Diversity, Equity, and Unconscious Bias

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

2024

OUR NORMS

- STUDENTS FIRST
- STORIES STAY LESSONS LEAVE
- SAFE SPACE vs BRAVE SPACE
- LISTEN WITH UNDERSTANDING
- TAKE SPACE – MAKE SPACE
- RESPECT

Title 5 Regulations – Diversity, Equity and Inclusion in the California Community Colleges

• 5 CCR § 51200 – Statement on Diversity, Equity and Inclusion set forth in Section 51201 be the "official position" of the Board of Governors and the California Community Colleges

• 5 CCR § 51201 – California Community Colleges embrace diversity among students, faculty, staff and the communities served – "Embracing diversity" means intentional practice of acceptance, anti-racism, and respect; and – Understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

• 5 CCR § 51201 – • Acknowledge that institutional racism, discrimination, and biases exist; • Goal is to eradicate racism, discrimination, and biases; • Strive to eliminate those barriers to equity; • Deliberately create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for growth and understanding; • Honor that each individual is unique; • Individual differences contribute to the ability of the colleges to prepare students;

Title 5 Regulations – Diversity, Equity and Inclusion in the California Community Colleges

• 5 CCR § 51201 (continued) –

• We are invested in cultivating and maintaining a climate where equity, antiracism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences.

• Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigrations status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, martial status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

Title 5 Regulations – Diversity, Equity and Inclusion in the California Community Colleges

• 5 CCR § 52510 – Definitions:

• "Accessibility" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner.

• "Anti-Racism" and "anti-racist" refers to policies and actions that lead to racial equity.

• "Cultural Competency" refers to the practice of acquiring and utilizing knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face.

Title 5 Regulations – Diversity, Equity and Inclusion in the California Community Colleges

- 5 CCR § 52510 – Definitions (continued):

- "DEIA" is an acronym for the terms "diversity, equity, inclusion and accessibility."

- "Diverse" and "diversity" refers to the myriad of ways in which people differ, including the psychological, physical, cognitive and social differences that occur among all individuals, based on race, sex ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, martial status, and mental and physical ability.

- "Inclusion" refers to bringing traditionally excluded individuals or groups into processes, activities, and decision and policy making in a way that shares power.

Nondiscrimination laws and regulations

Title IX – Gender Equality

Title VII - Nondiscrimination

California Government Code Section 12940 et seq. (Fair Employment and Housing Act)

Education Code Section 200 et seq. (Nondiscrimination Statute)

Title 5 section 53000 et seq. (Community College Nondiscrimination Regulations)

Federal Nondiscrimination Laws and Regulations: All Workplaces

Title VII of the Civil Rights Act of 1964: Prohibits employment discrimination based on race, color, religion, sex and national origin.

Title I of the Americans with Disabilities Act: Prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

The Pregnancy Discrimination Act: Prohibits discrimination against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

The Equal Pay Act of 1963: Prohibits paying different wages to men and women if they perform equal work in the same workplace.

The Age Discrimination in Employment Act of 1967: Protects people who are 40 or older from discrimination because of age.

The Genetic Information Nondiscrimination Act of 2008: Prohibits discrimination against employees or applicants because of genetic information.

Federal Nondiscrimination Laws and Regulations: Educational Institutions

Title VI of the Civil Rights Act of 1964: Prohibits discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance.

Title IX of the Education Amendments of 1972: Prohibits discrimination based on sex in education programs or activities that receive Federal financial assistance.

Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination based upon disability.

California: Unruh Civil Rights Act: Prohibits discrimination based on sex, race, color, religion, ancestry, national origin, age, disability, medical condition, genetic information, marital status, or sexual orientation in all California businesses.

California: Crowne Act 2019 (SB188): Prohibits discrimination against natural hairstyles. Prohibits employers and public schools from banning natural black hairstyles including braids, cornrows and dreadlocks.

State Chancellor's Office

The Chancellor's Office EEO & Diversity Advisory Committee and Office of General Counsel identified nine best- practice areas for success in promoting Equal Employment Opportunities.

- ❑ Pre-Hiring (District's EEO Advisory Committee & EEO Plan, Board policies & resolutions, incentives for hard-to-hire areas & disciplines, focused outreach and publications.)

- ❑ Hiring (Procedures for addressing diversity throughout hiring steps & levels, ongoing training for hiring committees.)

- ❑ Post-Hiring (Professional development focused on diversity, diversity incorporated into criteria for employee evaluation & tenure review, grow-your-own programs.)

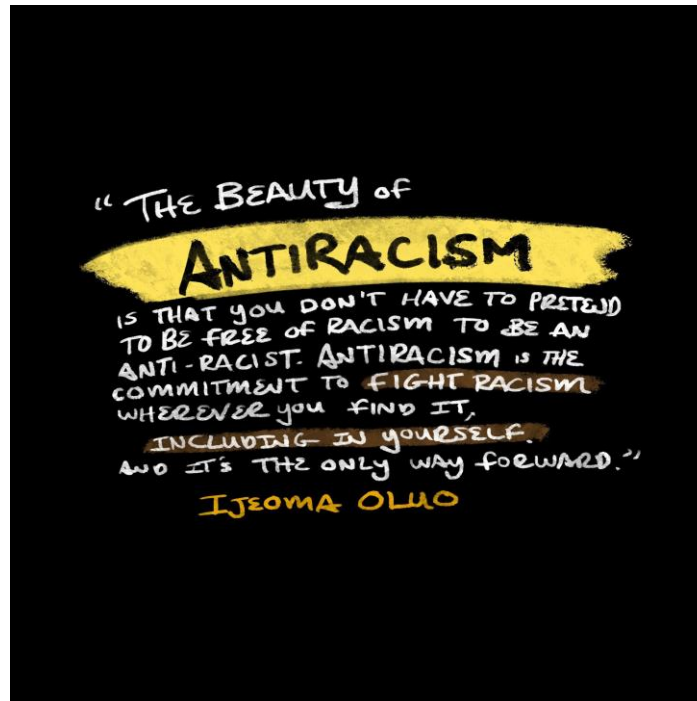# District Diversity, EEO Policy & EEOAC Committee

Board Policy 2.20:

"The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students."
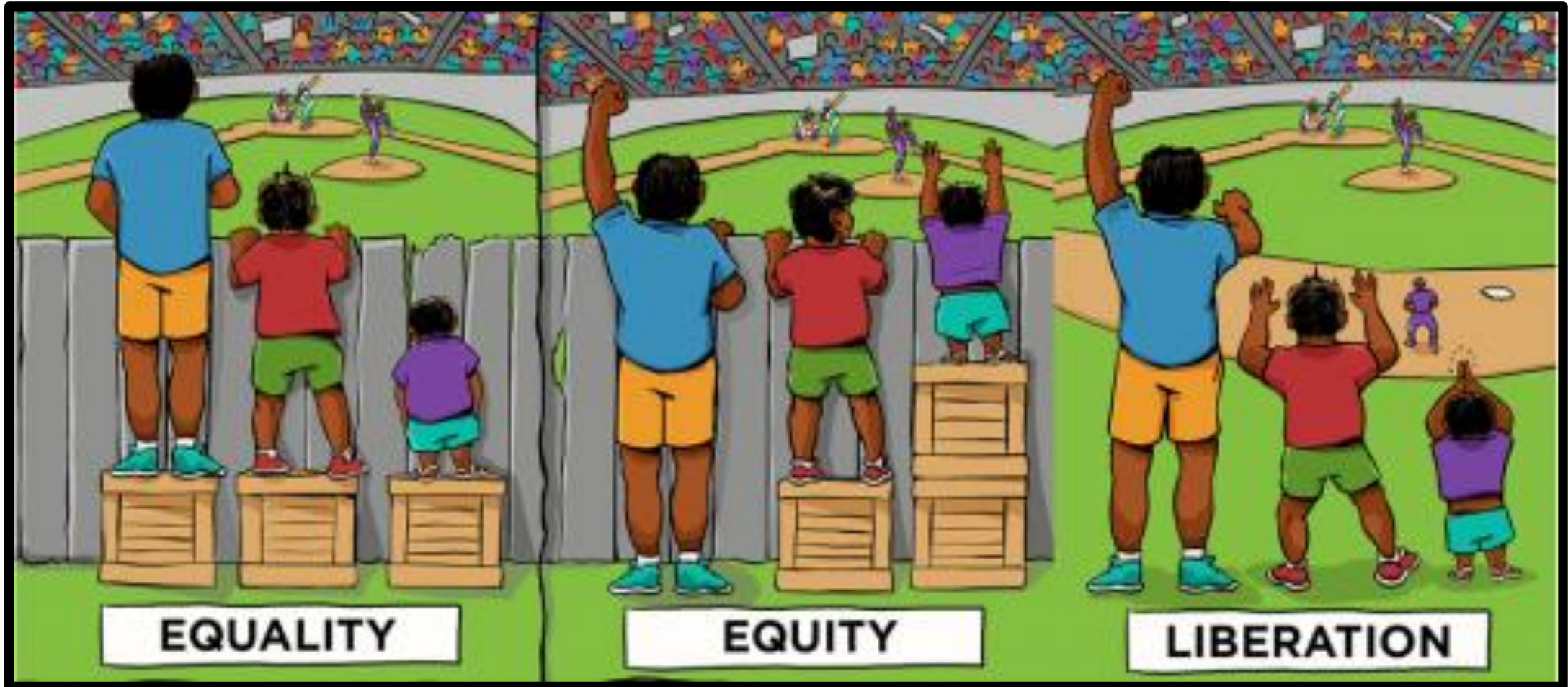
We Stand Against Racism

District Antiracism Council

https://smccd.edu/antiracismcouncil/

" THE BEAUTY of **ANTIRACISM** IS THAT YOU DON'T HAVE TO PRETEND TO BE FREE OF RACISM TO BE AN ANTI-RACIST. ANTIRACISM IS THE COMMITMENT TO FIGHT RACISM WHEREVER YOU FIND IT, INCLUDING IN YOURSELF. AND IT'S THE ONLY WAY FORWARD."

IJEOMA OLUO

What is Diversity?

Why Equity Matters

What about Equity?

EQUALITY   EQUITY   LIBERATION

What is Equity? And Equity-Mindedness

- Equity is <u>not</u> 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.

Hiring Selection Committee Roles:

Hiring Manager – sponsors search, selects and charges committee, establishes timeline and

search expectations, makes hiring decision

Search Chair – leads/facilitates search committee's process; often serves as point person for the

search

Search Committee Member – participates in hiring selection, bias reduction, accountability, collaboration, and confidentiality

Community Member – someone outside the hiring unit with an interest in the hire, may serve on committee

Search Admin/HR – administrative staff working with search chair and hiring official to manage

applicant files and communication, search logistics, and document the search

Inappropriate Interview Questions

1. Address (foreign addresses or location)

2. Age

3. Ancestry

4. Birth Place

5. Children or Dependents

6. Disabilities

Values – Individual/Breakout Groups

Integrity – being honest and trustworthy; aligning actions to values

Collaboration – working together towards a common goal

Curiosity – letting go of certainty; seeking to understand the unfamiliar and resist the rush to judgment

Empathy – imagining what another might be thinking or feeling without imposing one's own perspective.

Equity – ensuring that each person has what they need to succeed; addressing continued barriers to a level playing field

Inclusion – showing value for each person and respect for their differences; supporting full participation and ensuring that all are able to reach their potential

Hospitality – welcoming others with respect, regard, and sensitivity to their needs and desires

Respect – honoring, admiring, esteeming, treating others with courtesy and dignity

Search Goals – Breakout Groups

- What goals or intentions do you have in mind entering into a search process (as a manager, committee chair, committee member, outside community member, or candidate)

- What will make this process successful and ensure that it aligns with the values you've identified?

- These can include materials, process, engagement of people with the process, candidate experience, etc.

Breakout group discussion. Please take notes and identify a group spokesperson – when we return to the large group we will consolidate our goals onto a single list. (8 min)

Put equity front and center in the hiring process

- *Why is hiring for cultural competence important?*
- *What does equity look like in practice?*
- *What experience does the candidate have as a transformational change agent and leader in racial equity and social justice efforts?*

Put equity front and center in the interview questions

At SMCCCD we are invested in realizing educational equity for all of our students:

- *SMCCCD values diversity, equity and social justice and stands against anti-Blackness and other forms of racism. What is your experience in cultivating a student centered space that eliminates racism? Explain why it is important in your work?*

- *How have you modified your teaching approach to be culturally responsive to the students you serve? As an instructor, how do you create a classroom culture that intentionally welcomes and supports students from different racial, ethnic, sexual orientation and socio-economic backgrounds?*

- *As a staff or administrator, how do you create an environment culture that intentionally welcomes and supports students and colleagues from different racial, ethnic, sexual orientation and socio-economic backgrounds?*

How would you respond

1. A search committee member keeps bringing in information from outside the application/interview process.

2. Search committee members are constantly interrupting one member of the committee.

3. A search committee member's contributions are ignored, until later when someone ELSE restates them.

4. A search committee member is arguing strongly on behalf of a candidate based on criteria that you haven't discussed.

5. Search committee members are speculating and jumping to conclusions based on a candidate's application materials.

6. As the screening discussion begins, a faculty member on the search committee says "I ignored the diversity statement in the application because I don't want to rule out anyone who hasn't had much experience in this area." Commitment to diversity, equity, and inclusion is a required qualification.

Bias: Conscious and Unconscious
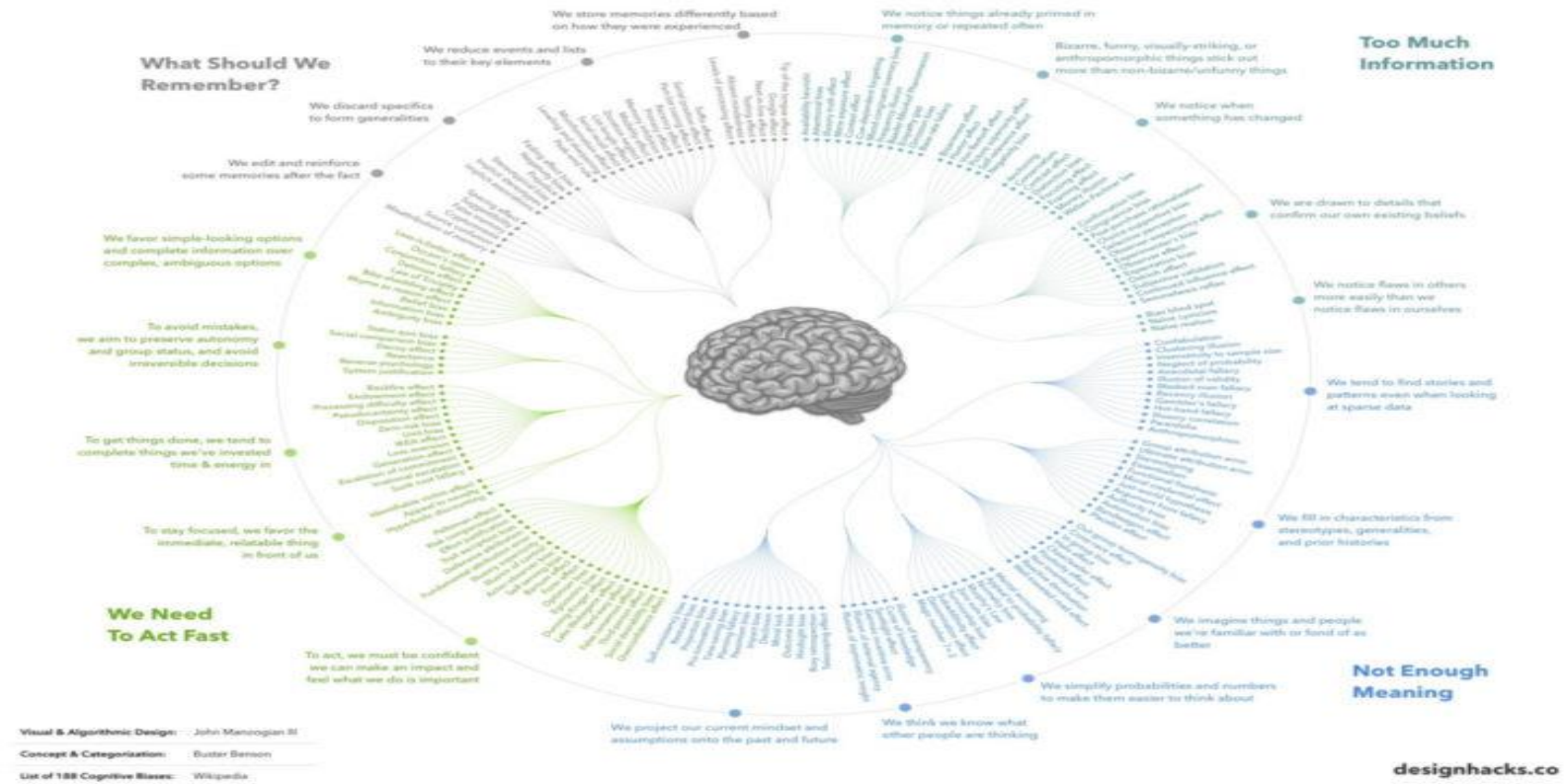
What are Biases?

Preferences or inclinations which can impair judgment; often used synonymously with "prejudices."

EXPLICIT BIASES are conscious and intentional

- **Individual explicit bias = personal prejudice:** bigoted beliefs and stereotypes, often leading to intentional negative or positive treatment based on perceived identity.

- **Systemic explicit bias = institutional or governmental discrimination:** laws, policies, and practices designed to advantage/disadvantage or include/exclude based on perceived identity.

IMPACT *with* INTENT

Oregon State University – Equity Advocate Training
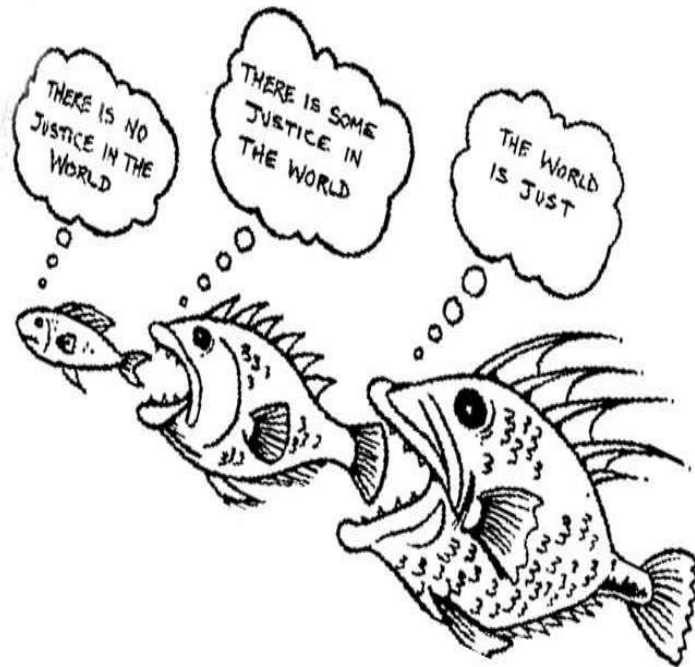
Common types of Unconscious Bias

1. Affinity Bias

2. Confirmation Bias

3. First Impressions

4. Performance Bias

5. Intuition

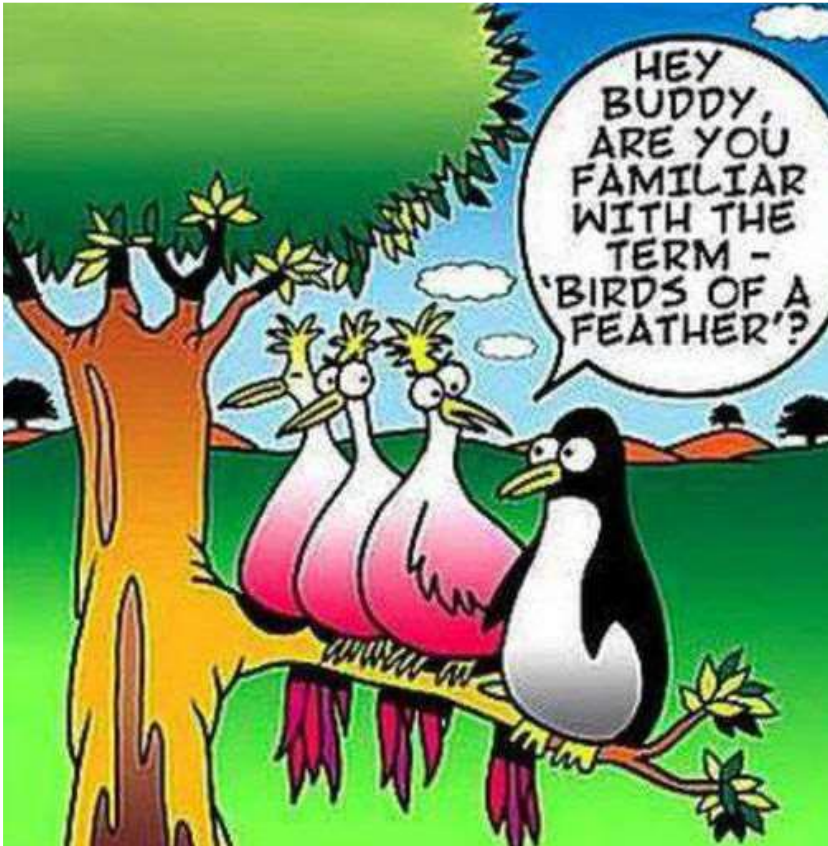# The inaccurate belief that the world is fair, so people get what they deserve.

"What's the matter?
It's the same distance!"

In Group/Out Group Bias

In-group/Out-group bias &
In-group favoritism: Tendency to trust and favor members of our own "group." Categorization as ingroup or out-group is often automatic and unconscious.

Are our brains biased?

Common Definitions – How have these biases impacted you negatively or positively in your career?

1 CHECK FOR AFFINITY BIASES

This leads us to favor people who we feel we have a connection or similarity to. Perhaps from same college, hometown, etc.?

This can impact recruitment and hiring decisions.

2 CHECK FOR AGEISM BIASES

This is the mistreatment of older persons on the basis of presumed age, including stereotyping, discrimination, negative attitudes...

Don't let your assumptions about a person's age drive your impressions about their abilities.

3 CHECK FOR BEAUTY BIAS

Broadly speaking, this concerns the favorable treatment given to people who are deemed more attractive.

Be alert to these biases in hiring and in interactions in the workplace to ensure fairness.

4 CHECK FOR CONFIRMATION BIAS

Have credible alternatives been adequately explored? Are there prior assumptions affecting my analysis of this social venture?

Request additional alternatives. Consider SWOT analyses or other strategic frameworks.

5 CHECK FOR COLORISM BIAS

This is prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic group.

Ask yourself if you are guilty of this bias before jumping to conclusions.

6 CHECK FOR GENDER BIAS

This is the behavior that favors one gender over another. It most often is the act of favoring males over females.

Ask yourself if you are guilty of this bias when making decisions about hiring, promotions and assignments.

7 CHECK FOR IMPOSTER SYNDROME

This is loosely defined as doubting one's abilities and feeling like a fraud. It disproportionately affects high achieving people who feel undeserving of accolades.
Own your expertise and accept the positive recognition you receive.

8 CHECK FOR HALO/ HORNS EFFECT

Put simply, this is when our first impression of someone leads us to have a biased positive or negative opinion of their work.
Don't assume that previous success or failure is a predictor of future outcomes. Other measures besides track record can be important to consider.

9 CHECK FOR MICRO-AGGRESSIONS

The everyday, verbal and non-verbal slights and snubs, both intentional & unintentional, that communicate hostile, derogatory, or negative messages to target persons solely upon their marginalized group membership.
This is very harmful!

10 CHECK FOR NAME BIAS

This the tendency to judge and to prefer people with certain types of names — typically names that are of Anglo origin. In the workplace, this is one of the most pervasive examples of unconscious bias in the hiring process. Consider Blind applications in Round 1 to eliminate this bias.

Microinequities & Aggressions Their Impact on Hiring

The Three Types of Micro-inequities

1. **Microassault:** purposeful discriminatory comments, such as racial epithets that are intended to demean.
2. **Microinsult:** rude or insensitive comments that racial minorities hear frequently. This can be insinuations that minorities are only hired through affirmative action programs and that this makes them less worthy. Another example is a teacher who fails to pay attention to students of color, sending a message that their contributions are less valued.
3. **Microinvalidation:** comments that negate or nullify people of color's experiences of racism.
   a. "You speak great English/You are so articulate!"
   b. "I don't see color/ we're all just human beings."
   c. "Don't be so sensitive!"
   d. "Where are you from?" - a reminder that people of color are seen as "perpetual foreigners"
   e. "Your culture is so exotic/colorful/passionate."

Source: https://othersociologist.com/2017/07/15/where-are-you-from-racial-microaggressions/

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.

Addressing Micro-inequities or aggressions

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 I make sure it doesn't happen again?

Step 2 – Responding to a Micro-inequities

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

Microinequities 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)

Microinequities you might observe in the hiring process

VERBAL COMMUNICATION

- Subjects/Topics of Discussion
- Sarcasm/'Snarky' Comments
- Jokes/Humor
- Evaluative/Judgmental Statements
- Questioning/Inquiring

NON-VERBAL COMMUNICATION

- Facial Expressions
- Tone of Voice
- Body Language
- Use of Physical Space/Proximity/Distancing
- No eye contact

Engagement Guidelines

Open and honest communication; Anticipate your possible impact before you speak (Triggers)

Listen respectfully; Listen to learn

Seek to understand; Expect disagreement & listen harder (Explain)

Share air time: Move in, move out

Be fully present

Be open to new perspectives

Respect and maintain confidentiality

dialogue will take us to deeper levels of understanding and acceptance

Engage & embrace this opportunity

How can we improve our hiring selection process?

➢**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

➢Discuss Engagement Guidelines

➢**Challenge Yourself**
- ➢Question your first impression
- ➢Justify your decision
- ➢Make others justify decisions
- ➢Make decisions collectively

➢**Pick an action and do it**

Training Evaluation

https://smccd-czqfp.formstack.com/forms/unconscious_bias__evaluation

Black History: 60 Years Ago, Lawsuit Paved Way For Integration

Josephine Goss Sims was the lead plaintiff in a lawsuit that led to the eventual desegregation of Knoxville's schools.

60 years ago, in September of 1959, several African-American families in Knoxville took a courageous step forward. 5 years since Brown v. Board of Education ruling, which declared segregation in public schools to be unconstitutional. Knoxville students, along with their parents, went to all-white schools -- including East High, Fulton High and Mountain View Elementary -- and asked to enroll. They were denied because of their race, and that refusal set in motion a lawsuit that eventually led to the desegregation of Knoxville's schools. The lead plaintiff in the case was Josephine Goss, an 11th-grader at Austin High School and the daughter of a barbershop owner named Ralph Goss. Because he was an entrepreneur whose clients were black, Goss couldn't be pressured by employers who opposed his civil-rights work. That provided him with the financial independence to work against segregation, although his entrepreneurship had been hard-won. Josephine Goss Sims recalled that her father was unable to get a bank loan to start his business, so her mother would save old juice cans and fill them with coins.

"She'd dry those cans out, and I remember that she had a 50-cent can, a quarter can, a dime can and a nickel can," said Goss Sims. "Any change that she had left over from her household expenses, she would put that change in there, and so would my father. So that took a long time." Goss Sims went on to graduate from Lane College, in Jackson, Tenn., and worked as a teacher for 40 years, starting in the Knoxville school system before moving to Michigan. She was one of 17 student plaintiffs in the case now known as Goss v. Board of Education of Knoxville, Tennessee.

Questions/ Comments

THANK YOU FOR YOUR ATTENTION!