

Guidelines for Equity in Recruitment and Selection process

1. Defining the need for appointment

Requirements and responsibilities of the position should be evaluated to ensure they relate to current and future needs, including increasing representation of Māori and equity group employees.

- Broad definition of qualifications can draw from wider applications including inviting applications from people with “equivalent” qualifications. For example if employing professional staff and “experience of working in a large complex organisation” could be requested, instead of more specific “experience of working in a tertiary institution”, when this may be desirable but not essential. For academic vacancies a wider grade level can better attract applicants from equity groups.

2. Recruitment and selection panel membership

Ensure recruitment and selection panels have appropriate membership striving for gender balance and ethnic diversity.

- Ideally, if there is a Māori applicant or person from an equity group there should be a member of that same group on the panel. If the vacancy has a particular responsibility for Māori or equity groups there must be representation from that group.

3. Advertising

Plans for advertising should identify special actions to attract members of under-represented groups

- Placement of commitment to Treaty and equity in the advertisement e.g. “The University is committed to meeting its obligations under the Treaty of Waitangi and achieving equity outcomes for staff and students. It provides on-site early childhood education centres for babies and pre-school children, it has parental leave and flexible work policies which support a balance between work, life, family and caring responsibilities”. Advertise in external and internal professional networks (Women Engineers etc)
- Encourage individuals to apply through “shoulder tapping” from appropriate personal contacts

- Provide contact details on the advertisement for further advice. If the vacancy has a particular responsibility for Māori or equity groups the contact person may be a member of that group.
- Details of support provided for applicants with family responsibilities are on the “Staff Benefits” and Equity web pages.

4 Shortlisting

The Committee needs to have consensus about standards for evaluation. Issues to be taken into account, especially for academic positions, can include the candidate’s ability to act as a role model for Māori and equity groups, and their ability to extend boundaries of current research by researching or supervising in non-traditional areas.

5. Interviewing applicants

Prepared questions will be agreed prior to the interview with the same questions asked of all applicants.

- Ensure the same process is followed with all applicants e.g. all have equivalent access to information about the department/vacancy, and same questions asked in the interview.
- Ensure members have appropriate understanding of equitable employment processes – access to [Impartial Decision-making](#), [Flexible Work](#), [Merit Relative to Opportunity Policies](#) etc.
- Identify conflicts of interest e.g. panel members being named as referees by applicants, professional or personal associations with applicants.
- When appropriate organise whanau interviews and ensure measures have been taken to make the interviews disability accessible.
- Emphasise the importance of confidentiality and that panel members must not make their own enquires about an applicant’s suitability. This risks breach of [Privacy legislation](#). A poor reputation for confidentiality can be a disincentive for applicants whose current employment stability depends on confidential procedures.
- Know how to apply the “tie breaker” principle if there are two equally matched applicants.
- Eliminate invasive and irrelevant questions from the selection criteria
- Consideration should be given to academics publishing on Treaty and equity topics which may not been “mainstream” journals
- Ensure there is access to information, should the applicant request it, about support available such as flexible work opportunities, [ECE facilities](#) etc.

6. Recruitment to non-advertised positions

Temporary vacancies may be filled without advertising. Academic staff may be employed for a period of up to three years the role and professional staff for up to one year without the requirement to advertise. However, at a minimum invitation for expressions of interest to positions such as GTAs are desirable. Employing managers can encourage applications from Māori and equity group members as these positions can be the basis of future academic careers.

7. Making the appointment

When negotiating a salary ensure fairness and relativity with other employees, taking "equivalent" qualifications into account and accommodate flexible working requests where possible.

8. Feedback

If an unsuccessful applicant is interested in feedback about their interview they should discuss these with the hiring manager, or chair of the recruitment and selection panel. Where an applicant may have concerns about equity and human rights issues they can discuss these with the Director Staff Equity. If current staff members involved with the process have concerns they should raise them with the academic head, hiring manager or the Director Staff Equity.

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