

Staff

Diversity Recruiting Toolkit

California State University

Long Beach



**“Strength,
Diversity,
Excellence: The
Employees of the
California State
University”**



CALIFORNIA STATE UNIVERSITY

LONG BEACH

Office of Equity & Diversity

Contents

Diversity Statement	1
Equal Employment Opportunity Statement	1
Executive Order 11246 and Proposition 209.....	2
Executive Order 11246.....	2
Proposition 209	2
Compliance Guidelines for: Supervisor, Department Chairs, Search Committees & Staff	3
Protected Category	3
Appropriate	3
Inappropriate	3
CSULB Search Committee Practices to Enable Equity*	4
Search Committee Composition	4
Job Description/ Position Announcement	4
Active Recruiting	4
The Interview.....	4
Evaluating Candidate.....	4
Interrupting Bias in Hiring Committees and the Workplace.....	5
Examples of Common Shortcuts:.....	5
Additional Resources:.....	6
Additional Articles:	6
UCLA’s Implicit Bias Video Series*	6

Questions?

Diversity Statement

CSULB seeks to recruit administrators and staff who enthusiastically support the University's strong commitment to the academic success of all of our students, including students of color, students with disabilities, students who are first generation to college, veterans, students with diverse socio-economic backgrounds, and students of diverse sexual orientations and gender expressions. CSULB seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the People of California, to maintain the excellence of the University, and to offer our students a rich variety of expertise, perspectives, and ways of knowing and learning.

CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual, without regard to race, color, national origin, ancestry, religious creed, sex, gender identity, sexual orientation, marital status, disability, medical condition, age, Vietnam era veteran status, or any other veterans' status. CSULB is an Equal Opportunity Employer.

Equal Employment Opportunity Statement

CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual, without regard to race, color, national origin, ancestry, religious creed, sex, gender identity, sexual orientation, marital status, disability, medical condition, age, Vietnam era veteran status, or any other veterans' status. CSULB is an Equal Opportunity Employer.

Questions?

Executive Order 11246 and Proposition 209

Executive Order 11246

The Executive Order prohibits federal contractors and federally-assisted construction contractors and subcontractors, who do over \$10,000 in Government business in one year from discriminating in employment decisions on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin. The Executive Order also requires Government contractors to take affirmative action to ensure that equal opportunity is provided in all aspects of their employment. Additionally, Executive Order 11246 prohibits federal contractors and subcontractors from, under certain circumstances, taking adverse employment actions against applicants and employees for asking about, discussing, or sharing information about their pay or the pay of their co-workers.

Proposition 209

Proposition 2019 is a California State law implemented in 1997 which prohibits discrimination against or preferential treatment for any individual or group on basis of race, sex, or ethnicity in the operation of public employment, education or contracting. However, Proposition 209 does not prohibit or limit Long Beach State from engaging in both broad-based and targeted recruiting strategies in order to diversify the applicant pools and increase opportunities to hire diverse individuals.

Questions?

Website: [Office of Equity & Diversity](#) | Email: larisa.hamada@csulb.edu | Phone: 562 985-8256

Compliance Guidelines for: Supervisor, Department Chairs, Search Committees & Staff

Protected Category	Appropriate	Inappropriate
Race/Color	None	Any inquiry which would indicate race or color
Sex	None	Any inquiry made of members of one sex, but not the other. Any inquiry concerning candidate's height or weight
Gender/Sexual Orientation	None	Any inquiry which would indicate gender or sexual orientation
National Origin/Citizenship	What languages do you speak fluently? Do you currently have authorization to work in the US? Do you require employer sponsorship?	Any inquiry into name, citizenship, visa status, place of birth, place of birth of relatives, language used at home, address or duration of residence, national origin or ancestry
Religion	None	Any inquiry which would indicate or identify religious denomination or beliefs
Marital/Family Status	Have you ever worked under a different name?	Any inquiry or discussion about marital status, children, pregnancy, child care arrangements, family plans, maiden name
Military Service	Type of education and experience as it relates to job	Any inquiry into type of discharge or request of military service records
Age	None	Any inquiry which may reveal applicant's age, requiring birth certificate or proof of age
Disability	Can you perform all of the essential job functions with or without a reasonable accommodation? Contact EO Office for more information on handling accommodations.	Any inquiry into current or past disability or illness, need for accommodations (unless requested by candidate), Worker's Compensation claims or past on-the-job injuries
Photograph	None	A photograph should not be requested or obtained of any candidate
Convictions/Arrests	Inquiries into convictions of felonies related to qualifications of the job	Any inquiry relating to arrests, contact HR for next steps or background check procedures.
Medical or Genetic Information	Can you perform all of the essential job functions with or without a reasonable accommodation?	Any inquiry into current or past illness, medical/genetic information is not appropriate

Questions?

CSULB Search Committee Practices to Enable Equity*

Search Committee Composition

- Include staff who are committed to diversity and excellence.
- Ensure that women and minority staff members have equal opportunity to serve on search committees.
- Include staff members from other fields to enhance equity and create a more explicit and open discussion.

Job Description/ Position Announcement

- Include language that expresses an interest in candidates who will advance our commitment to diversity.
- Broaden the job description to attract the widest possible range of qualified candidates.
- Advertise in venues that reach women and underrepresented minorities, such as special subgroups of professional organizations or focused conferences.
- Note in the ad that CSULB has family friendly policies.

Active Recruiting

- Go beyond the 'usual' range of institutions from which you recruit.
- When contacting colleagues, specifically ask for recommendations of candidates from groups who have teaching and research experience in working with underrepresented communities, in addition to other recommendations.
- Consider candidates who may be currently under-placed and thriving at less well-ranked institutions.
- If multiple searches are taking place in your department, consider using a single search committee for all positions, to allow the consideration of a broader range of applicants.
- Consider hiring outstanding former students after they have had experience elsewhere.

The Interview

- Avoid illegal and discriminatory questions.
- Use a standard protocol for each campus visit.
- Give candidates the opportunity to talk with others – not the search committee and not even in the same department – about gender and climate issues.

Evaluating Candidate

- Self-correction – be aware of the possibility of your own unconscious bias.
- Agree upon evaluation criteria and ground rules for the search committee and stick to them.
 - » Agree on rules of discussion and how to handle disagreement.
 - » Agree on a method for determining who will be invited to campus.
- Develop evaluation and interview tools to enable consistency.
- Slow down.
 - » Make time to review the entire application.
 - » Look for non-stereotypical evidence.
- Calibrate the committee.
 - » Review and discuss one or two CVs before beginning the review process.
- Do not rank immediately.
 - » Consider alternatives to rank ordering, such as summaries of each finalist or creating multiple lists.
- Insist on the evidence.
 - » Require staff members to back up statements and opinions with facts and evidence.
 - » Avoid speculation or "crystal ball gazing."

**Document Courtesy of UCLA's Staff Toolkit*

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Interrupting Bias in Hiring Committees and the Workplace

Rushing or speeding up a recruitment process may lead to biased assessments in evaluating candidates. Below are some common shortcuts that may lead to erroneous conclusions that a candidate may be “unqualified” or “a bad fit.” A strong hiring manager or search committee will be cognizant that implicit bias occurs in every search and will openly discuss, identify, and self-correct when bias occurs. This self-awareness is called “interrupting unconscious bias in hiring practices” which serves as a best practice for diversity leadership on University campuses.

Examples of Common Shortcuts:

- **“Cloning”:** Replicating oneself by hiring someone with similar attributes or background. Also refers to undervaluing a candidate’s research because it is not familiar, as well as expecting candidates to resemble someone whom the search committee is replacing. Cloning limits the scope and breadth of approaches and perspectives in research, teaching and service.
- **“Snap Judgements”:** Making judgements about the candidate with insufficient evidence. Dismissing a candidate for minor reasons or labeling a candidate “the best” and ignoring positive attributes of the other candidates. Having a covert agenda furthered by stressing something trivial or focusing on a few negatives rather than the overall qualifications. Often occurs when the hiring process feels rushed.
- **“Good Fit/Bad Fit”:** While it may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease one feels.
- **“Negative Stereotypes”:** Characterized by presumptions of incompetence. The work of women and historically underrepresented minorities is scrutinized much more than majority staff, at all stages of academic career.
- **“Positive Stereotypes”:** Dominant group members are automatically presumed to be competent. Such a member receives the benefit of the doubt, negative attributes are glossed over and success is assumed. Also called the “original affirmative action” because the dominant group members are automatically presumed qualified and thereby given an unearned advantage.
- **Raising the Bar:** Also known as “Elitist Behavior” is increasing qualifications for women and minority candidates because their competency doesn’t strike committee members as trustworthy. Downgrading the qualifications of women and minorities, based on accent, dress, and demeanor. In short, uneven expectations based on a candidate’s social identity.
- **Wishful Thinking:** Insisting racism, sexism, and other forms of prejudice no longer exists.
- **Euphemized Bias:**

Visionary: Members of dominant groups are evaluated based on their potential whereas underrepresented groups are judged on their accomplishments and their track record only. For example: “He has vision” or “She lacks vision.”

Star: Used when the speaker is an infatuated fan of the candidate under consideration. When you hear it, ask the speaker to explain their use of the term and support it with evidence. For example: “She’s not a star” or “It’s clear he’s a rock star.”

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Committed, single-minded focus or hard-worker: These terms could be cloaking a bias against care-givers, those staff members who cannot depend on what Williams (2000) calls a “flow of family work” which allows ideal workers to log long hours in the office while still having their material needs met.

Additional Resources:

What is implicit bias? [Click here](#) for a short educational video from American Bar Association, produced for the UC System.

For more information, [click here for Harvard’s Study](#).

Additional Articles:

Interrupting the Usual: Successful Strategies for Hiring Diverse Staff

Daryl G. Smith, Caroline S. Turner, Nana Osei-Kofi, Sandra Richards

Journal of Higher Education, 75.2 (2004) 133-160. [Click here for the article](#).

How to Diversify the Staff

Daryl G. Smith

Academe, Vol. 86, No. 5 (Sept. – Oct., 2000), pp. 48-52. [Click here for the article](#).

UCLA’s Implicit Bias Video Series*

Click below for UCLA’s Implicit Bias Videos:

1. [Preface: Biases and Heuristics](#) (5:14)
2. [Lesson 1: Schemas](#) (3:12)
3. [Lesson 2: Attitudes and Stereotypes](#) (4:13)
4. [Lesson 3: Real World Consequences](#) (3:45)
5. [Lesson 4: Explicit v. Implicit Bias](#) (2:49)
6. [Lesson 5: The IAT](#) (5:14)
7. [Lesson 6: Countermeasures](#) (5:23)

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