

# TOWARDS ACCESSIBILITY: EMPLOYER RESOURCE HANDBOOK

## Step-by-step Guide



**October 2021**

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SFU Work-Integrated Learning, 2021 | [www.sfu.ca/wil.html](http://www.sfu.ca/wil.html)

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## **The Lands**

This *Towards Accessibility: Employers Resource Handbook*, was developed on the Traditional Coast Salish Lands, including x<sup>m</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), səliłwətaʔt (Tsleil-Waututh), qícəy (Katzie), k<sup>w</sup>ik<sup>w</sup>əłəm (Kwikwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples, on whose unceded traditional territories our three campuses reside.

Simon Fraser University acknowledges all the land holders of shared territories and take on the responsibility of reconciliation by understanding the truth and stories of these lands and the peoples' relationships and responsibilities to these lands.

In efforts to strengthen our commitment to addressing gaps in Work-Integrated Learning (WIL) opportunities between students with disabilities and non-disabled, SFU's WIL Director and Equity, Diversity and Inclusion (EDI) team has created this handbook to support greater employment opportunities for students with disabilities.

This handbook would also not have been possible without the generous support of the British Columbia Ministry of Advanced Education, Skills and Training.

Finally, a special thank you to Heather Williams, Former Project Manager, Equity, Diversity and Inclusion and Andrea Sator, Program Manager, Curriculum, Work-Integrated Learning at SFU for their continued support in seeing this handbook through to completion.

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The Disability Foundation  
BC Centre for Abilities and Specialisterne  
Canada

Language and perceptions are continually changing and vary globally. The term “disability,” for instance, does not have a universally accepted definition and meaning. The terms and meanings described below and throughout this handbook, therefore, are the generally accepted terms used in Canada as of 2021.

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## Accessibility

Accessibility is defined by Services Canada as “the design of products, devices, services, or environments for people who experience disabilities.”<sup>2</sup>

## Accommodation

Accommodation in the workplace refers to the provision of equipment, practices or policies that enable an employee with a disability to fully perform the duties of a position (e.g., customized duties, flexible schedule/hours, etc.).<sup>3</sup>

## Disability

A disability is a condition or illness—visible or invisible, episodic or continuous—that affects a person’s senses or activities, such as brain injuries, chronic health conditions, physical and sensory disabilities, etc. It does not need to be permanent, but a short-term health issue like the flu would not qualify for accommodation in the workplace.

## Disclosure

Disclosure refers to telling an employer about a disability or chronic health condition. Employees can decide to disclose based on if it will impact their ability to do the job. If the disability will not affect the ability to do the job, the employee is not required to disclose. If the employee requires accommodation for the job, they must disclose their disability.

## Discrimination

Discrimination under the “*Human Rights Code*” is defined as unfair treatment or being refused a benefit due to a disability (refusing to hire based on accommodation needs) or dismissal of an employee due to their disability. For exceptions see B.C.’s employment law and the [Bona Fide Occupational Requirement](#).

## Duty to Accommodate

Duty to accommodate is an employer's responsibility to employees with disabilities and potential employees up to a point of “undue hardship.” Employers have an obligation to take steps to adjust rules, policies or practices that have a negative impact on individuals—or groups of individuals based on prohibited grounds of discrimination in the [Canadian Human Rights Act](#).

## Equity

Equity is the quality of making reparations to historical marginalized communities through fair representation, distribution of resources and awareness of systemic discrimination. It acknowledges the disparity between the dominant and non-dominant cultures and aims to close the gap.

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1 All terms listed here, except those that have specific footnotes, can be found at: [SFU's WIL Terms and Glossary](#).

2 Accessibility Services Canada. (2021, September 29). [Definitions](#).

3 Government of Canada. (2011, November 14). [Duty to Accommodate: A General Process for Managers](#).

# TERMS | GLOSSARY (CONT.)

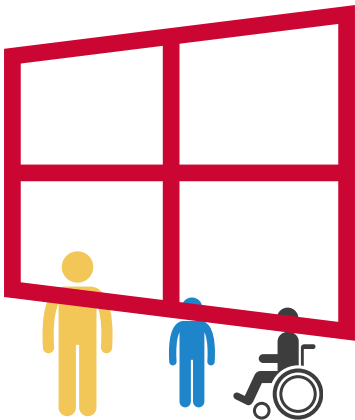
## EQUITY, ACCOMMODATION AND ACCESSIBILITY: AT A GLANCE

As a useful starting point for understanding the difference between equality, accommodation and accessibility, see below description and infographics.<sup>4 & 5</sup>

### EQUALITY

Three people are looking through a window from different heights. The first person can see directly through the window by standing on the ground. The second and third person cannot see through the window and thus, do not have the same clear view as the first.

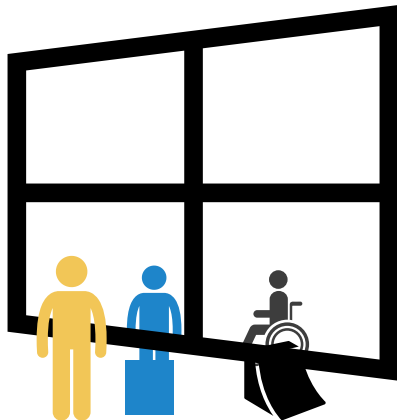
While the three people are standing on the same levelled surface, there is a gap in access to a clear view through the window.



### ACCOMMODATION

Three people are looking through a window at the same height. The first person is tall enough to see directly through the window by standing on the ground. The second person is standing on a block to see through the window and the third person using a wheelchair is on top of a ramp to see through the window.

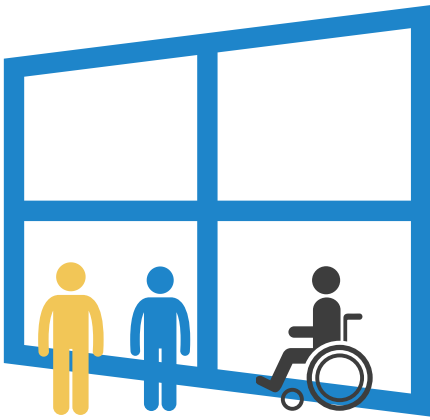
This is an example of workplace accommodation (modifications to equipment, etc.) to ensure everyone can see directly through the window.



### ACCESSIBILITY

Three people are looking through a window on the same levelled surface. The first person is taller than the second and the third person is using a wheelchair. They are all able to see through the window without any modifications or assistance.

When you remove barriers, everyone will have an equal opportunity to see through the window without accommodation (e.g., modifications).



4 Accessibility Services Canada. (2021, September 21). Definitions.

5 Graphics reproduced from PB Books. (2021, September 23). [Forward with Flexibility. WHAT IS ACCESSIBLE EDUCATION?](#)

*“Only 59% of Canadians with disabilities aged 25 to 64 are employed compared to 80% of Canadians without disabilities. [but] ... “[t]here are thousands of persons with disabilities who also have university degrees. Yet, it is very difficult to get hired by any employer, including the federal government.”<sup>6</sup>*

In Canada, people with disabilities face many forms of discrimination such as unemployment, underemployment, higher rates of poverty, lack of proper accommodations in the workplace, and being hired and promoted.

In a recent Government of Canada survey, “*what does accessibility mean to you,*” a main issue identified by 6,000 respondents with disabilities, was employment—fair hiring practices, wages and opportunities for promotions.<sup>7</sup>

Post-secondary education (PSE) is an important avenue for ensuing employment, economic and overall well-being of individuals. Work-Integrated Learning (WIL) programs in PSE institutions such as co-op, mentorship, job-shadowing, and internships are designed to bridge student's academic studies with work experience. WIL opportunities are a partnership between an academic institution, a host business/organization and a student.

Students with disabilities (SWD), however, are lacking or have limited experience exiting university compared to their non-disabled counterpart and thus, face greater unemployment, underemployment and low wages compared to their peers without disabilities.

SWD, therefore, benefit from WIL programs, as much as, if not more, than their non-disabled peers because they also face stigmatization of disabilities that impact self-confidence, self-efficacy and generally, social well-being.<sup>8</sup>

While there are challenges for providing WIL opportunities for all students, Simon Fraser University's (SFU) WIL leadership and Equity, Diversity, and Inclusion (EDI) team recognizes the inequalities between SWD and non-disabled students.

As part of SFU's WIL programs continued efforts to close the gap between students, this handbook was developed to support employers who are committed to making their workplace more diverse and inclusive by providing accessible opportunities for SWD.

The purpose of the handbook, therefore, is to promote greater employment outcomes for SWD by providing employers with some key steps needed to build greater EDI in the workplace, including:



6 Government of Canada. (2021, June 4). [Making an Accessible Canada for Persons with Disabilities.](#)

7 Government of Canada, (2016 survey). [Creating new federal accessibility legislation: What we learned.](#)

8 National Educational Association of Disabled Students (NEADS). (2018, July). [Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities.](#)

This handbook focuses on the four key steps – (1) policy, (2) recruitment, (3) hiring and onboarding, and (4) retention that are necessary to remove barriers to allow all employees to have equal opportunities to succeed.

The handbook provides:

- Background information on the benefits of employing people (students) with disabilities.
- Tips and templates for creating accessibility to employment opportunities for people (students) with disabilities.
- Additional resources in Appendixes I organized by each of the four steps.

Throughout the handbook you will find background information and resources at a glance on each page with footnotes of references that links to the source.

## Disclaimer

SFU's WIL office has created this handbook with practical tools and suggestions for increasing EDI in the workplace. It is not intended to be a comprehensive resource but does provide links to extensive toolkits and guides throughout the handbook.

Furthermore, this handbook does not present extensive language and meanings to represent the diverse identities and layers of discrimination (disability, gender identity, race, class, ethnicity, and age) of people who experience disabilities. We hope however, that the materials presented in this handbook are respectful and acknowledge the inherent rights of all people.

The content in this handbook also does not offer legal advice for employers but provides references to legislation governing accessibility and accommodation in the workplace. Specific legislation governing equality in the workplace is available at the Government of Canada, Justice Laws Website, [Employment Equity Act](#).



**Key terms**  
Generally accepted terms as of 2021.

**Separating myths from facts**

**Why hiring people with disabilities?**

**Support available for employers**

**Key components:**

1. Creating policy
2. Recruitment
3. Hiring & onboarding
4. Retention

**Templates and checklists**

**Resources and references**

## 1.2 SEPARATING MYTHS FROM FACTS

First, it is important to set aside the many misconceptions and stereotypes that impact employment opportunities for people with disabilities (PWD). Some of these misconceptions, include PWD require specialized jobs, need extra resources and training, have different levels of education and skills, and lack qualifications compared to non-disabled employees.<sup>9</sup>

See some common myths and facts below that have been reproduced directly from the Government of Canada website.<sup>10</sup>



**Myth:** Employees with disabilities have a higher absentee rate than those without disabilities.

**Fact:** Studies by firms such as DuPont, for instance, revealed on the average, individuals with disabilities have better attendance rates than their non-disabled counterparts.



**Myth:** Most people with disabilities use wheelchairs.

**Fact:** Only about 1% of Canadians use wheelchairs. The most common types of disabilities in Canada are invisible—pain, mobility and flexibility limitations.



**Myth:** Most employees with disabilities do not perform as well as their counterparts.

**Fact:** People with disabilities have identical job performance ratings as employees without.



**Myth:** It costs too much to accommodate (e.g., adaptive equipment the workplace).

**Fact:** Approximately 57% of employers spend nothing on workplace adaptations. The most frequently required workplace adaptations are:

- **Flexible work schedules**, such as modified or reduced hours (19%).
- **Modified or different duties** (13.5%) or special chair or **back support** (11.2%).



**Myth:** Persons with disabilities lack qualifications.

**Fact:** Persons with and without disabilities have similar levels of education.



**Myth:** All people with disability require some form of accommodation.

**Fact:** Not all people with disabilities require workplace accommodations. Initial review of accommodation needs would ensure a “reasonable plan.”

<sup>9</sup> Employ Abilities: [Myths about Hiring People with Disabilities](#). (2021, September 18). From Premier’s Council on the Status of Disabled Persons.

<sup>10</sup> Government of Canada. (2021, May 14). Hire persons with disabilities. [Get the Facts](#).

# 1.3 WHY HIRE PEOPLE WITH DISABILITIES?

*“Employers who hire by matching an applicant’s abilities to the needs of the job will find a pool of motivated workers who bring unique strengths and perspectives to the job.”<sup>11</sup>*

Separating the myths from facts is crucial since it not only prevents qualified people from attaining meaningful employment, but employers from accessing valuable employees. Another concern, however, is that:

*“Many businesses gave reasons for not allowing their employees to work remotely, including saying that the job required in-person meetings and that they didn’t have the technology to allow for staying connected from home.”<sup>12</sup>*

Yet, research has estimates that approximately 38.9% of Canada's employment can likely be carried out remotely.<sup>13</sup> Moreover, research findings “... suggest the Canadian labour market responded very quickly to the onset of the pandemic by increasing its prevalence of telework to the maximum capacity.”<sup>14</sup>

Still, people with disabilities have a hard time finding full-time work because of accessibility issues. COVID-19, however, has altered the way many people think about disability as the result of the move to remote work. Here is how hiring people with disabilities can help your business:<sup>15</sup>

- **Leverage** distinct skill sets to provide robust products and services.
- **Create** a positive work environment and increase company morale.
- **Reduce** hiring and training costs due to lower turnover rates.
- **Attract** the best and brightest employees.
- **Outperform** in revenue growth.
- **Gain access** to more diverse markets and customers.



**Plus, people like to support inclusive businesses!**

11 Government of Canada. (2021, May 14). [The Diversity Advantage](#). Hire persons with disabilities.

12 Johnson, M.Z. cited in Leary, A. (2021, July 13). [Voices of Disability](#). Disabled People Have Worked From Home for Years. Why Did It Take a

13 Pandemic for Everyone Else to Start? REFINERY29, Canada.-home-pandemic.

14 Government of Canada, StatCan COVID-19: Data to Insights for a Better Canada. (2020, May 28). [Running the economy remotely during and after COVID-19](#).

15 List above taken from the Government of Canada. (2021, May 14). [Hire persons with disabilities: Get the Facts](#).

# 1.3 WHY HIRE PEOPLE WITH DISABILITIES? (Cont.)

COVID-19 has provided a good example that accommodations and accessibility are not hard or expensive. Employees with disabilities can help your business adjust to COVID-19 because they are: <sup>16</sup>

Innovative and adaptable to overcome barriers in their own lives and at work.



Primed for the **remote work** COVID-19 requires.

May prefer the **temporary, flexible or casual opportunities** businesses need to fill gaps as they adjust their operations.



[Transcript for the Why Hiring People with Disabilities is Good for Business](#)

See [Why Hiring People with Disabilities is Good for Business](#)

16 AccessibleEmployers.ca: A President Group initiative. (2020, September 9). [Why Hiring People with Disabilities is Good For Business in the New Normal.](#)

# 1.3 WHY HIRE PEOPLE WITH DISABILITIES? (Cont.)

COVID-19 has also shown that providing accommodations can benefit employers, for instance, businesses saw economic benefits of:

**2 to 7x the cost of accommodation**

for employees with various mental health disabilities. Hiring people with disabilities, therefore, is good for business in the "new normal."<sup>17</sup>

"Work from home is one of the most common accommodation requests and now we know it is practical for many jobs."

**58% cost nothing at all**

and **37% require a one time expense of \$500 for accommodations.**<sup>18</sup>



Diversity & inclusion workplaces have **better business outcomes**<sup>19</sup>

**2x**

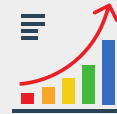
as likely to meet and exceed **financial targets**

**6x**

more likely to be **innovative and agile**

**6x**

more likely to effectively **anticipate change**



People with disabilities are **great employees**<sup>20</sup>

**72%**

higher staff **retention**

**86%**

had equivalent or **better attendance** than their peers

**90%**

performed **equal or better** than their coworkers

For more on why hiring people with disabilities is good for business, watch this [video](#) from the [President's Group of B.C.](#)

See transcript at [Why Hiring People with Disabilities is Good for Business.](#)

17 Accessible Employers: A Presidents Group Initiative. (2020, September 1). Infographic: [Hiring People with Disabilities is Good for Business in "New Normal."](#)

18 See note 17 above.

19 See note 17 above.

20 See note 17 above.

# 2 SUPPORT FOR EMPLOYERS

*"Employers in British Columbia are receiving support to create inclusive work environments for people with disabilities through a \$4.8-million grant from the Province."*<sup>21</sup>

Not only are there benefits of hiring people with disabilities but training and funding support is available to employers. See a few examples below of funding and training resources for employers wishing to provide opportunities for people with disabilities.



[The Disability Confident Employer Program](#) (DCEP) provides online training for employers and staff on best practices in hiring and retention.

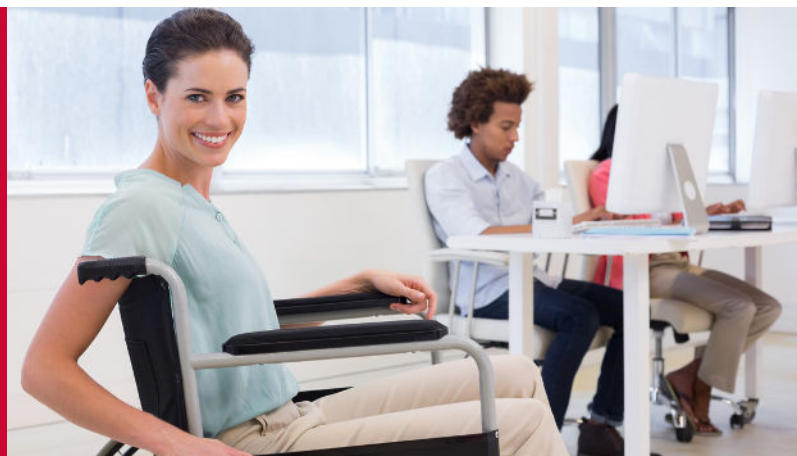
[Workplace Accessibility Grant](#) provides direct support to BC employers (small business) by training (i.e., anti-bias attitudes) towards creating an inclusive work environment.

- [WorkBC](#): programs and supports for employees with disabilities.
- [Presidents Group](#): expertise in recruiting, hiring and retaining people with disabilities.
- [Open Door Group](#): services and support for employers who hire people with disabilities.
- [Inclusion BC](#): resources and success stories of employers who hire people with disabilities.
- [Ready, Willing and Able](#): targeted to hire employees with an intellectual disability or autism.
- [Opportunities Fund for Persons with Disabilities](#): funding support for activities to obtain and/or maintain employment of people with disabilities.

Business/organization owners may also be **eligible for programs** or financial incentives to make your workplace more accessible, for example, the [Disability-related Modifications and Enabling Accessibility Fund](#). Also see [Hiring Support](#) available.

There are also specific supports for hosting students with disabilities.

The [Federal Internship Program](#) is a national program that offers internships to Canadians with disabilities. "Interns<sup>22</sup> will have the opportunity to develop their work skills and increase their employability."



<sup>21</sup> BC Government News. (2021, August 9). [Grant supports inclusive employment](#).

<sup>22</sup> Government of Canada. (2021, April 26). [Federal Internships Program for Canadians with Disabilities](#).

# 3 FOUR STEPS TO AN EQUAL, DIVERSE AND INCLUSIVE (EDI) WORKPLACE

Before getting started on the four key steps, keep in mind that EDI training is crucial for all staff, but especially for managers and supervisors. By increasing the EDI competency and skills of managers and supervisors, your accommodation policy, recruitment, hiring and onboarding and retention will intuitively reflect an inclusive work culture.

Something to consider integrating into your workplace is the Universal Design for Learning (UDL) approach, which recognizes:

***“...diverse backgrounds, needs, competencies and interests, UDL aims to create multiple, individualized pathways for people to absorb and respond to information.”<sup>23</sup>***

Incorporating a UDL approach into your work culture will provide your business/organization with a more inclusive and healthy environment for all employees as well as for your clients. UDL does not only promote increased understanding, communication, and engagement but it is efficient.<sup>24</sup>

***URL approach focuses on changing the employment setting rather than the employee.<sup>25</sup>***

The key to being an inclusive employer is being flexible, creative and providing a variety of options to remove barriers to an employee's learning, which supports strengths and the ability to succeed in the workplace.<sup>26</sup>

If you prioritize accessibility from the start, it is less likely that you will need to correct or redesign projects, materials and spaces down the line.

The four components toward building a EDI workplace and culture are:



<sup>23</sup> Miller, S. D. (2020, November 10). [Learning Environment | Implementing Universal Design Learning at Work. What is UDL?](#)

<sup>24</sup> See also CAST [UDL Guidelines](#).

<sup>25</sup> Bartlett, M., Ehrlich, S. (2020, September 10). [Adopting a Universal Design for Learning Mindset in the Workplace](#). Training Industry.

<sup>26</sup> See note 24 above.

# 3.1



## ACCOMMODATION POLICY



"Accommodation means taking steps to adjust rules, policies, practices or situations that have a negative impact on an individual or groups, protected under the Canadian Human Rights Act."<sup>27</sup>

A key first step toward an accessible workplace is to create (or update) your accommodation policy. An accommodation policy is important to set defined EDI guidelines for staff while creating efficiency and consistency in business practices (e.g., recruitment, hiring and onboarding and retention).<sup>28</sup>

By developing an accommodation policy, you will also ensure compliance to legal requirements, for instance, the [Accessible Canada Act](#). The Act was created to remove and prevent barriers in priority areas, including employment. Barriers are defined as something that:

*"... hinders the full and equal participation in society of persons with an impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment or a functional limitation. (obstacle)"<sup>29</sup>*

### Main components of an accommodation policy:

1. Policy Statement
2. Application
3. Definitions
4. Responsibilities | Expectations
5. Procedure for Accommodation
6. Appeals
7. Privacy and Confidentiality
8. Review
9. Enquiries

As a respondent to the 2019 survey, "what does accessibility mean to you?" warns, however:

*"... more could be done to make sure that workplace policies do not result in more barriers to accessibility including making sure **employers understand the value that employees with disabilities can bring to the workplace.**"<sup>30</sup>*

As you consider creating or revising your accommodation policy, you can consult the [Canadian Human Rights Commission: A Template for Developing a Workplace Accommodation Policy](#) for a more detailed explanation and guidance.

See also the Presidents Group's [Guide to Workplace Accommodation](#).

<sup>27</sup> Canadian Human Rights Commission. (2011, January 1). [A Template for Developing a Workplace Accommodation Policy](#): Tools for Employers.

<sup>28</sup> Canadian Council for Rehabilitation and Work. (2018). [Disability Confident Employer Program](#).

<sup>29</sup> Government of Canada. (2019, June 21). [Accessible Canada Act S.C. 2019, c. 10](#). Justice Laws Website.

<sup>30</sup> Government of Canada. (2020, November 25). [Creating new federal accessibility legislation: What we learned](#).

# 3.1



## ACCOMMODATION POLICY (CONT.)



See an overview below of how to develop an accommodation policy and procedures.<sup>31</sup>

[Name of Organization]

### Policy statement

1

Business/organization is committed to an inclusive workplace where all employees are treated with respect and dignity.

### Procedure for accommodation

5

Job applicants will be notified of the policy and offered accommodation (if needed) to participate in the hiring process.

### Application of the policy

2

All aspects of employment will be applied to the policy (e.g., recruitment, training, promotions, compensation, benefits, termination, etc.).

### Appeals

6

If an employee/applicant was denied accommodation or not satisfied they may request a second opinion.

### Definitions

3

Inclusive workplace means that all employees have the opportunity to contribute and participate in a barrier-free environment.

### Privacy & confidentiality

7

All employee accommodation requests will be confidential and only shared when applicable.

### Responsibility & expectations

4

Shared responsibility (i.e., employer, supervisors and employees).

### Review

8

The policy and related procedures will be reviewed by the employer annually.

### Enquiry

9

Enquiries about the Policy and related procedures should be made to the employer.

<sup>31</sup> See the [Canadian Human Rights Commission: A Template for Developing a Workplace Accommodation Policy](#)

## 3.2



### RECRUITMENT

3.2.1. Job posting

3.2.2. Resume screening

3.2.3. Inclusive interviewing



*“Awareness that everyone is different is key to disability-confident recruitment. [and] ... [e]nabling candidates with disabilities to compete fairly based on individual capability and potential.”<sup>32</sup>*

A second component to building your EDI work culture is recruitment processes and practices. Diversity in recruitment processes have become a priority in recent years because of the related positive outcomes, for instance:

*“[a] study of more than 500 organizations has found that every 1% increase in gender and racial diversity is correlated with a 3% to 9% increase in sales revenue, respectively.”<sup>33</sup>*

A fully accessible recruitment process (e.g., job postings, interviews, etc.), therefore, will not only decrease the likelihood of disability discrimination but help you reach highly qualified applicants.

Consider creating a EDI recruitment policy that outlines processes and practices to increase the knowledge and awareness to guide staff. Having a policy in place will help reduce biases that interfere with hiring more diverse candidates.

See highlighted box on the right for quick tips.

#### Consider when recruiting:<sup>34</sup>

- Human rights.
- Legal definitions of persons with disabilities.
- Rights of a student as a person with disabilities.
- Rights of the employer.
- Definition and implications of *Disclosure and Reasonable Accommodation*.

#### Specifically, employers could:<sup>35</sup>

- Review job posting requirements and best practices.
- Assess initial screening and interviewing processes.
- Implement education, calibration and coaching activities.

<sup>32</sup> Inclusive Futures: Promoting disability inclusion. (2021, September 29, pp.2). [The Disability-confident Employers' Toolkit: A recruiters' introduction to workplace adjustments.](#)

<sup>33</sup> Ideal. (2021, September 21). Workplace Diversity Through Recruitment: A Step-By-Step Guide. [The Benefits of a Diverse Workplace.](#)

<sup>34</sup> Canadian Association for Career Educators and Employers. (2021, September 21). [Guidelines for Recruiting Graduates with Self-Declared Disabilities Challenges and Opportunities.](#)

<sup>35</sup> See note 33 above

## 3.2



### RECRUITMENT (CONT.)



*"The building blocks of best practice include ensuring that the company: [c]reates a barrier-free recruitment process which adapts for individuals, so that everyone can compete fairly on the basis of equal opportunities." <sup>36</sup>*

To help you get started, below are a few recruitment activities to consider:

- ✓ **Educate** recruiters and hiring managers in EDI recruitment practices (ability-based).
- ✓ **Review** your recruitment and hiring practices and remove items that might exclude those who bring diverse perspectives.<sup>37</sup>
- ✓ **Align** with the [Canadian Association of Career Educators and Employers' Ethical Recruitment Guidelines](#).
- ✓ **Identify** and implement best practices of disability-confident employers for hiring people/students with disabilities.
- ✓ **Create** dialogue with other employers, post-secondary institutions and disability organizations to identify avenues for change.
- ✓ **Collaborate** and develop professional relationships—i.e., employer, students, career educators and external partners.<sup>38</sup>

#### Ensure your website is accessible:



Check that your site is compatible with a screen reader and other assistive technology.



Provide descriptive text (alt-text) to describe images and videos and include captioning.



Use clear and direct language to make navigation simple for everyone.



Make sure your website and linked application does not require a mouse for navigation.

For additional information, see [Canadian Association of Career Educators and Employers](#).

More information on business/organizations' responsibilities available at: [Disability - Workplace roles and responsibilities \(fact sheet\)](#).

<sup>36</sup> Inclusive Futures: Promoting disability inclusion. (2021, September 29). [The Disability-confident Employers' Toolkit: A Recruiters' Introduction to Workplace Adjustments](#).

<sup>37</sup> Mental Health Commission of Canada. (2019). [A Practical Toolkit to Help Employers Build an Inclusive Workforce](#). Ottawa, ON

<sup>38</sup> Berry, T. (2021, January 17). [Applying Universal Design as a Pathway to Inclusive Career Education](#). CERIC | blog

## 3.2



### RECRUITMENT (CONT.)

#### 3.2.1. Job posting



*"... Research has found that you can attract more diverse candidates through more carefully worded job postings, offering work schedule flexibility, using assessments, and tapping into novel candidate pipelines."<sup>39</sup>*



A **job posting** is an external recruitment marketing tool, whereas a **job description** is a compensation internal document that is generally used to set expectations around an employee's position and performance.

#### 3.2.1. Job posting<sup>40</sup>

A well written job posting is important for attracting potential candidates. It also forms first impressions about your business/organization and a great opportunity to demonstrate your business' values and commitment to EDI. It can also open the accommodation conversation. Here are a few tips:

- ✓ **Hold** an intake meeting with your recruiters and hiring managers to discuss the position title, requirements, reasonable accommodation for the positions and your ideal candidate.<sup>41</sup>
- ✓ **Ensure** job details and requirements are clear and unambiguous with contact details for questions and accommodation regarding applying.
- ✓ **Advertise your posting in multiple/alternative formats** (e.g., handouts, application forms in large print, accessible PDF, electronic text, etc.).
- ✓ **Include** a statement about your commitment to inclusion.
- ✓ **Distribute** your posting to your partner disability organization.<sup>42</sup>

#### Example: business/organization inclusion statement

SFU WIL is committed to growing its team in ways that reflect our diverse community. We strongly encourage applications from equity-deserving groups including from students with disabilities, Indigenous students, students who are members of visible minorities or LGBTQ2S+ community. We encourage candidates who may benefit from accommodation during the application or interview process to reach out directly for individual support via email at: [accessible\\_wil@sfu.ca](mailto:accessible_wil@sfu.ca) | 604-123-4567.

<sup>39</sup> Ideal. (2021, September 21). [Workplace Diversity Through Recruitment: A Step-By-Step Guide. A summary of workplace diversity.](#)

<sup>40</sup> AccessibleEmployers: a Presidents Group initiative. (2017, August 25). [How to Write Inclusive Job Postings.](#)

<sup>41</sup> Workable. (2021, September 20). [Hiring manager-recruiter intake meeting questions: What is an intake meeting?](#)

<sup>42</sup> If you are not currently partnering with disability organizations and would like to, visit the Presidents Group "[Selecting a Disability/Employment Service Organization.](#)"

# 3.2



## RECRUITMENT (CONT.)

### 3.2.2. Job posting example



#### 3.2.2. Job posting example: Project Manager for an IT company

We are looking for a project manager to lead large scale IT infrastructure projects for our clients. The project manager is responsible for ensuring all objectives are completed on time and within budget. Duties and requirements, include:

Use clear language to ensure job details are concise and unambiguous.

#### Responsibilities

- Determine initial scope of project.
- Set milestones, deliverables and objectives in accordance with stakeholder requirements.
- Cost forecasts an allocate optimal resources and budget across the project.
- Make project adjustments and constraints where necessary.

#### Candidate requirements

- Previous experience leading large projects in professional environments and collaborating with senior stakeholders.
- Competence in creating project documentation and using project management tools such as Microsoft project.
- Ability to manage medium sized teams, contractors, vendors and suppliers across remote locations.

List essential requirements & outline pertinent skills needed.

#### Location and hours

- Permanent full-time role 37 hours per week (Monday to Friday) with regular onsite client visits.

#### Company commitment:

ITPC is committed to growing its team in ways that reflect our diverse community. We strongly encourage applications from equity-seeking groups, including students with disabilities, Indigenous Peoples, and members of visible minorities or LGBTQ2S+ community.

Statement about your commitment to inclusion.

#### Application:

Please submit a cover letter and resume stating why you would be a good fit with our team and qualifications for the position. You can submit your application via mail, email or video recording. Accommodations are available on request for all aspects of the selection process. Please contact our project team recruiter, \_\_\_at abc@sfu.ca.

Accept multiple formats & provide contact details for accommodation.

# 3.2



## RECRUITMENT (CONT.)

### 3.2.2. Resume screening



*“Unbiasing ... will help you make more objective decisions, facilitate inclusive interactions, and create opportunities. Begin unbiasing with education, accountability, measurement, and more.”*<sup>43</sup>

#### 3.2.2. Resume Screening

Blind resumes (i.e., removal of the candidate’s name) is becoming popular as a strategy to try and avoid inherent biases in manual reviews. Depending on the number of applications submitted, however, it can be time consuming and difficult to manage. The use of artificial intelligence (AI) software, therefore, is gaining momentum since it can apply the same criteria across large numbers of applications (e.g., job postings for positions at Amazon, Google, etc.).<sup>44</sup>

The argument for resume screening tools is that it enables objectivity and consistency by applying the same criteria to all candidates allowing an employer to focus on the candidate’s qualifications without any biases and thus, it will produce greater diversity.

Diversity of employees, however, (race, disability, gender identity, age, etc.) shows inclusivity of a business/organization, creates a competitive advantage, both locally and globally. If you are considering using resume screening tools, consider some of the following pit falls:<sup>45</sup>

- **Removal of referrals:** an important system for acquiring qualified and diverse candidates.
- **Elimination of conscious selection:** required for the business/organization’s diverse needs.
- **Lack human judgment:** cannot make ethical or value-based decisions.
- **Perpetuate homogeneous workplaces:** hiring based dominant language or industry used of a particular group—e.g., gender biases on predominantly male resumes for certain industries (IT, engineering sector, etc.) depending on the language and criteria used.

Furthermore, while blind resumes or AI software might remove some biases at the initial screening, they are likely to surface in other practices. Blind resumes still carry biases, for instance, the hiring manager/committee might hire for work culture fit over new team composition, etc.

To ensure greater EDI in your workplace, employers should make:

*“... a conscious decision to seek those who bring something different and unique to the company culture. Whether it be different backgrounds, unique ideas or diverse experiences, only those employers who are willing to stretch the boundaries of their culture by hiring those who add something it doesn’t currently possess will experience true diversity.”*<sup>46</sup>

<sup>43</sup> Ideal. (2021, September 21). Workplace Diversity Through Recruitment: [A Step-By-Step Guide. A summary of workplace diversity.](#)

<sup>44</sup> Dustin, J. (2018, October 10). [Amazon scraps secret AI recruiting tool that showed bias against women.](#) Reuters.

<sup>45</sup> See note 45 above.

<sup>46</sup> Feldmann, J.(2018, April 3). [The Benefits And Shortcomings Of Blind Hiring In The Recruitment Process.](#) Forbes Council.

## 3.2



### RECRUITMENT (CONT.)

#### 3.2.3. Inclusive interviewing



*"[Ableism] may be defined as a belief system, analogous to racism, sexism or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate ... it may be conscious or unconscious .... It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities."* <sup>47</sup>

#### 3.2.3. Inclusive interviewing <sup>48</sup>

Biases can directly impact certain roles and opportunities in the workplace. By integrating EDI training into business practices, hiring managers/interviewers will be better prepared to navigate biases through increased awareness and appreciation for diversity—e.g., races, genders, ages, disabilities, sexual orientations as well as personalities, skill sets, experiences and knowledge.

Here are a few things to consider when planning and/or reviewing your interview processes. <sup>49</sup>

- ✓ **Reflect and assess the level of diversity** in your workplace and on the hiring committee/staff.
- ✓ **Provide awareness training for interviewers** to learn how to identify biases to help you disrupt discriminatory practices.
- ✓ **Develop and/or review your interview process** by creating checklists with standardize questions for all candidates and grading scale for each response.
- ✓ **Review and assess recruitment processes** to ensure reasonable accommodation was offered for the interview.
- ✓ **Consult the [BC Human Rights Code](#)** for clear guidelines for legal definitions and processes to avoid discrimination on the bases of invisible (e.g., mental health) and physical disability.
- ✓ **Remember interviewing and job performance** use different skill sets, as much as possible, structure your interview to allow all candidates to present to their full capacity.

For detailed interview guidelines, see:

- [Untapped Talent: B2B Guide to Innovative Hiring and Retention](#)
- [Helpful interview resources are also available at: Ready Willing and Able interview tips](#)
- [Transcript for Bias-Free Interview Questions](#)

<sup>47</sup> Ontario: Human Rights Commission. (2016, June 27). [Policy on ableism and discrimination based on disability](#).

<sup>48</sup> AccessibleEmployers: a Presidents Groups initiative. (2021, July 27 ) [Inclusive Interview Checklist](#).

<sup>49</sup> Ideal. Workplace Diversity Through Recruitment: [A Step-By-Step Guide](#).

# 3.2



## RECRUITMENT (CONT.)

### 3.2.3. Inclusive interviewing (Cont.)



*"We all have unconscious biases. While we can't get rid of them entirely, it's important to be aware of them and what has influenced these beliefs."<sup>50</sup>*

#### 3.2.3. Tips for creating bias-free interview questions

In general, if you avoid personal questions related to a person's disability as well as abstract situational questions, you will be off to a great start! See below a few suggestions.

- ✓ Focus on an applicant's technical skills that will allow them to be successful at the job.
- ✓ Use clear language. Slang or euphemisms may not be familiar or understood by some candidates.
- ✓ Do not directly ask applicants to disclose any disabilities. Instead, ask how and what they would require to perform an essential task.



Examples of **permissible questions**  
(see interview resources below)

- **Is there anything** that may impact your ability to do the job?
- **Are you eligible** to work in Canada? Would you be willing to relocate?
- **Can you perform** the essential functions of the job?
- **Can you fulfill** the physical requirements of the position?
- **Are you able** to work full-time?



Examples of **prohibited questions**  
(see interview resources below)

- **Do you have** any disabilities/medical conditions?
- **How did you** become disabled?
- When was the last time you were hospitalized?
- **How often do you** miss work for doctor's appointments?
- **How many sick days** did you take last year?
- **Are you Canadian?** Where is your accent from?

<sup>50</sup> Accessible Employers: A Presidents Group Initiative. (2020, March 1, pp. 56). [Untapped Talent: B2B Guide on Innovative Hiring and Retention Inclusion.](#)

# 3.2



## RECRUITMENT (CONT.)

### 3.2.3. Inclusive interviewing (Cont.)



*"... if we create more inclusive interviews, we empower ALL candidates to shine!"<sup>51</sup>*

#### 3.2.3. Preparing and conducting an inclusive interview

Since the interview process is a direct way to gain insight into the candidate's experiences, skills, abilities and personality traits, it is important to be prepared to conduct them in inclusive ways.

- ✓ **Plan and communicate logistics** in advance, offer flexible interview formats and ask and ensure accommodation (if necessary) during interviews.
- ✓ **Ask all candidate the same question and in the same order** and use an assessment template with criteria to objectively gauge how well all candidates answer each question.
- ✓ **Ensure all details about the interview** are documented and shared with candidates (i.e., format, total length, interviewer/s, location, contact person, etc.).
- ✓ **Welcome requests** from candidates regarding accommodation, they will likely be able to offer you a solution for your consideration.
- ✓ **Offer flexibility** and consider providing a variety of formats to assess the candidate—verbal face-to-face, hands-on, online and/or phone.
- ✓ **Communicate directly and clearly** the exact responsibilities of the job, work hours and reporting mechanisms.
- ✓ **Provide space** for the applicant to ask questions and be sure to **outline next steps**.

See how to make your interview questions more accessible at [Discover Abilities Network guide to reframing your interview questions](#).

See also [Transcript for Bias-Free Interview Questions](#).

<sup>51</sup> [Inclusive Interviewing - At a Glance](#). (2018, November 28). YouTube video.

## 3.2



### RECRUITMENT (CONT.)

#### 3.2.3. Inclusive interviewing (Cont.)



*“Strong candidate follow-up helps drive better talent. ... [i]t’s essential to make a plan to close the loop with candidates and improve your company’s interview experience. Put yourself in the candidates’ shoes to understand how your process can improve.”<sup>52</sup>*

#### 3.2.3. Debrief and follow-up<sup>53</sup>

- Discuss with panel or staff** after each interview the applicant’s strengths and weakness compared to the posting or job description.
- Review your interview notes** and scores and compare them with interview panel/staff.
- Evaluate** the “bona fide occupational requirements of the job.”
- Follow-up with the applicant** in a timely manner.
- Ensure that your communications** and interactions with applicants are professional, respectful and courteous at each stage of the process.



### Declining an applicant

Declining a job applicant can be an uncomfortable process. As an inclusive-minded employer, offer to provide feedback and possible suggestions that you think would help the applicant as they continue their job search journey.

52 Glassdoor for Employers. (2021, July 27). [How to Follow Up With Candidates After the Interview.](#)

53 AccessibleEmployers: a Presidents Group initiative. (2021, August 13). [Interview Guide for Supportive Employers.](#)

# 3.3



## HIRING & ONBOARDING

### 3.3.1. Responsibilities

### 3.3.2. Providing accommodation

### 3.3.3. Accommodation template



*"Employers who hire by matching an applicant's abilities to the needs of the job will find a pool of motivated workers who bring unique strengths and perspectives to the job." <sup>54</sup>*

### 3.3.1. Responsibilities

Working collaboratively with managers/supervisors to welcome and onboard employees who have a disability (visible, invisible, disclosed, undisclosed) will create a positive experience from the start. Below is an overview of roles and responsibilities of business/organization, supervisors and employees. <sup>55</sup>

#### Business/organization

A business/organization carries the primary responsibility to accommodate an employee's needs and in the cases where it is necessary, treat someone differently to prevent discrimination. See the [Act](#) (BILL C-81) for specific details.

- **Assess your business/organizational readiness** for addressing accommodations.
- **Ensure accommodation policy** is in place.
- **Address requests promptly** in confidence and with sensitivity.
- **Review all accommodations** regularly to ensure they are inclusive and not discriminatory.
- **Offer accommodations** to the point of undue hardship.

#### Managers/supervisors

Managers/supervisors represent the employer, therefore, priority should be given to addressing accommodation.

- **Treat all potential** and actual employees with respect and dignity.
- **Provide a non-judgmental space** to engage in a discussion around accommodation.
- **Work directly with the employee** to identify, plan and implement requiring accommodation.
- **Address accommodation requests** promptly, in confidence and with sensitivity.
- **Offer a rationale** to accommodations that may be denied.

#### Employees

An employee who clearly understands accommodation will likely have realistic expectations and should:

- **Communicate** accommodation needs.
- **Work in collaboration** with supervisors to identify targeted support options.
- **Try proposed ideas**, you are entitled to a "reasonable accommodation," not a perfect one.
- **Offer supportive documentation** that reinforces the need for accommodation.
- **Discuss accommodation request** and any impact it may have on ability to perform the work.

<sup>54</sup> WorkBC. [Hire People with Disabilities](#). (2021, September 18).

<sup>55</sup> List of roles and responsibilities taken from the [Canadian Human Rights Commission: Developing a Workplace Accommodation Policy](#).

# 3.3



## HIRING & ONBOARDING

### 3.3.2. Providing accommodation

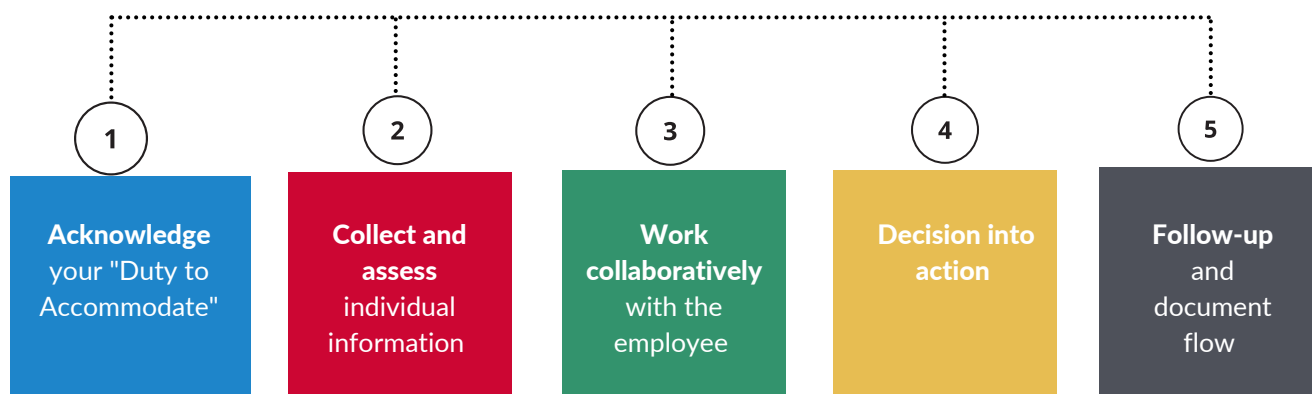


### 3.3.2. Providing accommodation

The goal of providing accommodation is to support individuals who have a disability to fulfil the essential duties of a position. For a detailed description of what reasonable accommodation entails, see the BC Public Service resource [Managers' Guide to Reasonable Accommodation](#).<sup>56</sup>

Below is a summary of the 5-step process to providing reasonable accommodation.

#### [Transcript for 5 Steps to Reasonable Accommodation](#)



As the Accessible Canada Act (BILL C-81) states: " ... **to enhance the full and equal participation of all persons, especially persons with disabilities, in society. ... without barriers, particularly by the identification, removal and prevention of barriers.**"<sup>57</sup>

<sup>56</sup> Parliament of Canada: BILL C-8. (2019, June 21). [An Act to ensure a barrier-free Canada](#).

<sup>57</sup> British Columbia Public Service. (2019, April). [Managers Guide to Reasonable Accommodation. Responsibilities](#).

# 3.3



## HIRING & ONBOARDING

### 3.3.3. Accommodation template



*“ ... accommodation is to provide an opportunity for an employee to participate in meaningful, productive work that respects the employee’s abilities and limitations, while contributing to the business ... handling each request ... individually and exploring all possible options so people with different needs can do their jobs.”<sup>58</sup>*

Whether or not your organization has an accommodation policy in place, the template below is a tool to support you in working collaboratively with an employee to identify barriers.

#### 3.3.3. Accommodation template for individual employees

Employee’s name: \_\_\_\_\_

Employee’s job title and department: \_\_\_\_\_

Supervisor’s name and role: \_\_\_\_\_

| Workplace Barrier   | Job duty affected by barrier        | Accommodation to be implemented                                      | Date started       | Date to be assessed                 |
|---------------------|-------------------------------------|--|--------------------|-------------------------------------|
| Work timings        | Employee often arrives late to work | Allow for flexible work schedule                                     | Sept. 1            | Monthly                             |
| Sitting at desk     | Computer tasks                      | Provide sit to stand desk  | Upon order arrival | During first month, then biannually |
| Social interactions | Weekly team meeting participation   | Provide written inputs before meeting to avoid participation anxiety | Next meeting       | After first few meetings            |

4. Supportive documents provided by professionals, if needed (HR staff, Union, doctor, etc.).

Document 1: \_\_\_\_\_ by \_\_\_\_\_

Employee’s signature \_\_\_\_\_

Document 2: \_\_\_\_\_ by \_\_\_\_\_

Supervisor’s signature \_\_\_\_\_

<sup>58</sup> British Columbia Public Service. (2019, April). [Managers' Guide to Reasonable Accommodation](#).

# 3.3



## HIRING & ONBOARDING

### 3.3.4. Accommodation tip sheet



#### 3.3.4. Accommodation Tip sheet <sup>59</sup>



##### Accessible space

- Place equipment or tools where everyone can reach them.
- Provide ramps to help access elevated areas or entryways.
- Ensure employees knows locations of elevators or escalators.



##### Job restructuring

- Restructuring job duties to allow for greater focus on the essential functions of the job.
- Change how, when, or where specific functions.
- Provide a checklist that states the order in which tasks need to be completed in.



##### Services

- Assign a mentor to help ensure integration into the workplace and culture easier.
- Provide a job coach to help with learning the best methods to carry out tasks at work.
- Allocate a job assistant for tasks that may be difficult for employees with disabilities.



##### Technology

- Provide technology on work computers to allow employee to perform tasks more efficiently.
- Connect with [Neil Square Society](#) or [WorkBC Assistive Technology Services](#) to host tutorials on using assistive technology.



##### Time management

- Modify work schedules according to employees' health appointments and/or rest periods.
- Notify your employee of deadlines farther in advance.
- Provide organizational tools such as a calendar to remind your employee of deadlines.



##### Decreasing distraction

###### Auditory

- Provide a noise canceling headset.
- Offer a white noise machine.
- Relocate workspace (quieter area).

###### Visual

- Install space enclosures.
- Reduce clutter in the employee's space.
- Relocate workspace to a less busy area.

<sup>59</sup> JAN Job Accommodation Network. (2021, October 5). The [JAN Workplace Accommodation Toolkit: Building Your Inclusive Workplace](#). Thompson Rivers University. (2021, October 5). [Optimizing Access: Working Towards Employment Accessibility](#). University of Guelph. (2021, October 5), 2021). [Accommodations Translated into Employment Settings](#). Co-operative Education & Career Services.

# 3.4



## RETENTION

# Inspire your employees to increase retention

*"Creating a caring, supportive workplace culture isn't hard, but it does take commitment and intention. ... inclusion of diverse talent are clear: increased innovation, higher employee engagement, lower turnover costs, and a stronger ability to deliver on business goals." <sup>60</sup>*

The fourth component to building an EDI workplace is employee retention. Commitment to inclusive approaches and practices, consistency, setting targets and being flexible will lead to sustainable results—i.e., committed and engaged employees. Below are a few reminders. <sup>61</sup>

### 1. Practice inclusive leadership



- **Recognize, acknowledge, respect** and value diverse employees.
- **Build trust** by trying to understand why an employee acts a certain way.
- **Mitigate biases** by increasing awareness and understanding of why and how it impacts decision-making in the workplace.
- **Treat people equitably** based on their unique needs even if it means treating individuals differently to remove barriers to their full participation in the workplace.

### 2. Flexible adjustments to bring out an employee's best



- **Provide a checklist** for someone with a learning disability.
- **Adjust work schedules** for ongoing health appointments.
- **Offer quiet time and space** during work hours for meditation, prayers, etc.
- **Ensure physical accommodation** is in place (e.g., stand-up desk, assistive technology, wheelchair ramp, etc.).

### 3. Accessible communication: adopt inclusive disability-related language



- **Be inclusive** in your conversations through open mindedness, assess your communication style and include more voices.
- **Use a person-first** approach.
- **Frame a disability** as something a person has rather than who or what they are.
- **Use direct language** for sensory conditions.
- **Ask how** they would like to be addressed to ensure respect and accuracy.

### 4. Consistent Support



- **Provide regular reviews** (check-ins) to ensure the accommodation plan and process is addressing the employee's needs.
- **Ensure there is room for discussion** and address what may need to be adjusted.

<sup>60</sup> Accessible Employers, Presidents Group Initiative. (2020, March 1, pp. 49). [Untapped Talent: B2B Guide to Innovative Hiring and Retention](#). Fostering a Supportive Workplace Culture.

<sup>61</sup> Lists taken and modified - see note 57 above.

# 4 CONCLUSION



*"It's not only the organization that benefits [from diversity], we personally have a lot to gain by working with people from all different backgrounds. By recognizing how we benefit from reducing our own bias ... we're likely to be more motivated to take action." <sup>62</sup>*

The many benefits of building an equitable, diverse and inclusive (EDI) workplace, include increased innovation and solutions, employee retention (decreasing staff turnover costs) and a greater capacity to attain business goals. Moreover, recruiting, hiring and onboarding and retaining students with disabilities does not need to be an overwhelming process but does require awareness of biases, commitment to promoting EDI, implementation of policies, processes and practices.

This handbook was developed by SFU's WIL office to support employers in moving towards accessibility and building an EDI work culture. It has separated myths from facts regarding hiring people with disabilities, shown the benefits of hiring people (students) with disabilities, listed a few funding and training resources available for employers, and provided links to comprehensive resources. More specifically, it focused on the four key components for moving towards accessibility in the workplace, including:



**1 Accommodation policy:** references to legal regulations in the workplace, templates for creating policy and links to legislation.



**2 Recruitment:** considerations and practices, templates and instructions— suggestions for how to write a job posting and tips for interviewing tips and follow-up.



**3 Hiring and onboarding:** roles and responsibilities between employer, managers and employee, things to consider, and a template for accommodation discussion.



**4 Retention:** practicing inclusive leadership, flexible adjustments, accessible communication, and consistent support.

The intention of the handbook was not to provide a comprehensive resource for employers—many already exist and are listed throughout this handbook and in Appendix I. The intention is to provide a fingertip guide for employers with the necessary components for building an EDI workplace and work culture.

<sup>62</sup> Tulshyan, R. (2019, June 28). [How to Reduce Personal Bias When Hiring](#). Hiring and Recruitment. Harvard Business Review.



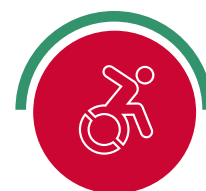
Policy



Recruitment



Hiring & Onboarding



Retention

## General

About President's group  
(Accessible Employers)

<https://accessibleemployers.ca/>

SFU WIL EDI - Accessibility Terms  
Glossary

<https://www.flipsnack.com/5D95976BDC9/sfu-wil-edi-accessibility-terms-glossary.html>

Definitions  
(Accessibility Services Canada)

<https://accessibilitycanada.ca/aoda/definitions/>

Accessible Employers

<https://accessibleemployers.ca/>

Tips For Employers: Language And  
Disability

<https://discoverability.network/wp-content/uploads/2020/06/DCOI-handout-Tips-For-Employers-Language-And-Disability.pdf>

Medical Conditions defined as a Disability  
(Canadian Disability Benefits)

<https://canadiandisabilitybenefits.ca/types-of-disabilities/>

## Accommodation Policy

Accommodation Policy Template  
(Canadian Human Rights Commission)

<https://www.chrc-ccdp.gc.ca/eng/content/template-developing-workplace-accommodation-policy>

BC Human Rights Code

<https://bchumanrights.ca/human-rights/human-rights-in-bc/>

Create an accessibility plan and policy

<https://sway.office.com/E6x2nGBVIX1bA6h-f?ref=Link>

Workplace Accommodation Policy  
Template (Canadian Human Rights  
Commission)

<https://www.chrc-ccdp.gc.ca/eng/content/template-developing-workplace-accommodation-policy>



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## Recruitment

Accessible recruitment checklist  
(Accessible Employers)

<https://accessibleemployers.ca/resource/accessible-recruitment-checklist/>

Disability Terminology & Etiquette  
(University of Guelph)

<https://www.tpgi.com/disability-etiquette-university-of-guelph-accessibility-conference/>

How to Write an Inclusive Job Postings

<https://hirefortalent.ca/main/toolkit/recruitment/52-how-to-write-an-inclusive-job-posting>

How to Write a Job Description

[https://ca.indeed.com/hire/how-to-write-a-job-description?gclid=CjwKCAjwtfqKBhBoEiwAZuesiN4ITJP4DxyXN8LS3NGxEbx6NDnblDbgWf3yuRN6L1STrUtJSPquQRoCeNQQAvD\\_BwE&acid=](https://ca.indeed.com/hire/how-to-write-a-job-description?gclid=CjwKCAjwtfqKBhBoEiwAZuesiN4ITJP4DxyXN8LS3NGxEbx6NDnblDbgWf3yuRN6L1STrUtJSPquQRoCeNQQAvD_BwE&acid=)

Managers Guide to Bias Free Hiring  
(Blog Post)

<https://www.catalyst.org/2020/10/01/bias-free-hiring-guide/>

8 inclusive ways to rethink your interview strategy for people with disabilities

<https://www.understood.org/articles/en/8-inclusive-ways-to-rethink-your-interview-strategy-for-people-with-disabilities>

Ready Willing & Able's Interview Tips

<https://readywillingable.ca/employers/interview-tips/>

Tips for hiring co-op students with disabilities

<https://uwaterloo.ca/hire/accessibility/tips-for-hiring>



Policy



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Retention

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### Hiring and onboarding

4 tips for starting accommodation conversations (Employee Benefit News)

<https://www.benefitnews.com/opinion/4-tips-for-starting-accommodation-conversations-2747365>

Accommodation Plan for Individual Employees

[https://1sfu-my.sharepoint.com/:w:/g/personal/calwilra\\_sfu\\_ca/EYTZYjZnKINEn6AgCSCxipYBNRX-m7QJJYqmm69aMMjkaDg?e=zet6UA](https://1sfu-my.sharepoint.com/:w:/g/personal/calwilra_sfu_ca/EYTZYjZnKINEn6AgCSCxipYBNRX-m7QJJYqmm69aMMjkaDg?e=zet6UA)

Accommodation Strategies for Students with Mental Health Related Disabilities (Canada Life)

<https://www.workplacestrategiesformentalhealth.com/resources/accommodation-strategies>

A to Z of Disabilities & Accommodations: Ask JAN (Job Accommodations Network)

<https://askjan.org/>

Employer Guide to Workplace Accommodations

<https://carleton.ca/read/wp-content/uploads/DCOI-Tipsheets-Employers-Guide-To-Workplace-Accommodations.pdf>

Manager's Guide to Reasonable Accommodation (BC Public Service)

[www2.gov.bc.ca/assets/gov/careers/managers-supervisors/managing-employee-labour-relations/managers\\_guide\\_to\\_reasonable\\_accommodation.pdf](http://www2.gov.bc.ca/assets/gov/careers/managers-supervisors/managing-employee-labour-relations/managers_guide_to_reasonable_accommodation.pdf)

Why Hiring People With Disabilities is Good For Business (Accessible Employers)

<http://canadiandisabilitybenefits.ca/types-of-disabilities/>



Policy



Recruitment



Hiring & Onboarding



Retention

### Retention

Business Benefits of Accessible Workplaces

<https://accessibilitycanada.ca/wp-content/uploads/2018/10/Benefits-of-Acc.-Workplaces-CBC.pdf>

Labour market integration of persons with disabilities

<https://www.srdc.org/policy-areas/employment/labour-market-integration-of-persons-with-disabilities.aspx>

Recruiting and Retaining Persons with Disabilities In British Columbia

[https://dq5pwpq1q8ru0.cloudfront.net/2020/10/30/13/41/30/2553260a-243f-4ccb-aa76-5b0fa585af59/RecruitRetaining\\_PWD.pdf](https://dq5pwpq1q8ru0.cloudfront.net/2020/10/30/13/41/30/2553260a-243f-4ccb-aa76-5b0fa585af59/RecruitRetaining_PWD.pdf)

Rethinking DisAbility in the Private Sector

<https://www.canada.ca/en/employment-social-development/programs/disability/consultations/rethinking-disabilities.html>

The road to inclusion Integrating people with disabilities into the workplace

<http://www.employmentaction.org/employers/links-and-resources/diversity,-inclusion-and-employment-equity/The%20Road%20to%20Inclusion.pdf>

Three Tips for Retaining Employees with Disabilities

<https://www.destinationbc.ca/news/three-tips-for-retaining-employees-with-disabilities/>