

EEO/Diversity, Equity and Unconscious Bias Training

COLLEGE OF MARIN

EUGENE WHITLOCK, *CHIEF PEOPLE & CULTURE OFFICER, UC BERKELEY*

FALL 2021

Agenda

- I. Why do we hire?
- II. The Role of Diversity, Equity and Inclusion
- III. Getting the Hiring Process Right



Why do we hire?

Screening Committee Goals

Goal #1:

To move forward the candidates who will best stimulate the learning or working environment and provide the greatest asset to our diverse student population and the community at large.

Goal #2:

To move forward candidates with the skills and abilities that best qualify them to carry out the duties and responsibilities of the position within the context of our diverse campus environments. The definition of a qualified candidate includes the ability to communicate and interact effectively within a diverse community. Further, consideration shall not be limited to the formal qualifications of an individual, such as training, education and work experience; qualifications that enhance a candidate's ability to productively serve a diverse community (e.g., relevant life experience, volunteer work, interpersonal skills) shall also be considered.

Diversity, Equity and Inclusion

Do Diversity, Equity and Inclusion *matter* to your school?



COM Mission Statement

College of Marin's commitment to educational excellence is rooted in providing **equitable opportunities** and fostering success for all members of our diverse community by offering:

- preparation for transfer to four-year colleges and universities
- associate degrees and certificates
- career technical education
- basic skills improvement
- English as a second language
- lifelong learning
- community and cultural enrichment

College of Marin responds to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility.

COM Values

Student and Community Centered Education

Academic Excellence and Innovation

Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We provide open access and strive to remove barriers to student success.

Sustainability

Accountability

MCCCD's "Commitment to Diversity"

Board Policy 7100 (adopted March 17, 2009):

The Marin Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity as well as diversity and provide equal consideration for all qualified candidates.

MCCCD's EEO Policy

Board Policy 3420 (adopted August 18, 2012):

The Marin Community College District shall assure that effort is made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. The District agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, respect, harmony, and suitable role models for all students. Therefore, the District is committed to promoting equal employment through a continuing equal employment opportunity program.

COM Educational Master Plan 2019-25

EQUITY EMP GOAL 1

Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.

Champion: Assistant Superintendent/Vice President of Student Learning and Success

EQUITY EMP GOAL 2

Hire, support, and retain equityminded employees reflective of the diversity of the student body and expect all College employees to approach their work with equity-mindedness.

Champion: Director of Human Resources

EQUITY EMP GOAL 3

Given that Marin County's stark racial inequities are intertwined with the College's ability to achieve its mission, be a leader in promoting equity throughout the county.

Champion: Superintendent/President

COM Data

COM Student Representation - Ethnicity Fall 2016 – Fall 2019

Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	%	#	%	#	%	#	%
Hispanic/Latino	2,304	34.4%	2,438	35.4%	2,301	35.4%	2,399	37.5%
White Non-Hispanic	2,968	44.4%	2,972	43.1%	2,790	43.0%	2,639	41.3%
African-American	229	3.4%	226	3.3%	198	3.0%	179	2.8%
Asian or Pacific Islander	473	7.1%	504	7.3%	516	7.9%	493	7.7%
American Indian/Alaskan Native	13	0.2%	12	0.2%	74	1.1%	22	0.3%
Multi-Ethnicity	307	4.6%	314	4.6%	288	4.4%	261	4.1%
Unknown/Declined to State	398	5.9%	430	6.2%	326	5.0%	397	6.2%
Total	6,692	100.0%	6,896	100.0%	6,493	100.0%	6,390	100.0%

COM Student Representation - Gender Fall 2016 – Fall 2019

Gender	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	%	#	%	#	%	#	%
Male	2,740	40.9%	2,862	41.5%	2,614	40.3%	2,697	42.2%
Female	3,840	57.4%	3,811	55.3%	3,478	53.6%	3,577	56.0%
Unknown/Declined to State	112	1.7%	223	3.2%	401	6.2%	116	1.8%
Total	6,692	100.0%	6,896	100.0%	6,493	100.0%	6,390	100.0%

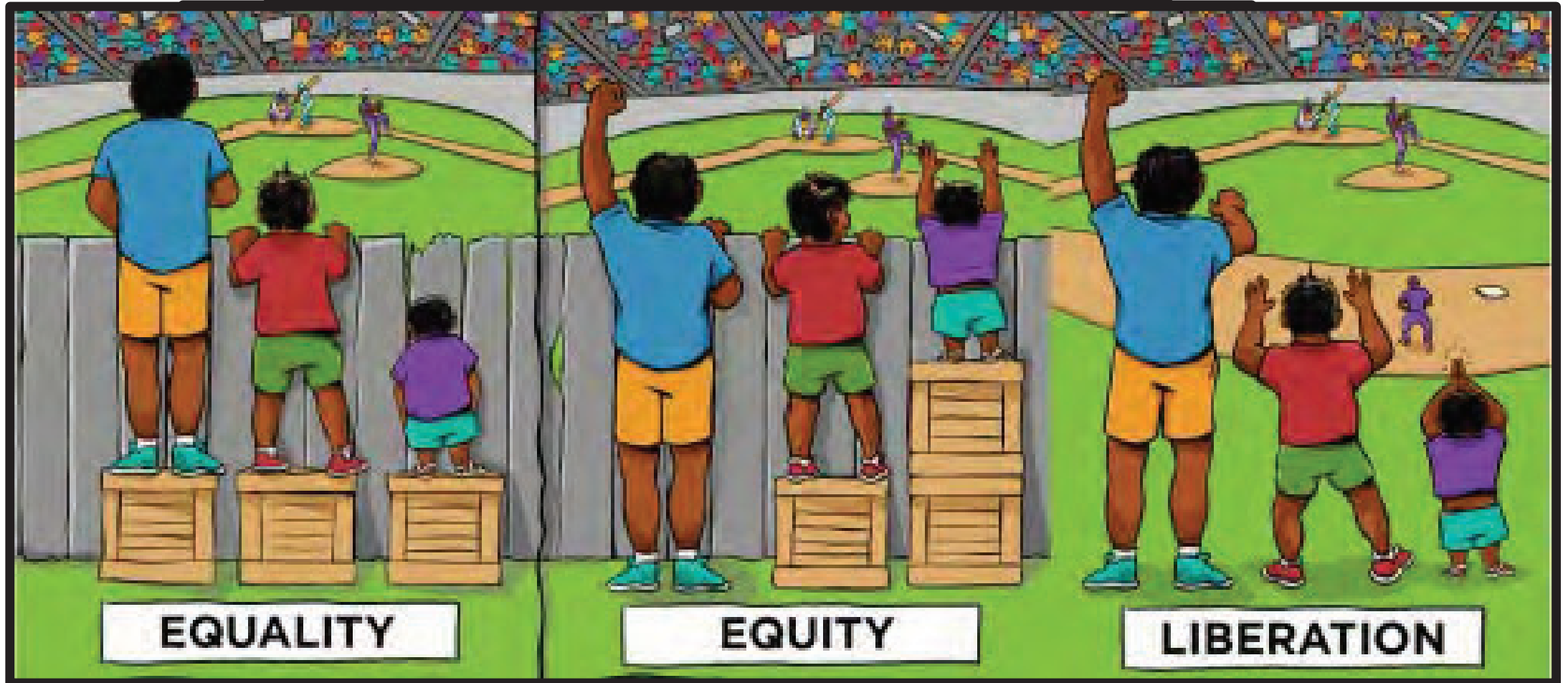
California Community Colleges' Statement on Diversity, Equity and Inclusion

With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exists and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and positive environment where individual and group differences are welcomed and valued as a core competency in our educational community.

What is Diversity?



What is Equity?



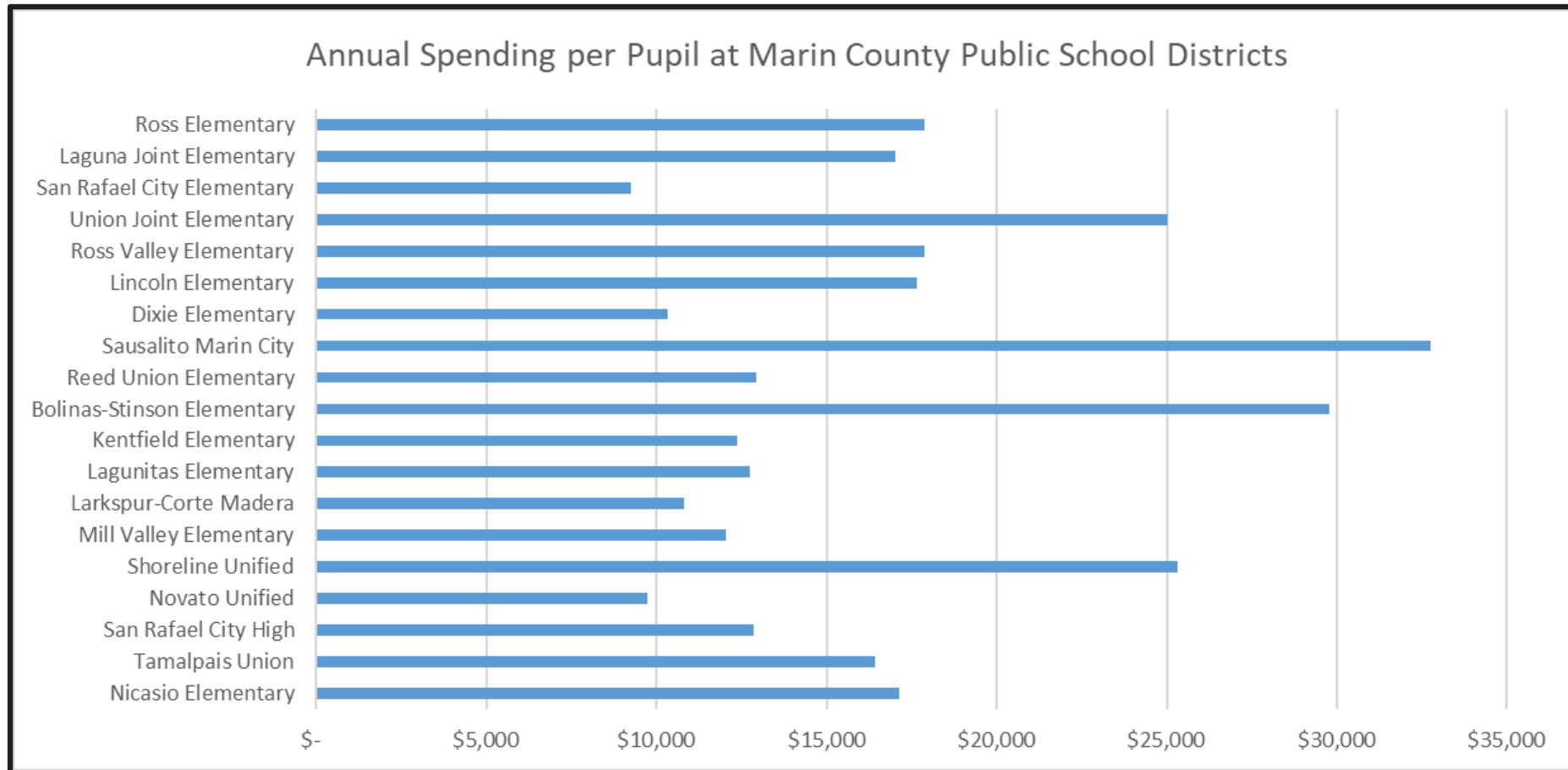
Equity and Equity-Mindedness

Equity: Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

Equity-minded: The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education.

- Educational Master Plan, Page 15

What does “equality” really look like?



2014-15 Data from CDE
Education Data Partnership
www.publicintegrity.org

Equity-Minded Practices

1. Welcomes students and creates a classroom culture in which they feel cared for and included
 - Knows students' cultures, their perspectives and lived experiences; Ability to communicate interculturally
2. Demystifies college policies and practices; Understands the barriers facing marginalized students and strategies to overcome them
3. Creates a partnership between faculty and students to ensure success
4. Validates students' ability to be successful
5. Represents a range of races/ethnicities in assignments; Ability to infuse diversity and inclusion into course content
 - Deconstructs and countering the presentation of “whiteness” as the norm
6. Analyzes qualitative and quantitative data to identify racialized patterns of practice and outcomes.
7. Knows that students have different needs and experiences and may require a flexible approach to teaching & learning; A willingness to learn how to provide culturally responsive instruction or services



CENTER *for* URBAN
EDUCATION

Effective teachers are equity-minded

- Effective teachers understand that students become “at risk” or “underperform” not because of poverty or some other student “deficit” but because of *ineffective teachers*.
- Effective teachers take ownership for their students’ learning and do not blame children’s circumstances.
- Effective teachers understand that there are short- and long-term consequences to teaching and learning especially when it comes to what teachers say and believe about their students.
- Effective teachers have to be prepared to teach students who are culturally, racially, and/or linguistically different from themselves.
- Effective teachers know that if they are unaware of their own hidden biases when teaching, they may involuntarily adopt attitudes and engage in practices, e.g. holding low standards and expectations, that unfairly impact certain groups of students.

What does an equity-minded person see?



What about Inclusion and Belonging?

INCLUSION is the achievement of a learning or work environment in which all individuals: feel valued, respected and supported; are treated fairly and have equal access to opportunities and resources; and can contribute fully to the organization's success. It is about how we engage successfully in a *diverse* environment.

MCCD's commitment to diversity and building an inclusive work and learning environment goes beyond the law and bases itself on the following values:

- Workforce diversity serves and supports the educational mission of the District and California Community Colleges.
- A commitment to diversity vitalizes the academic environment and college community, but does not require lowering standards.

BELONGING is feeling as an individual that your authentic self is welcomed and celebrated so you can thrive.

“Diversity is a fact, inclusion is a behavior but belonging is the emotional outcome that people want in their organization”

Why do Diversity, Equity and Inclusion matter to your school?



Diversity is a Competitive Advantage

- Diversity can be *inherent* (gender, ethnicity, and sexual orientation) and *acquired* (e.g. working in another country can help). Companies whose leaders exhibit at least three inherent diversity dimensions are “**two-dimensional (2-D)**”
- Employees at 2-D companies compared to those at non-diverse companies: 70% of employees at 2-D companies endorsed their ideas for improvement, compared to 58% at non-diverse companies.
- Without diverse leadership, 70% of employees at 2-D companies endorsed their ideas for improvement, compared to 58% at non-diverse companies.
- When at least one member of a team is from a different background than the rest, the team is 152% more likely to understand the client’s end user, the entire team’s client’s ethnicity is 152% more likely to understand the client’s end user.



Source: Harvard Business Review

Diversity and Student Success

African-American, Latino and other underrepresented students have substantially lower retention rates, are less likely to obtain a degree from community college, and are less likely to transfer to a 4-year college.

“We find that the performance gap in terms of class dropout rates, pass rates, and grade performance between white and underrepresented minority students falls by 20% to 50% when taught by an underrepresented minority instructor. We also find these interactions affect longer term outcomes such as subsequent course selection, retention and degree completion.”

$$y_{ijkst} = \alpha_0 + \alpha_1 * min_inst_j + X'_{ijkst} \beta + u_{ijkst} .$$

Underrepresented minority students are 1.2-2.8 percentage points more likely to pass classes, 2.0-2.9 percent less likely to drop out of classes, and 2.4-3.2 percentage points more likely to get a grade of B or higher in classes with underrepresented instructors. (Fairlie et al. 2014)

All Students Benefit from Teachers of Color...and they prefer them too.

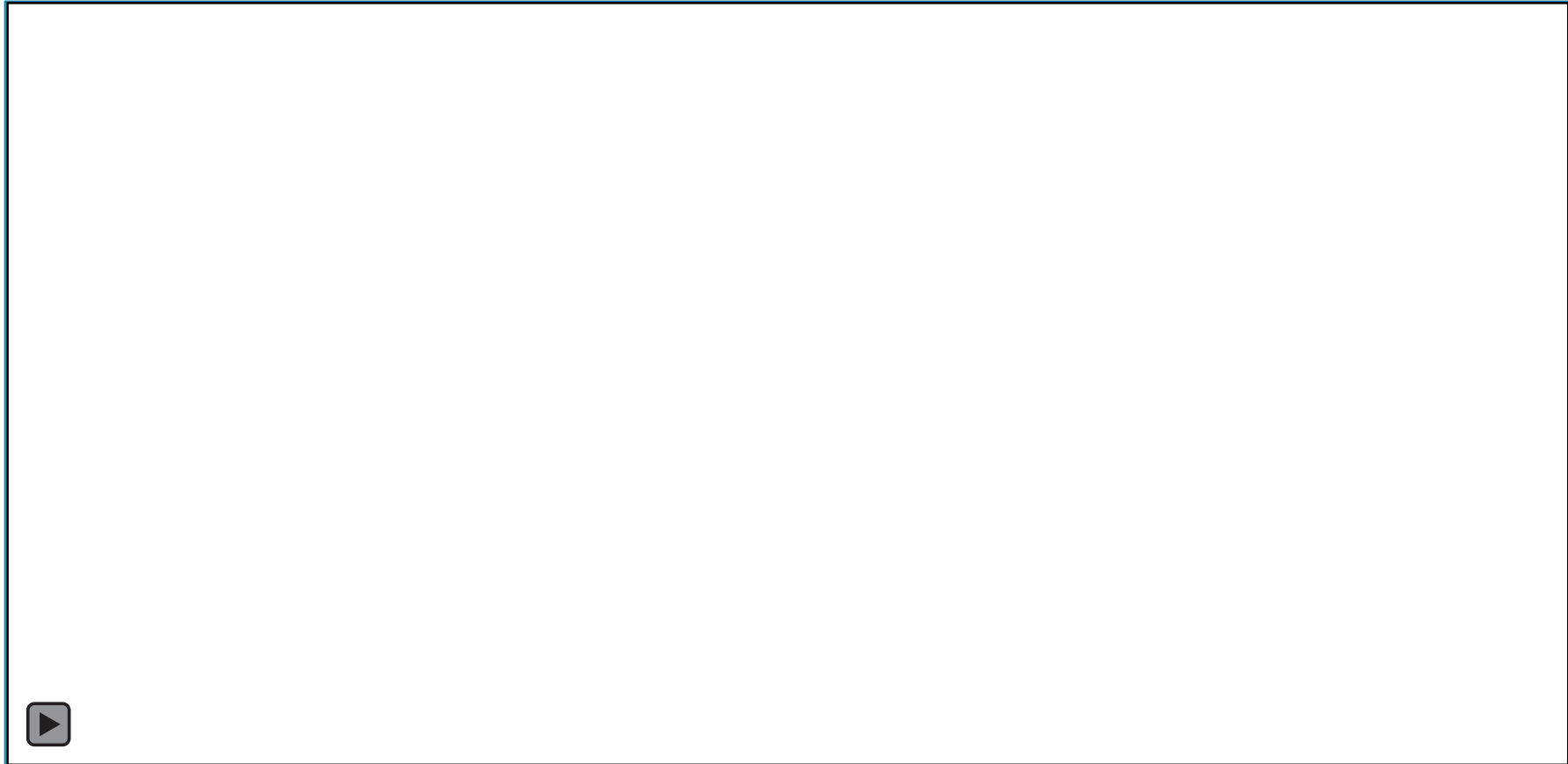
- Black and Latino teacher candidates report greater multicultural awareness, while Asian Americans report less, compared with their White counterparts. Prior experience working with nondominant populations is linked with higher levels of awareness. Multicultural awareness is tied to competence in creating nurturing classroom environments and creating positive outcomes for all students. (Cherng and Davis, 2017)
- On average, all student groups have more positive ratings of minority teachers, including White students and Asian American students, suggesting that minority teachers can translate their experiences and identities to form rapports with students that do not share the same race or ethnicity. (Cherng and Davis, 2015)
- Black, Asian and Latino students have more favorable perceptions of Black and Latino teachers than White teachers. These patterns remain largely intact, particularly for Latino teachers, even after considering factors such as student performance, teacher working conditions, and externally rated measures of teacher efficacy. (Cherng and Halpin, 2016)

Your Turn!

Exercise – School Days

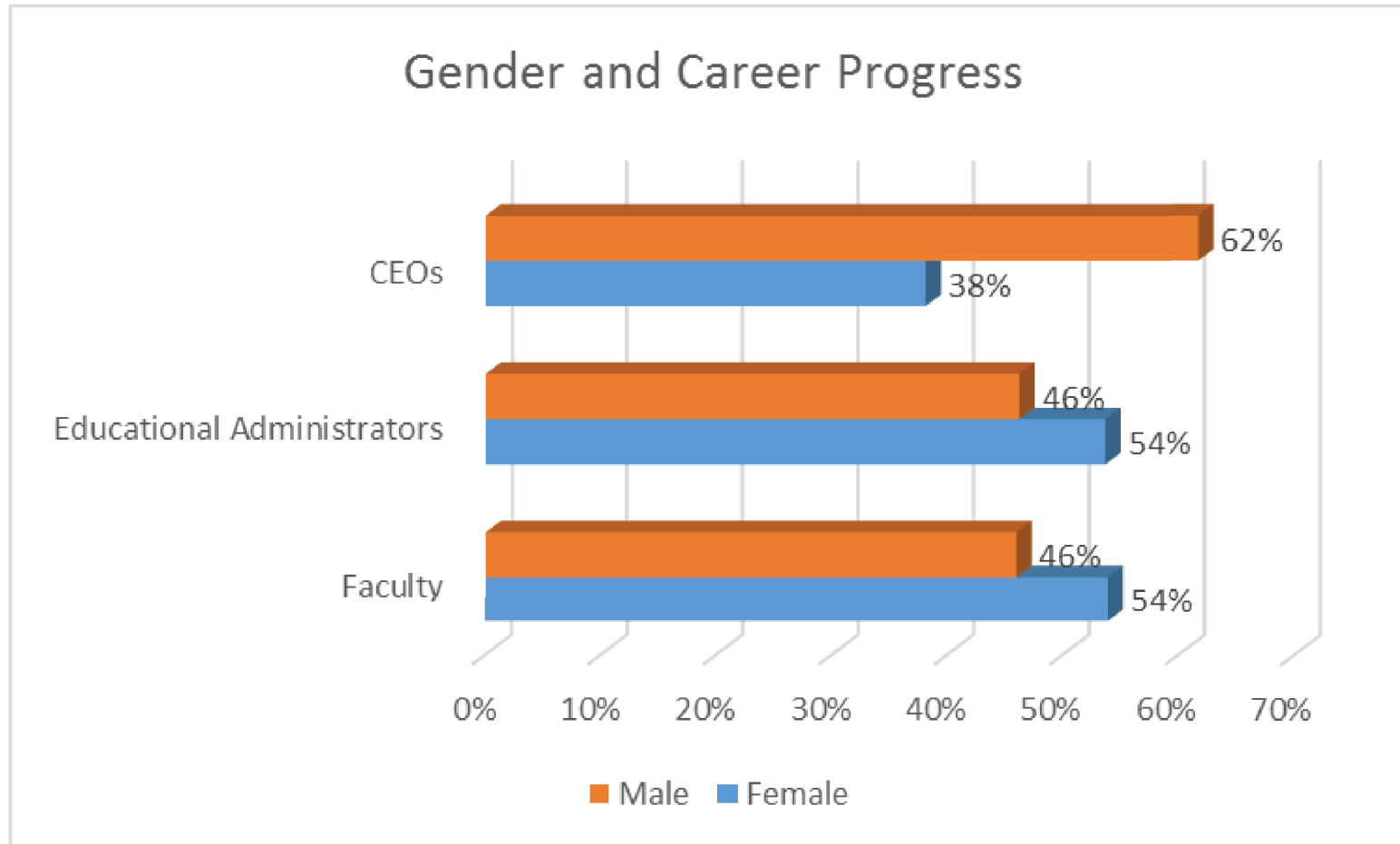
1. Recall a time from your own schooling when you felt especially included, engaged, appreciated, and validated in the learning process; and
2. Recall a time when you felt especially excluded, alienated, and invalidated from the learning process

It matters to our students



Do our actions match
our words?

Who are the leaders of the California Community Colleges?



Data from 2014

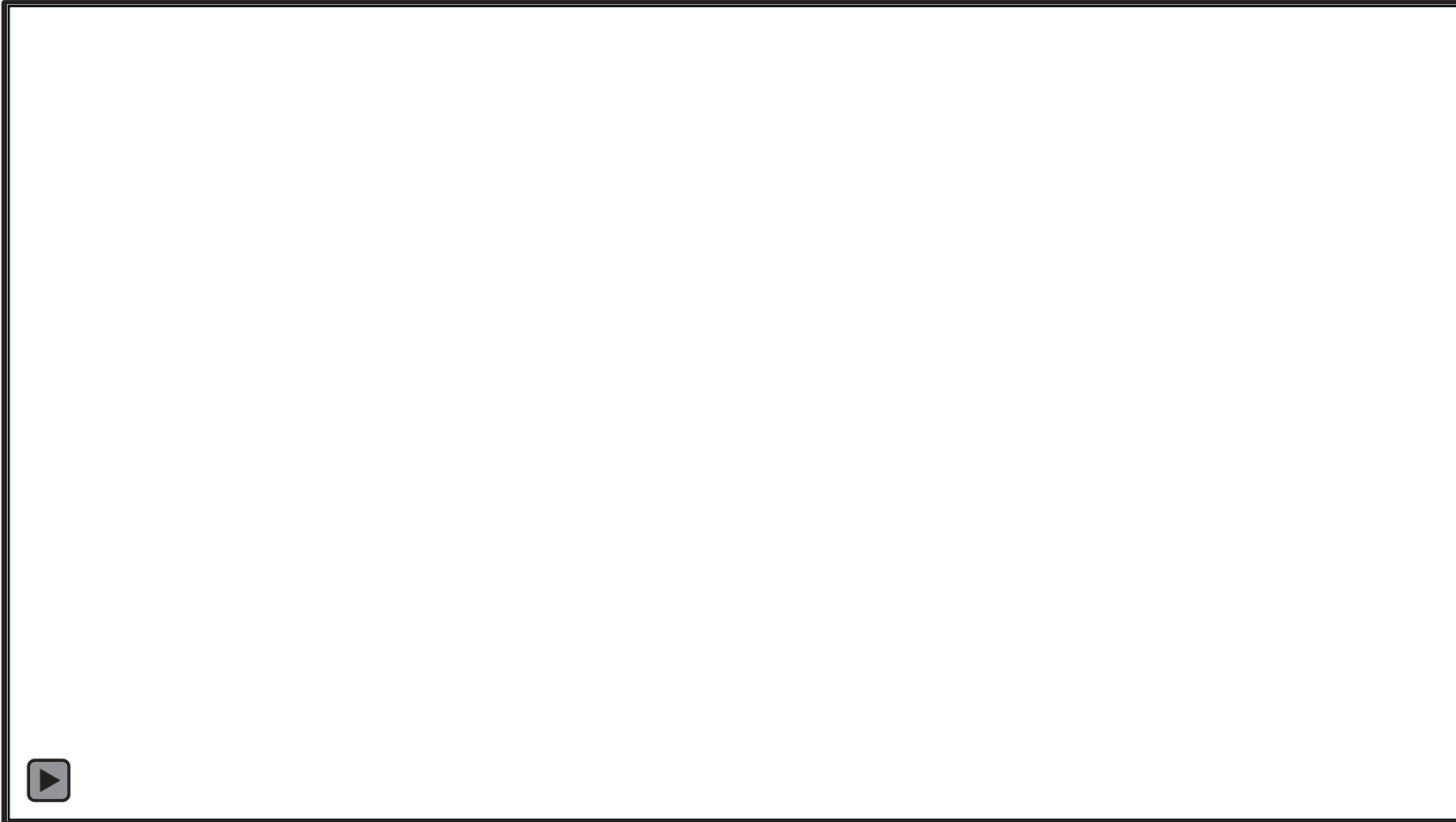
How Diverse is COM?

ETHNICITY	Students	Overall Workforce	Classified	Administrators	Faculty
Hispanic/Latino	37.50%	11.60%	16.40%	3.40%	9.10%
White Non-Hispanic	41.30%	57.60%	55.20%	48.30%	60.10%
African-American	2.80%	4.20%	5%	6.90%	3.40%
Asian or Pacific Islander	7.70%	8.00%	11.40%	17.20%	4.70%
American Indian/Alaskan Native	0.30%	0.80%	0.00%	3.40%	1%
Multi-ethnicity	4.10%	2.70%	5%	0.00%	1.40%
Unknown/Declined to State	6.20%	15.20%	7%	20.70%	20.30%
<i>Total Number</i>	6390	526	201	29	296
GENDER	Students	Overall Workforce	Classified	Administrators	Faculty
Male	40.90%	43.50%	53.20%	65.50%	57.40%
Female	57.40%	56.30%	46.30%	34.50%	42.60%
Unknown/Decline to State	1.70%	0.20%	0.50%	NA	NA

What do our students think?



Cartoon Break



Understanding Our Biases

What is Unconscious Bias?

Unconscious biases are stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing. Implicit biases are not accessible through introspection.



Influences on [] us Mind



THE SOCIAL BUTTERFLY
Chambray shirts + logo sweatshirts are the talk of the playground.

HER LOGO STYLES ▶

HER TROUSERS ▶

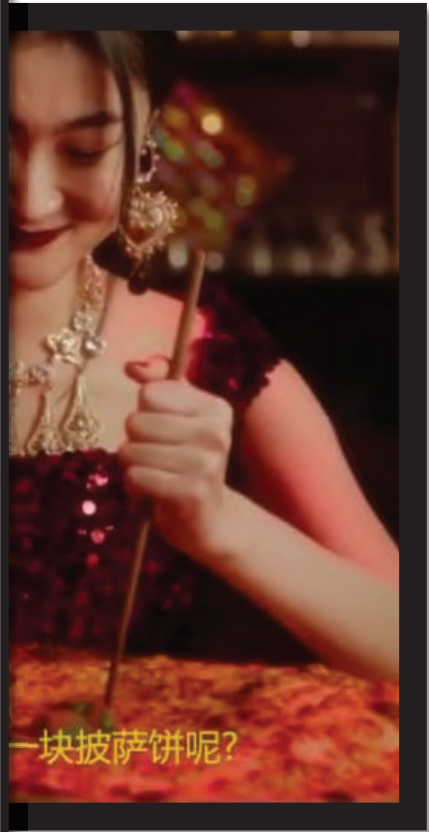
© GAP



THE LITTLE SCHOLAR
Your future starts here. Chambray shirts + graphic tees = genius idea.

HIS T-SHIRTS ▶

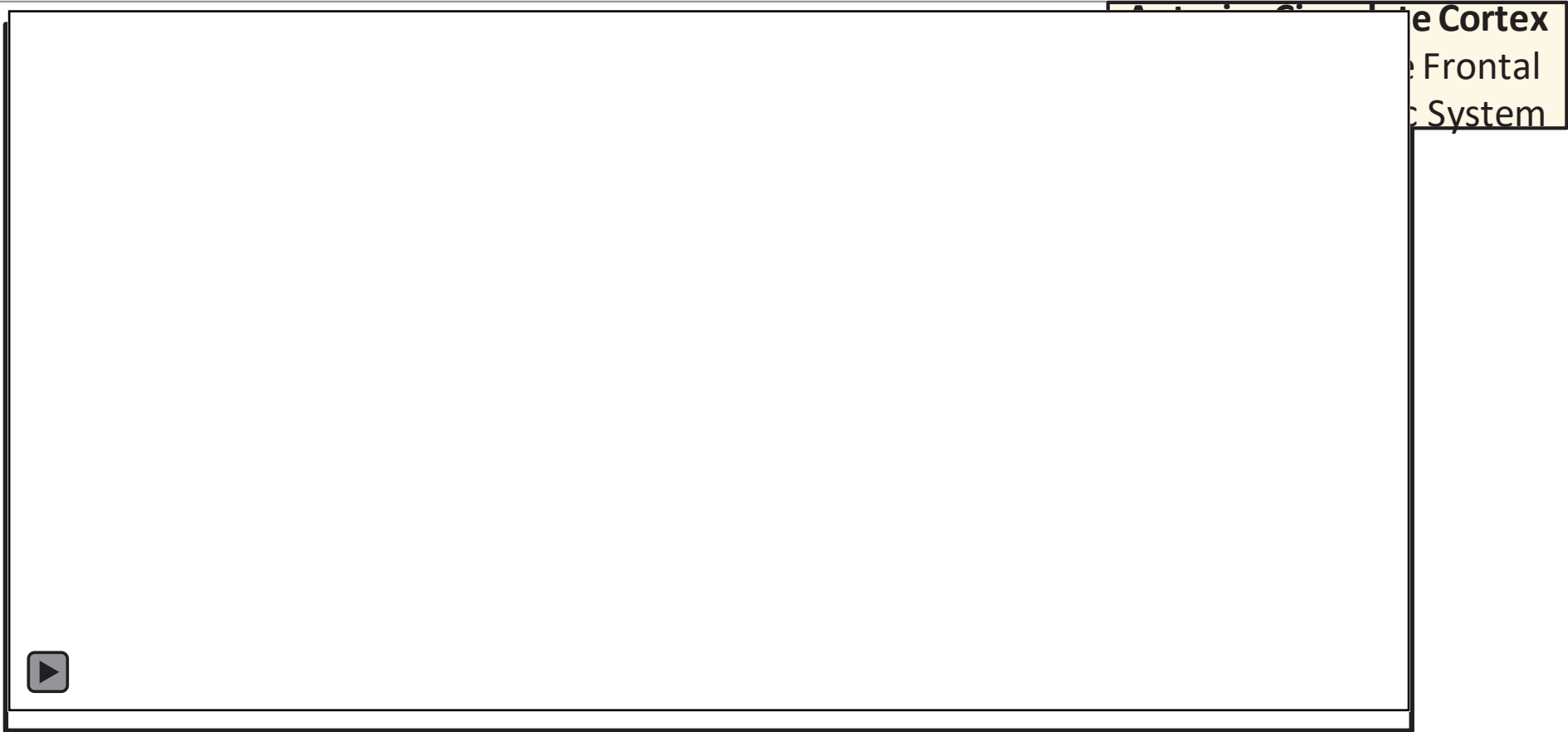
HIS TROUSERS ▶



Influences on the Unconscious Mind



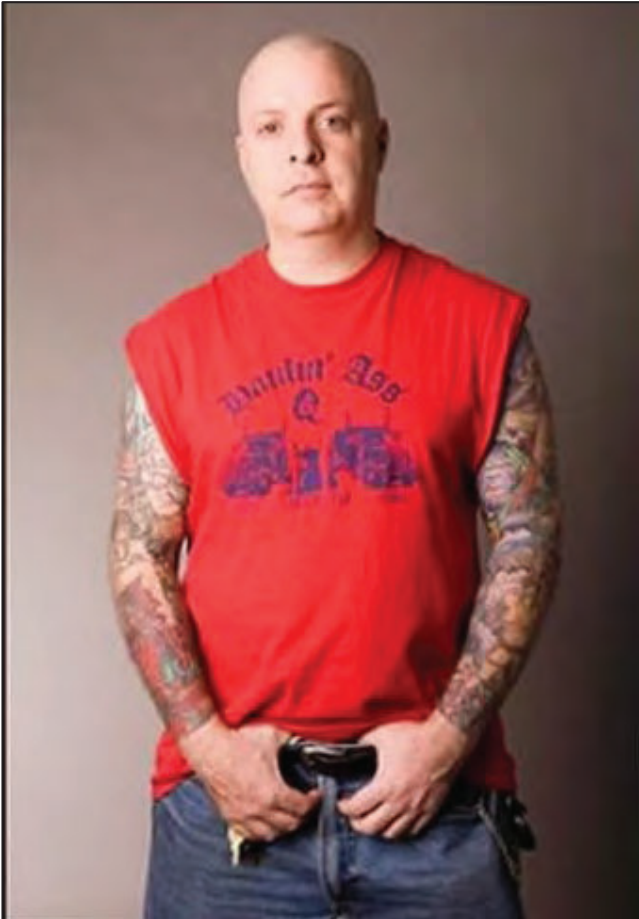
Are brains our biased



Common types of Unconscious Bias

1. First Impressions
2. Affinity Bias
3. Confirmation Bias
4. Performance Bias
5. Maternal Bias
6. Intuition

First Impressions



Our first impression often determines how we perceive another person. For example, a candidate who has a very strong first impression will likely be evaluated more favorably even if it is unwarranted – they don't have to work as hard to prove themselves.

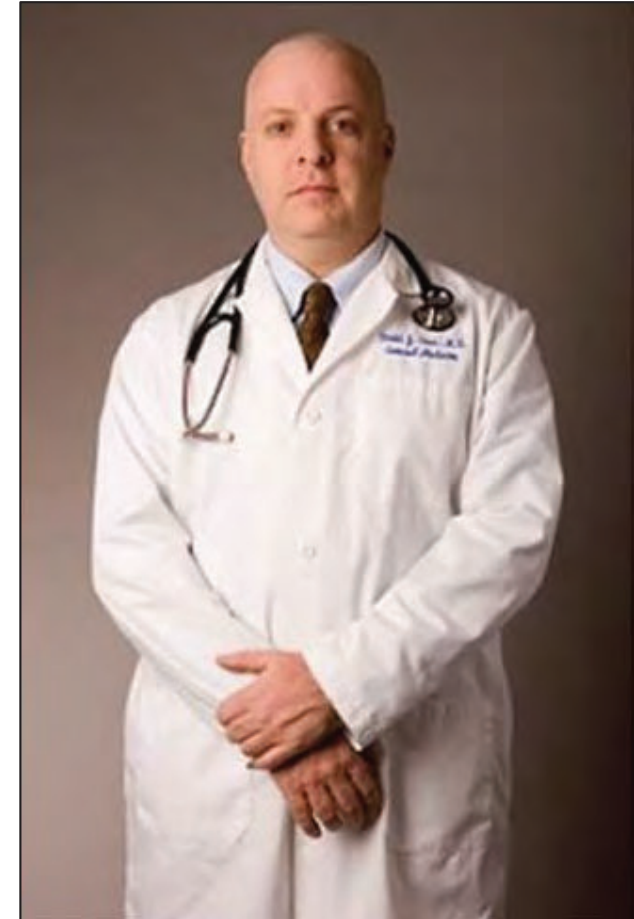
How long does this take?

What are we noticing?

We use things like race, perceived sexual orientation, accent, clothing, firmness of a handshake to tell us about warmth and competence.

Warmth (friendliness, helpfulness, sincerity, trustworthiness and morality) and **Competence** (intelligence, skill, creativity and efficacy).'

Which one is more important?



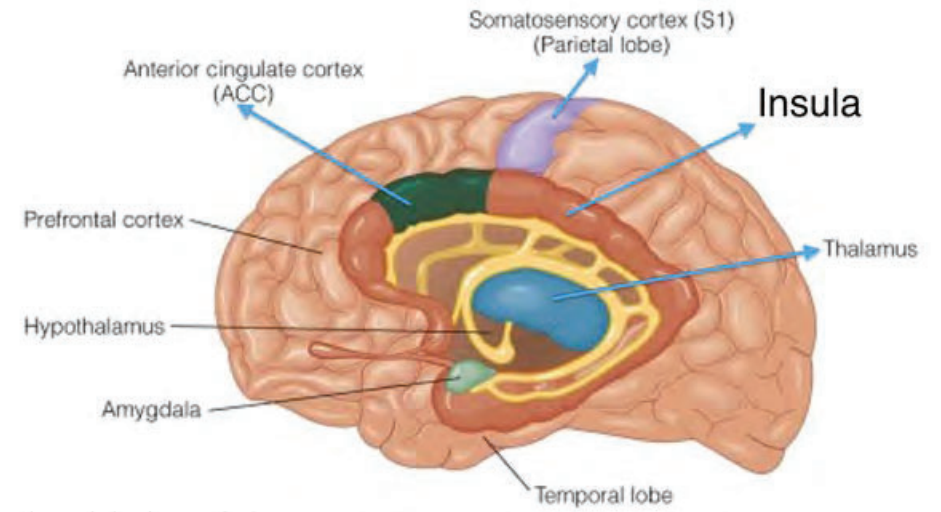
Warm, Competent, Both, or Neither?

	Low Competence (Capability, Assertiveness)	High Competence (Capability, Assertiveness)
High Warmth (Friendliness, Trustworthiness)	Common: Elderly, Disabled, Children United States: Italians, Irish Emotions Evoked: Pity, Sympathy	Common: Citizens, Middle Class, Defaults United States: Americans, Canadians, Christians Emotions Evoked: Pride, Admiration
Low Warmth (Friendliness, Trustworthiness)	Common: Poor, Homeless, Immigrants United States: Latinos, Africans, Muslims Emotions Evoked: Disgust, Contempt	Common: Rich, Professional, Technical Experts United States: Asians, Jews, British, Germans Emotions Evoked: Envy, Jealousy

Fig. 1. Warmth and competence stereotypes. Common stereotypes, mostly based on socioeconomic status and age, are shared across many countries. Other stereotypes vary by country; persistent stereotypes in the United States appear here (Bergsieker Leslie, Constantine, & Fiske, 2012, Study 4; Cuddy et al., 2009; Durante et al., 2013, see link to individual countries; Lee & Fiske, 2006).

What is the brain doing?

- On viewing photographs of apparently homeless or addicted individuals, perceivers show neural activation in the insula, which is consistent with disgust.
- Areas that are normally activated on viewing or thinking about other people (e.g. the medial prefrontal cortex) show significantly less activation to these outgroups, ***as if people perceive them as less than human.***



Affinity Bias

- You may feel a bond with a person who shares personal characteristics such as a hobby or some other similarity such as children of a similar age. This “common bond”, or lack thereof, influences your perception of that person and affects decisions you make related to hiring, promotion or opportunities for assignments.

Remind yourself that you are not hiring someone to be your new best friend or to be the “second coming” of you.

Review a candidate’s resume to determine how it matches the knowledge, skills and abilities for the position just prior to the interview.

CULTURE ADD > CULTURE FIT



The Neuroscience of Empathy

- Empathic pain activity in the anterior cingulate cortex and left insula was significantly less when participants viewed painful touch to the faces of other-race compared with same-race people.
- Activation in the anterior insula cortex and muscle-specific cortico-spinal inhibition measured by transcranial magnetic stimulation (TMS) are both greater in response to pictures of hands in painful situations when those hands are from people of the same race as the participant compared with a different race.
- ***Why does this happen?*** The modulation of empathy by racial group membership is more fundamental and plays a more pivotal role in shaping social behaviors, perhaps due to an evolutionary history of coalitions and alliances between ethnic groups

Confirmation Bias

- People
- In the

Legal Memo Exercise

The exact same memo, averaged a 3.2/5.0 rating for the hypothetical “African American” Thomas Meyer and a 4.1/5.0 rating for the hypothetical “Caucasian” Thomas Meyer.



“Caucasian” Thomas Meyer

“generally good writer but needs to work on...”
“has potential”
“good analytical skills”

“African American” Thomas Meyer

“needs lots of work”
“can’t believe he went to NYU”
“average at best”

...ved belief or
...to ignore or

...ut other people,

Keep

Emily or Lakisha: Who is more qualified?

➤ Who is more likely to get called for an interview? Why?

EMILY WALSH



+ 8 Years
Of
Experience!

LAKISHA WASHINGTON

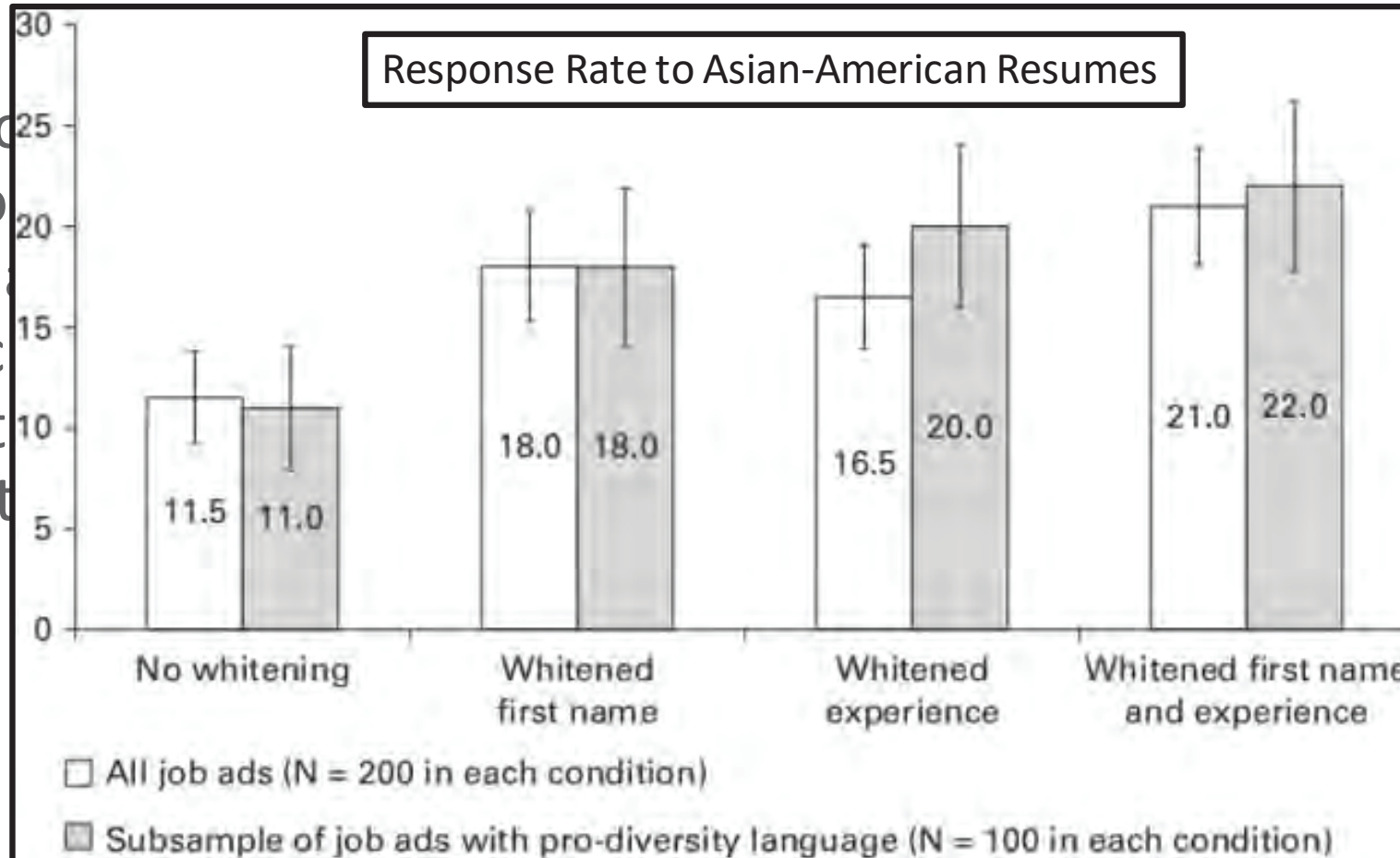


50%
More!

Resume
#15

Who is more qualified (cont'd)?

- A study names of likely to Anglo n Research where t job post



names —
percent less
with
me.
2011
to 3,225

What makes a good manager?

Self-confident
Desire responsibility
Industrious
Assertive
Consistent
Logical
Firm
Aggressive
Steady
Skilled in business matters
Vigorous
Emotionally stable
Forceful
Analytical ability
Direct
Frank



Curious
Helpful
Intuitive
Creative
Understanding
Neat
Aware of others' feelings
Vulgar (less)

What about height?

What percentage of men are taller than six feet?

15%

What percentage of CEOs are at least six feet tall?

60%

Who was the last U.S. President to be shorter than average?

William McKinley in 1896.

An inch of height is worth approximately **\$789** per year in salary.



Maternal Bias

- Research shows that mothers are viewed less favorably than fathers in the workplace. Mothers are disliked when they are seen in the workplace.
- The double bind for mothers is that in order to succeed, they must be viewed as less committed.

	FEMALE APPLICANTS		MALE APPLICANTS	
	Mothers	Nonmothers	Fathers	Nonfathers
Competence	5.19** (.73)	5.75 (.58)	5.51 (.68)	5.44 (.66)
Commitment	67.0** (19.1)	79.2 (15.2)	78.5** (16.3)	74.2 (18.6)
Days allowed late	3.16** (1.98)	3.73 (2.01)	3.69** (2.55)	3.16 (1.85)
% score required on exam	72.4** (27.5)	67.9 (27.7)	67.3 (32.7)	67.1 (33.0)
Salary recommended (\$) ...	137,000** (21,000)	148,000 (25,000)	150,000** (23,000)	144,000 (20,700)
Proportion recommend for management691**	.862	.936 ⁺	.851
Likelihood of promotion	2.74** (.65)	3.42 (.54)	3.30* (.62)	3.11 (.70)
Proportion recommend for hire468**	.840	.734 ⁺	.617

conscious bias. Mothers are viewed less favorably than fathers in the workplace. Mothers are disliked when they are seen in the workplace. The double bind for mothers is that in order to succeed, they must be viewed as less committed. Therefore are

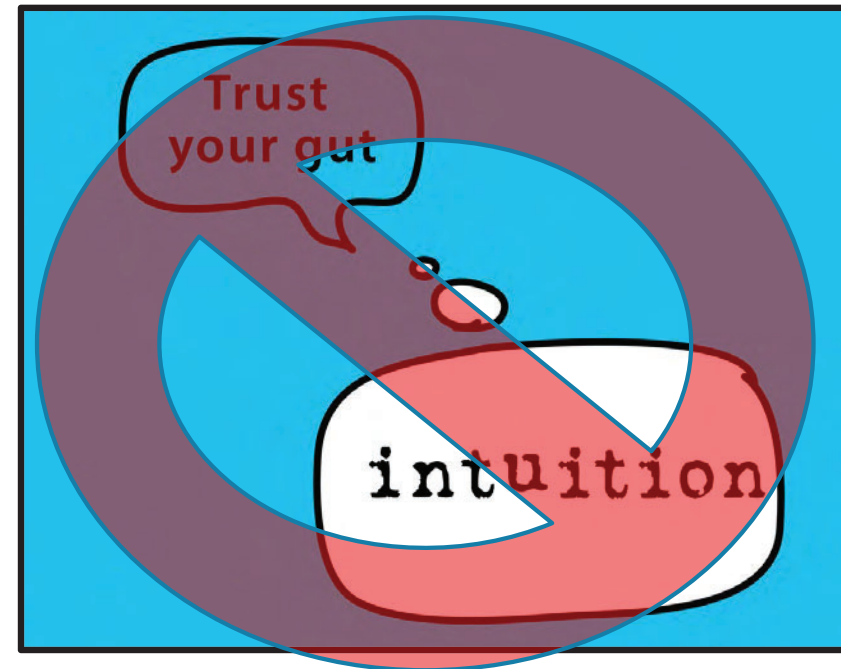
Other Common Biases

- **Fundamental attribution error** – you judge others on their character, but yourself on the situation. If you mess something up, it is a freak occurrence, but when someone else does the same thing it is because they are sloppy.
- **Self-serving Bias** – you believe your failures are due to external factors, yet you are personally responsible for your successes.
- **Just World Hypothesis** – your preference for a just world makes you presume that it exists. A world in which people do not always get what they deserve, hard work does not always pay off and injustice happens is an uncomfortable one that threatens our preferred narrative even if it is not real. Some times bad things really do happen to good people.

Intuition

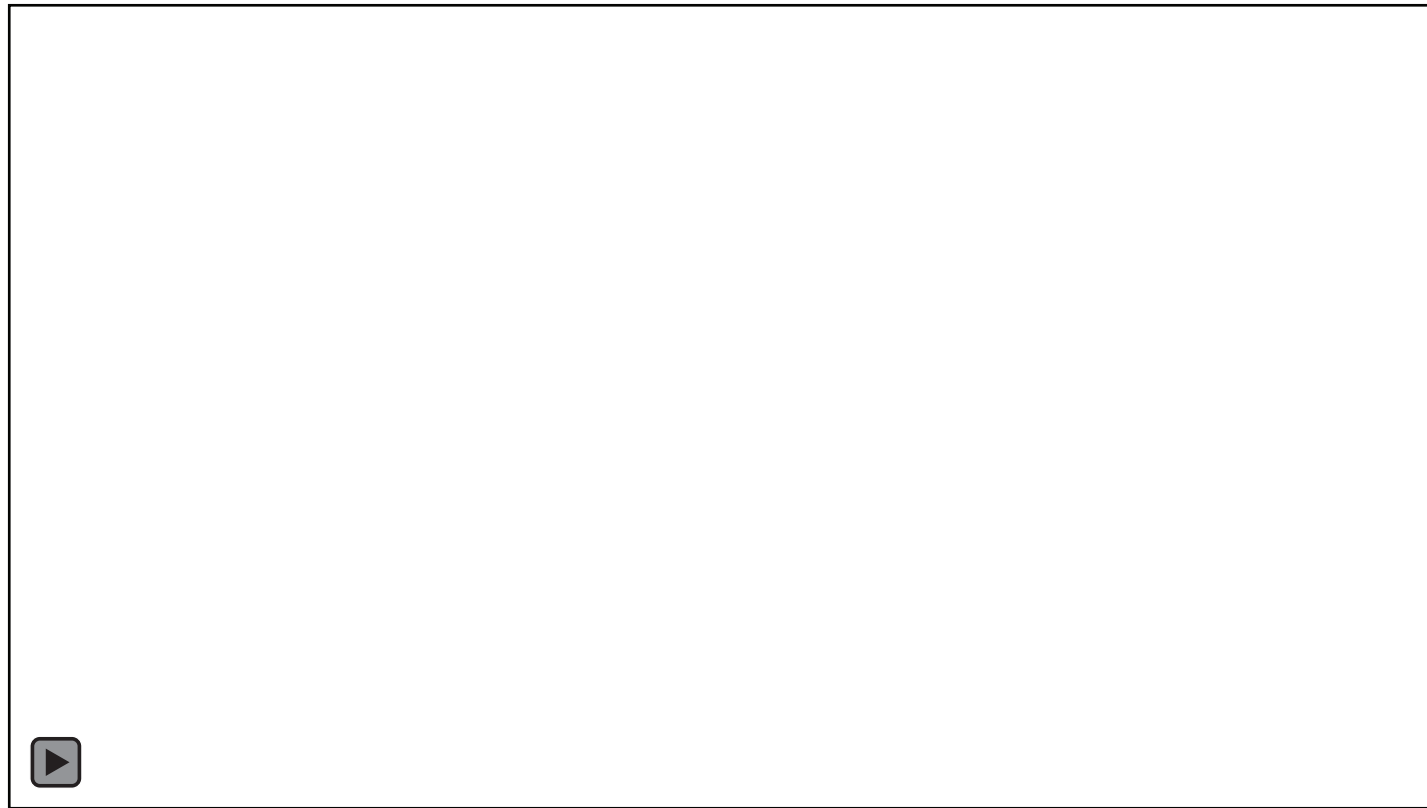
- Many interviewers place great weight on their intuition about candidate even though intuition is unreliable and susceptible to influences other than a candidate's merit.

Don't let your gut trick you. Ask yourself if you can identify three job-related reasons why a candidate is, or is not, a good "fit."



Bias in the Classroom

What happens when teachers are asked to rate the potential of their students?



Mitigating the Effects of Bias

Embrace the complexity of diversity

- Organizations must welcome different perspectives, ways of working and approaches to problem-solving that are shaped by their employee's unique lived experiences.

Proven Ways to Reduce Bias

Slowing Down — being mindful and considered in your responses to others

Perspective Taking — actively imagining the thoughts and feelings of others

Asking Yourself — active self-questioning to challenge your assumptions

Cultural Intelligence— interpreting a person's behaviour through their cultural lens rather than your own

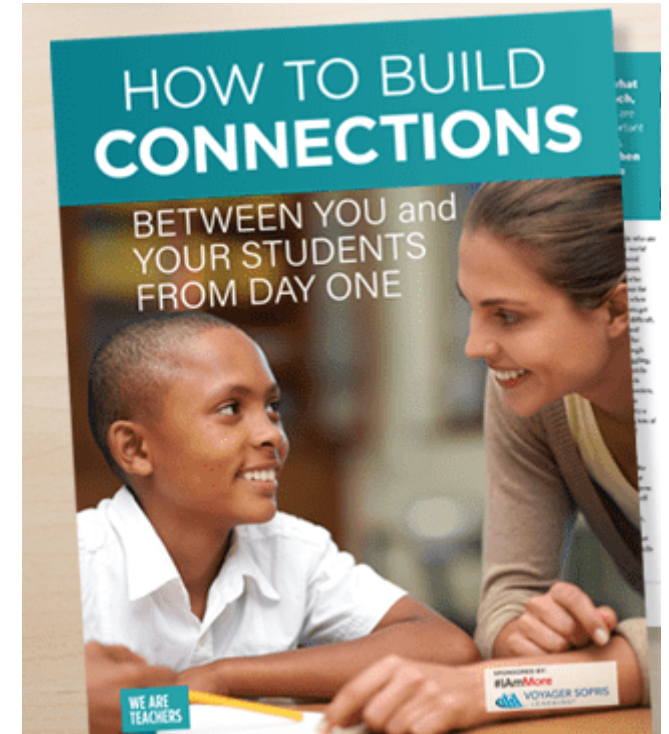
Exemplars — identifying counter-stereotypical individuals

Expand — the formation of diverse friendships

Bias Reduction in the Classroom

- Students and their teachers filled out a “get-to-know-you” survey with questions like, “If you could go to one sporting event, which of the following would you go to?” or “What do you do to de-stress?”
- Some teacher-student pairs learned what they had in common. Compared to a control group that did not learn any shared- in-common facts, the intervention led to increased perceptions of similarity between instructors and students.
- It also boosted student achievement, especially for black and Latinx students who were traditionally underserved at the school.

From Gehlbach and colleagues (2016; cf. Cortland et al., 2017; Robinson et al., 2019)



Getting the Hiring Process Right

Hiring Process Responsibilities

The recruitment process involves a joint collaboration of the screening committee, the hiring manager and Human Resources.



The Legal Framework for Hiring

- Title IX – Gender Equality
- Title VII - Nondiscrimination
- California Government Code Section 12940 et seq. (Fair Employment and Housing Act)
- Education Code Section 200 et seq. (Nondiscrimination Statute)
- Title 5 section 53000 et seq. (Community College Nondiscrimination Regulations)

MCCCD Board Policy 3420

Equal Employment Opportunity:

The Marin Community College District shall assure that effort is made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. The District agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, respect, harmony, and suitable role models for all students. Therefore, the District is committed to promoting equal employment through a continuing equal employment opportunity program.

The Superintendent/President shall develop, for review and adoption by the Board of Trustees, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

MCCCD Board Policy 3410

Non-Discrimination Policy:

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, family and medical care leave, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth), military and veteran status or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

MCCCD Board Policy 3410 *cont.*

Non-Discrimination Policy continued:

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, family and medical care leave, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth), military and veteran status or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

MCCCD Board Policy 7100

Commitment to Diversity Policy:

The Marin Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity as well as diversity and provide equal consideration for all qualified candidates.

MCCCD Board Policy 7120

Employment Recruitment:

The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

An Equal Employment Opportunity plan shall be implemented according to Title 5 and BP 3420 titled Equal Employment Opportunity.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors of the California Community College System.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with Board Policies and Administrative Procedures and in accordance with the Academic Senate's role in local decision making and comply with the MCCD-UPM/AFT Collective Bargaining Agreement.

Demonstrating “Sensitivity to Diversity”

(a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, **shall be:**

(2) designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which **applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.** “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;

5 California Code of Regulations Section 53024(a)(2)(Title 5)

Equity-mindedness is a minimum qualification

- Experience with diverse populations alone does not guarantee that the person is culturally competent. Just because a person has had students from x, y and z groups in their classes, this does not mean that the person understood or adapted to those students' needs. The same holds true for traveling or living in other cultures, particularly for short-term stays.
- Culturally competent communicators tend to acknowledge cultural differences in their answers and teaching demonstrations through the use of inclusive language, examples and teaching approaches.

Put diversity and equity front and center in the hiring process

- The job announcement should highlight the District's commitment equity to student success:
 - *The District's strategic plan is focused on _____. The successful candidate will be an equity-minded individual who already does or has the demonstrated desire to (1) understand the accountability and critical dimensions of equity; (2) reframe race-based inequities as a problem of practice and views their elimination as an individual and collectively responsibility; (3) encourage positive race-consciousness; (4) reflect on institutional and teaching practices and aims to make them more culturally responsive; and (5) strategically navigate resistance to equity efforts and aim to build buy-in among colleagues.*
- Require candidates to address issues related to diversity and equity in their cover letters:
 - *What do you feel are the best strategies for supporting students who have been historically marginalized?*
 - *What were the key factors in creating that success for racially minoritized and other disproportionately disadvantaged students?*
 - *How have you modified your teaching approach to be culturally responsive to the students you serve?*
- Depending on the position, ask about experience addressing equity issues and closing equity gaps:
 - *As an instructor, how do you create a classroom culture that intentionally welcomes and supports students from different racial, ethnic and socio-economic backgrounds?*

What does COM have in its job postings?

The Business program full-time faculty believe that cultural competency with regard to ethnic, cultural, social, and economic backgrounds is an essential skill for success in today's workplace. Faculty collaborate frequently on ways to integrate this competency requirement into the Business program through equity minded teaching strategies both in and out of the classroom.

Think of the most successful teaching experience or engagement you participated in. What were the key factors in creating that success, particularly for African American, Latinx, Native American, or other disproportionately impacted students?

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff.

Commitment to learning, providing, and staying current with culturally responsive instruction to students of diverse abilities, interests, and cultural backgrounds.

Commitment to examine, reflect, and modify instructional, relational, and classroom practices to more effectively engage and support disproportionately impacted student populations with a goal of closing equity gaps.

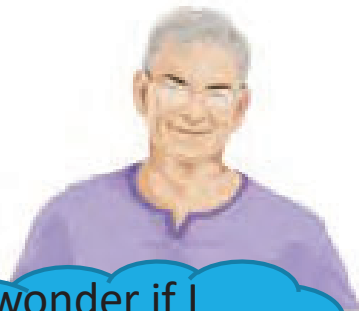
The Candidate Experience

What are the candidates thinking during the hiring process?

Am I the token minority?



I wonder if I would even fit in here.



How can I prove that I am not too old?



I hope they see me as management material.



Will they really let me do sales?



If I screw this up no one else like me will get a chance.



What are the candidates thinking during the hiring process?

- Many job applicants, especially women and people of color, perform (and learn) less effectively than they otherwise would because their performance is harmed by the awareness that they might be judged on the basis of negative stereotypes associated with their membership in a particular social group. This is known as “**stereotype threat.**”
- People subject to stereotype threat have the added cognitive and emotional burden of deciding (consciously or unconsciously) how best to minimize bias.
- People try to suppress this monitoring process, which takes up needed working-memory resources and undermines executive functioning, which ultimately weakens performance on challenging tasks such as interviews.

Help candidates perform their best

Before the interview:

- **Promote organizational diversity and inclusion.** Share your values in mission statements, recruiting materials, and elsewhere. Celebrate different learning, communication and leadership styles.
- **Create welcoming physical environments.** This signals how the company includes and values people.
- **Emphasize a Growth Mindset.** Develop and advertise growth, not the identification of who “has it” and determination vs. “God given talent.”
- **Consider providing interview questions in advance**

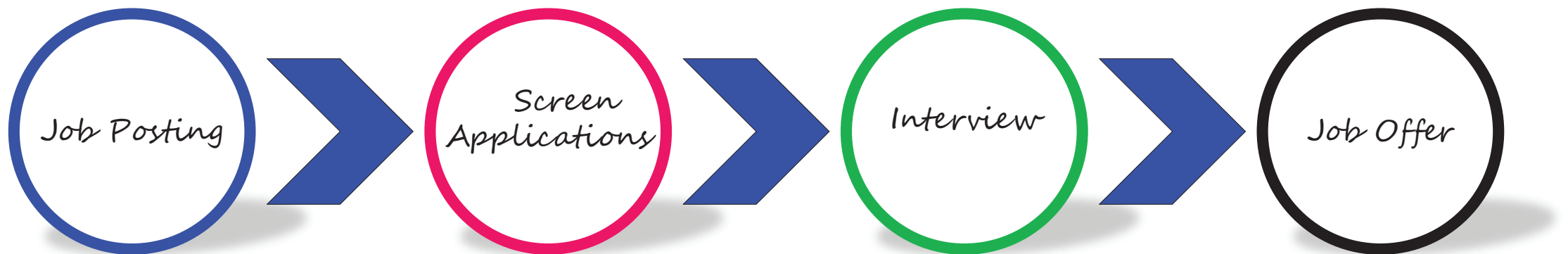


Help candidates perform their best

During the Interview:

- **Be conscious** of the added cognitive and emotional resource drain that potentially stigmatized individuals face. Perhaps a candidate is a bit more guarded and tentative in answering questions like “How do you see yourself fitting in here?”
- **Discuss your philosophy of diversity and inclusion.** We are inclusive, value everyone based on their individual contributions not what a group-based stereotype says.
- **Explain interviewer training.** Tell candidates that all interviewers have learned how to address their unconscious biases to make sure that final decisions are based on a candidate’s skills and abilities.

Hiring Process: Getting Started



Steps in the Hiring Process

The Screening Committee is responsible for the following steps during the hiring process:

1. Identify and develop the screening criteria
2. Develop interview questions
3. Screen Applications
4. Select candidates to be interviewed
5. Conduct interviews (virtual/remote and in-person)
6. Recommend finalist(s) for second interviews (where applicable) or recommend for the position/pool



See Screening Committee Hiring Process Guide for more information on the hiring process

Confidentiality

As you know, the hiring process is a highly sensitive and confidential process. It is critical that all screening committee members **maintain the highest degree of confidentiality both during and after the process.**

Any breach of confidentiality will result in the removal of a committee member and abeyance of the recruitment process. Any unauthorized disclosure of confidential information by a Screening/Interviewing Committee member may result in disciplinary action, including possible suspension from serving on these committees in the future.

Screening Committee – Roles and Responsibilities

- Ensure equitable consideration and treatment of all candidates throughout the process; uphold EEO law and MCCD Board Policy; refer questions to HR
- Exclude prior knowledge of a candidate, consider hourly or temporary employee like any other applicant
- Contribute to development of member roles and timeline to complete the search process
- Consult with Human Resources to help to clarify processes or to report the occurrence of any unfair or bias practices
- Remain open to feedback and input
- Actively participate in meetings to develop screening criteria, select candidates for interview, interview candidates, document actions
- Become knowledgeable about the position Knowledge, Skills and Abilities (KSAs)
- Maintain confidentiality before, during and after the process has been completed
- Forward finalists to the President/hiring manager

Screening Committee –Roles and Responsibilities *cont.*

- Assist in the development of the interview questions
- Evaluate candidates with relation to minimum qualifications and screening criteria
- Be fair and consistent in applying the screening criteria
- Document reasons for screening a candidate in or out of the first interview
- Participate in ALL interviews of candidates

Conflicts of Interest/Nepotism: Per MCCD Board Policy BP 7310, NEPOTISM, employment of family members is permissible within the limitations set forth in this policy. As a committee member, you may not be the spouse, domestic partner or relative of any candidate in the applicant pool of this recruitment and selection process.

If you cannot be an impartial screening committee member for any reason, please notify Human Resources.

Hiring Process: Screening Criteria

Step 1: Identify/Develop Screening Criteria

As mentioned above, Title 5 requires that meaningful consideration be given to applicants who demonstrate sensitivity to diversity in ways relevant to the specific position. **Identifying *job-related* screening criteria *that enhance diversity and reinforce the Knowledge, Skills and Abilities (KSAs) needed for the position*** provides the Screening Committee its first opportunity to fulfill this responsibility.

HR will screen applications for minimum qualifications, but will not forward any applications to the Screening Committee *until the committee has held its pre-screening meeting*. At this first meeting the committee will develop the screening criteria and interview questions. HR will then release the applications to the committee for consideration. Screening criteria will be documented on the Screening Criteria Form, with which the committee members will evaluate each application and which they will bring to the subsequent committee meeting (a.k.a. the screen-down meeting). Monitoring by Human Resources for adverse impact will occur throughout the screening and recruitment process.

HR has developed standard rating criteria and forms for most jobs at College of Marin.

The screening committee is also charged with ensuring that screening criteria are objective and based on position requirements - it may further develop or refine screening criteria based on minimum qualifications, with HR oversight.

Identify/Develop Screening Criteria *continued*

Screening criteria must include equity-minded, job-related qualifications that enhance equity, diversity, inclusion and reinforce the Knowledge, Skills and Abilities (KSAs) needed for the position.

BEST PRACTICES - Screening Criteria Development

- Committee members should familiarize themselves well with the job/pool posting before beginning to develop criteria.
- Base criteria on the KSAs (desirable attributes and skills) of the position.
- Do not base criteria on any protected category (non-discriminatory).
- Base criteria on what is demonstrable within the application materials - be cautious of inference activities such as Google searches, social media, rate my professor, etc.
- Consider weighting the criteria where certain desirable qualifications are critical.
- If the posting requires a response to a specific prompt (e.g., a teaching philosophy statement), consider evaluating the response. Have the directions been followed? Has care been taken in the response? Is it grammatically correct?

Possible Considerations

- Work/teaching experience in community colleges, underrepresented communities, other countries/cultures
- Attendance in community colleges
- Relevant volunteer work
- Teaching curricula that address racism, poverty, multiculturalism, controversial issues, etc.

Hiring Process: Interview Questions

Step 2: Develop Interview Questions

During the pre-screening meeting, the Screening Committee will develop a standard set of interview questions and respective Guideline Answers (GAs) that will be asked of each interview candidate.

Questions, whether direct or open-ended in their design, should elicit discussion with, and as much information as possible from, the interviewees on the various essential functions and KSAs of the position.

The committee will also determine whether a practical demonstration of job-related skills would be an effective supplement to the interview process (e.g., teaching demonstration, writing sample, mock presentation).

Develop Interview Questions *continued*

BEST PRACTICES – Interview Question Development

- **Results Based Questions:** shift the focus from experience to results - quality vs. quantity. Past performance is the best predictor of future performance. *“Please describe your most significant accomplishment(s) in a recent position.”* Develop questions that not only look at years of experience, but what the individual accomplished during that time. Be less concerned with years of experience and more concerned with what they have done.
- Use **hypothetical questions** to provide the candidate with an example of a situation/challenge that does/could occur in the position. These questions should allow the committee to gauge the candidate’s organizational, communication, and decision-making skills. *“How would you react or handle this situation?”*
- **Follow up questions** can request elaboration on information already provided (i.e., *Could you give me an example of what you mean by that?”* or *“I would like to hear more about that.”*). As long as all candidates are given a fair opportunity to explain and elaborate on their answers, follow-up questions are permissible – and can be helpful in assessing and comparing candidates.
- Identify traits that a successful candidate should possess, but which may not be adequately determined from the application materials – formulate a question to better distinguish candidates who possess them.
- Questions should require the candidate to draw from their past experience and relay specific examples.
- Questions should allow diverse candidates to demonstrate their competencies and transferable skills.
- Avoid leading questions and close-ended questions that produce a simple, “Yes” or “No” answer.

Remember: If you don’t need to know the answer to a question in order to make a bona fide job-related decision... don’t ask!

Develop Interview Questions *continued*

Types of Interview Questions:

- Collaboration/Teamwork/Interpersonal Skills: Ask about projects, the role they played, the project's outcome. Listen for "we" vs. "I". What would their supervisor/co-workers say about them?
- Professional Development: How do they remain current in their discipline or area of expertise? How do they approach learning new things?
- Conflict Resolution/Situational: Ask them to describe a work-based, conflict situation in which they were involved and how they handled the situation. Would they have handled it differently in the future?
- Teaching Methods: Ask them to describe a challenging classroom situation. How did they address it? What was the learning outcome?
- Skill Demonstrations: Pre-interview exercises provide an opportunity to further assess candidates' knowledge and their ability to think on their feet. Pre-determined teaching demonstrations offer insight on classroom performance and how the candidates may interact with their students. Mock presentations similarly demonstrate a candidate's ability to effectively address an audience.

Develop Interview Questions *continued*

Equity, Diversity and Inclusion Questions:

At least two equity, diversity and inclusion questions must be included in every committee interview. A few examples may include the following (*additional question examples are available in HR*):

- *What does it mean to have a commitment to diversity and how would you develop and apply your commitment at this college?*
- *College of Marin places accessibility, equity, and diversity at the core of our educational mission. Could you please describe specific efforts you have initiated in past positions to further these goals?*
- *How would you define diversity? Please provide examples of how you have demonstrated commitment to diversity in prior work situations.*



How a Candidate Demonstrates Effective Diversity Experience

Look for:

- Involvement in Diverse Communities
- Teaching/Working in:
 - Impoverished/marginalized communities
 - Higher Education/Community Colleges
 - Other countries/cultures
- Multicultural Courses or Programs Taken or Taught
- Relevant Volunteer Work with Diverse Groups
- Special Training in Diversity/Equity/Inclusion



Develop Interview Questions *continued*

Unlawful Pre-employment Questions:

Questions related to the following **must not** be asked:

- Race/Ethnicity
- Age
- Disability
- Gender, Gender Expression, Gender Identity
- Sexual Orientation
- Marital Status
- National Origin/Ancestry
- Religion
- Any other protected characteristic



If applicants offer information related to any protected characteristics, committee members need to redirect the candidate.

Types of Interview Questions *continued*

It is **unlawful** to ask an applicant questions about their disability before a job offer is made. Even if the committee becomes aware of an applicant's disability during the hiring process, the committee may not ask about its nature or severity. These questions may only be asked after the job offer is made.

Do **not** “make a note” or write down the nature of the disability or any information relating to it.



Your Turn!

Exercise – Write Your Own Interview Questions

Draft two interview questions that would help an interview panel learn more about an applicant's experience in a diverse environment workplace or education setting.

Be prepared to discuss what you hope to gain from each question, and how that ties into the College of Marin Mission, Values and Educational Master Plan.

What does an Equity-Minded Practitioner Sound like?



Hot Seat!

Exercise – Fair or Foul?

HYP0 1: The second level interview committee is interviewing an African American woman who happens to be overweight. An interviewer, trying to relate to the applicant, shares that he, too, takes medication to control his diabetes. The applicant has not shared that she has diabetes.

HYP0 2: Same facts, but what if the applicant shared that she has diabetes?

HYP0 3: The Nursing Department requires clinical nursing faculty to supervise students in their clinical training at local hospitals. The hospitals have expressed concerns about students and nursing instructors who may expose patients to various medical conditions. Two screening committee members bring a list of medical conditions to the interview and plan on asking applicants whether they have those conditions.

Hiring Process: Application Screening

Step 3: Screen Applications

The committee will screen applications based on the developed screening criteria, which are based on the qualifications reflected in the job/pool posting. The screening shall be conducted without reference to, or consideration of, any perceived or actual protected characteristic, category, or status. Each committee member is responsible for thoroughly reviewing the application and corresponding materials submitted by each applicant.

Screening committee members shall individually evaluate each candidate based on their responses to the questions, the demonstration/presentation, and/or other type of performance indicator exercise(s), if applicable. Following the last interview, the screening committee will deliberate the candidates' strengths and areas for growth and while consensus on finalist recommendations is desired, the purpose of a diverse screening committee is to bring different perspectives to the hiring process.

BEST PRACTICES – Screening Applications

- Do not print or copy any application materials unless instructed or authorized to do so by HR or Committee Chair.
- Apply the screening criteria fairly and consistently to all applicants.
- Do not discuss candidates until all screening is completed – maintain confidentiality throughout the screening process.
- Remain neutral and objective and eliminate any biases.
- Allow adequate time to thoroughly screen all application materials – do not save for the last minute.
- Consider that the application, the resume/C.V., and the cover letter may *supplement* each other – one may be more comprehensive than the others – be sure to review all documents.

Step 4: Select Candidates to be Interviewed

Following the application screening the committee will convene for its second meeting, the “Screen-down Meeting” (if applicable) – to review and deliberate the committee’s screening results. The Hiring Administrator/Designee will collect members’ screening criteria forms and document a final list of interview candidates.

Note: the goal of the screen-down is to “screen-in” as many qualified applicants as possible to ensure a diverse and robust candidate pool.

BEST PRACTICES – Determining Interview Candidates

- Ensure that **stated and documented** qualifications are the basis for selection criteria used in the final decision to interview candidates; external resources not provided by the applicant as part of their application materials should not be considered (e.g., RateMyProfessors.com, Google search)
- Respect other committee members’ input.
- Speak up **immediately**, if concerns arise about the process. Call Human Resources for help.
- Document selection decisions.
- Complete all documentation for every candidate.
- Do not throw away or disregard any documentation

Hiring Process: Interview Candidates

Conducting Interviews – Best Practices

- The pre-interview and interview locations should be comfortable, free of outside distractions, quiet, private, and welcoming. In addition, the pre-interview space should also include a writing surface for taking notes.”
- Committee members should briefly review the candidate’s application materials again – be prepared.
- Upon welcoming the candidates to the interview, conduct committee introductions and explain the interview process.
- Remember that candidates are interviewing MCCD with the same level of interest.
- Interview questions should be asked by the same committee member for each candidate to allow for consistency.
- Committee members must participate in every interview; if that is not possible, the committee member must recuse him/herself ***before the first interview.***
- Time check: reel in tangents and keep the interviews moving along so that the next interview begins on time.
- Take notes to summarize the content and delivery of the candidate’s responses and to help remember important details later. Record the candidate’s most important or revealing words/phrases and ensure that notes are professional and non-judgmental; do not record information that does not relate to the candidate’s ability to do the job (e.g., appearance, demographics, personality).

See Screening Committee Hiring Process Guide for more information on conducting both in-person and remote/virtual interviews.

Conducting Interviews – Best Practices *continued*

- Strike a balance between active note-taking and active listening. While taking good notes is important, so is maintaining eye contact and engaging in a conversation that will elicit the information you need to learn.
- Do not record notes that refer to any protected category or status. If a candidate offers information related to race, gender, disability, etc., committee members should redirect the candidate.
- It is unlawful to ask a candidate questions about his/her disability before a job offer is made. Even if the committee becomes aware of an applicant's disability during the hiring process, the committee may not ask about its nature or severity. Questions or concerns in this regard should be referred to HR.
- **If candidates ask questions, the committee's responses to these inquiries must be consistent from candidate to candidate.**
- Ensure that subtle biases do not make committee members more relaxed and conversant with some candidates more than others.
- Scoring on the Interview Guide should not be used to rank candidates; use the scores as a cross-reference for *yourself*.
- Do not discuss candidates between interviews; a discussion period will be held following the last interview for this purpose.
- Candidates should leave their interview feeling that the process was handled professionally and that they were treated respectfully.

Conducting Virtual/Remote Interviews *continued*

BEST PRACTICES – Virtual/Remote Interviewing

- If not all candidates are being interviewed virtually, to ensure that the virtual interview experience is as similar to the in-person interviews as possible, the interview should include both audio and visual (it should not be a phone interview). If all interviews at one stage of the hiring process are conducted virtually, the screening committee may opt to conduct a phone or virtual interview, as long as the method used is consistent for all candidates.
- In advance, ensure that interviewing technology is current, connected, and operational (do test runs of the camera and microphone). Check that the Internet connection is viable; if the wireless network is not reliable, arrange for hardwired backup. Computer or phone speakers should be adjusted to allow all committee members to hear clearly. Consider using an auxiliary microphone if using a laptop to enable all committee members to participate (passing the mic) and to eliminate background, ambient noise.
- Provide instructions and logistics to the candidate. The meeting invitation should include all of the pertinent details, such as who will initiate the call, the user name or link to meeting, and other contact information. Be sure to include the phone number and email address of the individual who can assist the candidate should the interview be dropped or lose its connection. Also provide recommendations for the candidate to prepare their surroundings. Being clear on these instructions will help avoid potential confusion.

Recommending Finalists *continued*

BEST PRACTICES – Recommending Finalists

- Discuss and document each candidate's strengths, areas for concern, and areas for further exploration (do questions remain that could be answered in a subsequent interview?)
- Ensure that the candidates' **stated and documented** qualifications are the basis for selecting finalists
- Respect other committee members' input during deliberation
- Use a consensus approach
- Speak up if concerns arise about the process
- Remember that the committee is not *hiring* the individual(s) – it is *recommending finalists for hiring consideration* by the Hiring Manager, President (or President's designee)
- Document selection decisions and submit names of finalists to HR for review
- Continue to maintain confidentiality even after the recruitment

Finalists recommended by the Screening Committee may subsequently be interviewed by the Hiring Manager, President and/or President's designee(s). For administrative positions, final interviews may also include participation by other district constituents. A final candidate will be identified and references will be checked by the Hiring Manager. In the event a final selection is not made from the recommended candidates, a decision will be made to either place the position/recruitment on hold or to continue to recruit additional applicants, in which case the Screening Committee may be expected to continue its participation in the process.

Did they just say that?

1. You, Sally, Bob and Jim are serving together on a hiring committee. Bob keeps interrupting Sally and makes condescending and patronizing remarks. This happens in two or three meetings before Sally speaks up and confronts Bob. Jim says “Bob’s a good guy, I am sure he didn’t mean anything by it. Aren’t you being a little too sensitive?”
2. You, Francine and Christine are serving on a hiring committee for the Director of Outreach. Francine is white and Christine is Latina. After the committee reviews several applications together, Francine says to the group “It seems like Christine likes all the candidates with Hispanic names. I wonder if she is related to them.”
3. After the interviews are complete for a new faculty member, John – who proudly declares himself to be “old school” – only supports white applicants and says that the candidates of color just would not be a “good fit” for the department.
4. I have never heard of that school, is it any good?
5. I just don’t know how that person would fit in with the rest of the faculty in the department
6. I wonder if she is married
7. She seems too aggressive/bossy
8. She seemed too passive quiet
9. Of course you are supporting that candidate (you are _____ too)

Final Thought

Do something *better*