

SCREENING JOB DESCRIPTIONS AND APPLICATION PROCESS: CREATING A LEVEL PLAYING FIELD

This tool is designed to help screen job descriptions for subtle bias. Given the years of systemic racism in this country and the fact that many people have recently immigrated, it's important you consider equity vs. equality when hiring.

Due to the generational impact of oppression, some will come to the interview with years of advantage and privilege that have helped them to be in position to meet all of the traditional qualifications you seek. Consider ways to mitigate the disadvantages that have accumulated over time by giving credence to other areas of strength that would benefit your organization. Reconsider how you think about "qualified".

| MEASURING EXPERIENCE | Yes | No | Not Sure | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Does the application require a college degree? If yes, determine if a degree is necessary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are there multiple ways for applicants to meet the minimum experience requirements, ex: years in specific position and/or education? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are there any minimum requirements that could easily be taught through a short period of on-job training? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is there any mention of on-job training supports provided? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is there any mention of experience working with diverse populations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is there any mention of relational skills or ability to work with a team? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is there any mention of perseverance in the face of obstacles or similar qualification? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Can recent immigrants use similar experiences or education from another country to meet the job qualifications? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Is fluency in two or more languages listed as a desired qualification? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. If not, would it be beneficial to the organization? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

When diverse candidates are considering applying for a position, they may look in the job description to see if the organization states a commitment to social justice or cultural competency practices.

| EVIDENCE OF COMMITMENT TO SOCIAL JUSTICE |
|---|
| <p>1. What language is used to refer to the organization's belief in equity and inclusion? (Check all)</p> <p>Basic</p> <p><input type="checkbox"/> Anti-discrimination policy <input type="checkbox"/> Cross-Cultural <input type="checkbox"/> Cultural Competence <input type="checkbox"/> Differences <input type="checkbox"/> Diversity</p> <p><input type="checkbox"/> Honor <input type="checkbox"/> Inclusion <input type="checkbox"/> Respect <input type="checkbox"/> Tolerance <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> |

Advanced

- Bias
 Culturally responsive
 Disproportionality
 Equity
 Heterosexism/Homophobia
 Institutional/Systemic
 Privilege
 Social Justice
 Stereotypes
 Racism

2. Where is this language found in the job description? (Check all that apply)

- At the beginning
 In the middle
 At the end

 In 1 statements
 In 2-3 statements
 In 4+ statements

The language used in the job description can create unnecessary barriers for applicants, particularly English language learners. Language can also tell some people they are not welcome in the workplace.

| LANGUAGE | Yes | No | Not Sure | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Does the job description contain jargon? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Could the language be simplified to describe the same thing (ex: curious vs. inquisitive)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does reading the job description require advanced English reading skills? If so, determine if the job requires advanced English reading skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is it easy to determine expected duties by reading the description? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does the application ask people to check either Male or Female? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. When referring to the applicant, does the description use gender neutral pronouns? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Job applications can pose systemic barriers to employment for already marginalized people. For example, some people of color don't do well with testing. Stereotype threat research has shown that when a person is asked to perform and that performance is tied to a stereotype for their group, they will experience anxiety and not perform as well as they could. Due to institutional racism, people of color are more likely to have a criminal record. Some jobs themselves could be reorganized to make them more accessible. When screening your applications, think about what is done because of tradition and what is actually necessary for the job.

| SYSTEMIC BARRIERS | Yes | No | Not Sure | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Testing | | | | |
| 1. Are applicants tested? If so, determine if there is evidence that ties test performance to job performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If someone does poorly on the test, can they still be considered for the position? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the test culturally biased, showing predictable differences in outcomes for | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| different racial groups? | | | | |
| Criminal Record | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the application require people to check a box indicating whether they have a criminal record? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are applicants required to complete a criminal background check? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. If so, is this because of a state or federal law, outside of the control of the employer? | | | | |
| Accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Does the job description list tasks that could not be performed by a person with a physical disability? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Does the job description list tasks that could not be performed by a person with an intellectual or developmental disability? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If so, are those tasks necessary to be successful in the position? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Is there any mention of accommodations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Does the job require a driver's license? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. If so, is driving necessary to perform the duties outlined in the description? | | | | |
| Hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Are the job hours flexible? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Do job hours coincide with availability of mass transit? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. If no to either question above, is it necessary the job be performed at that time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Are people asked to commit to an unstated amount of possible additional work? | | | | |

Other Notes: _____
