

Marin Community College District
Presents:

Embedding Equity

In Hiring/Employment and Guided Pathways

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MATERIALS ADAPTED FROM THE HUMAN RESOURCES DEPARTMENT'S SCREENING COMMITTEE
TRAINING.

Agenda

- Setting the Stage
- Embedding Equity in Hiring/Employment
 - Equal Opportunity Employment Laws & Policies
 - The Hiring Process
- Embedding Equity in Guided Pathways
 - Guided Pathways framework review
- Understanding equity



Conversation Agreements

- Share only what you feel comfortable
- Invest in each other and yourself
- Ask for what you need in order for the session to work for you
- Take care of each other
- Confidentiality – *Share the lesson, not the person*
- No calling-out, calling-in encouraged
- Speak your truth
- Connect with the past and present, reach for the future
- Listen
- Share airtime

Fast Facts 2016-2017

COM *Planning, Research, and Institutional Effectiveness Office*

Gender:

Male 41%; Female 59%

Median Age:

26

Average Low income:

59.8%

Race/Ethnicity:

Asian 635 (8%)

Black/African American 300 (4%)

Hispanic 2,201 (28%)

Multi-racial 451 (6%)

Native-American 18 (0.2%)

White 4,214 (54%)

International Students: 94† (Representing 30 countries)

Average Time to degree =
6.8 years

Average between 2012 to 2016

Average between 2012 to 2016

Diversity & Inclusion

DEFINING TERMS:

Diversity:

Who we are

Inclusion:

How we behave

DIMENSIONS OF DIVERSITY: Diversity can be defined in innumerable ways, but for this training module's purposes, it is the uniqueness of all individuals, which encompasses different personal attributes, values and organizational roles.

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.

Embedding Equity in Hiring/Employment

Equal Opportunity Employment Laws & Policies



Federal Laws

Title VII of the Civil Rights Act of 1964

Prohibits discrimination of an applicant or employee on the basis of race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.

Title VI of the Civil Rights Act of 1964

Prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

The Americans with Disabilities Act of 1990

Prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities.

Federal Laws *cont.*

Age Discrimination Act of 1975

Prohibits discrimination based on age in programs or activities that receive federal financial assistance, for instance, financial assistance to schools and colleges, provided by U.S. Department of Education.

Title IX of the Education Amendments of 1972

Prohibits discrimination based on sex in education programs or activities which receive Federal financial assistance.



State Laws

California Government Code Sections 11135 – 11139.5

No person in the State of California shall, on the basis of sex, race, color, religion, ancestry, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, or sexual orientation, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state.

California Fair Employment and Housing Act, Government Code Sections 12900 *et seq.*

Prohibits harassment and discrimination in employment because of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, marital status, national origin, ancestry, mental and physical disability, medical condition, age, pregnancy, denial of medical and family care leave, or pregnancy disability leave.

California Education Code Sections 87100 *et seq.*

The Legislature expresses its intent to establish and maintain within the community college districts a policy of equal employment opportunity.

MCCCD Board Policy 3410

Nondiscrimination

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 age, ancestry, color, religious creed (including religious dress and grooming practices), family and medical care leave, disability (mental and physical) including HIV and AIDS, marital status, medical condition (including cancer and genetic characteristics), genetic information, military and veteran status, national origin (including language use restrictions), race, sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), gender, gender identity and gender expression, sexual orientation, or because they are 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 3420

Equal Employment Opportunity

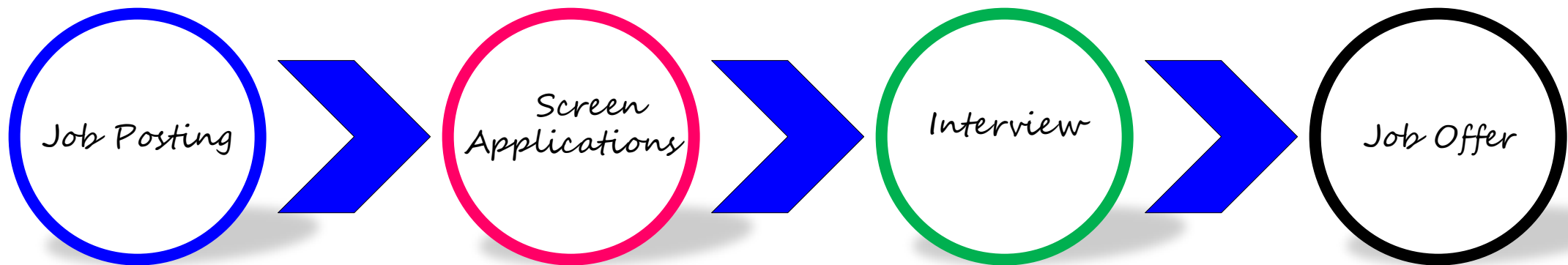
The Marin Community College District shall assure that effort is made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. The District agrees that diversity in the academic 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.

MCCCD Board Policy 7100

Commitment to Diversity

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.

The Hiring Process



Steps in the Hiring Process

1. Post the position
2. Identify and develop the screening criteria
3. Develop interview questions
4. Screen applications
5. Select candidates to be interviewed
6. Conduct interviews
7. Recommend finalist(s) for second interviews (where applicable) or for the position/pool
8. Conduct second interviews (where applicable)
9. Check references
10. Make a job offer



Step 2: Identify/Develop Screening Criteria

- Title 5 requires that meaningful consideration be given to applicants who demonstrate sensitivity to diversity in ways relevant to the specific position.
- The screening committee should identify *job-related* screening criteria *that enhance diversity* and reinforce the knowledge, skills and abilities needed for the position.
- 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.

Step 3: Develop Interview Questions

- The Screening Committee will develop a standard set of interview questions that will be asked of each interview candidate, and guideline answers.
- Questions should elicit discussion with, and as much information as possible from, the interviewees on the various essential functions and knowledge, skills, and abilities of the position.
- 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.



Step 3: Develop Interview Questions *cont.*

Diversity Questions:

At least two diversity questions must be included in every interview. For example:

- 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.



Step 6: Conducting Interviews

A candidate may demonstrate effective diversity experience with:

- 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



Step 6: Conducting Interviews *continued*

Best Practices – Bias Awareness

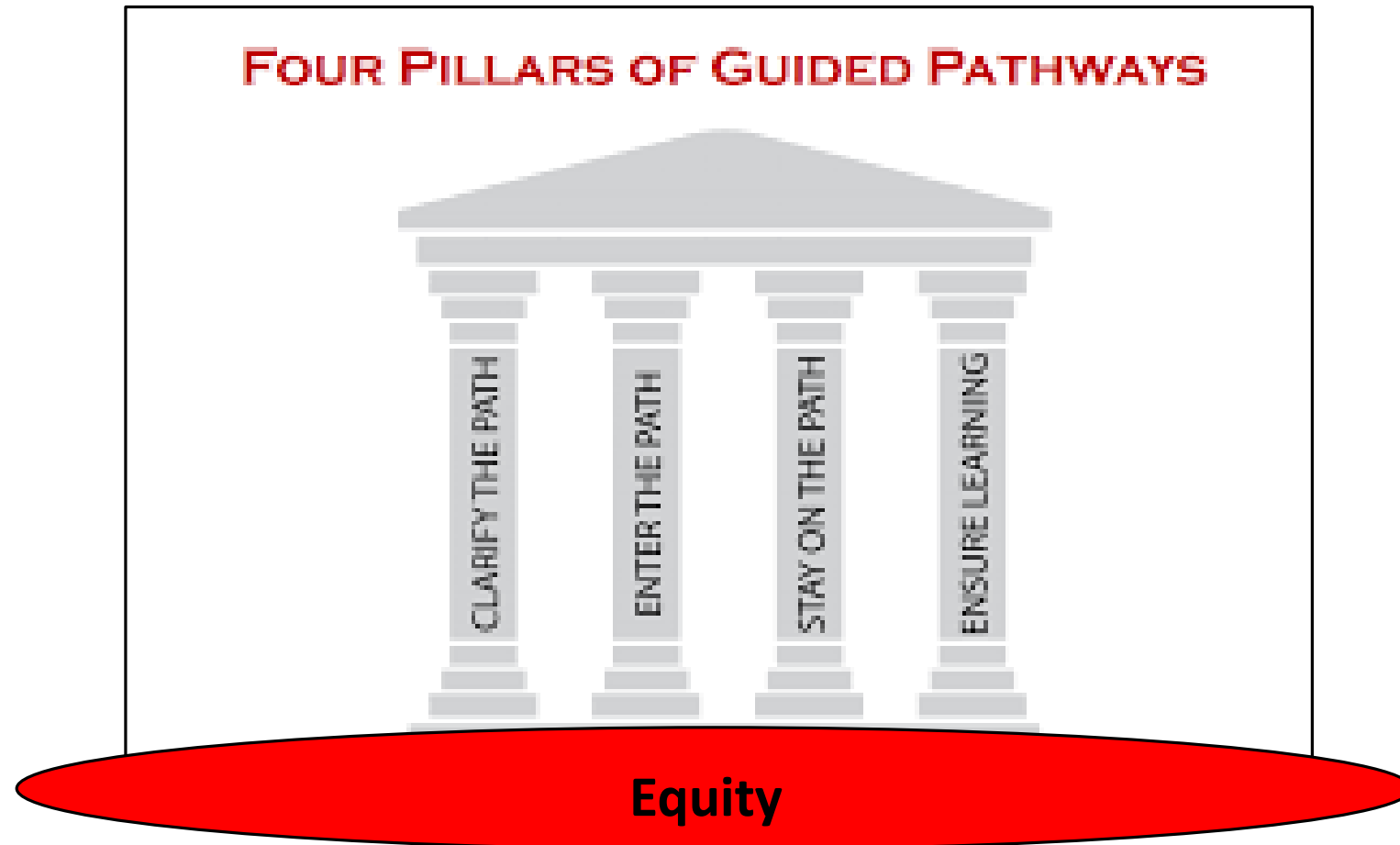
Be aware of any biases you may have in your evaluation of the person. Is the candidate being evaluated only on job related criteria, or are other personal or cultural factors influencing your decision?

- Skin color
- Gender
- Age
- Appearance
- Facial expressions
- Eye contact
- Movement
- Personal space



Embedding Equity into Guided Pathways

Guided Pathways – a visual



Moment of Reflection

- Who, if anyone, was your support as you progressed towards your educational goal(s) and/or career?
- What would your journey look like if you did not have that support?

Understanding Equity

Definitions!

PLEASE SELECT THE OPTION THAT YOU FEEL IS TRUE AND THE MOST IMPORTANT PART OF THE DEFINITION OF THE FOLLOWING TERMS.



Definitions!

Select the option that best defines the term.

EQUITY

- A. Treating everybody the same way
- B. Treating people as human beings and ignoring their social identities (race, class, gender, etc.)
- C. Addressing people individually, acknowledging their struggles, and getting them the resources they need.
- D. Asking people for their opinions before making decisions.

Definitions!

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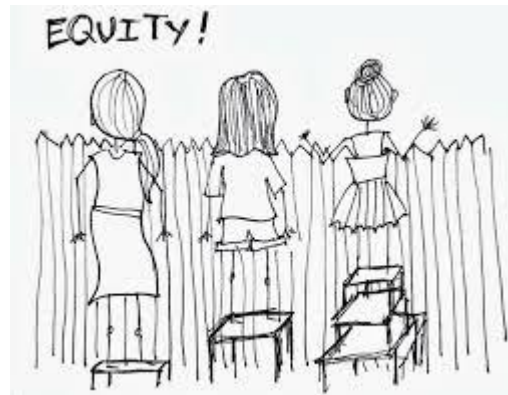
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EQUITY

- Equity means recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

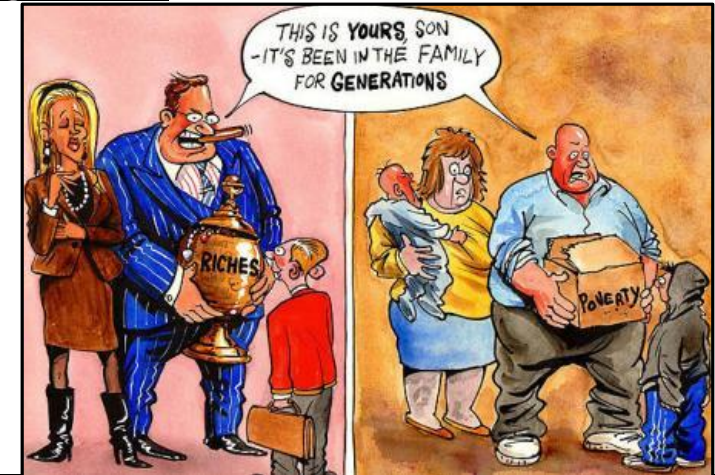
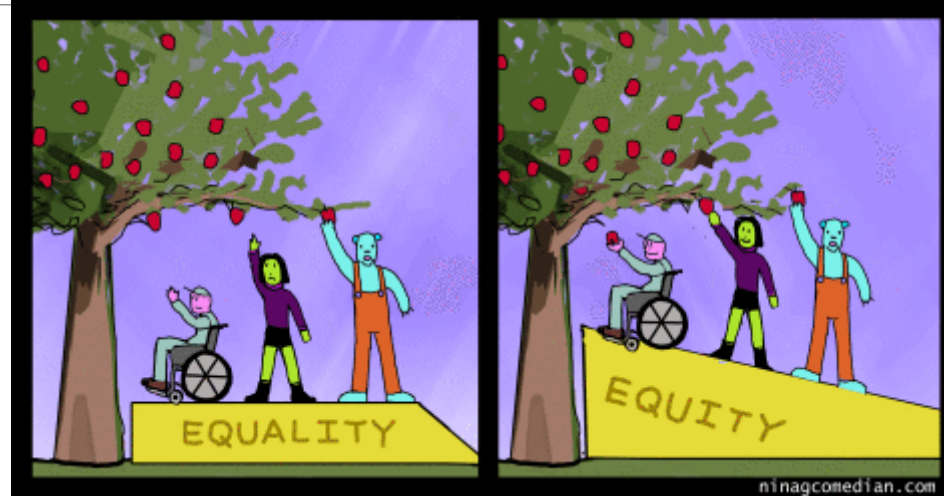
—Education Trust-West



EQUITY

Definitions!

Difference between Equality and Equity



Definitions!

Why is Equity important?

- A black child is 4 times more likely to be born into poverty than a white child, a Latinx child is 3 times more likely.
- Black male students are twice as likely to be suspended from school than their white counterparts, black women are three times as likely.
- Gay, lesbian, and bisexual students were twice as likely to be bullied at school and three times as likely to have experienced sexual assault than straight students.
- Students with learning disabilities were three times as likely to drop out of school than their counterparts.

Definitions!

Why is Equity important?

- 13% of community college students are homeless.
- More than half of all first-generation students (56%) experience food insecurity compared to 45% of students who had at least one parent who attended college.
- Students with mental health disabilities who do not receive assistance are not as successful as their peers, with lower GPAs and higher dropout rates.
- Having a black teacher in 3rd, 4th, **OR** 5th grade reduced the likelihood of a black male student from dropping out of high school by 40 percent. *82% of public school teachers are white, 7% are black.

Definitions!

What does it mean to be equity-minded?

EQUITY Minded Practices

Willingness to look at student outcomes and disparities at all educational levels disaggregated by race and ethnicity as well as socioeconomic status.

COM Strategic Plan; Equity Plan

Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States.

Learning Community Development

Respect for the aspirations and struggles of students who are not well served by the current educational system.

EOPS, COMPASS

Definitions!

What does it mean to be equity-minded?

EQUITY Minded Practices

Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.

Guided Pathways

Recognition that the elimination of entrenched biases, stereotypes, and discrimination in institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be race neutral.

COM Ally Training

Definitions!

Select the option that best defines the term.

PRIVILEGE

- A. Often invisible to those who have it.
- B. Has to be given and can be taken away.
- C. The same as having an easy life.
- D. Isn't real.

Definitions!

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PRIVILEGE

Definitions!

Here's an example.



PRIVILEGE

Definitions!

Here's an example.



PRIVILEGE

Definitions!

Here's an example.

I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.

I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps professionally

If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.

Definitions!

Select the option that best defines the term.

OPPRESSION

- A. An artifact of the past that by and large does not affect people today.
- B. Policies and practices that prevent people from succeeding due to social identities.
- C. A characterization of a state of mind that can be overcome by positive thinking and a can-do attitude.
- D. Something you can't be affected by if you have privilege.

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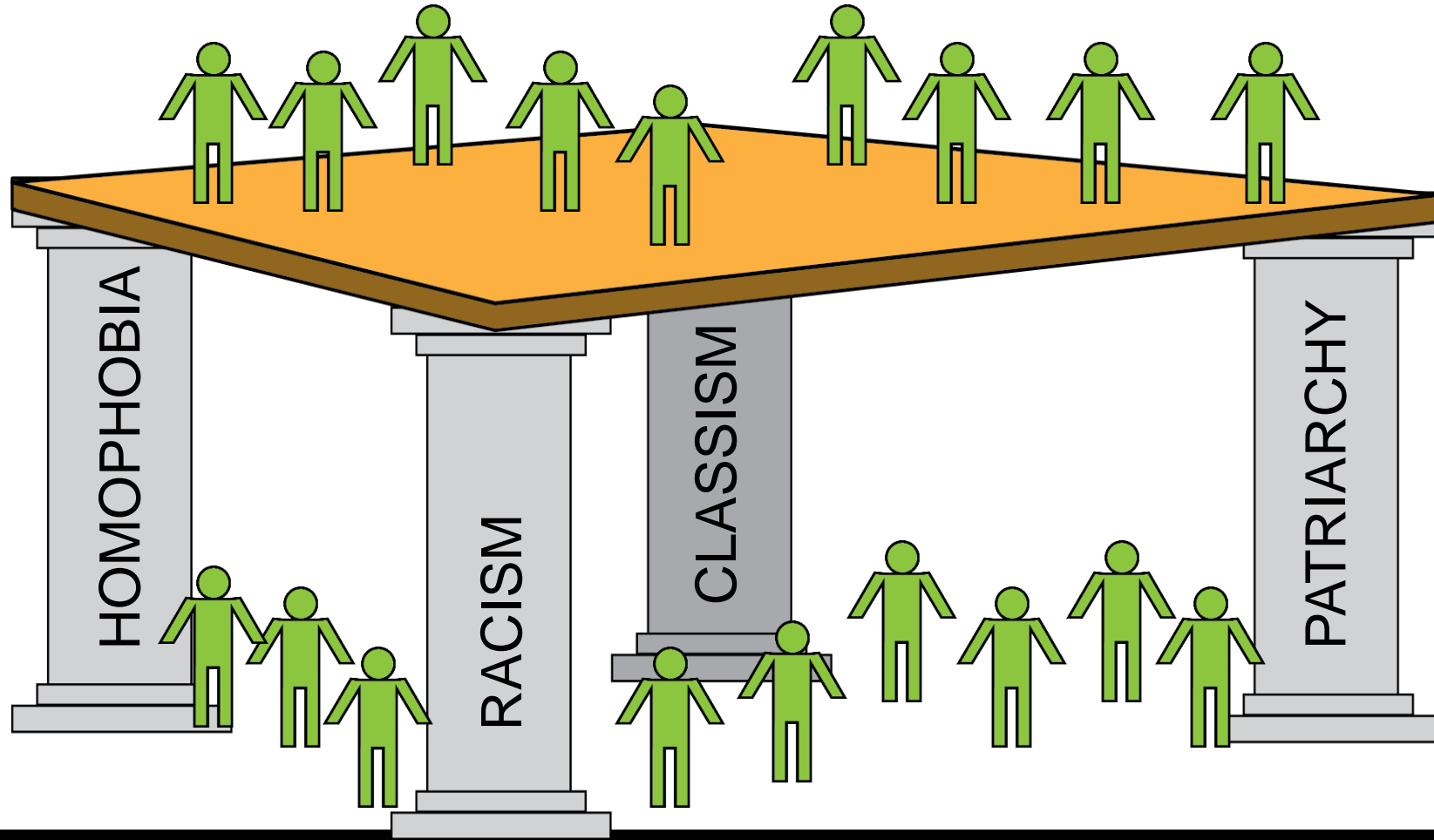
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OPPRESSION

Definitions!

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Definitions!

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ALLY

- A. A friend who's there to listen to your problems.
- B. Anybody who doesn't identify as an oppressed identity.
- C. A title bestowed on people who declare their support for oppressed people.
- D. A person who actively engages in visibly supporting communities targeted by oppression.

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Definitions!

Here's an example.



LGBTQ+ UNDOCU VETERANS

ALLY PROGRAMS
COLLEGE OF MARIN



BLACK MINDS
MATTER

SDSU screenshot

Pair Share

How will you take your understanding of Equity and apply it to the success of students at COM?



Questions

Thank you for your participation!

Thank You!
😊