

Slide 1

CUESTA
COLLEGE

EQUAL EMPLOYMENT OPPORTUNITY
TRAINING





GOALS FOR THE DAY

- Gain Understanding of Selection Committee Responsibilities
- Review Hiring Data
- Discuss Implicit Bias
- Develop Tools to Address Implicit Bias
- Increase Equitable Hiring Practices on Campus

LEGALLY PROTECTED CLASSIFICATIONS

Federal and state EEO laws protect job seekers from discrimination based on many statuses including:

- Age (40 or older)
- National Origin or Ancestry
- Marital Status
- Religious Creed
- Race, Ethnicity, or Color
- Medical Condition (including pregnancy)
- Military or Veteran Status
- Sexual Orientation
- Gender (including Transgender and Gender Identity)
- Genetic Information (family history/genetic history)
- Physical or Mental Disability

EDUCATION CODE 87100

A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within community college districts and by eliminating barriers to equal employment opportunity.

HAVING A DIVERSE FACULTY AND STAFF MEANS WHAT?

- Increase student success and achievement (particularly for under-represented student populations)
- Enriched educational experience for all students
- Students can see themselves as leaders and educators
- Challenges stereotypes and norms
- Better prepares students for the global workforce

ROLE OF COMMITTEE MEMBERS

- Maintain Confidentiality.
- Consistent and fair evaluations of all candidates and materials.
- Be a respectful and active committee member.

ROLE OF COMMITTEE CHAIR

- Facilitate and lead all meetings.
- Ensure each committee member has an opportunity to have their voice heard.
- Protect integrity and credibility of the process.

ROLE OF EEO REPRESENTATIVE


- Enforce EEO laws and regulations
- Document each meeting
- Ensure each applicant is discussed appropriately
- Provide summary of deliberations

IMPLICIT BIAS

Implicit Bias refers to the process of associating stereotypes or attitudes towards categories of people without conscious awareness (i.e. we gravitate towards people who are similar to us, we base our decisions on stereotypes about people's competencies)


GROUP DISCUSSION

In small groups, discuss your experience in selection committees where implicit or explicit bias has happened.



GROUP DISCUSSION

- How would you address a bias (whether implicit or explicit) that occurs in a hiring committee?
- What challenges do people face that keeps them from speaking up when bias occurs?



LANGUAGE TO DISRUPT IMPLICIT BIAS

- Can you tell me more about what you mean by that?
- What is the evidence you are using to draw that conclusion?
- Are the candidates we're moving forward with candidates that represent and meet the needs of our diverse student population?

GROUP DISCUSSION

In small groups, identify and write down 3 things you and your group are going to do to help move the college forward in equity hiring.



CONCLUSION

- We are all responsible for equity in hiring.
- We are all responsible for ensuring all candidates have Equal Employment Opportunity.
