

Inclusive approaches to staff recruitment

—

Niema Bohrayba, Chartered Fellow CIPD

Contents

1. Introduction	4
A note on Equality, Diversity and Inclusion definitions	4
Key stages of the recruitment process and inclusive practice recommendations for each stage	5
2. Stage One: Defining the role	5
3. Stage Two: Attracting Candidates	7
4. Stage Three: Application	10
Anonymising CV's and Application Forms	10
The use of personal data in the recruitment process	10
Employment Gaps	10
Support for Applicants	11
5. Stage Four: Selection	11
6. Stage Five: Offer and post offer	14
7. Stage Six: Onboarding	14
Concluding comments	15
References	16

1. Introduction

Ensuring a fair recruitment process can support organisations in their aspirations to create a more inclusive environment and ensure that they meet their legal obligations by avoiding discrimination throughout each of the recruitment stages.

The recruitment stages commence with the determination of a business need for a specific role and end with the onboarding of the appointed candidate to the role (Hyreo, 2023).

In this document, each stage of the recruitment process is considered through the lens of inclusive practice. It is anticipated that each organisation will have in place its own recruitment process, and you can compare the suggestions under each of the sub headings with your current organisational recruitment practices, and decide if anything needs to be reviewed or updated to make your recruitment process more inclusive.

A note on Equality, Diversity and Inclusion definitions

Equality in a workplace setting means securing equal opportunities and fairness for all employees and job applicants. Under Equality Legislation (Equality Act 2010), people must not be treated unfairly due to a protected characteristic (ACAS). Protected characteristics are: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.

A closely linked term to Equality is Equity, and sometimes these are used interchangeably. They both promote fairness, however the key difference is that 'Equality achieves this by treating everybody the same, and Equity does so by treating people in accordance with their needs' (People Insight, 2022). In other words, Equity recognises that every person has a unique set of circumstances, and provides the opportunities and resources needed so that Equality can be achieved (Milken Institute of Public Health, 2020).

Diversity in the context of employment refers to the range of people in any given organisation. This may mean, for example, the different age ranges, ethnicities, and disabilities. It also refers to how an organisation values those differences (ACAS).

Inclusion at work is where all employees feel valued and supported to bring themselves to work. If an organisation is inclusive, then this lowers the risk of bullying, harassment and discrimination (ACAS).

Key stages of the recruitment process and inclusive practice recommendations for each stage

An overview of the key stages of the recruitment process is outlined in **Table 1**.

Table 1.

Recruitment process stages	Key elements
Stage One: Defining the role.	Developing Role Description, Person Specification, deciding on internal vs external vacancy.
Stage Two: Attracting Candidates.	Advertising the role, Diversifying the applicant pool.
Stage Three: Application.	Application Forms, CVs.
Stage Four: Selection.	Shortlisting, Interviewing and Assessments.
Stage Five: Offer and post offer.	Preferred candidate and feedback.
Stage Six: Onboarding.	Welcoming new member of staff to the organisation.

2. Stage One: Defining the role

(Torrington et al., 2016, p.162) highlights that a role analysis is used to determining the key requirements through taking into account the following:

1. The consistency of the role.
2. Unless, it's a new role, its important to determine how it will differ (if at all) from the way the role was undertaken previously.
3. The link between elements of the role and person specification.
4. The key aspects of the role that the ideal candidate needs to know before making an application.

A role analysis will include using techniques such questionnaires, interviews and observations to collect and analyse information about roles (Siddique, 2004) and develop a person specification and job description (Gray, 2022). A role analysis can also be used to inform both the recruitment and selection approaches (Gray, 2022).

Inclusive practices for developing a Person Specification:

- + Ensure that the criteria used in the person specification does not directly discriminate by excluding persons with a protected characteristic unless there is an occupational requirement for a person with a specific characteristic to undertake the role. When this occurs, then this should be clarified as 'Permitted under Schedule 9, part 1 of the Equality Act 2010' (EHRC, 2015).
- + Criteria that is less likely to be met by certain groups of people could lead to indirect discrimination, so avoid using criteria that cannot be "objectively justified". An example of this might be requesting continuous service which could indirectly discriminate against those that have needed to take time away from work due to maternity or caring responsibilities (EHRC, 2015).
- + Assess the requirements of the role as it today and not based on the how the role was undertaken by the previous incumbent (CIPD, 2022).
- + Objective testing/ assessment should be applicable to all criteria (EHRC, 2015).
- + Expressing role requirements in a more behaviour-like way as opposed to a trait is more likely to appeal and attract female applicants (Wille & Derous, 2017).
- + Have as few requirements as possible and making sure they are necessary for the role (CIPD, 2022).
- + Use the terms "equivalent qualification" or "equivalent skills, experience of knowledge" where appropriate (ECHR, 2015). This is especially relevant where there is an under representation of a group/groups in certain professions or in the case of International qualifications.

Inclusive practices for developing Job Descriptions:

- + Ensure job description are reflective of the tasks to be undertaken. Adding superfluous elements may discourage otherwise capable candidates from applying for the role (ECHR, 2015).
- + Offering flexible working options can lead to an increase in the number of applicants. A study undertaken by Londakova et al. (2021) showed that "jobs mentioning flexibility attracted on average 20% more applicants".
- + If there are different ways of undertaking the tasks, then the job description should focus on the outcomes as opposed to be prescriptive of how a task should be undertaken.

- + Ensure that the salary range is visible and none-negotiable. This is because not being transparent about a salary earmarked for a particular role may contribute to what is known as the “ask gap”. Female and Minority Ethnic applicants tend to ask for less and are offered less as a starting salary when compared to their Male and White counterparts (Ro, 2021). Furthermore, a paper by Sæve-Söderbergh (2019) shows that female candidates ask for lower salaries and are subsequently offered lower starting salaries when compared to their male counterparts, due to differences in negotiating behaviours.

A note on Internal Vs External recruitment:

Advertising most roles externally as standard is common practice across the UK public sector (including Higher Education). This is the most effective way to diversify the workforce within an organisation. Whilst internal recruitment does have its merits such as reduced recruitment costs and nurturing existing talent, it would be at odds with any attempts to improve diverse representation within an organisation (Torrington et al., 2017, p. 168-169).

3. Stage Two: Attracting Candidates

The next stage of the recruitment process is to consider how an organisation can attract candidates to the role. This includes some of the short-term strategies like an advertising campaign for a specific role or a more long-term engagement with underrepresented groups.

Advertising the role:

Job advertisements continue to be an important and frequently used recruitment tool (Wille & Derous, 2017), and often they serve as an introduction to the organisation, and the first contact a prospective candidate has with an organisation. This is why it is important to ensure that both the content and how/where the vacancy is advertised are accessible to reach a wide pool of applicants.

Content of the advertisement:

The CIPD (2022) suggests that well designed job advertisements should include the following features:

- + **Role Preview:** Provide an accurate description of the role including the role description and person specification so that the prospective applicant can have a realistic expectation of the requirements of the role.
- + **Reasonable Adjustments:** Offer reasonable adjustments throughout the recruitment process and employment.
- + **Wording:** Use neutral words instead of masculine words.
- + **Interview date and time:** Offer a range of interview dates with time slots available throughout the working day for maximum flexibility.
- + **Key policies:** Make reference to key policies such as flexible working and any other policies especially when they exceed the legal requirements.
- + **Salary:** Include details of the salary range.

In addition, it is important to consider the **accessibility of the advert**, and associated materials such as the person specification and job description. This could include using a readable font with wide spacing such as Ariel in a minimum size 12 (Paulmbo, 2022), and also using formats that are compatible with screen reader technology.

How/ Where to advertise:

Organisations use different methods of advertising their vacancies such as their website, job boards, social media, local and national newspapers and search consultants. These methods will vary depending on the circumstances (Torrington et al., 2017, p. 169).

One of these circumstances might be focusing a particular recruitment campaign on a particular underrepresented group within an organisation. Before an organisation embarks on any EDI (Equality, Diversity, Inclusion), it is advisable that it determines which group or groups the initiative is aimed at, because this will influence how it engages with said group(s) (Apfelbaum et al., 2016).

This determination can be achieved through:

- + Robust data analysis of its current recruitment data, breaking it down by applicants, shortlists and appointments over the past 3-year period and replicating this across protected characteristics; and
- + A breakdown of current staff per protected characteristic.

This should provide an accurate picture of the diversity of the organisation, along with any concerns potentially with existing recruitment practices which can be deduced from the data.

One way that an organisation might target a particular group is through advertising vacancies in a publication or job board aimed at that group. Alternatively, reaching out to grass root community organisations may be another way to engaging local communities in a recruitment campaign.

Whilst employee referral schemes are considered by some employers as being one of the best ways to reach individuals that possess the qualities they are looking for (Breaugh, 2012), this might have a limited impact on diversifying the staff within an organisation if the underrepresentation of some groups remains a persistent issue. This approach could be modified whereby, existing staff could be encouraged to share vacancy details with under-represented contacts in their networks (CIPD, 2015).

One cohort that might be overlooked when a vacancy becomes available is absent staff due to long term illness, a disability or maternity, so it is important that these staff are informed of any vacancies, to avoid discrimination and so that they can make an informed decision about applying (ECHR, 2015).

If a search consultant agency is commissioned to oversee the recruitment process, then it crucial that the agency selected adheres to the employer's EDI approach (ECHR, 2015).

A note of EDI statements accompanying a role adverts:

There is evidence to suggest that EDI practices make organisations more attractive to people from minority ethnic backgrounds and female applicants (Ng and Burke, 2015).

Furthermore, there is also evidence that EDI messaging increases the proportion of minority ethnic applicants being selected for a role, indicating that this approach not only attracts minority ethnic applicants but that it attracts strong candidates (Flory et al., 2018).

That said, there is also evidence to suggest that the way in which EDI messages are perceived by different members of a group might react differently to these messages depending on prior experiences of discrimination (Williamson et al. 2018).

It must be noted that an EDI statement declared by an employer does not guarantee any change in their discriminatory recruitment practices, because they could just be “cosmetic” and misleading (Kang et al., 2016).

Based on this, if an organisation wanted to showcase its commitment to EDI, it could be beneficial to reference specific EDI initiatives it is working on and not use general statements. This may come across as more authentic and organic, and help alleviate any concerns linked to previous discrimination experienced elsewhere.

4. Stage Three: Application

Most employers use either a CV (curriculum vitae) or a predesigned application form as an application method. Both have their pros and cons. For instance, a CV can allow for creative freedom in expressing one’s achievements in a way that is customised to them, hence bringing a bit of their personality to proceedings. On the other hand, CVs can take time to craft, and they still need to be customised for each application (Openshaw, 2022).

Application forms can take a longer time to complete, however they do make an application process more standardised for each applicant, and they reduce any superfluous information (Openshaw, 2022).

Anonymising CV’s and Application Forms

This is where an applicant’s name is not disclosed to the shortlisting panel/ hiring manager and has been shown to be effective in reducing gender bias in applications (Johnson and Kirk, 2020). However, the evidence does not extend to other protected characteristics.

Anonymisation can be hindered through the presence of other factors within the application form or CV where a candidate can be identified such as organisations where a candidate has worked, roles they have undertaken, the time frames of their employment etc.

Furthermore, in the case of academic roles, where research outputs would need to be disclosed as part of the application process, anonymisation would not be a viable option.

The use of personal data in the recruitment process

A clear rationale should be provided to applicants on why an employer is collecting Equality Monitoring information, and applicants should be assured that this data will not be used as part of the selection process and will not be disclosed to the shortlisting panel/ hiring manager (ECHR, 2015).

Employment Gaps

Employment gaps may become more noticeable if the experience of undertaking a particular role is disclosed in dates as opposed to experience in years (CIPD, 2022). This could place candidates that have taken career breaks due to disability, caring responsibilities or

parenting at a particular disadvantage. Therefore, it might be helpful for employers to request experience in years as opposed to employment dates for each role.

Support for Applicants

It might be helpful for employers to provide guidance in multi format on how to submit an application for any of their vacancies. This might appeal especially to those new to employment or people that are returning to the workforce after a break.

Having a streamlined and responsive application process would enhance the applicant experience, thus impacting on the employer brand positively. This is more likely to encourage more applicants to apply (Fanning, 2023).

5. Stage Four: Selection

This is the stage where an applicant is chosen to be appointed to a vacancy, and when carried effectively can contribute to overall organisational performance (Torrington et al., 2016). Selection includes shortlisting, interviews and assessments and throughout this stage of the recruitment process organisations must ensure that their decisions are consistent and objective to avoid discrimination (EHRC, 2015).

Inclusive practices for Shortlisting:

- + Ensure shortlisting is undertaken by a group/ panel and not by one person. This will enable each panel member to challenge any biases (Johnson) (JazzHR, 2024).
- + Each application should be scored separately by individual members of the group and then scores to be shared before agreeing a final score (EHRC, 2015).
- + Ensure that selection by all panel members is undertaken against objective criteria (JazzHR, 2024) and the weighting for each criteria should be agreed in advance of the shortlisting process commencing (EHRC, 2015).
- + Once applications have been assessed against the criteria, it is recommended that the HR team review the shortlist to evaluate how many candidates from marginalised groups are included in the highest scoring applications, and from there deciding on how many candidates need to be on the shortlist. This is because research has shown that having one candidate from a marginalised group on a shortlist means that they are unlikely to be appointed, whilst having more than one person from a marginalised group on the shortlist increases the likelihood of an applicant from the group being appointed (CIPD, 2022).
- + Avoid using social media as part of the shortlisting activity since this could lead to discrimination as highlighted by a study in 2017 by Manant et al. which aimed to

investigate the role of social media (Facebook in this instance) as a source of information for recruiters to discriminate against applicants.

- + Develop guidance on expected shortlisting behaviour and make this available to staff involved in the process (Torrington et al. 2016). Furthermore, ensuring that appropriate training has been undertaken by all.
- + Under a Guaranteed Interview for Disabled Applicants scheme, it would be appropriate for this to be disclosed at shortlisting because under the scheme applicants that are disabled as defined in the Equality Act 2010 and meet the minimum criteria will be invited for an interview.

A note of using Artificial Intelligence (AI) in Shortlisting:

As AI continues to become more integrated into several aspects, more organisations are looking towards AI to undertake some tasks that might be time consuming such as paper sifting applicants, because AI can complete tasks at pace. Since AI is developed by people and people have biases, it is reasonable therefore to expect that these biases will present in any AI produced outputs (CIPD, 2023).

Therefore, it is recommended that any recruitment tasks outsourced to AI should be evaluated by a person through the lens of inclusive practice prior to integrating it willingly into any aspect of the recruitment process.

Inclusive practices for Interviews and Assessments:

- + Ensure that scheduling an interview and/ or an assessment is accessible.
- + Avoid insisting on an interview during religious or culturally significant days which may preclude some applicants from attending/ participating.
- + Language considerations: Organisations should be prepared to facilitate interviews/ assessments in sign language for Deaf individuals. This would mean ensuring the availability of an interpreter accordingly. Furthermore, in Wales, the Welsh Language Act 1993 means that it is equal to English, therefore facilitating a bilingual recruitment process might be required.
- + Assessments should be relevant to the role. “Work Sample” tests are seen as a better predictor of performance when compared to an interview, and are more accessible to people that are neurodivergent (Palumbo, 2022).

- + Personality/ psychometric tests may not be conducive to inclusive recruitment practices because as highlighted by Torrington et al. (2016) they can often be used to compare a candidate to an “ideal employee” and if this has been based on a staff cohort that lacks diversity then this might create some bias. Furthermore, there might be a tendency for an applicant to try and guess what kind of traits an employer is looking for and therefore try to emulate these thus producing an inaccurate result (Torrington et al., 2016).
- + Use structured interviews so that all candidates are asked the same questions in the same order (CIPD, 2022). And as with shortlisting, ensure that interviews are conducted by a panel and not undertaken by one interviewer.
- + Avoid questions or comments that are irrelevant to a candidate’s ability to undertake the role. An example of this could be a comment, question or assumption made about how a candidate might fit with the existing staff within the organisation (EHRC, 2015).

A note on diverse recruitment panels:

There is no conclusive evidence that diverse recruitment panels lead by default to the appointment of a candidate from a marginalised group.

A study by Bagues et al. (2017) showed that a large number of female evaluators on a selection committee for professorships did not improve the quality or quantity of female candidates that qualify. Furthermore, the study noted that some male evaluators became less favourable towards female candidates when a female evaluator joined the committee.

Furthermore, a study by Smith et al. in 2016 found there was some evidence that including a person from a minority ethnic background on a recruitment panel in a higher education setting had led to the appointment of a person from a minority ethnic background in 40% of the cases explored as part of the study.

Consideration also needs to be given to the burden placed on marginalised groups to support recruitment activities, especially when they are likely to be underrepresented in an organisation (CIPD, 2022).

It would therefore make better sense for an organisation to make sure that its recruitment processes are as inclusive and bias free as possible as opposed to focusing its efforts on diversifying its recruitment panels.

6. Stage Five: Offer and post offer

- + **References:** Should only be obtained and shared once a decision has been made about an appointment, and the preferred candidate has been notified (EHRC, 2015).
- + **Feedback:** Provided in a structured and objective way to unsuccessful candidates (should they be open to this) can prove beneficial for future job searches. And requesting feedback from all candidates post recruitment could assist the organisation in further enhancing its inclusive practice (CIPD, 2022).

A note on reasonable adjustments:

Reasonable Adjustments can take many forms (from working flexible hours to specialist equipment) and should be facilitated throughout the recruitment process for all candidates as mentioned earlier in this document.

Upon approaching the transition from candidate to soon to be member of staff it is important for these adjustments to be discussed with input from an occupational health adviser to ensure that the best adjustments are sourced, so that the new member of staff has everything they need to thrive in their new workplace.

7. Stage Six: Onboarding

According to the statistics in the Harvard Business Review (2018), up to 20% of all new employees leave within the first 45 days of starting a new role. Therefore, it is important to ensure that the onboarding experience is as welcoming as possible for new members of staff.

Recommended Inclusive Practices:

- + Ensure that expectations on the first day of employment are clear. This includes start date, start time and who will be receiving the new member of staff to assist them in settling in on their first day. If the line manager cannot be available on this day due to unforeseen circumstances, then ensure that a suitable alternative is available to welcome the new member of staff.
- + Develop an induction programme for new appointees so that they can become familiar with organisational structures and processes.
- + Arrange for new staff members to be introduced to representatives for any existing staff networks within the organisation.
- + Reiterate the organisation's commitment to EDI and ensure that relevant policies are shared accordingly.

- + Ensure that the new team is prepared to welcome their new member. This is particularly important if the team operates as a remote/ hybrid team. This make it more important to ensure that regular communication channels are established to ensure that the new member of staff doesn't feel isolated (The Diversity Movement, 2022).
- + Get feedback on the onboarding experience at both formal (via a survey) and informal as a means of a check in and also to address any concerns as they emerge (Gittens-Ottley, 2019).

Concluding comments

Inclusive recruitment is a critical first step in diversifying and creating an inclusive organisation, however as Williamson et al. (2008) highlighted: "it is not enough to just successfully recruit a talented and diverse workforce; for organisations to prosper, these employees must also be retained".

References

ACAS (n.d). 'What are-Equality, diversity and inclusion'. Available at: [What they are - Equality, diversity and inclusion - Acas](#)

Apfelbaum, E. P., Reagans, R. E., Stephens, N. M., (2016) 'Beyond One-Size-Fits-All: Tailoring Diversity Approaches to the Representation of Social Groups' *Journal of Personality and Social Psychology*, vol. 111, No. 4, pp: 547-566

Bagues, M., Sylos-Labini, M., Zinovyeva, N., (2017) 'Does the gender Composition of Scientific Committees Matter?' *American Economic Review*, vol. 107, No. 4, pp. 1207-38

Breaugh, J. A., (2012) 'Employee Recruitment' *Annual Review of Psychology*, vol. 64, pp: 389-416

Caruucci, R., (2018) 'To Retain New Hires, Spend More Time Onboarding Them', *Harvard Business Review*. Available at: [To Retain New Hires, Spend More Time Onboarding Them \(hbr.org\)](#)

CIPD (2022) 'Inclusive Recruitment: Guide for Employers'. Available at: [Inclusive recruitment: Guide for employers | CIPD](#)

CIPD (2023) 'Using AI responsibly in people management'. Available at: [Using AI responsibly in people management | CIPD](#)

Equality and Human Rights Commission (2015) 'Employment: Code of Practice'. Available at: [Employment: Code of Practice | EHRC \(equalityhumanrights.com\)](#)

Fanning, B. (2023) 'The Power Of The Candidate Experience: Enhancing Recruitment Success', *Forbes*. Available at: [The Power Of The Candidate Experience: Enhancing Recruitment Success \(forbes.com\)](#)

Flory, J. A., Leibbrandt, A. L., Rott, C., Stoddard, O. (2018) 'Increasing Workplace Diversity Evidence from a Recruitment Experiment at a Fortune 500 Company' *The Journal of Human Resources*, vol. 56.

Gittens-Ottley, S., (2019) 'Inclusion starts on day one: 10 ways to build an inclusive onboarding experience', *Wavelength*. Available at: [10 Ways to Build an Inclusive Onboarding Experience \(asana.com\)](#)

Gray, P (2022) 'Job Analysis: The Definitive Guide For HR professionals'. *HR Review*. Available at: [Job Analysis: The Definitive Guide for HR Professionals - HRreview](#)

Hyreo (2023) '7 Stages of the Recruitment Lifecycle'. Available at: [7 Stages of Recruitment Lifecycle \[Detailed Guide - 2023\] \(hyreo.com\)](#)

JazzHR (2024) 'The Complete Guide to Building an Inclusive Recruitment Process'.

Available at: [The Complete Guide to Building an Inclusive Recruitment Process | eBook \(jazzhr.com\)](#)

Johnson, S. 'Breaking Biases: Why Shortlisting Is Critical To Inclusive Recruitment', HR Future. Available at: [Breaking Biases: Why Shortlisting Is Critical To Inclusive Recruitment \(hrfuture.net\)](#)

Johnson, S. K., Kirk, J.F. (2020) 'Research: To Reduce Gender Bias, Anonymize Job Applications' Harvard Business Review. Available at: [Research: To Reduce Gender Bias, Anonymize Job Applications \(hbr.org\)](#)

Kang, S. K., Decelles, K. A., Tilcsik, A., Jun, S. (2016) 'Whitened Resumes: Race and Self-Presentation in the Labor Market' *Administrative Science Quarterly*, pp: 1-34

Londakova, K., Roy-Chowdury, V., Gesiarz, F., Burd, H., Hachohen, R., Mottershaw, A., Meer, J. T., Likki, T. (2021) 'Encouraging employers to advertise jobs as flexible'. Available at: [Encouraging employers to advertise jobs as flexible - GOV.UK \(www.gov.uk\)](#)

Manant, M., Pajak, S., Soulie, N. (2017) 'Can social media lead to labor market discrimination? Evidence from a field experiment.' *Journal of Economics and Management Strategy*. vol. 28. pp. 225–246.

Milken Institute of Public Health. (2020) George Washington University. 'Equity Vs Equality: What's the Difference?' Available at: [Equity vs. Equality: What's the Difference? | Online Public Health \(gwu.edu\)](#)

Ng, E.S.W., Burke, R. J. (2015) 'Person-organization fit and the war for talent: does diversity management make a difference?' *International Journal of Human Resource Management*, vol. 16, pp: 1195-1210

Openshaw, E. (2022) 'CV Vs Application Form-What's the difference?', Top CV. Available at: [CV vs application form - what's the difference? | TopCV](#)

Palumbo, J., (2022) 'How to build an Inclusive Recruitment Process that Supports Neurodiversity in the Workplace', Forbes. Available at: [How To Build An Inclusive Recruitment Process That Supports Neurodiversity In The Workplace \(forbes.com\)](#)

People Insight. (n.d). 'What's the difference between Equality, Diversity and Inclusion?' Available at: [What's the difference between Equality, Diversity and Inclusion? \(peopleinsight.co.uk\)](#)

Ro, C (2021) 'How the salary 'ask gap' perpetuates unequal pay'. BBC. Available at: [How the salary 'ask gap' perpetuates unequal pay - BBC Worklife](#)

Säve-Söderbergh, J (2019) 'Gender gaps in salary negotiations: Salary requests and starting salaries in the field', *Journal of Economic Behavior and Organization*, vol. 161, pp. 35-51

Inclusive approaches to staff recruitment

Niema Bohrayba

Siddique, C (2004) 'Job analysis: A strategic human resources management practice'. *International Journal of Human Resource Management*, vol. 15, No. 1, pp.219-44.

Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty. *The Journal of Higher Education*, vol. 75, No. 2, pp. 133–160.

The Diversity Movement (2022) 'Best Practices for Inclusive Onboarding'. Available at: [Best Practices for Inclusive Onboarding - The Diversity Movement](#)

Torrington, D., Hall, L., Taylor, S., Atkinson, C. (2016). *Human Resources Management*. 10th Edition. Harlow: Pearsons.

Wille, L and Derous, E (2017) When Job Ads Turn You Down: How Requirements in Job Ads May Stop Instead of Attract Highly Qualified Women. *Sex Roles*, vol. 79, pp. 464-475. Available at: [When Job Ads Turn You Down: How Requirements in Job Ads May Stop Instead of Attract Highly Qualified Women | Sex Roles \(springer.com\)](#)

Williamson, I O, Slay, H S, Shapiro, D L and Shivers-Blackwell, S L (2008) 'The effect of explanations on prospective applicants' reactions to firm diversity practices. *Human Resource Management*. vol. 47, pp. 311–330. Available at: [The effect of explanations on prospective applicants reactions to firm diversity practices - Williamson - 2008 - Human Resource Management - Wiley Online Library](#)



Contact us

All enquiries:

Email: communications@advance-he.ac.uk

Website: www.advance-he.ac.uk

Advance HE helps HE and research be the best they can be, by unlocking the potential of their people.

We are a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

Advance HE is a company limited by guarantee registered in England and Wales no. 04931031. Company limited by guarantee registered in Ireland no. 703150. Registered as a charity in England and Wales no. 1101607. Registered as a charity in Scotland no. SC043946. Registered Office: Advance HE, Innovation Way, York Science Park, Heslington, York, YO10 5BR, United Kingdom.

© 2024 Advance HE. All rights reserved.

The views expressed in this publication are those of the author and not necessarily those of Advance HE. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the written permission of the copyright owner. Such permission will normally be granted for non-commercial, educational purposes provided that due acknowledgement is given. The Advance HE logo should not be used without our permission.

To request copies of this report in large print or in a different format, please contact the Marketing and Communications Team at Advance HE:

communications@advance-he.ac.uk