



**UNIVERSITY HEALTH SERVICES** *Tang Center*  
*People. Campus. Community.*

## **A TOOLKIT FOR RECRUITING AND HIRING A MORE DIVERSE WORKFORCE**



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## MESSAGE FROM CLAUDIA COVELLO, EXECUTIVE DIRECTOR

The core values of University Health Services (UHS) reflect a strong commitment to diversity, equity, and inclusion. In order to provide high quality, culturally competent care to clients, it is necessary to respect the differences of the students, staff, and faculty by offering an environment that celebrates diversity and embraces inclusion. All of UHS' staff and clients—regardless of race, ethnicity, sexual orientation, gender identity, age, language, abilities/disabilities, socioeconomic status, geographic region, or other defining characteristics—should feel welcome and valued.

In our roles as supervisors, an ongoing commitment to recruiting a diverse and talented workforce is paramount to serving the diverse campus community we serve. Some supervisors hire more frequently and are skilled in this area; I hope you will send your tips so we can add them. For others who hire less frequently or who are less familiar with this material, we hope you find this helpful.

I appreciate your commitment in building a vibrant workforce that meets the needs of our diverse campus community.

A handwritten signature in cursive script that reads "Claudia".

## YOUR ROLE AS THE SUPERVISOR/MANAGER

It is expected that supervisors and managers maintain a standard of practice that reflects UHS values and priorities. Eliminating disparities and ensuring that all students, staff, and faculty have equal access to high quality and culturally competent health care and services is vital to the UHS mission. The university community depends on the Tang Center to establish and maintain a healthy campus environment and culture. Managers and supervisors have the ability to institute a change through hiring practices. Their leadership can improve access and quality of care for all clients.

This toolkit contains resources to help guide and support the recruitment and hiring of more diverse employees. Each section of the toolkit covers a step in the recruiting and hiring process and includes information and tips on how to improve current recruiting activities.

All the suggestions may not apply to every open position, but hiring managers are expected, at minimum, to do the following:

- Undertake targeted recruitment activities
- Select a diverse hiring committee and educate the committee on methods of assessing potential candidates during interviews
- Include at least one diversity-related question during the interview

### *WHAT DOES THE RESEARCH SAY?<sup>2-4</sup>*

According to the National Healthcare Disparities Report, racial and ethnic minorities are more likely to

- experience disparities in health care
- receive lower quality of healthcare
- face more barriers in accessing care
- experience higher rates of preventable hospitalizations.

Increasing diversity in the healthcare workforce at University Health Services is critical in alleviating some of these disparities. Diversity in the healthcare workforce is associated with

- increased access for minority and underserved populations
- improved patient satisfaction
- enhanced cultural competence and sensitivity within the healthcare workforce.

## JOB DESCRIPTION TIPS

The job description is the opportunity to make a strong first impression. It is crucial to create a compelling job description that describes UHS' commitment to diversity, equity, and inclusion. Promote UHS as a place that an applicant would want to work. The job description is the first step in selling the position and the organization to a potential candidate. The tone, the language, and the details that are included or excluded in a job posting create an image of the organization and its values.

The Diversity Committee at University Health Services has the following recommendations for job descriptions:

- highlight the existing diversity present at the University and underscore UHS' commitment to have the staff and employees mirror the University community.
- provide examples as to how your department values diversity and inclusion.
- emphasize the importance of experience working with diverse populations (not just race and ethnicity, but also sexual orientation, gender identity, religious affiliation, etc.).

Other suggestions (from recruiters, other recruiting toolkits, and research):<sup>5-6</sup>

- emphasize experience and skills over academic or professional degrees (if possible).
- demonstrate a commitment to diversity by offering incentives (financial or other) for specialized skills (such as language ability) or experiences. See *Box 1*.
- consider including experience with diversity (or specific underrepresented groups—depending on the position) as a required qualification, not as optional or recommended.

### **Box 1. Job Description Strategy**

The Lynn Community Health Center in Lynn, Massachusetts, made bilingual capability something that—like years of work experience—influences the level on the salary scale at which an employee will be placed, which helped the center attract and hire the diverse new staff it sought.<sup>6</sup>

## RECRUITING BEST PRACTICES<sup>7-12</sup>

These best practices have been collected from academic sources, interviews with hiring committee members and recruiters and best practices from other recruiting toolkits and internet resources.

### *ADVERTISING FOR DIVERSITY*

- Advertise with professional organizations. (See *next page*)
- Ask professional organizations for names of potential candidates. (See *next page*)
- Include affirmative action policy or statement in advertisements and websites.

### *TARGET RECRUITMENT ACTIVITIES TO UNDERREPRESENTED POPULATIONS*

- Discuss hiring goals with the Human Resources Liaison and obtain the profile of the department, the demographics of current staff, and any affirmative action goals.
- Include the ways in which the work would help underrepresented populations in all messages.
- Partner with minority-serving institutions in the area to develop recruitment plans.
- Attend job fairs at local community, junior, and 4-year colleges that serve primarily underrepresented populations.
- Ask existing staff speak or guest lecture at classes at local community, junior, and 4-year colleges that serve primarily underrepresented populations.
- Provide opportunities for potential candidates to get a sense of the diversity in the workplace or broader community (such as a tour or attendance at an event).
- Create a diverse recruiting and/or hiring team.
- Personalize recruitment; call applicants and follow up.
- Reach out and find candidates. Use the internet and social media tools like LinkedIn to find competitive candidates.
- Recruit continuously—not only when there are openings. Maintain professional networks and make note of potential candidates from underrepresented groups. If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.
- Maintain a file of resumes and contact information for potential candidates from underrepresented groups.

### *ON-THE-JOB MENTORSHIPS AND CAREER LADDERS*

- Increase (and publicize) ability for advancement.
- Provide information on training and mentorship opportunities.
- Create career development and mentorship opportunities within the organization.
- Provide mentors for staff from underrepresented groups (compensate mentors, if possible).
- Offer compensation (or other benefits) for participation in diversity recruitment and community outreach endeavors including participation in conferences, committees, or coalitions related to diversity and the reduction of disparities.

### *DEMONSTRATING AN ORGANIZATIONAL COMMITMENT TO DIVERSITY*

- Make University Health Service's commitment to diversity public.
- Integrate elements of diversity, equity, and inclusion into management and employee performance reviews and professional development plans.
- Review policies that affect work/life balance and make changes to reflect changing family structures, home situations, and cultural norms.
- Enforce accountability among staff, departments, and units to demonstrate a commitment to providing a high quality level of care to all the diverse clients served.

**WHERE TO SEND JOB OPENINGS: A LIST OF LOCAL AND NATIONAL PROFESSIONAL ORGANIZATIONS AND LISTSERVS**

<i>Campus Organizations</i>		
<input type="checkbox"/> <b>Asian Pacific American Systemwide Alliance (APASA)</b>	<a href="http://stafforg.berkeley.edu/organizations/stafforgs/apasa">http://stafforg.berkeley.edu/organizations/stafforgs/apasa</a>	APASA's goal is to promote the general welfare of Asian and Pacific American (APA) faculty, staff, and students at UC Berkeley.
<input type="checkbox"/> <b>Alianza</b>	<a href="http://stafforg.berkeley.edu/organizations/stafforgs/alianza">http://stafforg.berkeley.edu/organizations/stafforgs/alianza</a>	Alianza is dedicated to enhancing professional opportunities, increasing awareness and active participation in campus priority issues, and providing a supportive network with an emphasis on Chicano/Latino staff members.
<input type="checkbox"/> <b>Black Staff &amp; Faculty Organization (BSFO)</b>	<a href="http://stafforg.berkeley.edu/organizations/stafforgs/bsfo">http://stafforg.berkeley.edu/organizations/stafforgs/bsfo</a>	The goal of BSFO is to promote general prosperity of African-Americans at the University of California, Berkeley; to function as an informative organization in support of recruitment, career development and retention of members; to hold the campus administration accountable for maintaining its commitment to diversity and affirmative action; and to be an influential voice in supporting recruitment and retention of African-American students.
<input type="checkbox"/> <b>Native American Staff Council (NASC)</b>	<a href="http://stafforg.berkeley.edu/organizations/stafforgs/nasc">http://stafforg.berkeley.edu/organizations/stafforgs/nasc</a>	The Native American Staff Council (NASC) addresses the needs and concerns of Native American and Alaskan Native staff at the University of California, Berkeley.
<input type="checkbox"/> <b>LavenderCal</b>	Email: <a href="mailto:lavmail@lists.berkeley.edu">lavmail@lists.berkeley.edu</a> <a href="http://lavendercal.berkeley.edu/">http://lavendercal.berkeley.edu/</a>	LavenderCal is the network for lesbian, gay, bisexual, transgender, intersex, queer, and questioning employees at UC Berkeley. It encompasses faculty, staff, librarians, lecturers, academic appointees, researchers, postdoctoral appointees, and visiting scholars.
<input type="checkbox"/> <b>UC Berkeley School of Social Welfare Alumni Association</b>	Email: <a href="mailto:lupeg@berkeley.edu">lupeg@berkeley.edu</a> <a href="http://socialwelfare.berkeley.edu/AlumniFriends/Alumni_SWAA.php">http://socialwelfare.berkeley.edu/AlumniFriends/Alumni_SWAA.php</a>	
<input type="checkbox"/> <b>UC Berkeley School of Public Health Alumni Association</b>	Email: <a href="mailto:phaa@berkeley.edu">phaa@berkeley.edu</a> <a href="http://sph.berkeley.edu/alumni/phaa/index.php">http://sph.berkeley.edu/alumni/phaa/index.php</a>	
<input type="checkbox"/> <b>Cal's LGBT alumni group</b>	<a href="http://www.calalumnipride.org/?page_id=13">http://www.calalumnipride.org/?page_id=13</a>	The Lesbian, Gay, Bisexual, and Transgender (LGBT) alumni club of the University of California, Berkeley. Its mission is to support and promote the interests of UC Berkeley and its alumni, with an emphasis on issues and interests specific to the LGBT community.



*Local Organizations and Listservs*

<input type="checkbox"/> <b>San Francisco Lesbian Gay Bisexual Transgender (LGBT) Community Center</b>	Email: <a href="mailto:Jobs@sfcenter.org">Jobs@sfcenter.org</a> Telephone: 415-865-5632 <a href="http://www.sfcenter.org/program/s/econ_dev/econ_employment.php">http://www.sfcenter.org/program/s/econ_dev/econ_employment.php</a>	Employers or service providers interested in participating with the Center's LGBT Job Fair Series can email or call for further information about programs and services.
<input type="checkbox"/> <b>Billy DeFrank LGBT Community Center</b>	Email: <a href="mailto:info@defrank.org">info@defrank.org</a> <a href="http://www.defrankcenter.org/">http://www.defrankcenter.org/</a>	The Billy DeFrank LGBT Community Center strives to be the community's premier resource hub and a recognized leader in promoting health, strength, diversity, and inclusiveness. Through collaboration and unity, the center provides a diverse platform for the community to meet, learn, be challenged, and grow.
<input type="checkbox"/> <b>UCSF LGBT Resource Center Listserv</b>	<a href="http://lgbt.ucsf.edu/out_listserv.html">http://lgbt.ucsf.edu/out_listserv.html</a>	More than 800 LGBT students, faculty, staff, residents, postdocs, and fellows at UCSF are linked via a listserv that publicizes LGBT events and news.
<input type="checkbox"/> <b>College Health LGBT Listserv</b>	<a href="http://shs.wustl.edu/listserv/College-Health-LGBT/index.htm">http://shs.wustl.edu/listserv/College-Health-LGBT/index.htm</a>	The College Health LGBT Listserv provides a forum for those interested in the health, well-being, and academic success of lesbian, gay, bisexual, and transgender students, as well as their allies.
<input type="checkbox"/> <b>Bay Area Black Nurses Association</b>	<a href="http://www.babna.org/job-board">http://www.babna.org/job-board</a>	The Bay Area Black Nurses Association is a professional organization of registered nurses, licensed vocational nurses and nursing students who contribute to improving the quality of life of persons who share the African American heritage and other ethnic groups.
<input type="checkbox"/> <b>South Bay Black Nurses Association</b>		South Bay Black Nurses Association's mission is helping Americans of African Heritage and other people of color to achieve health care commensurate with that of the larger society by strengthening and increasing the number of Americans of African heritage in the nursing profession.
<input type="checkbox"/> <b>San Francisco State University School of Social Work</b>	Email: <a href="mailto:socwork@sfsu.edu">socwork@sfsu.edu</a> <a href="http://socwork.sfsu.edu/careers.aspx">http://socwork.sfsu.edu/careers.aspx</a>	
<input type="checkbox"/> <b>Bay Area Asian Pacific Islander Social Work Council</b>	Email: <a href="mailto:apicouncilnorth@gmail.com">apicouncilnorth@gmail.com</a> <a href="https://sites.google.com/site/apiswcgroup/">https://sites.google.com/site/apiswcgroup/</a>	The Bay Area Asian and Pacific Islander Social Work Council, a Northern Chapter of the California National Association of Social Workers ( <a href="http://www.naswca.org/">http://www.naswca.org/</a> ), is composed of social work professionals across California and social work students from UC Berkeley, San Jose State University, CSU East Bay, and San Francisco State University .

☐ <b>Intertribal Friendship House</b>	Email: <a href="http://www.ifhurbanrez.org/contact.php">http://www.ifhurbanrez.org/contact.php</a>	Intertribal Friendship House (IFH) located in Oakland, CA was established in 1955 as one of the first urban American Indian community centers in the nation. It was founded by the American Friends Service Committee to serve the needs of American Indian people relocated from reservations to the San Francisco Bay Area.
☐ <b>National Association of Asian American Professionals</b>	Email: <a href="mailto:info@naaapsf.org">info@naaapsf.org</a> <a href="http://www.naaapsf.org/Home.aspx">http://www.naaapsf.org/Home.aspx</a>	NAAAP San Francisco is the Bay Area Chapter of the National Association of Asian Professionals (NAAAP). NAAAP-SF is an all volunteer non-profit organization. It serves and supports organizations, associations, and enterprises committed to the betterment of the Asian American community.
☐ <b>Chicana/Latina Foundation</b>	Email: <a href="mailto:claudia@chicanalatina.org">claudia@chicanalatina.org</a> <a href="http://www.chicanalatina.org/index.php">http://www.chicanalatina.org/index.php</a>	The Chicana/Latina Foundation (CLF) is a non-profit organization which promotes professional and leadership development of Latinas. The Foundation's mission is to empower Chicanas/Latinas through personal, educational, and professional advancement.
☐ <b>California Latino Medical Association</b>	<a href="http://calma.org/">http://calma.org/</a>	CaLMA is the largest Latino physician association in the state of California, committed to bringing high-quality, culturally-sensitive health care to the Latino community. It serves as advocates for its members, patients, and California's public health.
☐ <b>Latino Coalition for a Healthy California</b>	Email: <a href="mailto:dgarza@lchc.org">dgarza@lchc.org</a> <a href="http://www.lchc.org/">http://www.lchc.org/</a>	The Latino Coalition for a Healthy California - the only statewide organization with a specific emphasis on Latino health - impacts Latino health through enhanced information, policy development and community involvement.

*National Organizations and Listservs*

☐ <b>Association of Minority Health Professions Schools, Inc. (AMHPS)</b>	Email: <a href="mailto:info@minorityhealth.org">info@minorityhealth.org</a> <a href="http://www.minorityhealth.org/index.php">http://www.minorityhealth.org/index.php</a>	The Association of Minority Health Professions Schools, Inc. (AMHPS) is a nonprofit, educational, scientific and charitable 501 (c)3 organization that provides support for professional education, research and community service that promotes optimum health among minorities and the under-served.
☐ <b>National Association of Black Social Workers</b>	Email: <a href="mailto:harambee@nabsw.org">harambee@nabsw.org</a> <a href="http://www.nabsw.org/mserver/Home.aspx">http://www.nabsw.org/mserver/Home.aspx</a>	NABSW is designed to promote the welfare, survival, and liberation of the Black Community; and to advocate for social change at the national, state, and local level.

<input type="checkbox"/> <b>Gay &amp; Lesbian Medical Association</b>	Email: <a href="mailto:info@glma.org">info@glma.org</a> <a href="http://www.glma.org/index.cfm?nodeid=1">http://www.glma.org/index.cfm?nodeid=1</a>
<input type="checkbox"/> <b>GLBT Advisory Committee of the American Medical Association</b>	Email: <a href="mailto:glbt@ama-assn.org">glbt@ama-assn.org</a> Telephone: (312) 464-4748 <a href="http://www.ama-assn.org/ama/pub/about-ama/our-people/member-groups-sections/glbt-advisory-committee.page?">http://www.ama-assn.org/ama/pub/about-ama/our-people/member-groups-sections/glbt-advisory-committee.page?</a>
<input type="checkbox"/> <b>National Coalition for LGBT Health</b>	Email: <a href="mailto:coalition@lgbthealth.net">coalition@lgbthealth.net</a> <a href="http://lgbthealth.webolutionary.com/home">http://lgbthealth.webolutionary.com/home</a>
<input type="checkbox"/> <b>Association of American Indian Physicians</b>	<a href="https://aaip.site-ym.com/general/register_member_type.asp">https://aaip.site-ym.com/general/register_member_type.asp</a>
<input type="checkbox"/> <b>National Hispanic Medical Association</b>	<a href="http://jobs.nhmamd.org/post.cfm">http://jobs.nhmamd.org/post.cfm</a>
<input type="checkbox"/> <b>National Forum for Black Public Administrators</b>	<a href="http://careers.nfbpa.org/post.cfm">http://careers.nfbpa.org/post.cfm</a>
<input type="checkbox"/> <b>Minority Affairs Section of the American Medical Association</b>	Email: <a href="mailto:mas@ama-assn.org">mas@ama-assn.org</a> <a href="http://www.ama-assn.org/ama/pub/about-ama/our-people/member-groups-sections/minority-affairs-section.page">http://www.ama-assn.org/ama/pub/about-ama/our-people/member-groups-sections/minority-affairs-section.page</a>
<input type="checkbox"/> <b>MinorityNurse.com</b>	<a href="http://www.minoritynurse.com/?q=general-nursing-job-postings">http://www.minoritynurse.com/?q=general-nursing-job-postings</a>
<input type="checkbox"/> <b>Asian Pacific Islander Nurses Association</b>	<a href="http://www.aapina.org/node/5">http://www.aapina.org/node/5</a>
<input type="checkbox"/> <b>National American Arab Nurses Association</b>	<a href="https://n-aana.org/">https://n-aana.org/</a>
<input type="checkbox"/> <b>National Association of Indian Nurses of America</b>	Email: <a href="mailto:contact@nainausa.com">contact@nainausa.com</a> <a href="http://www.nainausa.com/index.html">http://www.nainausa.com/index.html</a>
<input type="checkbox"/> <b>National Association of Hispanic Nurses</b>	<a href="http://www.thehispanicnurses.org/jobpress/">http://www.thehispanicnurses.org/jobpress/</a>
<input type="checkbox"/> <b>National Association of Black Nurses</b>	<a href="http://www.nbna.org/index.php?option=com_content&amp;view=category&amp;id=38&amp;Itemid=132">http://www.nbna.org/index.php?option=com_content&amp;view=category&amp;id=38&amp;Itemid=132</a>
<input type="checkbox"/> <b>National Coalition of Ethnic Minority Nurse Association</b>	Email: <a href="mailto:bwilliams@ncemna.org">bwilliams@ncemna.org</a> <a href="http://www.ncemna.org/">http://www.ncemna.org/</a>
<input type="checkbox"/> <b>Philippine Nurses Association of America</b>	Email: <a href="mailto:info@mypnaa.org">info@mypnaa.org</a> <a href="http://www.mypnaa.org/">http://www.mypnaa.org/</a>

For more resources, please see the Human Resources at Berkeley website: <http://hrweb.berkeley.edu/guides/managing-hr/recruiting-staff/employment/recruitment/advertising>.

## BEFORE THE INTERVIEW

### CREATING A HIRING COMMITTEE

#### **Ensure a diverse composition. (See Box 2).**

In order to keep diversity, equity, and inclusion on the radar, it is crucial to include people who are committed to these ideals on the hiring committee. Recruit members of the University Health Services Diversity Committee or ask the Diversity Committee or other staff members or employees for recommendations within the organization. Consider including people from other departments or student representatives as well. Also include staff and employees from often-overlooked underrepresented groups (gender identity, religious affiliation, political affiliation, etc.) to increase other types of diversity among the hiring committee members. It is important to remember that diversity is not simply race, ethnicity, and culture, but also sexual orientation, gender identity, age, language, abilities/disabilities, socioeconomic status, geographic region, or other defining characteristics.

#### **Box 2. Questions to ask when creating a Hiring Committee.**

Does the committee include members who:

- Have worked on projects related to diversity, equity, and inclusion?
- Are representative of different departments within UHS?
- Are members of underrepresented groups on campus?
- Can advocate for students and other clients of diverse backgrounds and experiences?

*Note:* Due to limited staff and time resources, there may be situations where there is only one or two people from underrepresented populations on the hiring committee. Be mindful that these individuals do not become the “representatives for diversity.” All hiring committee members, regardless of identity group, should be responsible for considering issues related to equity, inclusion, and diversity.

### EDUCATING THE HIRING COMMITTEE

Educating the hiring committee on the importance of diversity is critical to increasing diversity within the workforce. Some suggestions for educating hiring committees include:

- Provide the handout *ASSESSING CANDIDATES IN TERMS OF EQUITY, INCLUSION, AND DIVERSITY* (See page 16 )
- Share the profile of the department, the demographics of current staff, and any affirmative action goals with all members of the hiring committee. Be open about specific hiring goals.
- Remind the committee members of unconscious bias and the implications of making judgments on a person’s character, experiences, or background based on details unrelated to job performance and work ethic.
- Consider asking committee members to take an Implicit Association Test before participating on the committee to raise awareness about unconscious bias. (Here is an example of an online Implicit Association Test: <https://implicit.harvard.edu/implicit/>).
- Distribute the Hiring Committee handout

# THE INTERVIEW

The following interview questions have been collected from UHS staff and departments, the Division of Equity & Inclusion, informational interviews with recruiters, and internet research.

## *DIVERSITY-RELATED INTERVIEW QUESTIONS*

- What do you see as the fundamental characteristics of organizations that create an inclusive environment?
- What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?
- Please share an example that demonstrates your respect for people and their differences; and how you've worked to understand perspectives of others?
- Provide an example of a time you communicated a complex concept to an individual who spoke English as a second language.
- What does social justice mean to you? How do you incorporate this principle in your work?
- What tools/techniques do you bring for promoting collaboration among underrepresented groups?
- What is your definition of a diverse patient population? What behaviors, techniques, or decisions allow you to function most effectively as a provider or employee when working with a highly diverse patient population? What tools have you employed in working with a diverse staff?
- How do you define "diversity" from a professional perspective? Please give an example of your ethnicity and/or cultural identity impacting your work.
- Explain how diversity has played a role in your career.
- The University has a diverse workforce (in terms of ethnicity, class, culture, language, sexual orientation, and disabilities). Can you tell us about your experience working with and serving such a diverse population?
- Please describe experiences you have had leading campus outreach activities for underserved student populations (e.g., developing and leading workshops, providing consultation to student service departments).

## *EXAMPLES OF SPECIFIC SCENARIO-BASED INTERVIEW QUESTIONS*

1. A female client who is an immigrant from South Asia in an arranged marriage reports that her husband is abusing her physically and mentally. She says that he is convinced that her male supervisor wants to have sex with her and that her husband has made more frequent comments about coming to the workplace to "settle things with her supervisor". The client is concerned about losing her job.
  - What factors would you consider in your assessment?
  - How might you proceed based on your assessment?
2. Minoo is a 24 year old graduate student, originally from Iran, whose family immigrated to America when she was 11. She is in her first serious relationship with Steve, a 26 year old Euro-American male, who she's been dating for six months. Minoo reports that although Steve says he loves her, he also throws things when angry, has called her insulting names, and last night accused her of cheating on him when she didn't respond to a text message right away. This has resulted in confusion, concern and growing fear. Minoo feels she can tell no one. She has few friends locally, and although she's close with her mother, she hasn't told her about Steve because he is not Iranian.

### **Questions**

- What would you want to accomplish with this student in the 1<sup>st</sup> session?
- How would you proceed in subsequent sessions?

- What might the cultural considerations be? (If not addressed initially)
3. Sally, a bi-racial (Mexican American/African American) 20 year old female has been referred to Social Services for pregnancy counseling. She starts crying as she tells you that she doesn't believe in abortion, but doesn't want to be pregnant. She proceeds to tell you that she went to a fraternity party some weeks ago where she drank some punch. She woke up the next day in a strange guy's room and didn't remember what had happened. Her roommates told her later that she had been hanging out with this guy at the party and seemed to be having a good time. When they left, she declined to come home with them.

**Question: Where would you begin with this student?**

4. Tiffany is a 21y/o, Queer identified transfer student coming to counseling for the very first time. She reports feeling sad and lonely following the end of a romantic relationship. Tiffany adds that she can't stop thinking about what she could have done differently in the relationship and is having difficulty focusing on school. She says that everything in her life is a mess and wishes she could escape. Tiffany is unable to seek support from her normal source of support, her family, as they would not approve of her dating women. She is uncertain how therapy can be helpful and acknowledges not feeling comfortable talking to a stranger about these issues.

**Questions**

- What other information would you want to know?
- How might you structure your therapy with Tiffany (i.e., beginning, middle, and end of therapy)?
- Any other thoughts about this case?

Follow-up - Consultation for Tiffany:

You are the counselor on call and get a phone call from a resident director. She reports that she walked her resident, Tiffany, to the Counseling Center earlier in the week and wants to make sure that Tiffany followed-up with her appointment. She adds that she has some new information to share and would like to speak to Tiffany's therapist.

**Questions**

- How might you respond in this situation?

5. Juan is a 20-year-old, first generation, college student who comes to see you for an urgent appointment (what we call AVC). He states that he is on academic probation, has no idea why he came to Cal, and feels like he is "going crazy". He describes being "nervous" most of the time, especially at night, and at times thinks that people are out to get him. He reports sleeping very little and is having difficulty concentrating, both of which have been getting worse over the past week. When you ask Juan how he has tried to cope with his feelings, he shares that he has started cutting on his body.

**Questions**

- What other information would you want to know?
- How might you help him? (If necessary follow-up with: Assuming you have ruled out suicide how might you help him)?
- Any other thoughts about this case?

6. Irina is a 34yo Ukranian American who is in an Administrative Assistant III position in the School of Public Health. She has been working in this department for 12 years since graduating from Cal with an anthropology major. She lives with her parents who immigrated to the United States when client was a teenager so she could get a better education. Irina has received excellent performance evaluations and was referred to career counseling by her

supervisor. She indicates that she has “no idea what to do with her life” and is afraid that her position might be eliminated due to budget cuts at the University.

**Questions**

- What are your initial thoughts about this case?
- Describe what you might do to assist Irina if you had four sessions of counseling.
- Are there any campus or community resources you would consider using to help this client?

7. You have an initial career counseling session with “Carlos” a 19yo Chicano freshman who is a first generation college student. He is considering law and medicine as possible careers but is anxious about doing well enough in his classes to prepare for a professional career. He is concerned about finances and wants to be able to help his family after graduation because of the sacrifices they have made for him to get a Cal education. He misses his family and indicates on our intake form that adjustment to Cal has been a concern. He seeks career counseling because he wants a counselor to help him “find the right major and career.”

**Questions**

- What are your initial thoughts about areas that you would like to further explore with this client?
8. Describe a career counseling approach or plan that you might use if you had 5 sessions to work with this student.

# Assessing Candidates in terms of Equity, Inclusion, and Diversity

## Handout for UHS Hiring Committees

### ASSESSING A POTENTIAL CANDIDATE IN TERMS OF EQUITY, INCLUSION, AND DIVERSITY (EID)

When assessing whether an applicant is open and committed to issues related to equity, inclusion, and diversity, a candidate should:

- Demonstrates an understanding and acceptance of equity, inclusion and diversity concepts, and that they are broader than just race, ethnicity, and gender
- Demonstrates self-awareness, in terms of understanding their own culture, identity, biases, prejudices, power, privilege and stereotypes
- Demonstrates awareness of generational differences in work styles
- Demonstrates willingness to challenge and change institutional practices that present barriers to different groups
- Infuses equity, inclusion and diversity concepts in response to questions not directly prompting for them
- Able to provide concrete examples and/or experiences in these areas
- Makes an effort to include the broad array of UHS departments in responses
- Uses inclusive language.
- Seems comfortable discussing issues related to EID
- Indicates experience, commitment, and/or willingness to promote issues related to EID at the Tang Center.
- Shares successful experiences working with underrepresented populations.

If interviewing for a management position:

- Demonstrates recognition that diversity is threaded through every aspect of management

Campus core competencies for inclusiveness:

- Show respect for people and their differences; promotes fairness and equity.
- Engage the talents, experiences, and capabilities of others.
- Foster a sense of belonging; works to understand the perspectives of others.
- Creates opportunities for access and success.

### CAMPUS DEFINITIONS OF DIVERSITY, EQUITY, AND INCLUSION

**Equity:** the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff in every stage of UC Berkeley education and career development, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the effective provision of opportunities for all groups at UC Berkeley.

**Inclusion:** the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued. An inclusive and welcoming climate embraces differences and offers respect in words and actions so that all people can fully participate in the University's opportunities.

**Diversity:** "Diversity refers to human qualities that are different from our own and those of groups to which we belong; but that are manifested in other individuals and groups. Dimensions of diversity include but are not limited to: age, ethnicity, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, work experience, and job classification."



## RESOURCES

### Workforce Tracking and Development

#### Center for Health Professions: Health Workforce Tracking Collaborative

- This effort was designed to bring representatives from the three funding organizations together with Center staff on a regular basis to identify pressing health workforce and health professions' issues (including diversity in the workforce) that could be developed into research and policy projects, which Center staff would undertake.
- <http://futurehealth.ucsf.edu/Public/Center-Research/Home.aspx?pid=572>
- Includes reports on diversity within specific professions:
  - *Registered Nursing*: [http://futurehealth.ucsf.edu/Content/29/2008-09\\_Diversity\\_in\\_Californias\\_Health\\_Professions\\_Registered\\_Nursing.pdf](http://futurehealth.ucsf.edu/Content/29/2008-09_Diversity_in_Californias_Health_Professions_Registered_Nursing.pdf)
  - *Mental Health*: [http://futurehealth.ucsf.edu/Content/29/2009-03\\_The\\_Mental\\_Health\\_Workforce\\_in\\_California\\_Trends\\_in\\_Employment\\_Education\\_and\\_Diversity.pdf](http://futurehealth.ucsf.edu/Content/29/2009-03_The_Mental_Health_Workforce_in_California_Trends_in_Employment_Education_and_Diversity.pdf)
  - *Physicians*: [http://futurehealth.ucsf.edu/Content/29/2008-05\\_Diversity\\_in\\_Californias\\_Health\\_Professions\\_Physicians.pdf](http://futurehealth.ucsf.edu/Content/29/2008-05_Diversity_in_Californias_Health_Professions_Physicians.pdf)
  - *Pharmacy*: [http://futurehealth.ucsf.edu/Content/29/2008-08\\_Diversity\\_in\\_Californias\\_Health\\_Professions\\_Pharmacy.pdf](http://futurehealth.ucsf.edu/Content/29/2008-08_Diversity_in_Californias_Health_Professions_Pharmacy.pdf)

#### California Occupational Employment Projections for 2008-2018

- This report displays the employment projections for licensed and certified health professionals in California by occupation and either the Metropolitan Statistical Area or statewide level. Includes information on employment trends, average annual job openings, median wages (hourly and annual), etc.
- <http://www.oshpd.ca.gov/HWDD/HWC/Projections.html>
- A sample report for Registered Nurses and Health Educators in Alameda and Contra Costa Counties:



#### Occupational Employment Projections 2008-2018

SOC Code	Occupation Title	Annual Average Employment				Employment Change			Average Annual Job Openings			Education and Training Levels
		2008	2018	Numerical	Percent	New Jobs	Replacement Needs	Total Jobs	Median Hourly	Median Annual		
291111	Registered Nurses	18,060	22,590	4,530	25.1	453	316	769	\$48.06	\$99,961	Bachelor's Degree	
211091	Health Educators	810	940	130	16.0	13	17	30	\$24.91	\$51,823	Master's Degree	

#### Geographical Area

Oakland-Fremont-Hayward  
Metropolitan Division  
(Alameda and Contra Costa  
Counties)

Univ

April 2013 (Contact: Bené Gatzert)

## Other Recruiting Toolkits

### **Bridgestar Hiring Toolkit: Navigating the Hiring Process**

- Based on the consulting firm, Bridgespan's, executive search team's collective years of experience in the recruiting field (both for-profit and nonprofit), this eight step Hiring Toolkit provides resources to help navigate the hiring and recruiting process.
- <http://www.bridgestar.org/Library/HiringToolkit.aspx>

### **University of Michigan—Diversity Recruitment for Staff: Process, Tools & Resources**

- A recruiting toolkit developed by the University of Michigan for their own staff. Includes a Diversity Outreach Checklist and the University's nondiscrimination policy.
- <http://hr.umich.edu/empserv/diversity/investigate3.html>

### **University of California, Riverside (UCR)—Affirmative Action Staff and Faculty Recruitment Toolkit**

- The Office of Faculty and Staff Affirmative Action works with campus units, create policies, programs, systems and infrastructure to achieve equal employment opportunities for women and minorities, and affirmative action in employment at UCR.
- <http://affirmativeaction.ucr.edu/toolkit.html>

### **Duke University—Managing Diversity @ Duke: A Toolkit for Managers**

- Developed by the Duke's Office of Institutional Equity, these recruitment tools are designed to assist recruiters and hiring managers in taking affirmative actions toward enhancing diversity and equity in hiring by diversifying their applicant pools and conducting the recruitment process in a consistent and equitable manner.
- [http://www.duke.edu/web/equity/resources/toolkit/diversifying\\_applicant\\_pools.pdf](http://www.duke.edu/web/equity/resources/toolkit/diversifying_applicant_pools.pdf)

## Health Professional Pipeline Programs

### **California Health Professions Pipeline Intervention Programs: Boosting the Pathway into Healthcare Careers**

- A list of California Health Professions Pipeline Intervention Programs created by the Office of Statewide Health Planning and Development's (OSHPD) Healthcare Workforce Development Division (HWDD). Identifies education and support early intervention activities that assist health education programs and employers throughout the state.
- [http://www.oshpd.ca.gov/hwdd/pdfs/PipelineInterventionPrograms\\_1.pdf](http://www.oshpd.ca.gov/hwdd/pdfs/PipelineInterventionPrograms_1.pdf)

### **The California Endowment: Strategies for Improving the Diversity of the Health Professions**

- A report that examines the underrepresentation of minority groups within the health work force in California and evaluates current programs and strategies designed to increase the number of underrepresented minorities in the health professions.
- [http://www.familymedicine.medschool.ucsf.edu/pdf/div\\_strategies.pdf](http://www.familymedicine.medschool.ucsf.edu/pdf/div_strategies.pdf)

## APPENDIX : UNIVERSITY HEALTH SERVICES STRATEGIC PLANNING TABLE—UHS WORKFORCE RELATED STRATEGIES, OUTCOMES, AND INDICATORS

University Health Services Strategic Planning Table (6-8 year timeline)

12/13/2011

STRATEGIES FROM CAMPUS PLAN	ROLE	STRATEGIES FROM UHS STRATEGIC PLAN	UNIT SPECIFIC STRATEGIES List the specific strategies/ activities that your unit will conduct.	INTERMEDIATE OUTCOMES Identify outcomes you expect to achieve in the intermediate term (3-5 years). Include baseline data if available.	LONG-TERM OUTCOMES Identify outcomes you expect to achieve in the long term (8+ years). Include baseline data if available.	INDICATORS* Identify the metric(s)/ indicator(s) on which the outcomes will be measured.
<p><i>Expanded Pathways for Access and Success (Staff)</i></p> <ul style="list-style-type: none"> <li>• Create a critical mass of talented staff that will fully represent California's excellence and diversity and provide an environment in which all can thrive academically and professionally.</li> <li>• Incorporate best practices in equity, inclusion, and diversity into all staff hiring and advancement procedures</li> <li>• Provide regularly occurring learning opportunities to senior executives, managers, and directors, as well as search committee members, for incorporating best practices on equity, inclusion, and diversity in the hiring and advancement of staff.</li> <li>• Increase and provide incentives for mentoring opportunities across occupational groups and support for staff pursuing continuing education.</li> </ul>	UHS STAFF (UHS AS EMPLOYER)	<p><i>Organizational Innovation:</i> Create and sustain a productive, supportive and diverse workforce.</p> <ul style="list-style-type: none"> <li>• Develop a comprehensive workforce assessment aligned with organizational goals.</li> <li>• Create an organizational work culture that sustains staff excellence through professional growth and work / life balance.</li> <li>• Implement activities to promote awareness and empathy within a multicultural and intergenerational environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze demographics of managers, medical and mental health providers; identify targets and gaps.</li> <li>• Collaborate with Human Resource Center (HRC) to review best practices research related to hiring, retention and advancement, including special considerations for health care environments and examples of reward structures.</li> <li>• Expand collaboration with Human Resources Center and campus HR to secure additional campus assistance and expertise in recruiting diverse applicant pools and to ensure use of reliable and meaningful data on relevant pools of talent, both internal and external to the campus.</li> <li>• Develop new practices and checklist on hiring (e.g., outreach activities, search committee membership and training, standards for keeping applicant pools open) and advancement.</li> <li>• Improve support for professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of new staff garnered from talent pools and contributing to the diversity and cultural competency of UHS.</li> <li>• Identify priority strategies for reducing intergroup disparities in staff hiring, advancement and retention, especially among managers, medical providers and mental health providers.</li> <li>• Increase the number of units that regularly implement and evaluate best practices in equity, inclusion and diversity in staff hiring recruitment and decisions.</li> <li>• Increase use of performance evaluations to further equity, inclusion and diversity goals.</li> <li>• Create policy and resources in support of staff pursuing continuing education.</li> <li>• Explore opportunities to align limited career development resources with advancement objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a systematic approach to talent management and succession planning that integrates equity, inclusion and diversity best practices.</li> <li>• Greater alignment between the diversity of candidate pods and client/constituent demographics and local/national applicant pods.</li> <li>• Reduce intergroup disparities in staff hiring, advancement and retention, especially among managers, medical providers and mental health providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Career staff by race/ethnicity and gender and by manager vs. non-manager, medical provider and mental health provider.</li> <li>• State and local labor pod availability.</li> <li>• Workplace and climate surveys.</li> </ul>
			<ul style="list-style-type: none"> <li>• Use a multicultural lens to re-evaluate UHS staff recognition efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• UHS staff feel recognized for their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace and climate surveys.</li> </ul>	

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