

Diversity, Equity and Unconscious Bias in the Hiring Process

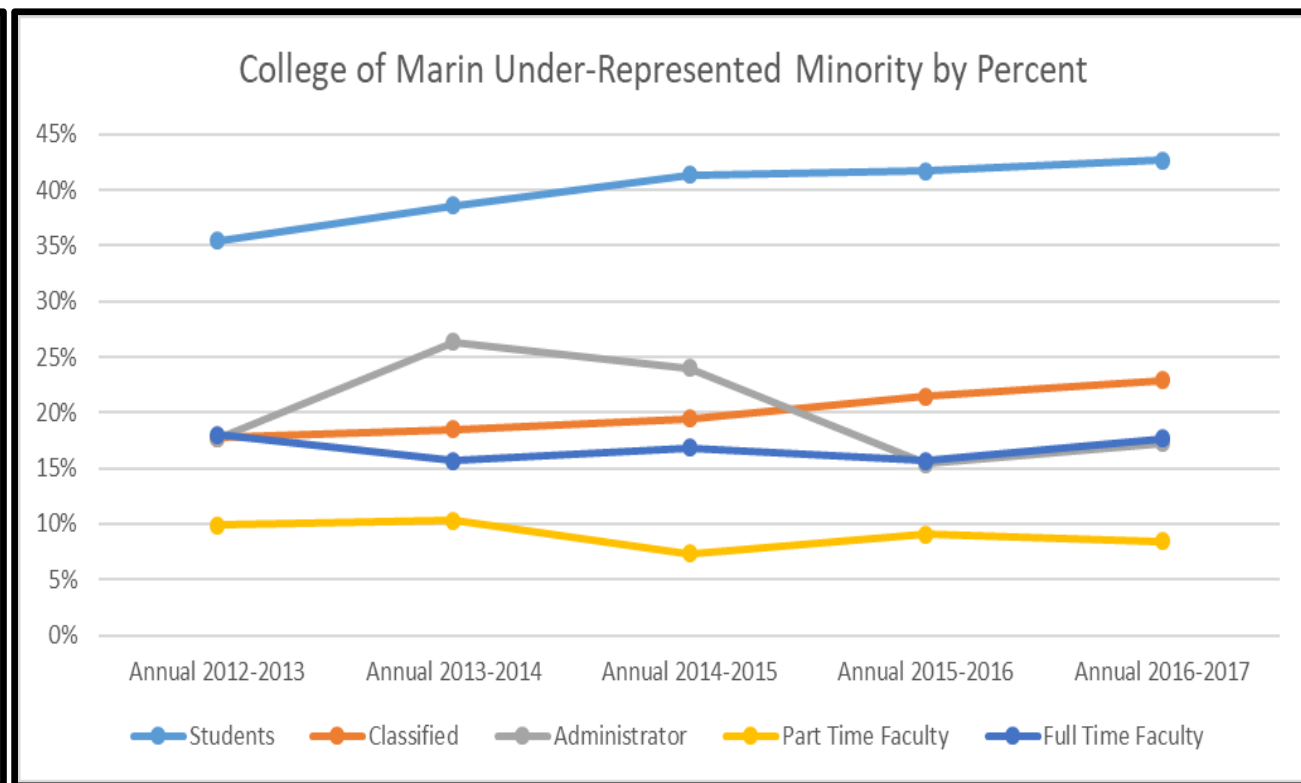
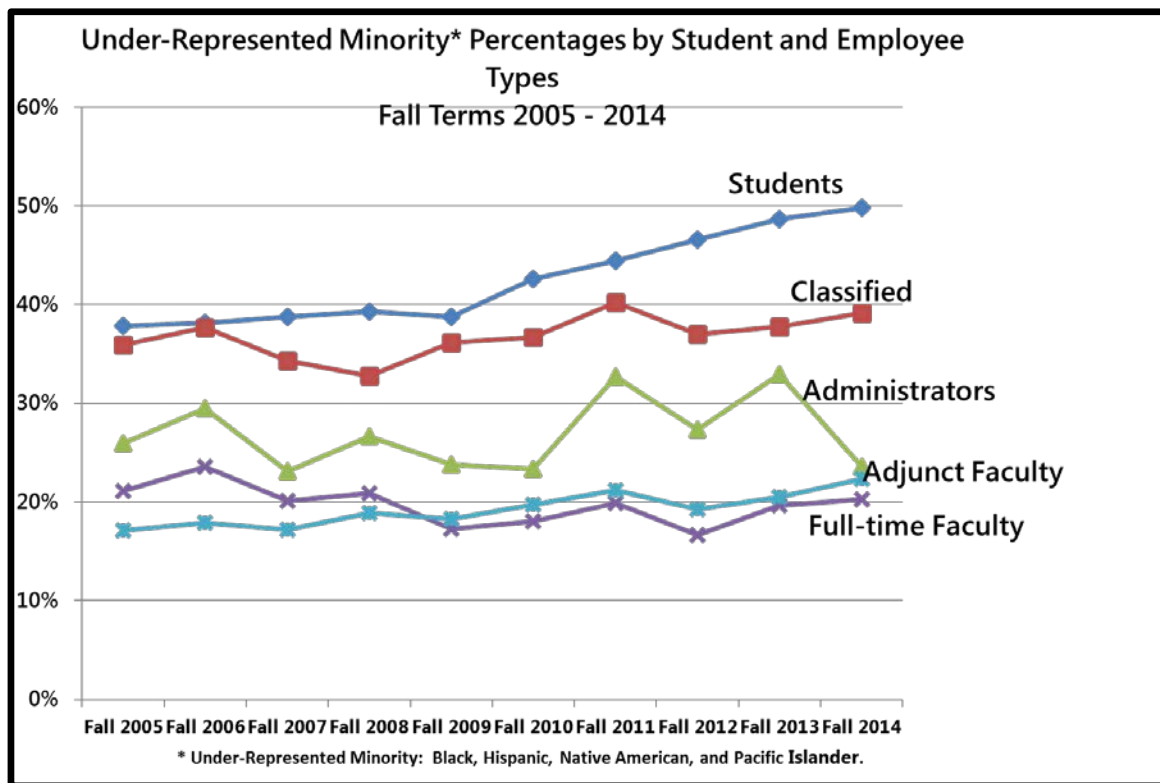
HOW WE CREATE AN INCLUSIVE ENVIRONMENT AND EMPLOY PEOPLE
WHO REPRESENT THE STUDENTS WE SERVE

JUNE 6, 2018 – COLLEGE OF MARIN

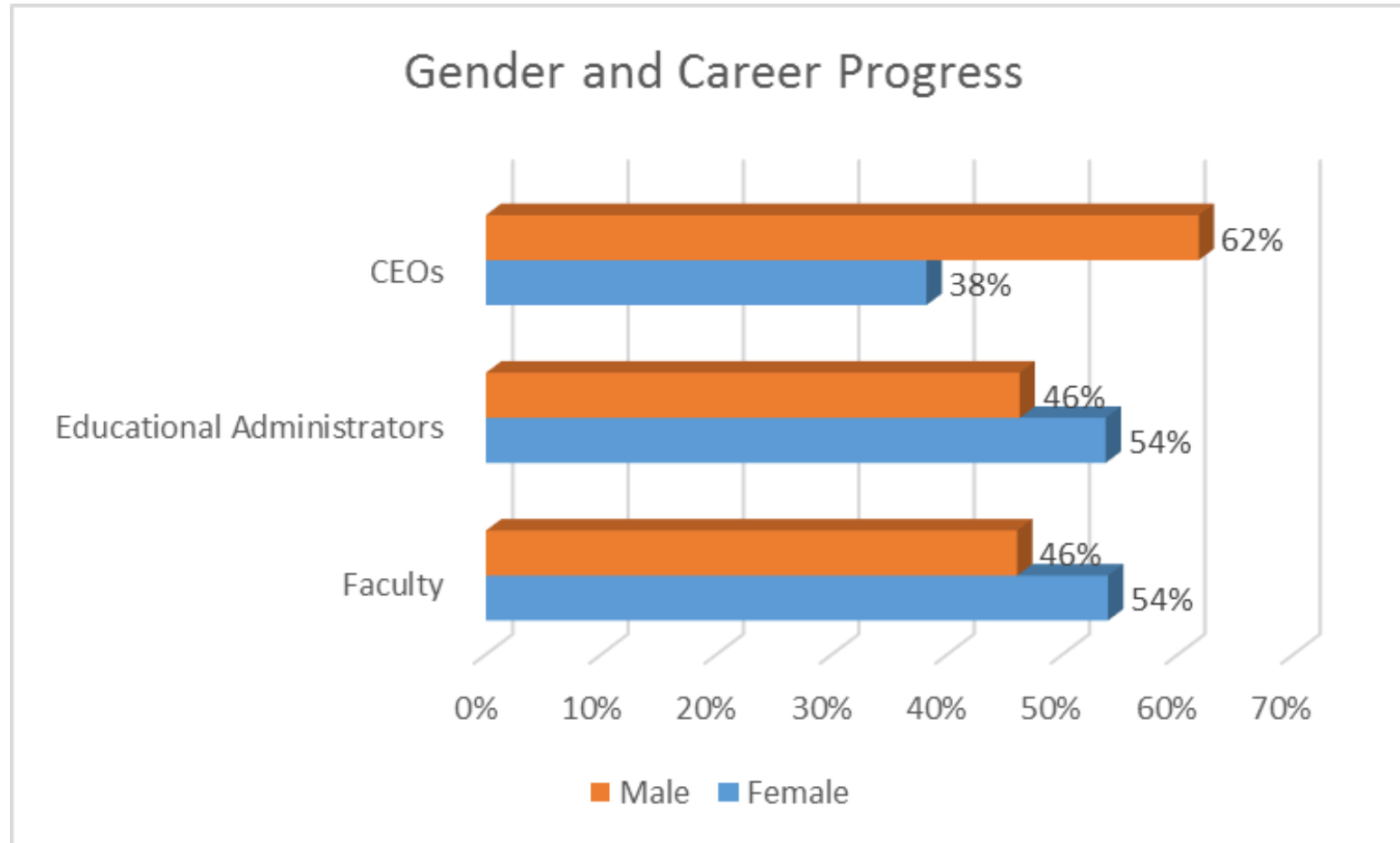
What is Diversity?



How diverse are we?



Who are the leaders of the California Community Colleges?



Data from 2014

Does Diversity matter *here*?



District “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.

District 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 background. 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.

College of Marin Strategic Plan

The image shows a page from the College of Marin Strategic Plan. It features several sections: 'President's Message', 'Our Values', 'Our Mission', 'Diversity', and a paragraph about community needs. A red box highlights the 'Our Mission' section, where the phrase 'equitable opportunities' is circled in red. Another red box highlights the 'Diversity' section. A third red box highlights a paragraph about community needs. The page also includes a photograph of a building and the college's logo and motto at the bottom.

President's Message
It is with great pleasure that I present this

Our Values
Student and Community Centered Education
We promote student success by providing programs and services that

Our 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

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.

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.

Dream · Learn · Achieve

COLLEGE OF
MARIN

Diversity and Student Success

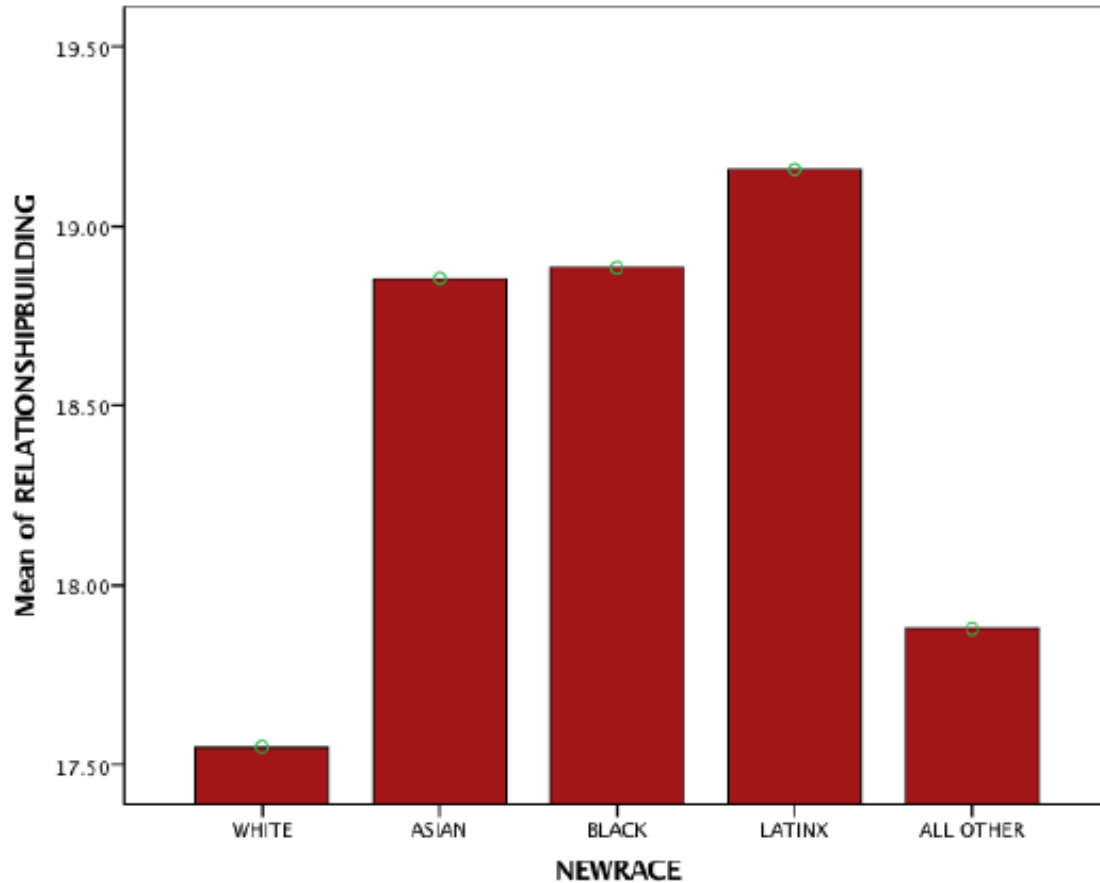
African-American, Latino and other underrepresented students have substantially lower retention rates, are less likely to obtain a degree from community college, and are less likely to transfer to a 4-year college.

“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)

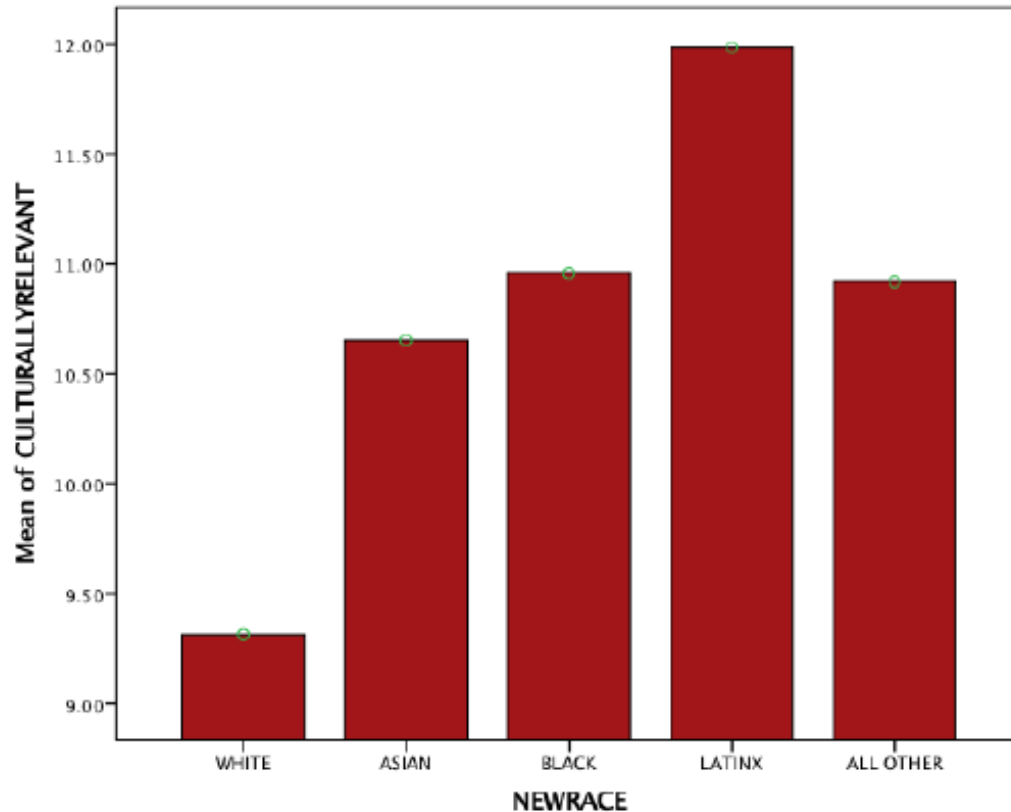
Faculty of Color are more engaged with students: Relationship Building



Examples:

- Knows students' names
- Refers to students by name
- Understands students' academic, career and personal goals

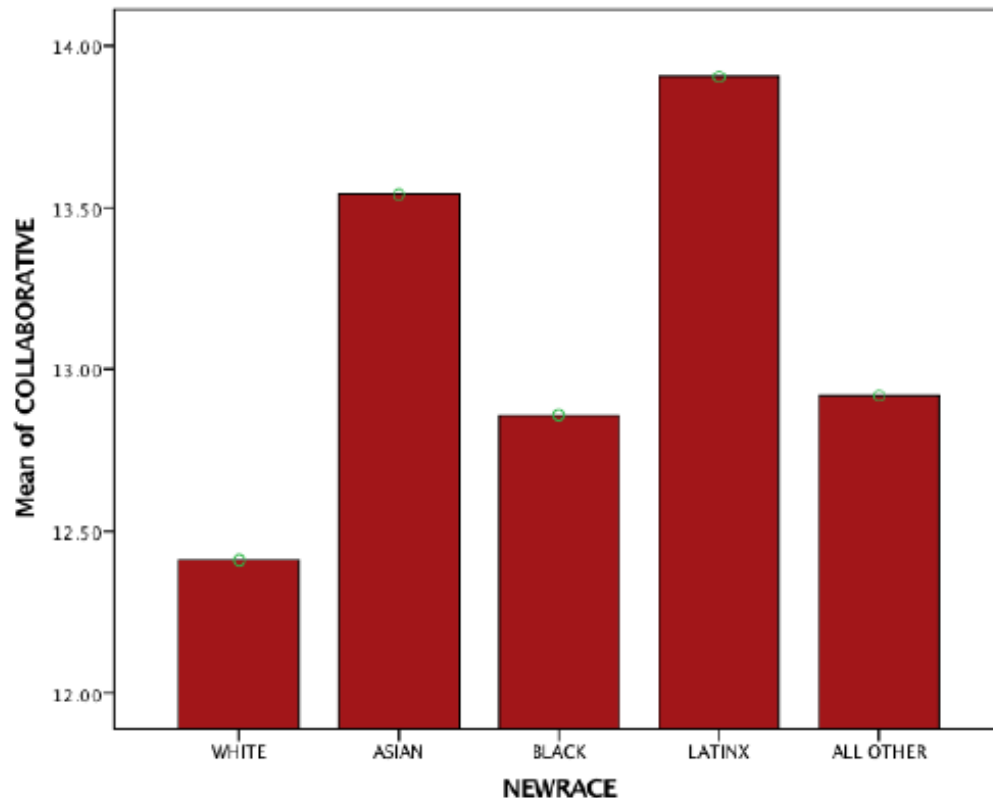
Faculty of Color are more engaged with students: Culturally Relevant Teaching



Examples:

- Addresses bias and stereotypes
- Recognizes intellectual contributions of diverse people
- Connects rigorous course content to themes that are relevant to the lives, issues, and experiences of students
- Employs content that expresses differing viewpoints on the same topic

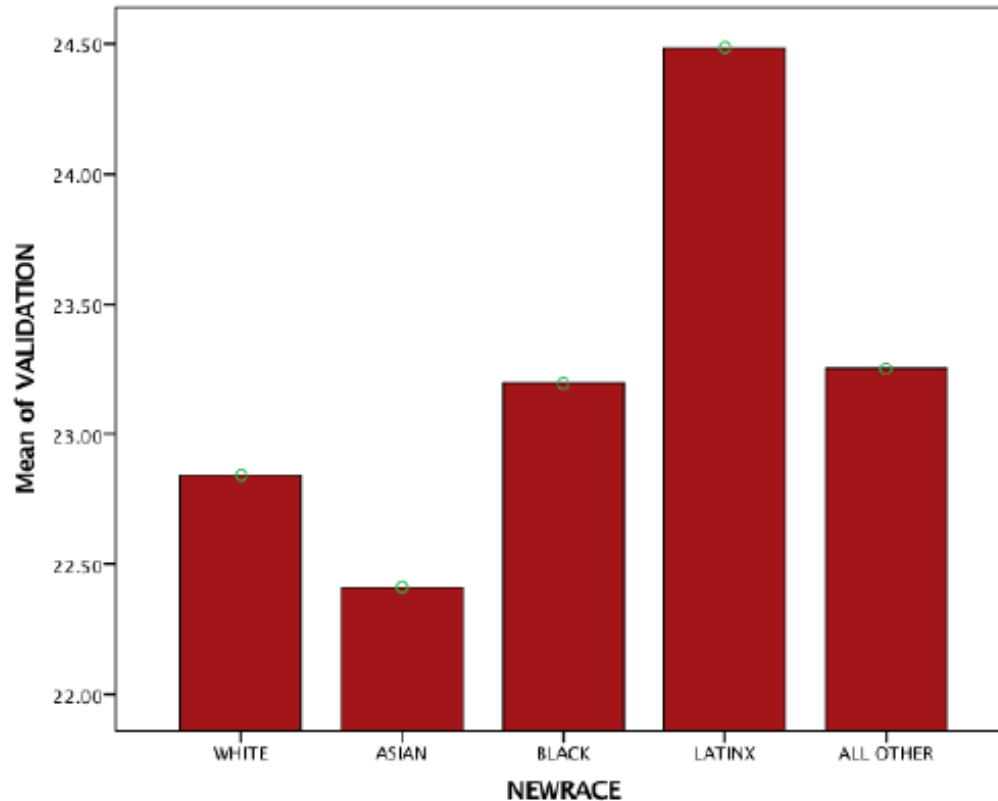
Faculty of Color are more engaged with students: Collaborative Learning



Examples:

- Allows students to share their personal perspectives
- Allows students to realize the knowledge they already have
- Allows students to learn from one another
- Allows student to identify others who may be experiencing similar challenges
- Allows students leadership opportunities

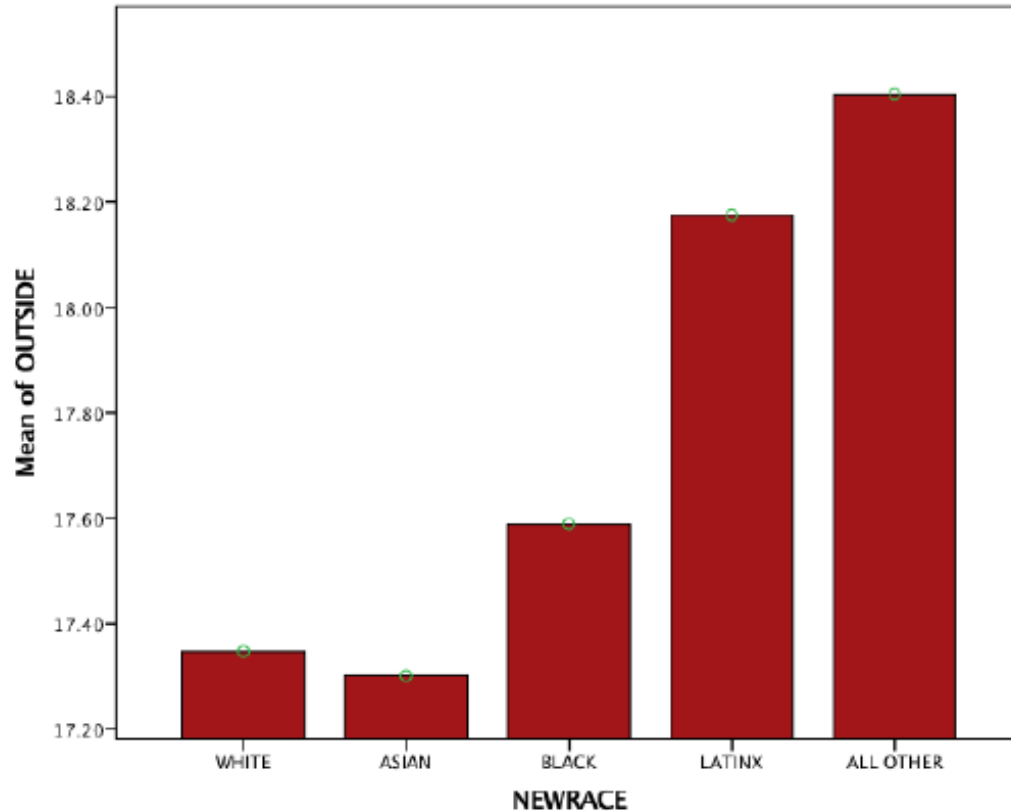
Faculty of Color are more engaged with students: Validating Messages



Examples:

- Acknowledges work ethic, resilience, intelligence and engagement with validating messages such as:
 - “You will succeed in college”
 - “I know you can do this”
 - “Keep at it, it will click”
 - “I believe in you”

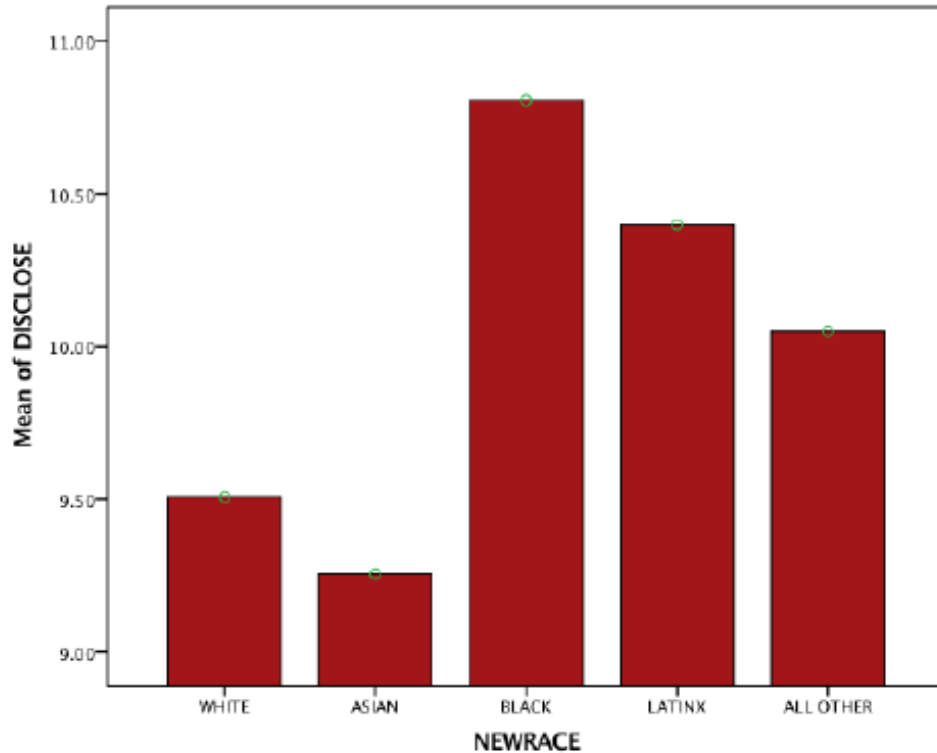
Faculty of Color are more engaged with students: Welcoming Engagement



Examples:

- Smiles and says hello, especially outside of class
- Talks with students about academic and nonacademic matters
- Is willing to provide academic support

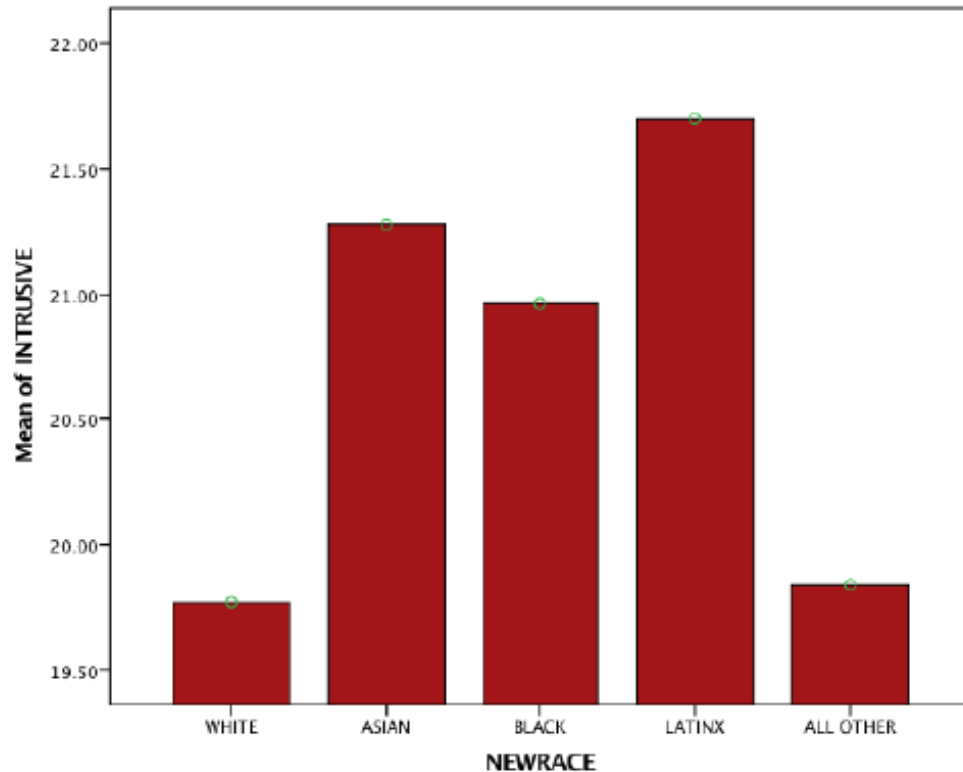
Faculty of Color are more engaged with students: Appropriate Disclosing



Examples:

- Shares one's story, with an emphasis on the challenges that one has experienced and either overcome or learned from in one's own life
- Personal, academic or career-related experiences

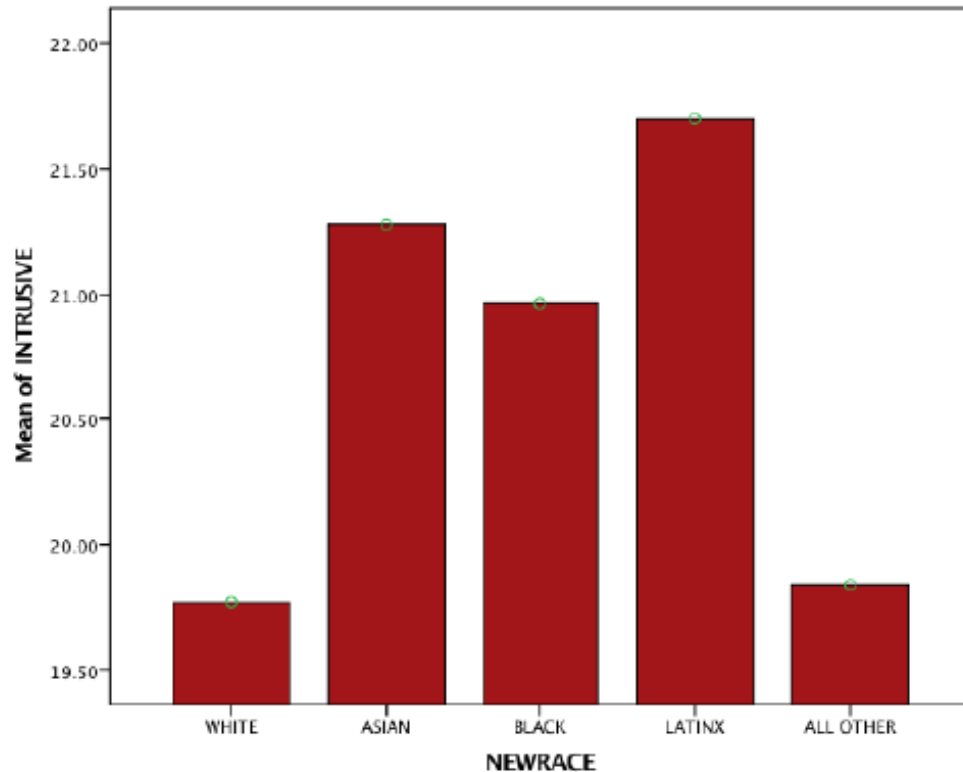
Faculty of Color are more engaged with students: Intrusive Relationships and Teaching



Examples:

- Facilitates connections with colleagues for support services and resources
- Proactively provides academic support and guidance for students who are underperforming
- Requires the use of supplemental academic supports
- Requires conferencing, one-on-one or in small groups

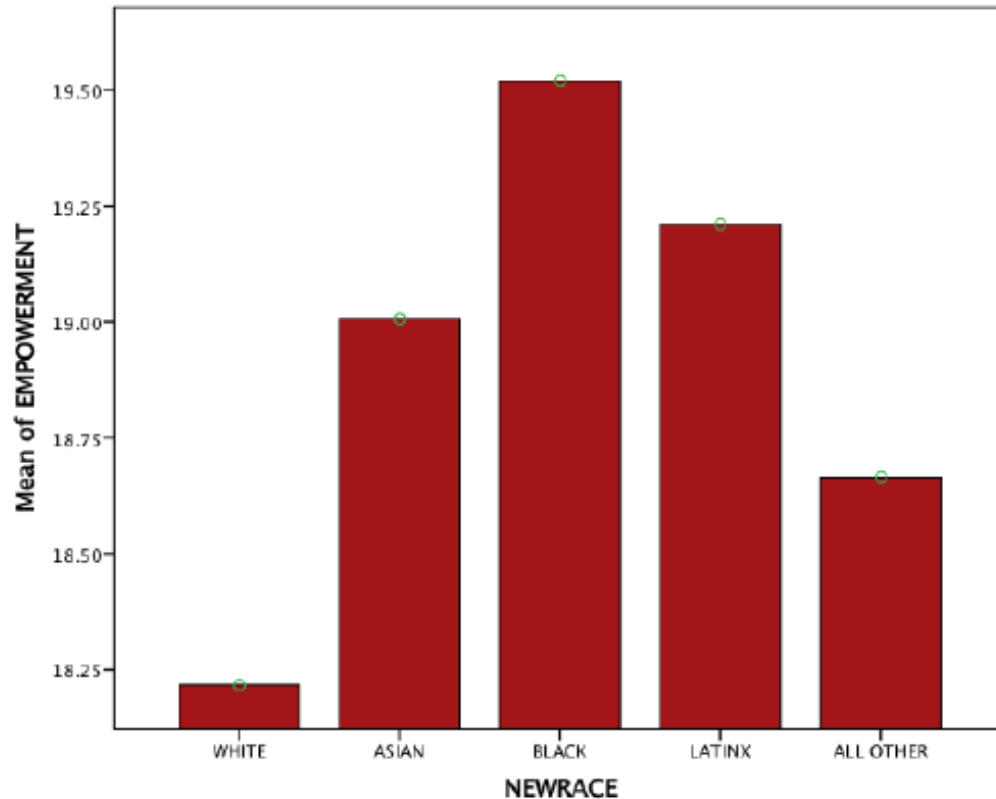
Faculty of Color are more engaged with students: Intrusive Relationships and Teaching



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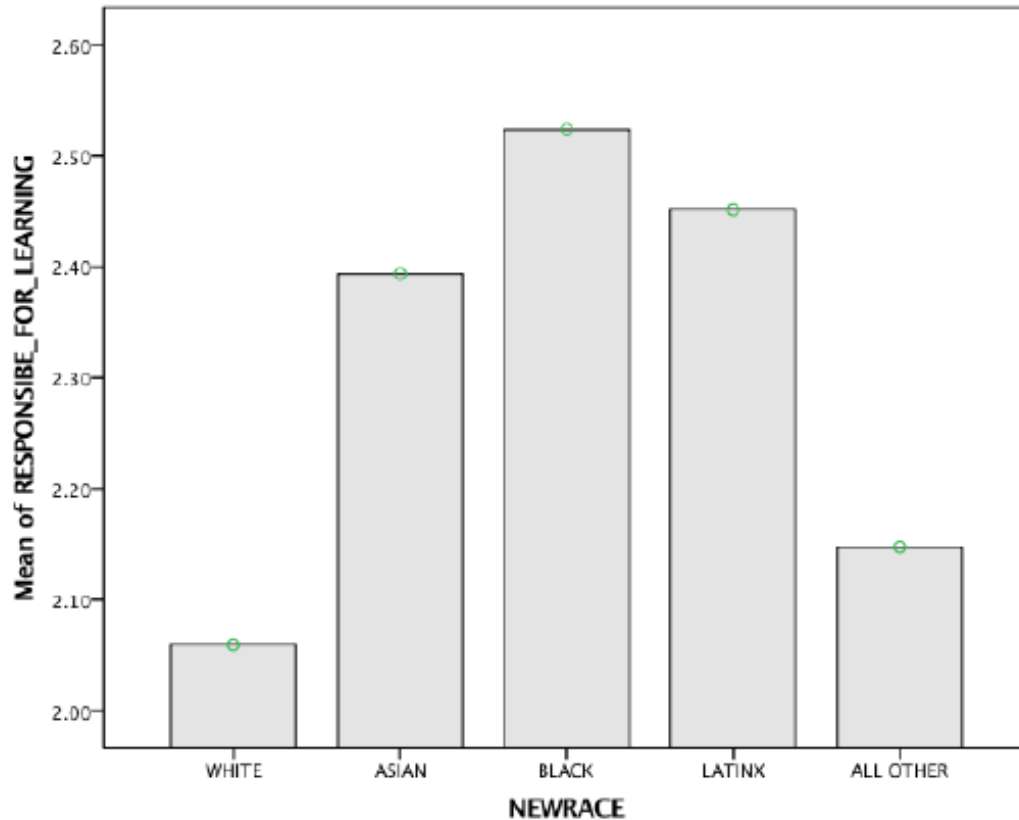
Faculty of Color are more engaged with students: Empowerment Techniques



Examples:

- Helps students to have greater control over their lives and futures through:
 - Gaining agency in their personal lives
 - Reaching their academic, career and personal goals
 - Becoming more civically engaged
 - Being able to address problems as they encounter them, including problems that hurt their families and communities.

Faculty of Color are more engaged with students: Institutional Responsibility



Examples:

- Takes responsibility for:
 - Student engagement
 - Student learning and outcomes
 - Providing student support as needed
 - Motivating students

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 rapport 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)

What kinds of groups make the best decisions?

- Who would you choose to solve a problem for you?
 - a) The person who achieved the highest score on the application test
 - b) The next 20 people who achieved the highest scores on the application test
 - c) A group of 20 randomly selected people who passed the application test, but not necessarily the highest scoring
- Even if we were to accept the claim that IQ tests, SAT scores, and college grades predict individual problem-solving ability, they may not be as important in determining a person's potential contribution as a problem solver as would be measures of how differently that person thinks.
- Would a group of three white students be better at solving a murder or a group with two white students and one nonwhite student?

Why are diverse groups more effective at problem-solving?

Being with similar others leads us to think we all hold the same information and share the same perspective, e.g. groupthink.

When disagreement comes from a socially different person, we are prompted to work harder. Diversity jolts us into cognitive action in ways that homogeneity simply does not.

Simply adding social diversity to a group makes people *believe* that differences of perspective might exist among them and that belief makes people change their behavior. They assume they will need to work harder, and do work harder, to come to a consensus.

Conclusion: Diversity works by promoting hard work and creativity; by encouraging the consideration of alternatives even before any interpersonal interaction takes place.

Do we have to 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:**

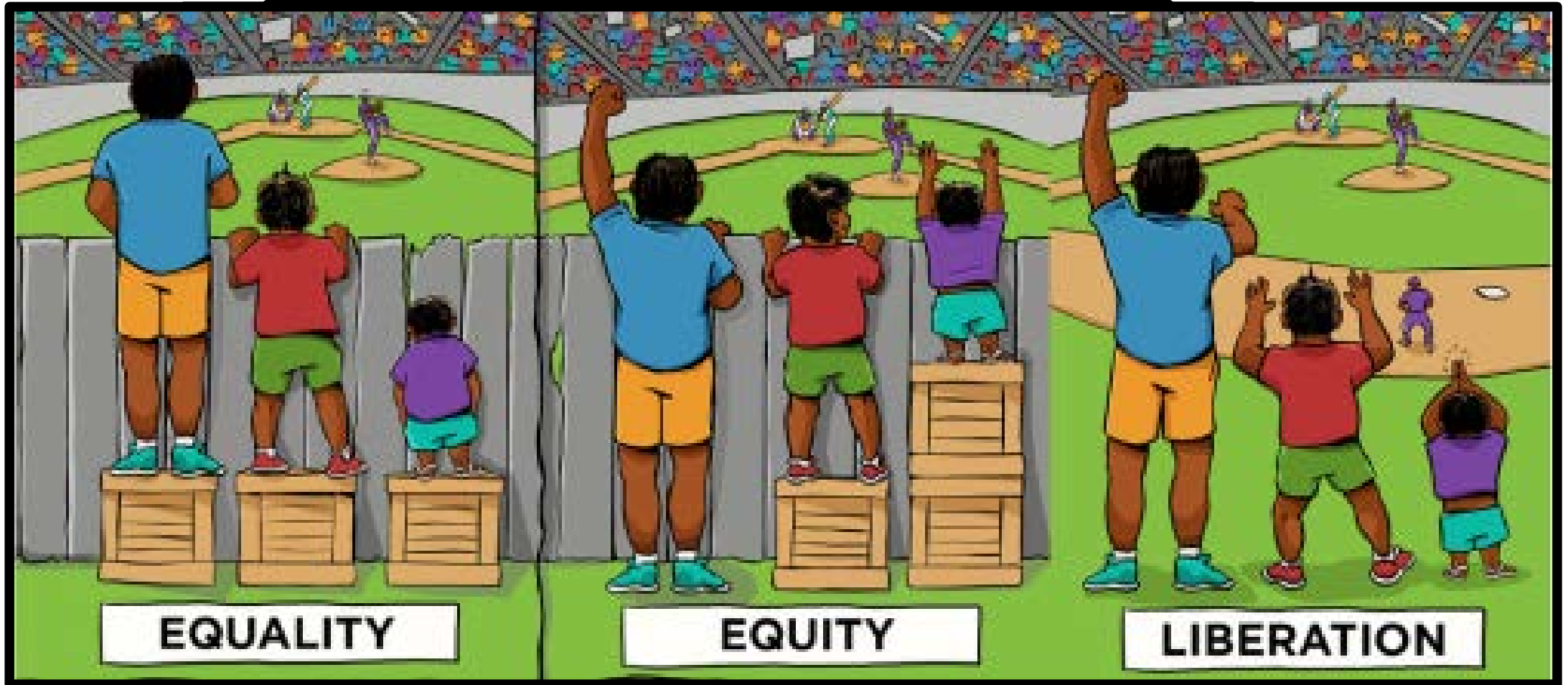
(2) designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which **applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds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

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

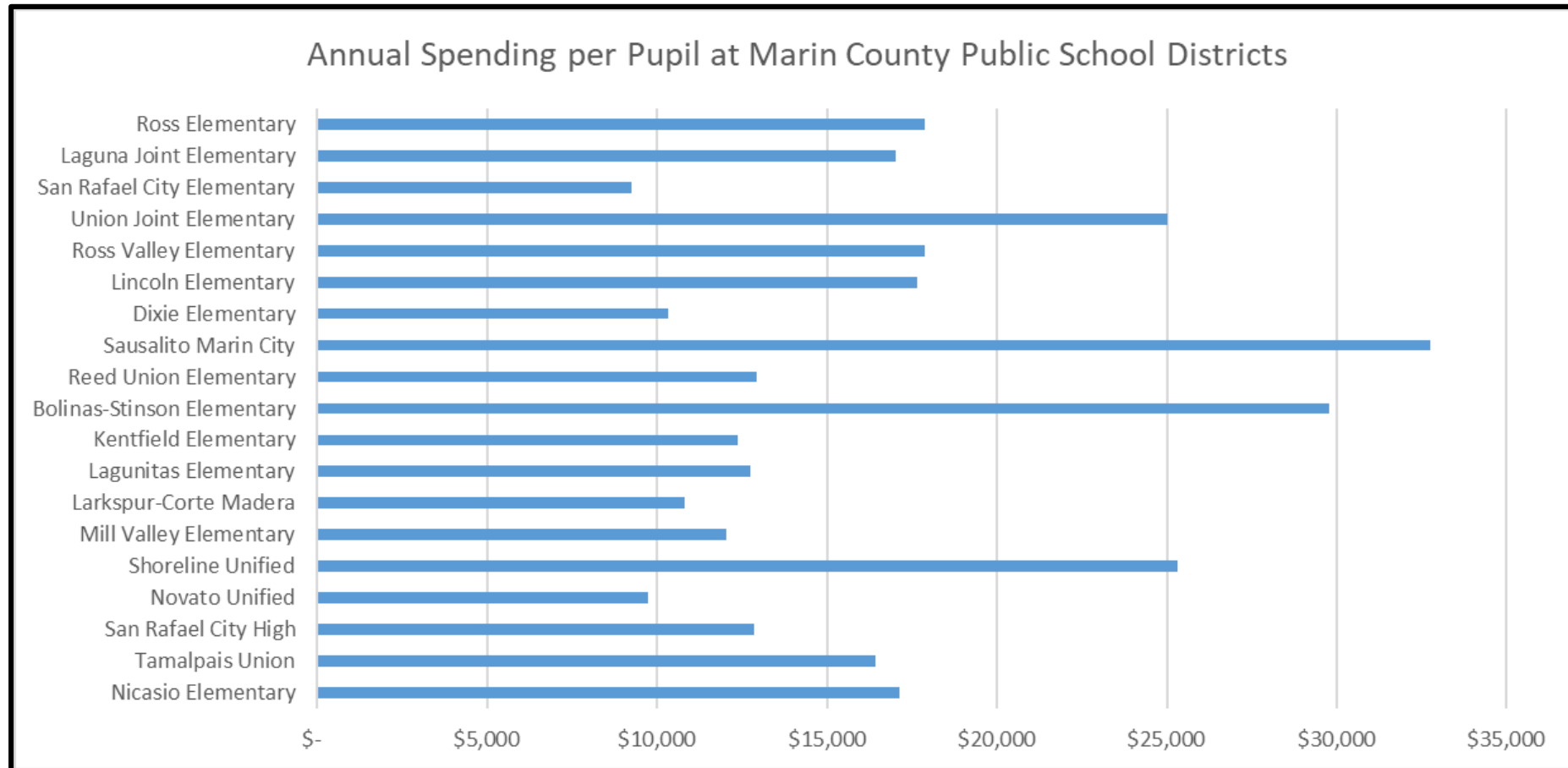
How do we recruit for diversity?

“_____ College/District has a widely diverse staff and student population. Describe the experience and skills you possess that demonstrate your sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds, as well as gender identity, sexual orientation and abilities of community college students, faculty and staff.”

What about Equity?



What does “equality” really look like?



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

Fewer \$\$ often results in fewer qualified teachers

*Students of color are disproportionately concentrated in schools in underqualified and less experienced educators. In contrast, certified teachers with greater levels of experience are more likely to teach in predominantly White and affluent schools. The limited numbers of qualified teachers who do teach in majority-minority schools are retained at lower rates, and often transition to schools with greater resources that can provide enhanced job security. Given these dynamics, **the least capable teachers too often teach students that demand the most qualified teachers**" (The Seven Centers Report, 2014, p. 8)*

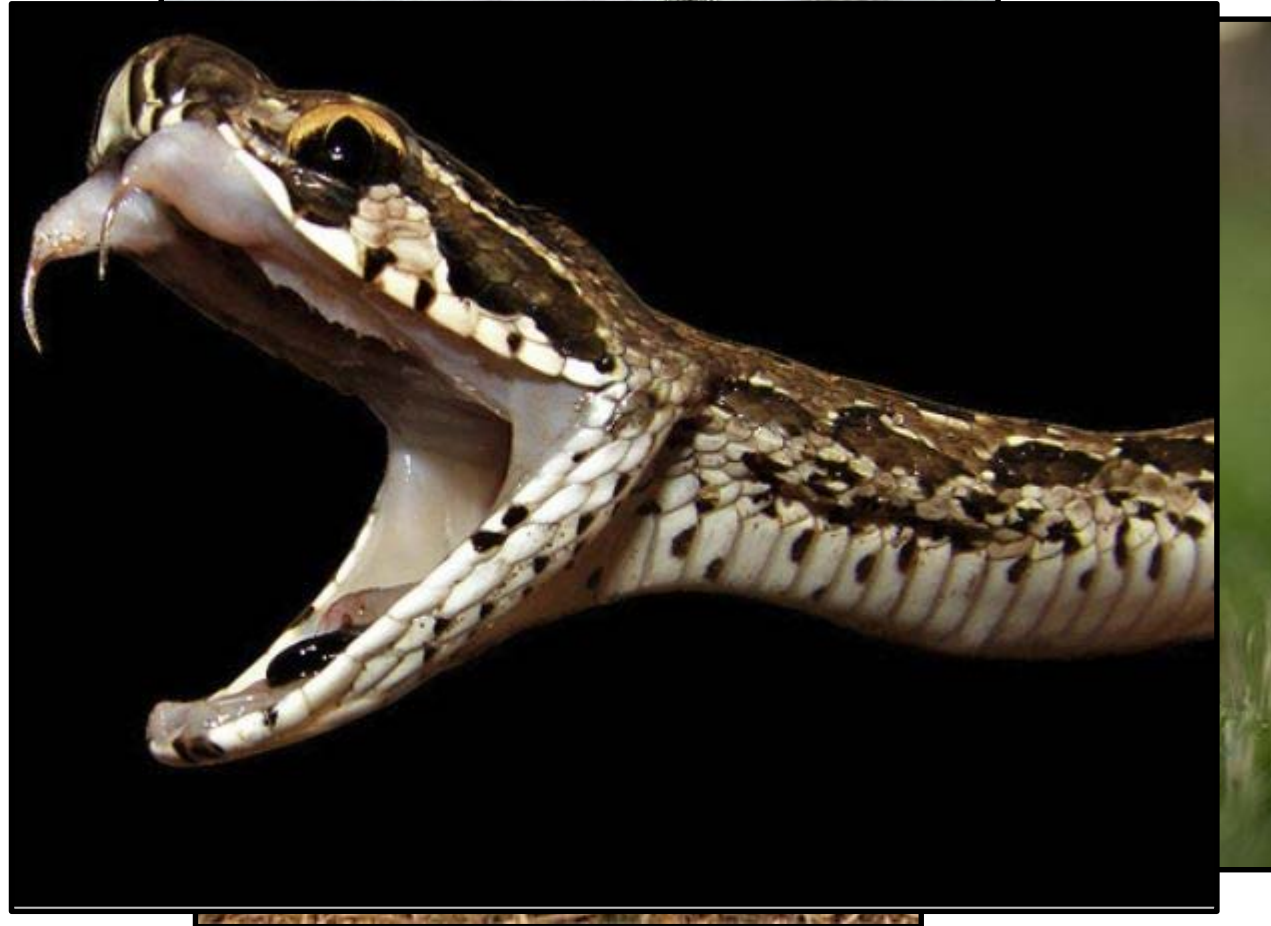
What is Equity? And Equity-Mindedness

- Equity is not equal access, but rather the achievement of equal outcomes among all student groups in institutions of higher education.
- To create equity, we must provide additional resources that are necessary to overcome the consistent, institutional barriers that underserved students have received throughout their educational experience.
- Equity-mindedness involves data-driven inquiry into student outcomes, new and intensified awareness of identity-based inequities as institutional problems, and personal and collective responsibility for closing equity gaps.
- Equity thinking promotes robust discussions about gaps in student outcomes because it focuses attention on factors within the realm of institutional control. Even if we are unable to control students past experiences, practitioners in institutions can help students have success in college.

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.

Animal Photos

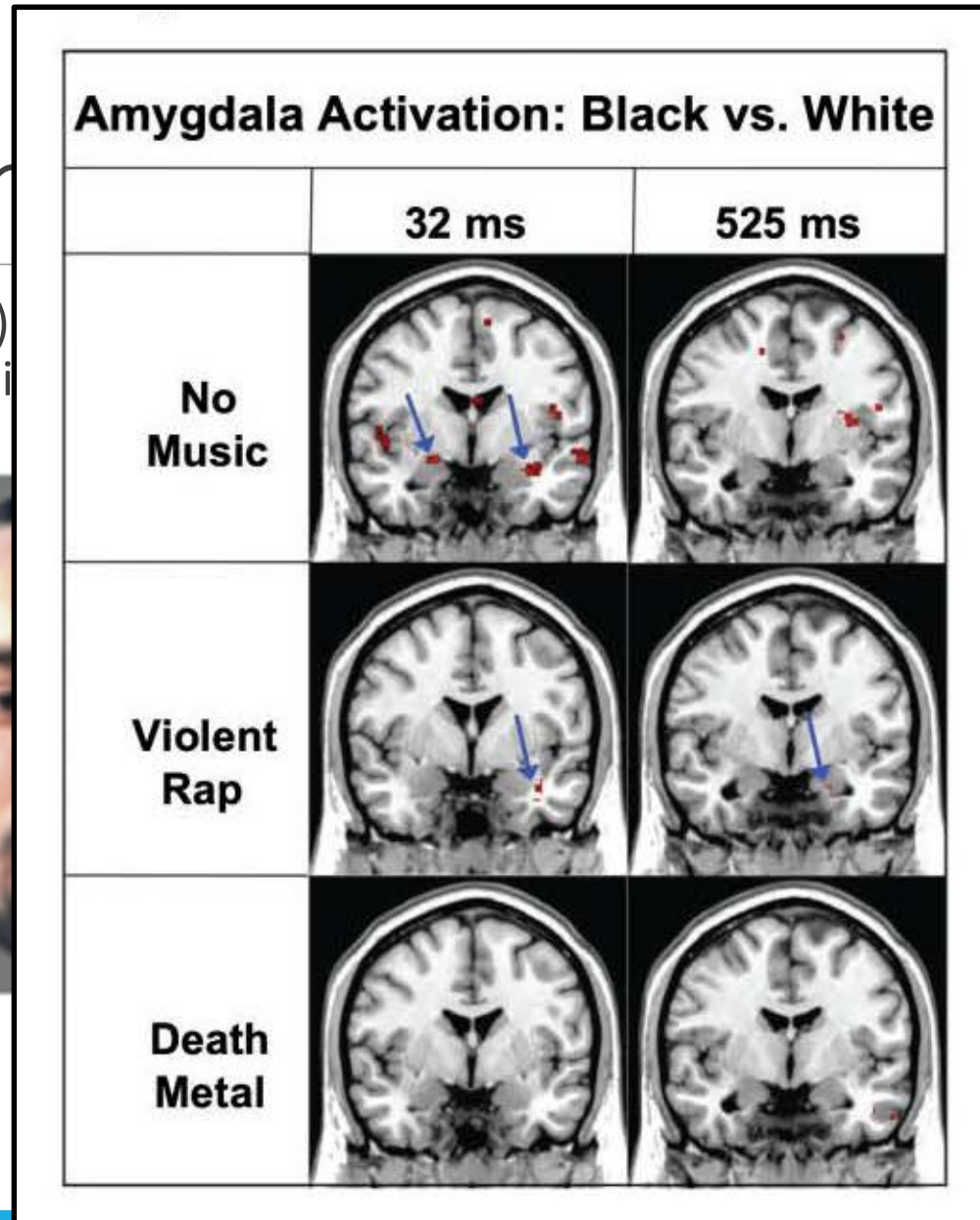


Are brains our biased



Looking in

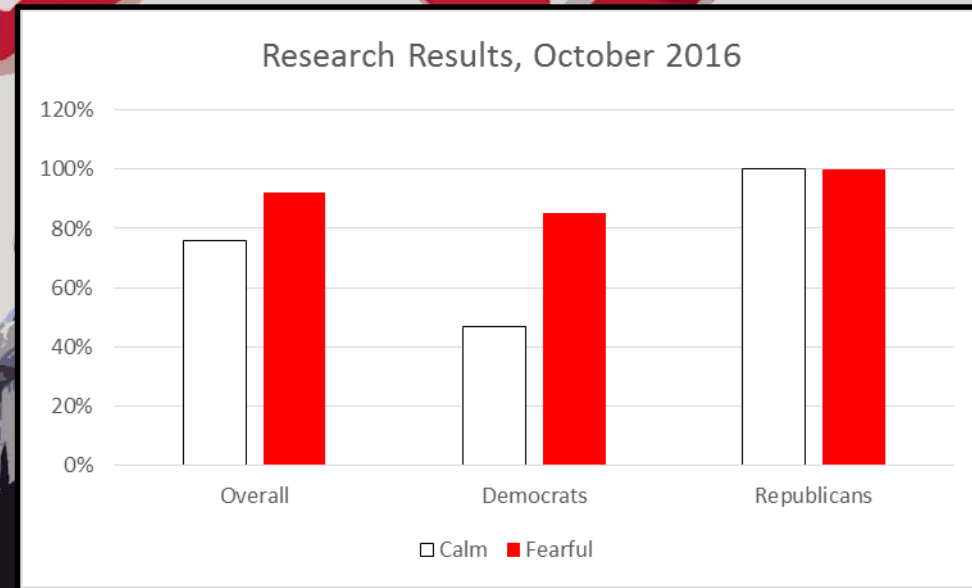
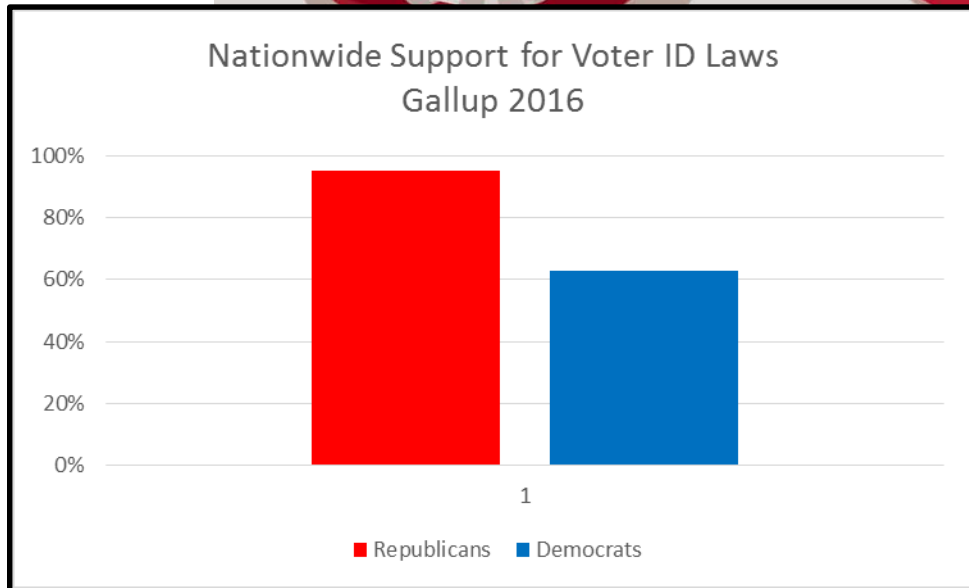
Functional MRI (fMRI) response to certain stimuli



of the brain are activated in



More on Priming: Fear and Voter ID Laws



Common types of Unconscious Bias

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

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. Focus on the criteria for the job at hand.



Confirmation Bias

This is
stereotyped
we are
interview
candidate

Stereotyped
decision
Some

Keep

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”

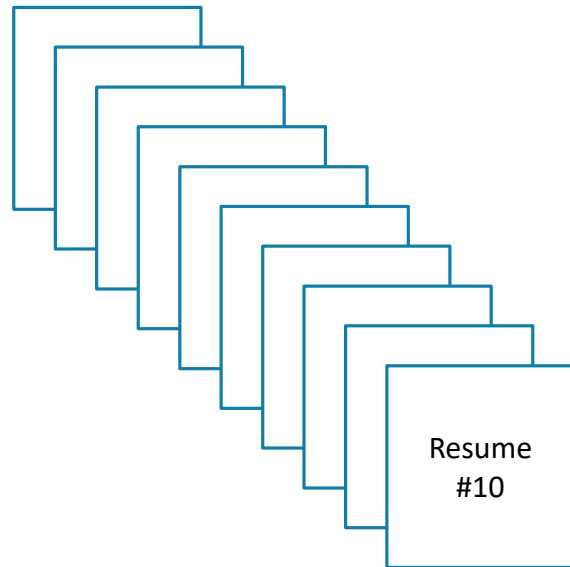
perceived belief or
at the same time,
In other words,
ness of the
candidate’s abilities.

types can influence
contribute in their jobs.

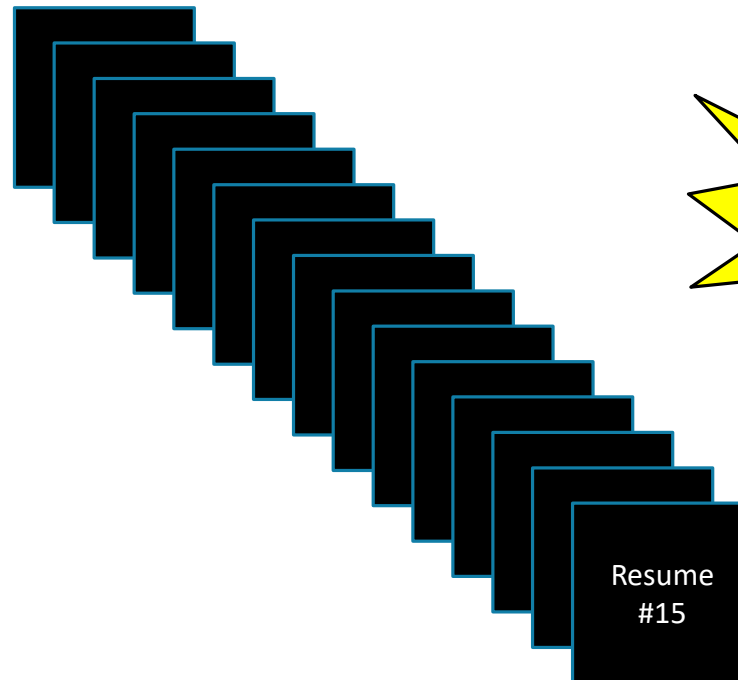
Emily or Lakisha: Who is more qualified?

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

EMILY BAKER



LAKISHA WASHINGTON



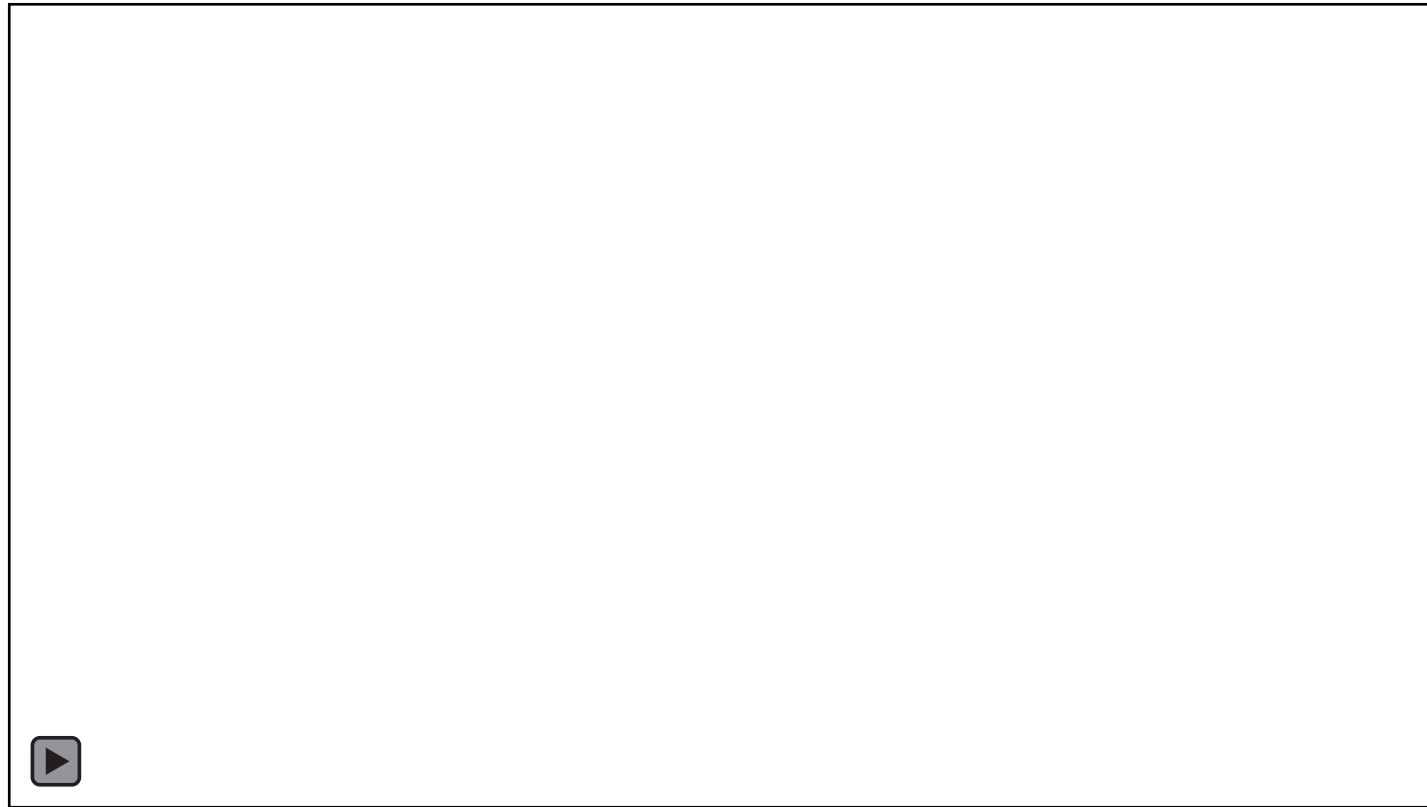
50%
More!

Emily or Lakisha: Who is more qualified?

- The difference in callback rates is equivalent to adding 8 years of experience to a resume.
- Whites with higher-quality resumes receive 27% more callbacks than Whites with lower-quality resumes. On the other hand, having a higher-quality resume results in only 8% more call backs for African-Americans.
- Living in a wealthier (or more educated or Whiter) neighborhood increases callback rates. But, interestingly, African-Americans are not helped more than Whites by living in a "better" neighborhood.

Bias in the Classroom

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



Teacher Expectations Matter

- Teachers have higher expectations of White and Asian American students and lower expectations of Latino and Black students (Baron, Tom, & Cooper 1985; Tenenbaum & Ruck, 2007). In particular, research using the National Education Longitudinal Study of 1988 (NELS:88) found that teachers perceive Black students as putting in less effort for good grades and as being less attentive in class compared to their White peers (Ainsworth-Darnell & Downey, 1998; Downey & Ainsworth-Darnell, 2002). There is also evidence that teachers' perceptions are related to students' academic and social outcomes (e.g., Alvidrez & Weinstein, 1999; Ferguson, 2003).
- A secondary analysis of the Michigan Study of Adolescent Life Transitions found that high teacher expectations were associated with larger gains in mathematics for Black students than for White students (Jussim, Eccles, & Madon 1996). More recently, Cherg (2015) used the Education Longitudinal Study of 2002 to show that teachers are more likely to underestimate the academic abilities of minority youth and that these underestimates are related to minority youth developing lower expectations for their own academic success.


First Impressions

We make certain
then influence
impression with
work as hard

Foundations of
what's familiar
neutral dependencies
sexual orientation
characteristics

Wait at least

Did You Know...



People make decisions about the people they meet within 6 seconds of meeting?

Business Content PLR

that can
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Performance Bias

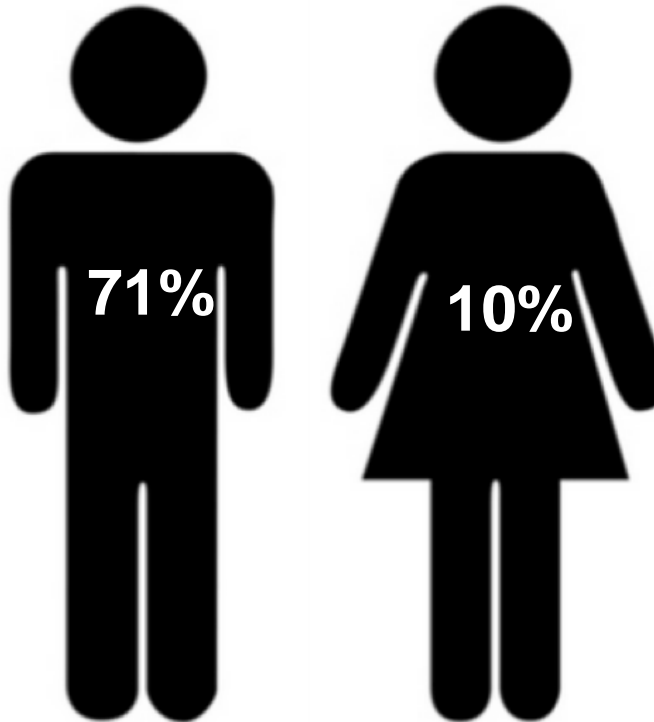
Performance bias occurs when people who are part of dominant “ingroups”, such as whites or men, are judged by their expected potential and are perceived as “naturally talented”, while those who are part of less dominant “outgroups” such as people of color or women are judged only by their proven accomplishments or are deemed to have “gotten lucky” when they do succeed.

People in the “outgroup” are subject to stricter requirements.

- Orchestras auditions and screening the candidates results in increased success for women (2013)
- Mothers overestimate sons’ crawling ability and underestimate daughters’ crawling ability (2000)
- Survey asks men and women if they feel qualified to run for public office (2004):
 - Men feel more qualified to run than women and are 60% more likely to feel they are “very qualified.”
 - When you are always given credit, you tend to believe it over time.

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)

Maternal Bias

Research shows that fathers are nurturing mothers are not

Women face a double bias

- Women: “competent but not nurturing”
- Men: “leader but not nurturer”

The double bias is seen as not being nurturing

➤ Another result with “Fundraising”

	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

Women are not seen as nurturing in the workplace

Women are not seen as nurturing to succeed, they are not

activity and one

The Police Chief: Streetwise or Formally Educated?

The *streetwise* applicant:

- Tough
- Worked in rough neighborhoods
- Got along with fellow officers
- Poorly educated and lacked administrative skills.
- A risk taker, in good physical shape, and lives alone

The *educated* applicant:

- Well schooled and experienced in administration
- Little street experience
- Got along poorly with fellow officers.
- Politically connected, communicated well with the media, and has a spouse and child.

The Women's Studies Professor: Academic or Activist?

The *academic* applicant:

- attended Columbia University
- published many scholarly articles
- presented papers at national conferences
- done little for women's causes in his or her personal life.

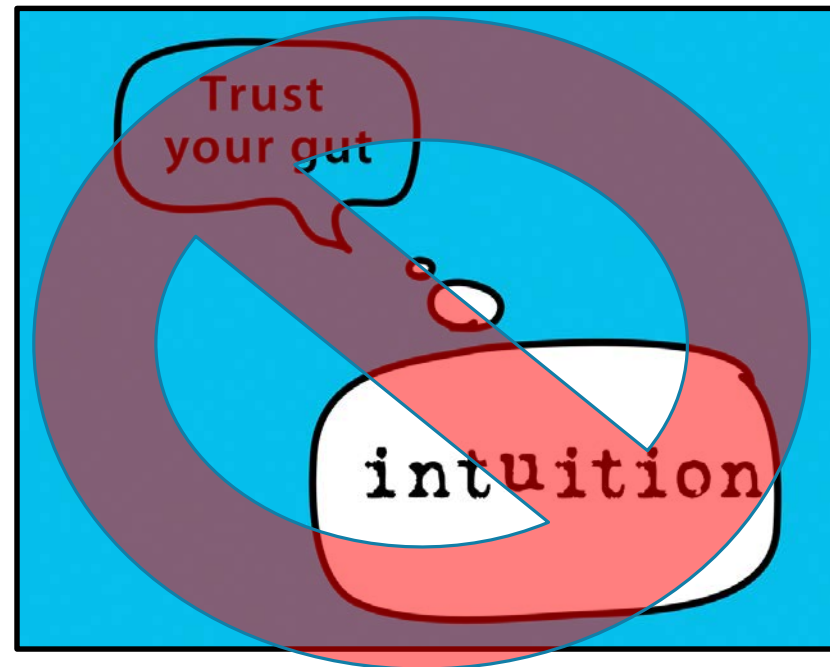
The *activist* applicant:

- a record of public advocacy and volunteerism on behalf of women's causes
- attended a lesser-known school and had few academic publications.

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.



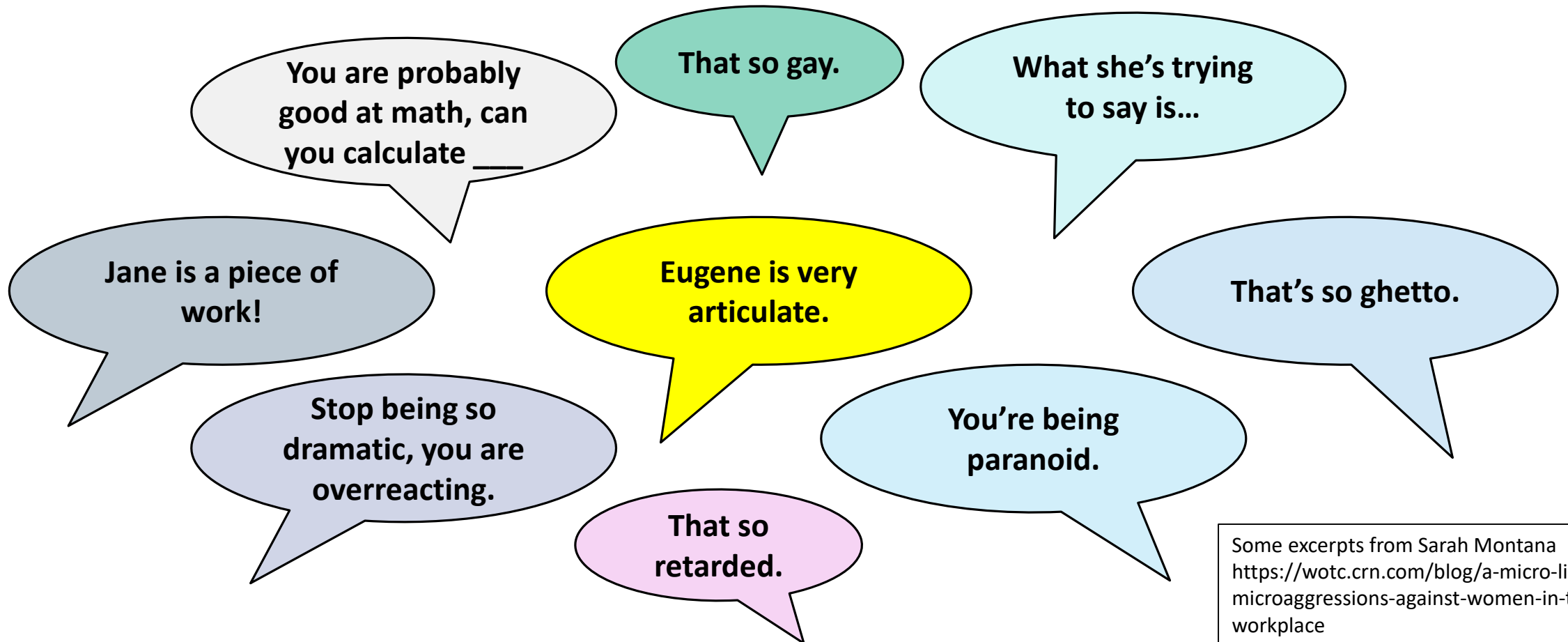
Other Common Biases

- **Backfire Effect** – when your core beliefs are challenged, it can cause you to believe in them even more strongly because you perceive the challenge as an attack on yourself/identity.

“It ain’t what you don’t now that gets you into trouble. It’s what you know for sure that just ain’t so.” - Mark Twain

- **Framing Effect** – you allow yourself to be unduly influenced by context and delivery. Be mindful of how things are being put to you.
- **Halo Effect** – how much you like someone, or how attractive they are, influences your other judgments about them.
- **Fundamental attribution error** – you judge others on their character, but yourself on the situation. If you mess something up, it is a freak occurrence due to a lack of sleep the night before and you should get the benefit of the doubt, 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. Be careful when judging others who experience failure or success.
- **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.

Heard around the office...



Some excerpts from Sarah Montana
<https://wotc.crn.com/blog/a-micro-list-of-microaggressions-against-women-in-the-workplace>

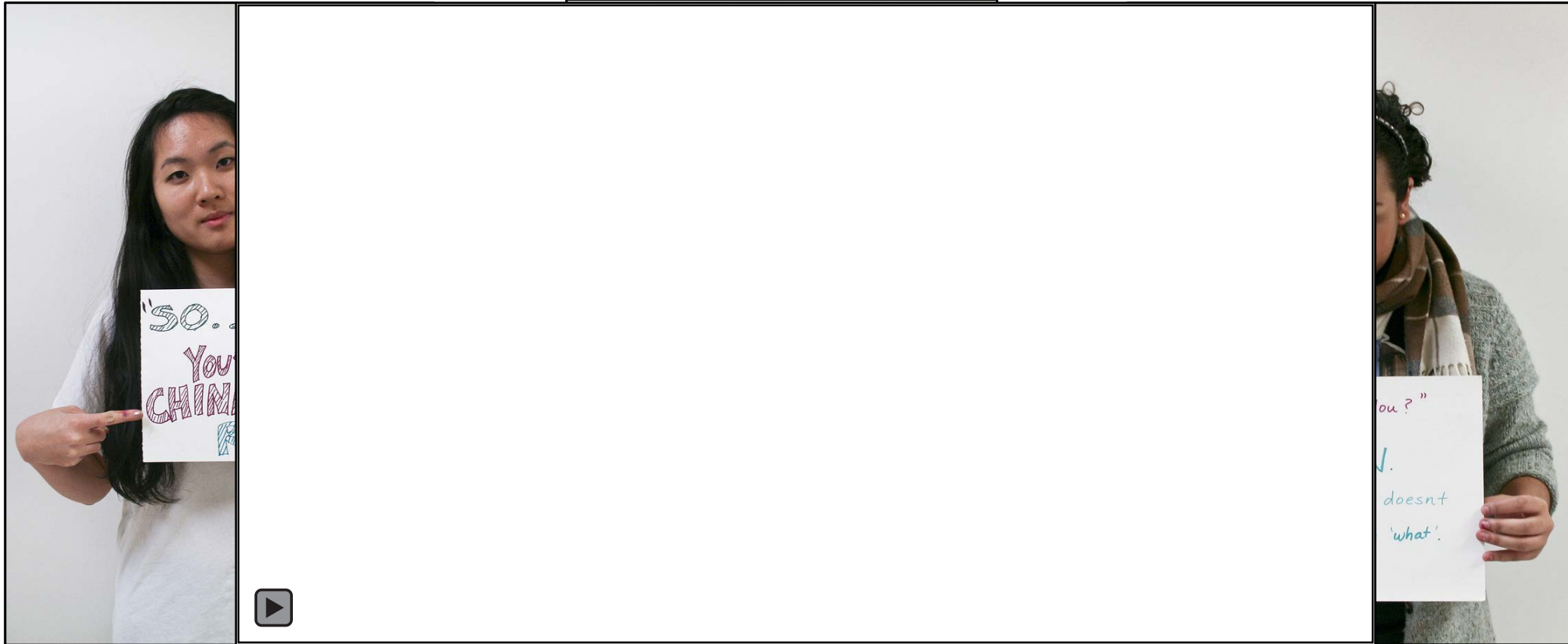
Microaggression defined

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.

While people of color may feel insulted, they are often uncertain why, and perpetrators are unaware that anything has happened and are not aware they have been offensive. For people of color, they are caught in a Catch-22. If they question the perpetrator denials are likely to follow. Indeed, they may be labeled "oversensitive" or even "paranoid." If they choose not to confront perpetrators, the turmoil stews and percolates in the psyche of the person taking a huge emotional toll. In other words, they are damned if they do and damned if they don't.

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

A jog in the park...



A student perspective from Fordham U.



A student perspective from Harvard



Alien in One's Own Land

Themes

- When Asian-Americans, LatinX and others who look different or are named differently from the dominant culture are assumed to be foreign-born

Examples

- Where are you really from?
- Your English is really good
- What are you?
- Mispronouncing names instead of taking the time to learn how to pronounce them correctly

Message

- You are not a real American, you do not belong here
- You are “exotic”

Ascription of Intelligence

Themes

- Assigning intelligence to a person of color or a woman based on his or her race and/or gender

Examples

- You are a credit to your race/you are so articulate!
- It must be nice to have been born being good at math
- I never would have guessed that you are a scientist

Message

- People of color are generally not as intelligent as Whites
- All Asians are good at math and science
- Women are not that good at math and science

Color Blindness

Themes

- Statements that a person does not see or even acknowledge race

Examples

- When I look at you, I don't see color; sometimes I even forget that you are Black!
- There is only one race: the human race
- Denying a person's experiences by questioning the credibility/validity of their stories

Message

- It is better to assimilate to the dominant culture
- Race, class, gender, etc. are not an important feature of a person's identity or a factor in our interactions with other people
- Your experiences as a _____ do not matter

Assuming Homogeneity

Themes

- Assuming that all people from a certain group are alike; not acknowledging individual difference.

Examples

- I can't tell them apart
- His last name is Gomez too, are you related?
- Assuming all Latin people are the same, e.g. asking a Colombian to explain Cinco de Mayo

Message

- I do not need to take the time to know you

Myth of Meritocracy

Themes

- Statements that race or gender does not play a role in life success (or in failures)

Examples

- Of course he will get tenure, “they” need more minorities around here
- Everyone can succeed in America if they just work hard enough
- If I were black I would get into every school I apply to and get the scholarships too

Message

- People of color are given unfair benefits because of their race
- The playing field is even and so if you don’t make it, it is your fault because you did not work hard enough

Denial of Personal Bias

Themes

- Unwillingness to admit individual prejudice or discriminatory behavior

Examples

- I'm not racist, my best friend is Chinese
- As a woman, I know what you go through as a minority
- Are you sure you were being followed in the store, I just can't believe it. You must have been doing something suspicious
- I'm not homophobic, that was a joke!

Message

- I could never be racist because I have friends of color
- Racial oppression is the same thing as gender oppression
- Your personal experience is not legitimate

Pathologizing Cultural Values

Themes

- The values and communication styles of the dominant/White culture the only ones that are acceptable because they are “normal.”

Examples

- Why are you angry all the time? Do you have to be so aggressive?
- I know it is not in your culture, but you should speak up more
- Here we go again, playing the “race card”

Message

- Assimilate to the dominant culture and leave your cultural “baggage” at home
- Racial oppression is the same thing as gender oppression
- Bringing up race/culture is not welcome here

Microaggressions you might observe in the hiring process

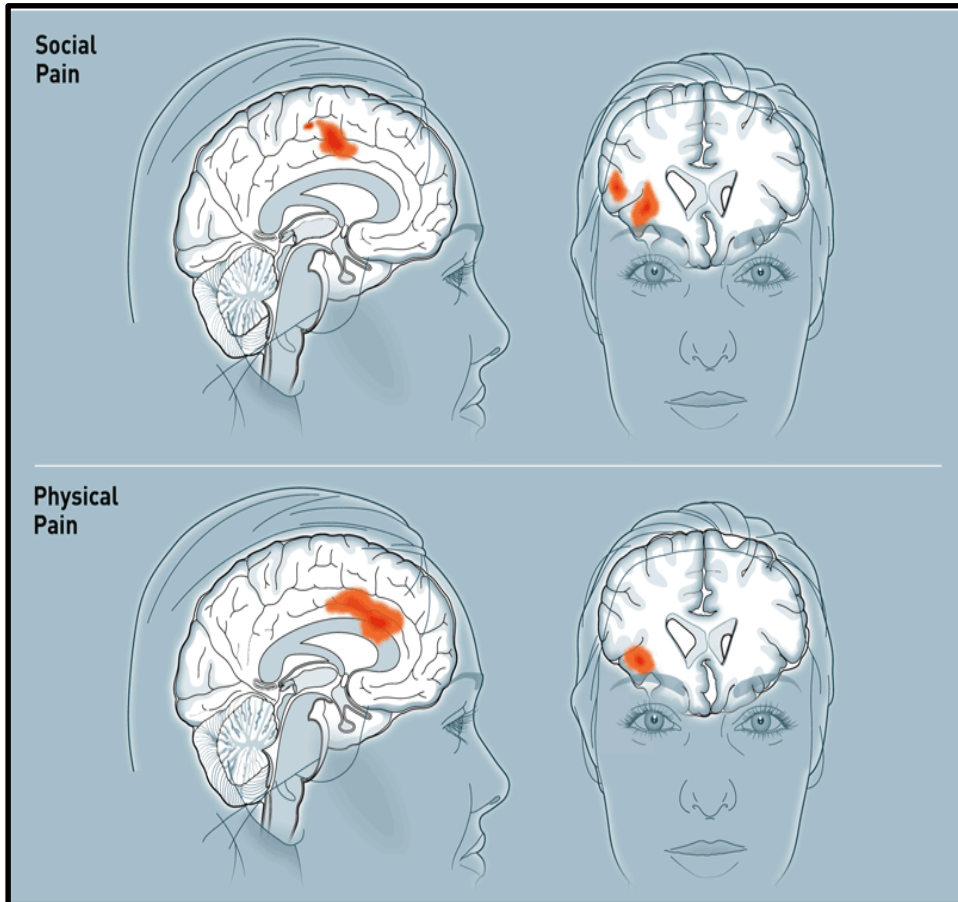
- I have never heard of that school, is it any good?
- I just don't know how that person would fit in with the rest of the faculty in the department
- I wonder if she is married
- She seems too aggressive/bossy
- She seemed too passive quiet
- Of course you are supporting that candidate (you are _____ too)
- People treating others' opinions on a candidate as not important

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.

Microaggressions cause real pain



Brain scans show that the dorsal anterior cingulate cortex (degree of distress) and the right ventral prefrontal cortex (regulation of distress) respond the same to both social and physical pain.

Image: Samuel Valasco

Source: Eisenberger, Lieberman, and Williams

Science 2003; Lieberman et al. "The Neural Correlates of Placebo Effects: A Disruption Account"; Neuroimage, May 2004

What would you do?



keeps interrupting
in two or three
am sure he didn't

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veral applications
candidates with

proudly declares
the candidates of

Addressing Microaggressions

Step 1 - Prevention

We have to start asking ourselves:

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

Step 2 – Responding to a Microaggression

You might 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?

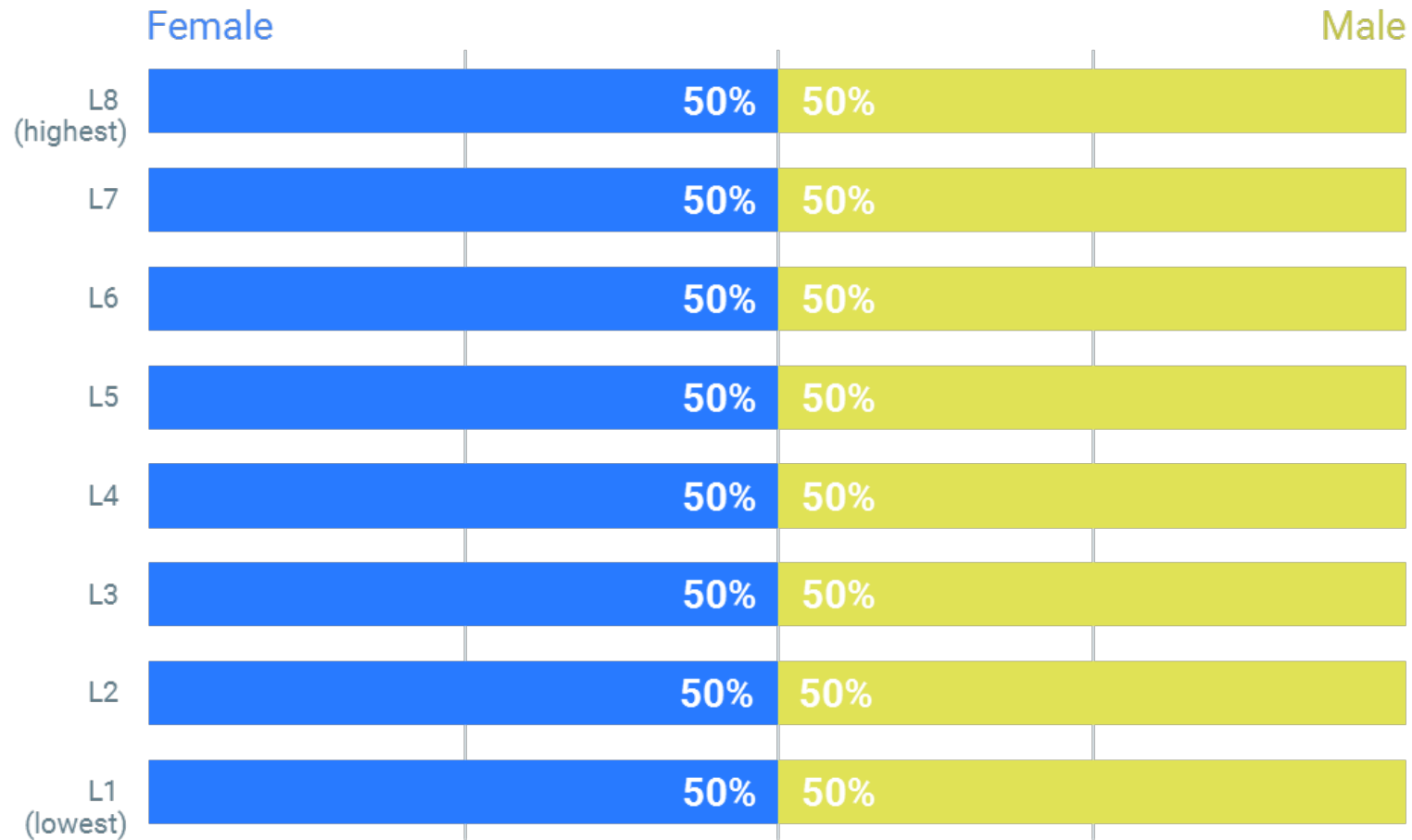
After thinking about it, you might want to:

- 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.

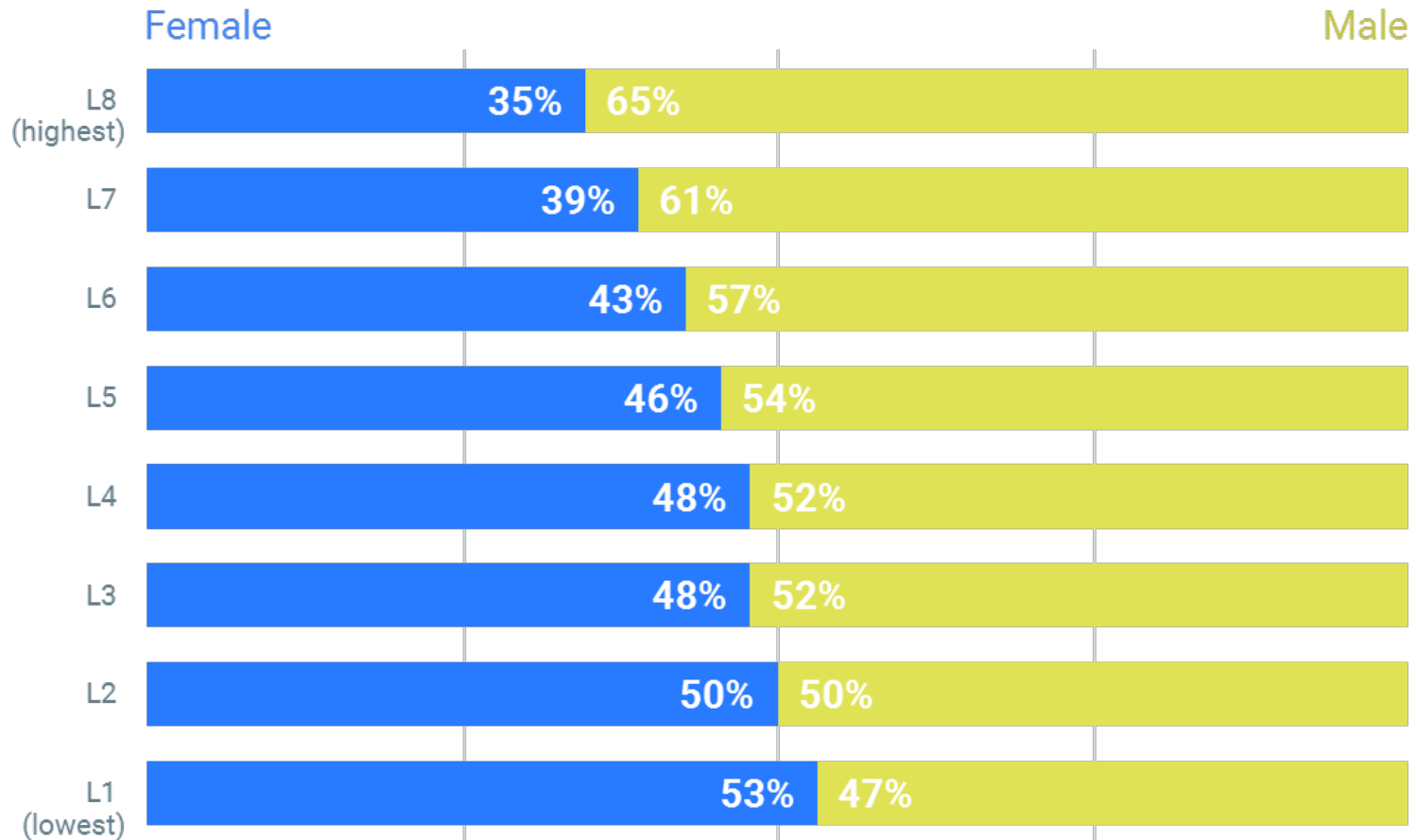
Step 3 – Don't be a bystander

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

What kind of an impact can bias have?



Let's give the men a 1% advantage



How can we overcome bias and change the numbers?

➤ **Ensure best practices for hiring**

- Put Equity front and center
- 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**

Put equity front and center in the hiring process

- 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?*
- The job announcement should highlight the District's commitment equity to student success and
 - *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.*
- 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?*

SMCCCD Commitment to Diversity

There are five core values that inform the District's commitment to diversity:

1. Workforce diversity serves the educational mission of the California Community Colleges.
2. Diversity works in a merit based system; a commitment to diversity does not require—or even contemplate—lowering standards.
3. A commitment to diversity may mean reexamining how we define “qualified,” seeing job standards with fresh eyes, and being willing to eliminate traditional but out-dated requirements, and adding new requirements that appropriately value the skills, education and experience of a more diverse applicant pool.
4. Successfully diverse communities are inclusive in that they appreciate rather than merely tolerate differences.
5. Inclusive work environments increase creativity and improve problem solving.

More Examples of Microaggressions

"I was eating lunch with my Indian coworkers while working as a director for an Indian channel in NYC. We were sharing roti and lentil soup. A Caucasian producer (who has been more than just micro aggressive in the past) came up to the group and made a comment saying, 'I'm sure your people's food tastes good, but it looks poor.' Confused, I asked him what he meant. He continued to explain that Indian food gives the appearance of being the food of poor people due to its lack of color and presentation/garnish. My Indian coworkers and I just stared at each other.

He then continued saying, 'I'm just saying that if you look at European food, it looks more sophisticated and upper class.' Let's just say nobody really liked him after he dissed Indian food while being the one white guy at an Indian TV channel. P.s: At least our food has a taste."

"I had this short, old white male attorney grab me and drag me towards the court room because he needed an interpreter. I'm a lawyer, who was standing with a group of other lawyers. Guess who was the only brown one in the group?"

"I'm an African-American teacher and at the start of the year when I'm introducing myself to parents, you can literally feel some of them holding their breath waiting to hear me speak. After I've spoken a few sentences and they find them acceptable, they start to relax. There aren't many people of any race that speak perfect English all the time. I hate that slow sigh of relief when I'm found not to be a complete stereotype. I'm definitely not perfect, but no one is if you're listening carefully. I do want to stress that it doesn't happen all the time or with every parent of a different race."

At work, I was approached by an older co-worker and she had asked me what kind of Asian I was. I'm used to being asked this question, so I said that I was Vietnamese. In shock, she exclaimed that I reminded her that she needed to get her nails done for her vacation next week. Then she proceeded to ask me which nail salon in the area is best.

"At my first job here in the U.S., we were asked to introduce ourselves to the training class. I excitedly said that I just moved here from the Philippines with my husband. One of my coworkers asked if I was a mail order bride.

Source: BuzzFeed

Additional Research

Doctors misdiagnosed female cardiac patients but not male patients when one of the symptoms listed was 'stress'. When 'stress' was removed as a symptom, leaving only purely physical symptoms, there was no gender difference in diagnosis. "The presence of stress, the researchers explained, sparked a 'meaning shift' in which women's physical symptoms were reinterpreted as psychological, while 'men's symptoms were perceived as organic whether or not stressors were present.'" See stories [here](#) and [here](#).

A study of over 300 recommendation letters for medical faculty hired by a large U.S. medical school found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided "minimal assurance" rather than solid recommendation, raised more doubts, portrayed women as students and teachers while portraying men as researchers and professionals, and more frequently mentioned women's personal lives. (F. Trix, C. Psenka, (2003) *Discourse & Society*, 14.) ([See the report.](#))

In a national study, 238 academic psychologists (118 male, 120 female) evaluated a curriculum vitae randomly assigned a male or a female name. Both male and female participants gave the male applicant better evaluations for teaching, research, and service experience and were more likely to hire the male than the female applicant. (Steinpreis, R., Anders, K., and Ritzke, D. "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study", *Sex Roles*, 41: 7/8, 509-528.)

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Anonymous review is only rarely practiced in ecology and evolution journals. However, one such journal, *Behavioural Ecology*, recently started to have all articles reviewed anonymously. It led to a 33% increase in papers accepted by female authors. (Budden, A., Tregenza, T., Aarssen, L., Koricheva, J., Leimu, R. and Lortie, C. (2008), "Double-Blind Review Favours Increased Representation of Female Authors", *Trends in Ecology and Evolution* 23:1, 4-6.)

When symphony orchestras adopted "blind" auditions by using a screen to conceal candidates' identities, the hiring of women musicians increased. (C. Goldin, C. Rouse. (2000), *American Economic Review*, 90.)