

# Search Advisory and Hiring Committee Best Practices

## Transcript

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### Slide 1: Welcome

Hello and welcome to this training course for search chairs and advisory committee, or hiring committee, members.

Hiring is one of the most important processes any organization undertakes – it addresses present needs, builds for future success and represents one of the most tangible opportunities an organization has to reinforce a culture and community reflective of its values — so it's critical that hiring be equitable, effective and fully compliant with relevant laws, regulations, policies and internal expectations.

This training speaks to those needs in three ways: first, it covers the Federal and State laws and UC policies and procedures that govern hiring practices; second, it offers strategies and techniques for ensuring equity through the identification and management of biases that may influence the search or hiring process; and third, it details the important roles committee chairs and individual committee members play in making a successful hire.

This training is relevant for any committee that performs search advisory or hiring functions, so you'll encounter the term "committee" used throughout to generically refer to both those types of committees or any like them.

By the end of this course you should be able to: comply with Federal, State and UC hiring requirements while avoiding any unlawful behavior; design a plan for managing bias within a search or hiring committee and process; and increase awareness and management of personal and group biases.

Click the NEXT button when you're ready to begin.

## Slide 2: Autoplay Option

This training's instruction is primarily delivered through audio narration, with in-slide text serving to highlight key points.

In consideration of users who may be using assistive technologies, by default, each slide's audio will require you to manually play it, by clicking one of the two available play buttons or by using the keyboard shortcut Control + Alt + P.

If you'd like the slide media to automatically play as soon as you navigate to a slide, you may enable this by selecting the Autoplay button seen on your screen, which is available in all slides.

If at any point you'd like to return to the default manual play setting, just toggle the Autoplay button back to being unselected.

For additional information on topics such as navigation, course player features and available keyboard shortcuts, please click either of the Training Information buttons.

For additional information on accessibility-related features, please click either of the Accessibility Information buttons.

Or, click the Get Started button to skip the instructions and jump directly into the course material.

### ***Slide 2.1: Training Information***

This slide can easily be revisited from anywhere in the training by clicking the Training Information button or by using the keyboard shortcut Control + Alt + I.

When revisiting this slide, you may use the Return button to jump back to the slide you were previously on.

Use the Next and Previous buttons to navigate forward and backward through the training's linear path.

You may use the Slide Menu to jump directly to any slide you have already visited.

The Resources Menu and the Resources slide, toward the end of the training, collect all the resources linked to throughout the training.

Included in those resource collections, and available in this slide, is a link to a PDF containing a transcript of each slide's audio.

All links in the training will open in a new browser window or tab.

The keyboard shortcuts detailed in this slide may help you interact with the training more easily.

Some text blocks in the training, like the keyboard shortcuts in this slide, feature scroll bars that you'll need to use to view the entirety of the text block's contents, so be on the lookout for scroll bars.

For the interactive slides scattered throughout the training, follow the in-slide instructions.

Use the player controls, located below the slide area, to move forward or backward through slide media, replay a slide or pop-up from its beginning, control the training's volume, toggle captions off or on, control the training's playback speed or access the accessibility settings, described in the next slide.

The appearance and location of these player controls may vary on mobile devices.

### ***Slide 2.2: Accessibility Information***

This slide can easily be revisited from anywhere in the training by clicking the Accessibility Information button or by using the keyboard shortcut Control + Alt + A.

When revisiting this slide, you may use the Return button to jump back to the slide you were previously on.

If you have any difficulty engaging with or completing this training and would like to request reasonable accommodations, start by reaching out to your location's UC Learning Center administrator, whose email address can be found through the UC Learning Center Contacts web page linked here.

At the end of each slide is a button labeled Back to Top that will only appear visually when it receives focus. Clicking this button will return focus back to the top of the slide's reading order.

Screen reader users can use a jump to next landmark or region command to reach the Previous and Next buttons faster; both buttons are in the slide navigation landmark region. All users can use the keyboard shortcuts detailed in the Training Information slide to navigate backward and forward through the training more easily.

The settings menu, available toward the end of the player controls, between the playback speed button and Previous button, contains three accessibility-related toggles.

The first, zoom to fit, will be toggled off by default. Toggling it on allows you to magnify the training's contents.

The next, accessible text, will be toggled on by default. When toggled on, you can use browser extensions and custom style rules to change text properties such as font and font size, as well as line and paragraph spacing. Accessible text must also be toggled on for you to use high contrast modes and certain other assistive technologies.

The final toggle, keyboard shortcuts, will be toggled on by default. Toggling it off will disable the keyboard shortcuts described in the Training Information slide.

### **Slide 3: Committee Chair Responsibilities**

Responsibilities of the committee chair include:

Form a diverse committee and ensure that its members are adequately trained and prepared to participate in the search and hiring process.

Foster a constructive and supportive committee environment in which all committee members are treated fairly, equally and with respect.

Ensure all of the committee's discussions, actions, evaluation methods and decisions are fully compliant with relevant laws and UC policies.

Enact a strategy for managing the influence of individual and group biases.

Respond as necessary if committee members deviate from legal hiring practices, the established evaluation criteria or the committee's bias management plan.

Lead the committee in forming and executing a standardized plan for evaluating candidates that targets the specific position requirements and treats all applicants fairly and equally.

Partner, as necessary or required, with other UC stakeholders, such as recruiters, hiring managers and human resource representatives.

Ensure the candidate pool is sufficiently diverse and that bias does not negatively impact the diversity of the pool at any stage of the hiring process. For instance, if a candidate pool's diversity dramatically shrinks when selections are made for the second round of interviews, it's reasonable to review whether biases influenced the first round of interviews.

Monitor and manage the influence of bias throughout the entire process.

Represent the committee's recommendations to the hiring manager, that is, in situations where the committee chair is not also the hiring manager.

Lead the committee through an equitable and effective hiring process.

## **Slide 4: Committee Member Responsibilities**

Let's also review the committee role and responsibilities, which include:

Help draft and/or familiarize oneself with the job description, minimum and preferred qualifications, and standardized evaluation criteria.

Strive to treat all candidates fairly, equally and with respect, and to uphold the dignity and reputation of the University.

Ensure compliance with all the laws and UC policies that apply to candidate evaluation and hiring practices.

Make a concerted effort to detect and manage the influence of personal biases, especially implicit biases; this may include completion of required or recommended UC bias management trainings.

Actively participate in committee discussion, evaluation and bias management proceedings.

Make a recommendation of final candidates to be considered by the hiring manager, who is responsible for making the final decision.

## **Slide 5: Demonstration of Ideas**

Our goal for this training is to not only teach you requirements and skills that will help you participate in, and perhaps lead, a successful hire, but also to show you how that information could be applied in a productive manner, while addressing, as well, challenges a committee might encounter during the process. With that in mind, we'd like to introduce Gabrielle, our hypothetical committee chair.

Throughout this training, you'll follow along as Gabrielle forms her committee, then leads them through the review of applicable law, creation and implementation of a bias management plan, establishment of evaluation criteria and preparation for candidate appraisal.

The approach we'll illustrate through Gabrielle is not the only way you and your committee could conduct a fair and lawful hire that results in the best possible candidates — there are, after all, many ways you could go about that, and we encourage you to find the path that best suits your team — but it will serve to introduce this material and demonstrate how it can be translated into a functional model.

It's also worth noting that this material is applicable for committees of any size, not just for committees with many members, like Gabrielle's, as you'll soon see.

To ensure that principle takeaways aren't lost within the narrative, we'll include in each slide a summary of key points and recommendations, and we'll provide links to additional resources so you can further your exploration of these topics beyond course completion.

So then, without any further ado, let's let them get to it!

## **Slide 6: Form a Diverse Hiring Committee**

Gabrielle's first act within this process is to form a diverse committee. She strives to incorporate equal representation of women and men, individuals of different demographic groups, such as race, ethnicity, age, background and status within the organizational hierarchy, and in terms of differing experience and viewpoints.

She knows that this will benefit the search in a number of ways:

First, since so many of our biases are formed through personal experience and exposure, having committee members with diverse backgrounds will minimize the possibility of overlapping biases, especially in-group biases, which will reduce the likelihood that the group as a whole will be influenced by bias or succumb to groupthink.

Second, it also increases the chance that committee members can recognize each other's explicit and implicit biases so they can be aware of them and address them as appropriate.

Third, having a diverse committee can help increase access to more diverse professional networks from which to draw potential candidates.

Fourth, when they get to the interviewing candidates stage, diversity within the committee and interview panel will demonstrate to prospective candidates that diversity and inclusion matter to UC beyond just words.

And while her UC location is not one that requires this step, Gabrielle also reaches out to the offices of the Chief Diversity Officer, Equal Employment Opportunity and Affirmative Action, Title IX, and Equity and Inclusion to see if one of them can commit a representative to serving on the committee, since she knows their insight and expertise would be invaluable. Check with your UC location to learn if this is a requirement for your committees, and even if not, consider taking this step as Gabrielle has. But keep in mind: while including an expert in one of these fields on the committee will help ensure a fair, bias-free process, it is important to remember that it is every committee member's responsibility to call to the attention of the committee chair any perceived bias or discrimination.

Before we move on, it's worth noting that in some hiring situations, the committee chair and committee overall will partner with a recruiter at the beginning of the search to facilitate certain aspects of the hiring process, such as developing a recruitment and outreach strategy, identifying underutilization for the position and generating leads for building candidate pools.

## **Slide 7: Principles of Community**

Now that she has the committee formed, Gabrielle gathers them together for a kick-off meeting. This is the first time some of them have worked together or even met, so she has the group start with introductions so they can learn more about each other and each other's backgrounds, and hopefully begin to build the trust needed to conduct constructive conversations about the search.



Gabrielle transitions to a discussion of the UC's Principles of Community. She reminds the group of UC's commitment to offering all its members a safe, supportive, responsive and equitable environment. Recognizing that our diversity contributes to the University's strength, UC rejects all forms of discrimination, commits to fostering an atmosphere of respect and empathy, pledges to defend the right to free speech and promises to promote transparency in community dealings. Every faculty and staff member is expected to behave in ways that support these principles and to do what they can to improve life at UC.

## **Slide 8: Confidentiality**

At this early stage, Gabrielle also reviews with the committee one of their most important responsibilities throughout the search process: protecting candidate confidentiality. She reminds the team that they absolutely cannot disclose the names of the applicants, some of whom may have high public visibility and may experience adverse consequences as a result of the committee's interest in them, which could harm their candidacy as well as the integrity of the search. Gabrielle also emphasizes that all discussions among committee members are confidential, and that candidate information and other committee materials need to be kept in a confidential file that can be locked or otherwise secured so they cannot be seen by anyone outside the committee. The committee should not:

Discuss the interview process, results or deliberations outside of the committee.

Have any outside communications related to the search with an individual whose candidacy is under consideration.

Initiate personal searches on the candidates using social media or the internet.

Contact anyone to get an informal reference about a candidate during the recruitment process.

External information may lead to assumptions and decisions about candidates using unconfirmed information that might be incomplete or inaccurate. This information should not be considered as part of the recruitment process.

These rules and this code of confidentiality apply even for candidates who are already part of UC.

Media inquiries concerning the search should be referred to the committee chair and follow UC location media inquiry procedures.

## **Slide 9: Laws Impacting Hiring**

### ***Slide 9 Slide Start part***

Next, Gabrielle leads the committee in an examination of the many laws that impact hiring practices.

This might be one of those areas of hiring with which you're already familiar, so before we get into the committee's discussion, do you want to see if you can identify what protections there are against discrimination under state and federal law?

If so, click the Quiz Me button; if not, click either the Skip Quiz button or Next button.

### ***Slide 9 Quiz Me part***

Select the classes that are protected from being a basis of employment discrimination, then select the Check Answers button to find out how you did. Or, select the Skip Quiz button or the Next button to jump ahead to the committee's discussion on this topic.

### ***Slide 9 Quiz Completed or Skipped part***

Through Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, or ADA, and California's Fair Employment and Housing Act, sometimes referred to as FEHA, the committee learns that employers cannot discriminate or harass in employment based on race, color, religion, sex, age, gender, gender identity, gender expression, sexual orientation, marital status, national origin, ancestry, mental or physical disability, medical condition, genetic information, or military or veteran status. While other areas may not be legally protected — such as current place of residence, family planning and needs, number of children and childcare arrangements — they should not be a consideration since they are not related to job qualifications.

Proposition 209, California's Civil Rights Initiative, prohibits state and local governments from granting "preferential treatment" to anyone on the basis of race, sex, color, ethnicity or national origin. Explore the Proposition 209 Guidelines linked here to learn more about this topic.

As part of the American's with Disabilities Act, it is important to know that an employer is required to provide reasonable accommodations for candidates selected for an interview.

We don't have time in this training to review the finer details of each of these laws, but if you're interested in learning more about them, you'll find links to them here and in the course's Resources menu. For now, just keep in mind that you cannot, at any point in the hiring process, ask candidates questions relating to any of these protected statuses, or discuss or evaluate candidates relative to them.

### **Slide 10: The Need to Manage the Influence of Bias**

Now it's time for the committee to begin planning its hiring approach, starting with a plan for how they'll manage the influence of bias, which is a critical step in ensuring equity.

Bias can hinder a hiring process in a number of ways: It reduces equity and can lead to unintentional discrimination. It can also mislead committees toward favoring less qualified and less effective candidates. Implicit, or unconscious, bias is especially a concern; it can influence individuals without their even realizing it and can cause one to unconsciously accept and adopt positions they would consciously disagree with, if they took the time to stop and really think. This is why creating a plan to manage bias is so important.

But Gabrielle knows that bias can be a sensitive subject to address. Most people don't respond well to the suggestion that they're prejudiced, even unconsciously. So Gabrielle invests time in introducing implicit bias as a natural cognitive process we're all susceptible to, a topic you can explore further by selecting the slide's Implicit Bias Exercises button.

Gabrielle also shares research and statistics on how implicit bias can affect decision making processes like hiring — to further explore this topic, select the Learn More button — and she encourages the committee members to avail themselves of the many implicit bias resources offered by UC, including the UC Managing Implicit Bias series and the UCLA Implicit Bias Video Series, both of which you can find here or through the Resources menu.

### ***Slide 10.1: Implicit Bias Exercises, Forming and Breaking Biases***

Biases, especially implicit biases, are essentially shortcuts our brains have been programmed to take in order to effectively process the otherwise overwhelming abundance of stimuli we encounter at any given moment. For example, if you're hiking down some narrow trail flanked on either side by that beautiful, golden Californian brush and all of a sudden you hear rattling sounds coming from the dry grass mere inches from your unprotected ankle, you don't have time to think to yourself, what sort of animals live in this ecosystem that might be out at this time of day and this time of year, and might make sounds such as these? No, chances are you're going to instinctively connect rattle and rattlesnake, and take a big leap back.

The human mind is a natural pattern recognition system, and over the course of our lives, it programs unconscious responses — that is, templated attributions and judgments — to patterns of stimuli: for instance, a rattling sound means rattlesnake which means danger. We can counteract these automatic responses and bypass these shortcuts that sometimes lead us down the wrong mental path, but it isn't easy — certainly not as easy as it is for them to get programmed in the first place — and it takes active engagement.

Try the Pattern Recognition exercise, linked here, to explore how easily these implicit associations can be programmed in us, and try the Stroop Test exercises, also linked here, to play with a quantifiable expression of how much more effort it takes to break implicit associations and correctly process more complex stimuli.

### ***Pattern Recognition Exercise***

Let's have some fun with pattern recognition. Complete the following instructions.

Say silk.

Now say it three times fast: silk, silk, silk.

Now turn it into a song: silky, silk, silk, silky, silky, silk.

One last time, give it a good yell: SILK!

Alright, now really fast, tell me: What do cows drink?

Did you say milk?

Cows drink water.

Let's try one more: Spell aloud woke.

Spell aloud: Smoke.

Spell aloud: Spoke.

Spell aloud: Joke.

Spell aloud: Folk.

Alright then, so, what is the white part of an egg called?

Did you say yolk?

The yolk is the yellow part of an egg. The white part is called the white or the albumen.

In a way, these exercises epitomize implicit bias:

They offer you patterns your brain immediately recognizes and programs into templates.

Then, when you receive new stimuli that seem to fit those patterns, your brain instantly responds with answers derived from the templates it's formed.

### ***Stroop Test Exercises***

#### **Stroop Color & Word Test**

##### ***Stroop Color & Word Text — Introduction***

If you're new to the Stroop Color and Word Test, commonly referred to as "the Stroop Test," here's how it works. Each of the next three slides features various segments of text; some are just gibberish, but others will be words you know. Each text segment will be rendered in a different color. The idea of the test is that you'll "read" or say aloud the segment's color, not its actual text. For instance, with the segment here, you would say "purple", not "dog".

You'll do this for every text segment in the slide and time how long it takes, using either the slide's built-in timer or your own external device. At the end, we'll compare your time for each slide and speculate as to the cause behind the differences.

You can use the segments below as practice; click them to see how the group should be read.

The Stroop Color and Word Test is one of the earliest and most demonstrative methods for quantifying the Stroop Effect — which is the term for the cognitive interference, due to conflicting stimuli, you experience while taking the Stroop Test — but it isn't the only way for you to experience this. Try these other variations of the Test to further feel and quantify the Stroop Effect.

### ***Stroop Color & Word Test – Round 1***

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the color of every text segment in the slide.

Or, you can time the round on your own using an external device.

When finished, click the Next button to proceed or click the Close button at any time to exit this activity.

### ***Stroop Color & Word Test – Round 2***

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the color of every text segment in the slide.

When finished, click the Next button to proceed.

### ***Stroop Color & Word Test – Round 3***

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the color of every text segment in the slide.

When finished, click the Next button to proceed.

### ***Stroop Color & Word Test – Results***

What do you think?

To what extent did each round's complexity affect the speed with which you could read its segments' colors?

Was your Round 2 time faster than your Round 1 time because you're more used to reading words than colors?

Was your Round 3 time by far the slowest because of the mixed signals your brain was processing?

Click the Try Again button to restart this exercise.

And if you really want to challenge yourself, try it while listening to a podcast or other form of spoken-word audio and see how yet another channel of stimuli impacts your times.

Click the Close button or Next button to exit this activity.

## **Stroop Audio Test**

### ***Stroop Audio Test – Round 1***

In this version of the Stroop Test, as soon as you enter each slide, you'll hear a word spoken with a certain audio effect. It will either be: loud (i.e., more volume); quiet (i.e., less volume); high (i.e., higher pitch); or low (i.e., lower pitch).

As quickly as you can, say the word's audio effect — loud, quiet, high or low — then click the slide's Next button or press Ctrl+Alt+Period to continue forward.

Use a slide's Replay Sound button or press Ctrl+Alt+R to replay the slide's word. There will also be restart buttons available in each slide that will allow you to restart a round or the entire exercise.

You won't need to start or stop a timer in this version; a built-in timer will start automatically as soon as you navigate past the round's instructions slide and will stop automatically when you reach the end of the round.



You can use the buttons at the bottom of the slide to preview what you'll hear in this round, but remember, you'll say the audio effect you hear, not the word. For example, click the Loud Effect button; if you heard that word during Round 1, you would say, "Loud," not "UC."

Click the Next button or press Ctrl+Alt+Period when you're ready to begin Round 1.

### ***Stroop Audio Test – Round 1 Results, Round 2 Introduction***

In this next round, the words you hear will be different — you'll hear "loud," "quiet," "high," and "low" instead of "UC" — but the audio effects will be the same.

Again, as quickly as you can, you'll say the audio effect you hear in each slide, not the word you hear (unless the word and the effect are the same), then you'll click the Next button or press Ctrl+Alt+Period to proceed.

And once again, you can use the buttons at the bottom of the slide to preview the words and audio effects you'll hear in this round.

### Stroop Audio Test: Round 1 Results, Round 2 Introduction

Close ? ⓘ ↻

Your time for Round 1 was: 7 seconds

In this next round, the words you hear will be different — you'll hear "loud," "quiet," "high," and "low" instead of "UC" — but the audio effects will be the same.

As quickly as you can, say the audio effect you hear in each slide, not the word you hear (unless the word and the effect are the same), then click the Next button or press Ctrl+Alt+Period to proceed.

Use the buttons below to preview the words and audio effects you'll hear in this round.

Loud Effect Quiet Effect High Effect Low Effect

### ***Stroop Audio Test – Round 2 Results, Round 3 Introduction***

In this final round, you'll hear the same words as you heard in last round — “loud,” “quiet,” “high,” and “low” — but this time, their audio effects won't match.

Once again, as quickly as you can, you'll say the audio effect you hear in each slide, not the word you hear, then you'll click the Next button or press Ctrl+Alt+Period to proceed.

Before you get started, you can use the buttons provided here to preview the word and audio effect combinations you may hear in this round.

### ***Stroop Audio Test – Results***

What do you think?

To what extent did each round's complexity affect the speed with which you could identify the audio effects?

Was your Round 2 time faster than your Round 1 time because the words and audio effects were the same?

Was your Round 3 time by far the slowest because of the mixed signals your brain was processing?

Click the Try Again button to restart this exercise.

Click the Stroop Color and Word button to return to the initial Stroop Test.

Click the Close button to exit this activity.

### **Stroop Position Test**

### ***Stroop Position Test – Introduction***

In this version of the Stroop Test, each of the next three slides will feature various pairings of a center point indicator and an icon, though please note, the Round 2 and 3 icons will be different than the Round 1 icon you see here. The goal is to “read” or say aloud each icon’s position relative to its paired center point: either “left,” “right,” “up,” or “down.” For instance, with the pairing below, you would say “left.”

You’ll do this for every pairing in the slide and time how long it takes, using either the slide’s built-in timer or your own external device. At the end, we’ll compare your time for each Round and speculate as to the cause behind the differences.

You can use the pairings below as practice; click them to see how the group should be read.

### ***Stroop Position Test – Round 1***

Click the Start button to initiate the timer, then click the Stop button when you’ve read or said aloud the position of each icon relative to its paired center point.

Or, you can time the round on your own using an external device.

When finished, click the Next button to proceed or the Close button at any time to exit this activity.

### ***Stroop Position Test – Round 2***

Click the Start button to initiate the timer, then click the Stop button when you’ve read or said aloud the position of each icon relative to its paired center point. When finished, click the Next button to proceed.

### ***Stroop Position Test – Round 3***

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the position of each icon relative to its paired center point. When finished, click the Next button to proceed.

### ***Stroop Position Test – Results***

What do you think?

To what extent did each round's complexity affect the speed with which you could identify the icon's position within each pairing?

Was your Round 2 time faster than your Round 1 time because the icons and positions aligned?

Was your Round 3 time by far the slowest because of the mixed signals your brain was processing?

Click the Try Again button to restart this exercise.

Click the Stroop Color and Word button to return to the initial Stroop Test.

Click the Close button to exit this activity.

### **Stroop Number Test**

#### ***Stroop Number Test – Introduction***

In this version of the Stroop Test, each of the next three slides will feature various pairings of two numbers. The goal is to "read" or say aloud the higher-value number in each pair. For instance, with the pairing below, you would say "six."

You'll do this for every pairing in the slide and time how long it takes, using either the slide's built-in timer or your own external device. At the end, we'll compare your time for each round and speculate as to the cause behind the differences.

You can use the pairings below as practice; click them to see how the group should be read.

### ***Stroop Number Test – Round 1***

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the higher-value number in each pair.

Or, you can time the round on your own using an external device.

When finished, click the Next button to proceed or the Close button at any time to exit this activity.

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the higher-value number in each pair. Or, you can time the round on your own using an external device.

When finished, click the Next button to proceed or the Close button at any time to exit this activity.

### ***Stroop Number Test – Round 2***

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the higher-value number in each pair. When finished, click the Next button to proceed.

### ***Stroop Number Test – Round 3***

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the higher-value number in each pair. When finished, click the Next button to proceed.

### ***Stroop Number Test – Results***

What do you think?

To what extent did each round's complexity affect the speed with which you could identify the higher-value number?

Was your Round 2 time faster than your Round 1 time because the higher-value number was always larger?

Was your Round 3 time by far the slowest because of the mixed signals your brain was processing?

Click the Try Again button to restart this exercise.

Click the Stroop Color and Word button to return to the initial Stroop Test.

Click the Close button to exit this activity.

## **Stroop Animal Test**

### ***Stroop Animal Test – Introduction***

In this version of the Stroop Test, each of the next three slides will feature images of animals. The goal is to “read” or say aloud the animal seen in each image. You’ll do this for every image in the slide and time how long it takes, using either the slide’s built-in timer or your own external device. At the end, we’ll compare your time for each round and speculate as to the cause behind the differences.

Here is a preview of all the images you will see and how they should be read.

In Round 2 & 3, text will be placed atop each image. Here is a preview of how the images will appear with text.

### ***Stroop Animal Test – Round 1***

Click the Start button to initiate the timer, then click the Stop button when you’ve read or said aloud the animal in each image.

Or, you can time the round on your own using an external device.

When finished, click the Next button to proceed or the Close button at any time to exit this activity.

## Stroop Animal Test – Round 2

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the animal in each image. When finished, click the Next button to proceed.



## Stroop Animal Test – Round 2

Close



3/5

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the animal in each image. When finished, click the Next button to proceed.



Start

Your time: 0 seconds

Timer maxes out at 30 seconds

Restart Round

Restart Exercise

## Stroop Animal Test – Round 3

Click the Start button to initiate the timer, then click the Stop button when you've read or said aloud the animal in each image. When finished, click the Next button to proceed.

## ***Stroop Animal Test – Results***

What do you think?

To what extent did each round's complexity affect the speed with which you could read its animal images?

Was your Round 2 time faster than your Round 1 time because you were able to just read the text?

Was your Round 3 time by far the slowest because of the mixed signals your brain was processing?

Click the Try Again button to restart this exercise.

Click the Stroop Color and Word button to return to the initial Stroop Test.

Click the Close button to exit this activity.

### ***Slide 10.2: Learn More, Implicit Bias Research and Statistics***

Gabrielle starts by sharing an interesting set of statistics she had read in the book *Blink*. The author, Malcolm Gladwell, had polled about half of the companies on the Fortune 500 list to learn more about their CEOs. However unfortunate, it came as no surprise to him that most of those CEOs were white men, but what was surprising was their height. The average height of an American man is about five foot, nine inches; whereas, the average height of a Fortune 500 CEO is just about six foot. Even more startling, he found that roughly 58% of those CEOs were six feet tall or taller, compared with 14.5% of the overall, adult, U.S., male population, and that about 30% of those CEOs were six foot two inches or taller, compared with 3.9% of the comparable overall population.



So you have to ask yourself, are tall men really that much better at being leaders? Does height naturally endow one with all the qualities and skills that actually make for good leadership, like communication, compassion, judgment, integrity, and so on? That doesn't make a ton of sense, does it? Or, are the people doing the hiring at Fortune 500 companies just subtly being influenced by a millennia old stereotype that doesn't actually have much, if any, empirical bearing?

Next, she shares two, what are essentially, resume studies. These are great, from a research perspective, because they afford the ability to neutralize other variables. One would expect that if you circulate two identical resumes, they should receive similar responses, such as the same number of callbacks or comparable salary offers. One can also assume that if we adjust a single variable between two otherwise identical resumes, any differences in how the two resumes were received could logically be attributed to that variable.

In the first such study, researchers sought to observe if perceived race influenced how a resume was received. They sent out resumes to prospective employers across a variety of industries, giving half the resumes a White-sounding name, such as "Emily Walsh" or "Greg Baker," and the other half African American-sounding names, such as "Lakisha Washington" or "Jamal Jones". One of the many concerning conclusions in the study was that applicants with the White-sounding names needed to send out 10 resumes to receive one callback; whereas, applicants with African American-sounding names needed to send out 15 resumes to receive one callback, a statistically significant 50-percent difference.

The second study looked at the influence of gender in hiring by science faculty at research universities. Faculty members were asked to evaluate the application materials of a student applying for a laboratory manager position. These application materials were identical for each fictional candidate, so the only difference between them was whether the applicant had a male or female name. The study found that the male applicants were rated significantly more competent and hireable than their female counterparts, and were offered more career mentoring and a 15% higher starting salary. Another significant finding was that both male and female faculty favored the male applicants, exhibiting a common reality, that individuals can be biased against a group of which they are a member.

## **Slide 11: Creating a Plan to Manage the Influence of Bias**

A plan for managing the influence of bias should seek to foster an environment within the committee that is conducive to more open and constructive dialog about bias, including empowering individuals to check their own biases, shared group biases and biases they feel may be subtly influencing other committee members.

A bias management plan should include providing access to information on common forms of bias and to tools such as implicit association tests that can increase awareness and understanding of how you may become more susceptible to the influence of implicit bias.

Second, a plan should stress the importance of humility, because if you won't acknowledge your own potential to be influenced by bias, you'll never be able to manage that influence.

Third, a plan should proactively structure the candidate evaluation process in ways that both expose and reduce the potential influence of bias, which will result in a more successful hire.

And fourth, it should promote mindful de-biasing and decoupling techniques to reduce or eliminate the influence bias, such as counter example exposure and stereotype replacement. Select the Learn More button for more information on these techniques.

### ***Slide 11.1: Learn More, Managing Your Own Implicit Biases***

Raising awareness of your own potential biases is one of the most important steps you can take to manage their influence. Just stopping and asking yourself if, in any given moment, you may be experiencing an unconscious bias is surprisingly effective and an example of the commonly recommended de-biasing technique of “practicing mindfulness.”

Another strategy you can employ for raising your awareness is to take an implicit association test, or “IAT,” as they’re also known. These tests measure the extent to which you unconsciously associate certain real-world stimuli — such as the color of another person’s skin, their perceived gender, age or religion — with certain attributes and other positive or negative judgments. Now, these tests are, admittedly, not 100% accurate, especially the first few times you take them, since lack of familiarity with their mechanics can skew your results, and it’s important to note that their results don’t mean you’re racist, sexist or bigoted in any way — what they’re measuring in many cases is the extent to which you’ve been naturally conditioned by society and culture at large, as is reflected in how many individuals’ results reveal an unconscious bias against their own in-group — but IATs can, at the very least, help you become more aware of the phenomena of implicit bias and get you actively thinking about it, which is, again, a huge part of managing its influence.

Other techniques you can employ include counter example exposure and stereotype replacement, both of which seek to manage the role stereotypes play in how unconscious biases affect us.

What do Oprah Winfrey, Ellen DeGeneres, Mark Zuckerberg, Bill Gates, and Maya Angelou all have in common?

They all achieved extraordinary levels of success without first graduating from college. Thus, they serve as counter examples to the idea that one must graduate from college in order to be successful, and because they're so famous, and this fact is so widely known about many of them, most people are slightly less susceptible to the stereotype that only college graduates can be successful. The same thought process can be employed when combating other stereotypes: by thinking of people who defy a stereotype — counter examples, that is — you become less inclined to fit other people within that stereotype.

Stereotype replacement works similarly. If you recognize, or think that, your thought processes or conclusions may conform to a stereotype, consciously label it as a stereotype, actively substitute a non-stereotypical thought, question or example, and then re-assess the situation. For example, if you're hiring a new manager for the Information Technology, or IT, team, you may go into the interviews fearing you're not going to understand a word of what these candidates are saying, because you think IT people all tend to speak in technical jargon like you see on TV, so you've set yourself up to prejudge them negatively and be less receptive to what they actually say. Hopefully, in a situation like that, you can catch yourself with questions like, is this characterization really fair and true in all situations, or is it just something that gets played up in popular media? Couldn't these candidates be completely different? Aren't they their own persons? Maybe they'll be great communicators or impress me with how well they demystify confusing IT-related concepts. By replacing your stereotype-based expectations, you've created a more equitable approach to the process.

## **Slide 12: The Job Description**

Next, Gabrielle leads the committee in developing the job description and requirements, and encourages them to approach this task with a few specific recommendations in mind:

First, they should prioritize abilities, competencies, knowledge and duties that are most essential to the job functions and workplace realities. For instance, if the position requires occasional use of Microsoft Word and PowerPoint but more often, because of the unpredictable nature of the requests the department receives, requires the ability to learn new software and systems on the fly, including that ability in the job requirements should be prioritized over including proficiency with the Microsoft Office Suite.

Second, as tempting as it may be, the committee should avoid approaching the process with a specific or ideal candidate in mind. The best approach is to focus on the qualifications they've prioritized and to remain open to the idea that different combinations of those qualifications can lead to equivalent levels of success.

Third, they should identify the minimum requirements for the amount of experience and level of education, and also consider acceptable equivalents for preferred experience and education beyond those minimal requirements, keeping in mind that socio-economic factors can impact one's ability to pursue opportunities like advanced degrees and unpaid industry work. It's also worth remembering that years of experience, while helpful in determining a candidate's credibility, industry knowledge or expertise, is one of many considerations for evaluating candidates and in some situations, may be more appropriate for the job description's preferred section than its required section.

Fourth, they need to make sure the number of job requirements and preferences is reasonable. Excessive requirements may discourage qualified individuals from applying, especially those from underrepresented groups, and may be difficult to defend if legally challenged.

Fifth, and finally, the description must include a statement that informs applicants that the University is an equal employment opportunity and affirmative action employer, sometimes abbreviated as EEO/AA. Your local human resources office can provide the approved verbiage for this.

## Slide 13: Develop a Recruitment Strategy

With the job description ready to post and share, the committee next goes about developing an active recruitment strategy to help ensure they generate a diverse candidate pool.

Gabrielle requests committee input to identify professional networks, including those focused on, or comprised mainly of, individuals from traditionally underrepresented groups, in order to advertise the position within those networks and solicit qualified applicants. As the committee chair, Gabrielle also reaches out to the offices of the Chief Diversity Officer, Equal Employment Opportunity and Affirmative Action, Title IX, Equity and Inclusion, and Human Resources to identify additional networks.

If you're always pulling candidates from the same sources, or from limited sources, your candidate pool will be pretty similar each and every time, which means the people you hire will be as well. Seeking candidates from diverse networks, multiple job boards and various advertising venues helps diversify your candidate pool and eventually generate more diverse teams, which are significantly more effective because they can draw on a far wider range of skills, insight, creativity and innovation. Incorporating purposeful, diverse outreach in the recruitment process also demonstrates to candidates UC's commitment to diversity, equity and inclusion.

Recruiters or search firms assisting with the search may use online recruitment tools like LinkedIn, but Gabrielle reminds the committee that it is not in their role to source, research the background of or recruit candidates, so they themselves should avoid online or social media platforms. Refraining from these sorts of activities, especially on platforms like Facebook and Twitter, is also important because they may expose information that is not relevant to the search and influence committee decisions which could, in turn, create serious legal concerns.

## **Slide 14: Establish Standardized Evaluation Measures**

One of the ways implicit bias manifests during the evaluation process is in the form of an initially undefined preference that one then attempts to rationalize. For example, a member of the interview panel may have a biased preference for a certain candidate, note that the candidate exhibited a particular skill or quality more than the other candidates, and then unconsciously rationalizes their biased preference by arguing that this unique skill or quality is the most important determinant of success in the position. Creating protections against this tendency is one of the reasons it is important to finalize the job criteria and develop a candidate evaluation rubric or rating guide in advance of considering any candidates: it ensures the committee uses the same objective measures to evaluate all candidates, and it will play a key role in developing interview questions, as we'll explore more in the next slide. An example candidate evaluation rubric is available for download in this slide and in the Resources menu.

Another step Gabrielle has her committee take to protect against this, and other manifestations of implicit bias, is to quantify as much as possible. This will provide them with a helpful way of comparing candidates in general, by comparing raw scores, and it will also serve to potentially detect the influence of bias in that, if different committee members give the same candidate dramatically different scores overall or in regards to a particular competency or interview question response, it could be a sign that bias has led them in different directions and that a deeper discussion among the group may be in order.

To facilitate this effort, the committee creates a points-based candidate review rubric that includes as individual criterion all the previously established job requirements and preferred qualifications, as well as measures of interview performance and other evaluation considerations, and the committee assigns each criterion a weight reflective of its importance relative to the other established job qualifications. For example, were they seeking to fill a financial analyst position that is heavy in data analysis and light on verbal communication, proficiency with data analytics software might have a points-possible range of one to ten, whereas verbal skills exhibited during the interview might have a points-possible range of one to five, since it's relatively less important.

Gabrielle's committee also strives to standardize as much of the evaluation process as possible to ensure fair comparisons can be made. After all, if two candidates are asked two dramatically different sets of interview questions, the committee can't reasonably compare their responses or performances, can they? So the committee makes sure: that all candidates are evaluated according to the same criteria; that all encounter the same evaluation methodology; all engage with the same interview panel and are asked questions from the same pre-established question pool; and overall, have very similar candidate experiences.

## **Slide 15: Establish Interview Questions and Unique Follow-ups**

Now it's time for the committee to start drafting interview questions. The goal, Gabrielle explains, is to develop a set of key questions that are based on the job description and can be asked to all of the candidates; that way, the committee can ensure all candidates are evaluated fairly, relative to each other, and the committee can more easily document and compare responses in order to justify selection of the best qualified individual.



The place to start, Gabrielle advises, is with the standardized evaluation measures the committee just developed. By using a well-developed candidate evaluation rubric or rating guide as the basis for developing interview questions, the committee can ensure their questions speak directly to the specific qualities they're seeking in candidates, and it better enables them to discuss in advance what sorts of candidate responses would best demonstrate the knowledge, skills, expertise and experience they've included in their evaluation measures.

Gabrielle shares a few other recommendations with the group to guide them in developing their questions. For starters, it's best to ask open ended, and behavior or experience-based, questions that provide candidates an opportunity to describe their experience and how they've handled challenges in the past or would address various situations in the future. Additionally, she reminds the team that questions need to be relevant to the position and prioritize what the committee has already identified as the most important qualifications.

The committee also composes a few possible follow-ups to each key question that may be used to explore a candidate's response in more depth. For example, the key question, "What is your experience with this particular software?" may lead to the follow-up question, "describe a specific experience using this particular feature of that software?" Spontaneous follow-up questions could also be asked during an interview, as long as they're pertinent to the job description and the candidate's experience, as described in their cover letter, curriculum vitae, or CV, or resume. It's helpful to note which specific follow-up questions are asked during an interview so they can be examined for the influence of bias, if necessary. This will help the committee ensure that all candidates were treated fairly and equitably.

Gabrielle makes sure to include in the committee's discussion of interview questions a thorough review of the types of questions the committee shouldn't, and in some cases cannot, ask because doing so would either be illegal or would create potential legal liability.

Candidates should not be asked questions that relate to any of the protected classes introduced earlier. So obviously, topics like race, birthplace, age, religion, sexual orientation, disability, and so on should be avoided, but perhaps less obviously, so should questions relating to: dates of military service or type of discharge; financial status; general medical conditions and history of illness; record of receiving worker compensation; maiden name or prior marital status. Nor should candidates be asked questions about how many and how old are their children, future plans for having children, where do they currently live, where did they get their accent, and other questions that can create indirect legal concerns through their relation to protected categories.

The general rule to keep in mind in order to avoid legal exposure is that all questions should relate to the publicly posted job description; asking about anything outside of that scope could invite trouble. For guidance and assistance in developing interview questions, please contact your location's Human Resources or Academic Personnel office.

### **Slide 16: Avoiding Ambiguous Evaluation Criteria**

Another way bias, especially implicit bias, emerges in hiring and evaluation processes is through the assertion of ambiguous, catch-all phrases like "culture fit," "gut feeling," "not a good fit," or "I just know." For instance, were someone to say, "I can't fully explain it, but I just know this is the best candidate," or, "I think this candidate fits best within our organization's culture," it should serve as a signal to the entire group to investigate the potential influence of bias and discrimination, because if the previous recommendations have been followed, committee members should be fully able to articulate exactly why a preferred candidate is the best choice.

“But don’t we need to assess how well a candidate might fit within our organization and culture?” one of the committee members asks. “It’s tricky,” Gabrielle responds, “because thinking in terms of ‘fit’ so often leads to adding more of what you already have and can even subtly promote a rejection of beneficial differences that might make us initially uncomfortable, which means you’re not bringing in the diversity of new ideas, experiences and insight that enhance an organization.”

She recommends a better approach that has two parts. First, focus instead on organizational acumen and culture add. Organizational acumen better targets the specific qualities that support the organization’s mission, vision and culture in ways that drive success and achievement of strategic goals, while culture add targets the qualities that would augment the current culture in ways that better advance the University’s vision, mission and success. Second, if you’re going to evaluate candidates in terms of organizational acumen and culture add, include them within your standardized evaluation criteria, such as your rubric or rating guide, so that everyone is evaluated the same, and when doing so, speak to the specific qualities you’re seeking within these categories so that there’s less subjective interpretation as to what exactly the committee is looking for in candidates.

While exploring these topics, Gabrielle also takes the opportunity to preview and lead the committee in a discussion of other instances of loaded language that could come up later when they’re evaluating candidates and signal the influence of bias. This includes descriptors such as “pushy,” “timid,” “resistant,” “fiery,” “temperamental,” and others; word choices that very well may seem applicable to certain candidates and interview performances but also have strong connections to particular stereotypes, such as those relating to age, race, gender and other protected statuses, so if they’re used, it could warrant further examination within the group to ensure stereotyping is not occurring.

## **Slide 17: Alternative Evaluation Methods**

At the start of the next committee meeting, a member introduces a unique test they developed to help evaluate the candidates' qualifications for this particular position and proposes it be incorporated into the search and selection process.

Can you anticipate Gabrielle's expert response? Select the most appropriate reply or click the Next button to skip past this activity.

### ***Slide 17 Incorrect Choice Feedback:***

Good try, but what Gabrielle tells her committee is:

"I think it has some potential, and I love the initiative and commitment to this search, but pre-employment tests need to be validated to ensure they comply with federally mandated legal requirements, and for that, we'll need to seek assistance from our local office of human resources."

Let's learn more about this topic.

### ***Slide 17 Correct Choice Feedback:***

Well done. You correctly anticipated Gabrielle's response. Let's learn more.

### ***Slide 17 Activity Completed Part***

Employers absolutely must follow the Federal guidelines provided by the Equal Employment Opportunity Commission, EEOC, including the Uniform Guidelines on Employee Selection Procedures, UGESP, to ensure their selection procedures, including employment testing, do not discriminate against or exclude any applicants due to: race, sex, age or another protected basis. The EEOC and UGESP materials linked here and in the Resources menu can help you learn more about legally validating employment testing and selection methods, but to avoid risk and ensure compliance, committees need to seek guidance and approval through their local office of human resources.

So when a member of Gabrielle's committee suggests that they use a unique test to evaluate the candidates' qualifications, Gabrielle shares that they need to seek assistance, guidance and approval from their local office of human resources in order to do so.

## **Slide 18: AB 1008 and AB 168**

There are two additional California laws that need to be kept in mind throughout the hiring process and in particular, when strategizing interview questions to ask candidates.

Assembly Bill, or AB, 1008 prohibits employers such as UC from seeking to learn a candidate's conviction history prior to a conditional offer being made, so no questions relating to that subject can be asked. If such information is revealed during the criminal history background check that occurs after a conditional offer has been made, committees will need to refer to UC PPSM-21, linked here and in the Resources menu, and may need to coordinate with their human resources office for guidance on how to act appropriately, and legally, in response.

AB 168 prohibits employers from seeking an applicant's salary history or relying on it when determining whether to offer employment to a candidate or what salary to offer. There are two partial exceptions to this rule worth knowing — if the applicant voluntarily, with no prompting by the employer, offers their salary history or if the salary history is publicly available pursuant to State and Federal law, such as the California Public Records Act — but in general, the overall guideline is that no questions relating to salary history should be asked. You can learn more about AB 168, and how to legally act on the previously mentioned exemptions, by exploring the UC's Salary Inquiries Restriction page, linked here and again, in the Resources menu.

## **Slide 19: Other Ways Bias Can Creep In**

After reviewing applications, resumes and cover letters, the committee is ready to start scheduling interviews, so Gabrielle shares a final batch of reminders with the team.

First, they should be aware of some of the common forms of cognitive bias that may occur when evaluating applicants. That way committee members will be more aware of what stimuli can cause these biases and will know to practice de-biasing techniques in such situations. You can explore those biases on your own by clicking the Learn More button.

Second, the committee needs to be aware of other biases that may naturally arise out of the interview process. For instance, the interview format intrinsically highlights and rewards verbal communication skills, so committee members need to proactively evaluate and weigh the importance of verbal communication skills relative to other qualifications that may not be as readily apparent during an interview. Beauty, age, body type, clothing, gender and racial biases may also emerge, since the interview is often the first occasion for committee members to see a candidate's appearance.

Third, committee members should keep in mind external factors, like time of day, weather, and hunger that could make them more susceptible to the influence of bias, because remember, biases are essentially shortcuts our brains are naturally inclined to take, and we're even more inclined to take shortcuts, be it consciously or unconsciously, when we're hungry, tired, ready to go home, or distracted by the weather outside. Some of this the team can account for by purposefully scheduling interviews within certain time slots, but some management of these tendencies will simply rest on the group's willingness and ability to be aware and be mindful.

Finally, the committee needs to acknowledge and account for the fact that others' implicit biases may creep into the process as well, such as in the form of candidate referrals, previous employer references, and letters of recommendation. This is not to say that outside input should be dismissed but rather, simply, that considerations of bias should occur.

### ***Slide 19.1: Learn More, Common Cognitive Biases***

In-group, or affinity, bias is a preference for individuals who share characteristics with you, such as having attended the same college or being a member of the same professional organizations, or even, as is more evident during the interview stage, being the same gender, race, or age as you, or having the same interests.

Anchoring is an over-reliance or fixation on one piece of evidence that inhibits your ability to take in or consider other information.

Related to anchoring are the halo effect and horn effect. The halo effect occurs when one fixates on a positive characteristic and either extends that positive impression to other areas where it's less warranted — such as assuming that one who is a talented public speaker is also an excellent writer — or dismisses negative characteristics because of it. The horn effect is the opposite: a fixation on a negative characteristic that is unfairly extended to encompass other qualities or blinds one from recognizing positive attributes.

Status quo bias is the natural urge we have for sticking with what we know, especially if what we know works. This bias can manifest in the hiring process as an inclination toward candidates who are similar to employees you've encountered previously who've performed their duties well. That's not to say you should dismiss those comparisons outright — after all, successful people are often successful for similar reasons — but rather, that you should carefully consider if other combinations of qualities and skills you haven't encountered previously could lead to just as much, if not more, success in the position.

Contrast bias, or contrast effect, is the tendency to evaluate a candidate by contrasting them with other candidates. Now, obviously, comparing candidates relative to each other will inevitably occur as you're forced to choose between candidates later in the hiring process, but you should make sure your initial evaluations are relative to the job requirements, not other candidates being reviewed.

Lastly, confirmation bias is the tendency we have to seek out or fixate on evidence that supports something we already believe while dismissing evidence that supports different conclusions. This bias has a tendency to arise during interviews since committee members may go into that stage already having favorite candidates in mind, based on their readings of the resumes and other applicant materials.

## **Slide 20: Illegal Questions**

Before we conclude, let's do some quick review, starting with some interactive interview scenarios.

During their interview, a candidate casually mentions they have a four year old child, so one of the interview panelists follows up with a question about the candidate's childcare arrangements and if they may affect the candidate's ability to work certain hours. How should Gabrielle react?

Select the best response.

### ***Slide 20 Answer Choice Feedback***

#### ***Slide 20 Choice 1 Feedback: Transcript, Text and Appearance***

Incorrect

It is indeed important to note which follow-up questions are asked, as this can help ensure that all candidates are evaluated fairly and equitably, but there's something else that needs to be considered in this situation. Please try again.

#### ***Slide 20 Choice 2 Feedback: Transcript, Text and Appearance***

Incorrect

It's great that Gabrielle is already thinking of ways she could accommodate an employee's schedule needs, but there's something much more urgent in this situation she needs to respond to. Please try again.



### ***Slide 20 Choice 3 Feedback: Transcript, Text and Appearance***

Incorrect

While it's important to be mindful of potential biases, especially implicit biases, one may be influenced by, there's something else in this situation Gabrielle needs to be aware of and respond to. Please try again.

### ***Slide 20 Choice 4 Feedback: Transcript, Text and Appearance***

Correct

The question that was asked cannot be asked, since it relates to a protected status, so Gabrielle took the best course of action in stopping the process before the question could be answered. It's vital the interview committee members know the legally prohibited questions that they cannot ask candidates, as well as the protected statuses they cannot incorporate into their discussions or evaluations of candidates. Click the Continue button or Next button to proceed forward, or close this pop-up to explore the feedback associated with the other response choices.

### ***Slide 20 Post-Completion/Revisit Slide Question***

Before we conclude, let's do some quick review, starting with some interactive interview scenarios.

During their interview, a candidate casually mentions they have a four year old child, so one of the interview panelists follows up with a question about the candidate's childcare arrangements and if they may affect the candidate's ability to work certain hours. How should Gabrielle react?

Select a response to revisit its feedback.

## **Slide 21: Committee Best Practices**

Carol, a member of Gabrielle's committee, has been asked to chair her own search advisory committee. She's learned a lot from Gabrielle's example but could still use your help identifying steps she should take as the chair.

Assist Carol by selecting all the best practices that apply and then click the Submit button.

### ***Slide 21 Answer Choice Feedback***

Well done, these are all best practices search advisory and hiring committees should strive to follow.

### ***Slide 21 Post-Completion/Revisit Slide Question***

Carol, a member of Gabrielle's committee, has been asked to chair her own search advisory committee. She's learned a lot from Gabrielle's example and intends to incorporate all of these best practices into her committee.

## **Slide 22: Resources**

It is here that we'll say goodbye to Gabrielle and her committee. As the committee chair, she has prepared and guided them in understanding and applying laws and best practices to select the best qualified candidate.

To further your own exploration of these topics, beyond what we've covered here, you are encouraged to check with your location's Human Resources Office and to seek out the other hiring resources that are available at your location and systemwide. The Resources menu in this course includes a Quick Reference Guide that captures the highlights of what you've learned today and additional information to further your knowledge. Take a moment before exiting to explore and download these resources.

## **Slide 23: End of Course**

You've reached the end of this course.

Thank you for your participation and for your commitment to serving the UC in fulfillment of its mission and core values.

Use the Exit button or close this browser window to exit the course.