



# Hiring Managers Guide

## Inclusive Recruitment Practices

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## Introduction

This document was developed to support hiring managers take steps to make the recruitment and staff planning process more inclusive. The Equality, Diversity and Inclusion (EDI) Unit will continue to share best practice and support hiring managers, Heads of School/Unit and UCD's Resourcing Unit foster inclusive recruitment practices and address challenges.

An Inclusive Recruitment Practices Guide and Checklist has also been developed for Resourcing Consultants and HR Partners. Resourcing consultants and HR Partners will work with hiring managers and Heads of School to attract a more diverse pool of candidates and achieve a more inclusive recruitment process and staff planning process.

As a hiring manager your role is to mainstream equality, diversity and inclusion best practice into your School/Unit's hiring practices. Buy-in and support from the Head of School/Unit is essential.

As Head of School/Unit your role is to embed diversity and inclusion in hiring practices and staff planning practices such as, annual staff planning and succession planning. Much of the consideration put into attracting a diverse candidate pool applies to ensuring diversity is incorporated into succession planning. You will need to collaborate with resourcing consultants and HR partners to embed and promote diversity at each stage of the process.

Ideally, each School/Unit will agree recruitment targets with the support of Human Resources to attract diverse talent and would focus on gender initially. The targets will be tailored to each School/Unit. These targets allow Resourcing Consultants, HR Partners and Hiring Managers and Heads of School benchmark progress annually and develop good practice. The setting of these targets needs to be discussed with key stakeholders and will form part of the conversation around priorities for 2020.

Being able to communicate UCD's commitments to equality, diversity and inclusion, the business case for EDI and examples of research on its benefits will help you support your School/Unit evolve their practices and meet University objectives, policy and strategy.

This guide supports Heads of School/Unit and Hiring managers to:

- Review the diversity of their School/Unit and identify gaps in the pipeline
- Understand the business case for inclusive hiring practices
- Know the relevant equality employment legislation
- Record the process and sharing good practice and challenges to support your School Unit/School and Human Resources evolve its hiring practices



## UCD's Commitment

Strategic objective five of UCD's strategy is to attract diverse talent. The University has also outlined its commitment to equality, diversity and inclusion (EDI) in the EDI Policy and Strategy and the UCD Gender Equality Action Plan.

[UCD Equality, Diversity and Inclusion Policy and Strategy](#)

[UCD's Gender Equality Action Plan](#) UCD will be reapplying to maintain a Bronze Award in 2020 and will present an updated Gender Equality Action Plan.

UCD achieved a bronze Athena SWAN accreditation in 2017 for gender inclusion and is implementing its Gender Equality Action Plan 2017-2020.

No. 4.1 in UCD's Gender Equality Action Plan requires Human Resources to:

- Complete a full review of recruitment and selection procedures to ensure that they are gender-sensitive (incl. promoting gender balance and preventing gender bias).
- Put plan in place to implement recommendations.
- Targets set at application, short-listing and appointment stage for academic posts".

**UCD is required to address gender inequality and achieve and maintain an Athena SWAN accreditation to be eligible for HEA research funding.**

## Legislation

It is important that you are aware of the relevant equality legislation.

[Employment Equality Acts 1998–2015](#) outlaw discrimination in a wide range of employment and employment-related areas. These include recruitment and promotion; equal pay; working conditions; training or experience; dismissal and harassment including sexual harassment. The legislation defines discrimination as treating one person in a less favourable way than another person based on any of the following 9 grounds gender, marital status, family status, age disability, sexual orientation, race, religion, and membership of the Traveller community.

[Equal Status Act 2000-2015](#) The Equal Status Acts 2000-2015 ('the Acts') prohibit discrimination in the provision of goods and services, accommodation and education. They cover the nine grounds of gender, marital status, family status, age disability, sexual orientation, race, religion, and membership of the Traveller.

[Disability Act 2005](#) – Public Services Provides places a statutory obligation on public service providers to support access to services and facilities for people with disabilities. UCD has an obligation under this act to recruit a minimum of 3% of people who have a disability.



For more information go to the **Irish Human Rights and Equality Commission** [website](#).

Irish Employment Equality legislation allows for positive action in relation to gender, however it is unclear if positive action extends to advertising gender specific posts. Legal advice previously sought on the inclusion of welcoming statements for any particular group of people across the nine equality grounds stated:

*“A welcoming statement in our view falls squarely within the text of Section 158 of the UK Equality Act. The fact that there is no Irish equivalent to section 158, when considered in tandem with the Irish provisions on discriminatory advertising and the fact that positive action only applies to gender under Irish law, leads us to conclude that UCD is exposed to a claim under the Employment Equality Acts if it includes such a statement. This claim could be made by an applicant or by IHREC. There is no case law around this in Ireland or the UK and it is therefore difficult to predict the level of exposure for an employer”.*

UCD has developed mandatory EDI statements for different job grades consistent with this advice which will be included in all job advertisements and job descriptions.

## **Framing the Conversation**

Heads of School and hiring managers have a critical role to play mainstreaming equality, diversity and inclusion in hiring practices and staff planning.

Before starting the conversation: It is important that you are aware of the diversity demographics of the School/Unit. Heads of School have access to the Gender Analytics Dashboard on Infohub. For other EDI related reports, Heads of School can also liaise with Resourcing Consultants and HR Partners to access the relevant recruitment reports.

Hiring managers should liaise with their Head of School/Unit to get an overview of the diversity demographics of the School/Unit.

Conversations around introducing inclusive hiring practices should be framed with the following consideration:

- ✓ **UCD’s objectives and commitments (See page 2)**
- ✓ **Funding Eligibility (See page 2)**
- ✓ **The Business Case**

## The Business Case

Embedding diversity and inclusion in the organisation is not just the right thing to do. It also makes good business sense. The business case for diversity and inclusion is clear:

### Research

Growing research consistently shows the benefits and rationale of an inclusive recruitment process and attracting diverse talent:

#### Better decision-making and business outcomes

“With regards to business performance, we find clear evidence that companies with a higher proportion of women in decision-making roles continue to generate higher returns on equity, while running more conservative balance sheets. In fact, where women account for the majority in the top management, the businesses show superior sales growth, high cash flow returns on investments and lower leverage.” [Credit Suisse Report](#)

### Innovation

Diversity and inclusion practices enhance innovation because a more inclusive hiring policy increases the potential pool from which an organisation is able to recruit talented and creative employees. In addition, a wider range of views, backgrounds, and expertise can help innovative problem solving, and a culture of inclusion helps attract and retain talent. [Do Pro-Diversity Policies Improve Corporate Innovation? Financial Management Journal](#)

### It’s not just gender

Companies in the top-quartile for ethnic/cultural diversity on executive teams were 33% more likely to have industry-leading profitability. That this relationship continues to be strong suggests that inclusion of highly diverse individuals – and the myriad ways in which diversity exists beyond gender (e.g., LGBTQ+, age/generation, international experience, socio-economic background) – can be a key differentiator among companies.” [Credit Suisse Report](#)

### Don’t miss out on diverse talent

If mandatory requirements are too specific, women are less likely to apply if they do not meet them all, so criteria should be kept to the actual minimum and alternatives noted. UCD’s School of Chemical Bioprocess Engineering tested this on a recent job competition and received 18% female applicants, compared to 5-10% for previous competitions.

“Candidates with Irish names were over twice as likely to be invited to interview for advertised jobs as candidates with identifiably non-Irish names (African, Asian and German names used in research), even though both submitted equivalent CVs.” [ESRI Report: Discrimination in Recruitment](#)



“Researchers at the Australian National University showed that identical CVs with Chinese names and Anglo-Saxon names had significantly different interview rates. To get as many interviews as an applicant with an Anglo-Saxon name, a Chinese person had to submit 68% more job applications and a Middle Eastern person 64% more applications.” [University of Melbourne Report: Workforce Diversity in Higher Education](#)

**There is a penalty for opting out**

“The penalty for bottom-quartile performance on diversity persists. Overall, companies in the bottom quartile for both gender and ethnic/ cultural diversity were 29% less likely to achieve above-average profitability than were all other companies in our data set. In short, not only were they not leading, they were lagging.” [McKinsey Report 2018](#)

## Hiring Managers and Head of School/Unit Checklist

### Step 1. Framing the Conversation

Tick-box

**1. Identify gaps**

- Identify and discuss gaps in the pipeline for women and members of underrepresented groups relating to the grade of the job that is to be advertised.

**2. Discuss**

- Hiring Goals -who is your ideal candidate(s)?
- Strengths, weaknesses, and diversity profile, of the School/Unit.
- The School/Unit's targets (if applicable).




**3. Be aware of the business case, UCD objectives and commitments:**

**Internal Commitments**

- UCD strategic objective to attract diverse talent
- UCD Equality, Diversity and Inclusion Policy and Strategy
- UCD Gender Equality Action Plan

**External Commitments**

- HEA requirements
- Athena SWAN
- Irish Equality Legislation

### Step 2. Building a Talent Pipeline, Search Committees

**If diverse talent is underrepresented in the School/Unit, you may wish to consider:**

- Establish a search committee with a focus on gender and diverse candidates  
See UCD's Search Committee Guide and liaise with UCD HR Resourcing Consultants for further guidance: [Link](#)

**For succession planning Heads of School/Unit with the support of HR Partners should consider the following:**

- Encourage colleagues to get a mentor. Programmes with a diversity angle can be hugely beneficial for emerging talent e.g. Aurora (for women) and OUTstanding mentorship programme (for LGBTI employees) are two programmes UCD HR offers to all employees.
- Investigate what fellowships or leadership programmes are specifically available for underrepresented groups and minorities.
  - E.g. OUTstanding 2-day Leadership Programme,
  - <https://www.wisecampaign.org.uk/wise-network/funding/>
  - <https://fundit.hypotheses.org/522>

- Develop a communication plan to promote how Schools/Units demonstrate their commitment to equality, diversity and inclusion.
  - For example, a statement from the Head of School on EDI, updating website with images of diverse people/employees, developing a dedicated EDI webpage, inclusive recruitment collateral, using social media platforms to target job adverts at women and underrepresented audiences.
  - Example of EDI School webpage: UCD School of Biomolecular and Biomedical Science: [Link](#)
- Brief all employees on their role as ambassadors for the School/Unit at conferences and public engagements.



### Step 3. Job Advertisement and Role Description

A job advertisement and role description can encourage or discourage potential candidates from applying for a job. UCD will develop an online template to encourage diverse talent to apply. In the meantime, it is important to ensure the job advertisements adheres to the following principles:

**All UCD job advertisements and job descriptions should include:**

- Review description to ensure language is inclusive. [Link](#)
- Review length and keep role description short and to the point. Job descriptions that are too long may lead to women or diverse candidates to self-select out of applying for the role as they feel they don't meet all of the criteria.
 

Example: UCD's School of Chemical Bioprocess Engineering tested this on a recent job competition and received 18% female applicants, compared to 5-10% for previous competitions.
- UCD HR approved statements on equality, diversity and inclusion
- Mandatory Criteria: choose relevant equality, diversity and inclusion criteria in relation to job grade.
- Include relevant award logos or name awards: UCD's Athena SWAN institution level logo, School level award logo.
- Check with School/College to see if they have additional diversity and inclusion/employer of choice or other awards to add.







### Step 3. Board of Assessors (BoA)



**Heads of School and hiring managers:**

- For appointments that require more than three people on the Board of Assessors, the Gender Equality Action Plan (December 2016-December 2019), specifies that Selection Committee membership will consist of at least 40% women and at least 40% men.
- For appointments that require three people on the Board of Assessors, it is good practice to ensure the panel are diverse.
- Identify employees who are likely to sit on the board of assessors during the year and encourage them to undertake interview skills training which includes diversity and inclusion awareness.

**Step 4. Shortlisting**

**The Head of School and hiring managers should:**

- Consider whether there are points where unintentional bias that could enter the process?
- Avoid making assumptions that a candidate may not be the right fit for the role or team.

Diversity information is often implicit in a candidate's CV:

- For example, a candidate's name, address, professional, educational or volunteering experience could give information that is related to diversity characteristics.
- Don't automatically discount a candidate's CV due to unexplained gaps in their job history or a smaller number of publications. In some instances, a candidate may have gaps in their CV due to maternity, caring responsibilities, or illness.

**Hiring managers should request that the Chair remind BoA members of their responsibility to address the potential of unintended and/or explicit bias entering the process:**

- Identify and acknowledge their own potential biases
- Consider how biases can impact how you listen, rank and value candidates
- Respectfully call out each other's biases by challenging each other's assumptions about candidates
- Avoid making assumptions early on that a candidate from for example, an ethnic minority, a candidate with a disability or a transgender candidate may not fit into the current team or be the right fit for the role
- Undergo interview skills training which includes diversity and inclusion awareness ahead of shortlisting.

<ul style="list-style-type: none"> <li>▪ The Head of School/Unit or Chair should consider organising diversity awareness/unconscious bias training for members sitting on BoA. There are a number of external providers who provide this training. For further information on unconscious bias and training providers - <a href="#">Link</a></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Equality, Diversity and Inclusion competencies are available for different grades and interview prompt questions related to EDI are available from your RC.</li> </ul>	<input type="checkbox"/>

### Step 6. Checking-in and Reporting Diversity Gaps in the Shortlist

**Before finalising the shortlist, hiring managers should address the following questions:**

- |   |                          |
|---|--------------------------|
| <ul style="list-style-type: none"> <li>▪ If there are diverse candidates at long-list stage, why is the shortlist not diverse?           <ul style="list-style-type: none"> <li>– For example, if there are few or no female candidates or the candidates have all got English names, having a discussion with the hiring manager to understand why this is the case is critical. Support the hiring manager identify and agree actions to enhance the diversity of the talent pipeline.</li> </ul> </li> </ul> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>▪ If there were no diverse candidates at long-list stage, ask why?</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>▪ Identify actions with the hiring manager to address (see step 2)</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>▪ Share good practice with relevant stakeholders in School/Unit, HRPs, Resourcing Consultants and the EDI Unit on challenges, and benchmark results to refine inclusive hiring practices</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>▪ Mainstream identified actions into all recruitment processes</li> </ul>  | <input type="checkbox"/> |

**Annual Staff Planning and Succession Planning:**

- |  |                          |
|--|--------------------------|
| <ul style="list-style-type: none"> <li>▪ For succession planning the Head of School/Unit should also review the diversity of candidates and consider why gaps remain in the pipeline.</li> </ul> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>▪ Identify actions with the HR Partner to create a more inclusive pipeline. See step 1 and 2.</li> </ul>  | <input type="checkbox"/> |