

DESIGNING AND ADVERTISING A PROJECT, INTERNSHIP OR JOB POSTING

DID YOU KNOW?

Below are examples from the research that reveal observed impacts of identity characteristics on ways of designing and advertising a project, internship or job posting. In the cited references:

- An unconscious (or implicit, hidden) bias [or “a preference for or against a person, thing, or group held at an unconscious level”¹ (p. 4)] entails that individuals may be inclined to favour their family, community, or people with shared characteristics or experiences, for example, in a job offer;^{1,2}
- Job postings that use language with a masculine connotation (e.g., “dominate the market”) have been found to be less appealing to women³ (see the [gendered words White Paper](#) for more information);
- Eighty-five percent of women have reported applying for a job only if they felt that they “completely” or “very closely” met the requirements of the job posting. In addition, male employees have been observed to be more likely to apply for management positions than their female peers, even if they only partly meet the criteria for the job;⁴
- Public service job postings have been found to often have very short posting periods and application deadlines, thereby limiting application opportunities for people from minority groups, especially when they are in low-income jobs with long work hours;⁵
- Immigrants have been found to struggle with accessing jobs where they are not overqualified, particularly in conjunction with the non-recognition of their diploma and the absence of a well-developed social network outside of their ethnic network;⁶
- People with visual impairments reportedly often encounter the problem of job postings that are poorly adapted to their situation.^{7,8}



RECOMMENDATIONS

The following examples of practices associated with designing and advertising a project, internship or job posting are provided for inspiration.

- Adapt the recruitment process to the different designated groups (e.g., in predominantly male environments, personally invite women to apply in response to a posting);^{CWSE}
- Organize formal recruitment events that are inclusive and open to all interested individuals (e.g., a lab tour) in order to compensate for the limitations associated with an informal network;⁹
- Create project, internship or job postings to attract more applications in order to fill available positions. Avoid limiting the applications to people who contact the poster spontaneously;¹⁰
- In project, internship or job postings, use inclusive, unbiased, non-gendered, plain language; list only essential skills and competencies rather than using wording such as “would be an asset,” in order to avoid self-exclusion^{2,11} (see the [guide available online](#) [French only] for more information);
- Make sure that a given group of people (e.g., persons with disabilities) is not disadvantaged by certain job requirements;²
- Specify in the posting that accommodations can be granted to those who require them;⁷
- Add an employment equity commitment statement;⁸
- Add optional sections in application forms so that candidates can give their preferred pronouns (e.g., *elle*, she, her) and their former first name(s) if there has been a change;¹²
- Have an EDI specialist look the posting over before advertising it;¹¹
- Invite members of designated groups and marginalized groups to apply by explicitly valuing diversity⁸ and giving examples of inclusive and equitable practices that are in place;^{CWSE}
- Make the posting more accessible by offering multiple ways of submitting an application (e.g., online, by email, in person);⁸
- Advertise and distribute the postings in a variety of locations (e.g., on various websites, search groups and job search sites for designated groups) over a sufficient period of time to increase their visibility;^{11,13}
- Make sure that the locations where jobs are posted are accessible to persons with disabilities;⁷
- In male-dominated fields, encourage application submissions from female candidates by leveraging the networks of staff members.¹⁴



ORGANIZE FORMAL RECRUITMENT EVENTS THAT ARE INCLUSIVE AND OPEN TO ALL INTERESTED INDIVIDUALS (E.G., A LAB TOUR).

RESOURCES

Sample EDI posting: Detailed sample posting from Montana State University.

https://www.montana.edu/nsfadvance/documents/Sample%20TT%20Job%20Ad_2015.pdf

White Paper on Gendered Words.

<https://wwest.mech.ubc.ca/diversity/>

Inclusive writing guide for the sciences [French only].

https://www.usherbrooke.ca/sciences/fileadmin/sites/sciences/documents/Faculte/EDI/FacSciences_guide_de_redaction_inclusif_web.pdf

REFERENCES

- ¹ Ernst & Young (2013). *Outsmarting our brains: Overcoming hidden biases to harness diversity's true potential*. https://www.rbc.com/diversity-inclusion/_assets-custom/includes/pdf/Outsmarting_our_brains_Overcoming_hidden_biases.pdf
- ² Girier, D., Lamouri, J. & Pulido, B. (2020). *Biais inconscients et recrutement*. https://rqedi.com/wp-content/uploads/2020/03/Feuillet-BiaisInconscientsetRecrut_FinaleWEB.pdf
- ³ Gaucher, D., Friesen, J., & Kay, A. C. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology*, 101(1), 109-128. <http://gender-decoder.katmatfield.com/static/documents/Gaucher-Friesen-Kay-JPSP-Gendered-Wording-in-Job-ads.pdf>
- ⁴ The Institute of Leadership and Management (2011). *Ambition and gender at work*. <https://www.institutelm.com/resourceLibrary/ambition-and-gender-at-work.html>
- ⁵ Government of Canada (2017). *Progress update: Joint union/management task force on diversity and inclusion in the public service*. <https://www.canada.ca/en/government/publicservice/wellness-inclusion-diversity-public-service/diversity-inclusion-public-service/task-force-diversity-inclusion/progress-update-task-force-diversity-inclusion.html>
- ⁶ Knight, C. (2015). *Les difficultés et les stratégies d'insertion en emploi des immigrants haïtiens dans la région d'Ottawa-Gatineau* [Unpublished doctoral dissertation]. University of Ottawa. https://ruor.uottawa.ca/bitstream/10393/33152/3/Knight_Catherine_2015_These.pdf
- ⁷ Charbonneau, M. & Ouellette, D. (2008). *L'accès à l'égalité en emploi. Guide pour l'intégration des personnes handicapées : programme d'accès à l'égalité en emploi des organismes publics*. Commission des droits de la personne et des droits de la jeunesse. <https://fdocuments.fr/document/guide-pour-l-cdpdjqcca-en-emploi-des-organismes-publics-guide-pour-l.html>
- ⁸ Hire for talent (2020). *Steps for Writing an Inclusive Job Posting* https://hirefortalent.ca/images/pdf/tools/4.3_How-to-Write-an-Inclusive-Job-Posting_EN.pdf
- ⁹ Major, D. (2018, July 18). *Confronting Barriers for Women along Educational and Career Pathways in STEM* [personal communication]. Congrès Femmes en physique Canada 2018, Sherbrooke, QC, Canada.
- ¹⁰ Langelier, E. (2020, June 5). *Réflexion sur l'intégration de l'ÉDI dans les demandes de subvention* [personal communication]. Workshop organized by the Faculté des sciences de l'Université de Sherbrooke, Sherbrooke, QC, Canada.
- ¹¹ Canada Research Chairs (2018). *Equity, diversity and inclusion: A best practices guide for recruitment, hiring and retention*. Government of Canada. https://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx
- ¹² The Conference Board of Canada (2020, June 23). *Institutional LGBTQ inclusion* [video].
- ¹³ Public Service Alliance of Canada (2018). *Employment equity: A tool kit for PSAC members*. <http://psacunion.ca/employment-equity-tool-kit-psac-members>
- ¹⁴ Table de concertation de Laval (2015). *La mixité des équipes de travail; des avantages à votre portée*. http://bv.cdeacf.ca/CF_PDF/54810.pdf



ABOUT THE NSERC CHAIR FOR WOMEN IN SCIENCE AND ENGINEERING IN QUEBEC

The mission of the Chair for Women in Science and Engineering (CWSE) in Quebec is to increase the representation of women and maintain their participation in the field of science and engineering (SE). The Chair's first action area is to work with girls and the people close to them to present and demystify the opportunities that SE has to offer. The Chair also works with students and professionals to better equip them to overcome the obstacles that continue to affect their careers. Moreover, the Chair works with several communities to rally efforts around the equity, diversity and inclusion in higher education and research. The Chair's second action area is to conduct research to understand and raise awareness of this issue. In this way, it helps propose potential solutions to the various authorities involved, with a view to driving change.



ABOUT UNIVERSITÉ DE SHERBROOKE

In its 2018–2022 strategic plan, Université de Sherbrooke committed to becoming an exemplary environment with respect to equity, diversity and inclusion (EDI). This commitment has resulted in the adoption of a related action plan, which is under the direct responsibility of the rector. Implementation of this plan is supported by the Executive Committee, the EDI Strategic Committee and all its working committees, and by several influential members of our community. The university is proud to be able to count on the leadership of the Chair for Women in Science and Engineering, which is contributing to this objective by developing a series of EDI-related training and tools, thereby strengthening our academic community.

ACKNOWLEDGMENTS

This project was funded by the Canada Research Chairs program and the Secrétariat à la condition féminine.

FINANCIAL PARTNERS OF THE NSERC CHAIR FOR WOMEN IN SCIENCE AND ENGINEERING IN QUEBEC

Founding partners:

Natural Sciences and Engineering Council of Canada (NSERC) and Université de Sherbrooke (UdeS)

Major partner:

Rio Tinto

Other partners:

Hatch

Fonds de recherche du Québec – Nature et technologie

GE Aviation Bromont

Fondation canadienne FCSCJ

Québec Mining Association

La Fondation de l'Université de Sherbrooke

With the financial participation of

