

EDII Best Practices through the Recruitment Cycle



Every organization is different, but the following are principles and practices that can apply across a wide range of organizations.

Representing your organization, culture, and EDII practices on your website and social media

Students will review your website, social media feeds and news releases prior to your info sessions or networking events.

- Ensure strong and visible commitment to EDII by the organization's leadership: prominently post a statement of commitment by the organization's president/CEO on a diversity web page; outline Employee Resource Groups; create a diversity news feed; celebrate events that promote EDII; release public statements on diversity; and post video clips on your website of your organization's leaders discussing diversity.
- Feature a diverse work force in your communications, including visible and non-visible underrepresented groups. Feature various employees through profiles or video, including representation of senior leadership. The visibility of individuals from underrepresented groups in prominent roles positively influences students. Consider a video that encourages students to self-identify, sharing the benefits and importance of self-identification from champions within the organization.
- Ensure there is an informed and welcoming education and outreach specialist for students. Be prepared to **address questions** related to EDII from students.
- When stating the organization's commitment to EDII, use strong examples or have a plan to back it up. Be specific about why this is important to your business. Avoid general, blanket statements.
- Portray senior leaders (all leaders – not just those who self-identify as women) at the workplace balancing having a family and/or pursuing interests and hobbies outside of work. This demonstrates the organization's commitment to work/life balance in practice, which is important to many students.

Engaging with Students on Campus or Virtually

Engagement can take the form of info sessions, networking, breakout rooms, coffee chats, panels, classroom speakers, judges, student club events etc.

- Ensure senior management and those visiting campus understand and can communicate the organization's equity and diversity data, objectives, and initiatives.
- Acknowledge the traditional Indigenous land on which the organization is located or if virtual, acknowledge the land on which you are situated. See [Land Acknowledgement guidelines](#) from The Office of Indigenous Initiatives at Queen's University.
- When inviting students to the events, clearly state that the organization will respect and adhere to any accommodation needs. Work with the career centre, student group or organizing committee to ensure the proper resources are provided. The Queen's Accessibility Hub provides [Accessibility guidelines](#) for events and meetings.
- Reach students as they begin embarking on their journey to selecting a career path (year 1 or 2 of university) before they make pre-conceived judgements of the industry, company or function.

Posting a Role to Attract Diverse Candidates and Encourage Inclusion

- Advertise roles broadly: Although recruiting through core student groups and associations (i.e. Queen's Accounting Association), adding examples of students groups from other faculties can be helpful in developing a targeted candidate pipeline; these groups do not always reflect the broader student body. Ensure that you are promoting your organization across a variety of platforms and associations.
- Post only the qualifications, experience, abilities, and skills necessary for the job.
- Be inclusive of all genders. Use unbiased and ungendered language. For example, use the term "all genders" vs. "women and men". Steer away from traits typically viewed as masculine and use the pronoun "them" instead of "him" and/or "her."
- Communicate content that will de-mystify any pre-conceived notions of the job. For example, to target more women in finance or engineering, focus on the types of work/problems solved on the job, the broader purpose that roles serve, work-life balance, culture, and transferability of skills.
- Add key verbiage for attracting underrepresented groups. Be inclusive. For example, ensure your posting is open to everyone, and you can add that you encourage people who belong to underrepresented groups to apply. If you have access to an EDII expert, have them review your posting.
- If you are collecting data on applicants who identify as members of underrepresented groups, ensure you provide the proper privacy notice of the purpose of collection, how the data will be used, and who has access to it. Be sure to offer a definition of each group and then ask if the respondent self-identifies as a member of that group. Options should be inclusive (e.g., male, female, gender neutral and/or non-binary) and each question should provide the option to not respond.

- If you are not getting a diverse enough applicant base, extend the application deadline, or review the ad more critically for potential barriers/language and re-post it.
- Ensure job postings highlight diversity of skills required (e.g. critical thinking, communication). Point students to resources or best practices that they can use to develop these skills.

Interviewing to Eliminate Bias

- Ensure there are members of underrepresented groups and/or equity experts on the hiring committee.
- Provide mandatory EDII training for all interviewers that includes instruction on identifying and combating unconscious, implicit, overt, and any other kinds of bias.
- Evaluate candidates based on a pre-determined rubric that matches the skills and qualifications required on the job description and ranks the selection criteria. Retain rubric on all candidates.
- Ensure that candidates who are not shortlisted in the process are treated with courtesy and respect by providing responses as swiftly as possible.
- When inviting candidates to interview, state that the organization will support and provide any accommodation needs. Ensure these accommodations are provided for those candidates that have requested it. If the interviews are on-campus, work with the campus career centre to facilitate. The Queen's Accessibility Hub provides [Accessibility guidelines](#) for events and meetings.
- If you want to interview in person, consider coming to campus (once public health rules allow) – this will eliminate inequities of access for students relative to the cost and time for travel (most students, though not all, are in Kingston). If interviewing off-campus, consider covering the costs for candidates to interview in person (i.e. travel and accommodation).
- Offer interview information to the candidate in advance such as the types of questions, length of interview and interviewer names or positions.

Further Resources:

- [CACEE Guidelines for Recruiting Students with Disabilities](#)
- [Global Diversity & Inclusion Benchmarks](#)
- [Canadian Centre for Diversity and Inclusion](#)
- ["How to Successfully Hire a Diverse Workforce", Randstand](#)
- ["How to Avoid Bias in Recruitment", TalentLyft](#)
- [Faculty of Law: Summary of Hiring Practice Guidelines](#)