

Hiring the Best & Equity

Hiring Committee Training

Diversity in the Workforce, Equity in the Hiring Process, and Best Practices for Folsom Lake College and Los Rios CCD



Agenda

- Why are you here?
- Who are we (FLC)?
- Defining Key Terms
- State and Federal Laws
- Best Practices
- Equity Hiring Process in Action
- Resources



Why are you here?

Per [California Education Code](#) all screening/selection committee members shall be trained on:

- (a) federal and state **law**, including Title 5;
- (b) the **educational** benefits of workforce diversity;
- (c) the elimination of **bias** in hiring decisions; and
- (d) **best practices** in serving on a selection/screening committee.

Cal. Title 5 § 53003(c)(4)



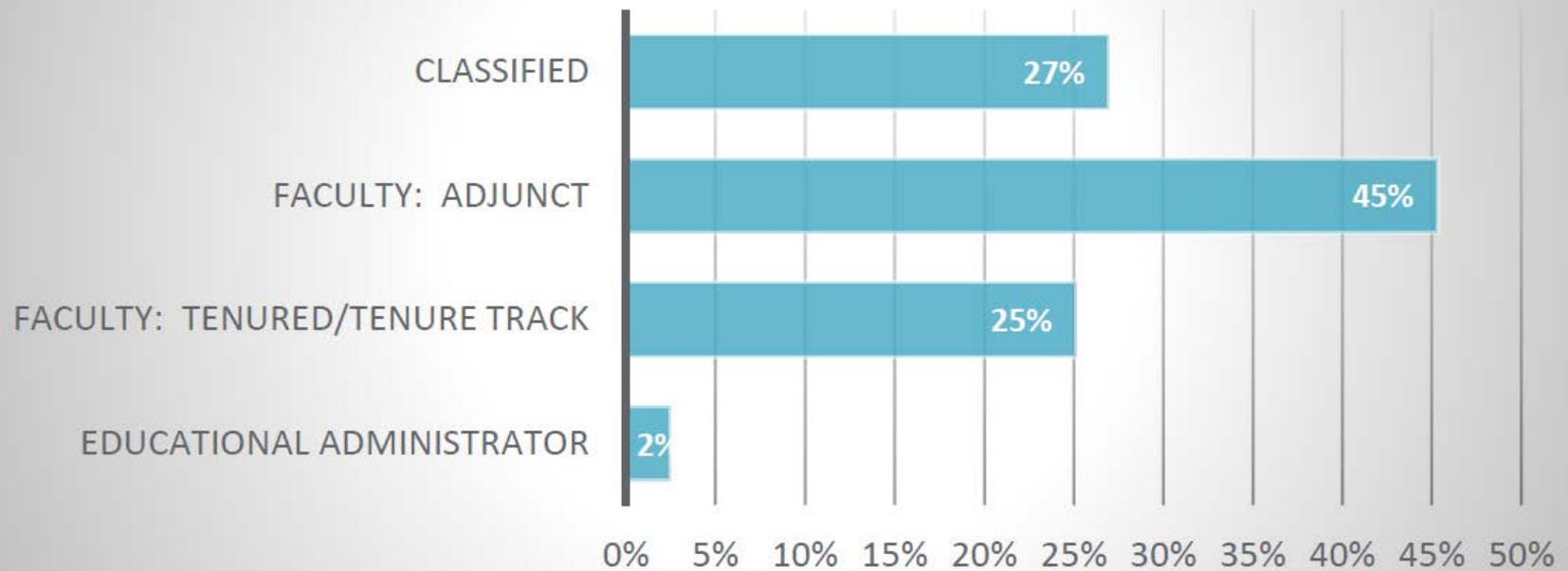
Who Are We (FLC)?

- How would you describe the diversity of our staff (faculty, classified, and administrators)?
- How would you describe the diversity of our students?



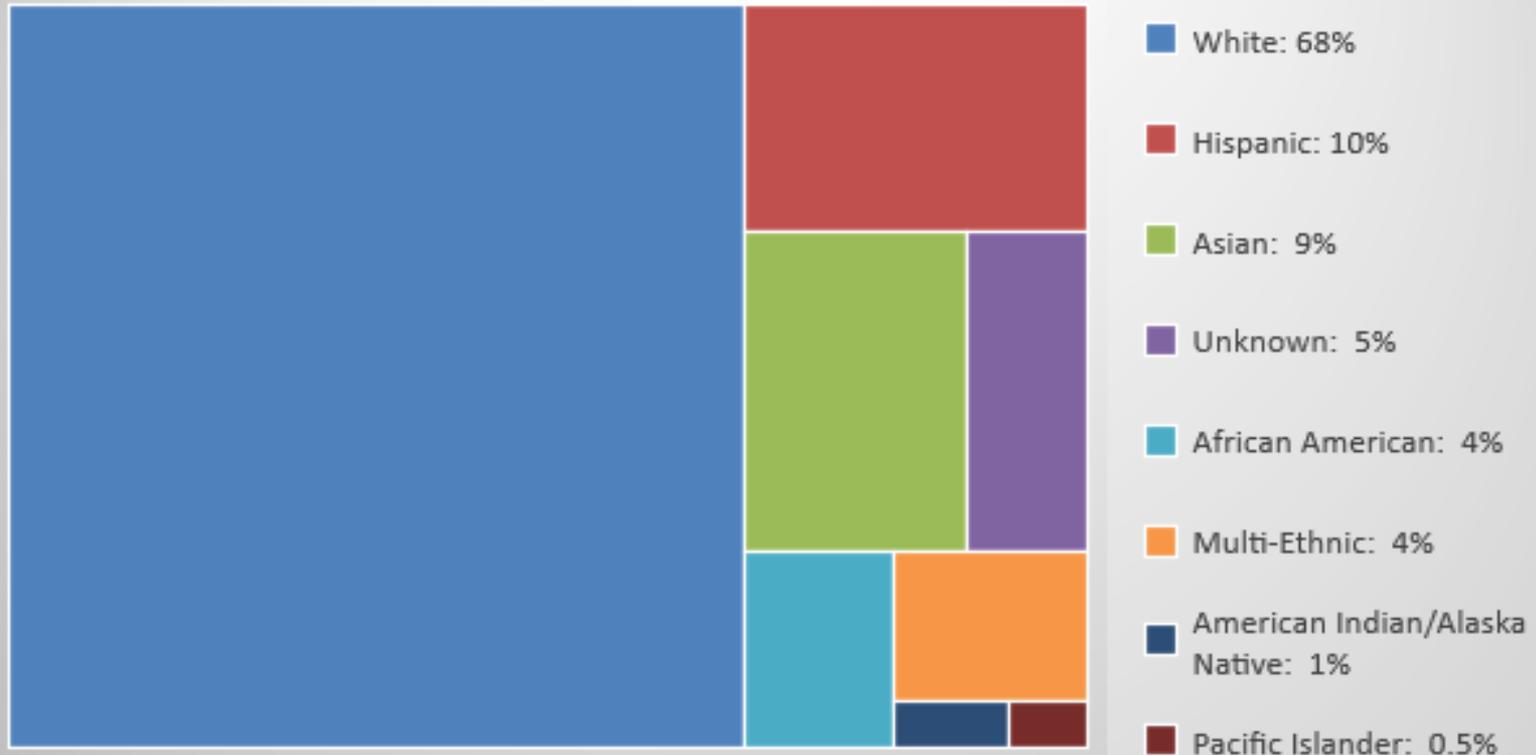
Staff

Employee: by Job Classification

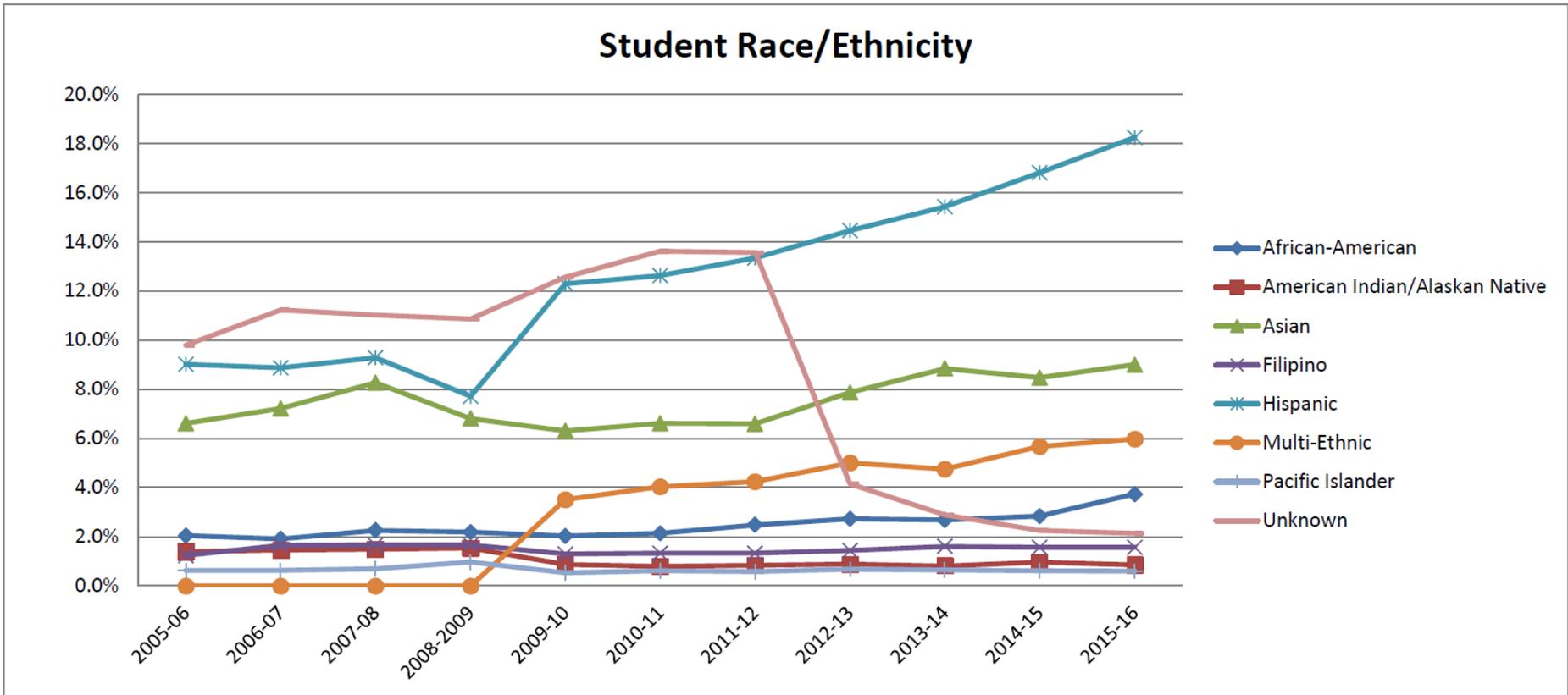


Staff

Employee: by Race / Ethnicity

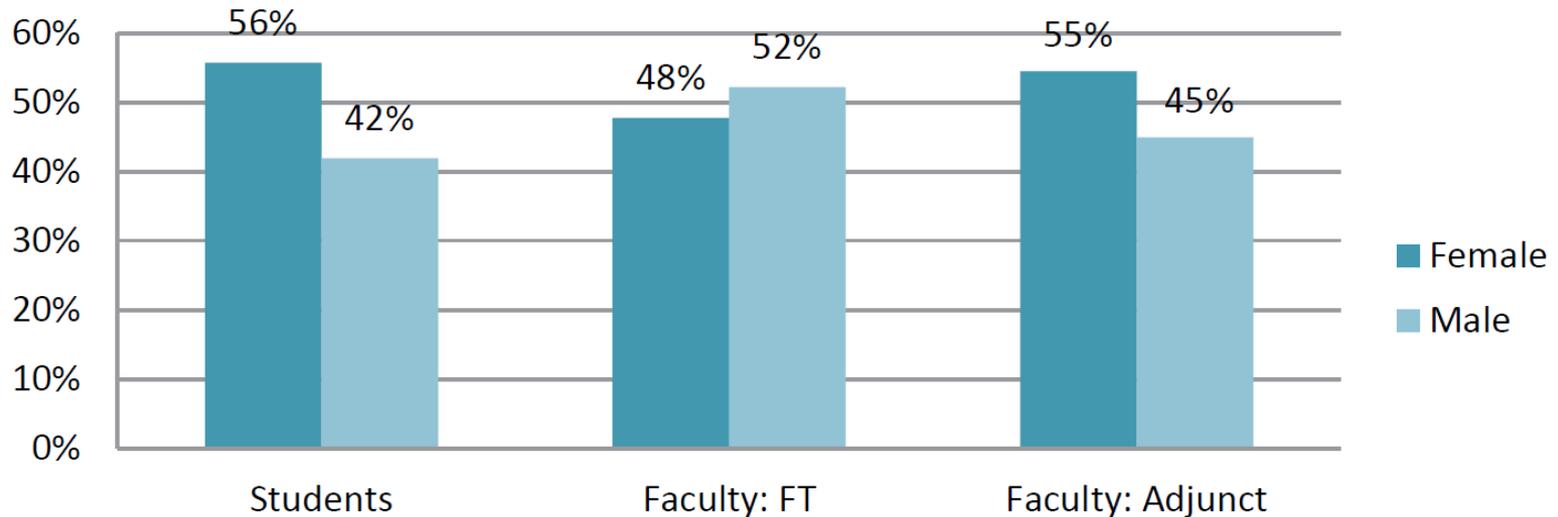


Students

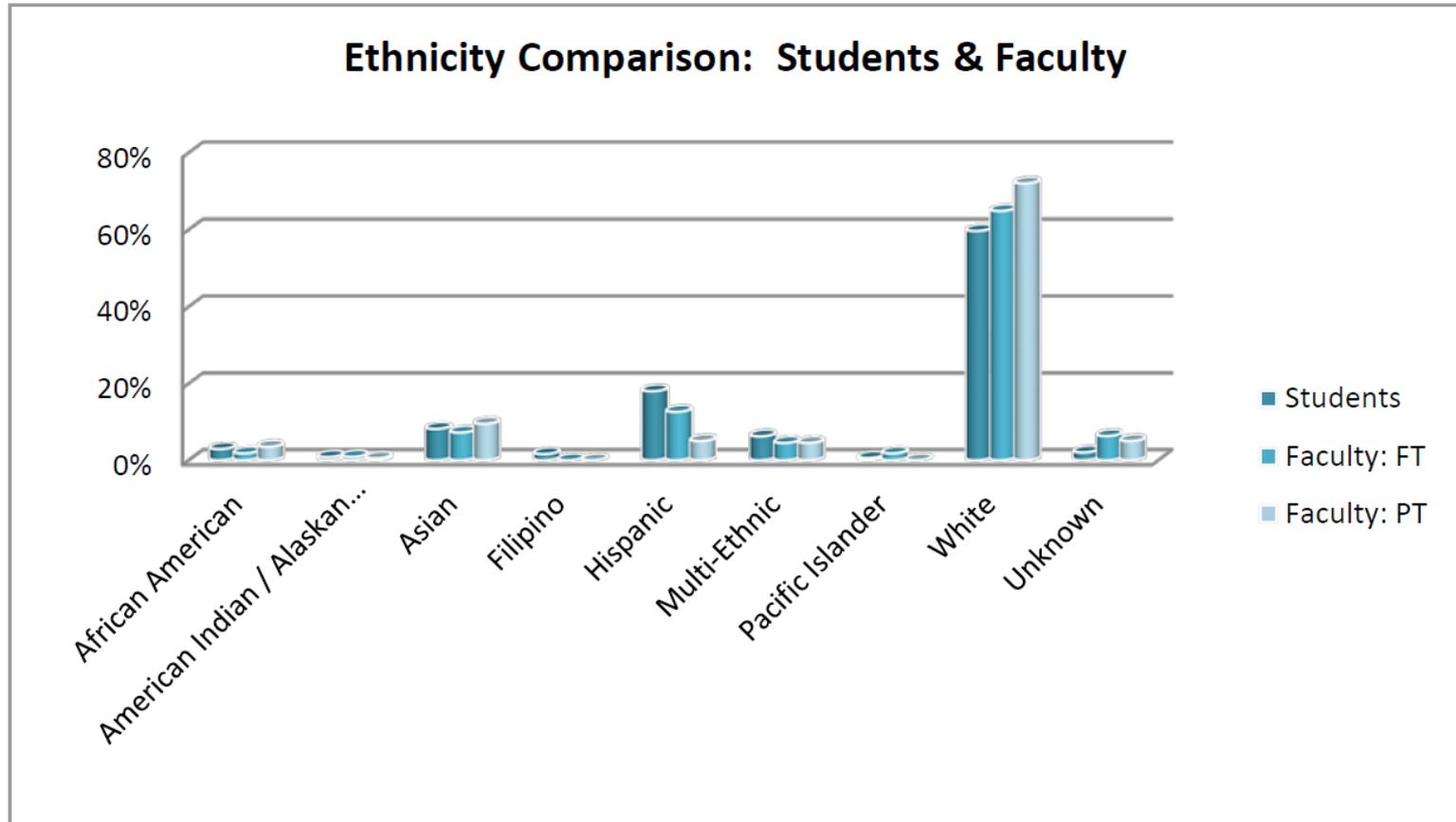


Gender Comparison

Gender Comparison: Students & Faculty



Ethnicity Comparison



Diversity

The concept of diversity encompasses acceptance and respect.

- It means understanding that each individual is unique, and recognizing our individual differences.
- These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.



Inclusion

Inclusion is a mindset. It is a way of thinking. It is not a program that we run, or a classroom in our school, or a favor we do for someone. Inclusion is who we are. It is who we must strive to be.

- Lisa Friedman, Removing the Stumbling Block



Culture Competence

Culture refers to an integrated pattern of collective behavior, including habits, customs, values, beliefs, and institutions.

Cultural competence is defined as an ongoing process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, sexes, ethnic backgrounds, religions, sexual orientations, abilities and other diversity factors “in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.” (NASW, 2001)



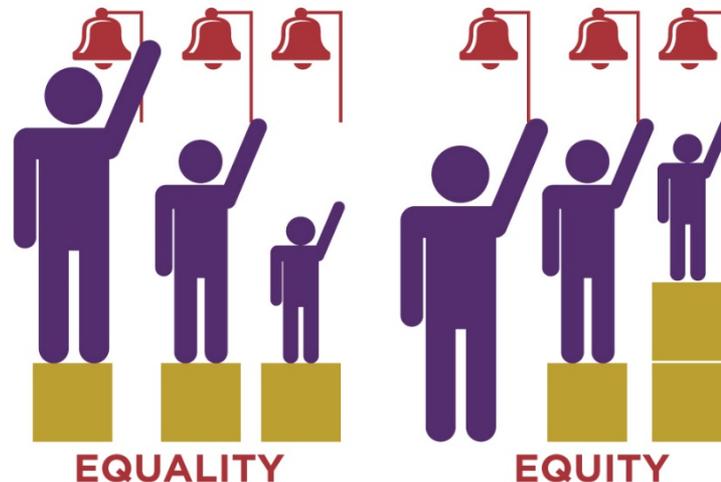
Culture Competence In Action

Culturally competent organizations and individuals are able to integrate and transform knowledge about diverse groups of people into “specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.” (Davis & Donald, 1997)



Equity

Equality, impartiality, justice, and fairness as it applies to opportunity, access, resources or quality of life.



<http://www.aacu.org/publications/step-up-and-lead>



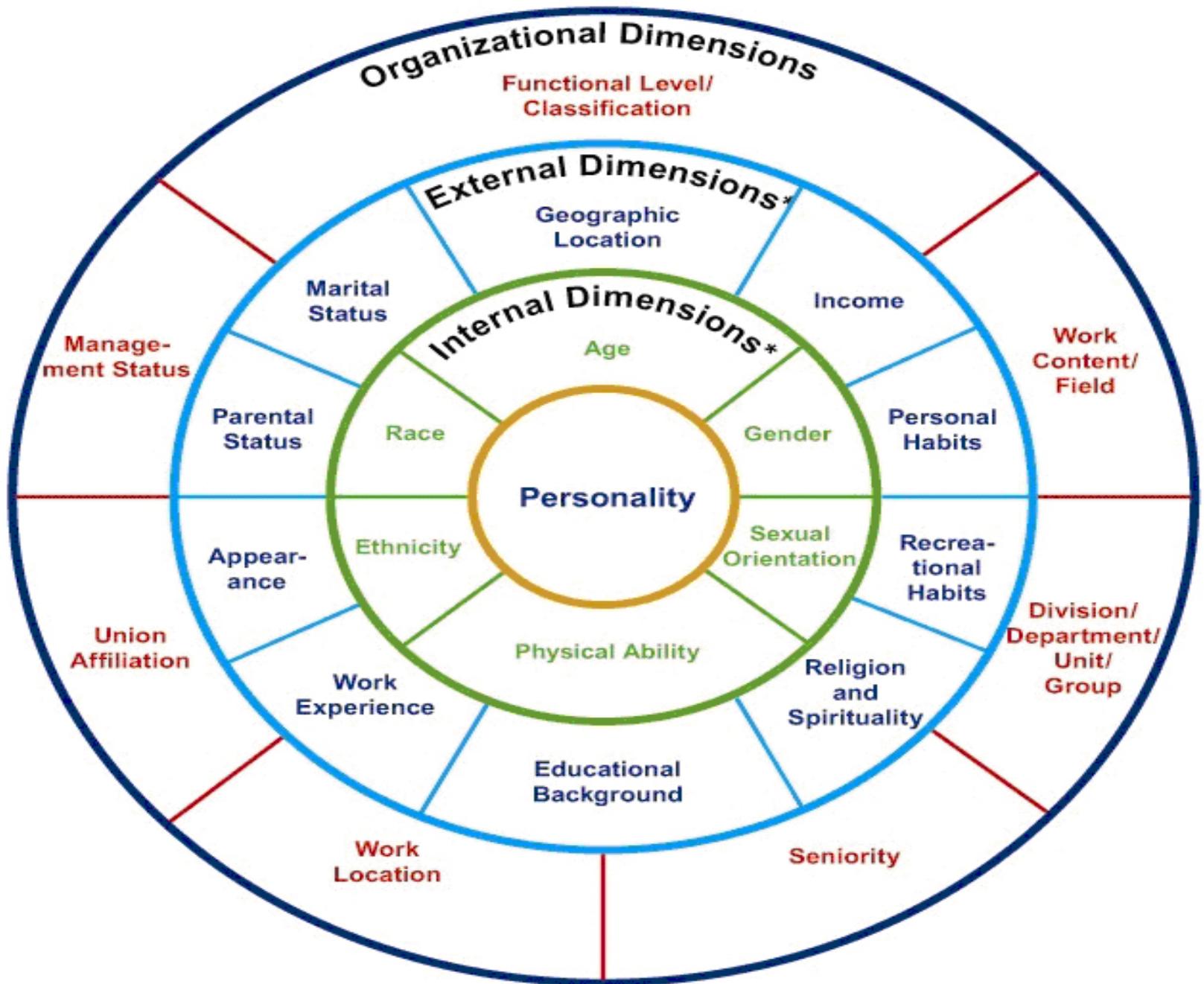
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Unconscious Bias

Unconscious Bias - Making the Unconscious Conscious



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State and Federal Laws

Two Sides of the Same Coin



Nondiscrimination
Laws Prohibit
Discrimination



EEO Laws
Promote
Inclusion



Federal Nondiscrimination Laws

A sample of Federal nondiscrimination laws:

- The Civil Rights Act of 1964 (Title VII)
- The Age Discrimination in Employment Act of 1967 (ADEA)
- Americans with Disabilities Act of 1990 (ADA)



The Civil Rights Act of 1964 (Title VII)

- Title VII prohibits not only intentional discrimination, but also practices that have the effect of discriminating against individuals because of their race, color, national origin, religion, or sex.
- It is illegal to discriminate in any aspect of employment, including decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities.



The Age Discrimination in Employment Act of 1967 (ADEA)

- Age discrimination involves treating someone (an applicant or employee) less favorably because of his or her age.
- ADEA forbids age discrimination against people who are age 40 or older.
- The law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.



Americans with Disabilities Act of 1990 (ADA)

- The ADA prohibits discrimination on the basis of disability in all employment practices.
- Employer may not ask applicants about the existence, nature, or severity of a disability, but may ask about an applicant's ability to perform job functions.
- “Reasonable accommodation” includes modification or adjustments that enable disabled employees to perform essential job functions.



State Nondiscrimination Laws

The Fair Employment and Housing Act (FEHA)

FEHA bans employment discrimination based on age (40 and over), ancestry, color, religious creed, disability (mental and physical) including HIV and AIDS, marital status, medical condition, national origin, race, sex, and sexual orientation.



Laws Promoting Inclusion

Per California Education Code § 87100

“...a work force that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.”



Laws Promoting Inclusion

Per California Title 5 § 53024.1

Establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort.

- “Richly Diverse Workforce”
- “Continued Institutionalized Effort”
- “Establishing and Maintaining”



Federal and State Law - Summary

Collectively, unlawful discrimination is prohibited on the basis of:

- Sex/Gender (gender identity/gender expression)
- Sexual Orientation
- Genetic information/characteristics
- Race
- Religious Creed
- Color
- National Origin/Ancestry
- Physical/Mental Disability, Medical Condition
- Marital Status
- Pregnancy/Childbirth
 - Breastfeeding
- Age (over 40)
- Political Affiliation
- Military and Veterans Status



Federal and State Law – Summary II

Employment discrimination based on a protected status includes:

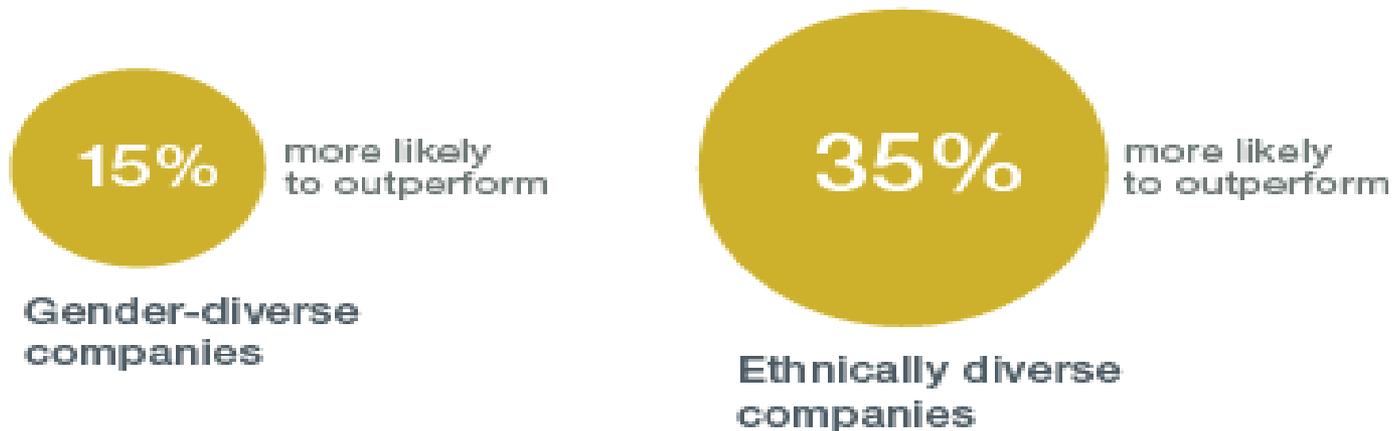
- Any decision affecting compensation, terms, conditions, privileges
 - Refusal to hire
 - Rejection from training program
 - Discharge from employment/training program



Making a Case for Diversity and Inclusion

Diversity's dividend

What's the likelihood that companies in the top quartile for diversity financially outperform those in the bottom quartile?¹



¹Results show likelihood of financial performance above the national industry median. Analysis is based on composite data for all countries in the data set. Results vary by individual country.

Source: McKinsey analysis

http://www.mckinsey.com/insights/organization/why_diversity_matters



Best Practices

Lawful strategies fall into three categories:

- Work culture
- Job Definition
- Recruitment and hiring



Best Practices

Work Culture

Do diverse applicants want to work with us?

- Requires Leadership
- Institutional Commitment
- Mentoring Programs
- Cultural Events
- Access to Decision-making



Best Practices

Job Definition

Does the job description value modern knowledge, skills, and abilities?

How do issues of diversity impact this work?

Is professional development required?

What job-related criteria assess “sensitivity to diversity” and are likely to enhance applicant pool diversity?



Best Practices

Recruitment and Hiring

How would you add to traditional avenues of recruiting?

Where would you find evidence of “sensitivity to diversity” in an application?



Equity Hiring Process in Action

Overview

- Develop Screening Criteria and Interview Questions
- Screen Applicants
- Interview Applicants
- Rank Applicants



Equity Hiring Process in Action

Note for Chairs and Equity Representatives

- Before the committee meets, the Equity Officer will confirm that all members are trained.
- At the first meeting, the Chair will review the hiring committee process, forms and member roles and responsibilities.
- The Equity Representative will review the “Shared Principles of Screening, Interviewing and Confidentiality” document and open/close each meeting with a reminder re: confidentiality of the process.



Equity Hiring Process in Action

I. Develop Screening Criteria and Interview Questions

- Requirements for Screening criteria and interview questions:
 - Developed before committee gets access to applications
 - Based on job announcement
 - Must include a diversity/equity component
- Committee determines date/time to review screening ratings and select applicants to interview
- Committee members use the screening form to screen applications



Equity Hiring Process in Action

Sample interview questions to consider from an equity lens:

Original: How would you deal with a disruptive student in your class?

Suggestion: How have you or would you address disruptive behavior by a student in your class, and would your approach differ depending on an individual student's background or situation?

Original: How do you structure a class lesson plan for a 90-minute Communication Studies class?

Suggestion: How do you or would you structure a 90-minute lesson plan for an extremely diverse Communication Studies class including students from different backgrounds in terms of culture, religion, socio-economical situation, and sexual orientation?



Equity Hiring Process in Action

II. Screening Process

- Applications are screened based on established screening criteria
- List of applicants selected for interview is submitted to HR for approval before interviews are scheduled
- Once approved by HR, interviews are set up by the Department or HR
- Do not conduct social media searches (i.e. Facebook, Twitter, LinkedIn, Internet, etc.) on applicants as a screening criteria



Equity Hiring Process in Action

III. Interview Process

- Committee meets at least ½ hour before scheduled interviews to go over the process
- Prior to the interview, committee members can review the candidate's application/materials
- Committee members are assigned questions to ask
- Committee members do not discuss candidates before or after each interview; committee members do not discuss candidates interview with colleagues outside the hiring committee
- Students appointed to the committee participate ONLY in the interview



Equity Hiring Process in Action

Notes about the interview process:

- The committee should decide in advance if follow up questions will be allowed, and how much, if any, assistance will be provided.
- The committee should decide in advance if requests for virtual interviews (i.e. Skype, Video-Conference Calls) will be allowed.

Notes about performance demonstrations:

- Topic is provided to the applicant in advance of the interview (via phone call and letter confirming the interview appointment time)
- Members of the committee may also engage in role play as appropriate for the position (the role play is generally 5-7 minutes)



Equity Hiring Process in Action

IV. Ranking

- Each committee member ranks independently
- Rankings are collected by the Chair. The Chair and Equity Rep summarize ranking (candidates are listed in alphabetical order)
- Committee discuss candidates (strengths / weaknesses) and selects the most qualified candidates to advance to the 2nd level interview
- Faculty / Management – Generally the top 3-5 candidates are referred for the 2nd level interview
- Sensitive/confidential information about a candidate that was shared with the Chair/Equity Rep is communicated to the second level interviewers



A Few More Things...

- Equity Rep and the Chair must attend all hire committee meetings
- Candidates are offered/provided ADA accommodations
- At least one equity/diversity question must be included for both the screening criteria and interview questions
- Committee members cannot advocate for or against, or compare applicants
- Sensitive/confidential information about candidate is shared with the Chair and Equity Rep ONLY, not full committee
- Committee members must take good notes to justify interview rating
- When referring candidate to the 2nd level interview submit candidates names in alphabetical order
- Consider scheduling interviews 5-10 minutes apart (this allows time for committee members to rate candidates and take a much needed break)
- All feedback requested regarding interviews by a candidate should be referred to Human Resources



Our Responsibilities as Staff and Faculty

- It is everyone's responsibility to create an inclusive environment on campus for the diverse population of students we encounter every day.
- Faculty and staff must stay up-to-date and aware of current issues pertaining to diversity and inclusion in higher education and in the country as a whole.
- We must acknowledge and respect our differences while creating an inclusive environment for everyone.



FLC's Equity Statement

Education should belong to everyone. To nourish this inclusion, FLC champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life. We work with the communities we serve toward just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. We commit to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in our community.

We seek to empower marginalized voices, nurture our many identities and social circumstances, foster cultural responsiveness, and stand against all manifestations of discrimination, including (but not limited to) those based on: ability statuses, age, ancestry, body size, citizenship/immigration status, economic status, educational status, employment status, ethnicity, food/housing insecurity, gender, gender identity, gender expression, incarceration experience, language, marital/partner status, military/veteran status, national origin, neurodiversity, political affiliation, pregnancy/reproductive status, race/racial identity, religion, sex, and sexual orientation.

<http://www.flc.losrios.edu/about-us/vision-mission-and-equity>



Resources

Campus Equity Officers

ARC – Kate Jaques, AVPI/Equity Officer @ 484-8406

CRC – Alex Casareno, Dean of Student Success @ 691-7144

FLC – BJ Snowden, Dean/Equity Officer @ 608-6752

SCC – Julia Jolly, AVP/Equity Officer, @ 568-2407

District Office

Ryan Cox, AVC, Human Resources @ 568-3101

Susan Slager, HR Director @ 568-3063

Los Rios Equity Handbook

[http://www.losrios.edu/hr/Equity%20Hiring%20Handbook%20Final%20Version%2020%20\(3.16.2015\).pdf](http://www.losrios.edu/hr/Equity%20Hiring%20Handbook%20Final%20Version%2020%20(3.16.2015).pdf)



Additional Resources

Project Implicit:

<https://implicit.harvard.edu/implicit/selectatest.html>

Inclusion, Exclusion, Illusion and Collusion - Dr Helen Turnbull

<https://www.youtube.com/watch?v=zdV8OpXhI2g>

Higher Education Recruitment Consortium:

https://www.hercjobs.org/career_advice/diversity_resources/index.html

HigherEd Jobs – Diversity Resources:

<https://www.higheredjobs.com/articles/DiversityResources.cfm>



Thank You

eq·ui·ty *ek-wi-tee*, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.

