

Berkeley People & Culture

# **Diversity Recruiting Toolkit**

Office of Diversity, Equity, Inclusion, and  
Belonging (DEIB)

# Berkeley People & Culture

## Outline of Toolkit

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## **About this Toolkit**

Welcome! Your efforts towards recruiting a culturally and racially diverse workforce aligns with the University of California at Berkeley's commitment to achieving excellence through diversity in the classroom, research lab, and the workplace.

This toolkit is designed to be a supplementary resource that can be utilized within the context of the long term strategic planning your department or service area has around these efforts. The information provides a baseline understanding and practical application of DEIB concepts to outreach, job announcements, interview questions, and conversations that take place in committee conversations.



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## **Outreach**

It is imperative that organizations are intentional about the recruitment process from beginning to end. This includes creating partnerships with professional organizations and institutions that support the needs of women, people of color, and other underrepresented groups. In addition to the areas your job announcements are currently posted, research organizations where various demographics you are focused on are engaged and present. The table below offers a list of organizations here at UC Berkeley, social and professional networks, job boards and advertising

### A. Where to Advertise Job Announcements

<p>University of California at Berkeley</p>	<ul style="list-style-type: none"> <li>● <a href="#">Asian Pacific American Systemwide Alliance (APASA)</a></li> <li>● <a href="#">Alianza</a></li> <li>● <a href="#">Black Staff &amp; Faculty Organization (BSFO)</a></li> <li>● <a href="#">Cal Women's Network</a></li> <li>● <a href="#">MENASA (Middle Eastern, North African, South American)</a></li> <li>● <a href="#">Native American Staff Council (NASC)</a></li> <li>● <a href="#">Staff Alliance for Disability Access (SADA)</a></li> </ul>
<p>Social and Professional Networks</p>	<ul style="list-style-type: none"> <li>● <a href="#">American Association of Blacks in Higher Education Educators</a></li> <li>● <a href="#">American Association of University Women</a></li> <li>● <a href="#">American Indian Science and Engineering Society</a></li> <li>● <a href="#">Asian American Journalists Association</a></li> <li>● <a href="#">Asians In Higher Ed</a></li> <li>● <a href="#">Association for Women in Science</a></li> <li>● <a href="#">Black Career Network</a></li> <li>● <a href="#">California Association of Black Lawyers</a></li> <li>● <a href="#">California Association of Black School Educators</a></li> <li>● <a href="#">California Association of Latino Superintendents and Administrators</a></li> <li>● <a href="#">Disabled in Higher Ed</a></li> <li>● <a href="#">Hispanics in Higher Ed</a></li> <li>● <a href="#">Hispanic Outlook on education magazine</a></li> <li>● <a href="#">Journal of Blacks in Higher Education</a></li> </ul>

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	<ul style="list-style-type: none"> <li>• <a href="#">National Alliance of Black School Educators</a></li> <li>• <a href="#">National Association of Black Journalists</a></li> <li>• <a href="#">National Association of Hispanic Journalists</a></li> <li>• <a href="#">National Association of Women Lawyers</a></li> <li>• <a href="#">National Bar Association</a></li> <li>• <a href="#">National Black Public Relations Society</a></li> <li>• <a href="#">National Native American Bar Association</a></li> <li>• <a href="#">National Society of Black Engineers</a></li> <li>• <a href="#">National Society of Black Physicists</a></li> <li>• <a href="#">Native American Journalists Association</a></li> <li>• <a href="#">Society of Mexican American Engineers and Scientists</a></li> <li>• <a href="#">Supporting Hispanic Students and Professionals in STEM</a></li> <li>• <a href="#">Tribal College Journal of American Indian Higher Education</a></li> </ul>
Job Boards/Advertising	<ul style="list-style-type: none"> <li>• <a href="#">Academic Diversity Search, Inc.</a></li> <li>• <a href="#">Chronicle of Higher Education</a></li> <li>• <a href="#">Equal Opportunity Publications</a></li> <li>• <a href="#">Higher Ed Jobs</a></li> <li>• <a href="#">Indiversity</a></li> <li>• <a href="#">Insight into Diversity</a></li> <li>• <a href="#">National Conference on Race and Ethnicity</a></li> <li>• <a href="#">PDNRecruits</a></li> </ul>
Technology	<ul style="list-style-type: none"> <li>• <a href="#">Blendoor</a></li> <li>• <a href="#">Entelo</a></li> <li>• <a href="#">Fairygodboss</a></li> <li>• <a href="#">Prism</a></li> </ul>

## B. Creating Inclusive Job Announcements

A job announcement is a document that tells the narrative of an institution. Job announcements communicate different messages about an institution including its values, beliefs about students, the priorities of the role, and the most important attributes about a candidate. These messages draw or deter diverse candidates from applying to your university (Center for Urban Education 2019). The table below offers some areas to be mindful of in your job announcement's language.

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Inclusive practices	Be mindful of and remove
<p><u>Race-Conscious</u></p> <ul style="list-style-type: none"> <li>• Name the racial groups and demographics of students and employees the candidate will be working with.</li> <li>• Speak to your department's goals for addressing Diversity, Equity, Inclusion, and Belonging through the position.</li> </ul> <p><u>Focus on "Must-have qualities"</u></p> <ul style="list-style-type: none"> <li>• Think about what the indispensable knowledge, skills, and experience are needed for the role.</li> <li>• Prioritizing individuals with competitive pedigrees excludes communities who haven't had the same access to educational and professional opportunities.</li> </ul>	<p><u>Excessive institutional jargon</u></p> <ul style="list-style-type: none"> <li>• Remember that we are inviting someone to join our institution, not just to do a job.</li> <li>• This type of language can be intimidating and make a potentially strong candidate feel under qualified.</li> </ul> <p><u>Gender-coded terms</u></p> <ul style="list-style-type: none"> <li>• Descriptive words that can be viewed as stereotypically masculine (i.e. dominant, competitive, rockstar).</li> </ul> <p><u>Culturally Insensitive terms</u></p> <ul style="list-style-type: none"> <li>• Blacklist</li> <li>• Oriental</li> <li>• Native language speakers</li> </ul>

## Interviews

This stage in the hiring process allows the interview team to get to know applicants and follow up on application materials. Develop an interview protocol that is within the scope of the position and use it consistently. Diversity, Equity, Inclusion, and Belonging should be woven into all interview questions. Questions should also gauge a candidate's level of equity literacy (consciousness, scholarship/frameworks), how their leadership has impacted outcomes in a previous portfolio(s), and their commitment to create a more equitable and just workplace and community.

*Consider the following for every candidate's interview:*

- Incorporate behavioral questions to gain insight into the job candidates' past experiences;
- Include interviewers with diverse skill sets for team interviews;
- Be consistent and use the same set of questions for each candidate;
- Ask candidate questions about their experiences related to diversity, equity, and inclusion; you can utilize the [DEIB Question Bank](#)
- Be sure to use the [legal vs. illegal inquiries](#) as a guidelines

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## Vignettes

**Vignette # 1-** During final deliberations, two like-minded colleagues are advocating for one of the finalists. One of them says, “Steven resonated with me when we first received his application materials because of his experience with UC’s. He’s been a promising candidate throughout the process.”

Main issue(s)	Impact	Response
This is an example of first-impression error where one’s initial judgement, good or bad, affects one’s judgment.	This type of bias can overshadow the remainder of the candidate’s interview even if the performance is contradictory to the initial impression.	Another member in the committee can respond by asking to identify additional observations or qualities that make this candidate qualified for the position.

**Vignette #2-** Committee members have to make a decision between two candidates to determine who will receive a second-level interview for an administrative position in diversity, equity, and inclusion. Candidate A is a graduate of a Historically Black College with eight years of professional work experience and candidate B is a UC Berkeley alumna with twenty years of experience in higher education. Most of the committee feels that it’s fair for candidate B to advance to the second level because the experience will better prepare that individual to succeed in the role. However, candidate A demonstrated more success at responding to disproportionate impact for minoritized communities.

Main issue(s)	Impact	Response
The years of experience carries more weight in value for a majority of the committee over the impact made during the experience.	Focusing on preferred skills vs required skills and can exclude candidates with the experience that’s most relevant to the role.	A committee member can ask a group to identify how Candidate B demonstrated his, her, or their ability to reduce and/or eliminate equity gaps within the institution.

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## **Resources**

1. [Bias Guidance for Inclusive Job Descriptions , Data People](#)
2. [Checklist for Equity-Minded Job Announcements- Center for Urban Education](#)
3. [Diversity Hiring is More Than a Checkbox. Building A Diversity, Equity, and Inclusion Recruiting Strategy, Abby Engers](#)
4. [Diversity Hiring Toolkit-Marin County Department of Human Resources](#)
5. [Five Examples of Racial Bias in Hiring. Ongig](#)
6. [Minorities who “Whiten” Job Resumes Get More Interviews. Dina Gerdeman, Harvard Business School](#)
7. [It’s Time for Campus Search Committees to Reconsider their Hiring Practices. Jordan Harper, Association of American Colleges and Universities](#)
8. [Recruiting a More Diverse Workforce Toolkit- University Health Center Services Tang Center](#)
9. [There Are So Few That Have Made Their Way, Emma Whitford- Inside Higher Education](#)
10. [The Bias of Professionalism Standards, Aysa Gray- Stanford Social Innovation Review](#)