responses from Māori and equity groups, that indicate issues of concern and how they could be addressed
* Support staff in familiarisation with [Taumata teitei](https://cdn.auckland.ac.nz/assets/auckland/about-us/the-university/official-publications/strategic-plan/2021-2030/taumata-teitei-vision-2030-and-strategic-plan-2025.pdf), Māori protocols and [Te Reo](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/equity/te-reo-maori-policy-and-principles.html) policy and principles and in use of the [Te Kūaha app](https://www.auckland.ac.nz/en/on-campus/life-on-campus/maori-life-on-campus/revitalising-te-reo-maori/te-kuaha-the-doorway.html)
* Encourage staff to improve wider cultural competency
* Encourage staff to complete on-line training to increase awareness of unconscious bias, equity & avoiding discrimination (See Equity Office and Career Tools catalogue)
* Provide a workshop or distribute resources on understanding and avoiding unconscious bias (as above)
* Promote training for Addressing Bullying, Harassment and Discrimination (See Career Tools catalogue)
* Discuss possible training in Bystander Intervention, Disability Confidence or other identified issues (See Equity Office or Student Care and Conduct)
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| Collect and share best practices, successes and challenges related to recruitment of diverse individuals from peer institutions | **Case Study Examples*** [CAASTRO Gender Action Toolkit](http://caastro.org/gender-action-toolkit/)

* [Best Practice Gender Equity Recruitment Guidelines Universities Australia](https://www.universitiesaustralia.edu.au/wp-content/uploads/2019/06/Best-Practice-Gender-Equity-Recruitment-Guidelines-6.pdf) Best Practice Guidelines
* [Recruitment Guidance NZ Public Service](https://www.publicservice.govt.nz/assets/SSC-Site-Assets/Workforce-and-Talent-Management/Implementing-the-Gender-Pay-Principles-and-removing-gender-bias-in-recruitment-processes.pdf)
* University of Western Australia Indigenous Employment Strategy
* [Inclusive Recruitment Macquarie University](https://staff.mq.edu.au/support/people-management/recruitment-and-induction/Inclusive-Recruitment-Guide_2021.pdf)
* [Understanding Bias in Recruitment, Victoria University Wellington](https://www.wgtn.ac.nz/__data/assets/pdf_file/0008/1816604/bias-in-recruitment-and-selection.pdf)
* [Ohio State University Implicit Bias Resources](https://womensplace.osu.edu/resources/implicit-bias-resources)
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| Promote the faculty/division’s interest in welcoming under-represented groups widely  | * Encourage staff members to make personal connections and generate potential applicant pools at professional meetings and conferences even when not actively recruiting
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| Create innovative programmes to establish pathways and pipelines for graduate students, staff members, Māori and equity group members | * Are there grants available for staff and undergraduate students from equity or under-represented groups to participate in research collaborations?
* Investigate use of intern or work experience programmes for under-represented groups which provide the intern with work skills and the University with valuable diverse perspectives to projects

**Case Study:**Academic Services have had successful intern programmes specifically targetted to, Māori, Pacific and People with Disabilities |

1. See [Equity Groups](https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/what-is-equity.html) [↑](#footnote-ref-1)
2. Social identity theory refers to how people interpret their own position in different social [contexts](https://www.merriam-webster.com/dictionary/contexts) and how that affects their perceptions of others (e.g., [stereotyping](https://www.britannica.com/technology/stereotype-printing)), as well as their own [behaviour](https://www.britannica.com/topic/human-behavior) in groups (e.g., social influence). [Britannica](https://www.britannica.com/topic/social-identity-theory) [↑](#footnote-ref-2)