

Marin Community College District Presents:



Screening Committee Training

CREATED BY: HUMAN RESOURCES DEPARTMENT

Thank you!

Thank you for agreeing to serve as a Screening Committee member. We know that you will take your role as a member of the committee seriously and that you have made a commitment to ensure confidentiality of the recruitment process. Further, you understand your commitment to serve through all phases of the recruitment and that if you develop a conflict and are unable to serve throughout the entire process, you will notify Human Resources (HR) or the Committee Chair immediately and prior to any interviews. By doing so, a replacement appointee will have enough time to read all files, discuss the candidates prior to interview, and develop the same working knowledge other members have.

Agenda

- I. Diversity and Equity at MCCD
- II. Equal Employment Opportunity Laws & Policies
- III. Screening Committee Charge
- IV. Unconscious Bias and Microaggressions
- V. Diversity, Equity, and Unconscious Bias in the Hiring Process
- VI. Conclusion/Reminders





Part I

Diversity and Equity at MCCCD

Marin Community College District (MCCCD)

Mission

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.

MCCCD's Commitment to Diversity

Education • Advocacy • Coordination • Celebration

▪ **Positive Growth and Effective Change**

Acknowledge barriers as opportunities for growth and advocate for effective change

▪ **Opportunities for Enhanced Cultural Competencies**

Empower students and employees to be global citizens

▪ **A Creative, Collaborative, and Informed Workforce**

Provide programs and opportunities for professional development

▪ **A Diverse, Equitable, and Inclusive Work and Learning Environment**

Facilitate communication and training about diversity, equity, and inclusion.



Why do we recruit for 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;

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

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.

The following dimensions of diversity often represent the types of differences that exist in the workplace and serve as lenses and filters on which we base our behaviors and decisions. Every dimension of diversity has the potential to influence people's needs, experiences, and opportunities and therefore must be acknowledged and respectfully considered.

Inclusion

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:

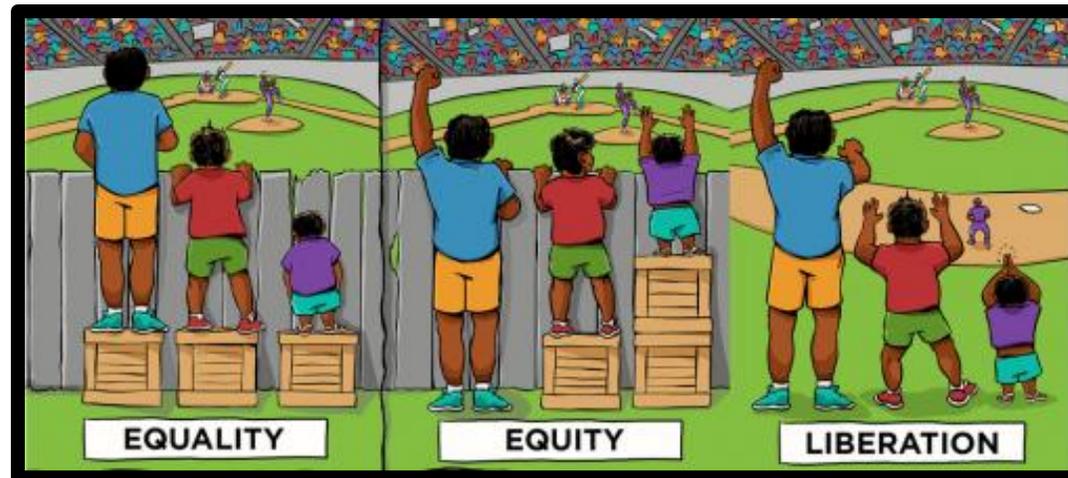
- Workforce diversity serves and supports the educational mission of the District and California Community Colleges.
- A commitment to diversity vitalizes the academic environment and college community, but does not require lowering standards.

Equity

EQUITY: Addressing people individually, acknowledging their struggles, and getting them the resources they need.

“Equity means recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.” —Education Trust-West

See Attachment 1, the Center for Urban Education’s Indicators of Equity-Mindedness





Part II Equal Employment Opportunity Laws and Policies

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 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.

See also Board Policy 7120

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.



Applicable Laws (Federal & State) - Examples

HYPO: The job announcement and screening criteria for Student Activities Coordinator includes a preference for “recent college graduates.”

ANSWER: *Discourages people over 40 from applying. Is there a job-related reason for this preference, and is it consistent with business necessity?*

HYPO: The staff of a particular classified unit is made up largely of white employees, and a screening committee member asks whether she may give extra points to qualified applicants who appear to be ethnic minorities who can be positive role models for students.

ANSWER: *Federal antidiscrimination laws protect white and non-white candidates equally. Expressing a preference for candidates of a certain racial group is not recommended. There may be limited circumstances when this type of preference is lawful, but the employer must be able to prove business necessity and that the racial/ethnic requirement is a bona fide occupational qualification. This is extremely rare*

Applicable Laws (Federal & State) – Examples *cont.*

HYPO: During the interview, a screening committee member remarks to a candidate: “I can’t help noticing that you’re pregnant. This job requires lifting heavy objects and sometimes moving around quickly. I’m not sure you can safely perform the requirements for this job. You could hurt yourself and your co-workers.” Do you see any issues with this?

ANSWER: *Federal law prohibits treating an applicant unfavorably based on pregnancy or medical conditions related to pregnancy. If a woman is temporarily unable to perform her job due to a medical condition related to pregnancy or childbirth, the employer or other covered entity must treat her in the same way as it treats any other temporarily disabled employee. For example, the employer may have to provide light duty, alternative assignments, disability leave, or unpaid leave to pregnant employees if it does so for other temporarily disabled employees.*

Additionally, impairments resulting from pregnancy (for example, gestational diabetes or preeclampsia) may be disabilities under the ADA. An employer may have to provide a reasonable accommodation (such as leave or modifications that enable an employee to perform her job) for a disability related to pregnancy, absent undue hardship (significant difficulty or expense).

Applicable Laws (Federal & State) – Examples *cont.*

HYPO: Teresa provided the District with transcripts bearing the name of “Terrance” and offered that she was transgender. Teresa presented as a woman at the interview. During deliberations, one committee member who had reviewed the transcripts constantly referred to Teresa as “he,” despite being advised that Teresa was a transgender individual who had transitioned from male to female.

ANSWER: *This constitutes gender-based harassment and is prohibited as sex-based discrimination under Title VII. The 6th Circuit Court of Appeals also recently held that transgender people are protected from discrimination on the basis of sex under Title VII.*



Part III Screening Committee Charge

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.

Screening Committee – Role and Responsibilities

- Ensure equitable consideration and treatment of all candidates throughout the process; uphold EEO law and MCCCD Board Policy
- Elect a chairperson (if not the Hiring Manager)
- Become knowledgeable about the position Knowledge, Skills and Abilities (KSAs)
- Evaluate candidates in relation to minimum qualifications and screening criteria
- Be fair and consistent in applying the screening criteria
- Exclude prior knowledge of a candidate, consider hourly or temporary employee like any other applicant
- Document reasons for screening a candidate in or out of the first interview

Screening Committee –Role and Responsibilities *cont.*

- Participate in ALL interviews of candidates
- List strengths and weaknesses of finalists and all other candidates interviewed
- Complete all interview documentation in full and sign it where noted
- Maintain confidentiality before, during and after the process has been completed
- Consult with Human Resources to help to clarify processes or to report the occurrence of any unfair or bias practices

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

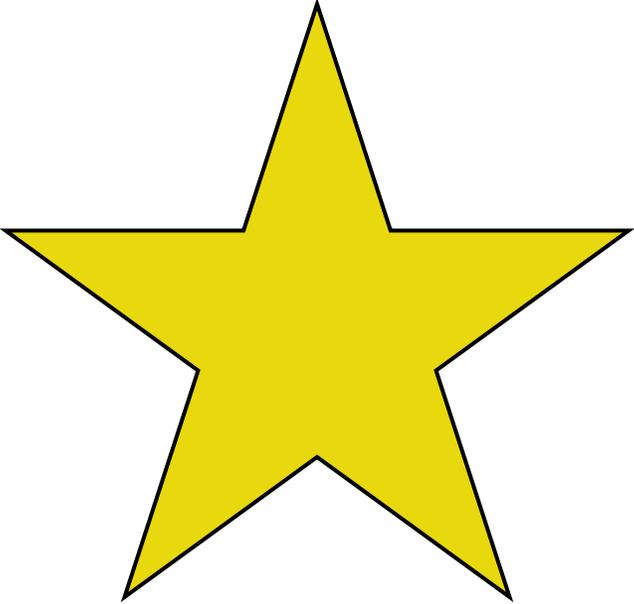
Exercise 1

Acceptable

or

Unacceptable?

Hot Seat!





Part IV Unconscious Bias and Microaggressions

*Some materials in this section are used with the permission of Eugene Whitlock. Human Resources and the Marin Community College District thank Mr. Whitlock for allowing us to use these materials.*²⁴

INFLUENCED BY OUR

① **BACKGROUND**

② **CULTURAL ENVIRONMENT**

PERSONAL EXPERIENCE



<https://www.youtube.com/watch?v=C-Dp372Jsj4>

What is unconscious/implicit bias?

- Implicit bias often consists of unconscious tacit attitudes and unintentional actions towards a group which may be in direct conflict with a person's explicit beliefs and values.
- Most implicitly biased actions are performed by people who are not even aware that their actions are biased. Even the most well-meaning and conscientious people have implicit biases.

Microaggression Defined

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014). Such communications are usually outside the level of conscious awareness of those who make them. In fact, most people harbor [unconscious](#) biases and prejudices that leak out in many interpersonal situations and decision points.

Adapted from Psychology Today Article by
Derald Wing Sue posted October 5, 2010

More Examples of Microaggressions



Microaggressions are like Mosquito Bites: <https://www.youtube.com/watch?v=hDd3bzA7450>

Impact of Microaggressions

Although they may appear like insignificant slights, or banal and trivial in nature, studies reveal that racial microaggressions have powerful detrimental consequences to people of color. They have been found to:

- (a) assail the mental health of recipients,
- (b) create a hostile and invalidating work or campus climate,
- (c) perpetuate stereotype threat,
- (d) create physical health problems,
- (e) saturate the broader society with cues that signal devaluation of social group identities,
- (f) lower work productivity and problem solving abilities, and
- (g) be partially responsible for creating inequities in education, employment and health care.

Adapted from Psychology Today Article
by Derald Wing Sue posted October 5, 2010

Hot Seat!

Exercise 2

In groups of 2-3, talk through how you would address these examples of microaggressions in the hiring process:

1. I have never heard of that school, is it any good?
2. I just don't know how that person would fit in with the rest of the faculty in the department
3. What he said didn't resonate with me
4. She seems too aggressive/bossy
5. They seemed too passive and quiet
6. Of course you are supporting that candidate (you are _____ too)
7. People treating others' opinions on a candidate as not important

Addressing Microaggressions

Step 1 – Preventing Microaggressions

Ask yourself:

- How might the other person interpret my remark?
- Am I aware of potential bias that may exist? If so, how do make sure it doesn't happen again?

Step 2 – Responding to a Microaggression

Ask yourself:

- Did I interpret that correctly? Did she say what I think she said? What did he mean by that?
- Should I say something?

After thinking about it, you might want to:

- Ask a follow up question: “who are you referring to when you say that?” “what do you mean?”
- Explain how the slight may be interpreted by others and that you are not blaming the person, only expressing the way the comment/action made you feel.

Step 3 – Don't be a bystander

- If you see it happening to someone else, speak up!
- If the conduct goes unchallenged, it will continue.



Part V Diversity, Equity, and Unconscious Bias in the Hiring Process

Diversity, Equity and Unconscious Bias in the Hiring Process

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



Diversity, Equity and Unconscious Bias in the Hiring Process *continued*

Screening Committee members must strive to avoid the following common bias errors while conducting interviews:

Contrast Effects: The quality of candidates interviewed earlier in the process can influence the rating of candidates who follow. This effect often occurs when one candidate possesses a degree/credential, type of experience, or number of work years over what the committee pre-determined for its screening criteria; this candidate's background may serve to inadvertently increase the qualifications for the position, because other candidates are judged to be "not as qualified".

"Halo" & "Pitchfork" Effects: Some raters hear good news early in an interviewee response and tend to color all of the following responses with the same "halo", regardless of their quality and applicability; conversely, an unfavorable response early on may produce a "pitchfork" effect.

Order Effects: Interviewing candidates later in the interview day can result in scoring that is different from that of earlier candidates. This may be attributed to the repetition and strenuousness of the interview process and the raters' fatigue. Consider holding interviews during only part of a day (e.g., mornings) or over the course of multiple days, to prevent "overload".

Projection: Identifying with candidates who are similar to us in ethnicity, culture, appearance, education, and lifestyle can result in projecting the success or failure of a candidate, based on self-perception. This projection interferes with objective assessments.

Rating Extremes & Central Tendency: Consistently high, low, or mid-point scoring may make it difficult to differentiate candidates.

Stereotyping: Stereotyping is the tendency to generalize across groups and ignore individual differences, which may cloud judgment and prevent raters from actively listening and objectively assessing each candidate as a unique individual.

Diversity, Equity and Unconscious Bias in the Hiring Process *continued*

In order to ensure the integrity of the interview process:

- Do not advocate *for* a candidate
- Do not voice opinions *against* candidates
- Do not compare candidates

All of the above are done *only* after all committee members have finished scoring candidates

Never share personal or professional experiences involving candidates. This can create bias and influence the judgements of other committee members. You also subject yourself to personal liabilities.

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



How can we overcome bias and change the numbers?

➤ **Ensure best practices for hiring**

- Put equity front and center in the hiring process
- Remove unnecessary job requirements
- Recruit a diverse applicant pool
- Set criteria before reviewing resumes and interviews
- Structured interviews
- Diverse screening committees
- Faculty diversity internship program
- Teach faculty and staff cultural competence
- Screening committee training
- Understand nondiscrimination laws and EEO

➤ Understand Bias

➤ **Challenge Yourself**

- Question your first impression
- Justify your decision
- Make others justify decisions
- Make decisions collectively

➤ **Pick an action and do it**

Hot Seat!

Exercise 3

Draft two interview questions that would help an interview panel learn more about an applicant's experience supporting diverse environments.

Be prepared to discuss what information your group hopes to gain from each question, and how that ties into supporting diverse environments.

Develop Interview Questions *continued*

Diversity Questions:

At least two diversity 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.*



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.



Part VI Conclusion and Reminders

Thank you for your Participation!

We sincerely appreciate your efforts and commitment to diversify the MCCD workforce and to become trained to serve in the important capacity as a Screening Committee member. We look forward to working together!

Thank You!
😊

THE EMPLOYMENT SERVICES TEAM

- **Nikki Harris**, Director of HR, EEO Officer
- **Julie Breakstone**, Employment Services Coordinator
- **Kirsten Gisle**, Employment Services Coordinator