RECRUITMENT & HIRING EXPERIENCE

STANFORD SOM HRG
STAFF JEDI COLLECTIVE

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**STANFORD SOM HRG
STAFF JEDI COLLECTIVE**

DEFINING A JEDI-FOCUSED RECRUITMENT & HIRING STRATEGY

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML

SECTION 1

IMAGE DESCRIPTIONS
Two people shaking hands across a table with several laptops, tables, phones, and notebooks are laying on the table top.

DEFINING A JEDI-FOCUSED RECRUITMENT & HIRING STRATEGY

INTRODUCTION

The hiring process is a critical component of the employee experience roadmap. Beyond showcasing how your team and this role are great fits for candidates, it is an opportunity to move from transactional processes to transformational connections that highlight how a candidate can envision themselves belonging to your team and the broader organization.

In this resource guide, we offer recommendations on how to develop a robust hiring strategy through a justice, diversity, equity, and inclusion (JEDI) lens with practical considerations that prioritize the candidates' experiences and needs.

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML

SECTION 1

IMAGE DESCRIPTIONS:
LEFT: Group of three people surrounding a table with papers in hand. The person to the left is sitting on the table. The person in the middle is sitting on a chair. The person on the right is leaning over the table.
RIGHT: Two people shaking hands over an office table.

DEFINING AND DEVELOPING A ROBUST HIRING STRATEGY

Over the next few pages you'll get an overview of the recruit and hire journey from the Stanford Manager Toolkit. Our recommendations highlight how to embed JEDI to define and develop a robust strategy that complements the early stages of the journey.

Recruit & Hire Journey

Getting Started & Job Descriptions → Applicant Tracking System → Finding & Managing Candidates → Interviewing & Selection → Offer & Conversion → Onboarding

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML

SECTION 1

IMAGE DESCRIPTIONS:
A group of people having a meeting in a conference room. Some are standing by a board others are sitting at the table.

RECOMMENDATIONS FOR GETTING STARTED AND JOB DESCRIPTIONS PART I

BUILD A CLEAR COMMUNICATION PLAN
THAT IS TRANSPARENT TO CANDIDATES, AND STICK TO IT.

In the early stages of recruiting and hiring, consider how you would like to brand and market the role and your team to candidates. What message would you like to send to candidates, especially about justice, equity, diversity, inclusion, and belonging? What actions would reaffirm this message throughout the hiring process, and what actions would contradict it? Consider reviewing the other steps of the recruit & hire journey to proactively define your actions.

Proactive communication with the candidates is also crucial in modeling the type of consistency and professionalism they can expect while working at Stanford. This includes informing candidates about their status in the interview process in a timely manner, especially if they are not advancing to the next stage. While the job post is active, you can prepare email templates that you can use to inform candidates about their status within a reasonable timeframe, including a rejection. It is important to let candidates know about their status once it is fully decided, especially those from minoritized groups because many candidates from minoritized groups may need to start a job immediately to alleviate financial hardships. Our recommendation is to follow up within one to three business days after a decision has been made on whether or not a candidate will advance.

IMAGE DESCRIPTIONS
A group of business professionals are standing and smiling during a meeting.

BE INTENTIONAL WITH JOB POSTING LANGUAGE.

One way to be intentional with your job posting language is through the Equal Employment Opportunity (EEO) Policy statement. Stanford University's EEO statement is detailed in the administrative guide as the 1.7.4 Equal Employment Opportunity, Non-Discrimination, and Affirmative Action Policy. The EEO language is required and can be expanded upon to include candidates from minoritized groups. An example of expanding the current statement is "US citizenship, permanent residency, or Deferred Action for Childhood Arrivals (DACA with active employment authorization card [EAD]) is required to be employed by Stanford for the summer". This statement, if applicable, can encourage qualified undocumented candidates to apply.

Other resources on writing and enhancing the EEO statement are provided here and here. Note that any additional language that will be a part of the job posting will go through the job information forms (JIF) or job description library approval process and will be reviewed. More recommendations on how to be intentional with job posting language can be found in the A Relationship-Centered Approach to Recruit and Attract Diverse Talent resource guide.

IMAGE DESCRIPTIONS
Two people are reviweing charts in business attire.

RECOMMENDATIONS FOR FINDING AND MANAGING CANDIDATES

REVIEW THE DATA ON STAFF POPULATIONS.

Before seeking out diverse candidates, it is crucial to understand the current institutional makeup and climate for diverse staff populations. The IDEAL staff dashboard provides school level demographic information about staff - like gender and race/ethnicity.

DEVELOP A BROADER RECRUITMENT STRATEGY FOR DIVERSE TALENT.

There are several strategies to recruit diverse talent including developing relationships with local and community organizations and cultivating departmental partnerships with outreach practitioners. See A Relationship-Centered Approach to Recruit and Attract Diverse Talent resource guide for more information.

IMAGE DESCRIPTIONS
LEFT: A group of people leaning over a table reviewing paperwork
RIGHT: A person standing up leading a meeting in front of their co-workers.

SECTION 1

RECOMMENDATIONS FOR INTERVIEWING

IDENTIFY KEY COMPETENCIES FOR THE ROLE AND INTERVIEW QUESTIONS THAT MATCH THEM.

When interviewing candidates, identify key competencies for the role and align interview questions to match them. These include questions that address technical skills, along with behavioral-based interview questions that are aligned with JEDI . A set of behavioral-based interview questions can be found here. More information can be found in An Inclusive Approach to Interviewing and Evaluating Candidates resource guide.

BUILD A DIVERSE ROSTER OF INTERVIEWERS

When interviewing candidates, include multiple stakeholders and constituents on the interviewer roster. These interviews can consist of 1-on-1 individual and/or small group interviews. In addition to offering the candidate an opportunity to meet a variety of potential colleagues, identifying a diverse set of interviewers can also mitigate bias by offering multiple interpretations of interview questions and responses (for more information, see A Tactical Approach to Mitigating Bias in the Hiring Process resource guide).

KNOW YOUR TALKING POINTS FOR THE ROLE, INCLUDING SALARY AND PAY SCALES

When it comes to salary and pay scales, all hiring managers must ask about the candidate's minimum salary requirements; however, hiring managers cannot ask external candidates about their current salary. Familiarize yourself with the role's salary caps and discuss any questions with your department's HR business partners. With Stanford University launching its pay equity initiative in compliance with the California pay transparency law, it is encouraged that you work with your department's HR business partners to receive information and guidance. You can also refer to the Harvard Business Review (HBR) article to coach individuals on considerations when answering questions about pay equity.

These recommendations and considerations are meant to supplement resources available from Stanford University, such as Cardinal at Work Recruiting and Hiring and School of Medicine Human Resources Group (SoM HRG).

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML
SECTION 1

IMAGE DESCRIPTIONS:
TOP: A person sitting at a computer gathering information.
MIDDLE: The hands of the interviwer and interviewee going over their resume
BOTTOM: A person sitting at their home desk having a virtual interview on their laptop

SOURCES

01

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ACCESS NOW

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Greenhouse. (n.d.). Crafting a compelling equal opportunity employer... Greenhouse. Retrieved January 11, 2023, from https://www.greenhouse.com/blog/writing-your-equal-opportunity-employer-statement-heres-some-inspiration

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Matuson, R. (2022, November 29). Managers, are you prepared to answer questions about pay equity? Harvard Business Review. Retrieved January 11, 2023, from https://hbr.org/2022/11/managers-are-you-prepared-to-answer-questions-about-pay-equity

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Stanford University Administrative Guide. (2022, August 19). 1.7.4 equal employment opportunity, non-discrimination, and affirmative action policy. 1.7.4 Equal Employment Opportunity, Non-Discrimination, and Affirmative Action Policy | Administrative Guide. Retrieved January 11, 2023, from https://adminguide.stanford.edu/chapter-1/subchapter-7/policy-1-7-4#:~:text=(a)%20Stanford%20University%20does%20not,status%2C%20veteran%20status%2C%20or%20any

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ACCESS NOW

A RELATIONSHIP-CENTERED APPROACH TO RECRUIT AND ATTRACT DIVERSE TALENT

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML

IMAGE DESCRIPTIONS
A diverse group of two women and three men gathering around a computer screen at work.

A RELATIONSHIP-CENTERED APPROACH TO RECRUIT AND ATTRACT DIVERSE TALENT

STAFF JEDI COLLECTIVE.

INTRODUCTION

As we seek to recruit and attract a diverse talent candidate pool, it is paramount to prioritize building meaningful relationships with historically marginalized communities within local contexts — especially when working to recruit and hire Black, Indigenous, and people of color (BIPOC) candidates and other minoritized groups.

This resource guide offers recommendations and additional resources to better recruit and attract diverse talent.

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML

SECTION 2

IMAGE DESCRIPTIONS
LEFT: A person having a discussion with a co-worker over coffee.
RIGHT: A person smiling in their professional head shot.

RECOMMENDATIONS

The recommendations below highlight opportunities to better embed justice, equity, diversity, and inclusion (JEDI) in recruiting and attracting diverse talent through ongoing self-education, consistent investment in building relationships, and the creation of a proactive, targeted recruitment strategy.

☐ **EDUCATE YOURSELF AND YOUR TEAM ON INCLUSIVE AND ANTI-OPPRESSIVE HIRING PRACTICES.**

Wherever you are on your journey to learn more about JEDI and anti-oppressive practices, examine your current hiring practices. Consider ways to employ a strengths-based approach (see "Cultural Wealth and Your Career Narrative") or review your hiring process and practices (see Defining a JEDI-Focused Recruitment & Hiring Strategy resource guide).

☐ **REVIEW AND ASSESS YOUR LOCAL AND/OR SURROUNDING ENVIRONMENT.**

• Review available data on applicant pools. If candidate data is not available, consider what information/data is available — local census and workforce data.
• Consider practices that have been successful in recruiting diverse talent for your organization in the past, for example, pre-existing partnerships and extending remote-optional positions.
• Review job posting language, including in social media posts, for language that may exclude minoritized candidates and consult with job posting guidelines for diversity & inclusion for further optimization.

IMAGE DESCRIPTIONS:
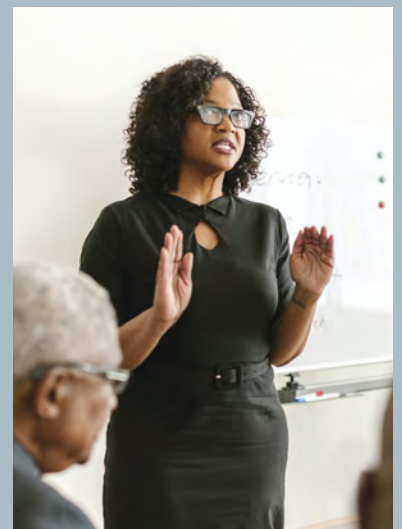A group of professionals sitting around a table discussing work while looking at smart tablets.

☐ **INVEST IN BUILDING AND SUSTAINING AUTHENTIC, MEANINGFUL RELATIONSHIPS WITH COMMUNITIES, EVEN WHEN POSITIONS ARE NOT OPEN.**

It is important to build trust on an ongoing basis with historically marginalized communities. Past negative experiences with organizations trying to take advantage of these communities may sow mistrust for new relationships. Many organizations tend to conduct targeted outreach to historically marginalized communities only when positions become available or when they are connected to a larger diversity effort. Though well intended, targeted outreach solely for these reasons to historically minoritized communities can be viewed as predatory and/or taking advantage of them. Therefore, it is important to be mindful of not perpetuating harm through unidirectional, transactional-based relationships and adopt a more transformational approach built on continuous meaningful relationships. Here are examples of how to build that relationship:

• Supporting efforts is a great way to build trust and rapport in the community. When programs and organizations have an ask, such as serving as a panelist for a career panel or volunteering for their mentorship program, say yes and provide your talents and skills as requested. Additionally, there are numerous pathway programs at the School of Medicine that seek volunteers to assist with their efforts and that is a great way to start building relationships internally.

• Develop collaborations with minority-serving institutions (MSIs), i.e., HBCUs, HSIs and/or Tribal Colleges and Universities. Given that Stanford is a large institution with many DEI offices, this could include partnering with faculty and staff in these offices to establish relationships with MSIs. This can further apply externally. Collaborations could look like working closely with staff and faculty who support BIPOC students at institutions external to Stanford who have established relationships with MSIs (e.g. cultural centers, student affairs, equity and inclusion divisions, etc.).

☐ **FOSTER INTERNAL PARTNERSHIPS TO RECRUIT AND ATTRACT DIVERSE TALENT WITH A JEDI FOCUS.**

You are not alone in pursuing and improving JEDI work within your organization. At Stanford alone, there are numerous offices and departments that are working toward recruiting, attracting, and hiring diverse talent. To eliminate redundancies and not overburden or confuse external partners, it is imperative to understand the complex network of individuals working toward meaningful change with inclusive hiring practices in your organization. Engage internally — connect with the JEDI office or DEI committee and assess who is already doing the work and how you may possibly partner with them.

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML

SECTION 2

IMAGE DESCRIPTIONS:
An person leading a meeting in front of her colleagues.

☐ **REVISIT PAST APPLICANT POOLS AND INVITE QUALIFIED CANDIDATES TO APPLY.**

Leveraging past applicants from previous pools can show the candidate that you are invested in them joining your community — potentially increasing a sense of belonging. You can reach out to past candidates who may have been finalists for other positions, and also connect with colleagues to ask if they have any past qualified candidates from their open positions.

☐ **LEVERAGE SOCIAL MEDIA**

Consider posting opportunities on social media channels like LinkedIn and asking members of your network to share — this is a great opportunity to broaden your talent pool and increase the number of active applicants. Within your post, you can also highlight the features and benefits that would be attractive to diverse talent, for example, ongoing JEDI efforts or professional development offered at the School of Medicine.

☐ **DESIGN A CREATIVE AND PROACTIVE OUTREACH STRATEGY THAT CENTERS PROSPECTIVE CANDIDATES, THEIR EXPERIENCES, AND POTENTIAL NEEDS.**

Get creative and be proactive. There are many candidates within different fields, areas of study, or stages in their careers who have the transferable skills to be a strong asset to your organization.

• **New and/or Emerging Professionals.** Here is an example of a targeted recruitment deck prepared by Cecile Bonini, Associate Director of Human Resources, Department of Medicine, which highlights the Stanford benefits that could interest new and/or emerging professionals.

• **Seek transferable skills and identify candidates outside of the discipline.** Reach out to candidates from majors and disciplines who hold transferable skills. [https://www.jopwell.com/thewell/posts/the-diversity-experience-of-transferable-skills]

• **Returning parents.** Offer resources for parents returning to the workforce (for examples, see this article and this local group.

• **Identify groups that are often marginalized**. Connect with groups that serve formerly incarcerated people at UC Berkeley, as mentioned above or with this Prison to Employment group. We also recommend that you offer resources for incoming staff to help answer any potential questions.

RESOURCES

Below is a list of resources that seek to support hiring managers, HR personnel, and others on how to better recruit and attract a diverse talent pool. These resources should be used as leaders and teams develop their respective targeted outreach strategies.

STANFORD-RELATED RESOURCES:

• **Job posting guidelines for diversity & inclusion** from University HR
• **List of diversity posting sites** from School of Medicine Talent Acquisition
• **Example targeted recruitment deck** prepared by Cecile Bonini, Associate Director of Human Resources, Department of Medicine
• Stanford Training and Registration System (STARS) online courses in Axess related to inclusive hiring practices:
> • Managing Bias in Hiring at Stanford (IDEAL-0035)
> • Job Posting Best Practices: BVNC-1000-WEB-2004
> • Business Affairs Workshop: Inclusive Hiring : BAHR-2000
> •California Fair Hiring Legislation Information Session: UHR-1000
> • Unconscious Bias in Recruiting: OFDD-1000-WEB
> • **Unconscious Bias in Medicine**

• **IDEAL Learning Journey** for broader understanding of how to build a culture of inclusion and sense of belonging
• The Racial Equity to Advance a Community of Health (**REACH**) Initiative at Stanford Medicine

EXTERNAL RESOURCES:

• Korn Ferry article on **"How to overcome 4 challenges of recruiting diverse talent"**
• Society for Human Resources Management (SHRM) article on **"8 Diversity Recruiting Mistakes and How to Avoid Them"**
• National Association of Colleges and Employers article on **"Building Relationships with HBCUs That Go Beyond 'Scratch-the-Surface' Measures"**
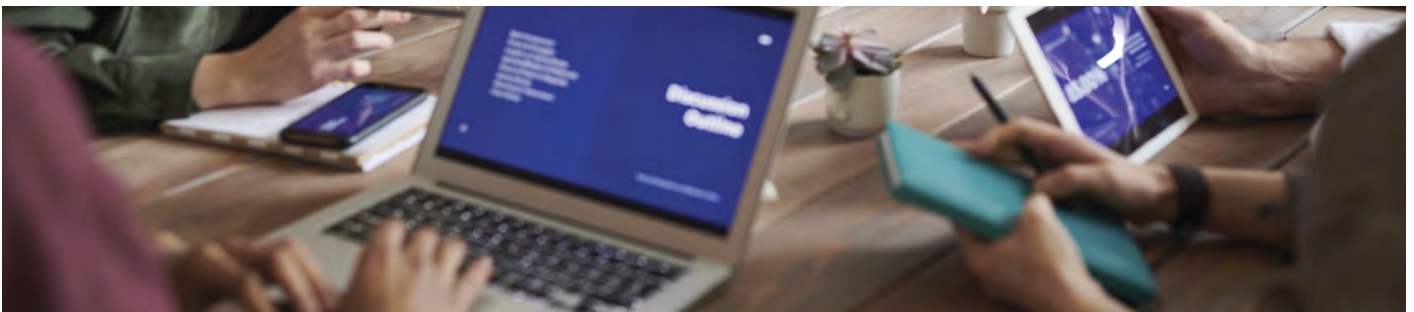
IMAGE DESCRIPTIONS:
A group of hands at a table. The hands on the far right are leaning on a notebook with a phone on top. The hands center are typing on a computer. The person to the right of them is holding a notebook and pen. The last person to the far right is holding a tablet.

A TACTICAL APPROACH
TO MITIGATING BIAS
IN THE HIRING PROCESS

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML

IMAGE DESCRIPTIONS
A group of diverse people working together at a table with their laptops open.

A TACTICAL APPROACH TO MITIGATING BIAS IN THE HIRING PROCESS

INTRODUCTION

Everyone has biases that affect the way they consciously or subconsciously interact with others. Biases can become evident during the hiring process, such as who is interviewed and who receives job offers. Because biases can reflect stereotypes about people from particular social identity groups, this can have a profound and potentially negative influence on people who identify as Black, Indigenous, and People of Color (BIPOC) and people who identify with other minoritized social identity groups based on demographics like race, ethnicity, sex, gender, sexual orientation, disability status, religion, citizenship, among countless other identities. No matter what your role is in recruitment and hiring, it is critical to be aware of biases, their effects on the hiring process, and actively work toward reducing them.

This resource guide will offer practical steps to mitigate bias while screening candidates, specifically during interviews and candidate debriefs. These steps can be discussed in communications with the interviewers, including an interviewer panel orientation.

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SECTION 3

IMAGE DESCRIPTIONS
LEFT: Two people standing in the office, one holding a laptop the other is drinking coffee.
RIGHT: A person sitting at a table working on their laptop.

RECOGNIZE BIAS CREEP WHEN SCREENING CANDIDATES

Screening candidates refers to reviewing resumés and cover letters. When screening candidates, biases, assumptions, and stereotypes can creep in when reviewing information from application materials like names, educational institutions, languages spoken, involvement in professional and/or volunteer organizations, or photos, if included. It is important to remember that a candidate's social identities or demographic information cannot and should not be inferred by what is provided in their application materials.

Screening candidates is an opportunity to determine key characteristics that align with the job; however, certain individuals may be disproportionately impacted in advancing through the candidate pool based on the language they use in their application materials (for more information, see here). Being cognizant of what assumptions, biases, and stereotypes are becoming apparent for reviewers and recognizing their potential influence in the process can ensure that diverse talent is retained throughout each stage of the hiring process.

IMAGE DESCRIPTIONS
TOP: A person smiling and pointing.
MIDDLE: A person in work attire leaning on a desk.
BOTTOM: Two people standing next to each other.

SECTION 3

EVALUATE & MODIFY
INTERVIEW PRACTICES

In "10 Ways to Reduce Interviewer Bias", Lou Adler outlines ten strategies where interview bias may affect the hiring process. This article, in combination with Gartner's Recruiting Guide for Mitigating Bias in Assessment and Selection, can be used to holistically understand, evaluate, and modify current interview practices within your team, department, or unit. You can use these resources in combination with Stanford and external resources like "Hiring Bias: How to Move Beyond the Hidden Traps" to understand what biases exist in hiring and how they are impacting interview practices, and the broader hiring strategy.

IMAGE DESCRIPTIONS

A group of diverse people working together at a table with their laptops open. Two people lean over to shake hands in the middle of the table.

STANDARDIZE & STRUCTURE THE INTERVIEW PROCESS

A standardized and structured interview process can help reduce bias by creating consistency between candidate experiences and allow for an effective debrief process after interviews have occurred (see below for more information). It can also prevent interviewers from making immediate impressions and judgments about candidates, including biases like confirmation bias or likeability bias, and reduce biases that exist for job candidates with disabilities.

Standardizing and structuring the interview process includes offering the same number and types of interviews to each candidate (e.g. one-on-one or panel interviews), defining the questions that will be asked, scripting key components of the interviews like introductions and the question order, and, when applicable in panel interviews, who will be asking each question. For virtual interviews, this can also include sharing the interview question in the chat with each candidate as soon as they are shared verbally if the questions are not sent to candidates in advance. Creating email templates for each stage and scripts for the interviews can also help standardize the interview process for all candidates, including how to notify candidates who will not move forward to the next stage.

IMAGE DESCRIPTIONS
TOP: A person smiling at the camera with their arms crossed.
RIGHT: A person leading a meeting drawing on board while their coworkers are sitting down watching them.

IMPLEMENT AN EFFECTIVE CANDIDATE DEBRIEF PROCESS

Debriefing candidates is critical in determining who will continue on to the next round, and ultimately, be offered the role. It is important to structure the interviews so that candidates can be directly compared to one another based on the skills they possess and the value they add to the team. Candidate debriefs typically occur at two stages: 1) immediately after a candidate has been interviewed to discuss first impressions and observations, and 2) after all candidates have been interviewed. The recommendations below will focus on debriefs after all candidates have been interviewed.

As with the interview process, it is recommended that the debrief process be standardized and scripted to mitigate bias. For an example on how bias can impact discussing sensitive information post-interviews, see here. To hold an effective debrief, the hiring manager can send a pre-debrief checklist, which can include information about how to conduct the debriefs such as questions to discuss during the meeting, competencies to rank, a scoring key and rubric, and information about how to address and mitigate bias.

The debrief interview guides from 18F and WhoCo offer sensible guidelines on how to effectively debrief candidates. These recommendations are summarized over the next couple of pages.

IMAGE DESCRIPTIONS
A group of people sitting around a table working together using various items such as notebooks, laptops, and tablets.

PRE-DEBRIEF MEETING CHECKLIST

✓ Schedule the debrief to occur as soon as possible after the final interview in a particular round.

✓ Complete a feedback form, rubric, and/or document personal notes. If completing a feedback form, do your best to complete it within 24 hours of interviewing a candidate.

✓ Review your notes - be prepared to present a summary of the interview using the candidate's own words, when possible.

✓ Review the goals and purpose of the interview, including questions and competencies, and be prepared to rate the candidate based on recommendations from the hiring manager.

IMAGE DESCRIPTIONS
A group of co-workers walking down a hall holding coffees and talking.

EFFECTIVE DEBRIEF MEETING CHECKLIST

✓ **Be aware of biases** - Biases can lead to overly positive or negative impressions of candidates. Make sure the interview team is aware of biases by reviewing common biases at the start of the debrief meeting (see resources like 18F and WhoCo below for more information).

· A person can be appointed by the hiring manager to provide a refresher of particular biases to be mindful of throughout the process. This individual could also serve as a sounding board if biases are impacting the debrief process.
· Create an opportunity for interviewers to share their biases at the start of the debriefs before candidates are discussed, including commonalities with the candidates, if they know a candidate personally or professionally, and to what degree they know the candidate (e.g. if they attended the same institution). An interviewer can also disclose their social identities if it impacted how they assessed the candidates, though not necessary.

✓ **Establish norms** - Establish appropriate discussion norms for how the debrief process will occur. Example steps are provided below:

· **Introduce the purpose and goal of the debrief** - the person leading the debrief, either the hiring manager or a person appointed by them, will establish norms for the debrief meeting, such as reviewing biases and how to approach them.
· **Focus first on the individual candidate** - ask questions like who is qualified to advance to the next round in the hiring process. When discussing candidates, refer to the notes, rubrics, and other written evidence you collected. Do not rank against other candidates.
Review interviews in order - Discuss each interview in chronological order. Do not move from one candidate to the next based on group favoritism, dislike, or other factors.

✓ **Talk about outliers -** Review the candidates who stand out, and ask for additional input from the interviewers. This includes both high and low-scoring candidates.

✓ **Come to a consensus -** As a group, agree upon which candidates will be invited to the next interview round and who will not move on. Provide feedback to the hiring manager in a survey or email. The hiring manager will then determine a timeline to follow up with all candidates, including those who will not move onto the next round.

IMAGE DESCRIPTIONS
A set of hands holding paperwork.

RESOURCES

Below is a table of resources that can help individuals understand how bias influences recruitment and hiring. Interviewers are encouraged to review at least one internal resource and one external resource before beginning their involvement in the hiring process, if possible.

RESOURCE	SOURCE	BRIEF DESCRIPTION
Interviewing Best Practices	Stanford UHR	This one-page document gives broad recommendations on interviewing best practices. It includes a section describing biases that may come up during interviews, such as in-group bias, stereotyping, and bandwagon effect.
Unconscious Bias in Recruiting (OFDD-1000-WEB) and Tip Sheet	Stanford OFDD, STARS course and tip sheet	This self-paced Stanford STARS course and tip sheet designed by the Office of Faculty Development and Diversity (OFDD) discusses how unconscious bias affects recruiting efforts with strategies to mitigate it effectively. Please search for the course when logged into Axess. There is also an Unconscious Bias in Medicine course offered by OFDD on EdX.
Stanford IDEAL Learning Journey (self-paced)	Stanford IDEAL	The IDEAL Learning Journey is a shared experience to help build awareness, strengthen skills, and apply positive approaches in daily interactions so everyone feels respected and has a sense of belonging. The self-paced course offers information about unconscious bias.
Getting Started & Job Descriptions (only accessible to managers as part of the Manager Toolkit)	Stanford Manager Toolkit	This section of the manager toolkit includes information regarding Stanford's non-discriminatory policy, diversity recruiting and affirmative action plan, and unconscious bias training, including resources on interrupting bias from biasinterrupters.org and Forbes.
"10 Ways to Reduce Interviewer Bias"	Lou Adler, LinkedIn	This article offers a comprehensive yet concise guide on strategies to reduce interview bias, from defining the role to debriefing candidates effectively.
Recruiting Guide for Mitigating Bias in Assessment and Selection	Gartner	This guide offers an opportunity to reflect on each stage of the hiring process to determine if and how biases may be interfering with assessing and selecting candidates.
Hiring Bias: How to Move Beyond the Hidden Traps	Gemma Knocker, Development Dimensions, Inc	Provides an overview of the hiring process and biases that may occur

IMAGE DESCRIPTIONS
A set of hands pointing at the charts displayed on the paper they're holding.

RESOURCES

Below is a table of resources that can help individuals understand how bias influences recruitment and hiring. Interviewers are encouraged to review at least one internal resource and one external resource before beginning their involvement in the hiring process, if possible.

RESOURCE	SOURCE	BRIEF DESCRIPTION
"How to debrief after interviews"	Justin Wiegard, WhoCo	This article offers context coupled with practical steps on how to debrief candidates and why debriefs are a significant part of the hiring process.
Debrief interview guide	18F, General Services Administration (GSA)	This guide offers direct guidelines and recommendations on how to standardize debriefing candidates after interviews have occurred.
50 Ways to Fight Bias: Gender Bias	LeanIn	This resource is a comprehensive overview of the types of gender bias that exist including training materials and activities on how to fight bias.
Diversity, Equity, and Inclusion: Building a Diverse Workforce	Cornell Certificate Program	For those interested in building a deeper knowledge about how to embed DEI into the hiring process, Cornell offers an online certificate program with four courses on how to build a diverse workforce, including a course on unconscious bias.

A set of hands placed on top of a pile of papers.

HTTPS://MED.STANFORD.EDU/HRG/JEDI.HTML

SECTION 3

AN INCLUSIVE APPROACH TO INTERVIEWING AND EVALUATING CANDIDATES

IMAGE DESCRIPTIONS
Two men shaking hands after a sucessful interview.

AN INCLUSIVE APPROACH TO INTERVIEWING AND EVALUATING CANDIDATES

STAFF JEDI COLLECTIVE.

INTRODUCTION

A key part of the hiring process is the interview. This stage allows the hiring manager and interviewers to start building a relationship with the candidate and understand their commitment to justice, equity, diversity, and inclusion (JEDI) values in addition to their technical skill set for the particular role. While the interviewee might not have all the answers, they can demonstrate caring and commitment. Each individual is on their own lifelong journey with JEDI.

SECTION 4

IMAGE DESCRIPTIONS
LEFT: An interviewee is handing their resume over to the interviewer. The interviewer's co-worker is sitting next to them.
RIGHT: Two people are sitting in plush chairs for their interview process.

PREPARING FOR THE INTERVIEW

There are several stages in the interview process including, but not limited to, screening a larger number of applicants (this step can often be supported by HR personnel), interviews with the hiring manager, interviews with panel members, interviews with key partners, and late stage interviews with high-level leaders. Stanford University HR offers tips for each of these steps in the Interviewing & Selection website (only accessible to managers as part of the Manager Toolkit).

It is important to determine the appropriate length for each interview stage, the number of questions within the given time frame, and distributing questions and a rubric for evaluation to additional interviewers ahead of time. In general, opening the interview consists of the following steps:

1. the interviewer provides an introduction
2. the interviewer provides an agenda of the interview
3. the interviewer gives an overview of the position
4. the candidate shares an overview of their background.

After that, a series of questions are asked to each candidate for the majority of the interview. It is a strong practice to leave time at the end of the interview for the candidate to ask the interviewer(s) questions. It is also important to ensure that each candidate is being asked the same questions for consistency and to accurately compare candidates' skill sets for the position.

IMAGE DESCRIPTIONS
A person is standing taking notes next to their computer screen.

BEHAVIORAL-BASED
INCLUSIVE INTERVIEW QUESTIONS

Using behavioral-based inclusive interview questions (found on the School of Medicine Human Resources Group JEDI resources website) allows one to assess how an individual values and applies JEDI principles. These questions are mapped to competencies that may be used in the workplace and in their role. This resource is intended as a helpful guide to hiring managers and HR personnel as you customize your interview questions for candidates.

We recommend using one to three questions in the later interview stages to assess how an individual might incorporate JEDI into aspects of their role. We do not suggest asking all these questions unless the position is specific to JEDI (and even then we suggest selecting a subset of questions based on the role).

IMAGE DESCRIPTIONS
TOP: Three people interviweing a person.
BOTTOM: Two people sitting at a table. One holding a clipboard.

INTERVIEW RUBRICS

An interview rubric allows everyone in the hiring process to evaluate the candidates using the same criteria, which can reduce bias (see A Tactical Approach to Mitigating Bias in the Hiring Process resource guide). Even when only one person is interviewing candidates, an interview rubric helps to simplify the process by checking for individual bias in predetermined qualifications and characteristics. It can be helpful when the interviewer needs to compare several qualified candidates against each other.

We offer a rubric embedded in the inclusive interview question resource linked above. These rubrics may not comprise all the competencies that are sought from a candidate. We suggest that hiring managers work with their HR representative, the School of Medicine Human Resources Group Talent Acquisition team, and the School of Medicine Human Resources Group JEDI team to develop criteria for these missing competencies to complete their rubric.

IMAGE DESCRIPTIONS
A person holding a notebook facing two people as they gear up to interview them.