



Queen's Health Sciences Inclusive Recruitment Guide



Queen's
UNIVERSITY

HEALTH SCIENCES
Equity, Diversity, Inclusion, Indigeneity,
and Accessibility Initiatives

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Land Acknowledgement

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

The Kingston Indigenous community continues to reflect the area's Anishnaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

Purpose of the Guide

The purpose of the Queen’s Health Sciences (QHS) Inclusive Recruitment Guide is to provide QHS programs and departments with resource and guidance on how to align with Queen’s University employment equity policies and procedures. With the aim of enhancing diversity and inclusion and reducing bias through the recruitment of staff, researchers, and faculty. The guide provides direction on how to integrate equitable and inclusive practices in job postings, the interview process, and candidate evaluations.

The QHS Inclusive Recruitment Guideline aligns with the [QHS EDIIA Action Plan](#) goal to improve QHS staff and faculty hiring policies and processes to enhance representation. This comprehensive guide for recruitment is informed by equitable and inclusive principles and it models equitable and inclusive practices in all stages of the recruitment process.

Bias in the Recruitment and Hiring Process

Biases influence decisions regarding the recruitment, screening, and hiring of candidates, as people unconsciously prefer people who have similar or shared lived experiences or identities. For example, you may prefer a candidate who graduated from the same university as you because you are familiar with the activities listed on their resume. Biases appear when you form opinions about a candidate that are not based on their demonstrated abilities or qualifications but your impressions and assumptions of the candidate. Equitable and inclusive strategies regarding job postings, the interview process, and candidate evaluations will help to minimize the influence of biases.



An Inclusive Job Posting

The following are Queen's University policies to consider when developing a job description:

[Employment Equity Policy](#) outlines the principles of equity and diversity in the workplace underlying the Queen's employment equity program.

[Targeted Hiring Policy](#) provides opportunities to redress underrepresentation in a targeted and sustainable manner.

[Hiring of Indigenous Specific Positions – Interim Policy](#) supports the verification of Indigenous identity of applications for Indigenous specific positions.

Drafting a Job Description

Considerations when drafting a job description:

- Ensure the use of inclusive language (e.g. gender neutral) and integrate equitable and inclusive statements to demonstrate the values of your organization, so candidates from diverse backgrounds, lived experiences, and skill sets feel welcomed.
- Aim to draft a job description that attracts a broad candidate pool, allowing for diverse perspectives and creative solutions, as well as enhance team performance.
- Limit the number of requirements by determining the requirements that are "essential" versus "nice to have."
- Resources to support the development of a job description:
 - [Standard EDII Language for Job Descriptions](#)
 - [QHS EDIIA Style Guide](#)
- Include QHS EDIIA statements in job descriptions to demonstrate organizational commitment to creating more equitable and inclusive spaces. Queen's University includes an equity statement in staff and research position posted on the Queen's human resources website. Below find a series of additional EDIIA statements that can be included in a job description.

Job Advertising

Considerations for an inclusive approach to advertising a job posting:

- Develop a diverse bank of job advertisement sites to advertise job opportunities.
- Place a strong emphasis on external postings.
- Include opportunities for growth, support, and professional development.
- Target recruitment for equity-deserving community members.
- Ensure sufficient time for the job posting to be available so candidates can have enough time to prepare the application.

Interview Process

Diverse Hiring/Selection Committee

- Work towards diverse representation on all hiring/selection committees, tracking the composition of all hiring/selection committees. Look beyond title and rank and aim to include people with diverse competencies, expertise, years of experience, perspectives, backgrounds, and lived experiences. This will allow for diverse perspectives throughout the deliberation processes.
- Consider who may be missing from the committee and the power dynamics of the committee composition.
- Do not overburden the underrepresented staff/faculty members in your unit, continually asking them to serve on various committees to enhance diversity.
- Identify an [employment equity representative](#) who completes the required employment equity training to engage with the Queen's Equity Appointments Process (QEAP) application.
- Disclose any conflict of interests to committee members, especially when close relationships could represent a conflict of interest. When someone is unsure about their ability to make an unbiased decision, refrain from participating in the deliberation stage.
- Ensure all committee members have completed the required equity training. Here are equity training opportunities to consider:
 - [Staff Hiring](#)
 - [Equitable Hiring Practices](#)
 - [Unconscious Bias](#)
- Discuss the role of bias as a committee to minimize its impact through the shortlisting, interview, and selection/appointment process



Role of Employment Equity Representative

Unit leadership should place a strong value on the role of an employment equity representative in an inclusive and fair hiring process. The role of the employment equity representative is to collect, track, and report on employment equity hiring data for staff and faculty applicants. The employment equity hiring data is used to inform the hiring process. An employment equity representative should participate in all stages of hiring/selection. The employment equity representative engages with the [QEAP application](#) to:

- Manage review of the unit demographic profile, outlining representation in the designated groups (women, racial minorities, persons with disabilities, Indigenous peoples).
- List the committee members and their respective roles on the hiring/selection committee.
- Outline the equity measure taken to attract designated groups to apply.
- Upload information of all applicants and request that applicants complete a self-identification questionnaire.
- Identify candidates who have been shortlisted by the committee.
- Input ranking of candidates by the committee.
- Report appointed candidate, candidate start date, and how equity goals have been achieved through this appointment.



Developing a Recruitment Plan

- Review the data profile for your respective unit accessed by the employment equity representative in the QEAP application.
- Ensure that the Hiring manager and employment equity representative should receive direction from their Unit Head on which of the designated groups the Unit should focus its recruitment plan. This could be the most underrepresented designated group, or a designated group with the smallest gap.
- Develop an active search approach to advertise in a diversity of venues (e.g. hiring websites, listservs, and networks) to enhance diversity amongst candidates.
- Extend the posting period if the candidate pool is not diverse enough. However, a robust recruitment plan and job description that is attractive to a diversity of candidates should minimize the need to extend the posting period.



Conducting Inclusive Interviews

- Establish a respectful, consistent, structured process to ensure fairness throughout the interview process.
- Create and use a rubric to screen/short list candidates when reviewing applications and considering who is invited to an interview. A rubric will allow for a shared understanding of the job requirements and evaluation criteria and minimizing bias (e.g. “ideal” candidate qualities, education bias, etc.). Shortlisting considerations:
 - Do not eliminate designated candidates prematurely.
 - Consider inviting potentially competitive designated group candidates.
- Create and use an interview evaluation form that reflects the job posting and avoids bias. Ensure that all committee members agree on criteria by confirming expectations and definitions.
- Audit and mitigate bias throughout the interview process by questioning assumptions or conclusions (e.g. is the candidate a good ‘fit for the team culture) and considering your privileges. Utilize the interview evaluation form to minimize bias and equitably assess candidates. Individuals tend to gravitate to the familiar for safety and assurance.



- Develop standardized interview questions that are guided by the interview evaluation criteria. Use the [QHS EDIIA Style Guide](#) for use of updated equity language.
- Have each committee member ask the same questions during the interview process.
- Inform all candidates of the hiring/selection process and interview process.
- Aim to make the interview process as accessible as possible:
 - Ask if each interviewee requires any accommodations (e.g. family obligations, disabilities). Provincial employment legislation and the Ontario Human Rights Code; however, mandates organizations not to inquire about specific individual circumstances (e.g. family status). Consider providing the same accommodations to all candidates to reduce the possibility of bias amongst committee members.
 - Provide all interviewed candidates with access to instructions and interview questions 30 minutes prior to the interview.
- Include general and scenario-based EDIIA interview questions in all interviews.



Candidate Evaluations

- Assess how your or another committee member's bias influences your evaluation of a candidate (e.g. a good 'fit' for our unit). While you want a candidate who aligns with your units' values and/or approach, you should also consider how the candidate could contribute to diversifying the units' culture and enriching the work of the unit.
- Find ways to challenge the overvaluing of the familiar.
- Create opportunities for members of hiring panels to call out biases, stereotypes, and microaggressions without fear of reprisal.
- Use the evaluation form when assessing all candidates.
- Place stronger emphasis on abilities vs. experience, considering diversity of thought and methodology.
- Provide unsuccessful candidate(s) with feedback.

Retention Considerations

- Familiarize diverse staff and faculty with the resources available at [Queen's University](#) and across [Kingston](#). Especially [Employee Resource Groups](#).
- Engage [Immigration and Relocation Support Services](#) at Queen's University.
- Encourage learning and development amongst your staff and faculty. [Queen's Human Resources](#), [Office of Professional Development and Educational Scholarship](#), [Centre for Teaching and Learning](#), and [Human Rights and Equity Office](#) offer a series of opportunities
- Perform performance reviews and check ins. While a performance dialogue process is required for the Queen's Managerial and Professional Group, it is urged that managers complete the performance dialogue process for all staff.
- Bolster the wellbeing of your staff and faculty. Queen's University provides a series of [wellness resources](#).
- Support staff and faculty through incidences of harassment and discrimination, as outlined in the [QHS Harassment & Discrimination Guide](#).
- Embolden staff and faculty to share their stories of belonging or not belonging in the workplace through the [QHS Belonging Project](#).
- Motivate your staff and faculty to visit the Nest – [QHS EDIIA Initiatives](#) space in the SOM building room 402. The space offers a breast/chest feeding space. In the basement of the SOM building staff and faculty will also find a prayer and meditation room.
- Create more inclusive events by acknowledging the [multifaith calendar](#).
- Entice departing staff and faculty to complete the [Queen's Exit Survey](#)



Appendices



Appendix 1 - QHS EDIIA Statements

Indigenous Land Acknowledgement

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QHS Anti-Discrimination Statement

Queen's Health Sciences has a long-standing history of implementing discriminatory and oppressive policies including the expulsion of women from the Royal College of Physicians and Surgeons, Kingston, in 1883, and the ban of Black medical learners in 1918. While Queen's Health Sciences (QHS) has issued public apologies to address some of these historical wrongdoings, we still have much work ahead to appropriately address and redress the many forms of institutional racism, discrimination, and oppression that not only existed historically, but continue to permeate our classrooms, offices, meeting rooms, research labs, and clinics. To openly embrace decolonization and anti-oppression in all forms, we must first confront our own systemic patterns of injustice and profound privilege in QHS. A cultural shift towards a more just, equitable, and inclusive QHS will require us to acknowledge and tackle our own histories of oppression and sit in that discomfort. It will necessitate a process of self-reflection, unlearning and learning, listening to and valuing diverse voices among learners, staff, and faculty and a deep-seated commitment to change. We must be a leading example of the positive change our communities and the world deserve.

QHS disavows any form of oppression and discrimination, and stands against dehumanizing acts here at Queen's, within the Kingston area, across Canada and around the world. We stand in solidarity with Indigenous and Black communities who continue to confront a systemic cycle of brutality and trauma. We recognize the need to dismantle institutional practices and policies that sustain and fuel acts of racism, sexism, ableism, homophobia, xenophobia and other forms of marginalization and oppression.

QHS Inclusion Statement

QHS is committed to fostering excellence and innovation in education, research, and clinical services by integrating equitable, inclusive, and just policies and practices that empower learners, staff, and faculty with diverse lived experiences to thrive at Queens University. We strive to create a sense of belonging amongst all individuals embodying an intersectionality of perspectives, backgrounds, and identities (including, but not limited to any aspect of a person's physical appearance, ethnic or cultural background, sexual orientation, gender identity, nation of origin, language, socio-economic status, disability status, immigration status, religion and creed, age, or family status, amongst others). Our responsibility is to serve diverse communities and society with humility, compassion, and empathy by educating health care professionals, conducting equitable and inclusive research, and practicing clinical care grounded in cultural safety and justice. We are responsible for building a more just, equitable, and inclusive healthcare system that dismantles barriers and builds bridges.

Through the collective development of the QHS EDIIA Action Plan, we strive to undergo a cultural transformation that promotes inclusive leadership and accountability by building and implementing equitable, inclusive, and reconciliatory practices.

Statement on Social Accountability

QHS is accountable to its learners, faculty, staff, and alumni. We are also accountable to the Kingston, Frontenac, Lennox, and Addington community and more broadly, to the national and global community where QHS can play a role in improving health and health equity. QHS has an obligation to take action to respond to the education and health needs of our communities in an equitable and inclusive manner. It is the responsibility of QHS to develop education, research, and clinical activities that prioritize "health for all" and which support health equity, accessible health care and population health. QHS is also accountable to the many commitments our University and Faculty have already made such as those to the Truth and Reconciliation Commission calls to action and the Scarborough Charter as well as to human rights declarations and to the UN Sustainable Development Goals. Our current and future health professionals, scientists, educators, and communicators must advocate for community members and patients disenfranchised by power structures and social conditions negatively impacting their health. We commit to these multiple layers of social accountability and to regularly assessing and enhancing our social accountability mandate.

Definitions

Equity

QHS is committed to ensuring the fair and respectful treatment of all learners, staff, and faculty by eliminating unfair biases, stereotypes and/or barriers that limit someone's full participation in educational, research and clinical activities. In addition, QHS strives to create opportunities for learners, staff, and faculty who have been historically and systemically marginalized and underrepresented to access power and improved academic and growth opportunities.

Diversity

QHS is committed to diversifying the presence and participation of learners, staff, and faculty with different perspectives, backgrounds, and identities. We recognize that people hold many intersecting aspects of identity and we value a diverse community that includes (but is not limited to) people who identify as Black, Indigenous, Person of Colour, members of the 2SLGBTQIA+ community, persons living with a disability, and those from diverse backgrounds with respect to ethnicity, immigration status, religion and creed, language, age, or family status, amongst others. We celebrate the diversity of our learners, staff, and faculty in QHS and strive to ensure that representation in QHS reflects that of the greater Canadian society.

Inclusion

QHS is committed to creating an environment and culture where our learners, staff, and faculty can fully participate and flourish, build a sense of belonging, and feel welcomed and respected. QHS appreciates and embraces the diversity of perspectives, backgrounds, and identities of our learners, staff, and faculty by supporting their full participation in QHS.

Indigeneity

QHS is committed to supporting Indigenous learners, staff, and faculty connection to land colonized by settlers and supporting a process of confirming Indigenous citizenship that no longer relies solely on self-identification. QHS will comply with the findings and recommendations of the Queen's University Indigenous Identity Project. QHS will contribute to acts of decolonization and will support the Indigenization of the institution.

Accessibility

QHS is committed to designing and building barrier-free information, activities, and environments for all learners, staff, and faculty, including those who may identify as having a disability.

Appendix 2 - EDIIA Interview Questions

General Interview Questions:

- Please tell us about your lived experiences (e.g. racial identity, sexual orientation, etc.) and how our organization can help you thrive in our workplace environment?
- What is your approach to understanding the perspective of colleagues from different backgrounds?
- What challenges do you think you will face in working with a diverse student/staff/faculty population?
- What have you done to further your knowledge or understanding of EDIIA? How have you applied your learning? If you have not had a chance to further your knowledge or understanding of EDIIA, what steps would you take to rectify that?
- How would you work to make Equity, Diversity, Inclusion, Indigeneity, and Accessibility a priority in your role and responsibilities?
- Please tell us about an instance when you demonstrated leadership or commitment to EDIIA in your work?
- In your experience, what do you see as the most challenging aspect of adopting equitable and inclusive practices at a University?
- Tell us about a time you worked with team members from different backgrounds or culture. Please describe how differences in background impacted communication. How did you handle this situation, what did you learn from it, and what would you do differently in the future? If you do not have a specific example, what would you do in this situation?
- Where and how have you formed cultural sensitivities – and how do you find cultural sensitivity to play a critical role in a position like this?

Scenario-based Interview Questions

Curriculum Based Questions

- Learners in your program approach you with concerns that there is a lack of diverse representation in the curriculum and content in certain courses. They are seeking change from the program. Based on your role and responsibilities how do you respond?
- A colleague is required to take mandatory training on how to integrate equitable and inclusive practices in teaching. They complain that they do not have time to complete the mandatory training and will just ignore the email reminders to complete the training. How would you respond to the colleague?

Research Based Questions

- You have been brought into a health sciences research study that examines diabetes awareness in Kingston, Ontario. A member of the research team approaches you with concerns that there is a lack of diverse representation amongst the study participants but is reluctant to raise this concern to the Principal Investigator. How would you respond to your colleagues and their concerns?
- The Principal Investigator is drafting a research study on Indigenous community members access to primary care in Kingston but has not included an Indigenous person in the research team. How would you respond to the situation?

Service Based Questions

- You are introducing a new employee to your team, one of your colleagues casually asks the new staff member “Where are you from?” The new staff member responds, “I moved to Kingston from Toronto.” Then colleague responds, “No, but where are you really from?” The new staff member seems a bit startled. How do you respond to this situation?
- The new University Strategic Plan has been released and Equity, Diversity, Inclusion, Indigenization, and Accessibility (EDIIA) have been identified as the top priority. A colleague complains that they do not understand why EDIIA is being made a priority and how it’s a waste of resources. How do you respond?
- At a team meeting, your manager indicates that everyone on the team has a responsibility to integrate more equitable and inclusive practices into their everyday role. What do you envision that would look like for your role?
- You overhear two colleagues having a conversation that is clearly offensive to others. How would you respond to the situation?

Leadership Questions

- As a manager, you have been tasked with creating an inclusive and welcoming workplace for your team. Can you please explain what steps are strategies you would take to create a more inclusive and welcoming environment for your team?
- There is a belief amongst your team that a commitment to EDIIA conflicts with a commitment to excellence (e.g. we will have to lower our standards to accommodate diversity). How would you describe the relationship between EDIIA and excellence? What types of leadership efforts would you undertake to encourage a commitment to excellence through EDIIA?

Work Cited

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