

Handbook for

# RECRUITING, HIRING & RETENTION

Applying an Equity Lens to Recruiting, Interviewing,  
Hiring & Retaining Employees



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**The Office of Equity & Human Rights**

**Handbook for Recruiting, Hiring & Retention:  
Applying an Equity Lens to Recruiting, Interviewing, Hiring & Retaining Employees**

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## Section 1 Overview

### Purpose of this Handbook

This handbook provides context for hiring for racial equity, including the framework adopted by the Tacoma City Council in 2014; a business case for racial equity; policy guidance; and specific steps staff can take to achieve the goals of the Equity and Empowerment framework.

If you are a hiring manager, involved in the hiring process, part of an interview panel, a new staff member, or a Human Resources Department team member, this handbook is for you. It is intended to help you in a number of ways:

1. Policy to guide your decisions
2. Checklists to help apply an equity lens to the recruiting, interviewing, and hiring processes
3. Specific interview questions
4. Best practices for creating and maintaining an inclusive work place

### How to Use this Handbook

This handbook is organized by the processes involved in hiring and retaining employees. Each section includes specific steps or checklist staff can take to help achieve the goal of a workforce that reflects the community it serves. The appendices contain background information and resources to help managers who want more detailed information about creating and maintaining a workforce that is inclusive, culturally competent, and reflects the community it serves.

*“One of the five goals of City of Tacoma’s adopted Equity and Empowerment framework is that the City of Tacoma workforce reflects the community it serves.*

*By the end of 2015, we aspire to work even more diligently to increase the racial and ethnic composition of our staff by five percent in all functional areas. We value inclusivity and will work to mindfully recognize differences...” City Manager T.C. Broadnax, March 2015.*

For more information about this handbook, or information about additional resources, contact Mary Morrison, Office of Equity & Human Rights, 253-573-2318, [mary.morrison@cityoftacoma.org](mailto:mary.morrison@cityoftacoma.org)

## **A Time for Change**

2014 marked a year of change for the City of Tacoma. It marked a turning point in Tacoma's efforts to change the way it does business as an organization and work with the community to make Tacoma a city that is welcoming, inclusive and accessible to everyone.

In February 2014, at its annual strategic planning workshop, the Tacoma City Council adopted the Equity and Empowerment Initiative as a top priority for the year. By October 2014, the City Council adopted a framework for the initiative, which included five broad goals. Additionally, the City Manager identified the first goal as one of his top administrative priorities for 2015. Achieving Goal 1 will help in achieving the remaining goals.

- 1. The City of Tacoma Workforce Reflects the Community it Serves**
2. Purposeful Community Outreach and Engagement
3. Equitable Service Delivery to All Residents and Visitors
4. Support Human Rights and Opportunities for Everyone to Achieve Their Full Potential
5. Commitment to Equity in Local Government Decision-Making

In a 2014 National Community Survey, residents of Tacoma were asked to rank how important it was to expand access to city services and infrastructure to people of different races/ethnicities, disability and income levels during the next two years. Seventy one percent (71 percent) of respondents said that this work was "essential" or "very important."<sup>1</sup>

In addition, during community engagement sessions for Tacoma 2025, community members continually identified equity as a core community value. The sessions gathered input from more than 3,000 participants over a four-month period in 2014.

### **Why this change, and why now?**

Research has shown that racism in the United States has left a legacy of inequities in health, education, housing, employment, income, wealth, and other areas that impact achievement and quality of life. According to the Center for Disease Control and Prevention, in 2011, the average American could expect to live 78.7 years, while the average African American could only expect to live 75.3 years, compared with 78.8 years for the average white American. In addition, a larger percentage of African American adults lived below the poverty level and were unemployed compared with white adults (ages 18-64 years).

Tacoma has many of the same racial and gender biases that are seen throughout the entire country. People of color, people living with disabilities, and people living in poverty experience much higher rates of unemployment and lower rates of educational attainment. Tacoma/Pierce County Health Department's 2015 equity assessment reflects nationwide trends of equity and health.

Although the population of Tacoma is diverse, that same diversity is not reflected in the City's workforce. For example, although white people make up roughly 61 percent of the population

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<sup>1</sup> The National Research Center (2014). *The National Citizen Survey – Tacoma WA*. Retrieved from [http://cms.cityoftacoma.org/finance/budget/2014\\_reports/Community\\_Survey\\_2014\\_Results.pdf](http://cms.cityoftacoma.org/finance/budget/2014_reports/Community_Survey_2014_Results.pdf)

of Tacoma, 80 percent of all City employees are white. Furthermore, women make up 51 percent of the population of Tacoma, but they are only 29 percent of the entire City of Tacoma workforce<sup>2</sup>.

When people face barriers to achieving their full potential, the loss of talent, creativity, energy, and productivity is a burden. It's a burden not only for those impacted by historic disparities and inequities, but for communities, businesses, governments, and the economy as a whole.

Significant progress has been made in eliminating illegal and overt forms of discrimination. Yet policies, practices and procedures operating in institutions today, including the City of Tacoma, result in disparate impacts on people of color. Further, the implicit or unconscious biases carried by individuals and reinforced by daily messages, subtly and powerfully influence how we view ourselves and each other. This handbook begins to address the institutional racism within the City's processes related to hiring.

More than ever, the United States is undergoing a significant demographic shift, in which people of color are expected to be the majority of the population in the next twenty to thirty years. The Seattle-Tacoma-Bellevue metropolitan area's population of people of color increased from 11.7 percent to 32 percent in the years from 1980-2010. Furthermore, the National Equity Atlas predicts that by 2040, 53.9 percent of the Seattle-Tacoma-Bellevue regional population will be people of color. At a local level, it means the residents served by the City of Tacoma will increasingly be people of color and the businesses the City engages with will have more diverse workforces. The City of Tacoma's workforce must reflect the changes.

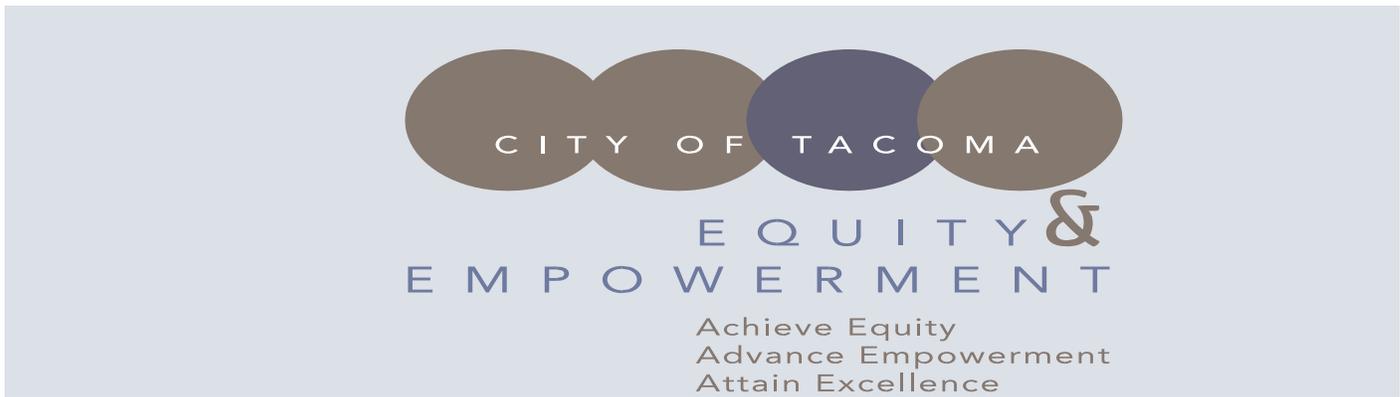
There is more than a moral case for these changes. There is strong evidence that suggests that removing bias and discrimination would result in significant economic prosperity for everyone. Greater racial equity benefits businesses by creating a healthier, better educated, more diverse workforce and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

This handbook provides some steps all employees, and especially those making hiring decisions, can take to address the disparate impacts institutional racism has created. Following the policy and steps outlined in the handbook will help in creating a workforce that is reflective of the increasingly diverse community we serve.

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<sup>2</sup> The City's workforce statistics is inclusive of General Government and Tacoma Public Utilities.

Equity and Empowerment Framework adopted by the Tacoma City Council in October 2014.



## WHAT IS EQUITY?

Equity is when **everyone** has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential

## VISION

Our vision is for Tacoma to be an inclusive and equitable place to live, work and play

## MISSION

Our mission is to achieve equity in our service delivery, decision-making and community engagement. We will do this by identifying and eliminating the underlying drivers within our community that perpetuate racial inequity and provide opportunity and advancement for all

## PRIMARY GOALS

If our proposed framework is successful, we believe that our municipal workforce and community will achieve five goals:

### 1) City of Tacoma Workforce Reflects the Community it Serves

Actively work to eliminate racial and other disparities and provide accommodations for people with disabilities in hiring, promotion, retention and contracting

### 2) Purposeful Community Outreach and Engagement

Work with community partners and businesses to promote equity and inclusion within Tacoma and throughout the region, producing measureable improvements and disparity reductions

### 3) Equitable Service Delivery to All Residents and Visitors

Provide guidance, education and assistance to all departments as they develop sustainable methods to build capacity in achieving equitable outcomes and services

### 4) Support Human Rights and Opportunities for Everyone to Achieve Their Full Potential

Promote, support and build capacity for compliance with civil rights laws, ordinances and regulations, including the Americans with Disabilities Act, within the city of Tacoma

### 5) Commitment to Equity in Local Government Decision-Making

Be transparent and collaborative with internal and external individuals and groups, holding ourselves and our partners accountable for measurable improvements and outcomes

## **Equity in the Workforce Policy**

This policy is created to support Goal 1 in the Equity and Empowerment Framework: The City of Tacoma workforce reflects the community it serves.

The purpose of this policy is to provide direction for City of Tacoma staff actively working to eliminate employment disparities, as evidenced in the EEO quarterly reports, and to provide accommodations for people with disabilities, in recruiting, hiring, promoting, retaining and contracting.

This policy specifically addresses disparities substantiated by data included in the City's quarterly Equal Employment Opportunity (EEO) reports and by order of the City's Equal Employment Opportunity and Recruitment Plan that provides documented roles and strategies to address barriers and disparities. (A complete version of the City of Tacoma Equal Employment Opportunity and Recruitment Plan can be found on Gnet/Departments/Human Resources/EEO/City EEO Recruitment Plan 2-2008 web.pdf).

This policy fully complies with all federal, state and local laws regarding equal employment opportunities.

### Recruiting

1. For all recruitments for employment, the City of Tacoma follows the City's EEO Recruitment Plan. The plan focuses recruitment efforts in communities and populations that are underrepresented based on data reported quarterly and semi-annually by the EEO Officer and Human Resources Department.
2. The hiring manager will consult with the Human Resources Department and the Office of Equity and Human Rights throughout the process to expand recruitment efforts in underrepresented communities. If a diverse applicant pool is not established, as defined by current EEO data, then department staff, Human Resources staff, and staff from the Office of Equity and Human Rights will work together to develop and implement strategies to establish a diverse applicant pool, including extending the application deadline to allow additional recruitment.

### Evaluating, Interviewing and Selecting

1. Interviews will only go forward when the candidate pool is diverse, as confirmed by Human Resources.
2. Specific behaviorally-based interview questions will be used to evaluate candidate competencies in the areas of diversity, inclusion and equity.
3. Employment interview panels will be representative of the diversity of the City's workforce and the community served.
4. Community members may be used to diversify interview panels.
5. Community members should be involved in panels for positions that serve or engage the public.
6. If a diverse interview panel is not established by the hiring department, the hiring manager must justify to Human Resources why the interview panel lacks diversity.

Human Resources will work with the hiring manager and the Office of Equity and Human Rights to identify potential panel members.

7. Managers with screening and hiring responsibilities and individuals evaluating applicants or applicant materials will receive training on cultural awareness and other available equity training.
8. Interview panelists will receive training on implicit bias and discriminatory practices prior to beginning interviews.

### Promoting

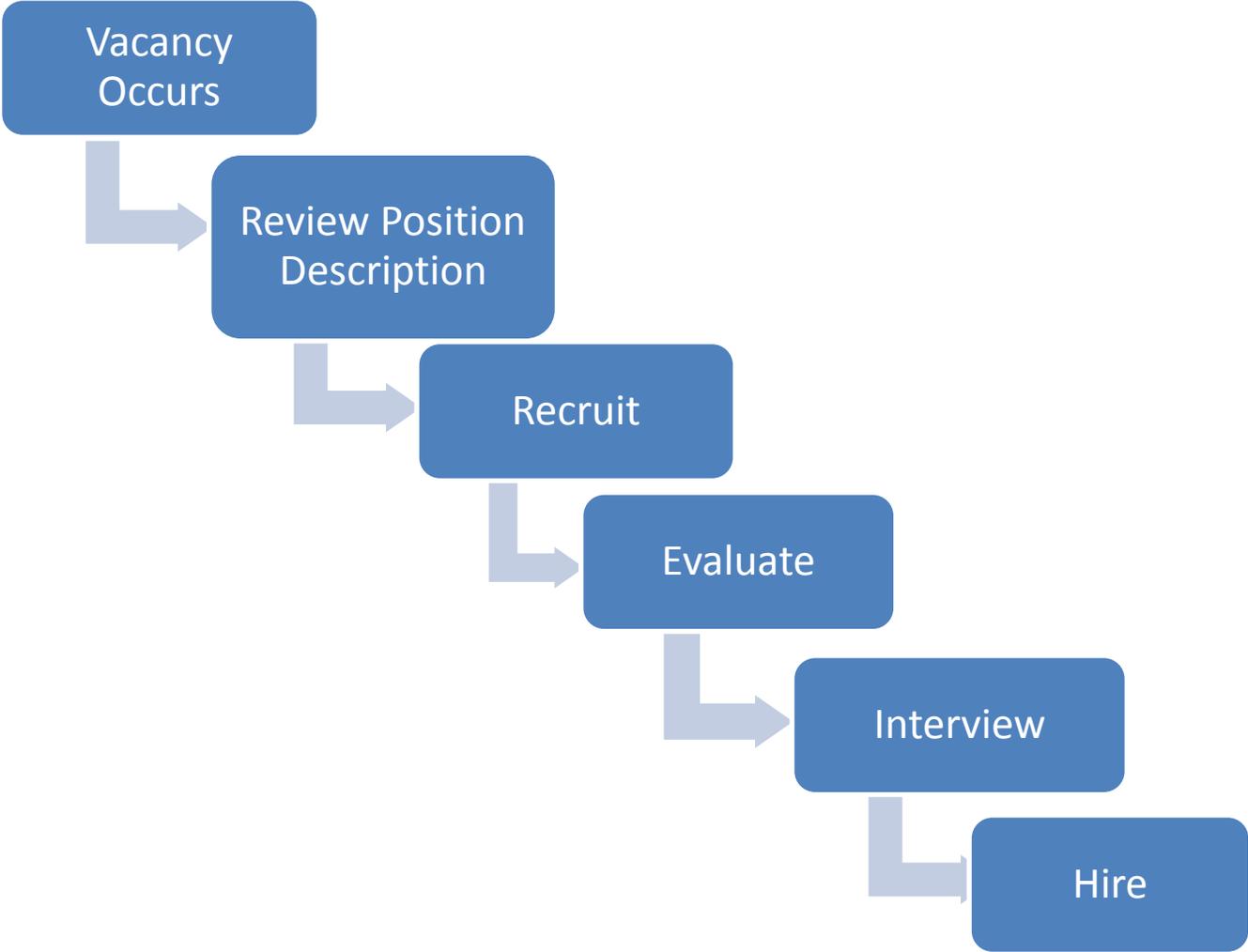
1. Internal promotions and job openings are considered part of the hiring process, and the processes for internal promotion and filling vacancies internally will follow many of the steps, including:
  - a. Position description review
  - b. Diverse interview panel
  - c. Specific behaviorally-based interview questions will be used to evaluate candidate competencies in the areas of diversity, inclusion and equity.
2. To address the underrepresentation in the City's promotional opportunities, the City will support programs such as succession planning, mentoring and job rotations.

### Authority and Accountability

1. Per the City of Tacoma Equal Employment Opportunity and Recruitment Plan and Policy Statement revised in 2008 and recertified in 2013 by the City Manager and Director of Public Utilities, it is the responsibility of the EEO Officer, Office of Equity and Human Rights, to ensure that City departments comply with Plan objectives and strategies.
2. Directors and managers will incorporate EEO recruitment plan expectations into employee development and performance review plans and evaluate annually for their effectiveness in creating workplace conditions and results consistent with this policy and the Equal Opportunity Employment and Recruitment Plan.
3. The City Manager designates the Human Resources Director, in consultation with the Director of the Office of Equity and Human Rights, to monitor department compliance of the City's Equal Opportunity Employment and Recruitment Policy.

Section 2 Hiring

City of Tacoma Hiring Process



## Overview for Hiring Managers

Use these questions and action steps as ongoing conversations between hiring managers, supervisors, and Human Resources and Office of Equity and Human Rights staff, beginning with a review of the position description and continuing until the position is filled. See Appendix A for a detailed hiring process, also available at this link

<http://cityweb/Gnet/Departments/HR/Labor/Documents/HiringProcess>

Hiring Managers	Yes/No
<p>1. Check with Human Resources to ensure the Classification Specification has been updated within the past two years. Has it been reviewed through an equity lens? Have these items been reviewed and updated?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class Summary Definition</li> <li><input type="checkbox"/> Distinguishing Characteristics</li> <li><input type="checkbox"/> Essential Duties</li> <li><input type="checkbox"/> Knowledge and Skills</li> <li><input type="checkbox"/> Qualifications</li> <li><input type="checkbox"/> Licensing, Certifications and Other Legal Requirements</li> </ul>	
<p>2. Work with the Human Resources Department to review the Position Description with an equity lens. Focus on the skills and aptitudes needed to do the job.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Position objective</li> <li><input type="checkbox"/> Key and other work activities, particularly essential duties (i.e., must the qualified applicant be required to lift 25 lbs. if the position is a desk job)</li> <li><input type="checkbox"/> Scope of work</li> <li><input type="checkbox"/> Include a statement about diversity and inclusion within the position description</li> </ul>	
<p>3. Work with the Human Resources Department and Office of Equity and Human Rights to develop and customize recruitment outreach plans for job vacancies, specifically with the Human Resources Outreach and Recruitment Analyst.</p>	
<p>4. Reach out to culturally specific organizations, including those that serve veterans, people with disabilities, and professional associations to assist with recruitment for underrepresented populations.</p>	
<p>5. Consult with the Human Resources Department prior to and throughout the process to develop a diverse applicant pool <u>before</u> the position closes. If an extension is required because the applicant pool does not meet the requirements, consider extending the timeframe and consult with the Office of Equity and Human Rights for additional outreach options.</p>	
<p>6. Request and review applicant pool data for demographics (race, ethnicity, gender, veterans, people with disabilities) to evaluate applicant pool diversity. This information is available from the Human Resources Analyst assigned to your department/work group.</p>	
<p>7. Develop supplemental questions that include the applicant's ability to work successfully in an environment serving a diverse community and in a racially diverse workplace.</p>	

<p>8. Determine the criteria you want used to evaluate applicants based on the required and desired qualifications specified in the position announcement. Select criteria that are measurable, demonstrable, job-related, necessary, align with business needs, and include an applicant’s ability to successfully serve a diverse community and work in a racially diverse environment.</p>	
<p>9. Review interview questions and consult with the Human Resources Department to develop interview questions that address diversity, inclusion and cultural competency objectives (suggested interview questions are included in this handbook).</p>	
<p>10. Consult with the Human Resources Department to form an interview panel that is representative of the diversity of the City’s workforce and demographics of the community served.</p>	
<p>11. Consult with the Human Resources Department to develop questions for reference checks that address diversity, inclusion and cultural competency (suggested questions included in this handbook).</p>	
<p>12. Lead your department and/or work group in creating a culture of respect, inclusion and empowerment (See Appendix F for more information).</p>	

## Recruiting Applicants

Recruiting is both an ongoing process of developing sources for potential applicants and a specific process for an open position.

Recruiting Checklist	Responsibility
<input type="checkbox"/> Work with Human Resources Outreach and Recruitment Analyst to develop, maintain, and continually reach out to sources (e.g., schools, community and professional organizations, etc.) for recruitment in underrepresented populations.	Department staff, Human Resources staff and Office of Equity and Human Rights
<input type="checkbox"/> Work with Human Resources Outreach and Recruitment Analyst to develop outreach and recruitment strategies tailored for each vacancy, as described in the EEO Plan.	Hiring manager
<input type="checkbox"/> Consult with HR and OEHR for technical assistance on recruitment efforts for a specific job vacancy.	Hiring manager, Human Resources and Office of Equity and Human Rights
<input type="checkbox"/> Establish a diverse applicant pool that helps achieve the City's goals. <ul style="list-style-type: none"> <li>○ Extend the application deadline if a diverse pool is not established.</li> </ul>	Human Resources
<input type="checkbox"/> Ensure that <b>internal</b> applicant pools are as representative of underrepresented groups as possible.	Human Resources, hiring manager
<input type="checkbox"/> Establish and follow procedures for publishing internal promotional opportunities to ensure notice and access to traditionally underrepresented populations for promotional opportunities.	Human Resources, hiring manager

## Evaluating Applications

The evaluation process begins with an analysis of the application materials submitted by applicants responding to a job announcement. The purpose of evaluation is to apply tools to screen in the most qualified applicants, rather than screening out.

Evaluation Checklist	Responsible
<input type="checkbox"/> Create a well-documented screening process to assess application responses with the qualifications as described in the job announcement <ul style="list-style-type: none"> <li>___ Essential duties</li> <li>___ Knowledge and skills</li> <li>___ Qualifications</li> <li>___ Licensing, certifications and other legal requirements</li> <li>___ Key work activities</li> <li>___ Scope of work</li> <li>___ Supplemental questions</li> </ul>	Human Resources team
<input type="checkbox"/> Use an applicant screening worksheet to chart each applicant's qualifications for an 'at a glance' comparison of all applications. Provide the worksheet to the hiring manager.	Human Resources
<input type="checkbox"/> Review tests required of applicants for relevancy to job duties.	Hiring manager and Human Resources
<input type="checkbox"/> Ensure supplemental questions include questions about experience or commitment to equity and an ability to work successfully in a diverse workplace, including racially diverse.	Hiring manager
<input type="checkbox"/> Review <a href="#">Bias Awareness</a> information in Appendix D.	Hiring manager and interview panel

## Testing of Applicants

Testing is used to evaluate a pool of applicants who meet the minimum qualifications of the position. Testing is used for some, but not all, classifications.

Testing Checklist	
<input type="checkbox"/> Create a well-documented testing process to compare application responses with the qualifications described in the job announcement <ul style="list-style-type: none"> <li>___ Essential duties</li> <li>___ Knowledge and skills</li> <li>___ Qualifications</li> <li>___ Licensing, certifications and other legal requirements</li> <li>___ Key work activities</li> <li>___ Scope of work</li> </ul> <input type="checkbox"/> Screen tests and examinations for hidden bias (review Bias Awareness information in Appendix D).	Human Resources team

**Interview Questions**

Include interview questions that assess an applicant’s understanding of the opportunities to advance equity, including racial equity, that assess an applicant’s understanding of the importance of equity and an ability to work successfully in a diverse workplace, providing services to a diverse community, including racially diverse.

Interview Checklist	Responsible
<input type="checkbox"/> Arrange for staff training for interview panel members in implicit bias and avoiding discriminatory practices (EEO Interview Guidelines, Appendix E) and equity considerations in interviewing and selecting to ensure external and internal panel members engage in culturally competent interviewing.	Human Resources team
<input type="checkbox"/> Participate in implicit bias and avoiding discriminatory practices training	Hiring manager, interview panel members
<input type="checkbox"/> Ensure interview panel represents the diversity of the City’s workforce and community it serves.	Hiring manager and Human Resources staff
<input type="checkbox"/> Review the <a href="#">Bias Awareness</a> information in Appendix D	All interview panel members

**Interview questions: Select at least one of these questions**

1. Please describe a situation in which you worked on a project with people who were a race or ethnic backgrounds other than your own. What was challenging for you in this work? What did you do to make your work together successful?
2. What effort have you contributed toward racial equity in your work experiences?
3. What have you done, personally or professionally, to learn about and then address racial equity?
4. Describe your understanding of issues affecting the communities served by this workgroup.

**Additional questions** (Use these questions as additional interview questions, or exchange them for one of the required questions listed above)

5. Please provide examples of ways in which you have worked to eliminate institutional racism in previous jobs.
6. How has your culture influenced you?
7. What opportunities have you participated in to increase your knowledge of racial equity, inclusion or diversity? What did you learn, and how did you apply the learning?
8. Tell us how you have worked with people to create or foster equity in the workplace.
9. What actions have you taken to create a welcoming environment so everyone feels included?
10. Tell us about a situation in which you were required to work with or provide services to a diverse group of people.

### **What you're listening for**

- Is the applicant aware of their cultural influences and how it has shaped their perspective?
- What experiences has the applicant had that will add to or enhance the City of Tacoma's efforts?
- Has the applicant reflected on the opportunities and challenges of creating inclusive workplace cultures?
- What understanding and experiences does the applicant have of institutionalized racism?
- What understanding of bias awareness does the applicant have?
- What knowledge and experiences does the applicant have of the challenges facing the community receiving the services?

### **Checking References**

A reference check can ascertain information about the applicant's experiences with equity, diversity, and inclusion. Sample reference check questions:

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

### **Making Hiring Decisions**

The following equity\* assessment considerations are offered as a guide for hiring managers. Hiring managers in every department are encouraged to consider these questions in an effort to meet aspirations for staff composition.

1. What have you done in outreach and recruitment to include a diverse applicant pool from which to find potential hires?
2. How does the proposed hire embody the competencies of a successful applicant for this position? Competencies include 1) knowledge; 2) skill and ability; 3) behavioral (will provide more later on this)
3. Have you considered the overall value an applicant will contribute to the department, versus a perceived expectation that the applicant will "hit the ground running" or "fit in"?
4. How does the proposed hire impact the racial and gender composition of the department?
5. How does the proposed hire support and advance the City of Tacoma's workforce equity aspirations in terms of race, gender, and ethnicity, persons with disabilities, disabled veterans?

6. If your hiring decision will not advance the City of Tacoma's workforce equity aspirations, what alternatives will you explore, such as hiring for cultural competency?
7. What support do you need to ensure your hiring decision is successful in addressing workforce disparities?

*\*Race and gender should be at the center, but also take into account other forms of diversity (age, disability status, sexual orientation, economic status).*

## Section 3 Retaining\*\*

### Best Practices for Respecting, Retaining and Empowering a Culturally Competent Workforce

Consider two primary dimensions to respecting, retaining and empowering a workforce that is representative of the community. To fully succeed at retaining a culturally competent workforce, we must pay attention to:

- Creating and sustaining a positive work place culture that clearly conveys the importance of a fully inclusive and equitable organization
- Addressing the barriers that intentionally or unintentionally create and maintain institutional racism

Cultural competency occurs when racial and cultural differences are seen as assets, strengthening the organization. Retaining a racially and culturally diverse and competent workforce happens as a result of deliberate and thoughtful actions and strategies. Focus to keep and strengthen behaviors and practices that honor a culturally competent workforce, and challenge and change behaviors that are destructive. Here are a few practices to consider, as gathered from multiple sources.

- **Commit to the work of Equity and Empowerment**
  - a. Review the Equity and Empowerment Framework, as passed by the City Council, and commit to creating equity, especially racial equity, in the City. How do you incorporate the goals in your work?
  - b. Work with the Office of Equity and Human Rights, department/division manager and co-workers on strategies outlined in this handbook.
- **Educate yourself**
  - a. Assess yourself, your department and the City of Tacoma on the Continuum on Becoming an Anti-Racist Multicultural Institution (see Appendix B).
  - b. Develop and implement work group and personal strategies to move to a fully inclusive, transformed institution in a transformed society on the continuum.
  - c. Participate in training and professional development sessions that have equity as a focus, particularly racial equity.
  - d. Contact the Office of Equity and Human Rights (OEHR) at [Equity@cityoftacoma.org](mailto:Equity@cityoftacoma.org) to learn more about what you can do.
- **Foster a culture of respect and empowerment**
  - a. Engage in conversations about equity, race, respect and empowerment. Find out what others are doing. Assess where changes are needed. Commit to raising your self-awareness and changing your behavior.
  - b. Participate in mentoring, as a mentor to someone, or as a protégé, particularly look for someone who might have different background or experiences than you. For more information on the City of Tacoma's mentor program, click [Mentor Program](#), or use this url: <http://cityweb/Gnet/Department?HR/Training/pages/MentorProgram.aspx>
  - c. Look for ways your implicit or explicit biases might oppress others (see Appendix D for specific examples).

- **Create an inclusive work environment**
  - a. Encourage all employees to develop and progress. Make employees feel valued for the unique talents and perspectives, without focusing so much on the differences that employees feel alienated. Focus on practices that help all employees do their best and be their best at work.
  - b. Identify barriers faced by traditionally underrepresented groups, and take action to address them. Barriers could include physical barriers, language barriers, and cultural barriers.
  - c. Recognize and update practices that embrace the changing diversity of the workforce. Recognize that racial and cultural differences strengthen the organization when every individual is valued and respected.

**\*\*See Appendix F for more details on strategies to achieving racial equity in the workplace**

## **Section 4 Appendices**

**Appendix A: Hiring Process**

**Appendix B: Continuum on Becoming an Anti-Racist Multicultural Institution**

**Appendix C: Equal Employment Opportunity Policy and Plan**

**Appendix D: Bias Awareness for Interview Panels**

**Appendix E: Equal Employment Opportunity (EEO) Interview Guide**

**Appendix F: Strategies for Equity in the Workforce**

**Appendix G: Glossary of Terms**

**Appendix H: Bibliography and Resources**

## Appendix A

### City of Tacoma Hiring Process

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1. Create Requisition in [NEOGOV](#) ([Who is my requisition creator](#))
  - a. For step by step instructions or having trouble ([troubleshooting guide](#))
2. Check [Eligible Expiration List](#) to see if a current list exists

#### **If a list does not exist**

3. [Contact your Analyst](#) to schedule a recruitment meeting
  - a. [Recruitment Meeting](#)

#### **If a list exists and after final approval of requisition:**

4. [Request Certification and Applications](#)
5. Resource tools and forms for the interview process
  - a. [Confidentiality agreement form](#) for interview panel  
  
INTERVIEWS SCHEDULED\* ([EEO Interview guidelines](#)) ([ADA Interview Etiquette Tips](#))
  - b. Candidates fill out [Reference](#) and [Background Paperwork](#)\*\* at time of their interview. If the classification requires that candidate possess a CDL, they need to complete a [CDL Release](#) form.  
\*\*please note background paperwork is not required for current City employees; regardless of current department (CDL verbiage)
  - c. [Reference Checks Conducted](#)
6. After a [conditional offer letter](#) has been provided, submit the selected candidate's background release forms to Sound Screening or your [Department Liaison](#). (**new hires only**)
7. Send [offer letter](#) to successful candidate (if pre-employment physical is required, [conditional offer letter](#) must be contingent upon passing)
  - a. After notification that candidate has passed and accepted the offer, contact unsuccessful candidates. Department liaison updates requisitions, sends letters and closes out recruitment in NeoGov.
8. [Pre-employment Physical Request](#) if applicable
  - a. Results are normally received within 48 hours from date of appointment.
9. Submit [Personnel Action Request](#) (PAR)  
If you wish to hire a new employee higher than step 1/1A or promote higher than 5% you must provide justification on the PAR (refer to [TMC 1.12.030 § A](#)).
10. New hire paperwork  
[\(ADA New Employee Etiquette Tips\)](#)
  - a. GG new hires: [Contact HR](#) to schedule an appointment for new employee paperwork. New employees need to meet with HR on their first day of employment. The HR contact has a set time of 10am to process paperwork for any new hires that have been scheduled. The meeting takes about 30 minutes and employee should bring a voided check and the proper [I-9 documentation](#).
  - b. TPU new hires: New employees need to meet with HR on their first day of employment. Please [contact HR](#) to set up a time to process paperwork. The meeting takes about 30 minutes and employee should bring a voided check and the proper [I-9 documentation](#).
11. Send copy of offer letter to HR for filing.

\*[HR Team members](#) are available to help you develop questions, schedule or sit in on an interview panel

**Appendix B**

**CONTINUUM ON BECOMING AN ANTI-RACIST MULTICULTURAL INSTITUTION**

By Crossroads Ministries: adopted from original concepts by Bally Jackson and Rita Hardway and further developed by Andrea Avazian and by Remice Branding

MONOCULTURAL		MULTICULTURAL	ANTI-RACIST	ANTI-RACIST MULTICULTURAL	
Racial and Cultural Differences Seen as Deficits		Tolerant of Racial and Cultural Differences		Racial and Cultural Differences Seen as Assets	
<p><b>1. EXCLUSIVE—A SEGREGATED INSTITUTION</b></p> <ul style="list-style-type: none"> <li>• Intentionally and publicly excludes or segregates people of color, including African Americans, Native Americans, Latinos and Asian Americans.</li> <li>• Intentionally and publicly enforces the racist status quo throughout institution.</li> <li>• Institutionalization of racism includes formal policies and practices, teaching, and decision making on all levels.</li> <li>• Usually have similar intentional policies and practices toward other socially oppressed groups.</li> </ul>	<p><b>2. PASSIVE—A "CLUB" INSTITUTION</b></p> <ul style="list-style-type: none"> <li>• Tolerant of a limited number of people of color with "proper" perspective and credentials.</li> <li>• May still secretly limit or exclude people of color in contradiction to public policies.</li> <li>• Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision making on all levels of institutional life.</li> <li>• Often declares, "We don't have a problem."</li> </ul>	<p><b>3. SYMBOLIC CHANGE—A MULTICULTURAL INSTITUTION</b></p> <ul style="list-style-type: none"> <li>• Makes official policy pronouncements regarding multicultural diversity.</li> <li>• Sees itself as "non-racist" institution with open doors to people of color.</li> <li>• Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff.</li> <li>• Expanding view of diversity includes other socially oppressed groups.</li> </ul> <p style="text-align: center;"><i>BUT</i></p> <ul style="list-style-type: none"> <li>• Not those who make waves.</li> <li>• Little or no contextual change in culture, policies, and decision-making.</li> <li>• Is still relatively unaware of continuing patterns of privilege, paternalism and control.</li> </ul>	<p><b>4. IDENTITY CHANGE—AN ANTI-RACIST INSTITUTION</b></p> <ul style="list-style-type: none"> <li>• Growing understanding of racism as barrier to effective diversity.</li> <li>• Develops analysis of systemic racism.</li> <li>• Sponsors programs of anti-racism training.</li> <li>• New consciousness of institutionalized white power and privilege.</li> <li>• Develops intentional identity as an "anti-racist institution."</li> <li>• Begins to develop accountability to racially oppressed communities.</li> <li>• Increasing commitment to dismantle racism and eliminate inherent white advantage.</li> </ul> <p style="text-align: center;"><i>BUT</i></p> <ul style="list-style-type: none"> <li>• Institutional structures and culture that maintain white power and privilege still intact and relatively untouched.</li> </ul>	<p><b>5. STRUCTURAL CHANGE—A TRANSFORMING INSTITUTION</b></p> <ul style="list-style-type: none"> <li>• Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity.</li> <li>• Audits and restructures all aspects of institutional life to ensure full participation of people of color, including their world-view, culture and lifestyles.</li> <li>• Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institution's life and work.</li> <li>• Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities.</li> <li>• Anti-racist multicultural diversity becomes an institutionalized asset.</li> <li>• Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments.</li> </ul>	<p><b>6. FULLY INCLUSIVE—A TRANSFORMED INSTITUTION IN A TRANSFORMED SOCIETY</b></p> <ul style="list-style-type: none"> <li>• Future vision of an institution and wider community that has overcome systemic racism.</li> <li>• Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices.</li> <li>• Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles and interest.</li> <li>• A sense of restored community and mutual caring.</li> <li>• Allies with others in combating all forms of social oppression.</li> </ul>

## AN ANTI-RACIST STRATEGY CHART

GOALS	ORGANIZATIONAL CONSIDERATION	CONSTITUENTS	ALLIES PARTNERS	OBSTACLES	RESOURCES	TACTICS
				Internalized Racial Superiority		
				Internalized Racial Inferiority		

The "Principles of Anti-Racist Organizing," developed by The People's Institute for Survival and Beyond, can be useful as you develop your strategy. These principles include: Undo Racism, Understand, share and celebrate culture; Re-examine and learn from history; Analyze manifestations of racism; Undo internalized racial oppression; Network; Develop Leadership; Maintain Accountability; Reshape Gatekeeping.

For more information, contact The People's Institute for Survival and Beyond, [www.pisab.org](http://www.pisab.org)

This chart has been adapted by The People's Institute from a design used by the Midwest Academy. Please use with attribution!

## Appendix C Equal Employment Opportunity Policy and Plan

### EEO Policy Statement

The City of Tacoma is an Equal Employment Opportunity employer. It is our policy that qualified people will be considered for employment, promotion, training, and retention, without regard to race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital status, familial status (including pregnancy and/or adopting or having custody of a child under the age of 18), or the presence or perceived presence of any sensory, mental or physical disability. This policy also applies to any veteran honorably discharged from any branch of the armed forces of the United States.

The overall goal of the City's Equal Employment Opportunity policy is to promote the recruitment and eliminate barriers to hiring, promotion, training and retention of qualified individuals in under-represented or under-used groups.

The City Manager and the Director of Public Utilities assume responsibility for implementing this policy and, specifically, the City's Equal Employment Opportunity and Recruitment Plan. Department and division directors, managers and supervisors are responsible for enforcing this policy and the City's anti-discrimination policies. All employees are expected to comply with the provisions of the City's policies against discrimination. Periodic review of each department's progress is required under this policy.

As appointing authorities, we hereby direct that this plan be implemented in accordance with the City's Equal Employment Opportunity and Recruitment policy.

  
\_\_\_\_\_  
**T.C. Broadnax**  
City Manager  
City of Tacoma

  
\_\_\_\_\_  
**BILL GAINES**  
Director of Public Utilities  
City of Tacoma

Date: 4/30/2013

Date: 5/2/13

## **EEO Plan Objectives and Strategies (pages 7-11 of the EEO Recruitment Plan)**

*A complete version of the City of Tacoma Equal Employment Opportunity and Recruitment Plan can be found on Gnet/Departments/Human Resources/EEO/City EEO Recruitment Plan 2-2008 web.pdf*

The plan has multiple strategies and techniques that are to be implemented. The following major objectives provide the framework for the plan:

### **Objectives**

- (1) Conduct ongoing statistical analysis of the City's work force to determine groups that may be under-used. Take steps to remedy under-utilization to promote full participation at all levels of employment.
- (2) Take proactive measures to ensure that applicants are considered for employment and employees are considered for promotion, transfer and training without regard to race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital status, familial status or the presence of any sensory, mental or physical disability.
- (3) Take proactive measures to ensure that people with disabilities are considered for employment, promotion, transfer and training without regard to physical, mental or sensory disability, and continue to provide an interactive process to evaluate requests for reasonable accommodation.
- (4) Take proactive measures to ensure that qualified veterans and special disabled veterans are considered for employment, promotion, transfer and training with due regard for their veteran status.
- (5) Take proactive measures to eradicate the present effects of past discrimination, if any, and prevent all forms of illegal discrimination against any employee of the City.
- (6) Develop positive and productive relations with community groups, social service agencies, educational institutions and cultural organizations that serve racial minorities, women, persons with disabilities and veterans to facilitate targeted recruitment.

### **Strategies and Techniques**

**Strategy 1:** Identify successful recruitment strategies and develop effective strategies in departments where under-utilization is identified:

- (1) Evaluate present recruitment methods to determine whether they yield qualified applicants from under-represented groups or whether corrective measures are needed.

- (2) Develop recruitment priorities by department based on projected job openings and level of under-utilization.
- (3) Evaluate and revise the job posting distribution lists and recruitment strategies as needed, based on the identified under-utilized groups for targeted recruitment efforts.

**Strategy 2:** Reduce barriers to recruitment of qualified applicants where the presence of such barriers is within the City's control:

- (1) Evaluate options for recruitment in the City's civil service environment.
- (2) Identify personnel rules or practices that may be barriers to hiring individuals from under-represented groups.
- (3) Develop proposals for revising or removing rules or contractual provisions that impede hiring and promoting underrepresented groups.
- (4) Identify barriers to the training and upward mobility of under-represented groups.
- (5) Develop strategies to address identified barriers.

**Strategy 3:** Use technology to accurately track effectiveness of recruitment, hiring, retention and promotional strategies.

- (1) Revise parity data for specific jobs based on changing job requirements and current census data.
- (2) Evaluate progress on compliance with requirements of the Vietnam Era Veterans' Readjustment Assistance Act of 1972.
- (3) Develop, gather and analyze feedback from stakeholders.
- (4) Conduct annual internal audits of the EEO and Recruitment Plan to measure effectiveness.
- (5) Revise and update the EEO and Recruitment Plan as necessary.
- (6) Provide summary report of the annual review to department heads, Quality Council, Executive Forum, Management Forum and other interested City officials.
- (7) Conduct annual review of departmental progress and report the status to the City Manager, the Director of Public Utilities, department directors and the Human Rights Commission.

**Strategy 4:** Review EEO policies and training, and develop programs and practices as necessary to promote a bias-free work environment:

- (1) Disseminate the City's Equal Employment Opportunity and Recruitment Plan policy statement.
- (2) Maintain a comprehensive EEO management training program to improve skills in preventing and responding to EEO complaints.
- (3) Provide refresher courses and training as applicable laws or policies change or as needed.
- (4) When possible, conduct exit interviews to track reasons for employee separation from employment.
- (5) Ensure understanding of the EEO and Recruitment Plan by managers and supervisors.
- (6) Provide EEO training at orientation sessions for new employees.
- (7) Implement continuing EEO training that can be tailored to meet specific needs of City departments or divisions, as needed.
- (8) Train all managers and supervisory staff in the proper response to complaints and enforcement of the City's policies against discrimination and retaliation.

**Strategy 5:** Enhance community awareness of opportunities for employment with the City of Tacoma:

- (1) Partner with apprenticeship programs and community volunteer opportunities.
- (2) Provide training opportunities that could lead to opportunities for permanent employment with the City.
- (3) Develop long-term outreach programs with the community's educational system that encourage development of a pool of qualified potential employees.

### **UTILIZATION ANALYSIS**

The City of Tacoma produces a semi-annual Utilization Analysis report which includes the following quantitative analysis elements:

- (1) **Organizational profile** – Depicts the staffing pattern (Workforce Utilization report) within the City to determine whether barriers to equal employment opportunity exist in the organization. The profile provides an overview of the workforce that may assist in identifying organizational units where women or minorities are underrepresented or concentrated.
- (2) **Job group analysis** -Combines job titles within the City's organization. In the job group analysis, jobs at the establishment with similar content, wage rates,

and opportunities, must be combined to form job groups. Similarity of content refers to the duties and responsibilities of the job titles which make up the job group. Similarity of opportunities refers to training, transfers, promotions, pay, mobility, and other career enhancement opportunities offered by the jobs within the job group. The job group analysis includes a list of the job titles that comprise each job group.

- (3) **Placement of incumbents in job groups** – Separately states the percentage of minorities and the percentage of women the City employs in each job group established by the Office of Federal Contract Compliance Programs (OFCCP).
- (4) **Determining availability** – Estimates the number of qualified minorities or women available for employment in a given job group, expressed as a percentage of all qualified persons available for employment in the job group.
- (5) **Comparing incumbency to availability** - Compares the percentage of minorities and women in each job group with the availability for those job groups as determined by OFCCP. When the percentage of minorities or women employed in a particular job group is less than reasonably expected given their availability percentage in that particular job group, the EEO Office will establish a placement goal in accordance with the OFCCP.
- (6) **Placement goals** – These goals serve as objectives or targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work. Placement goals are also used to measure progress toward achieving equal employment opportunity. The City's determination that a placement goal is required does not constitute a finding or an admission of discrimination.

Placement goals may not be rigid and inflexible quotas, which must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups. Quotas are expressly forbidden.

In all employment decisions, the City must make selections in a nondiscriminatory manner. Placement goals do not provide the City with a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that person's race, color, religion, sex, or national origin.

Additionally, placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results. These goals may not be used to supersede merit selection principles. Affirmative action programs prescribed by the OFCCP regulations do not require the City to hire a person who lacks qualifications to perform the job successfully, or hire a less qualified person in preference to a more qualified one.

## Appendix D

### Bias Awareness for Interview Panel Members

#### Summary

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

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

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

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

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

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

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

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

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

### **Explicit Bias**

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

### **Implicit Bias**

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

### **Examples of Bias**

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

### **Average/Central Bias**

Rating all applicants the same, or tending to give applicants the middle rating (e.g., a 3 on a 5 point scale).

### **Contrast**

When you compare/contrast one candidate against another rather than comparing applicants against an ideal, you may get skewed results. Example: a candidate appears stronger than she should because she followed two weak applicants.

### **First Impression**

Many people think they can accurately assess someone within the first few minutes of meeting them. Making up your mind so soon is a bias that corrupts overall judgment.

### **Halo Effect**

Giving excessive weight to one positive characteristic, sometimes despite several negatives.

### **Harshness/Horn Effect (opposite of Halo)**

Letting one negative characteristic overshadow the big picture view of a candidate.

### **Knowledge-of-Predictor**

When an evaluator has foreknowledge of how the candidate has done on another test or interview and allows knowledge of previous performance (good or bad) to influence rating.

### **Leniency**

A rater who tends to give inflated ratings and who is not critical enough.

### **Nonverbal Bias**

Body language, eye contact or lack thereof, etc. Consider cultural differences and avoid overemphasizing nonverbal behavior in rating responses.

### **Recency**

A bias toward the candidate seen most recently because they are the freshest in memory. This is why you should always write down notes/scores immediately and score all applicants against the ideal/scale.

### **Similar-to-Me**

Many people subconsciously favor those who share a characteristic, hobby, alma mater, opinion, etc.

### **Stereotyping**

This bias happens when the rater makes an assumption about a candidate based on gender, ethnicity, religion, age, familial status, etc. As previously described, this category is one that is influenced by both implicit and explicit bias.

### **Other Considerations**

What other candidate characteristics must we be aware of?

*Extrovert vs. Introvert:* 50% of all humans are introverts. Extroverts may tend to perform and relate better to interviewers even if they are not as qualified as other, more introverted applicants.

*Communication Styles:* circular vs. linear; direct vs. indirect; emotionally expressive vs. restrained, etc.

*Business etiquette:* nonverbal behavior; handshakes, distance, gestures, eye contact.

*Social values or norms:* individualistic vs. collectivistic; competitive vs. cooperative; authority oriented vs. egalitarian

## Appendix E

### Equal Employment Opportunity (EEO) Interview Guidelines

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

Topic	You may ask:	You may not ask:
ADDRESS	<ul style="list-style-type: none"> <li>•Can you be reached at this address? If not, would you care to leave another?</li> <li>•Can you be reached at these telephone numbers? If not, would you care to leave another?</li> </ul>	<ul style="list-style-type: none"> <li>•Do you own your home or rent?</li> <li>•Do you live with your husband (wife)?</li> <li>•With whom do you live?</li> </ul>
AGE	<ul style="list-style-type: none"> <li>•No questions (except to verify non-minor status).</li> </ul>	<ul style="list-style-type: none"> <li>•You may not ask any questions which imply a preference for persons under 40 years of age.</li> </ul>
ARREST RECORDS	<ul style="list-style-type: none"> <li>•Employers may ask applicants about arrests, but must include inquiries concerning whether charges are still pending, have been dismissed, or led to a conviction of a crime involving behavior which would adversely affect job performance, and whether the arrest occurred within the last ten years.</li> <li>•Law enforcement and certain state agencies, school districts, businesses and other organizations that have a direct responsibility of the supervision, care or treatment of children, mentally ill or disabled persons, or other vulnerable adults, may have more latitude to ask questions regarding arrests. Check with the EEO Officer and the HR Analyst for specific guidance.</li> </ul>	<ul style="list-style-type: none"> <li>•It is IMPROPER to ask an applicant about arrests which did not occur in the last ten years.</li> </ul>
CITIZENSHIP	<ul style="list-style-type: none"> <li>•It is PROPER to ask if visa or immigration status prohibits employment and to seek proof after hiring.</li> <li>•Employer MAY note on the application that: Documentation proving legal right to work in the United States will be required upon hiring.</li> </ul>	<ul style="list-style-type: none"> <li>•It is IMPROPER to ask an applicant whether s/he is a United States citizen.</li> </ul>

Topic	You may ask:	You may not ask:
CONVICTIONS	<ul style="list-style-type: none"> <li>• You MAY inquire regarding convictions that are <u>reasonably related</u> to the applicant's fitness to properly perform the job to which the applicant is applying. As with arrests, the inquiry should be limited to convictions which occurred during the last ten years.</li> <li>• An employer MUST obtain from each applicant a disclosure concerning the applicant's conviction history for certain crimes against children or persons, or civil adjudications or sexual or domestic abuse of children or the disabled, or of financial exploitation of vulnerable adults.</li> <li>• An employer SHOULD maintain a separate confidential file for this information and may use this information only in making initial employment or engagement decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiries concerning convictions and imprisonment which either do not relate reasonably to job duties or did not occur within the last ten years will not be considered justified by business necessity.</li> </ul>
CREDIT-RELATED INFORMATION	<ul style="list-style-type: none"> <li>• An employer may not obtain a consumer report for a prospective employee unless a clear and conspicuous disclosure has been made in writing to the consumer before the report is obtained and the consumer authorized the procurement of the report.</li> <li>• The purpose for asking should be related to the job duties and responsibilities, for example, where the employer wishes to assess the background of employees handling credit-related information.</li> </ul>	<ul style="list-style-type: none"> <li>• An employer may not make any adverse employment action, based in whole or in part on information contained in a consumer report until it has advised the consumer against whom such adverse action is to be taken, supplied the name and address of the consumer reporting agency and/or institution making the report, and given the consumer an opportunity to respond to any information in the report that is disputed.</li> </ul>
DISABILITY	<ul style="list-style-type: none"> <li>• Are you currently able to perform the essential duties of the job(s) for which you are applying</li> <li>• If the disability is obvious, or disclosed, you may ask about accommodations.</li> <li>• An employer MAY ask applicants questions about their ability to perform specific job functions, tasks, or duties, as long as these questions are not phrased in terms of a disability and are asked uniformly of all candidates.</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have any handicaps?</li> <li>• Are you an alcoholic?</li> <li>• Do you have AIDS or HIV Positive Status? Have you ever filed a Workers' Compensation Claim?</li> <li>• Have you ever been injured on the job?</li> <li>• Have you ever been treated for mental problems?</li> <li>• Why were you sick so often at your last job?</li> <li>• Have you ever been unable to handle work related stress?</li> <li>• Have you ever gone into diabetic shock that causes you to lose feeling in your fingers and toes?</li> <li>• Have you ever used illegal drugs?</li> <li>• Have you ever been treated for drug addiction or drug abuse?</li> <li>• An employer MAY NOT make any medical inquiry or conduct any medical examination prior to making a conditional offer of employment. An examination can only be conducted if required for all entering the same job category and must be job related and consistent with business necessity.</li> </ul>

Topic	You may ask:	You may not ask:
EDUCATION	<ul style="list-style-type: none"> <li>•Are you presently enrolled or do you intend to enroll in school?</li> <li>•What subjects did you excel in at school?</li> <li>•Did you participate in extracurricular activities?</li> <li>•What did you select as your major?</li> <li>•Did you work at an outside job while attending school? Doing what? What did you like/dislike about your job during school?</li> <li>•Are you interested in continuing your education? Why? When? Where?</li> <li>•Did your education prepare you for the job you are seeking with us? In what ways?</li> </ul>	<ul style="list-style-type: none"> <li>•Who paid for your educational expenses while you were in school?</li> <li>•Did you go to school on a scholarship?</li> <li>•Do you still owe loans taken out during school?</li> <li>•When did you graduate from high school?</li> </ul>
EDUCATION VERIFICATIONS	<ul style="list-style-type: none"> <li>•You should either require the applicant to obtain and provide verification of educational qualifications or have a separate authorization for educational references.</li> </ul>	<ul style="list-style-type: none"> <li>•In the past, it was a fairly simple matter to verify degrees received by an applicant. This is no longer the case. Under a 1995 law related to privacy of educational records, educational institutions that receive federal funds are now required to obtain consent before disclosing any information about a former or current student, even something as simple as degree verification.</li> </ul>
EXPERIENCE, SKILLS AND ACTIVITIES	<ul style="list-style-type: none"> <li>•Do you have any special skills or knowledge?</li> <li>•Are your skills recent?</li> <li>•When did you last use a calculator (or any other machine or skill)?</li> <li>•Do you enjoy being active in community affairs?</li> <li>•Are there any activities which have provided you with experience, training, or skills which you feel would be helpful to a position with us?</li> <li>•How will your involvement in _____ (activities) affect your work here?</li> </ul>	<ul style="list-style-type: none"> <li>•Does your physical condition make you less skilled?</li> <li>•*For questions regarding activities, also refer to questions regarding involvement in organizations below.</li> </ul>
FAMILY	<ul style="list-style-type: none"> <li>•Do you have any commitments which would prevent you from working regular hours?</li> <li>•Can you work overtime, if needed?</li> <li>•Are you now or do you expect to be engaged in any other business or employment? If 'yes' what kind of business or employment is it? How much time does it require? (The Code of Ethics should be reviewed if there is a question about a conflict of interest with the outside employment and the job duties and responsibilities for the City of Tacoma).</li> </ul>	<ul style="list-style-type: none"> <li>•How many children do you have?</li> <li>•Who takes care of your children while you are working?</li> <li>•Do your children go to daycare?</li> <li>•What does your husband think about your working outside the home?</li> <li>•What does your husband (wife) do?</li> <li>•What is your husband's (wife's) salary?</li> </ul>
GENDER	<ul style="list-style-type: none"> <li>•No questions regarding the applicant's gender.</li> </ul>	<ul style="list-style-type: none"> <li>•You may not ask any questions regarding the applicant's gender.</li> </ul>

Topic	You may ask:	You may not ask:
HEALTH	<ul style="list-style-type: none"> <li>•How long do you plan to stay on the job?</li> <li>•Are you currently able to perform the essential duties of the job(s) for which you are applying?</li> </ul>	<ul style="list-style-type: none"> <li>•Estimate the number of work dates you missed in the last year because of illness.</li> <li>•Please tell me something about the current status of your health.</li> <li>•Do you have any health conditions which would prevent you from performing all the duties of the job?</li> <li>•Do you have any health conditions which would limit the number of hours which you could work?</li> <li>•Do you have cancer?</li> <li>•Do you anticipate missing work days because of health conditions?</li> </ul>
HEIGHT AND WEIGHT	<ul style="list-style-type: none"> <li>•No questions.</li> <li>•The current regulations provide that with regard to the height and weight of an applicant, an employee may only ask about the person's ability to perform actual job requirements.</li> </ul>	<ul style="list-style-type: none"> <li>•How tall are you?</li> <li>•How much do you weigh?</li> <li>•The regulation warns that being of a certain height or weight will not be considered a job requirement unless the employer can show that no employee with the ineligible height or weight could do the work.</li> </ul>
MARITAL STATUS	<ul style="list-style-type: none"> <li>•Do you have any commitments which would prevent you from working regular hours?</li> <li>•Can you work overtime, if needed?</li> </ul>	<ul style="list-style-type: none"> <li>•Is it Mrs. or Miss?</li> <li>•Are you single?</li> <li>•Are you married?</li> <li>•Are you divorced?</li> <li>•Are you separated?</li> <li>•Are you engaged?</li> <li>•Are you widowed?</li> <li>•Do you own or rent your home?</li> <li>•What is your relationship with the people with whom you reside?</li> </ul>
MILITARY SERVICE	<ul style="list-style-type: none"> <li>•Have you served in the U.S. military?</li> <li>•Did your military service experience and training provide you with skills you could put to use in this job?</li> <li>•How did you feel about your stay in the Army (Navy, etc.)?</li> </ul>	<ul style="list-style-type: none"> <li>•Have you served in the army of a foreign country?</li> <li>•What type of discharge did you receive from the U.S. military service?</li> <li>•Can you provide your discharge papers?</li> </ul>
NATIONAL ORIGIN	<ul style="list-style-type: none"> <li>•No questions about national origin.</li> <li>•In order to comply with the Federal Immigration Reform and Control Act of 1986, you can ask: Are you prevented from being employed in the United States because of your Visa or Immigration Status?</li> <li>•You may also note on the application that: Documentation proving legal right to work in the United States will be required upon hiring.</li> </ul>	<ul style="list-style-type: none"> <li>•What is your national origin?</li> <li>•Where were you born?</li> <li>•What is the origin of your name?</li> <li>•What is your primary language?</li> <li>•What country do your ancestors come from?</li> <li>•Do you read, write or speak Korean (or another foreign language, unless based on job requirements)?</li> </ul>
ORGANIZATIONS	<ul style="list-style-type: none"> <li>•You may ask about any organization memberships, excluding any organization of which the name or character of indicates the race, color, creed, sex, marital status, religion, national origin, or ancestry of its members.</li> <li>•Do you enjoy being active in community affairs?</li> </ul>	<ul style="list-style-type: none"> <li>•You may not ask for a list of all organizations, clubs, societies, and lodges to which the applicant belongs.</li> </ul>

Topic	You may ask:	You may not ask:
PHOTOGRAPHS	<ul style="list-style-type: none"> <li>• You may ask for a photograph after hiring for identification purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• You may not ask any applicant to submit a photograph before hiring (mandatory or optional).</li> </ul>
PREGNANCY	<ul style="list-style-type: none"> <li>• How long do you plan to stay on the job?</li> <li>• Are you currently able to perform the essential duties of the job(s) for which you are applying?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you pregnant?</li> <li>• When was your most recent pregnancy terminated?</li> <li>• Do you plan to become pregnant?</li> <li>• Any other question about medical history concerning pregnancy and related matters.</li> </ul>
PRIOR EMPLOYMENT	<ul style="list-style-type: none"> <li>• How did you overcome problems you faced there?</li> <li>• Which problems frustrated you the most?</li> <li>• Of the jobs indicated on your application, which did you enjoy the most and why?</li> <li>• What were all the reasons for leaving your last job?</li> <li>• Have you ever been discharged from any position? If so, for what reason?</li> </ul>	<ul style="list-style-type: none"> <li>• How many sick days did you have at your old job?</li> </ul>
RACE OR COLOR	<ul style="list-style-type: none"> <li>• No questions about race or color of skin, hair, eyes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• You may not ask any inquiry concerning race or color of skin, hair, eyes, etc.</li> </ul>
RELIGION OR CREED	<ul style="list-style-type: none"> <li>• No questions about religion or creed.</li> </ul>	<ul style="list-style-type: none"> <li>• What is your religion?</li> <li>• What church do you go to?</li> <li>• So – are you Jewish?</li> <li>• Who is your minister?</li> <li>• What are your religious holidays?</li> </ul>
SEXUAL ORIENTATION	<ul style="list-style-type: none"> <li>• Whom should we contact in case of an emergency?</li> </ul>	<ul style="list-style-type: none"> <li>• You may not ask any questions regarding the applicant's sexual orientation.</li> </ul>

## Appendix F

### Strategies for Achieving Racial Equity in the Workforce<sup>3</sup>

Achieving racial equity in the workforce requires a number of processes working together. The following information is adapted from the Local and Regional Government Alliance on Race and Equity.

1. **Data analysis.** Conduct rigorous data analysis to obtain a strong understanding of current data so that strategies can be developed to target specific challenges. Supplement the data analysis with qualitative analysis to determine any work place culture challenges.
2. **Data driven strategies.** Data should drive the development of strategies to ensure their effectiveness. Solely examining overall gross numbers using groupings of job classifications and racial groups will be of only limited use. Governmental jurisdictions should analyze work force data to determine:
  - *Are there some classifications where employees do not represent the community at large?* Many jurisdictions have found that while overall numbers are encouraging, there is a lack of racial representation in certain classifications, such as police officers, fire fighters, engineers, information technology and management. Having one-size-fits-all strategies for recruitment are not as useful as developing specific strategies designed to address the unique barriers of a job classification.
  - *Are people of color clustered in lower-wage classifications, having successfully entered the public sector, but lack upward mobility strategies?* Developing upward mobility tracks for existing employees will help retain talent and create a work place culture where equity is operationalized.
  - *For civil service exempt classifications, are there wage differentials by race and gender?* If so, conduct an analysis to determine why and make sure unintended bias is not a driver.
3. **Workplace culture.** It is important to identify any work place culture challenges that cannot be identified by simple data analysis. A positive work place culture that clearly conveys the importance of workplace equity is vital for ensuring employee retention. Conducting focus groups and/or employee surveys will help to identify any challenges to address.
4. **Implicit bias.** A large body of research suggests that by virtue of living in a racialized society, implicit bias impacts both individual judgment and institutionalized policies and practices. As such, it inevitably impacts interactions with others and process in which we engage, including hiring processes. When we learn about biases, both as individuals and as institutions,

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<sup>3</sup> Cited from Public Sector Jobs: opportunities for advancing racial equity by the Local and Regional Government Alliance on Race & Equity

we can actually begin to implement tools and strategies for reducing their impact. For example:

- *Providing training about implicit bias and institutional racism* to all staff involved with hiring processes will increase both individual and institutional awareness, and increase the possibility of countering bias.
- Based on training and new skill development, organizations can implement institutional strategies for countering bias. For example, some jurisdictions have taken the step of removing names from resumes in the resume review process.

5. **Pipe-line of talent.** Support longer-term pipe-line development programs to advance entry and promotion into higher paying job classifications.

- Use youth employment programs, like **SummerJobs253**, to provide government career-focused experience for students from diverse racial and ethnic backgrounds.
- Analyze the reasons for lack of representation. It is important to understand the reason for the lack of representation, because if the underlying drivers are not addressed, there is likelihood that even if recruitment is successful, retention may be a challenge. For instance, to recruit police officers of color, many jurisdictions will need to address organizational cultural issues. Because of a history of often-tense and/or hostile relationships between the police and communities of color, there are fewer people of color who enter the field. In addition to having an intentional recruitment program, such as the one developed by the Department of Justice Community Oriented Policing Services Program, it is critical that police departments also be working to fundamentally shift their relationships with communities of color.

6. **Goals.** Set clear goals for improving work force equity and track progress over time so that you can modify strategies, as needed, to effectively achieve the best results. When it comes to workforce equity, governmental jurisdictions are uniquely positioned to make sure that we set clear goals and are laser-focused on achieving results. The public sector has the opportunity to operationalized commonly held values such as “equality” and “justice.” Goals and measurement should take place on three levels:

- Quantitative measures that assess whether the work force reflects the diversity of the communities across the breadth (functions) and depth (hierarchy) of government.
- Qualitative measures that assess employee understanding of and action to advance racial equity (see example [City of Seattle Race and Social Justice employee survey](#) conducted every two years).
- Process measures to track the use of a Racial Equity Tool in changing institutional policies and practices.

Each jurisdiction should be able to describe any of their own unique situations, set goals, implement strategies, and measure progress toward achieving racial equity within the work force.

## Appendix G

### Glossary of Terms

**Bias:** a conscious or unconscious, intentional or unintentional tendency that influences individuals to engage in favorable or unfavorable thoughts, feelings, or actions toward people, animals or objects.<sup>2</sup>

**Cultural Competency:** occurs when racial and cultural differences are seen as assets, strengthening the organization.

**Cultural Humility:** refers to respecting the validity of other people's culture.<sup>4</sup>

**Diversity:** the range of human differences that include the primary or internal dimension such as age, gender, race, ethnicity, physical and mental ability and sexual orientation; and the secondary or external dimension such as thought styles, religion, nationality, socio-economic status, belief systems, military experience and education<sup>5</sup>

**Empowerment:** to equip or supply with opportunities, access and skills to achieve potential.

**Equality:** a measure of equal treatment.

**Equity:** when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential

**Gatekeeper:** a person who controls access (two-way exchange) to resources, information, programs, services, etc.

**Inclusion:** bringing together and harnessing diverse forces and resources in a way that is beneficial. Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection—where the richness of ideas, backgrounds, and perspectives are harnessed to create business value.<sup>6</sup>

**Privilege:** when you think something is not a problem because it's not a problem to you.<sup>2</sup>

**Racial Inequity:** Racism is often thought of as individual acts of bias. While discrimination is still a reality, focusing on individual acts of racism can obscure the realities that create and maintain racial inequity more broadly: at institutional and structural levels.<sup>1</sup> To fully address the impacts of racism, it is important to address all levels of racial inequity: structural, institutional and individual.

- **Structural Racism:** The history of institutional racism across all institutions combined to create a system that negatively impacts communities of color.
- **Institutional Racism:** policies, procedures and practices that work to the benefit of white people and the detriment of people of color, often unintentionally or inadvertently.

- Individual/interpersonal Racism: pre-judgment, bias, stereotypes of generalizations about an individual or group based on race. The impacts of racism on individuals—white people and people of color (internalized racism) can result in illegal discrimination.

Racial Justice: the elimination of racial disparities resulting from individual, institutional, and structural racism.<sup>2</sup>

Stereotypes: specific traits attributed to people based on group membership.<sup>3</sup>

*Sources:*

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2. *Portland, OR Office of Equity and Human Rights*
3. *Psychology Today, (2012)*
4. *Cultural Humility: A way of being in the world; Guskin, Alan, Antioch Notes 1991*
5. *Boston College*
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## Appendix H

### References and Resources

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