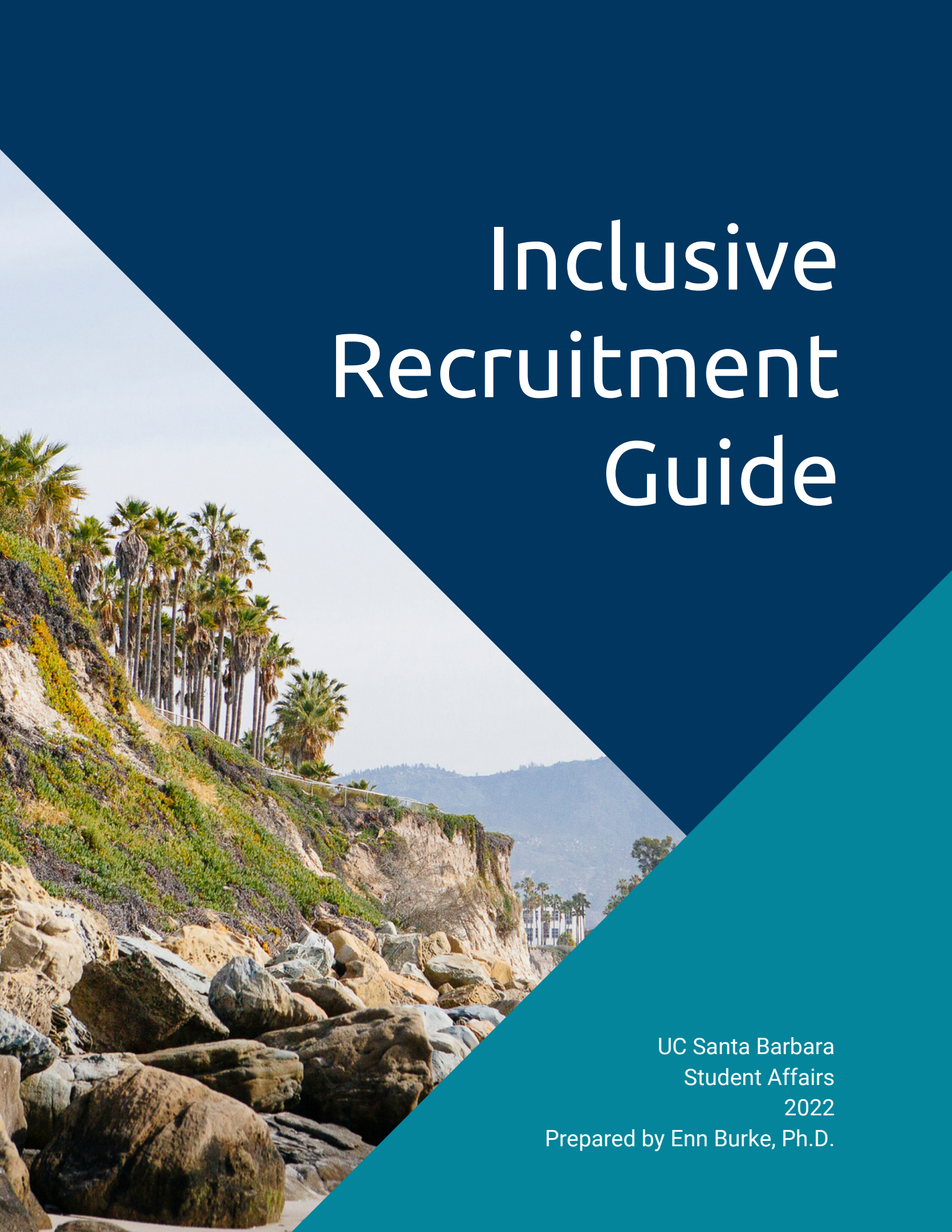


The cover features a photograph of a coastal cliff with a dense line of palm trees on top. The cliff face is rocky and covered with some green vegetation. In the background, there are more hills and a building. A large blue geometric shape, consisting of two triangles meeting at a diagonal line, overlays the right side of the image. The title 'Inclusive Recruitment Guide' is written in white text on the dark blue triangle.

Inclusive Recruitment Guide

UC Santa Barbara
Student Affairs
2022

Prepared by Enn Burke, Ph.D.

The University of California is an Equal Opportunity/Affirmative Action Employer, and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

None of this guidance is intended to contradict or override the terms of Personnel Policies for Staff Members (PPSM), collective bargaining unit agreements, or any other University- or Campus-wide policies.

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01

Guiding Principles



This guide serves as a set of recommendations for hiring managers and committees to minimize the risk of bias influencing the process of hiring new staff.

The guiding principles to limit bias from affecting recruitment are **consistency** and **structure**. With these in place, it is more likely that we will hire candidates of varied identities. Conversely, *lack of structure, speedy recruitment processes, and a lack of awareness of our biases* are more likely to allow bias to influence recruitment decisions.

FOCUS ON CONSISTENCY AND STRUCTURE

All recommendations in this guide are intended to facilitate a consistent and structured recruitment process. However, it is important to note that if we aim to recruit a diverse workforce, we must also focus on **culture** and **retention**. Studies show that individuals of minoritized or marginalized identities are often offered lower starting salaries and are given fewer advancement opportunities. This must also be changed. To hire individuals with minoritized or marginalized identities and to not change the culture of an organization is simply bringing them into an environment which may expose them to inequitable and harmful cultural and employment practices.



DEFINITIONS

Marginalized - The experience of a person or group relegated to a less important or less powerful position within a society, culture, or organization as a result of their identity. Often results in fewer resources, opportunities, and a reduced sense of belonging.

Minoritized - Similar to marginalized, but recognizes that unequal access, rights, resources, and opportunities can occur to groups/identities that are not in the numerical minority. E.g. Though women constitute a majority of employees, they are routinely passed over for promotion and paid less than their men colleagues.

Job Descriptions

02

Job Descriptions are the first opportunity to provide a sense of the organization's culture. Members of marginalized communities often look for indications of the organization's culture to determine whether to apply for a position. E.g. employee resource groups of their identities, mission statements and organizational values that reference inclusion and belonging.



Therefore, if a departmental or divisional mission statement clearly indicates a commitment to diversity, equity, and inclusion, it is recommended to include that within the job description/posting.

WORDS MATTER



Studies show that individuals create gendered word associations, i.e. some words are seen as "masculine" while others are seen as "feminine." A preponderance of masculine words is shown to deter prospective women and LGBTQ+ applicants from applying.

Therefore, it is recommended that job descriptions be put through the Gender Decoder to identify and reduce the number of masculine-coded words.

Further, any pronouns (he, she, etc.) should be gender neutral (they) or replaced with the working title.

Minimum and Desirable Requirements

03

Women and LGBTQ+ applicants have been shown to apply to jobs only when they meet 100% of the requirements, whereas men are more likely to apply to jobs where they meet only 60% of the requirements. Be strategic and thoughtful about the **amount** of minimum and desirable requirements.

College majors and degrees are highly stratified by gender. Women and members of other marginalized communities are pushed out of STEM fields in significant amounts. Therefore, specific majors should only be included when it is **essential** to the position.

FOCUS ON SKILLS OVER EDUCATION



To reduce socioeconomic barriers to employment, "or equivalent experience/training" should be included if listing educational requirements.

Consider whether a Bachelor's or advanced degree is truly necessary for the position. Instead, emphasize experience and skills over academic or professional degrees.

Standardize Materials

04

When specifying materials required for application, be very specific about what information should be provided within them. For example, if you ask for a “diversity statement,” candidates should be provided specific questions to respond to. Otherwise, candidates may provide unrelated information, or disclose personal information that cannot be legally considered as part of their application.



FORGET "OTHER" MATERIALS



Remember, consistency and structure create a more equitable process. Therefore, candidates should not be provided an opportunity to provide "other" documents. Otherwise, you might receive a dissertation from candidate A and an art portfolio from candidate B, and these cannot be equitably compared. If "other" cannot be deactivated, committee members should be instructed to not look at or disregard these documents.

Preventing Gender, Racial, and Age Bias

05

As humans, when we see a name, our brain automatically assumes the person's gender, their race, and their age. Studies show that these assumptions influence how we perceive a candidate's competency, disadvantaging women, people of color, and older candidates.

Therefore, whenever possible, materials should be reviewed prior to seeing a candidate's name, or names should be redacted from materials provided to the committee.



WE ALSO MAKE ASSUMPTIONS ABOUT EDUCATION



We also make an association between educational institutions and competency/ability. For example, if a candidate has a degree from Harvard, it is likely they will be assessed as more competent than someone with the same degree from a less prestigious institution. Therefore, in addition to a candidate's name, the name of their educational institutions should be redacted by a system or appropriate third party (e.g. administrative analyst) if possible.

Supporting Queer & Trans Candidates

06

Queer and Trans candidates have to make many considerations when applying for jobs. For example, 80% of trans individuals do not change their legal name for a variety of reasons. Further, more than 50% of trans job applicants feel compelled to hide their identity for fear of discrimination or mistreatment. This means that the name they provide on job application documents may not be their lived name.

To protect the identity of trans candidates, use the name by which they sign their cover letter when initially contacting them, and ask if that is the name they would like to be addressed by. Do this for all candidates. Many people, both cisgender and trans, prefer to be addressed by a name other than their legal name.

Communicate where all-gender restrooms are located, and offer all options if a candidate asks the location of a restroom. e.g. "We have binary restrooms on this floor, all-gender restrooms are available on the first and third floor"

Be prepared to discuss UC Santa Barbara's non-discrimination policy with candidates, and know how to point candidates toward information on benefits to partners, and transition-related care.

Finally, it should go without saying that we should never assume or ask someone's gender or sexuality.

PRONOUNS

Pronouns are the words we use to refer to someone in the third-person (e.g. "she is wearing the blue shirt"). Model that your workplace is supportive of trans identities by introducing yourself with your pronouns and ask other interviewers to do the same. If someone fails to offer their pronouns during introductions ask, "and your pronouns?" to remind them before the next person begins introducing themselves. For additional information on pronouns and best practices, visit the [RCSGD website](#).

07 Advertising



Be strategic about where you advertise open positions, and be intentional about outreach to communities that are underrepresented within the organization.

Remember that compositional diversity does not equal an inclusive organization. Recruiting applicants of underrepresented identities without a supportive culture may expose them to inequitable and harmful cultural and employment practices.

CREATE YOUR OWN PIPELINES

Consider supporting and participating in organizations, programs, and networks that support the entry of underrepresented groups into specialized fields (Information Technology, Accounting, Medicine, etc.) This will not only support the general diversification of the field, but provides networking opportunities for those individuals.



Forming Committees

08

When selecting members of the hiring committee, take identities into consideration. Homogenous committees are more likely to hire candidates like themselves.

Committees composed of individuals of different racial/ethnic identities, genders, sexualities, abilities, etc. are less likely to make biased hiring decisions. If you cannot ensure a diverse committee, it is recommended that everyone be charged with upholding anti-bias processes, and that a specific member be charged with assessing implicit bias throughout the process.



INCLUSION IS EVERYONE'S JOB



Be mindful that individuals from underrepresented groups not become the “representatives for diversity.” All hiring committee members, regardless of identity, should be responsible for considering issues related to diversity, equity, and inclusion.

Committees of less than 3 are not recommended. The fewer interviewers, the more likely individual biases will influence the process. 3-5 committee members are recommended.

09

Considering our Biases



Everyone has biases, and recognizing and addressing that is going to make it far less likely they will influence the process. To that end, committee members should engage in implicit bias education prior to serving on hiring committees.

Consider asking committee members to read through this entire guide and discuss it as a committee. Also ask committee members to assess their biases using Harvard's [Implicit Association Tests](#) (IAT). Knowing our biases makes it less likely they will influence our decisions without us being aware of it.

STOP AND ASK YOURSELF WHY YOU THINK WHAT YOU THINK

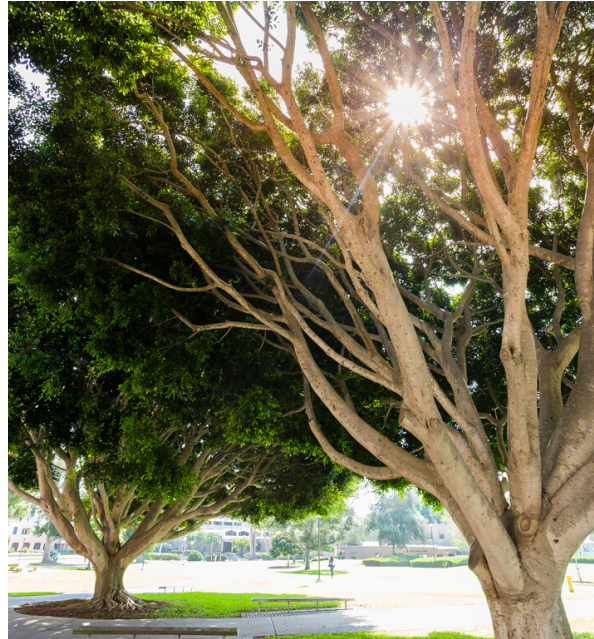
Because biases influence our decisions, it is important to pause and reflect on why you think or feel as you do. For example, you might find yourself thinking "this is a good candidate" or "that is a good answer." Such thoughts/feelings are heavily influenced by our biases. To prevent this, ask yourself questions such as "why do I think this?" or "what evidence have I been given that leads me to this decision?" or "Am I relying on feeling/guts to make this decision?" Our hiring decisions must always be backed by demonstrated evidence of performance, qualifications, and/or potential.

Interview Design

10

Interview questions should always be based off of the requirements listed in the job description. From each requirement, determine an example of an **observable application** of the requirement or skill, and develop your questions from those applications.

For example, if a position requires "knowledge of issues faced by international students," a related question would be "can you give me an example of when you supported an international student?"



THERE ARE DIFFERENT TYPES OF QUESTIONS



Questions largely fall into one of four categories:

1. Past Behavior Questions (PBQs)
2. Situational Questions (SQs)
3. Job Knowledge
4. Undefined/Unstructured

In the next section, we will discuss the benefits and drawbacks of each, and recommendations to create an equitable process.

Question Types

11

Past Behavior Questions

These questions test a candidate's previous experience. For example: "can you provide me of a specific instance where you developed a presentation that was highly effective?"

These questions have the highest validity in predicting future job performance. However, for entry-level positions, these may not be as appropriate as candidates may not have much experience.

Situational Questions

These questions test a candidate's knowledge of the job they are applying for, their cognitive ability and problem-solving skills. For example: "suppose you were giving a presentation and a difficult question arose that you could not answer. What would you do?"

These questions have lower validity for higher-complexity jobs. They are therefore more appropriate for openings where applicants have little or no previous work experience.

Job Knowledge

These questions have a **correct** answer that can be validated, and are generally not open to interpretation. For example: "what are some of the most pressing issues first-generation students experience in college contemporarily?"

These questions are most useful for more technical positions.

Undefined/Unstructured

This question type is discussed in detail on the following page. Examples include: "tell us about yourself" or "where do you see yourself in five years?"

12

Unstructured Questions



Unstructured questions are a long-time favorite of many hiring managers. They are presumed to test things like a candidate's working style, career ambition, or personality type.

In truth, they provide very little, if any, useful data in evaluating a candidate's ability to perform the functions of the job. It is strongly recommended, therefore, not to include these kinds of questions, or if included, to not evaluate candidate's responses. For example, "tell us about yourself" could be used simply to begin the process and ease the candidate into the interview, but answers disregarded by the committee.

WHY NOT USE THEM?

Using "where do you see yourself in five years" as the example question, we can see why this question type is not useful. If an applicant answered "in five years I'd like to have your (the hiring manager's) job," one member of the committee might perceive them as ambitious and assess them positively, while another committee member might think this person is overeager and wouldn't be happy in the position they are applying for. Because there is no **consistency** in the assessment of this question type, it is not recommended.

One exception is "do you have any questions for us?" This question provides the candidate an opportunity to ask questions, which they will appreciate. They are interviewing you as much as you are interviewing them. However, it is recommended the committee only assess whether the question asked is related to the job, not to assess the quality of the question, as one candidate might be focused on health benefits, while another might be focused on advancement opportunities. Again, there is no consistency for assessment, though having questions indicates that a candidate has prepared for the interview.

Which Question Types to Use 13

It is important to note that each question type measures different things, and should not be considered interchangeable.

When determining whether a question should be SQ or PBQ, ask yourself whether the question ties directly to the minimum qualifications of the position

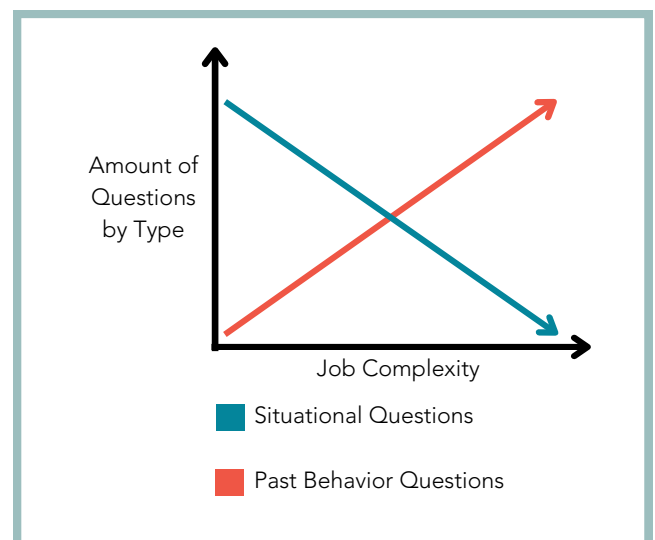


For example, if previous supervisory experience is a desirable requirement, you should not ask an PBQ about supervision, but instead should ask an SQ situational question that allows candidates who do not have such experience to demonstrate how they would approach a hypothetical scenario.

USE THE RIGHT MIX AND AMOUNT

Interviews that contain both SQs and PBQs will have higher validity, and they are shown to create a more positive experience for candidates than interviews that use SQs or PBQs alone.

A mix of PBQs, SQs, and Job Knowledge questions is recommended. The more complex and advanced the position, the less SQ and more PBQs should be used. The more technical and specific the position, the more job knowledge questions would be appropriate



You should aim for 12-15 interview questions for a one-hour interview. Interviews that stray from this (either higher or lower) risk contaminating the validity of the data by providing insufficient information or extraneous information that makes evaluation difficult.

14 Anchored Rating Scales

Instead of solely relying qualitative assessment of responses, you could consider rate candidate responses on a scale (for example, from 1-5) and prior to the interviews, develop examples of responses at the 1, 3, and 5 marks. This is called an anchored rating scale.

Ratings can either be examples (i.e. what the candidate might say) or descriptive (i.e. a description of a candidate's potential response).

Anchors can include examples **and** descriptions. This is recommended, so that interviewers avoid the tendency to look for exact matches with example answers.

EXAMPLE ANCHORED RATING SCALE

Question: "Setting priorities and planning are important requirements of this position. Can you please give a specific example from your past job where you had to set priorities and plan your work?"

	Applicant Example	Description
1	I did first come first served or asked my supervisor	No system used
2		
3	I found out what was needed and made a schedule	Considered task importance and did the most important first
4		
5	I compiled a list of tasks and classified them into an A/B/C system based on their urgency and impact	Used a specific system involving listing the tasks and assigning priorities

Interview Consistency

15

The same questions should be asked of each candidate, in the same order. Organizing questions in the same order has been demonstrated to allow interviewers to more accurately assess and rate candidates' responses. It also reduces contamination by preventing discussion of tangential topics and other biasing influences



CONSISTENCY IN UNSTRUCTURED MOMENTS

Unstructured moments in an interview process include: open forums, meals, travel time between interview locations, or other moments where casual conversation can occur with a candidate. Unstructured moments provide significant opportunity for bias to influence assessment of candidates. Therefore, it is recommended not to include information/observations obtained during unstructured moments in your assessment of candidates.

Alternatively, employ strategies to build in as much structure as possible:

- Plan to ask the same questions
- Make lunches the time for participants to learn more about the organization rather than for you to learn more about them
- Give open forum participants suggested questions and anchored rating scales

Further, do not consider questions answered at unstructured moments of an interview process to have fulfilled questions that were slated to be asked at other moments. For example, if a candidate discusses information during a lunch or open forum that would answer a question that was planned to be asked during a structured interview, they should still be provided the opportunity to answer that question during the structured interview, even if the answers overlap.

16 Interview Consistency (cont.)



The same committee members should participate in all interviews throughout recruitment, as different interviewers may evaluate answers differently. With different interviewers, there is no way to distinguish variance due to rating tendencies among interviewers.

CONSIDER INTERVIEW FORMAT

Candidates should be interviewed in the same format, regardless of their proximity to campus. (i.e., if one person is interviewed via Zoom, all candidates should be interviewed by Zoom).

HR strongly recommends against recording interviews if an interviewer cannot attend for multiple reasons:

- Recorded and Zoom/Skype interviews are rated less positively than in-person interviews
- Committee members may “rewind” recorded interviews if they miss something, providing an inequitable experience for candidates whose interviews are not recorded
- Recordings are often subject to record retention requirements

17 Prompting and Candidate Questions



Prompting is a primary means by which interviewers might intentionally or unintentionally bias information gathering. Studies show we are more likely to prompt candidates with whom we share identities. For example, if you asked a two-part question (e.g. how did that go, and what would you do differently next time?), a candidate might answer the first part but not the second. You must, as a committee, decide prior to all interviews how and when you will prompt candidates for a more complete answer.

QUESTIONS FROM CANDIDATES

Uncontrolled questions from candidates reduces consistency and can change interview content in unpredictable ways.

Questions should not be permitted from candidates until the end of the interview. At the outset of the interview, explain to candidates that they will have time to ask questions at the end. If they ask questions during the interview, remind them that they will have time for questions at the end, and redirect them back to the question.



Ratings and Notes

18

If rating scales are used, each question should be rated as it is answered by the candidate, rather than rating all questions at the end of the interview, because our assessments of candidates are linked to specific responses.

For example, if a candidate gave excellent answers to all questions except the last question, we are more likely to rank their previous answers lower than we would have if we rated at the time.



TAKE DETAILED NOTES

Committee members should be instructed to write down what a candidate **says**, not what the committee member **thinks** about a candidate's response, and to do so during the interview, not afterward.

These detailed notes reduce memory decay, and avoids recency and primacy effects. Recency and primacy effects are biases for early and later candidates in the interview process. i.e. we are likely to evaluate early and late candidates more positively than candidates in the middle of the interview sequence.

Note taking also requires us to justify any numeric ratings of answers, and encourages interviewers to attend to answers instead of impressions. This makes it less likely that any bias will influence our assessment of a candidate.

It is worth noting that note taking can reduce eye contact with the candidate and decrease conversational naturalness. It is recommended, therefore, to provide context for this at the outset of the interview (e.g., "we'll be taking notes, so there might be a few pauses while we finish our notes from each question").

19 Committee Standards

Training on interview protocol should be provided for all committee members. In addition, or at a minimum, committee members should discuss numerous items prior to application review, to establish consistent standards of evaluation.

Extensive interview training for all committee members may be time prohibitive. Additionally, research indicates that highly structured forms of interviews do not necessitate extensive training. Training, or a committee discussion prior to application review, should cover the following topics:

- Background of position and purpose of each interview segment
- Review of the interview process itself
- Interview question writing best practices
- Review of job requirements so that job relatedness is understood
- Rapport-building with candidates
- Prompting standards
- How to evaluate answers and use rating scales
- Note-taking expectations
- EEO laws and requirements as they pertain to committee's role
- How hiring decision will be made and how rankings/evaluations will factor into this decision
- Committee/organizational commitment to DEI

NO CANDIDATE DISCUSSION UNTIL THE END

As tempting as it may be to discuss candidates in between interviews, committee members should be instructed not to discuss candidates until the period of deliberation.

Discussing candidates between interviews prior to final deliberation may lead to irrelevant information entering the evaluation process, as well as changing standards between interviews. This especially applies to panel/committee interviews, and especially when interviews are spread out in time

20 In-Person Logistics & Disability

The structure of in-person interviews can often unintentionally disadvantage specific populations of candidates. For example:

- Failure to provide breaks between interviews disadvantages some Muslim candidates, neurodiverse candidates, and candidates who need access to lactation rooms.
- Interview schedules with quick travel times between locations can disadvantage candidates with physical disabilities.
- Room and seating setup can disadvantage candidates with disabilities or candidates of various body sizes.

Additionally, candidates may have invisible disabilities that may impact their interview experience. For example, do not assume candidates can climb stairs, regardless if they use a mobility aid such as a wheelchair. If an interview occurs above the ground level ask the candidate, "would you like to take the stairs or the elevator?" or simply use the elevator by default.

PROVIDE DETAILED LOGISTICS INFORMATION

Candidates should be provided detailed information of in-person interview schedules, including general layouts of rooms and travel times. Candidates should then be asked if they would like or need accommodation or changes to the schedule.

Please also remember that the interview process is very tiring for candidates. Build in time for them to take a break, use the restroom, have a snack, etc.



21 "Fit" and Professionalism Bias



During the recruitment process, you may find yourself or others saying someone is or isn't a good "fit." However, this is a moment where bias has significant influence. Assessing a candidate's "fit" is code for how closely a candidate approximates the dominant culture of an organization. This often advantages white, straight, cisgender men of middle or high socioeconomic status while disadvantaging others.

Additionally, you do not want to hire people with the exact same working styles. Instead, focus on complementing your existing team.

PROFESSIONALISM BIAS

There are many "unwritten rules" of interviews. For example, many hiring managers expect candidates to:

- Write a cover letter without any spelling or grammatical errors
- Arrive to the interview early and with multiple copies of their resume.
- Have a list of questions to ask the hiring committee
- Smile, make eye contact, and shake people's hands to greet them
- Dress "professionally"
- Send a thank-you note or email

The problem with assessing factors such as these are that we are not assessing their research of the position or their experience or abilities. Instead, these factors assess candidates' socioeconomic status, cultural capital, conformation to gender norms, assimilation into dominant culture, ability/disability, and privilege. For a helpful primer on professionalism bias, read Carmen Rios' article ["You Call it Professionalism: I Call It Oppression In A Three Piece Suit."](#)

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