

Equality Impact Assessment (EIA)

Section 1: Monitoring and Review Details

Please complete your details and contact information in the spaces provided.

EIA Author:	Maria Tsiko
Service Area:	Centre for Postdoctoral Development in Infrastructure, Cities, and Energy
Approved on:	15/08/2021
Version 1:	18/09/2021

Section 2: About the policy

Please describe what you are impact assessing and who it applies to.

Title/Name of policy:	C-DICE Recruitment Process
Aims/description/purpose:	The aim is to ensure that there are no barriers to groups with protected characteristics that would deter them from applying and working for C-DICE. If the EIA establishes a potential for negative impact, proper action will be taken to mitigate it.
People it applies to:	✓ Early career Researchers/Post-doctoral Researchers

Section 3: Assessing the impact

Based on your evidence, which equality groups might this policy affect more or less than others (if any)?

Protected Characteristic Group:	Potential Impact on this Group	Actions Taken to Mitigate Impact and Advance Equality Inclusion and Diversity
Disability	Neurodiverse applicants find it difficult to apply for positions that use ads with complex language and jargon. Vague references to skills in the job advertisements can be harmful as they are subject to individual interpretation. The person specification section of the job advertisement needs to	To attract and facilitate the application process for neurodiverse candidates, we will take the following actions: Job advertisement: we will use plain English, avoid jargon and be as specific as possible. If an application form is used, we will provide clear instructions for filling out the form. C-DICE positions will underline the distinction between the skills the

	<p>match the requirements for the job. For instance, criteria like 'active and energetic' can be irrelevant if the job is sedentary and can discourage people with disabilities from applying.</p> <p>Many people with neurodiverse conditions do not do well in traditional interviews.</p> <p>Noisy office environment and everyday busy commutes can be overwhelming for neurodiverse employees.</p> <p>Applicants with visual or hearing impairment are discouraged from applying because they cannot access the application material.</p> <p>Physical disability may hinder applicants from attending interviews if no adjustments are provided.</p>	<p>applicant is required to possess, and the ones to gain from the job.</p> <p>The essential criteria should be communicated in an unbiased way, while avoiding the use of hyperbole, vagueness and any stereotypical metaphors.</p> <p>The references to EDI in C-DICE job ads will be frequent so as to communicate to candidates that C-DICE is genuinely committed to EDI within our workplace culture and that we do not hold a tokenistic view of the EDI values.</p> <p>Interview process: The interview process is an integral part, but not the only method of assessing the candidates. During the interview, the panel will avoid hypothetical and open-ended questions and replace abstract language with very literal instructions, to avoid any miscommunication.</p> <p>Opportunities for flexible hours will be provided as an option.</p> <p>All supporting application documents will be available in alternative formats (information in large print, electronically or as an audio file), upon request. We will notify candidates of the support we can provide on the job application.</p> <p>We provide a guaranteed interview scheme for applicants with disability. We will ask candidates to confirm in the application form whether they require assistance during the interview.</p>
--	---	---

	Candidates with disabilities might have gaps in their employment that can put off employers from hiring them.	In C-DICE, we will allow candidates to explain any gap in their employment, and we will focus on assessing the candidates' potential with less emphasis on continuous experience.
Gender reassignment	Applicants who are transitioning, haven't transitioned or are thinking of transitioning (i.e., they live in a different gender to the one they were assigned at birth), need support and understanding from their cis gender peers (i.e., those who continue to live in the gender they were assigned at birth).	To actively facilitate their application, we will include an optional gender neutral 'Mx' title option in the application form, or alternatively not use any pronouns at all. During interviews we will encourage the use of gender-neutral language where relevant and ensure panel members use the preferred pronouns.
Marriage or civil partnership	Applicants may face discrimination in the form of unwanted questions regarding the marital status during job interviews.	We will ensure the interview panel do not ask questions either directly or indirectly related to this protected characteristic. This kind of information is highly unlikely to be relevant to whether someone has the skills to do the job or not.
Pregnancy and maternity	Women will be more likely to have taken a longer career break for maternity care, therefore, applications that focus on continuous experience are indirectly discriminating against this type of applicant. Mothers and people with caring responsibilities might not be able to attend a set interview date, especially when it is arranged with short notice.	C-DICE will focus on assessing the candidate's potential with less emphasis on continuous experience. We will encourage candidates to provide any information that can explain gaps in employment without disclosing personal information (e.g., time off work to care for children), and without letting that affect the candidates' chances for employment. We will be flexible on fixing interview dates and provide ample notice so mothers and people with caring responsibilities have adequate time to arrange for care.
Race	BAME people are under-represented at all levels of academia (both academic and non-academic) with many of them	In C-DICE we ensure that the processes we use for recruitment are transparent and everyone is given equal access to development opportunities and

	<p>working on fixed term contracts. The lowest rates are found among the black individuals since they are amounting to just 2,5% of the staff employed in UK HEIs for the year 2018/9,¹ with the lowest representation found particularly in senior posts.²</p> <p>At the same time, BAME employees are more likely than their white peers to express that they lacked opportunity to gain and ask for promotion.³</p> <p>This situation maintains a pattern that exacerbates structural inequalities in academia, especially if the action to cover this gap is not happening fast enough.</p> <p>BAME applicants that hold non-UK qualifications can be excluded from positions that require a UK-based qualification.</p>	<p>mentoring, regardless of ethnicity. Blind Recruitment⁴ will ensure that there is no reference to ethnic background, and thus everyone will be assessed solely on competency criteria.</p> <p>We will consider and assess any equivalent qualifications obtained abroad that would also meet the requirement for the required level of knowledge or skill.</p>
Religion or belief	Some employers can be inflexible regarding interview dates. This can put applicants that will not be available due to religious reasons at a disadvantage.	<p>C-DICE will allow some flexibility around interview dates and times for religious purposes.</p> <p>We will also allow for the people who join C-DICE to make religion or belief-related requests regarding changes to work duties for example.</p>

¹ Ijoyemi, Timothy. 2019. "Black and Minority Ethnic Staff in Higher Education – How HE Establishments Should Continue to Address the Imbalance". *Careers in HE*. <https://careersinhe.com/black-and-minority-ethnic-staff-in-higher-education/>

² Wright et al., 2007. Wright, Cecile, Sonia Thompson and Yvonne Channer. 2007. "Out of Place: Black Women Academics in British Universities". *Women's History Review* 16, no. 2: 145-162. DOI: 10.1080/09612020601048704. See also: Lander, Vini and Ninetta Santoro. 2017. "Invisible and Hypervisible Academics: The Experiences of Black and Minority Ethnic Teacher Educators". *Teaching in Higher Education* 22, no. 8: 1008-1021. DOI: 10.1080/13562517.2017.1332029.

³ Bhopal, Kalwant and June Jackson. 2013. *The Experiences of Black and Minority Ethnic Academics: Multiple Identities and Career Progression*. University of Southampton.

⁴ 'Name-blind' recruitment refers to the process of removing the candidates' name and other personal information, including their age, gender, race and even education. This process allows to overcome the unconscious biases and enforces recruitment decisions to be made based on merit. Source: Manzoni, John. 'Name-blind Recruitment –A commitment to Diversity'. November 2015. Civil Service blog. <https://civilservice.blog.gov.uk/2015/11/05/name-blind-recruitment-a-commitment-to-diversity/>

Sexual orientation	Job titles that are using the sex/gender description/and pronouns create a predetermined bias and discourage many applicants who do not fit into that description from applying.	The jobs advertised by C-DICE will be worded to encourage applications from everyone by being sex/gender neutral. The use of second person pronouns will be used since they are more inclusive and are engaging into a communication between prospective employees and C-DICE.
Sex (gender)	<p>The employers' perception about how gender influences performance at work can pose a potential barrier to recruitment, especially for women.</p> <p>Issues related to the recruitment of women, in particular, such as the likelihood of pregnancy and maternity (taking maternity leave, taking time off to look after children, fertility treatment and/or adoption), can put women candidates at disadvantage if employers are not willing to accommodate flexible working arrangements and/or give time off for these issues.</p> <p>All male interview panels can create an environment that could make women candidates feel excluded.</p>	<p>Blind Recruitment will ensure that there is no reference to gender, and thus everyone will be assessed solely on competency criteria.</p> <p>C-DICE will be responsive to the needs of carers and parents by ensuring that meeting and activity times, including for online training sessions, enable the participation of people with caring responsibilities. C-DICE will also have procedures in place to accommodate requests or promote flexible working and give reasonable time off for adoption or any maternity/pregnancy related leave.</p> <p>C-DICE will ensure that there is an adequate gender balance and BAME representation on our interview panels. A rota will be used so as not to overburden the same people and allow everyone to participate at each step of the screening and interview process.</p>
Age	<p>Older post-doctoral researchers can experience less favourable treatment and can be put off from applying by job adverts that seek 'young graduates/post-doctoral researchers'.</p> <p>During job interviews younger/older candidates can have</p>	<p>C-DICE will use the blind recruitment process that removes age from the applications shared with the interview panel. Thus, we can provide equal access to opportunity to every post-doctoral researcher regardless of their age.</p> <p>The main focus of C-DICE interview panels will be the candidates' skills and</p>

	their abilities and skills questioned due to their age.	potential.
--	---	------------

Section 4: Final Decision

Final Decision	Tick the relevant box	Explanation / justification
Option 1: No barriers identified. Activity will proceed.	✓	No barriers have been detected so far. We can proceed with the C-DICE recruitment processes.
Option 2: You can adapt or change the policy in a way which you think will eliminate the bias.		
Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified.		
Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.		

Section 5: Evidence Gathering and Engagement

What evidence has been used for this assessment?

We have utilised best practice guidance on recruitment processes:

<https://www.st-andrews.ac.uk/hr/edi/inclusiverec/>

<https://www.nottingham.ac.uk/edi/documents/18.10.17-diversity-in-recruitment-report-final.pdf>

<https://www.sheffield.ac.uk/hr/equality/positiveaction>

<https://www.stemm-change.co.uk/wp-content/uploads/2021/06/Transforming-the-Language-of-Exclusion-and-Bias-in-Recruitment-June-2021x.pdf>