Colorado Equity Alliance

STATE OF COLORADO

ENSURING A DIVERSE WORKFORCE

A Guide for Inclusive Hiring Practices

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Section I: Background and Purpose of this Guide

Beginning in 2018, 14 state agency representatives and 11 community organizations formed the Colorado Equity Alliance (the "Alliance"), to address inequities in health, opportunities, and resources. The Alliance's mission is to ensure state-funded efforts create equitable systems for all Coloradans to thrive through collaboration between communities and state agencies.

The Alliance developed *Ensuring a Diverse Workforce: A Guide for Inclusive Hiring Practices* (this "Guide") to promote an inclusive workforce that reflects the community it serves. Throughout the hiring process, there are several windows of opportunity to implement strategies that will strengthen and diversify state agency applicant pools. Complementary to this Guide, the Alliance also developed a guide that focuses on inclusive retention practices. It is critical that all State of Colorado employees feel a sense of belonging at work; otherwise, we will not retain the diverse workforce we worked hard to hire. There is a collective responsibility to making the State of Colorado an employer of choice - including managers, teammates, and leadership at all levels. For this reason, these are separate guides, but should be used concurrently in order to ensure an inclusive, equitable, and diverse workforce.

This Guide is organized by the processes involved in hiring employees. Each section includes specific steps or checklists that can be used to promote the hiring of an inclusive and diverse workforce. The appendices contain detailed information about creating a workforce that is inclusive, culturally competent, and reflects the communities it serves.

This Guide is meant to inform Human Resources team members, hiring managers, interview panels, other staff members, and those involved in the hiring and retention process, of the importance of diversity and inclusion throughout the hiring and retention of employees. This Guide is intended to help in a number of ways, including:

1. Policy to guide your decisions;

2. Checklists to help apply an equity lens to the recruiting, interviewing, and hiring processes;

3. Specific interview questions; and

4. Best practices for creating and maintaining an inclusive workplace.

While this document serves as a guide, it is important to work with your Human Resources Consultant/partners during the recruitment and selection process to ensure a diverse workforce.

Why is This Important?

We will reach our potential as a state when we create economic, social, and environmental conditions that work for all Coloradans and set all of us up to succeed. Research has shown that discrimination in the United States has caused a legacy of inequities in health, education, housing, employment, income, wealth, and other areas that impact achievement and quality of life.

When people face barriers to achieving their full potential, the loss of talent, creativity, energy, and productivity is a burden. It is a burden not only for those impacted by historic disparities and inequities, but for communities, businesses, governments, and the economy as a whole. Research shows that heterogeneous groups provide tangible benefits to the workplace. Diverse groups tend to make more accurate decisions, have more comprehensive problem-solving skills, are more innovative, and deal more effectively with complex challenges.

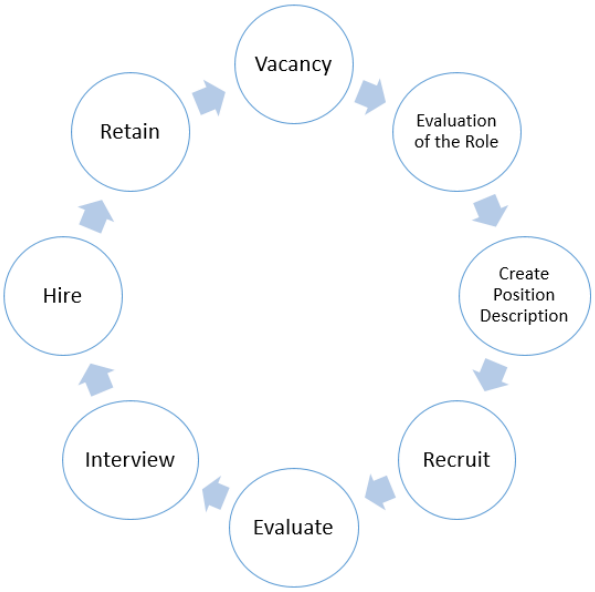
There is more than a moral case for actively supporting diversity hiring efforts. Evidence that suggests that removing bias and discrimination would result in significant economic prosperity for everyone. Greater equity benefits businesses by creating a healthier, better educated, more diverse workforce and by increasing the ability of underserved and under-represented populations to purchase more goods and services.

Significant progress has been made in eliminating illegal and overt forms of discrimination. However some policies, practices, and procedures operating in government today still result in disparate impacts on people of color and other marginalized identities. Further, the implicit or unconscious biases carried by individuals and reinforced by daily messages, subtly and powerfully influence how we view ourselves and each other.

This Guide provides guidance to remove unintended institutional discrimination within the State's selection process. This Guide provides steps all employees, and especially those making hiring decisions, can take to address the disparate impacts of institutional discrimination. Following the policy and steps outlined in this Guide will help create a workforce that is reflective of the increasingly diverse Colorado we serve.

Section II: State of Colorado Equitable Hiring Guidelines

Hiring managers and supervisors have the opportunity to ensure an equity lens is used throughout every step of the hiring process. Equity is when people's race, gender, economic status, sexual orientation, etc. do not determine their economic, social, or political opportunities. The purpose of an equity lens is to ensure your organization is being deliberately inclusive when making decisions.



The hiring process can be thought of as continuous, and should be updated for each vacancy to reflect the most equitable hiring practices. Processes may change depending on the position; an interview for one position may require different steps to ensure equitability than for another position. Additionally, positions change over time, so the position description and job announcement may need updating, and the process used in the past may not have the same result. Every vacancy provides an opportunity to reevaluate the position and the selection process.

Initial Considerations for Hiring Managers

When a vacancy is identified, use the questions and action items in the table below as ongoing conversations between hiring managers and supervisors; beginning with a review of the position description, and continuing until the position is filled.

Position Description Checklist
❑ Check with Human Resources to ensure the Position Description has been updated recently, and accurately reflects the actual duties of the position. Has it been reviewed through an equity lens,

i.e., Is there equity in your processes and decisions? Have considerations been made for various marginalized identities such as race, gender identity, disability, or class? Consider the following items when updating or creating the Position Description:

- Targeted Classification: Consider hiring at a lower level (Administrator I versus Administrator III) and growing individuals into the position. Starting at a higher level can screen out non-college students, veterans, and/or individuals making a career change later in life.
- Incorporate the value of workplace equity into the job duties and/or the problem/resolution sections of the position description. For example, studies have shown people of color and millenials search for the "why" in a position - they want to know their work has meaning and impact. See “Creating an Equitable Job Posting and Position Description” below for more examples.
- Consider knowledge and skills outside of a degree or formal education. Consider listing experience before education or updating job postings to focus more on experience. Incorporate a definition of the competency specific to the job. For qualifications, particularly if the candidate will be serving people with diverse backgrounds, consider “lived experience” to be a competency and minimum qualification. For example, having lived experience as a recipient of public benefits in a social services position,. Lived experience doesn't offset legal requirements for licensure, but it offsets education and paid work.
- When listing Minimum Qualifications in the posting:
    - The State Personnel System requires a certain level of minimum qualifications; however, there is also a requirement for substitution of experience for a degree, unless a role requires a degree by statute or other regulation, (e.g. Nurses, Social Workers, Attorneys).
    - With any qualifications, include a variety of educational credentials (including and beyond common degrees e.g., certificates). List substitutions for the degree - such as the number of years experience -based on the critical skills or competencies. For example, you may substitute the bachelor’s degree with “professional work experience” (as described in the minimum qualifications) which provided the same kind, amount, and level of knowledge acquired in the degree program on a year-for-year basis.
    - Consider both paid and unpaid work as valid experience(e.g., volunteer work - consider encouraging job seekers to highlight their relevant volunteer experience in their job applications or through supplemental questions).
- Conditions of Employment (Example: Requiring a driver’s license may inadvertently screen out qualified candidates. If the position requires a person to travel for a large percentage of the job, consider adding “Applicants must have reliable transportation to meet the travel requirements.”)
- Physical, i.e., what is required for the position and do any attributes create unnecessary barriers? Physical requirements should only be listed if truly required to perform the work. Consider flexible work arrangements. Would flexible scheduling or work location be a fit for the work being done in the position?

Job Announcement Checklist
❑ Include a statement of commitment to equity and inclusion into the posting. See below in "Creating an Equitable Job Posting and Position Description" for examples. ❑ Use plain language: Review writing resources (Plain Language Thesaurus, Federal Plain Language Guidelines). Avoid jargon, acronyms, and overly-complex information unless it is critical to the position. In many ways, the way a position is posted, or advertised, is more critical to inclusion than the position description. The posting is a great way to sell the position, and state the importance and value that diversity and inclusion play in the important work you do. ❑ Provide information that sparks interest and highlights the benefits of working for the State of Colorado. Examples: Employee Resource Groups, competitive benefits, mentoring, etc., if applicable. ❑ Develop supplemental questions that acknowledge the value of an applicant's lived experience, and/or that emphasize the ability to work successfully in an environment serving a diverse community and in a diverse workplace. Be thoughtful about the number of supplemental questions; too many questions, in addition to a cover letter, resume, and application can be very taxing on the candidate. ❑ Determine the criteria you want used to evaluate applicants based on the required and desired qualifications specified in the job announcement. Select criteria that are: measurable, job-related, align with business needs, and include an applicant's ability to successfully serve a diverse community.

Creating an Equitable Job Posting and Position Description

In order to create an equitable job posting, include language that addresses the agency's commitment to diversity and inclusion. For example, sample statements like the following can be added to a splash statement at the beginning of the posting or to the "General Information Section" of the posting:

- "We believe that all people - no matter their race, ethnicity, gender identity, sexual orientation, education level, age, language, religion, ability, or geographic location - should have the opportunity to live healthy lives."
- "We work to eliminate disparities through our program by <insert program objective>."
- "We work to ensure that all of Colorado's <insert population pertaining to role> should have an equal opportunity to achieve their full potential."
- Or develop something that your team stands for around equity.

Take the opportunity to incorporate equity principles into the job duties or the problem/resolution sections of the Position Description. The following are examples of job duties that include equity principles:

- Address the needs of diverse customers; understand and respond in a culturally responsive way.
- Create efficiencies in <state agency> administrative and programmatic processes that reduce barriers experienced by external partners/grantees.
- Develop partnerships with other relevant sectors (e.g., transportation, housing, higher education) to address <insert disparity>.

- Conduct a policy and practice review using an equity review tool to ensure policies are not inadvertently supporting disparities. Refer to the Office of Health Equity's compilation of Sweet Tools to Advance Equity.
- Use data to identify inequities and their root causes, and to educate and inform programmatic or policy decisions.
- Reframe or create new evaluation methods/questions to better understand the effect on inequities.
- Determine and implement actions needed to improve or enhance performance monitoring, quality improvement activities, and evaluation plans to understand the effects on inequities.
- Use plain and clear language that can be understood by a broad array of stakeholders, partners, and community members, in all communications.
- If you're struggling with how to incorporate equity principles into your Position Description, work with your HR team.

Recruiting Applicants

The key to successful recruiting is developing well-structured processes. Successful recruitment requires an ongoing process of developing resources for potential applicants. Use the *Recruiting Checklist* to ensure diversity and inclusivity throughout the recruiting process.

Recruiting Checklist	Responsible
❑ Work with Human Resources consultants/partners to develop, maintain, and continually reach out to sources (e.g., schools, community and professional organizations, stakeholders, etc.) for recruitment in underrepresented populations. The key to creating a diverse candidate pool lies in a robust sourcing strategy. This strategy can be examined with each vacancy; applicant pool demographic information from the last recruitment may indicate if the strategy has been effective in the past.	Department Staff, Human Resources
❑ Work with Human Resources consultant/partners to develop outreach and recruitment strategies tailored for each vacancy.	Human Resources/ Hiring Manager
❑ Consult with Human Resources for technical assistance on recruitment efforts for a specific job vacancy.	Hiring Manager
❑ Leverage your advertising and outreach strategy and cast a wide net to establish a diverse applicant pool which will lead to a diverse workforce. After the selection has been made, examine the demographic information of the applicant pool to measure success.	Human Resources/ Hiring Manager
❑ Offer "Recruitment Information Sessions" to the public or community groups. Parties interested in the position can attend the session and ask questions about the process, as well as the ideal candidate. Consider engaging with Workforce Centers as a way of reaching out to an available candidate pool.	Human Resources/ Hiring Manager
❑ Identify a variety of sources to share job postings. To assist with recruitment for underrepresented populations, reach out to culturally specific organizations, including those that serve veterans, people with disabilities, and professional associations. ❑ Consider different avenues for Human Resources to post the position e.g., college websites, career pages, chambers of commerce serving specific demographics (e.g., the Hispanic chamber of commerce),	Human Resources

certain social media, community churches, recreational centers, Employee Resource Groups (ERG), vocational rehabilitation, veterans centers, professional organizations, Andrew Hudson's Job List, newspapers specific to position/location *and* personal networks. ❏ Share the job announcement with a network of diverse community partners. It is helpful to create and continue to expand your contact list of partners. Create a distribution list within your Google contacts to share job announcements. The linked template is an example.	
❏ Consult with the Human Resources Department prior to, and throughout, the process, to develop a diverse applicant pool before the position closes. Work with HR after selection is made to evaluate the success of your advertising and outreach strategy.	Hiring Manager

Evaluating Applications

The evaluation process begins with an analysis of the application materials submitted by applicants responding to a job announcement. The purpose of evaluation is to apply tools to screen in the most qualified applicants, rather than screening out. Use the *Evaluation Checklist* to ensure diversity and inclusivity throughout the evaluation process.

Evaluation Checklist	Responsible
❏ Create a well-documented screening process to assess application responses with the qualifications as described in the job announcement. The following are example criteria that can be scored: ❏ Minimum Qualifications: Education and Experience ❏ Licensing, Certifications, and other Legal Requirements ❏ Conditions of Employment ❏ Preferred Qualifications ❏ Highly Desired Skills and/or Competencies ❏ Responses to Supplemental Questions	Human Resources/ Hiring Manager
❏ Use an applicant screening worksheet to chart each applicant's qualifications for an 'at a glance' comparison of all applications. Provide the worksheet to the Hiring Manager. Remove names from screening tools and use applicant IDs to remove any potential for implicit bias.	Human Resources/ Hiring Manager
❏ As appropriate, administer validated tests to determine appropriate skill level.	Human Resources
❏ Ensure supplemental questions include a way to solicit lived experience or commitment to equity and an ability to work successfully in a diverse workplace. See sample interview questions below under the *Interview Checklist*. Modify for supplemental questions as appropriate.	Human Resources/ Hiring Manager

Interviewing Applicants

In order to advance equity throughout the hiring process, it is important to include interview questions that assess an applicant's understanding of equitable opportunities, the importance of equity, and an applicant's ability to support and work successfully in a diverse workplace while providing services to a diverse community. Use the *Interview Checklist* and *Interview Questions* to ensure the importance of equity is represented in the interview.

Interview Checklist	Responsible
❑ An interview panel should reflect an inclusive work environment. Recruit Subject Matter Experts ("SME") and non-SMEs with diverse experience and perspectives (this may include diversity of race/ethnicity, gender identity, sexual orientation, age and/or other lived experience) to review applications and/or serve on interview panels. Consider including community partners on your interview panels. Try not to exceed four interviewers so as to not intimidate candidates.	Human Resources/ Hiring Manager
❑ Arrange for implicit bias training for interview panel members (Appendix A).	Human Resources, Hiring Manager, Interview Panel Members
❑ Utilize approved interview questions that address diversity, inclusion, and cultural competency objectives. This Guide includes suggested interview questions below. Consider allowing interview panel members to suggest relevant interview questions.	Human Resources/ Hiring Manager
❑ Identify ways to reduce implicit biases in decision making. For example, conduct blind processes until the interview and during the interview; mask the names, addresses, and school information in all application materials or comparative analysis documents that are provided to hiring managers; select a neutral observer to determine if personal biases are introduced during the interview; and provide first name only at the interview stage.	Human Resources/ Hiring Manager
❑ Suggest candidates arrive early for the interview and provide a list of possible interview questions or topics so they have a few minutes to process. Offering a list of questions may assist those candidates that may not be as accustomed to interviewing, or whose cognitive style requires more time for reflection. Some positions may require assessing "off-the-cuff" thinking and may not be suited to offering interview questions in advance.	Human Resources/ Hiring Manager
❑ Create a welcoming environment during the interview, both physically and personally. Interviews should always be in accessible, quiet, non-distracting locations ideally in the building the person would work. Interview staff should reflect the diversity and perspectives of each agency. A successful interview experience leaves the candidate feeling welcome and desired. Sample strategies include: greet the candidate upon their arrival; offer water; introduce to all team members; provide an organizational chart with positions (titles only--no names). Provide name placards for the interviewers so that the candidate is more familiar with interviewers. Additionally, consider asking what name and gender pronouns the applicant uses prior to the interview so the applicant can be addressed correctly.	All Interview Panel Members
❑ Review the Bias Awareness information in Appendix A.	All Interview Panel Members

❑ Consult with Human Resources to develop questions for reference checks that address inclusion and equity (suggested questions included in this Guide).	Human Resources/ Hiring Manager

Supplemental Application or Interview Questions - Select *at least one* of these questions:

1. Can you please tell us about a time that you struggled to work with someone from a different background?
2. Can you tell us about a time where you believe cultural, race, gender, or other differences made a project or goal you were working toward difficult?
3. What efforts have you contributed toward advancing equity and inclusion in your work experiences?
4. What have you done, personally or professionally, to learn about and then address equity and inclusion?
5. Describe your understanding of issues affecting the communities served by this team or workgroup.
6. Please provide examples of ways in which you have worked to eliminate discrimination in previous jobs.
7. What opportunities have you participated in to increase your knowledge of equity, inclusion, or diversity? What did you learn, and how did you apply the learning?
8. Tell us how you have worked with people to create or foster equity in the workplace.
9. What actions have you taken to create a welcoming environment so everyone feels included?
10. Tell us about a situation in which you were required to work with or provide services to a diverse group of people.

Note: The questions above could potentially pose barriers for individuals with an intellectual disability. Question #1 has been phrased to decrease abstract reasoning. Consider rephrasing questions in a similar fashion.

What you should learn from your applicant:

- Is the applicant aware of their cultural influences and how it has shaped their perspective?
- What experiences has the applicant had that will add to or enhance the State of Colorado's efforts to ensure a representative workforce?
- Has the applicant reflected on the opportunities and challenges of creating inclusive workplace cultures?
- What understanding and experiences does the applicant have of discrimination causes by systems or institutions?
- What is the applicant's understanding of bias awareness?
- What is the applicant's knowledge and experience of the challenges facing the community receiving services?

Checking References

A reference check can ascertain information about the applicant's experiences with equity, diversity, and inclusion. Be creative! If an individual does not have an extensive work history, ask the candidate to provide a reference from an internship, teacher, research project, or any volunteer/community work. Sample reference check questions:

- [Applicant] may interact with a variety of stakeholders including local and state government representatives, community based organizations, providers, and constituents. How would you characterize [applicant's] ability to work collaboratively with diverse stakeholders?
- [Applicant] will be working with people from a wide variety of backgrounds and experiences, including different races, gender identities, etc. How do you think [applicant] will perform in this environment?
- Can you let us know a little bit about [applicant's] attitude in the work environment? Describe [applicant's] interactions with other employees, including those from a different culture. Tell me about [applicant's] interactions with people with disabilities, different generations, gender identity, etc.

Making Hiring Decisions

The following equity assessment considerations are offered as a guide for hiring managers. Hiring managers in every department are encouraged to consider the following questions in an effort to meet aspirations for staff composition. Along with Human Resources, Hiring Managers should review the following questions:

1. Have your outreach and recruitment strategies created a diverse applicant pool from which to find potential hires?
2. How does the proposed hire embody the competencies of a successful applicant for this position? Competencies include: 1) knowledge, including lived experience that will bring valuable perspectives; 2) skill and ability; and 3) behavioral.
3. Have you considered the overall value an applicant will contribute to the department, versus a perceived expectation that the applicant will "hit the ground running" or "fit in"?
4. How does the proposed hire impact the agency's composition in terms of race, gender identity, age, ethnicity, persons with disabilities, and veterans?
5. How does the proposed hire support and advance the State of Colorado's workforce equity aspirations in terms of race, gender identity, age, ethnicity, persons with disabilities, and veterans with disabilities?
6. If your hiring decision will not advance the State of Colorado's workforce equity aspirations, what alternatives will you explore? For example, can you invest in additional equity, diversity, and inclusion training for the new hire?
7. What support do you need to ensure your hiring decision is successful in addressing workforce disparities?

The Importance of Evaluating Progress

There are many suggested strategies at each stage of the hiring process. In order to understand what is working well and what should be modified moving forward, it is important to make note of which strategies are used. Track data within the agency on how current strategies shift diversity at each stage of the hiring process to understand if a barrier exists at any stage. If data is available, request and review aggregate applicant pool data for demographics (race, ethnicity, gender identity, veterans, people with disabilities) to evaluate overall applicant pool diversity. If your applicants pools aren't diverse, partner with HR to examine if the process is inadvertently creating barriers, or if your advertising and outreach strategy isn't effectively bringing in diverse applicants.

Section III: Appendices

Appendix A: Bias Awareness for Interview Panel Members
Appendix B: Equal Employment Opportunity (EEO) Interview Guide
Appendix C: Glossary of Terms
Appendix D: Citations

Appendix A: Bias Awareness for Interview Panel Members

Summary

- Recognize your biases, and then work to eliminate or remain aware of them.
- Be as objective as possible.
- Focus on content.
- Dispel first impressions.
- Rate candidates against job competencies or an ideal candidate profile – not against one another.
- Justify your decisions and articulate your rationale.

Interviewing is not scientific and even the most structured interview processes require us to make subjective observations. In order to make the best decisions about applicants and ensure an equitable process, we must be aware of how our biases can impact the selection process.

Bias is often regarded negatively. For the purpose of this discussion, we speak of *bias* in the context of partiality, preconceived notion, and predisposition. The reality is that biases come from our brains' use of *schemas* – templates of knowledge – to process the information that bombards our senses every moment of every day. We have schemas about objects, processes, and other human beings. For example, our brain uses a schema to assign the category of "chair" to an object based on its flat seat, back, and legs, even though the chair might be plain wood or lavishly upholstered. We may have a negative bias about plain wood chairs because we have had the uncomfortable experience of sitting in one for an extended period of time. We have a schema for the process of ordering food at a restaurant: we know what it means when a smiling person hands us a laminated document with descriptions of various dishes and prices. By observing assorted traits, we use schemas to naturally assign people into categories such as age, gender, race, and role.

Stereotypes are traits that we associate with a category. These associations may arise from direct personal experience or be relayed to us through stories, media, and culture. "Elderly people are frail" is an example of a stereotype.

Attitudes are overall evaluative feelings that are positive or negative. If we meet someone who graduated from the same university, we will tend to feel more at ease with that person.

Implicit bias includes both *implicit stereotypes* and *implicit attitudes*.

What is implicit bias? By definition, implicit biases are those we carry without awareness or conscious direction. It is the result of our human brains using schemas to organize information into categories. Most of the work our brains do occurs on the unconscious level. Implicit bias does not mean that we hide our prejudices – we literally do not know we have them. This is important for interviewers because without awareness we cannot know if we are acting on hidden bias.

In contrast, *explicit bias* means that we are aware that we have a particular thought or feeling, and sometimes also means we understand the source of that thought or feeling. If you have an explicitly positive attitude toward chocolate, then you have a positive attitude, you know you have a positive attitude, and you consciously endorse and celebrate that preference.

Why do both types of bias matter in the interview process?

Implicit Bias

As described above, implicit bias is problematic because we are unaware of certain preferences or attitudes. Use every opportunity to consider your reasons for a particular rating and challenge your thinking. Talk over your reasons with other interviewers. Try to avoid using the general terminology of a candidate being a "better fit" over another/other candidate(s). Without this reflection and questioning, we cannot identify hidden bias and eliminate it.

Explicit Bias

How many times have you heard this before? "I always look for a candidate who makes direct eye contact. People who are afraid to look straight at you don't make good employees in the long run." This is an example of explicit bias. The speaker is stating a known preference. In the context of candidate evaluation, the reason this particular bias is problematic is because in many cultures, direct eye contact is considered to be very rude and to be avoided whenever possible.

Examples of Bias

Interviewing is not an exact process. There is a subjective element to it. In order to reduce the chance of making a poor decision, raters must make a conscious effort to recognize biases, both explicit and implicit, and eliminate them. The Following are examples of bias which may be explicit, implicit, or both.

- Average/Central Bias: Rating all applicants the same, or tending to give applicants the middle rating (e.g., a 3 on a 5 point scale).
- Contrast: When you compare/contrast one candidate against another rather than comparing applicants against an ideal, you may get skewed results. Example: a candidate appears stronger than she should because she followed two weak applicants.
- First Impression: Many people think they can accurately assess someone within the first few minutes of meeting them. Making up your mind so soon is a bias that corrupts overall judgment.
- Halo Effect: Giving excessive weight to one positive characteristic, sometimes despite several negatives.
- Harshness/Horn Effect (opposite of Halo): Letting one negative characteristic overshadow the big picture view of a candidate.
- Knowledge-of-Predictor: When an evaluator has foreknowledge of how the candidate has done on another test or interview and allows knowledge of previous performance (good or bad) to influence rating.
- Leniency: A rater who tends to give inflated ratings and who is not critical enough.
- Nonverbal Bias: Body language, eye contact or lack thereof, etc. Consider cultural differences and avoid overemphasizing nonverbal behavior in rating responses.
- Recency: A bias toward the candidate seen most recently because they are the freshest in memory. This is why you should always write down notes/scores immediately and score all applicants against the ideal/scale.
- Similar-to-Me: Many people subconsciously favor those who share a characteristic, hobby, alma mater, opinion, etc.
- Stereotyping: This bias happens when the rater makes an assumption about a candidate based on gender, ethnicity, religion, age, familial status, etc. As previously described, this category is one that is influenced by both implicit and explicit bias.
- Other Considerations: What are other candidate characteristics of which we must we be aware?

- *Extrovert vs. Introvert:* 50% of all humans are introverts. Extroverts may tend to perform and relate better to interviewers even if they are not as qualified as other, more introverted applicants.
- *Communication Styles:* Consider circular vs. linear; direct vs. indirect; emotionally expressive vs. restrained, etc.
- *Business etiquette:* Consider nonverbal behavior; handshakes, distance, gestures, eye contact.
- *Attire:* Consider different cultural understandings of "professional" attire, classism around dress, gender presentation, and binary issues for transgender and gender non-conforming individuals.
- *Social values or norms:* Consider individualistic vs. collectivistic; competitive vs. cooperative; authority oriented vs. egalitarian.

Appendix B: Equal Employment Opportunity (EEO) Interview Guidelines

This list is intended for use as a guideline regarding many, but not all, forms of prohibited discrimination.

Topic	You may ask:	You may not ask:
ADDRESS	● Can you be reached at this address? If not, would you care to leave another? ● Can you be reached at these telephone numbers? If not, would you care to leave another?	● Do you own your home or rent? ● Do you live with your husband (wife)? ● With whom do you live?
AGE	● No questions (except to verify non-minor status).	● You may not ask any questions which imply a preference for persons under 40 years of age.
ARREST RECORDS	● This information will be identified in the background checks and managers should not be asking about this during the interviews.	● Do not ask about arrest records.
CITIZENSHIP	● It is PROPER to ask if visa or immigration status prohibits employment and to seek proof after hiring. ● Employer MAY note on the application that: Documentation proving legal right to work in the United States will be required upon hiring.	● It is IMPROPER to ask an applicant whether s/he is a United States citizen.
CONVICTIONS	● This information will be identified in the background checks and managers should not be asking about this during the interviews.	● Do not ask about convictions.
CREDIT-RELATED INFORMATION	● An employer may not obtain a consumer report for a prospective employee unless a clear and conspicuous disclosure has been made in writing to the consumer before the report is obtained and the consumer authorized the procurement of the report. ● The purpose for asking should be related to the job duties and responsibilities, for example, where the employer wishes to assess the background of employees handling credit-related information.	● An employer may not make any adverse employment action, based in whole or in part on information contained in a consumer report until it has advised the consumer against whom such adverse action is to be taken, supplied the name and address of the consumer reporting agency and/or institution making the report, and given the consumer an opportunity to respond to any information in the report that is disputed.
DISABILITY	● Are you currently able to perform the essential duties of the job(s) for which you are applying? ● If the disability is obvious, or disclosed, you may ask about accommodations. ● An employer MAY ask applicants questions about their ability to perform specific job functions, tasks, or duties, as long as these questions are not phrased in terms of a disability and are asked uniformly of all candidates.	● Do you have any handicaps? ● Are you an alcoholic? ● Do you have AIDS or HIV Positive Status? ● Have you ever filed a Workers' Compensation Claim? ● Have you ever been injured on the job? ● Have you ever been treated for mental problems? ● Why were you sick so often at your last job?

		● Have you ever been unable to handle work related stress? ● Have you ever gone into diabetic shock that causes you to lose feeling in your fingers and toes? ● Have you ever used illegal drugs? ● Have you ever been treated for drug addiction or drug abuse? ● An employer MAY NOT make any medical inquiry or conduct any medical examination prior to making a conditional offer of employment. An examination can only be conducted if required for all entering the same job category and must be job related and consistent with business necessity.
EDUCATION	● Are you presently enrolled or do you intend to enroll in school? ● What subjects did you excel in at school? ● Did you participate in extracurricular activities? ● What did you select as your major? ● Did you work at an outside job while attending school? Doing what? What did you like/dislike about your job during school? ● Are you interested in continuing your education? Why? When? Where? ● Did your education prepare you for the job you are seeking with us? In what ways?	● Who paid for your educational expenses while you were in school? ● Did you go to school on a scholarship? ● Do you still owe loans taken out during school? ● When did you graduate from high school?
EDUCATION VERIFICATIONS	● You should either require the applicant to obtain and provide verification of educational qualifications or have a separate authorization for educational references.	● In the past, it was a fairly simple matter to verify degrees received by an applicant. This is no longer the case. Under a 1995 law related to privacy of educational records, educational institutions that receive federal funds are now required to obtain consent before disclosing any information about a former or current student, even something as simple as degree verification.
EXPERIENCE, SKILLS AND ACTIVITIES	● Do you have any special skills or knowledge? ● Are your skills recent? ● When did you last use a calculator (or any other machine or skill)? ● Do you enjoy being active in community affairs? ● Are there any activities which have provided you with experience, training, or skills which you feel would be helpful to a position with us?	● Does your physical condition make you less skilled? ● *For questions regarding activities, also refer to questions regarding involvement in organizations below.

	● How will your involvement in _____ (activities) affect your work here?	
FAMILY	● Do you have any commitments which would prevent you from working regular hours? ● Can you work overtime, if needed? ● Are you now or do you expect to be engaged in any other business or employment? If 'yes' what kind of business or employment is it? How much time does it require? (The Code of Ethics should be reviewed if there is a question about a conflict of interest with the outside employment and the job duties and responsibilities for the State of Colorado).	● How many children do you have? ● Who takes care of your children while you are working? ● Do your children go to daycare? ● What does your husband think about your working outside the home? ● What does your husband (wife) do? ● What is your husband's (wife's) salary?
GENDER	● No questions regarding the applicant's gender.	● You may not ask any questions regarding the applicant's gender.
HEALTH	● How long do you plan to stay on the job? ● Are you currently able to perform the essential duties of the job(s) for which you are applying?	● Estimate the number of work dates you missed in the last year because of illness. ● Please tell me something about the current status of your health. ● Do you have any health conditions which would prevent you from performing all the duties of the job? ● Do you have any health conditions which would limit the number of hours which you could work? ● Do you have cancer? ● Do you anticipate missing work days because of health conditions?
HEIGHT AND WEIGHT	● No questions. ● The current regulations provide that with regard to the height and weight of an applicant, an employee may only ask about the person's ability to perform actual job requirements.	● How tall are you? ● How much do you weigh? ● The regulation warns that being of a certain height or weight will not be considered a job requirement unless the employer can show that no employee with the ineligible height or weight could do the work.
MARITAL STATUS	● Do you have any commitments which would prevent you from working regular hours? ● Can you work overtime, if needed?	● Is it Mrs. or Miss? ● Are you single? ● Are you married? ● Are you divorced? ● Are you separated? ● Are you engaged? ● Are you widowed? ● Do you own or rent your home? ● What is your relationship with the people with whom you reside?

MILITARY SERVICE	● Have you served in the U.S. military? ● Did your military service experience and training provide you with skills you could put to use in this job?	● Have you served in the army of a foreign country? ● What type of discharge did you receive from the U.S. military service? ● Can you provide your discharge papers?
NATIONAL ORIGIN	● No questions about national origin. ● In order to comply with the Federal Immigration Reform and Control Act of 1986, you can ask: Are you prevented from being employed in the United States because of your Visa or Immigration Status? ● You may also note the following on the application: “Documentation proving legal right to work in the United States will be required upon hiring.”	● What is your national origin? ● Where were you born? ● What is the origin of your name? ● What is your primary language? ● What country do your ancestors come from? ● Do you read, write or speak Korean (or another foreign language, unless based on job requirements)?
ORGANIZATIONS	● You may ask about any organization memberships, excluding any organization of which the name or character of indicates the race, color, creed, sex, marital status, religion, national origin, or ancestry of its members. ● Do you enjoy being active in community affairs?	● You may not ask for a list of all organizations, clubs, societies, and lodges to which the applicant belongs.
PHOTOGRAPHS	● You may ask for a photograph after hiring for identification purposes.	● You may not ask any applicant to submit a photograph before hiring (mandatory or optional).
PREGNANCY	● How long do you plan to stay on the job? ● Are you currently able to perform the essential duties of the job(s) for which you are applying?	● Are you pregnant? ● When was your most recent pregnancy terminated? ● Do you plan to become pregnant? ● Any other question about medical history concerning pregnancy and related matters.
PRIOR EMPLOYMENT	● How did you overcome problems you faced there? ● Which problems frustrated you the most? ● Of the jobs indicated on your application, which did you enjoy the most and why? ● What were all the reasons for leaving your last job? ● Have you ever been discharged from any position? If so, for what reason?	● How many sick days did you have at your old job?

RACE OR COLOR	● No questions about race or color of skin, hair, eyes, etc.	● You may not ask any inquiry concerning race or color of skin, hair, eyes, etc.
RELIGION OR CREED	● No questions about religion or creed.	● What is your religion? ● What church do you go to? ● So – are you Jewish? ● Who is your minister? ● What are your religious holidays?
SEXUAL ORIENTATION	● Whom should we contact in case of an emergency?	● You may not ask any questions regarding the applicant's sexual orientation.

Appendix C: Glossary of Terms

Adopted from the Colorado Office of Health Equity Glossary of Equity Terms, 2nd Edition

Ally: Someone from a dominant group (who experiences unearned access and/or power) who acts in support of non-dominant group members. Allies practice genuine allyship. That is, they take action, reflect on their own thinking and beliefs, seek out learning opportunities, take initiative in interpersonal relations, and work to create systems of equity.

Community: Groups of people who are impacted by policies and programs. In the context of equity work, "community" refers to people who have historically been left out of the decision-making process. A community is not necessarily limited by geographic boundaries.

Disparities: Measurable differences among groups of people. Inequities cause disparities.

Displacement: A process by which families involuntarily have to move, generally to a new neighborhood or city, because they can no longer afford the high costs of new development. Oftentimes, families affected by displacement are low-income families and/or families of color who may have lived in a neighborhood for generations. In an international context, the term refers to the most vulnerable populations of a nation fleeing to become refugees as a result of political instability, persecution, violence, or human rights violations.

Diversity: A description of differences usually based on identities such as race, gender, ability, etc. Diversity ≠ Equity and does not always happen intentionally.

Equality: Assures everyone is treated the same regardless of the starting point or context. Equality ≠ Equity.

Equity: When everyone, regardless of who they are or where they come from, has the opportunity to thrive. This requires eliminating barriers like poverty and repairing injustices in systems such as education, health, criminal justice, and transportation.

Gentrification: The process of supposedly improving a neighborhood through new development such as food stores, bike lanes, and health services, which may lead to the displacement of long-time residents.

Implicit Bias: Attitudes or stereotypes that affect our understanding, actions, and decisions. People are usually unaware of their own biases because they operate at the subconscious level.

Inclusion: What you *do* with diversity to ensure individuals have the opportunity to fully participate in decision-making processes. It intentionally promotes a sense of belonging where the inherent worth and dignity of all people are recognized and leverages abilities, unique qualities and perspectives of individuals.

Inequities: When systems, policies, and practices create less opportunity between groups that are systemic, avoidable, and unjust. These could be in health, education, housing, criminal justice, etc. and

are based on factors like gender, race, physical and mental ability, sexual orientation, or immigration status.

Intersectionality: The compounding effects of discrimination for individuals and communities who have more than one social identity that is oppressed on the basis of gender, race, class, age, ability, religious status, sexual identity, education level, language, etc. These intersecting identities lead to greater inequities (e.g., Native American women or white day men with disabilities).

Language Justice: An approach that creates inclusive, multilingual spaces in which all languages are honored equally and speakers of different languages benefit from sharing with one another.

Power: Our ability, as individuals and as communities, to produce an intended effect. Power manifests in both positive and negative ways and shows up formally and informally.

Structural racism: When our institutions, such as housing, education, and transportation, collectively create institutions and policies that work better for white people than for people of color. Structural racism limits opportunities for some, but contributes to poor outcomes for all. Other forms of discrimination may relate to classicism, ableism, heterosexism, etc.

Thrive: When a person has the opportunity to make healthy choices, afford food and housing, have good jobs that can sustain a family, attend quality schools for better education, and fulfil their potential.

Appendix D: Citations

The State of Colorado would like to acknowledge the City of Tacoma for granting permission to adapt its Handbook for Recruiting, Hiring & Retention, October 2015 for purposes of this Hiring and Retention Guide.

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