Recruiting a diverse technical workforce
Checklist

Introduction

This checklist is designed to guide managers who have responsibility for recruiting technical staff. It aims to help them recruit and hire diverse candidates with lived experiences from being in a minority group.

You will see there are checklists for different stages of the recruitment cycle:

- Planning
- Shortlisting
- Interviewing
- Selection and offer

You can make notes and edit the checklist as you wish by downloading a copy and saving changes.

Planning

It is important to consider equality, diversity and inclusion (EDI) issues at the start of the recruitment process so that you can ensure that from the beginning your approach is inclusive.

Activity	y/n	Comments
Does the advert include direct references to diversity and inclusion frequently to show a genuine commitment to EDI within workplace cultures?		
Are the proposed hiring panel aware of and supportive of the organisation's commitment to EDI within the workplace?		
Does the proposed hiring panel include colleagues from diverse backgrounds and underrepresented groups?		
Has the hiring committee been trained regarding the best practices for avoiding bias and discrimination in the recruitment process?		
Have you checked the language used in the advertising resources for gender or cultural bias (there are software programmes which can do this.) There is a communications toolkit and information about the use of language in recruitment materials in the '**Towards Diverse Workforces**' report.		
Have you considered multiple routes for advertising the role (e.g. through contacts in outreach teams, listservs, websites, schools, colleges, etc.) where applicants from underrepresented groups will be able to easily view or access it?		
Do you have contacts in local schools and colleges who could disseminate information about your position?		
Do you have contacts in local community groups (e.g. youth groups) who could promote your position?		
Have you considered whether any employee networks (e.g. Disabled Staff network, LGBTQ+ network, BAME Staff networks etc.) could raise awareness of the advertised position?		
Have you worked with the marketing team to ensure that any images used include representation of people from underrepresented groups?		
Have members of the hiring committee or technical representatives attended job fairs or other events hosted by underrepresented groups?		
Could you run an open day for prospective candidates, where some individuals may not be familiar with the university setting (for trainees and apprentices this could include parents/carers) prior to the closing date? The open day should be representative of staff and students from underrepresented groups.		
Have you ensured that the panel and candidates have sufficient time to prepare for the interviews?		
Have you checked that the timings of the interviews are suitable for the panel members and candidates?		

The shortlisting stage

It is important to ensure that you remain inclusive at the shortlisting stage.

Activity	y/n	Comments
Is there a plan to ensure that all applications are evaluated fairly, such as anonymising applications (only looking at essential and desirable knowledge, skills and experience only?)		
Have you eliminated unnecessary screening procedures (e.g. background checks, credit checks etc.) that are not applicable to the role being advertised?		
Have you carefully and thoughtfully discussed the criteria for screening applicants and come to a shared agreement about how the criteria will be applied?		

Interviewing stage

Activity	y/n	Comments
Have you screened your questions for gender and cultural bias?		
Have you asked candidates if they require any adjustments or have accessibility requirements?		
Have you considered making use of practical assessments and checking that they have no bias?		
Have you considered whether the interview environment is accessible for all applicants to equitably take part in the recruitment process?		
Have you checked that the candidates have access to relevant equipment? For example if the interview is going to be conducted virtually, do candidates have access to WiFi, a laptop or phone (and if not can you offer support?)		
Are you going to pay for travel expenses and if so have you considered organising and paying for travel prior to the interview or on their behalf?		

Selection and offer stage

Activity	y/n	Comments
Is there a system to ensure that all conversations about candidates are free from implicit and explicit bias?		
When making an offer, has the language to do so been screened for gender and cultural bias?		
Is the method of contacting candidates inclusive? For example, offer multiple methods of getting in touch such as by email and phone.		
Have you considered when asking for references, to ask the referees to be aware of the words used?		
When making an offer, can you let the candidate know they could have 24 hours to consider? Explain that you will get in touch with them the following day to discuss if they would like to accept the role or not and also the work patterns, hours, holidays, pay, dedications etc.		
Can you make both a verbal and written offer?		
When making the offer have you made sure that you have explained the salary, and deductions i.e. NI, tax etc. Are there any other schemes they could take advantage of e.g. advance payment for travel for first month? Have you explained any benefits e.g. development opportunities, flexible hours?		

Refining and reflecting on the recruitment process

For there to be continual improvement in recruitment practices it is helpful to reflect on what went well and what could be improved.

Questions you might want to consider:

- Are we tracking and monitoring the applications in terms of the demographics of applicants?
- Did we receive applications from candidates in underrepresented groups?
- Can we reach out to communities and groups to seek their opinion on our approach?

Learning/action log

Your name	
Your institution	
Learning reflection/actions	
Date	

Useful resources

Equality, Diversity and Inclusion: A Technician Lens (2020), STEMM-CHANGE.

Towards Diverse Workforces: Transforming the Language of Exclusion and Bias in Recruitment (2021), STEMM-CHANGE.

Equality, Diversity and Inclusion: UK Technicians' Experiences During the Covid-19 Pandemic (2021), STEMM-CHANGE.

Gaucher, D., Friesen, J., & Kay, A. C. (2011) Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequalities, Journal of Personality and Social Psychology. Available at **http://gender-decoder.katmatfield.com/static/documents/Gaucher-Friesen-Kay-JPSP-Gendered-Wording-in-Job-ads.pdf**. Last accessed on 12 July 2021.

http://csw.arizona.edu/sites/default/files/avoiding_gender_bias_in_letter_of_reference_writing.pdf Research from Trix, F & Psenka, C. Exploring the color of glass: Letters of recommendation for female and male medical faculty. Discourse & Society, 2003; and Madera, JM, Hebl, MR, & Martin, RC. Gender and letters of Recommendation for Academia: Agentic and Communal Differences. Journal of Applied Psychology, 2009.

Get in touch

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