# Step 3: Selection Committee

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| **Recommendation** | **Considerations and Actions** |
| The Selection Committee is representative and diverse and can reflect the unique differences of diverse applicants | * While anyone can be biased[[1]](#footnote-1), the more diverse the committee the greater range of views are likely to be canvassed; diverse committees also send a positive message to applicants[[2]](#footnote-2) * UoA procedures require committees to strive for gender balance and ethnic diversity (See [Academic](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/human-resources1/recruitment--appointment-and-induction/academic-staff-recruitment--selection-and-appointment-procedures.html) or [Professional](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/human-resources1/recruitment--appointment-and-induction/internal-recruitment---professional-staff-recruitment-policy-and.html) staff recruitment procedures * Diversity within groups mitigates group-think but does not guarantee a good outcome for diverse candidates[[3]](#footnote-3) (so it is important to mitigate bias with a range of strategies throughout the recruitment process). * If the vacancy has a particular responsibility for, or knowledge about, Māori or [equity groups](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/equity/equity-policy-and-procedures-.html), there must be representation from that group * Ideally, if it is known that there is a Māori applicant or person from an equity group there should be a member of that same group on the committee * Committees may co-opt specialist adviser(s) to assist the committee with cultural diversity, sexuality or disability issues at any time during the selection process, eg; Contact the offices of PVC Equity, PVC Māori or PVC Pacific * Including an independent member from another department encourages diversity of thought and approach * The FSC representative on a committee should not be the same person as the Chair |
| The Selection Committee understands, or has access to, the relevant policies, guidelines and laws  (See also [Equity Policy, Guidelines, Legislation](https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law.html)) | * [Recruitment, Selection and Appointment Policy](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/human-resources1/recruitment--appointment-and-induction/recruitment--selection-and-appointment-policy-.html) and Procedures * [Equitable employment processes](https://www.auckland.ac.nz/en/about/eo-equity-office/eo-information-for-staff/equity-in-recruitment--selection-and-appointment.html) * [Impartial decision making](https://www.auckland.ac.nz/en/about/eo-equity-office/eo-information-for-staff/equity-in-recruitment--selection-and-appointment.html) * [Achievement Relative to Opportunity](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/equity/merit-relative-to-opportunity-policy-and-procedures-.html) * [Flexible Work](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/human-resources1/employer-and-employee-responsibilities/flexible-work-policy-and-procedures-.html) * [Conflicts of Interest](https://www.staff.auckland.ac.nz/en/how-the-university-works/performance-and-risk-management/conflict-of-interest.html) * [Privacy legislation](http://www.legislation.govt.nz/act/public/1993/0028/latest/DLM296639.html) * [Human Rights Legislation](https://www.hrc.co.nz/about/) * [State Sector Act](https://www.legislation.govt.nz/act/public/1988/0020/latest/DLM129110.html) * See also [Equity laws and policies](https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law.html) |
| The Selection Committee is involved in the whole recruitment process | * Using multiple rather than single interviewers reduces bias and makes for better hiring decisions overall. * The committee should consist of the same people for each applicant being shortlisted and interviewed and will be involved in all facets of the recruitment process[[4]](#footnote-4) * If all selection committee members are not included in job scoping, determining selection criteria or advertising, the Hiring Manager/Chair of Selection Committee, will fully brief members on these factors to ensure all committee members are clear on the qualifications, skills and experiences required for the job. * If in exceptional circumstances all selection committee members cannot be involved in shortlisting, long listing or interviewing, the Hiring Manager or Chair and those undertaking these tasks will fully brief the other members on the criteria, process and how applicants met the criteria to ensure fair and consistent decision making. |
| The hiring manager (Committee Chair) is skilled and trained in inclusive recruitment and all committee members have access to training | * To maximise effectiveness of decision making and to ensure an inclusive recruitment process, the hiring manager would:[[5]](#footnote-5)   + Have an open leadership style   + Structure discussion   + Encourage dissent   + Reduce time pressure on decision making   + Ensure the committee is diverse and includes an independent voice   + Able to access subject matter experts including experts on equity issues such as employment of people with disability etc. |
| Appropriate training is available and encouraged for all committee members, particularly in removing gender bias and improving cultural competency | **Examples**   * Members should be wary of assuming that women with caring responsibilities do not have ambitions, are not looking for challenging roles, or willing to travel or to move * Cultural competency training should include an understanding of cultural norms relating to authority and negotiation and appropriate meeting protocols * Currently, training in inclusive best practice recruitment is available through the Equity Office. * Training is also available on mitigating unconscious bias. Contact the [Equity Office](mailto:equity@auckland.ac.nz) or enrol in [Working with Unconscious Bias](https://uoa.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=b8cfaced-1abb-4de4-bb49-325c835cd151&query=%3Fs%3D%26q%3Dunconscious%2520Bias&back_key=1#t=3)   See also [Ohio State University Implicit Bias Resources](https://womensplace.osu.edu/resources/implicit-bias-resources)  **Research**   * An Australian study of Victorian public service HR and recruitment personnel found a significant increase in reported self-efficacy and intentions regarding diversity following intervention with unconscious bias training[[6]](#footnote-6) * An intervention to reduce bias with STEM faculty at the University of Wisconsin-Madison found both immediate and sustained increase in self-efficacy to engage in gender equity-promoting behaviours[[7]](#footnote-7) |

1. [Moss-Racusin et al. 2012](https://www.pnas.org/content/109/41/16474) [↑](#footnote-ref-1)
2. [Murphy, Steele & Gross, 2007](Murphy,%20Steele%20&%20Gross,%202007) [↑](#footnote-ref-2)
3. [Recruitment Guidance NZ Government](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) [↑](#footnote-ref-3)
4. [Recruitment, Selection and Appointment Policy](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/human-resources1/recruitment--appointment-and-induction/recruitment--selection-and-appointment-policy-.html) [↑](#footnote-ref-4)
5. [Recruitment Guidance](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) Public Service Commission 2019 [↑](#footnote-ref-5)
6. Recruit Smarter: Technical Report, Victorian Government, Melbourne **Technical Report** · October 2018 [↑](#footnote-ref-6)
7. [Carnes et al. 2015](https://pubmed.ncbi.nlm.nih.gov/25374039/) [↑](#footnote-ref-7)