



West Valley - Mission
Community College District

_____ [POSITION TITLE] Search Committee
_____ College

Participation, Training & Confidentiality Agreement

As a member of the Search Committee, I act on behalf of the Board of Trustees as an agent of the District, and in this capacity I am subject to all related State and Federal laws and regulations (Title 5, Section 53020). This includes the selection process.

By my signature below, I acknowledge that I have received, read and understand the **required Search Committee Training: Equal Employment Opportunity** guide. I agree to abide by the requirements, expectations and recommendations reviewed in this guide, including: federal, state and local regulations governing equal employment opportunity; the benefits of workforce diversity; and best recruitment and selection practices while striving to eliminate any bias in the selection process.

The process is a CONFIDENTIAL process.

I agree not to reveal, during or after the search, the names of any candidates, except the finalists. I may not discuss information about applicants or the Committee's findings and recommendations with anyone outside the Committee. Such discussions shall be confined to Committee activities. Further, I agree, as a member of the Committee, that we will ensure impartial, ethical and respectful treatment of candidates, including internal candidates, and that decisions are reached based upon complete and accurate information.

I acknowledge that Committee members may be excused from the Committee by the Committee chair for failure to follow the above or to attend sufficient meetings, as determined by the chair. In order to participate in the decision-making process for forwarding finalist candidates to the hiring manager, I must attend all first-level interviews.

Committee Member Signature

Date

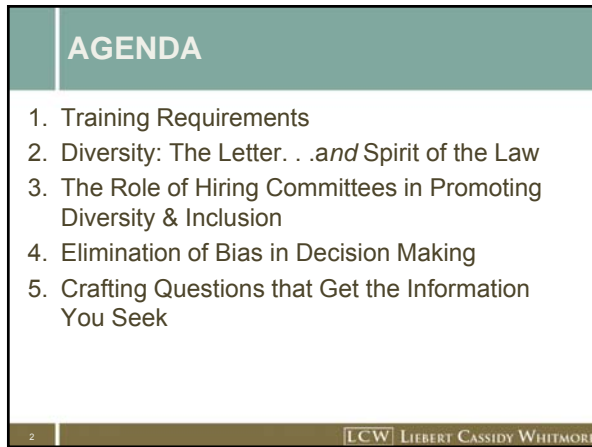
Committee Member Printed Name

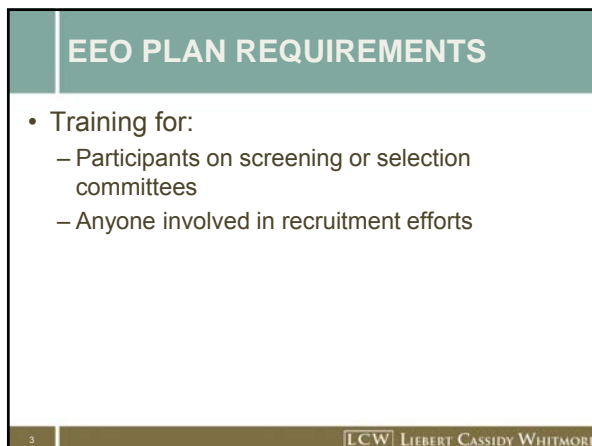
Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees

West Valley-Mission Community College District

Presented by: Sean McGowan & Ryan Ng







Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees

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EEO PLAN REQUIREMENTS

What Training is Required?

- All screening committee members
- On all of the following:
 - Law & regulations regarding nondiscrimination
 - the educational benefits of workforce diversity
 - the elimination of bias in hiring decisions
 - best practices for selection/screening committees
- No time or frequency requirements

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**PROMOTING DIVERSITY:
THE LETTER AND THE SPIRIT
OF THE LAW**

FEDERAL/STATE ANTI-DISCRIMINATION LAWS

- Overview:
 - Prohibition against employment discrimination isn't new
 - What constitutes unlawful discrimination has changed
 - ... *but*
 - *Expectations have not changed*

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FEDERAL/STATE ANTI-DISCRIMINATION LAWS

- Title VII
- Fair Employment and Housing Act (FEHA)
- Title IX
- ADA
- ADEA

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FEDERAL/STATE ANTI-DISCRIMINATION LAWS

- **Employment Discrimination Includes:**
 - **Refusal to hire***
 - Rejection from training program
 - Discharge from employment/training program
 - Any decision affecting compensation, terms, conditions, privileges

... If based on a protected status

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FEDERAL/STATE ANTI-DISCRIMINATION LAWS

- No Discrimination On Basis Of:
 - Sex/Gender (gender identity/gender expression)
 - Genetic Information
 - Race
 - Religious Creed
 - Color
 - National Origin
 - Ancestry
 - Physical/Mental Disability, Medical Condition
 - Marital Status
 - Age
 - Sexual Orientation
 - Military and Veteran Status

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THE HIRING CHALLENGE

Proposition 209*

- Prohibits “preferential treatment” on basis of:
 - Race
 - Sex
 - Color
 - Ethnicity
 - National Origin
- In Public:
 - Employment
 - Education
 - Contracting

*Cal. Const. Art. 1, Sec. 31

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THE HIRING CHALLENGE

Prop 209: Legislative Response

- Funding contingent on:
 - “Each district employer *shall* commit to sustained action to devise recruiting, training and advancement opportunities that will result in equal employment opportunities . . .”*

* EC 87101(c)

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EEO IN CALIFORNIA

- Academic & Administrative Applicants Must Demonstrate:
 - “sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students.”*

*EC 87360

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EEO IN CALIFORNIA

- State Regulations:*
 - Multi-step process to promote diversity
 - Includes mandated training for hiring committees

*Title 5, Section 51010, et seq.

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IT'S NOT JUST THE LAW...

Why Does Diversity Matter to CCDs?

- Core mission:
 - Serve California's diverse community of learners
 - Prepare all students for success in a global society
- Core belief that a diverse staff creates:
 - Better service
 - Stronger community

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THE HIRING CHALLENGE

Workforce Diversity is a CCD Imperative

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Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees

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THE HIRING CHALLENGE

3 Principles for Lawful EEO Hiring:

- 1) Protected status of candidates is *never* a factor
- 2) Infusing a commitment to diversity into the hiring process **does not** involve lowering standards
- 3) Infusing a commitment to diversity into the hiring process **does** involve assessing candidates against job-related criteria, including:
 - > Eliminating irrational (i.e. not job-related) barriers
 - > Expanding/updating what you consider to be job related

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THE ROLE OF HIRING COMMITTEES IN PROMOTING DIVERSITY

DIVERSITY IN THE HIRING PROCESS

The Big Picture: Key Steps Precede Application Review

- Remove access barriers from job descriptions/qualifications
- Include job-related criteria that enhance diversity
- Use recruitment strategies to create diverse, qualified applicant pool
- Implement procedures designed to eliminate bias in the decision-making process

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ROLE OF SELECTION COMMITTEES

- Identify the most qualified candidates to recommend forward to next level

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COMMITTEE FORMATION

- Diverse to the extent possible
- Committee must be trained
- Don't Participate If :
 - Can't fairly and objectively evaluate candidates
 - Appearance of bias to a reasonable person
 - Relative by blood, marriage, adoption
 - Provided recommendation for an applicant
 - Can't give full attention/attend all meetings

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COMMITTEE FORMATION UPDATE

- **Committee should be diverse to the extent possible**
 - CCCCCO: Colleges may require race and gender diverse committees
 - Risks: May expose districts to discrimination claims
- **Strategies:**
 - Add rather than subtract members to achieve diversity
 - Screening committees may be reorganized to increase diversity

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COMMITTEE PROCESS — ROLES & RESPONSIBILITIES

- Review job announcement/job description
 - *This is your touchstone!*
- Develop forms and procedures
 - Paper screening criteria/process to select interviewees
 - Interview questions
 - Demonstration component (if applicable)
 - Rating form/process
 - Model answers

Practice tip: Make sure you are rating what you intend the question to measure

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COMMITTEE PROCESS — BEST PRACTICES

- **Protect integrity and credibility of process**
 - Assess all candidates using same criteria
 - Don't bring "outside knowledge" into interview process
 - Reference checks not a committee function
 - Occurs after finalist selected...and only for finalist
 - Requires particular expertise
 - Committee May provide expertise/concerns in fashioning reference check
 - Maintain confidentiality
 - Attend all meetings

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SCREENING PROCESS — BEST PRACTICES

- Neutral
- Objective
- Meaningful consideration of "sensitivity to diversity"
- Job-related criteria only
- Do it right the first time!
- Monitor processes

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SCREENING PROCESS — BEST PRACTICES

- **Collaborate with H.R. throughout process**
 - Title 5 compliance
 - Anti-discrimination laws and rules
 - Elimination of bias

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SCREENING PROCESS — UPDATE

- **Role of demographic data**
 - CCCC: Committee may be provided race and gender data re: workforce and department
 - Risks: Hiring becomes suspect
- **Strategies**
 - Provide demographic data when it is not tied to a specific search
 - Consult with legal counsel before providing demographic data to a search committee in connection with a specific search

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THE INTERVIEW— BEST PRACTICES

- **Establish ground rules and follow them**
 - Introductions
 - Prepared questions
 - Follow-up?

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**THE INTERVIEW—
BEST PRACTICES**

- Create proper environment
 - Comfortable
 - Quiet
 - Private
 - Welcoming
- Listen
- Remember ***you*** are being interviewed

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**Elimination of Bias in
Decision Making**

**ELIMINATION OF BIAS IN
SELECTION PROCESS**

- **Cultural Competence/Cultural Humility:**
 - Recognize own biases and stereotypes, *and*
 - Discount own biases and stereotypes
 - So you are able to appreciate content of contributions, *and*
 - Facilitate productive outcomes that enable effective work in cross-cultural situations

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UNCONSCIOUS BIAS – WHAT IS IT?

- In the hiring context:
 - Confirmation bias
 - The tendency to hear information in a manner that confirms what we already believe
 - Availability bias
 - The tendency to value most what we heard most recently
 - Affinity Bias
 - The tendency to prefer those that remind us of ourselves

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ADDRESSING UNCONSCIOUS BIAS: BEWARE THE “GOOD FIT” MYTH

- Selection involves less tangible/measurable KSAs that are inherently subjective
 - For example:*
 - Ability to work collaboratively
 - Ability to work with those already in a department
 - Leadership

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ADDRESSING UNCONSCIOUS BIAS: BEWARE THE “GOOD FIT” MYTHS

Looking for a “good fit”:

- Inherently subjective & vulnerable to cultural bias
 - We’re all products of our backgrounds and socialization
 - Who we are shapes how we perceive others-- we all have preferences and biases
 - “Homophilly” -- natural attraction to perceived similarities

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**ADDRESSING UNCONSCIOUS BIAS:
BEWARE THE “GOOD FIT” MYTHS**

Myth #1:
Whether a candidate resonates with me on a personal level provides a reliable predictor of whether the candidate will do a good job.

Myth #2:
How someone performs in an interview setting provides a reliable predictor of how that person will interact with me in the work setting.

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**ADDRESSING UNCONSCIOUS BIAS:
BEWARE THE “GOOD FIT” MYTHS**

- **What “fit” is:**
 - Demonstrated support for institutional values
- **What “fit” isn’t:**
 - Someone who I can “relate” to personally
 - Someone who looks like me

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ADDRESSING UNCONSCIOUS BIAS

At the personal level:

- Continually monitor your reaction to the candidates
- Ask yourself:
 - What is the basis for my positive/negative reaction?
 - Is my reaction grounded in the content of the candidate’s performance?
 - Am I reacting to what this [question/exercise] was intended to measure?
 - Is my reaction disproportionate to the response?
 - Is my reaction consistent with my reaction to similar responses from other candidates?

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ADDRESSING UNCONSCIOUS BIAS

At the structural level:

- Consider as a committee whether there are decision points where bias can be “interrupted”

Example:

Do you need to know the names/genders of candidates at the screening stage?

What would happen if you did not?

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STRATEGIES FOR “INTERRUPTING” UNCONSCIOUS BIAS

- Create inclusive job descriptions
- Remove identifying information (name, address, racial/cultural identifiers) from applications
- Identify desirable interview answers ahead of the interview
- Utilize a structured hiring process
- Utilize skill based testing
- Conduct anonymous/blind interviews
- Have members explain low scores

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EXERCISE

“FIRST IMPRESSIONS”

- Sit with someone you do not know
- You have 3 minutes: List as many things as you can that you have in common
- Reflection:
 - What did you have in common that surprised you?
 - What did you *not* have in common that surprised you?
 - What assumptions caused you to be surprised?
- Take away:
 - You don’t know a candidate until you listen to what they have to say.

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CRAFTING QUESTIONS

ASKING QUESTIONS: THE BASICS

Use your time wisely: Don't use interview for matters better handled through other parts of the selection process

- Does candidate meet minimum quals.?
→ Review documentation
- Does the candidate possess any of the preferred quals.?
→ Answers to written questions
- Does candidate have an engaging teaching style?
→ Demonstration
- Does the candidate work well with others?
→ Reference check
- Does the candidate have deep knowledge in his/her field?
→ Response to interview questions

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MAKING THE MOST OF THE INTERVIEW

Developing appropriate and useful questions

1. Look at the job description:

What do you want the successful candidate to do?

- What courses must candidate be qualified to teach?
- What students will candidate serve?
- What professional activities will candidate engage in?
- What current knowledge skills and abilities are relevant to the position?

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MAKING THE MOST OF THE INTERVIEW

Developing appropriate and useful questions

2. Craft Questions:

- Give meaningful consideration to candidates' "sensitivity to diversity"
- Give candidates opportunity to highlight job-related KSAs that:
 - Reflect current/recent developments in the field
 - Show a global perspective
 - Show other KSAs that will provide an opportunity for non-traditional candidates to show they are highly qualified

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MAKING THE MOST OF THE INTERVIEW

Developing appropriate and useful questions

2. Craft Questions (con't):

- No questions—direct or indirect—about protected status
- May you ask:
 - “I don't see when you graduated on your resume, when did you graduate?”
 - **NO**
 - Visibly disabled candidate for details about nature of disability?
 - **NO**
- Assuming a legitimate, job related concern, what could you ask?

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MAKING THE MOST OF THE INTERVIEW

- Use different question formats for different purposes
 - Open-ended questions → to understand candidate's depth of knowledge, skills & abilities
 - Hypothetical questions → for creativity & problem-solving
- Plan ahead how committee will evaluate answers
- As a committee, outline the components of an excellent answer
- Consider effect of the rating process on what you value

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MAKING THE MOST OF THE INTERVIEW

Infuse diversity commitment into hiring process by giving candidates the opportunity to highlight current, updated and/or global knowledge

--Exercise: The Open Ended Question--

Develop 1 question for position of your choice that:

- Assesses a job-related attribute that gives consideration to modern, updated, global or other KSAs; and
- Gives you insight into candidate's (job related) depth of knowledge, skills and abilities.

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MAKING THE MOST OF THE INTERVIEW

Infuse diversity commitment into hiring process by conducting meaningful inquiry into candidates' sensitivity to diversity

--Exercise: The Hypothetical Question--

Develop 1 question for position of your choice that:

- Assesses the candidate's sensitivity to the diversity of community college students; and
- Gives you insight into the candidates (job related) creativity and/or problem-solving skills

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THANK YOU

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Recertification Program for Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Search Committees

West Valley-Mission Community College District

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Recertification Program for Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees

Presented By: Sean McGowan
West Valley-Mission CCD

AGENDA

1. Introduction
2. Training Requirements
3. Legal Updates & Reminders
4. Discussion on Benefits to Workforce Diversity
5. Elimination of Bias in Decision Making
6. Best Practices for Search Committees
7. Case Study

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INTRODUCTION

- District training program
- This is refresher course
- Commitment to EEO is a commitment to excellence

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Recertification Program for Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Search Committees

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EEO PLAN REQUIREMENTS

What Training is Required?

- All search committee members
- On all of the following:
 - Law & regulations regarding nondiscrimination
 - the educational benefits of workforce diversity
 - the elimination of bias in hiring decisions
 - best practices for selection/screening committees
- Every two years

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**LAWS & REGULATIONS:
LEGAL UPDATES & REMINDERS**

REMEMBER...

- Equal Opportunity model vs. Equal Treatment model
- Prop 209
- Still need to collect & use data to eliminate barriers
- What is employment discrimination

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NEW LEGAL REQUIREMENTS

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DISTRICT EEO PLAN

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DISTRICT EEO DATA

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**EDUCATIONAL BENEFITS OF
WORKFORCE DIVERSITY**

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DISCUSSION

- Why does workforce diversity matter to us?
- What are the benefits to us having a diverse workforce?

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ELIMINATION OF BIAS IN HIRING DECISIONS

REMEMBER...

- Fast brain vs slow brain
- Handshake test
- Unconscious bias
- Good fit myth

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ADDRESSING UNCONSCIOUS BIAS

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Example:

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BEST PRACTICES FOR SEARCH COMMITTEES

Recertification Program for Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Search Committees

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BEST PRACTICES, PART I

- Identify your timeline
- Review & amplify your job announcement
 - Make it inclusive
- Review screening criteria:
 - Are these appropriate for what you will be able to evaluate in the application materials?
 - Might any criteria provide a barrier to nontraditional candidates?

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BEST PRACTICES, PART II

- Identify evaluative criteria for interviews
 - What KSAs will you be evaluating?
- Create great interview questions
 - Job related
 - Immediately verifiable in the room
 - Allows candidate to demonstrate deep knowledge
 - Infuses diversity commitment by conducting meaningful inquiry into candidates' sensitivity to diversity
- Match interview questions to evaluative criteria

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BEST PRACTICES, PART III

- Identify whether any other exercise/presentation/demonstration would be helpful to demonstrate candidates' KSAs
 - Make it job related
 - Define how it will be evaluated
- Establish committee discussion ground rules to include:
 - Total participation by every committee member
 - Willingness to challenge our own, and each others', assumptions
 - Examine our results for any unintended, unconscious biases

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APPLY YOUR SKILLS: CASE STUDY

CASE STUDIES

- 15 minutes to discuss as group and determine your response
- Choose a speaker for group


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THANK YOU

- Complete the training skills *quiz* now.
- Please complete training evaluation and submit before you leave
- Thank you!

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**Diversity Hiring in Practice
The Role of the EEO
West Valley Mission
Community College District**

Presented By: Laura Schulkind
March 11, 2021

Agenda

1. Legal Framework—a brief review
2. Protecting integrity & credibility of the process
3. Assisting in implementing District policies & procedures
4. Assisting in implementing best practices
5. Providing technical assistance crafting questions & rating criteria
6. Facilitating open-mindedness & curiosity
7. Recognizing & addressing bias and procedural violations

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Federal/State Anti-Discrimination Laws

- Overview:
 - Prohibition against employment discrimination isn't new
 - What constitutes unlawful discrimination has changed
 - ... *but*
 - *Expectations have not changed*

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Federal/State Anti-Discrimination Laws

- Employment Discrimination Includes:
 - **Refusal to hire***
 - Rejection from training program
 - Discharge from employment/training program
 - Any decision affecting compensation, terms, conditions, privileges

... If based on a protected status

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The Hiring Challenge

Proposition 209*

- Prohibits “preferential treatment” on basis of:
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- In Public:
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 - Contracting

Cal. Const. Art. 1, Sec. 31

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The Hiring Challenge

Prop 209: Legislative/Regulatory Response

- Funding contingent on:
 - “Each district employer **shall** commit to sustained action to devise recruiting, training and advancement opportunities that will result in equal employment opportunities . . .”*
- Districts must annually report multiple methods used

* EC 87101(c)

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Protecting the Integrity and Credibility of the Hiring Process

Core Principles:

- Diversity commitment is legally required
 - With focus on underrepresented groups
- Protected status of candidates is **never** a factor
- Diversity commitment **does not** involve lowering standards
- Diversity commitment **does** involve assessing candidates against job-related criteria, including:
 - Eliminating irrational (i.e. not job-related) barriers
 - Expanding/updating what you consider to be job related

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Protecting the Integrity and Credibility of the Hiring Process

Key Components:

- Assess all candidates using same criteria & measures
- Don't bring "outside knowledge" into interview process
- Leave reference checks to H.R., or those authorized/trained by H.R.
- Facilitate proper environment
 - ❖ Comfortable
 - ❖ Quiet
 - ❖ Private
 - ❖ Welcoming
 - ❖ Informative

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Protecting the Integrity and Credibility of the Hiring Process

- **Convey The Role Of The Committee**
 - To identify the most qualified candidates to recommend forward to next level
 - That all members have “EEO” responsibilities
 - That confidentiality of process is essential
 - That committee operates in service to the College/District

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Protecting the Integrity and Credibility of the Hiring Process

FIRST-TIER REVIEW V. FINALIST REVIEW

- **Finalist-Level Review**
 - Interviewer training
 - Participants should not have been part of 1st-tier review
 - Follow process
 - Did 1st-tier committee recommend required number of finalist candidates?
 - May tailor interviews to unique attributes of/concerns about finalists
 - But utilize EEO assistance crafting questions

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Assist in Implementing Policy & Procedures

Key Steps:

- Committee formation
 - Confirm all members are trained
 - Diverse to extent possible
 - When *not* to participate
 - Can't fairly and objectively evaluate candidates
 - Relative by blood, marriage, adoption
 - Provided recommendation for an applicant
 - Can't give full attention/attend all meetings

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Assist in Implementing College Policy & Procedures

Key Steps:

- Review announcement/job description
- Develop process for deciding who to interview
- Develop interview questions
- Develop demonstration component (if applicable)
- Develop rating forms/process
 - To select candidates to interview
 - To rate interview performance
- Develop model answers

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Assist in Implementing Best Practices

- Assess all candidates using same criteria
- Don't bring "outside knowledge" into interview process
- Reference checks not a committee function
 - Occurs after finalist selected...and only for finalist
 - Requires particular expertise
 - Committee may provide expertise/concerns in fashioning reference check
- Maintain confidentiality
- Attend all meetings

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Provide Technical Assistance Crafting Questions & Rating Criteria

Keep committee focused on role:

- Identify the most qualified candidates to recommend forward to next level.

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Provide Technical Assistance Crafting Questions & Rating Criteria

Rating criteria through a diversity lens:

- Broadening/rethinking job-related experience
- Valuing currency of knowledge v. years of experience
- Whether/how much weight for the PhD.

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Provide Technical Assistance Crafting Questions & Rating Criteria

Rating criteria through a diversity lens:

- **Ask:** Does the rating criterion evaluate what you intend the question to measure?
- **Ask:** Is everything that will influence the recommendation memorialized in the rating form?
- **Ask:** Is everything we are rating job related?

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Provide Technical Assistance Crafting Questions & Rating Criteria

Crafting questions through a diversity lens:

- **Remember:**
 - The job description/announcement is your source document.
- **Ask:**
 - What are we seeking to measure & is it job related?
 - What is the best way to evaluate this factor:

Document review?
Interview question?

Demonstration?
Background check?

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Provide Technical Assistance Crafting Questions & Rating Criteria

Crafting questions through a diversity lens:

- **Help committees understand what an interview can (and cannot) measure**
 - **Myth #1:**
Whether a candidate resonates with me on a personal level reliably predicts whether the candidate will do a good job.
 - **Myth #2:**
How someone performs in an interview setting reliably predicts how that person will interact with me in the work setting.

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Provide Technical Assistance Crafting Questions & Rating Criteria

Developing appropriate *and useful* questions

1. Look at the job description:

What do you want the successful candidate to do?

- What courses must candidate be qualified to teach?
- What students will candidate serve?
- What professional activities will candidate engage in?
- What current knowledge skills and abilities are relevant to the position?

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Provide Technical Assistance Crafting Questions & Rating Criteria

Developing appropriate *and useful* questions

2. Plan the interview:

- What are the *critical* job functions, knowledge, skills & abilities that you want to make sure to cover in an interview?
- How much can you realistically cover?

Remember: using your time wisely includes *NOT* spending time covering areas that the interview format isn't well designed to evaluate.

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Provide Technical Assistance Crafting Questions & Rating Criteria

Developing appropriate *and useful* questions

3. Craft questions consistent with critical areas identified.

➤ *For each question:*

- FIRST decide which critical area(s) the specific question is intended to measure.
- THEN, craft the question.

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Provide Technical Assistance Crafting Questions & Rating Criteria

Developing appropriate *and useful* questions

3. Craft questions:

- Give meaningful consideration to candidates' "sensitivity to diversity" by assessing multiple ways, such as:
 - Question(s) specific to this criterion
 - As a rating sub-component of questions
 - Professional, collegial engagement with the committee
- Give candidates opportunity to highlight job-related KSAs that:
 - Reflect current/recent developments in the field
 - Show a global perspective
 - Show other KSAs that will provide an opportunity for non-traditional candidates to show they are highly qualified

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Provide Technical Assistance Crafting Questions & Rating Criteria

Developing appropriate *and useful* questions

3. Craft questions:

- No questions—direct or indirect—about protected status
- Example: May you ask?
 - “I don’t see *when you graduated on your resume, when did you graduate?*”
- Assuming a legitimate, job related concern, what could you ask?

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Provide Technical Assistance Crafting Questions & Rating Criteria

- Use different question formats for different purposes
 - Open-ended questions → to understand candidate’s depth of knowledge, skills & abilities
 - Hypothetical questions → for creativity & problem-solving
 - Hypothetical/experience-based hybrid → for evaluating relevant experience while creating room for candidates recent to the field to shine
- Plan ahead how committee will evaluate answers
- As a committee, outline the components of an excellent answer

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Provide Technical Assistance Crafting Questions & Rating Criteria

--Exercise--

Develop 1 question for position of your choice that:

- Is designed to elicit information about the candidate's knowledge, skills and/or abilities;
- Assesses the candidate's sensitivity to the diversity of community college students; and
- Gives you insight into the candidates (job related) creativity and/or problem-solving skills

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Facilitate Open-Mindedness & Curiosity

- Cultural competence/humility is proactive
 - Find common ground
 - Model active listening
- Maintain focus on job-relatedness
- Maintain focus on content of responses
- Keep external knowledge out of committee the rating process

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Prevent Impacts of Unconscious Bias on Decision Making

Reduce defensiveness—we were born this way...

- We Evolved to Be Biased
 - Humans make decisions based on what is safe or not safe.
 - In past, determining what was coming at you was a life/death decision.
 - Our “danger detector” is unconscious hard-wired, and necessary for survival

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Prevent Impacts of Unconscious Bias on Decision Making

Increase understanding—what is unconscious bias?

- Past experiences and current perceptions drive our perspectives and our actions
- Under stress or pressure, we gravitate even more strongly toward our unconscious bias

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Prevent Impacts of Unconscious Bias on Decision Making

Increase Willingness to Examine Own Behavior

- **Members monitor reactions to the candidates**
 - What is the basis for my positive/negative reaction?
 - Is my reaction grounded in the content of the candidate's performance?
 - Am I reacting to what this [question/exercise] was intended to measure?
 - Is my reaction disproportionate to the response?
 - Is my reaction consistent with my reaction to similar responses from other candidates?

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Prevent Impacts of Unconscious Bias on Decision Making

Heighten Awareness—Unconscious Bias in the Hiring Context:

- I'm Okay; You're Biased
 - People underestimate the influence that self-interest has on their own judgments.
 - People overestimate the influence that self-interest has on other people's judgments.

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Prevent Impacts of Unconscious Bias on Decision Making

Heighten Awareness—Unconscious Bias in the Hiring Context:

- **Confirmation bias**
 - The tendency to hear information in a manner that confirms what we already believe
- **Affinity bias**
 - The tendency to prefer those that remind us of ourselves
- **Availability Heuristic**
 - You tend to trust your own experience and knowledge even if these go against new information that is presented.

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Prevent Impacts of Unconscious Bias on Decision Making

Heighten Awareness—Unconscious Bias in the Hiring Context:

- **Beauty Bias**
 - If we perceive someone to be attractive, we tend to give them the benefit of the doubt, trust them, etc.
- **Anchoring**
 - The tendency to rely to heavily on one piece of information when making decisions.

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Prevent Impacts of Unconscious Bias on Decision Making

Heighten Awareness—Unconscious Bias in the Hiring Context:

- **Bandwagon effect**
 - The tendency to do (or believe) things because many other people do (or believe) the same thing
- **Negativity Effect**
 - The tendency to allow things that are negative to have a more significant effect than things that are positive or neutral

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Prevent Impacts of Unconscious Bias on Decision Making

- Strategies (“interrupters”) within the selection process
 - Remove identifying information from applications
 - Identify desirable interview answers in advance
 - Utilize a structured hiring process
 - Utilize skill based testing
 - Conduct anonymous/blind interviews
 - Have members explain low scores

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Recognize & Address Bias and Procedural Violations

For discussion, how do you handle:

- Committee member proposes question: “when did you graduate from college”

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Recognize & Address Bias and Procedural Violations

For discussion, how do you handle:

- Candidate has heavy accent, committee member says “can’t understand what she’s saying—how can this person possibly teach?” and gives lower ranking on answers

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Recognize & Address Bias and Procedural Violations

For discussion, how do you handle:

- Candidate arrives late, committee member wants to “penalize” in some fashion

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Recognize & Address Bias and Procedural Violations

For discussion, how do you handle:

- You are interviewing for a DSPS counselor and one member of the hiring committee has visible disabilities. One of the candidates will not look at this member of the committee—even when this member asks a question. In discussion, all members of the committee express that they noticed this and were appalled.

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Recognize & Address Bias and Procedural Violations

For discussion, how do you handle:

- Committee selects strong candidate for interview, over objections of one member. The member tells you she knows candidate resigned from last position to avoid being fired.

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Recognize & Address Bias and Procedural Violations

For discussion, how do you handle:

- Reviewing the rating forms, you see one member who rated the only female candidate lower than all other candidates on all questions, and far lower than other members rated her.

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Recognize & Address Bias and Procedural Violations

For discussion, how do you handle:

- A current adjunct has received an interview for a tenure track position. One committee member thinks he is a terrible writer and is “sure” someone helped him with the written answers. “This just doesn’t sound like Bob”.

Practice tip: focus on elimination of bias in the process, not the people

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Recognize & Address Bias and Procedural Violations

For discussion, how do you handle:

- Great answer...but committee member knows/believes it to be untrue, gives low rating and shares this explanation with the committee
- Great answer...but in a monotone. Committee member says this person would be a terrible teacher.

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Application to Executive Level Hiring: Unique Challenges

- Unique Challenges
 - Assessing job-related intangibles: leadership
 - High number/types of stakeholders
 - Public process
- Recommendations for navigating
 - Start early; don't underestimate time needed to do it well!
 - ...Build in time for training
 - ...Build in time for crafting questions
 - Process matters
 - Always refresh the job description/announcement & use community input
 - Build diverse first-tier committee
 - Utilize the same curious, equity-minded approach as any other hiring
 - Utilize an EEO officer throughout

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Thank You!

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EEO Monitor Orientation Meeting

AGENDA

April 7, 2021

- I. Welcome
- II. Training Debrief
 - a. What lessons did you take away?
 - b. What more do you want to know?
- III. Orientation Topics
 - a. Qualifications to serving as an EEO monitor
 - b. General expectations of an EEO monitor
 - c. Forms we use
- IV. Shadow opportunity
- V. Timeline for assignments