The background of the slide is a photograph of a stone archway. The arch is made of large, weathered stone blocks. Through the arch, a tall, ornate Gothic tower with many windows and spires is visible against a blue sky with some clouds. Green trees are also visible around the tower.

# Hiring Manager Diversity, Equity, Inclusion and Belonging (DEIB) Toolkit

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**Yale University**

June 2023

Yale

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# Objectives and Overview of the Hiring Manager Diversity, Equity, Inclusion and Belonging Toolkit

Yale



## Objectives

- Created to **educate and enable** hiring managers to **effectively** support the DEIB goals and initiatives of the university
- Serve as an **intermediary tool** while recruitment practices are being redesigned, comprehensively, from a DEIB and belonging lens
- With this tool, we aim to empower hiring managers to play an active role in **increasing staff diversity** and advocating and implementing **inclusive practices** to ensure the **candidate experience** is consistently **equitable and inclusive**



## Overview of the Toolkit

- To understand the Yale community and its DEI and belonging goals ([pages 4–7](#))
- For definitions of diversity and bias in recruitment ([pages 8–14](#))
- To explore DEI and belonging in recruitment and tips for hiring managers ([pages 15–22](#))
- For best practices in candidate interviews and evaluations ([pages 23–24](#))
- For additional resources and bite-sized knowledge content ([pages 25–35](#))



## How to Best Use the Toolkit

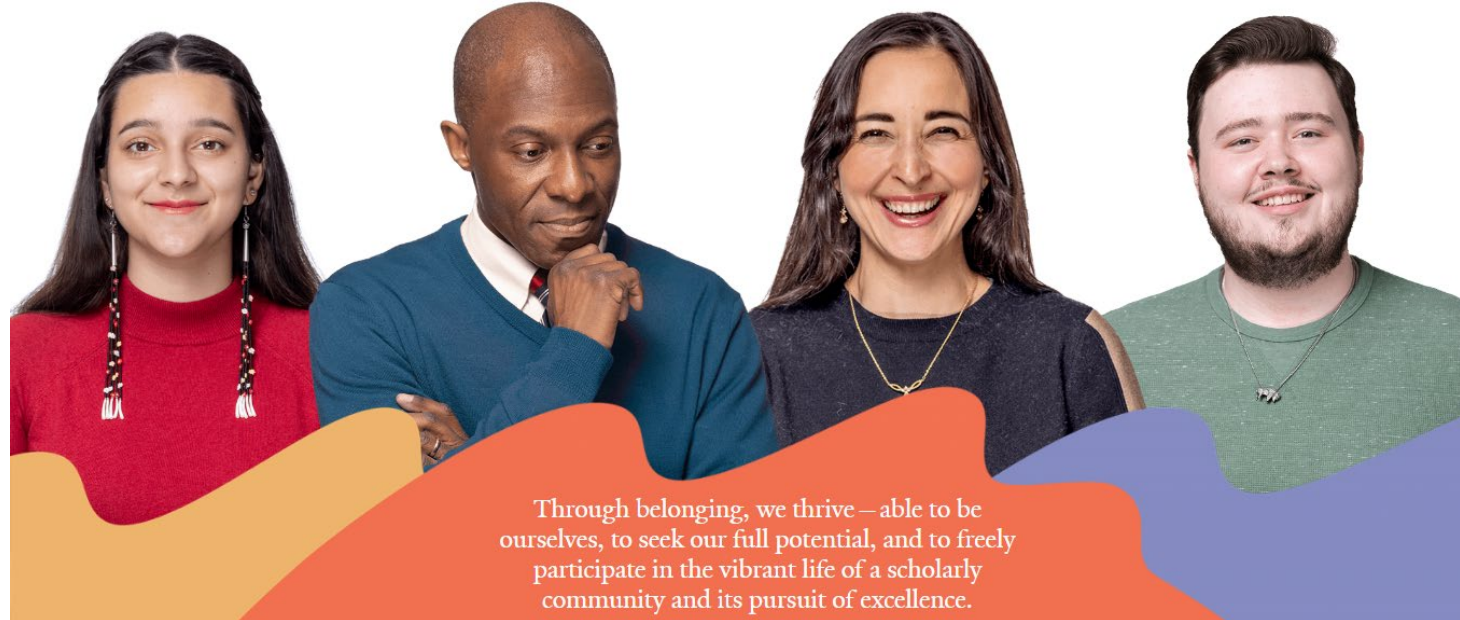
The toolkit has been designed in such a way that individuals do not have to read it from beginning to end to derive benefits. They can directly access the content that is most relevant to their specific needs. Links and page numbers are provided for ease of navigation.





# The Hiring Manager Diversity, Equity, Inclusion and Belonging Toolkit Enables Belonging at Yale

Yale



Through belonging, we thrive – able to be ourselves, to seek our full potential, and to freely participate in the vibrant life of a scholarly community and its pursuit of excellence.

At Yale University, the pursuit of diversity, equity, inclusion and belonging (DEIB) is not just a statement, but a proactive approach to creating a vibrant and inclusive community. Belonging at Yale encompasses a wide range of activities that are designed to foster a sense of community, enhance diversity, and promote equity and inclusivity. Its vision guides Yale's efforts in recruiting staff from diverse backgrounds, ensuring equitable practices are in place that create a positive and inclusive experience for all applicants and those who aspire to be part of Yale someday. It also emphasizes taking responsibility for one's own learning and contributions, promoting equity and accessibility, protecting free expression, and preventing any form of harassment or bias.



**Diversity, equity, inclusion and belonging is a priority for the university; this toolkit enables and supports our hiring managers throughout the recruitment process by offering guidance and leading practices related to each step in the hiring process.**

At Yale, belonging is a positive feeling of being valued in the community. University members feel belonging by:

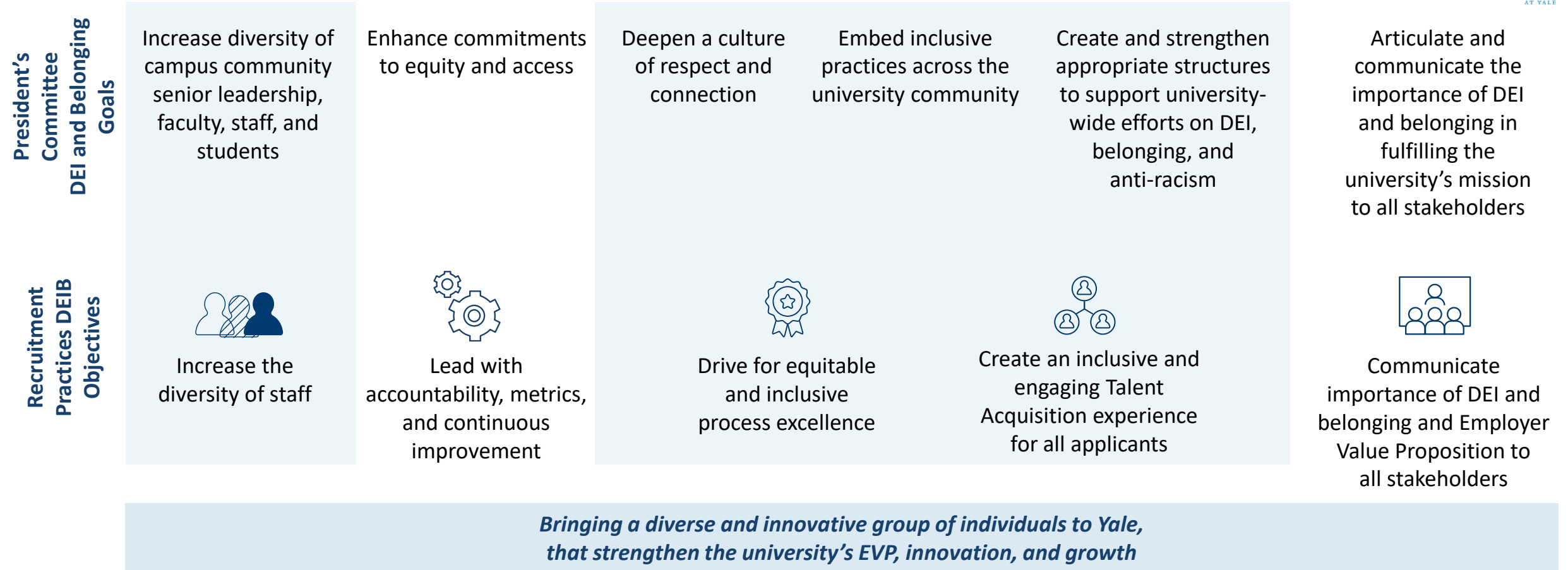
- The ability to be fully themselves as they are in that moment and as they continue to grow
- Having a shared belief in common values and goals
- Participating in interdependent groups for a common purpose
- Sharing interpersonal connections in informal and formal settings, if one chooses
- Being recognized and respected in their individual talents and perspectives

Yale also refers to belonging at Yale as the diversity, equity, inclusion and belonging efforts that support excellence, access, and belonging.



# Talent Acquisition DEI and Belonging Goals for Recruiting Practices Yale

The Belonging at Yale Action Plan (2021-2026) was established to foster diversity, equity, inclusion and belonging (DEIB) within the university. Talent Acquisition identified specific DEI and belonging objectives to apply to Yale's recruitment processes. These objectives serve as a framework for hiring managers to follow throughout their hiring process.



Hiring managers are encouraged to explore these DEI and belonging principles and practices throughout the hiring process, as well as in their day-to-day responsibilities.

- 1. Gain awareness and appreciate the immense value that a diverse workforce brings** not only to the success of one's team but also to the entire university community.
- 2. Develop an understanding of the principles and practices of diversity, equity, inclusion and belonging (DEIB)** and their significance in creating an inclusive recruitment process.
- 3. Examine and evaluate personal biases** and work to increase awareness of them to minimize their impact on the recruitment process.
- 4. Understand the specific demands of each role** to attract a wide array of competent applicants, while concurrently developing and utilizing inclusive recruitment strategies such as job advertisements and outreach efforts that welcome a broad range of applicants.
- 5. Leverage structured interviews and inclusive selection criteria** to reduce bias and advocate for fair hiring practices.
- 6. Endeavor to stay current on emerging best practices**, new tools, technologies, and methodologies that can enhance diversity and equity in the recruitment process.

The toolkit offers valuable insights, recommendations, and resources to empower hiring managers in incorporating DEIB (diversity, equity, inclusion and belonging) principles and practices into their recruiting process. Furthermore, the [Appendix](#) includes a comprehensive selection of resources and tools that will equip hiring managers to be proactive and well-informed when it comes to DEI and belonging in recruitment. These resources will enhance hiring managers' ability to foster a diverse, equitable, and inclusive hiring environment.



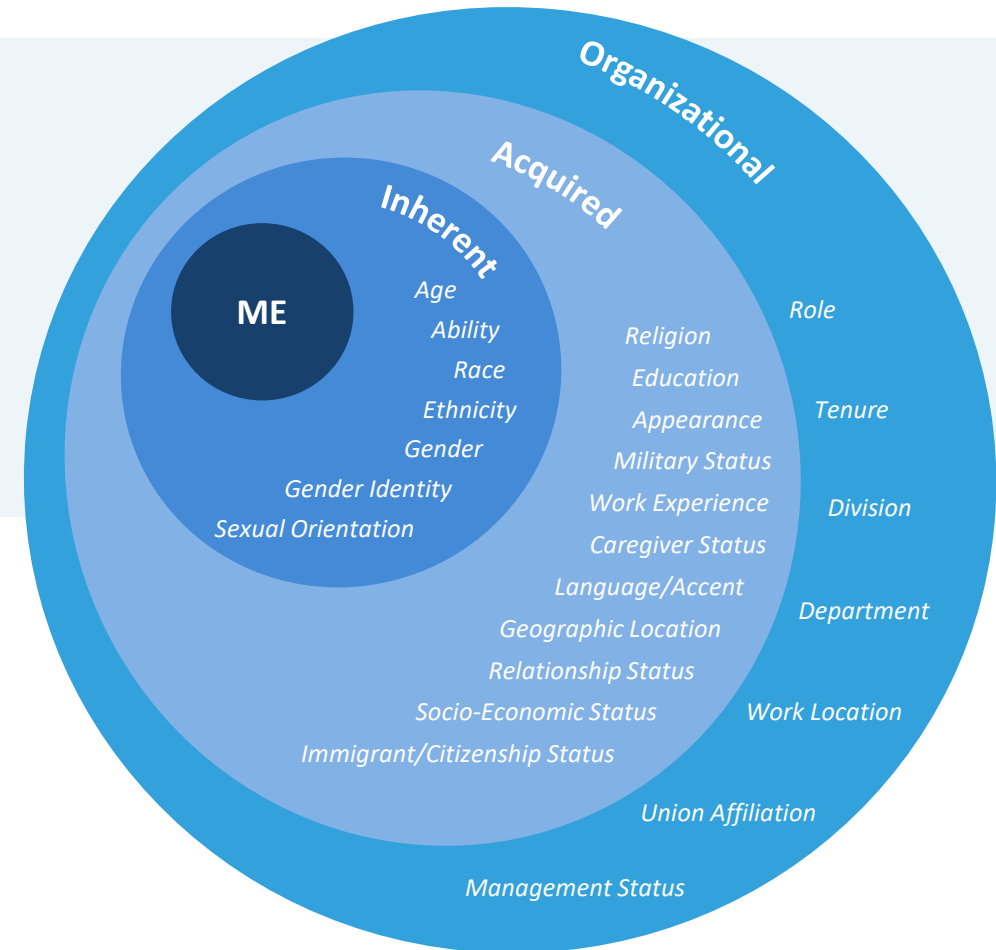
**Understanding Diversity,  
Equity, Inclusion and  
Belonging (DEIB)**





It is important to keep in mind that diversity encompasses the full range of differences and similarities in the varied identities, cultural backgrounds, abilities, skills, and experiences of the staff, faculty, students, applicants, candidates, and hires.

- **Diversity refers to a range of differences**, such as, age, race/ethnicity, gender, sexual orientation, disability, religion, or socio-economic status; the graphic captures the expansive nature of diversity and does not attempt to be comprehensive and the categorization of the dimensions of diversity is dynamic
- **The benefit of diversity is backed with research and evidence**; diverse teams make better decisions, are more innovative, and drive brand value and reputation; diverse teams also are proven to impact financial outcomes
- **Hiring managers are encouraged to gain awareness and appreciate the immense value that a diverse workforce brings** not only to the success of one's team but also to the entire university community



For a shared understanding and consistent application of DEI and belonging practices in hiring decisions, hiring managers can view DEI and belonging as four distinct yet integrated concepts. Hiring managers have the opportunity to actively support DEI and belonging principles in their role. Suggestions for hiring managers include considering diverse applicants, addressing biases and barriers, implementing structured interview and evaluation processes, and supporting and valuing candidates' differences. By incorporating these suggestions, hiring managers can cultivate a more diverse and inclusive Yale and attract top talent.

**D**

**Diversity is about composition**

**Diversity** is the full range of differences and similarities in the varied identities, cultural backgrounds, abilities, skills, and experiences of the staff, faculty, students, applicants, candidates, and hires.



**E**

**Equity centers on fairness**

**Equity** refers to fair access to opportunities and outcomes of all; to achieve equity, leaders must create policies, practices, mechanisms, and resources for everyone to advance and thrive and to eliminate barriers that prevent the full participation of some groups.



**I**

**Inclusion ensures everyone is valued**

**Inclusion** happens when people contribute their best, have a voice and decision-making influence, and are truly valued for their contributions.



**B**

**Belonging is about feeling accepted**

**Belonging** is about feeling accepted and included as a whole person. Belonging goes beyond simply having a seat at the table; it's about feeling like you belong there and that your contributions are essential to the success of the team and the organization.



**Biases—Conscious and  
Unconscious Biases**







*We tend to bond with those who look, sound, think, and act like us—and less with those who don't.*

Research shows that we tend to bond with some people over others around things like a person's communication style, their height, weight, sexual orientation, race or gender, country of origin or accent, or even the clothes they wear. We can also make immediate unconscious judgements, positive or negative, based on things such as a person's family status, their industry experience, the school they graduated from, the sports they play, their religion, and many other factors.

Different types of bias can impact the recruitment process when hiring decisions are being made by the first-hand impressions of potential candidates and this can impede their likelihood from being selected for the role.



**Hiring managers play a crucial role in identifying biases early on, which allows for the development of strategies to prevent negative outcomes in the future. However, since bias is inherent in everyone, it's important for hiring managers to consider the suggestions in the toolkit to reduce the negative impact of bias in hiring decisions.**

There are two types of Biases:



## Conscious Biases

Also referred to as explicit bias, these are conscious preferences that one is aware of. These biases can impact decision-making and behavior towards others and are typically the result of cultural or social conditioning, personal experiences, or learned stereotypes and prejudices.

- Example: Preferences toward candidate from rival institutions or referral from a trusted colleague



## Unconscious/ Implicit Biases

Attitudes, feelings, and judgments that operate outside our awareness or perception. These are often rooted in cultural stereotypes and the unconscious beliefs we hold about others that do not necessarily align with our conscious declared beliefs. These can be positive or negative.

- Examples: Assumptions around skin color, race, gender, sexuality, age, weight, height, accent/speech, nationality, name, similarity to self, veteran status, neurodiversity, internal versus external candidate, previous experience, or employers

Hiring managers may need to keep in mind common biases that can crop up in the hiring process.

## Common Biases

**Similarity or Affinity Bias:** People gravitate toward those who are more like them and tend to see them in a positive light. Alternatively, one may move away from those who are different from oneself, and view them with indifference, skepticism, or even negatively.

**Expedience Bias:** People tend to make quick decisions and act swiftly rather than take time and consider all the facts.

**Experience Bias:** People assume their perception and experience to be the whole truth, often minimizing others' experience and truths, which may be different.

**Distance Bias:** There is a tendency for individuals to show a greater preference for those who are nearby over those who are farther away.

**Confirmation Bias:** There is a tendency for individuals to selectively search for, interpret, and recall information that confirms our pre-existing beliefs or hypotheses while ignoring or rationalizing away contradictory evidence.



## Tips for Hiring Managers

Consider using the structured [Interview Guide and Evaluation Toolkit](#). Doing so creates conditions for hiring managers to evaluate candidates objectively based on their qualifications and job performance, rather than subjective factors or biases.

In the recruitment process, bias creeps up when we make decisions solely on one data point or recommendation. Hiring managers can mitigate this bias by conducting a debrief with the diverse interview panel and refer to the [Interview Guide](#).

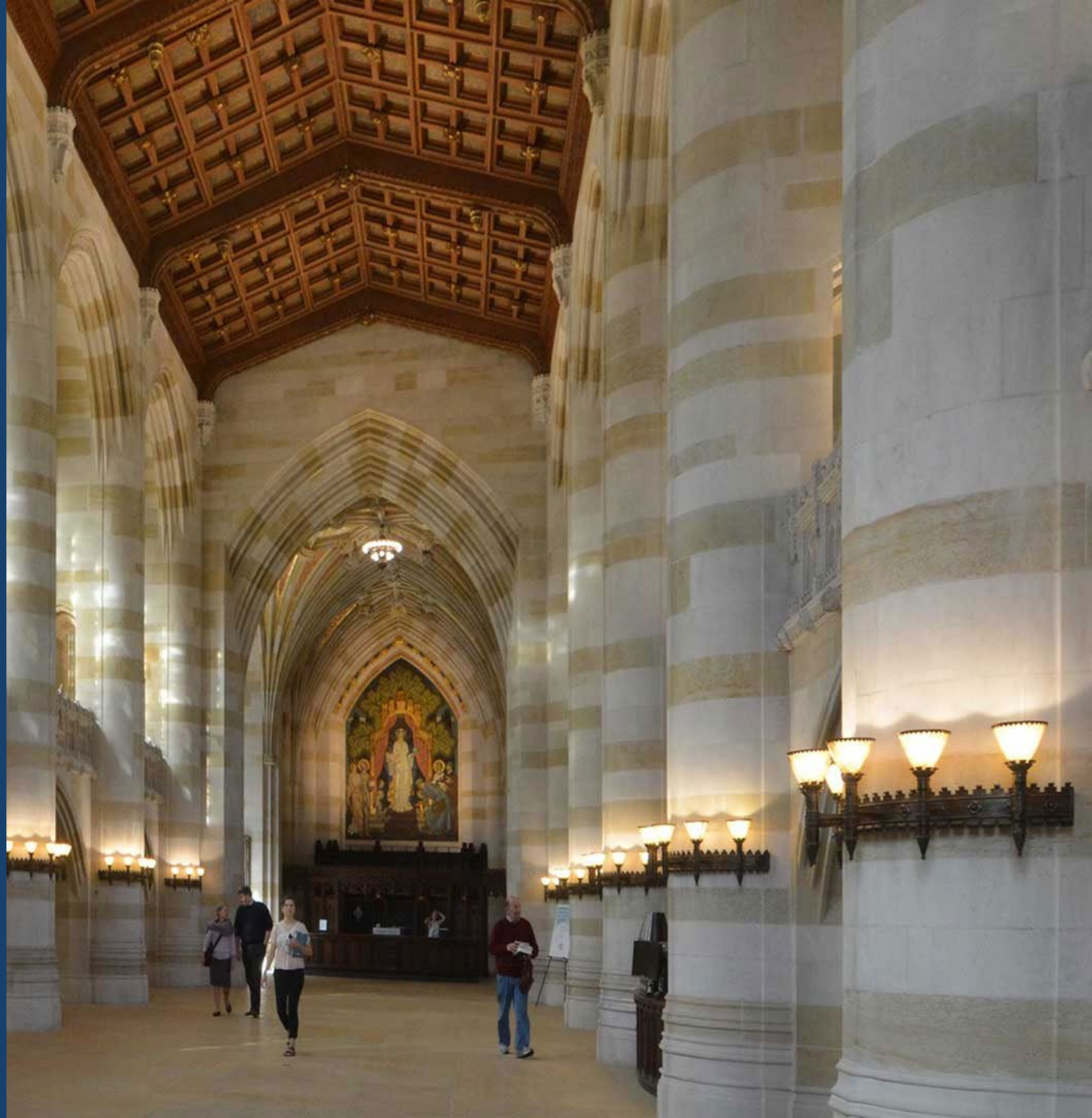
Nudge one's perception that underrepresented talent are difficult to find for certain roles. Consider taking steps to expand the candidate pool by encouraging efforts to explore alternative platforms, job boards, and communities that cater to underrepresented groups.

Maintain consistent interview and evaluation methods, regardless of whether the candidates are interviewed virtually or in person, to avoid impacting the hiring decision.

Encourage busting a confirmation bias that “applicants with more experience are better,” by exploring what is the nature of the individual’s experience and how it aligns with what is required on the job.



**Integrating Diversity, Equity,  
Inclusion and Belonging  
Practices in the Recruitment  
Process**

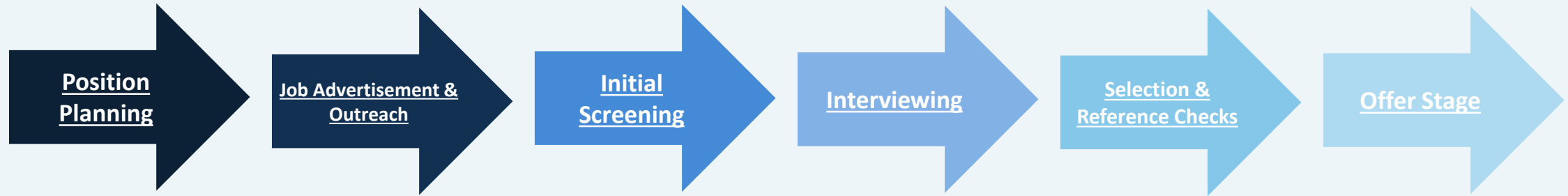


# High-Level View of the Recruitment Process

It is helpful for hiring managers to understand the key steps involved in recruitment:

Recruitment Steps

Description



Process of defining the requirements and expectations of a job to attract and hire the best person for the job

Advertising a job vacancy or opening on various platforms to attract job seekers, potential applicants, and passive candidates

Screening for relevant qualifications to create the candidate slate

Evaluating candidates through a formal interview process

Debrief, selection, and reference checks to make an informed hiring decision

Agreement between the candidate and interview committee to join the team and onboarding



On the next couple of pages, hiring managers can expect to gather insight on how to integrate DEI and belonging into their day-to-day recruiting practices and learn tips on resources/tools to better support their efforts. We encourage hiring managers to dive into the recruitment steps that are most relevant to learn more.

**Note:** Applicant: is anyone who could be a potential hire; Candidate: is someone who has progressed beyond the initial screening stage and is being evaluated for a particular role. The role of the hiring manager is referred to in these three steps: Job Advertisement & Outreach, Interviewing, and Selection & Reference Checks

# Integrating Diversity, Equity, Inclusion and Belonging Into Position Planning

## How to Bring Your Best Foot Forward as a Hiring Manager

- Differentiate between “**must have**” versus “**nice to have**” skills that are asked of applicants; doing so results in broadening the talent pool; e.g., *Is Yale experience or a four-year degree a “must-have” or a preferred qualification?*
- **Avoid using gendered language and instead, use more inclusive language** when creating job postings, as it may exclude certain populations; job postings may describe the ideal applicant as a “Rockstar Who Consistently Challenges the Status Quo” which is more masculine-oriented; hiring managers can leverage a Gender Decoder Tool to identify gendered language for job postings, to appeal to all audiences (see page 32 for more details); also consider refraining from using jargon that may not be easily understood by all potential applicants
- Periodically **review job postings** before commencing the recruitment process to ensure the tasks, skills, competencies, and responsibilities **reflect the current needs, requirements, and strategic priorities** of the department
- Clearly **state Yale’s commitment to DEI and belonging** in the job posting

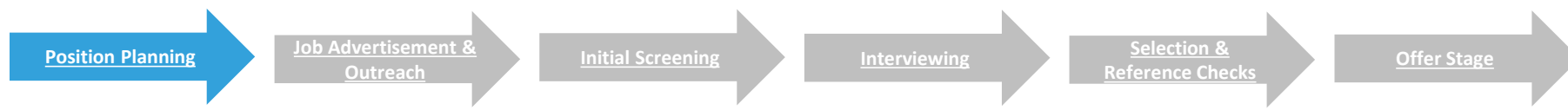
This section describes activities that hiring managers can leverage to support their recruiting efforts.

### Tips:

- **Become familiar with all types of benefits that Yale offers** such as parental leave, childcare support, breastfeeding/pumping spaces, tuition assistance, professional development funding to share with applicants who may be interested in these services
- If provided access by leadership, become familiar with the **DEI and Belonging Reporting Dashboard** to leverage for future position planning
- Refer to **Yale-specific resources and websites** such as the New Haven Hiring Initiative and New Haven Promise

### Why This Is Important to Hiring Managers

- Broadens the talent pool by focusing on must-have skills
- Makes Yale more attractive to *all* applicants by avoiding gendered language
- Stating Yale’s commitment to DEI and belonging signals its organizational values





# Integrating Diversity, Equity, Inclusion and Belonging Into Job Advertisement & Outreach

## How to Bring Your Best Foot Forward as a Hiring Manager

- Ensure there are easily accessible, **clear, and specific instructions on how to apply** for a position
- **Encourage an applicant pool that contains underrepresented candidates**—if not, advocate for additional outreach with your recruiter; also, consider the balance of internal versus external applicants
- **Partner with your recruiter and/or the Yale Staffing Office to target outreach strategies** to source underrepresented groups on **non-traditional recruiting platforms** beyond Indeed and LinkedIn (e.g., New Haven Hiring Initiative, New Haven Promise, HBCUs, HSIs, TCUs, AAPISIs, and professional organizations focused on specific diversity groups such as Women in Tech, Asians in Higher Ed)
- Periodically **review job posting** before commencing outreach to ensure the tasks, skills, and responsibilities reflect the **current needs and strategic priorities** of the department and distinguish between **must-have and nice-to have** skills
- Leverage the **university and/or department-specific diversity statement** that highlights **Yale's commitment** to DEI and belonging as it relates to the job

This section describes activities that hiring managers can leverage to support their recruiting efforts.

### Tips:

- Consider connecting with the DEI and Belonging team to ensure **understanding and alignment** in communicating Yale's DEIB commitment to applicants during outreach efforts
- Become knowledgeable of foundational DEI and belonging terminology to leverage your understanding during applicant contact and conversation (see pages 29–30)
- If you choose to do so, **spotlight with applicants your own career journey** as a hiring manager, your individual talents and perspectives on how **employees are recognized and respected at Yale** to show the sense of community that is being fostered
- Proactively connecting with applicants to ensure during all touchpoints **hiring managers show up as exemplary stewards** and role models

### Why This Is Important to Hiring Managers

- Clear and accessible application processes and targeted outreach strategies provide hiring managers their fair share of talent
- Advocating for DEIB through outreach efforts reinforces Yale's commitment to DEIB



# Integrating Diversity, Equity, Inclusion and Belonging Into Initial Screening

## How to Bring Your Best Foot Forward as a Hiring Manager

- **Connect with your recruiter to learn how to advocate** for additional outreach if underrepresented talent is inadequately represented in the initial screen (see [pages 8-10](#))
- Arrange appropriate **DEI and belonging-related trainings** for those involved in the recruitment process (i.e., especially the interview committee) to build self-awareness around biases, develop strategies to mitigate bias (see [page 31](#)) and how to bring diverse resumes to the top
- Help selected **candidates prepare for their screening interview**; provide the agenda, share names of interviewers, their titles and more, to **set up the candidates for success; aim to create a diverse interview committee**
- Ensure hiring managers are aware of questions and/or topic areas that they are not allowed to ask in accordance with federal **U.S. Legal Guidelines** during the interview process (see [page 34](#)); encourage hiring managers to reach out to the Yale Office of the General Counsel (or through the relevant recruiter).
- Become knowledgeable on how to **conduct neurodiverse candidate interviews** and what to expect to interview them best (if they identify themselves to you); also, understand how to assess certain soft skills for neurodiverse candidates in ways that are not inhibitive to them; leverage [this article](#) for more information on building an inclusive recruitment process to support neurodiversity

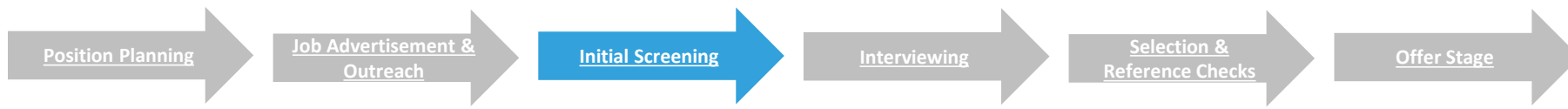
This section describes activities that hiring managers can leverage to support their recruiting efforts.

### Tips:

- Ensure all interview committee members undergo **implicit bias training** to ensure they are aware of the different biases that exist and how to mitigate them appropriately (see [page 14](#) and [31](#)); encourage hiring managers to understand how **processes and structures in the recruitment process reduce bias and encourage them to adhere to it**
- Relay **Yale's commitment to diversity, equity, inclusion and belonging** in every **initial applicant conversation**

### Why This Is Important to Hiring Managers

- Identifying underrepresented talent during the initial screening enables Yale's strategy to increase diversity of staff
- Providing DEIB-related trainings to recruitment process participants helps build awareness of biases and strategies to mitigate them
- Proactively supporting selected candidates and setting them up for success fosters an inclusive and fair screening process



# Integrating Diversity, Equity, Inclusion and Belonging Into Interviewing

## How to Bring Your Best Foot Forward as a Hiring Manager

- **Conduct standardized, structured interviews** to ensure a fair and equitable process for candidates (see [page 24](#) for more details); **note pronouns** of candidates and pronunciation of names prior to the start of the interview
- Be mindful to not ask questions about **protected identifiable information** (see [page 34](#) for more details)
- Instead of video interviews, **consider phone calls in early rounds** for candidates **without technology like webcams or high-speed internet** to avoid bias
- Record **meaningful interview notes** that are **objective** as it is helpful to **qualify one's decision-making** versus leaving it to memory when making hiring decisions; note first impressions of candidates, examine for biases, and reassess; avoid relying on irrelevant factors like voice pitch or behavior cues (see [page 14](#) for more on bias)
- **Debrief with the interview committee after the interview** to control for any rating discrepancies and to consider all perspectives when making key hiring decisions

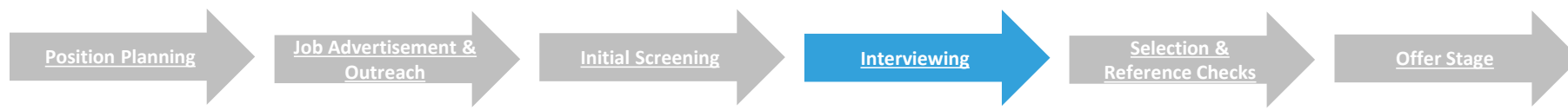
This section describes activities that hiring managers can leverage to support their recruiting efforts.

### Tips:

- Ensure candidates are being screened in a similar manner by utilizing the **[Interview Guide and Evaluation Tool](#)** to drive consistency and equity
- Refer to **unconscious bias resources** and information prior to conducting interviews
- Establish **strong rapport and trust with the candidate** through good communication, empathy, and active listening
- Ensure **candidate transparency** by sharing the hiring process and expectations with candidates to help support their success; capture the **candidate's feedback on their interview process**

### Why This Is Important to Hiring Managers

- Integrating DEI and belonging into the interview process reduces the risk of bias based on factors that are unrelated to job qualifications





# Integrating Diversity, Equity, Inclusion and Belonging Into Selection & Reference Checks

## How to Bring Your Best Foot Forward as a Hiring Manager

- Focus on a **candidate's behaviors and actions, not likeability** to keep an objective lens in selecting the best person for the job
- When assessing a candidate's application, **review all their materials thoroughly**, but avoid relying too heavily on **subjective letters of recommendation or being overly influenced by their institutional or educational pedigree**
- When **checking references (i.e., via Skill Survey) for every finalist and/or hired candidate, develop job-related questions** that are aligned with the competencies associated with the position—read Yale's [Guidelines](#)
- Utilize the **Evaluation Tool for candidate selection** (see [page 23](#) for details)
- Abstain from utilizing terms such as “culture fit” as selection criteria; instead, consider if the candidate would be a **culture add** to the university
- When rejecting someone, ensure that one can **state a reason** and that the **reason is tied to clearly defined job requirements**

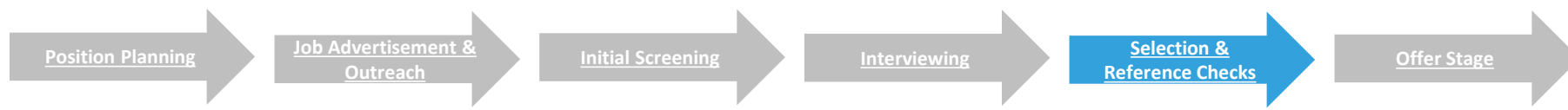
This section describes activities that hiring managers can leverage to support their recruiting efforts.

### Tips:

- Get to **know the selection committee members and their areas of expertise** so that one can understand how to best utilize one another's perspectives during candidate debrief and selection; this can be done through 1:1 connects between the interview committee members or sharing their resumes with one another
- Create and implement tools (via Pulse Surveys administer by Talent Acquisition) to **measure candidate's sense of inclusion, belonging, and transparency** throughout the hiring process
- Track **diversity composition of slate of interviewers**

### Why This Is Important to Hiring Managers

- By leaning on DEI and belonging practices in the selection process hiring managers can contribute to a more inclusive and equitable decision-making process
- These actions align hiring decisions with job-related qualifications, reducing the influence of subjective biases



# Integrating Diversity, Equity, Inclusion and Belonging Into The Offer Stage

## How to Bring Your Best Foot Forward as a Hiring Manager

- In partnership with your recruiter, have a conversation to check for **pay equity** so that people are paid for the role and responsibilities and not penalized for any differences or personal characteristics they may have
- Address any **common misconceptions on the interview committee** (e.g., reasonable accommodations are expensive, people with disabilities are not qualified applicants)
- Develop an initial **mentoring plan** for new hires based on their needs and interest areas within the department
- Understand how to ensure **neurodiverse candidates are accommodated** for during their **post-hire experience** as well
- If a candidate from an underrepresented group declined the job offer, **consider following up to gather information** on why they decided not to pursue the position at your organization; assess areas of improvement in the interview process for these groups

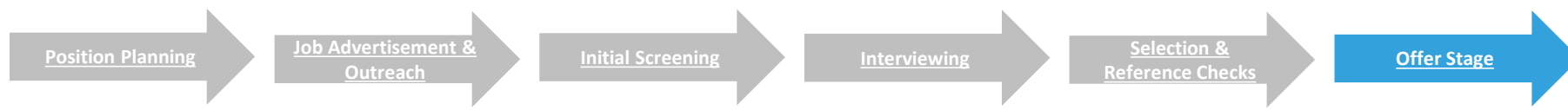
This section describes activities that hiring managers can leverage to support their recruiting efforts.

### Tips:

- Consider checking for **pay equity** before making an offer
- Speak with other hiring managers to understand **what went well or not so well in their recruiting process** with candidates they interacted with; learn from their lessons and improve the hiring manager role in the process
- Gather feedback from **candidates who accepted their offer** and inquire what their **favorite or least favorite part** of the process was; use this information to improve the future candidate experience

### Why This Is Important to Hiring Managers

- Advocating for pay equity, addressing common misconceptions, and providing support and mentorship to new hires challenges biases and provides the necessary support to candidates to succeed and thrive within Yale



# **Interview Guide (IG) and Evaluation Tool (ET)**

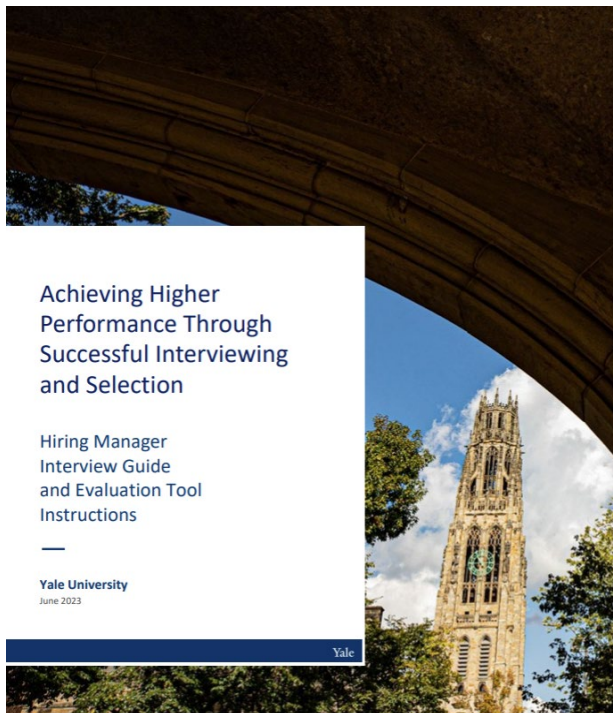




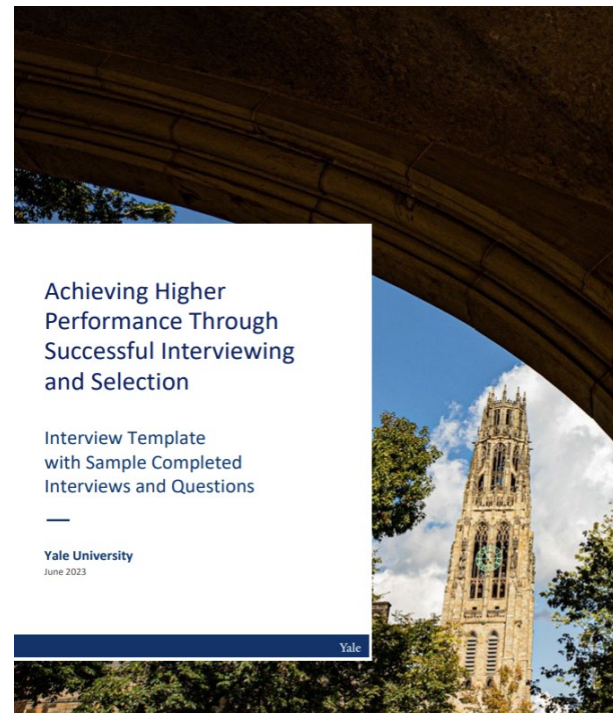
When conducting interviews, we encourage hiring managers to leverage the tools below to compliment their recruitment efforts.

The tools are segmented into three parts:

- **Part 1:** [Hiring Manager Interview Guide and Evaluation Tool Instructions](#)
- **Part 2:** [Interview Template with Sample Completed Interviews and Questions](#)
- **Part 3:** [Individual Candidate Evaluation](#)



Part 1



Part 2

**SAMPLE** Individual Candidate Evaluation

Once you have completed your candidate interview you are ready to complete the Individual Candidate Evaluation. Input the position title, interviewer name, candidate name, interview date, top 5 categories/areas of importance (i.e. Mission, Vision, Values, Organization and/or Department Objectives, Competencies, Job Expectations), and rating for the indicated competency or area of importance and provide a candidate recommendation. Information completed on this evaluation will auto populate onto the Candidate Comparison Evaluation tab.

Position Title:	Operations Manager
Interviewer:	Maria Interviewer
Candidate Name:	John Candidate
Interview Date:	04.03.23

**Rating Scale**

**1 - Below Requirements**  
Demonstrates competency inconsistently, even with repeated instruction or guidance. Few good examples

**2 - Meets Requirements**  
Demonstrates competency accurately and consistently in most situations with minimal guidance. Many good examples.

**3 - Exceeds Requirements**

> **SAMPLE** Evaluation- Candidate 1 Evaluation- Candidate 2 Evaluation- Candidate 3 Evaluation- Candidate 4 Evaluation- Candidate 5 Candidate Comparison +

Part 3



# Appendix

- [Top Tips for Hiring Managers](#)
- [Job Posting Tips](#)
- [Foundational Diversity, Equity, Inclusion and Belonging Terminology](#)
- [Unconscious Bias—Resources List](#)
- [Study by Researchers at Duke & University of Waterloo Found Masculine Language Decreases Job Appeal for Women](#)
- [Existing Resource—New Haven Hiring Initiative \(NHHI\)](#)
- [Legal Considerations When Interviewing](#)
- [Point of Contact](#)

## Position Planning

- Differentiate between “**must have**” versus “**nice to have**” skills that are asked of applicants; doing so results in broadening the talent pool; e.g., *Is Yale experience or a four-year degree a must-have or a preferred qualification?*
- **Avoid using gendered language and instead, use more inclusive language** when creating job postings, as it may exclude certain populations; job postings may describe the ideal applicant as a “Rockstar Who Consistently Challenges the Status Quo” which is more masculine-oriented; hiring managers can leverage a [Gender Decoder Tool](#) to identify gendered language for job postings, to appeal to all audiences (see [page 32](#) for more details); also consider refraining from using jargon that may not be easily understood by all potential applicants

## Job Advertisement & Outreach

- **Partner with your recruiter and/or the Yale Staffing Office to target outreach strategies** to source underrepresented groups on **non-traditional recruiting platforms** beyond Indeed and LinkedIn (e.g., [New Haven Hiring Initiative](#), [New Haven Promise](#), [HBCUs](#), [HSIs](#), [TCUs](#), [AAPISIs](#), and professional organizations focused on specific diversity groups such as [Women in Tech](#), [Asians in Higher Ed](#))

## Initial Screening

- Help selected **candidates prepare for their screening interview**; provide the agenda, share names of interviewers and their titles and more, to **set up the candidates for success**; **aim to create a diverse interview committee**
- Ensure hiring managers are aware of questions and/or topic areas that they are not allowed to ask in accordance with federal **U.S. Legal Guidelines** during the interview process (see [page 34](#)); encourage hiring managers to reach out to the OGC (or through the relevant recruiter)

## Interviewing

- Record **meaningful interview notes** that are **objective** as it is helpful to **qualify one's decision-making** versus leaving it to memory when making hiring decisions; note first impressions of candidates, examine for biases, and reassess; avoid relying on irrelevant factors like voice pitch or behavior cues (see [page 14](#) for more on bias)
- **Debrief with the interview committee after the interview** to control for any rating discrepancies and to consider all perspectives when making key hiring decisions

## Selection & Reference Checks

- When assessing a candidate's application, **review all their materials thoroughly**, but avoid relying too heavily on **subjective letters of recommendation or being overly influenced by their institutional or educational pedigree**
- When **checking references** (i.e., via **Skill Survey**) for every finalist and/or hired candidate, **develop job-related questions** that are aligned with the competencies associated with the position—read Yale's [Guidelines](#)

## Offer Stage

- In partnership with your recruiter, have a conversation to check for **pay equity** so that people are paid for the role and responsibilities and not penalized for any differences or personal characteristics they may have
- If a candidate from an underrepresented group declined the job offer, **consider following up to gather information** on why they decided not to pursue the position at your organization; assess areas of improvement in the interview process for these groups

When looking at the job posting preview (i.e., listed section areas below), hiring managers can keep in mind where they can integrate more DEIB practices to make it more appealing to all audiences.

- University Job Title
- Time Type
- **Compensation Grade**
- **Wage Ranges**
- Worksite Address
- Searchable Job Family
- Bargaining Unit
- Duration Type
- Compensation Grade Profile
- **Work Location**
- **Work Week**
- Total # of Hours to Be Worked
- **Position Focus**
- **Responsibilities**
- **Essential Duties**
- **Required Education and Experience**
- **Required Skill/Ability 1, 2, 3, etc.**
- **Preferred Education, Experience, and Skills**
- **Evening Hours Required?**
- **Weekend Hours Required?**
- Drug Screen
- Health Screen
- Background Check Requirements
- COVID-19 Vaccine Requirement
- Posting Disclaimer
- EEO Statement



The purpose of inserting these recommended DEIB additions within a job posting is to increase the number of applicants for a more diverse candidate pool.



Note: Job posting preview example taken from “Business Systems Analyst, PMO,” highlighted section areas keynote an opportunity to integrate more DEIB opportunities into the generic job posting; recommended DEIB additions list is not exhaustive. Source: [belong.yale.edu](https://belong.yale.edu)

## Recommended Diversity, Equity, Inclusion and Belonging (DEIB) Additions:

- **Responsibilities**
  - Consider adding more DEIB callouts to highlight how the posted position may contribute and/or be a part of the belonging at Yale efforts
- **Work Location or Work Week**
  - Suggest adding in a policy on the flexible work arrangements or policy on hybrid/remote work
- **Essential Duties, Preferred Skills/Ability, Preferred Education, Experience, and Skills**
  - May want to be more intentional about the number of must-have versus nice-to-have skills; e.g., a nice-to-have skill is being a Project Management Professional (PMP) versus it being a must-have skill (in certain positions)
- **Wage Ranges or Compensation Grade**
  - Suggest adding a note on salary transparency
- **Insert a “Health and Benefits” Section**
  - Suggest adding more language around the health benefits and leave options available at Yale (e.g., family domestic abuse, child rearing)



# Foundational Diversity, Equity, Inclusion and Belonging Terminology

Word	Definition
Accommodation	A change in structure, process, or way people behave, that allows an individual with a disability to have equal opportunity, access, and participation.
Acculturation	The process of adapting to the cultural traits and patterns of a new or different culture, while retaining one's own culture.
Assimilation	The process of giving up certain aspects of one's culture to adapt to that of the prevailing culture.
Ally	Someone who supports and advocates for members of a marginalized or underrepresented group, with the goal of promoting equity and inclusion.
BIPOC	An acronym that stands for Black, Indigenous and People of Color.
Code-Switching	The conscious or unconscious act of altering one's communication style and/or appearance to fit different social situations or environments.
Cultural Appropriation	The use of elements of one culture by members of another culture, often without permission and in a way that disrespects or devalues the original culture.

Word	Definition
Cultural Agility	Capacity to shift perspective and behavior based on commonalities and differences by experiencing cultures and individuals with greater levels of nuance.
Disability	A physical or mental impairment that affects one or more major life activities and limits interaction with the world.
Underrepresented Talent	Individuals or groups who are not adequately represented in a particular organization or field, despite having skills and potential to contribute.
Person First Language vs. Identity First Language	Emphasizes a person before the disability (e.g., person who is blind or people with autism). On the other hand, Identity First Language is when the disability is put first in the description (e.g., disabled or autistic).
Gender Identity	An individual's internal sense of their own gender, which may or may not align with the sex they were assigned at birth.
Gaslighting	A form of psychological manipulation in which a person seeks to sow seeds of doubt in a targeted individual or group, making them question their own sanity or powers of reasoning.
Gender Neutral	Gender neutral refers to language, behaviors, policies, or social constructs that avoid the use of gender categories, and do not reinforce or rely on traditional gender roles or stereotypes.

# Foundational Diversity, Equity, Inclusion and Belonging Terminology

Word	Definition
Gender Non-Conforming	An individual whose gender expression is different from societal expectations related to gender.
In-Group/Out-Group	An in-group is a group of people who identify with each other and feel a sense of loyalty, based on a variety of factors including gender, race, religion, or geography. An out-group, on the other hand, is a group that an individual does not belong to and may view with suspicion, hostility, or indifference.
Implicit Bias	The unconscious attitudes or stereotypes that affect a person's understanding or actions or decisions as they relate to people from different groups.
Intersectionality	The intertwining of social identities such as gender, race, ethnicity, sexual orientation or gender identity, which result in unique experiences, opportunities, barriers or social inequality.
Imposter Syndrome	The fear of being exposed as a fraud or feelings of inadequacy, inhibiting their ability to recognize their own accomplishments. Commonly among underrepresented groups.
LatinX	A gender-neutral or nonbinary term that refers to a person of Latin American origin or descent (gender-neutral version of Latino or Latina).

Word	Definition
Microaggressions	Commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, which communicate hostile, derogatory slights toward culturally marginalized groups.
Neurodiversity	The range of differences in individual brain function and behavioral traits, regarded as part of normal variation in the human population.
Non-Binary	A term people use to describe genders that don't fall into one of the two categories, men or women.
POC	Acronym for People of Color.
Transgender	An umbrella term for people whose gender identity and/or gender expression differs from their sex assigned at birth.
Cisgender	Cisgender is a gender identity where an individual's self-perception of their gender matches their sex.
Misgender	Referring to the conscious or unconscious use of language that is not in line with another's gender identity. This occurs when one makes assumptions about a person's gender identity.
Microaffirmation	A microaffirmation is a small gesture of inclusion, caring, or kindness. They include listening, providing comfort and support, and being an ally.

## Additional Resources

### Video:

- [“The Person You Mean to Be: How Good People Fight Bias: A conversation with Dolly Chugh, NYU Stern School of Business and Author of “The Person You Mean to be: How Good People fight Bias.” Facilitated by Prof. Laurie Santos, Yale University, as part of the series anchored by Kimberly Goff-Crews, VP for University Life and Secretary of Yale University](#)

### Non-Articles:

- [Project Implicit: Take an implicit association test](#)
- [Georgetown University: Unconscious Bias Toolkit](#)
- [Facebook: Managing Unconscious Bias video \(20 min\)](#)

### Articles:

- [16 Unconscious Bias Examples and How to Avoid Them in the Workplace](#)
- [HBR: Outsmart Your Own Biases](#)
- [HBS: Actively Addressing Unconscious Bias in Recruiting](#)
- [HBR: If There’s Only One Woman In Your Interview Pool, There’s Statistically No Chance She’ll Be Hired](#)

# Study by Researchers at Duke & University of Waterloo Found Masculine Language Decreases Job Appeal for Women

When hiring managers are referring to job postings, they may need to keep in mind how language can impact the size of the candidate pool.

- Masculine language in job postings leads to lower perceived belonging and job appeal in women, independent of their perceived ability to succeed at the job; however, feminine gendered language *did not* lead men to have lower perceived belonging or job appeal
  - e.g., Masculine versus Feminine Job Ad for a Sales Position: *“Looking for an independent, self-reliant worker who drives overall team efficiency”* versus *“Looking for a dependable, responsive worker who supports the team to drive overall efficiency”*
- Similar may be true about individualistic words and social class (unique, individual), as these are words that correlate with white, urban, upper middle class

Masculine Words in Study			Feminine Words in Study		
• Active	• Decisive	• Logic	• Affectionate	• Gentle	• Respon*
• Adventurous	• Decision	• Masculine	• Child*	• Honest	• Sensitiv*
• Aggress*	• Determin*	• Objective	• Cheer*	• Interpersonal	• Submissive
• Ambitio*	• Dominant	• Opinion	• Commit*	• Interdependen*	• Support*
• Analy*	• Force*	• Outspoken	• Communal	• Interpersona*	• Sympath*
• Asser*	• Greedy	• Persist	• Compassion*	• Kind	• Tender*
• Athlet*	• Headstrong	• Principle*	• Connect*	• Kinship	• Together*
• Autonom*	• Hierarch*	• Reckless	• Considerate	• Loyal*	• Trust*
• Boast*	• Hostil*	• Stubborn	• Cooperat*	• Modesty	• Understand*
• Challeng*	• Impulsive	• Superior	• Depend*	• Nag	• Warm*
• Compet*	• Independen*	• Self-confiden*	• Emotiona*	• Nurtur*	• Whin*
• Confident	• Individual*	• Self-sufficien*	• Empath*	• Pleasant*	• Yield*
• Courag*	• Intellect*	• Self-relian*	• Feminine	• Polite	
• Decide	• Lead*		• Flatterable	• Quiet*	

Note: Asterisk after a word stem means any ending can follow the stem. e.g., Aggress\* can mean aggressive, aggression.



Hiring managers can leverage this existing resource when searching and expanding their candidate pool:



## What Is It?

- Established in 2013 to partner with New Haven Works, the New Haven Hiring Initiative (NHHI) promotes local hiring focused primarily on New Haven neighborhoods with historically low-income levels and large minority populations
- Since July 2015, more than 4,300 residents have been hired into regular, full-time positions, including over 1,000 from the neighborhoods of focus
- NHHI works in partnership with New Haven Works to ensure that local jobseekers are:
  - Prescreened
  - Qualified candidates
  - Acquainted with Yale



## To-Dos

- Hiring managers can reach out to their recruiters for help:
- When looking at posted jobs, ask for a referral for a New Haven resident to interview
  - For temporary need, source candidates from New Haven Works through Yale's temp office



## Benefits

- Support Our Local Community
  - Yale is the largest private employer in New Haven and hiring locally helps community prosper
- Ease of Hiring
  - Candidates are prescreened, qualified and matched to opportunities
- Efficient
  - Saves time and funds

Topics to Avoid Asking	
Personal Identifiable Information (PII) I	Personal Identifiable Information (PII) II
National origin <ul style="list-style-type: none"><li>• Candidate's (or parent's or spouse's) nationality, ancestry, lineage, or parentage</li><li>• Whether candidate's parents or spouse are native-born or naturalized citizens</li><li>• Name of relative</li><li>• Candidate's (or family's) birthplace</li><li>• How candidate learned a second language</li></ul> Religious and political beliefs and affiliationsRace <ul style="list-style-type: none"><li>• Candidate's (or family's) race, skin color, or complexion</li></ul>	Gender, family, marital status <ul style="list-style-type: none"><li>• Change of name, maiden name, or original name</li><li>• Current or previous marital status</li><li>• Preferred form of address (Miss, Ms., or Mrs.)</li><li>• Spouse</li><li>• Pregnancy</li><li>• Number, name or ages of children or dependents</li></ul> Sexual orientationAgeAbility/disabilityCause of military dischargeCurrent salary

## Recommendations to Avoid Legal Implications

Provide the opportunity for applicants to self-disclose the information they would like to share. When in doubt, do not inquire about applicants arrest record, convictions, availability for Friday/Saturday/Sunday work (in consideration to religious observances), financial or family status, credit score, height/weight, residence.

Note: PPI (I) is information outline by the Department of Labor that directly identifies the individual (e.g., name, address) versus PPI (II) is when an agency intends to identify specific information indirectly (e.g., current salary, age).



**If hiring managers have any diversity, equity, inclusion and belonging questions about this Hiring Manager DEIB Toolkit, they can reach out to their recruiter for additional information.**

*\*The Hiring Manager Diversity, Equity, Inclusion and Belonging Toolkit, Evaluation Tool and Interview Guide were developed by the DEI and Belonging and Process Workstreams as part of the Yale Recruiting Strategic Initiative (RSI) project.*

