

EEO/DEIA REPRESENTATIVE WORKSHOP

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NOCCCD



Agenda

Objectives

Role of the EEO Representative and Manager

Scenario

Demographics

Minimum and Desirable DEIA Qualifications

Bias

Scenario

Culturally Relevant Pedagogy

Scenario



Objectives

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1. Attract and hire diverse employees
(with emphasis on underrepresented groups)
2. Equity-minded hiring process-DEIA skill set
3. Reduce Bias in hiring
4. Non-Discrimination & EEO in hiring process



Role of the EEO/DEIA Representative

- Ensures DEIA minimum and preferred qualifications are meaningfully applied to all candidates at all stages
- Ensures no discrimination or bias in the screening & hiring process
- Serves as the committee point person on DEIA and EEO
- Be mindful of the diversity of the hiring committee and the applicant pool.
- Liaison to the Office of Diversity & Compliance for any issues related to DEIA and EEO, including filing EEO complaints.

Procedures for filing EEO complaints are at:

https://www.nocccd.edu/files/nocccd-eeo-plan-2016-2019-bot-app-6-14-16_10191.pdf

Role Of The EEO/DEIA Representative

- Votes on all committees except management screening committees
- Actively participates in all discussions including management screening committees
- Should remind committee of the District's commitment to DEIA, its goal of hiring diverse employees, and conduct a review implicit bias at the committee's first meeting or any meeting before reviewing applications. Also see Toolkit.
- Remember if adverse impact (or any EEO violation) is found the hiring process may be delayed or terminated.

Hiring Manager and Management Chair

- We ask the Hiring Manager and Management Chair do the following:
 - Ensure meaningful preferred qualifications related to diversity are included in the job announcement
 - Review the diversity of the hiring committee
 - Ensure diversity job qualifications are fully considered in the screening process
 - Be supportive of the EEO Representative
 - Be mindful of where underrepresentation exists in departments and the diversity of the applicant pool.

Procedures for filing EEO complaints are at:

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SCENARIO

You are the EEO/DEIA rep on the committee. The committee is composed of 8 people, 7 are white, 1 is Asian, 3 are female. The chair is your immediate supervisor who reminds you that her colleague is applying for the position.

When creating the interview questions one committee member complains about one of the DEIA questions stating they disagree with all this focus on DEIA and hiring for diversity, we should just hire the most qualified person.

The pool has 100 applicants and is very diverse by race/ethnicity and gender. After the initial screening 12 applicants are chosen for interview, 10 of whom are white. A committee member tells the committee one of the persons chosen to be interviewed is a friend and they can provide information on their work ethic.

As the EEO/DEIA rep what issues are raised here, and how do you respond?



California Demographics

Majority are persons of color 66.5%

15% Asian

6% Black

39.4% Latinx

1.6 % Native American

4% Multi-racial

0.5% Pacific Islander

54.9% of all k-12 students in California are Latinx

In Santa Ana Unified School District, 93% of students are Latinx.

1.5 million veterans (5.1%)

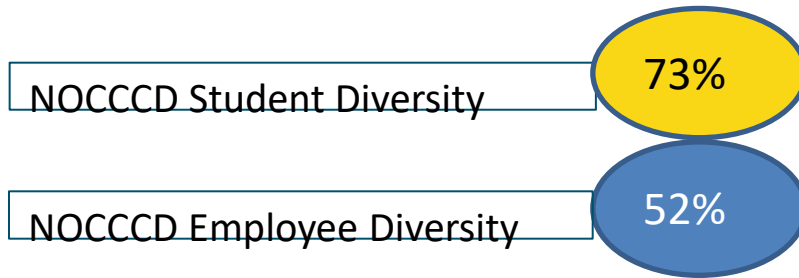
10 -12% with a disability

Language other than English spoken at home, age 5 years+ 44.5%

Foreign born persons, 27.0%



NOCCCD Demographics



73% Diverse Students

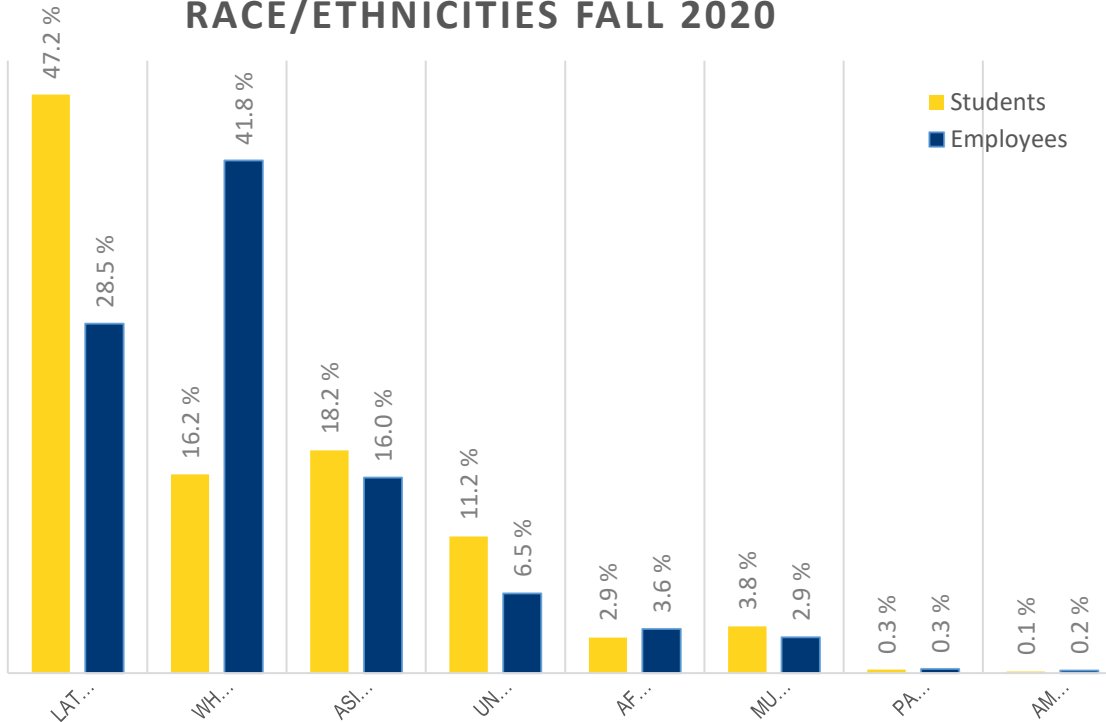
44% Diverse Administrators

46% Diverse Faculty

67% Diverse Classified

72% of full-time faculty hired in 2020-21 came from the adjunct ranks.

NOCCCD STUDENT VS EMPLOYEE RACE/ETHNICITIES FALL 2020



Minimum and Desirable DEIA Qualifications

1. What's the difference? Why are they important?
2. Any questions on how to evaluate DEIA qualifications?
3. A person who does not meet the DEIA MQ's is not qualified to work in the District.
4. Advocate for as many DEIA DQ's as possible.
5. How should they be reflected in the interview questions?
6. Be careful of unlisted qualifications and body language.
7. Remember, the best predictor of future behavior is past behavior.



Be Cool, Follow The Rules



Not Cool



Not Cool



Cool



Not Cool



Not Cool



Cool



BIAS: Reducing the Influence of Implicit Bias

- **Awareness of one's biases**
- Diverse screening committees
- Question your first impression
Use counter stereotypes/
images
- **Ask committee members to explain red flag phrases**
- Articulate your reasoning process, ask for feedback
- **Refer back to the rubric/qualifications**
- **Avoid being rushed, distracted, or pressured**
- **Remove unnecessary job requirements**
- Set criteria before reviewing resumes
- Teach equity-mindedness
- Understand non-discrimination laws and EEO
- Contact with & learn about "others"
- **Its like breaking a habit**
- Use counter stereotypes/images

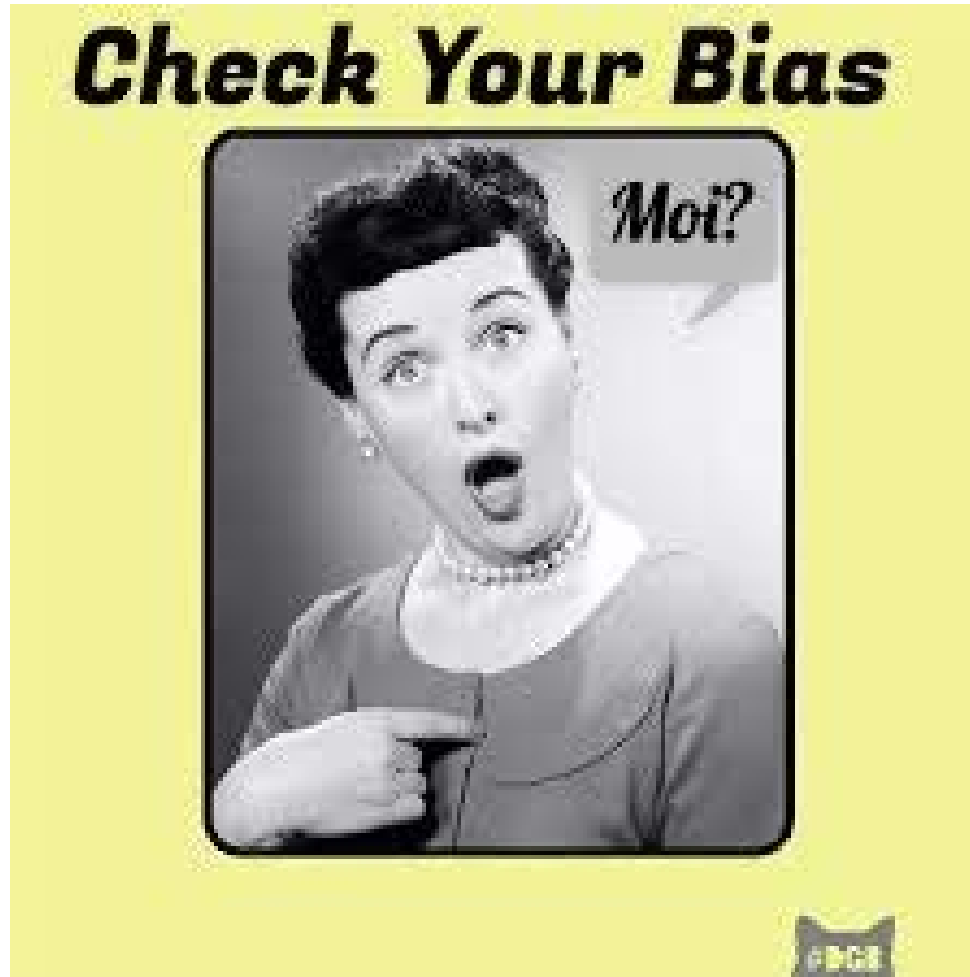
Lerner and Tetlock 1999; Tetlock 1983a, 1983b, 1985; and Tetlock and Kim 1987; Slide: Stephen Benard, Indiana University

Common Areas for Bias

1. Known applicants
2. Stereotypical job and role associations
3. Ideological differences/similarities
4. Common interests, likes, priorities
5. Applicant's appearance
6. Accents, voice tone/pitch
7. Others?



Check yourself, before you wreck yourself!



To test your implicit biases, go to:
<https://implicit.harvard.edu/implicit/demo/>

https://www.youtube.com/watch?v=lwyJ5K88NJQ&list=PLh1qDCupymDpjarvh0XanaNWlej_d_jMFT&index=2

Short Scenarios

Break up into groups of three or four and discuss the scenario assigned to you. Respond to the prompts at the end of the scenario. Be prepared to share your thoughts and conclusions with the group. (15 Min.)

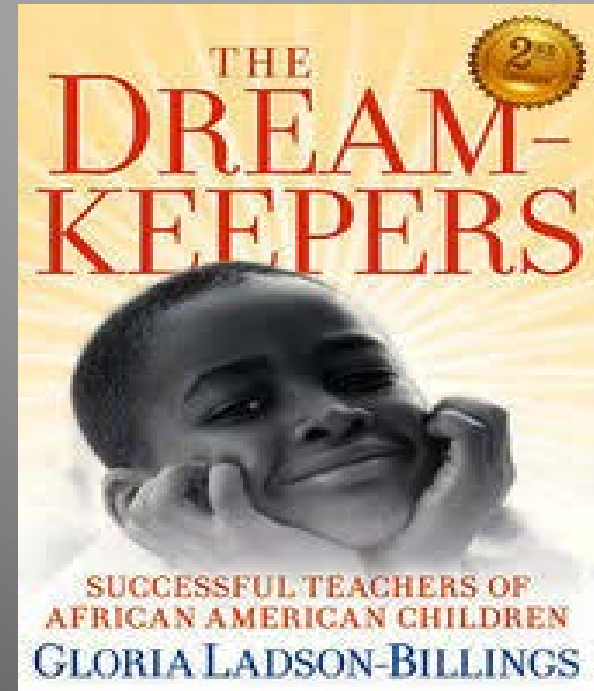


Quebrada





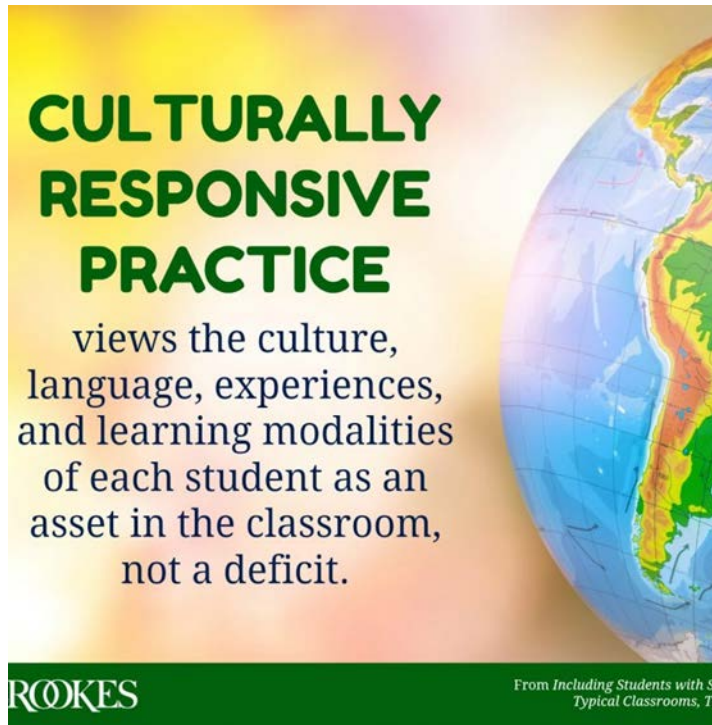
What is Culturally Relevant Pedagogy?



- ▶ <https://www.youtube.com/watch?v=vrbJrXMgrhU>
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CULTURALLY RELEVANT AND EQUITY MINDED TEACHING



CULTURALLY RESPONSIVE PRACTICE

views the culture, language, experiences, and learning modalities of each student as an asset in the classroom, not a deficit.

ROOKES

From Including Students with Se
Typical Classrooms, T

Requires we address both:

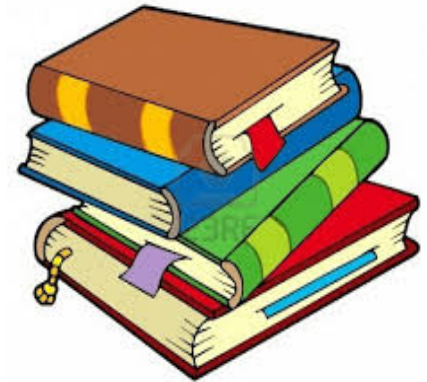
1. **What we teach** (course content)
2. **How we teach** (teaching methodology, approaches, and strategies)



CULTURALLY RELEVANT/AFFIRMING PEDAGOGY

A. What We Teach (Course Content)

1. Holidays And Heroes Stage
2. Content Integration Stage
3. Structural Reform Stage
4. Social Issues And Action Stage



Multicultural Curriculum and the Web: Transformation and Integration, Paul Gorski

https://www.researchgate.net/publication/233200832_Multicultural_Curriculum_and_the_Web_Transformation_and_Integration

DESEGREGATION ASSIGNMENT

MAESTAS V. GEORGE SHONE SCHOOL DISTRICT

SALVATIERRA V. INDEPENDENT SCHOOL DISTRICT

ALVAREZ V. LEMON GROVE SCHOOL DISTRICT

MENDEZ V. WESTMINSTER



CULTURALLY RELEVANT/AFFIRMING PEDAGOGY

B. How We Teach (Methodology & Strategies)

- Funds of Knowledge - Gonzalez, Moll, and Armanti
- Community Cultural Wealth – Tara J. Yosso
- Validation Theory - Laura Rendon
- Critical Pedagogy – Freire
- Equity Pedagogy – Bensimon, Harris, CORA
- Culturally Relevant/Responsive Teaching - Ladson-Billings, Gay



CULTURALLY RELEVANT/AFFIRMING PEDAGOGY

B. How We Teach (Continued)

2. Frameworks/Resources

- Mitigating Stereotype Threat – Claude Steele (see Whistling Vivaldi)
- Teaching Men of Color in The Community College – Wood, Harris, White
- Subtractive Schooling – A. Valenzuela

3. Assessment/Grading

4. Course Syllabus

5. Communication Style

6. Classroom Environment & Protocols





“When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”

Adrienne Rich (1989)

See also, Good Mirrors Are Not Cheap, Audre Lorde

Why is Culturally Responsive and Equity-Minded Teaching Important?

Studies by numerous scholars show that students, particularly those from marginalized groups, do better academically in schools where instructors use culturally responsive/relevant teaching.

- Because maintaining the traditional Eurocentric/male curriculum is harmful to both marginalized and dominant group members.
- Motivates and engages students
- Cultivates critical thinking and problem-solving skills
- Strengthens students' racial and ethnic identities
- Promotes a sense of safety and belonging
- It facilitates brain processing

See: <https://www.newamerica.org/education-policy/edcentral/5-ways-culturally-responsive-teaching-benefits-learners>

Scenario

Break up into groups of three or four and discuss the scenarios assigned to you. Respond to the prompts at the end of the scenarios. Be prepared to share your thoughts and conclusions with the group. (25 Min.)



Preguntas

