

# *Welcome!*

## *Trust The Process: Applying a DEIB Lens to Hiring at Schools*



# SAIS

SERVING &  
ACCREDITING  
INDEPENDENT  
SCHOOLS



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# Workshop Agenda

- Quick Introductions
- **The Current Hiring Process...**
- The Role of a DEIB Practitioner in Hiring
- **Breaking Down the Process**
- Applying a DEI Lens
- **Discussion Questions & Wrap Up**

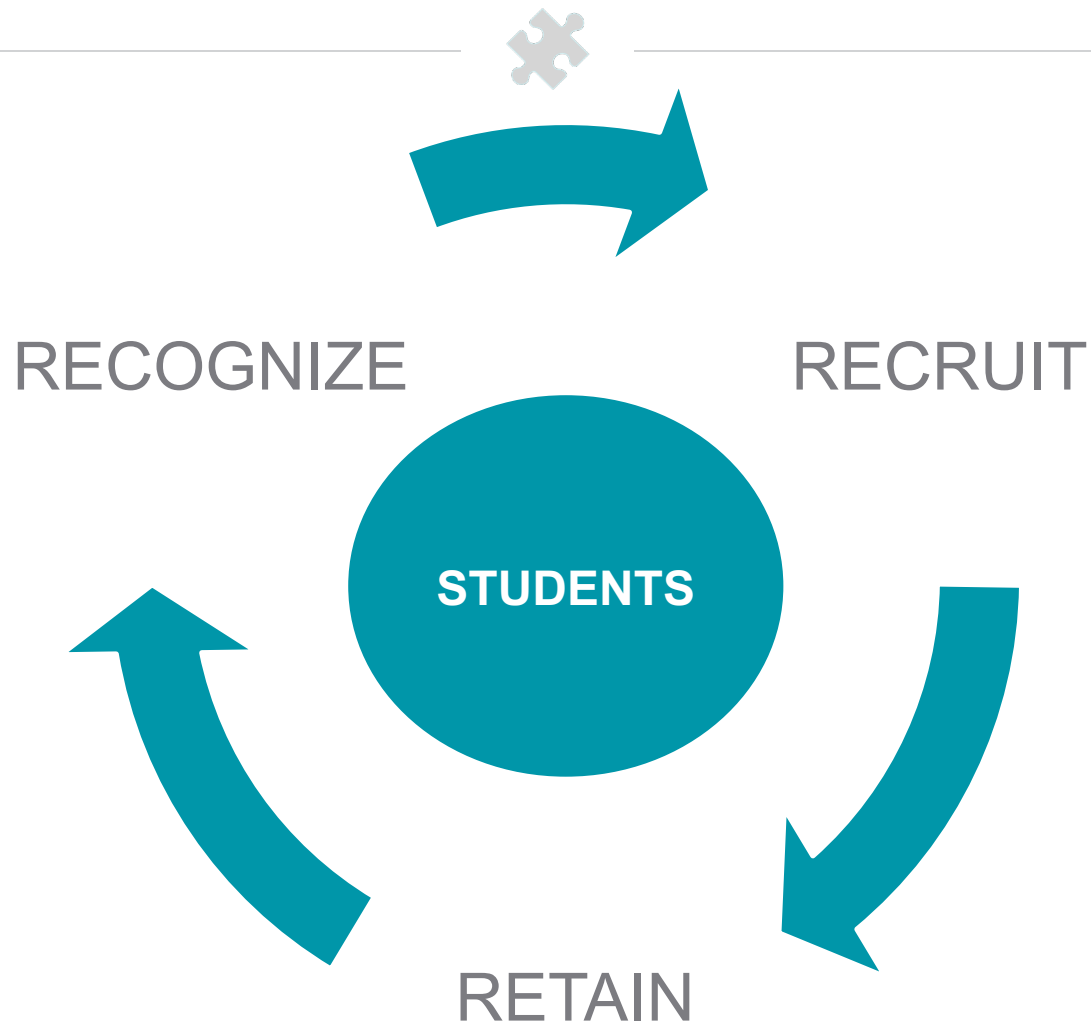


# QUICK INTRODUCTION

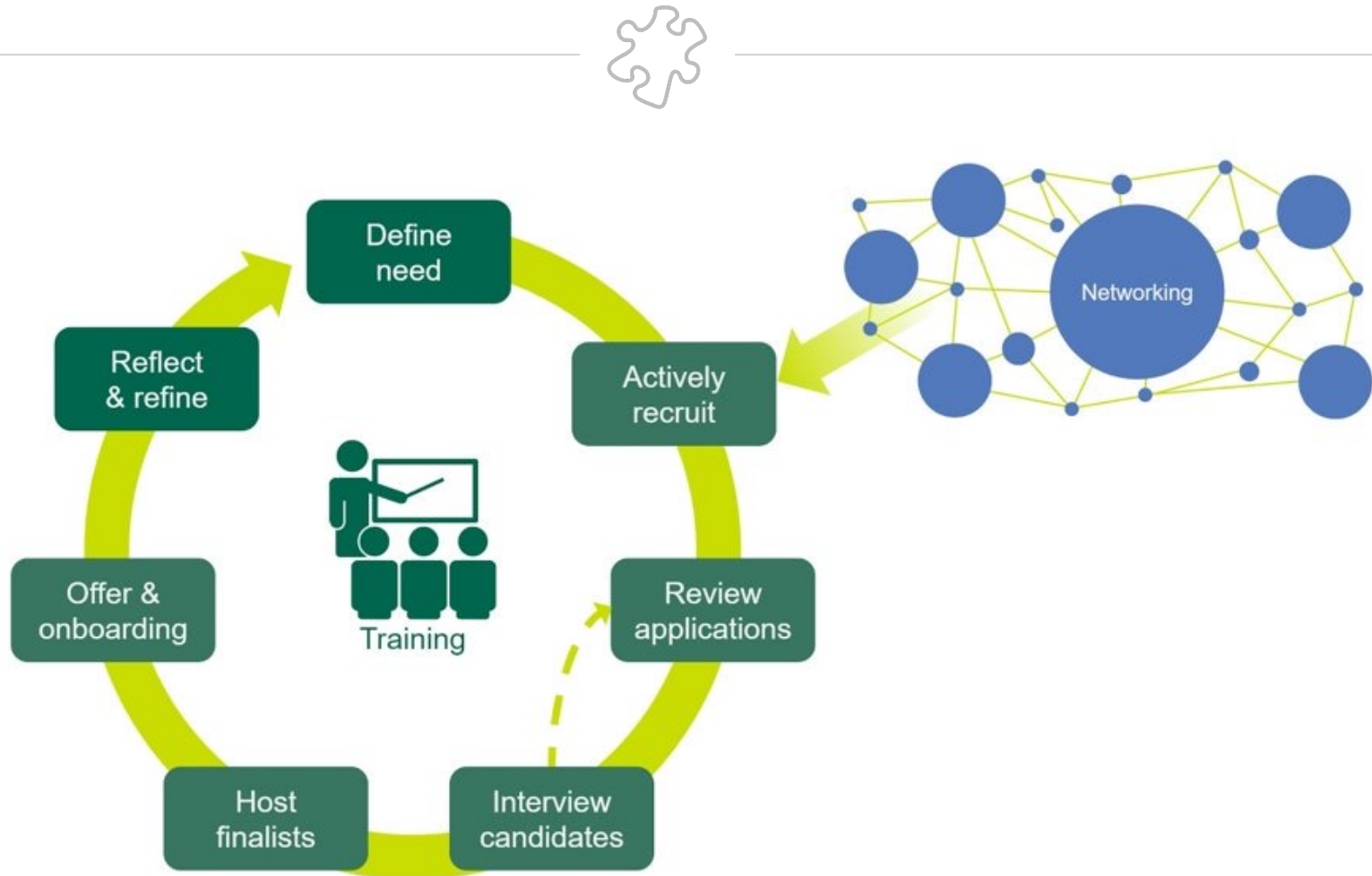
- **Find A Partner**
- **Introduce Yourself with:**
  - Name
  - Pronouns
  - Where You Grew Up
  - Where You Work Now (Location and Job Title)
- **If You Had A Magic Wand...**



# Sustained Strategy

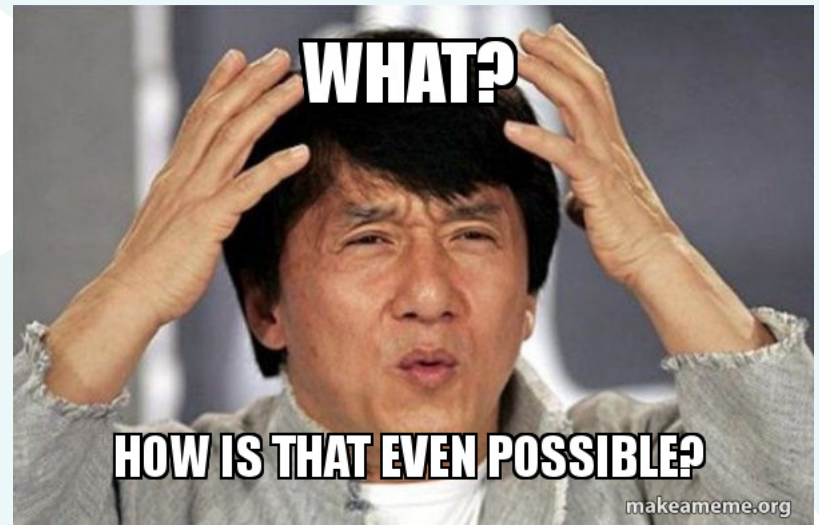


# Current Hiring Process



# The Role of a DEIB Practitioner in Hiring

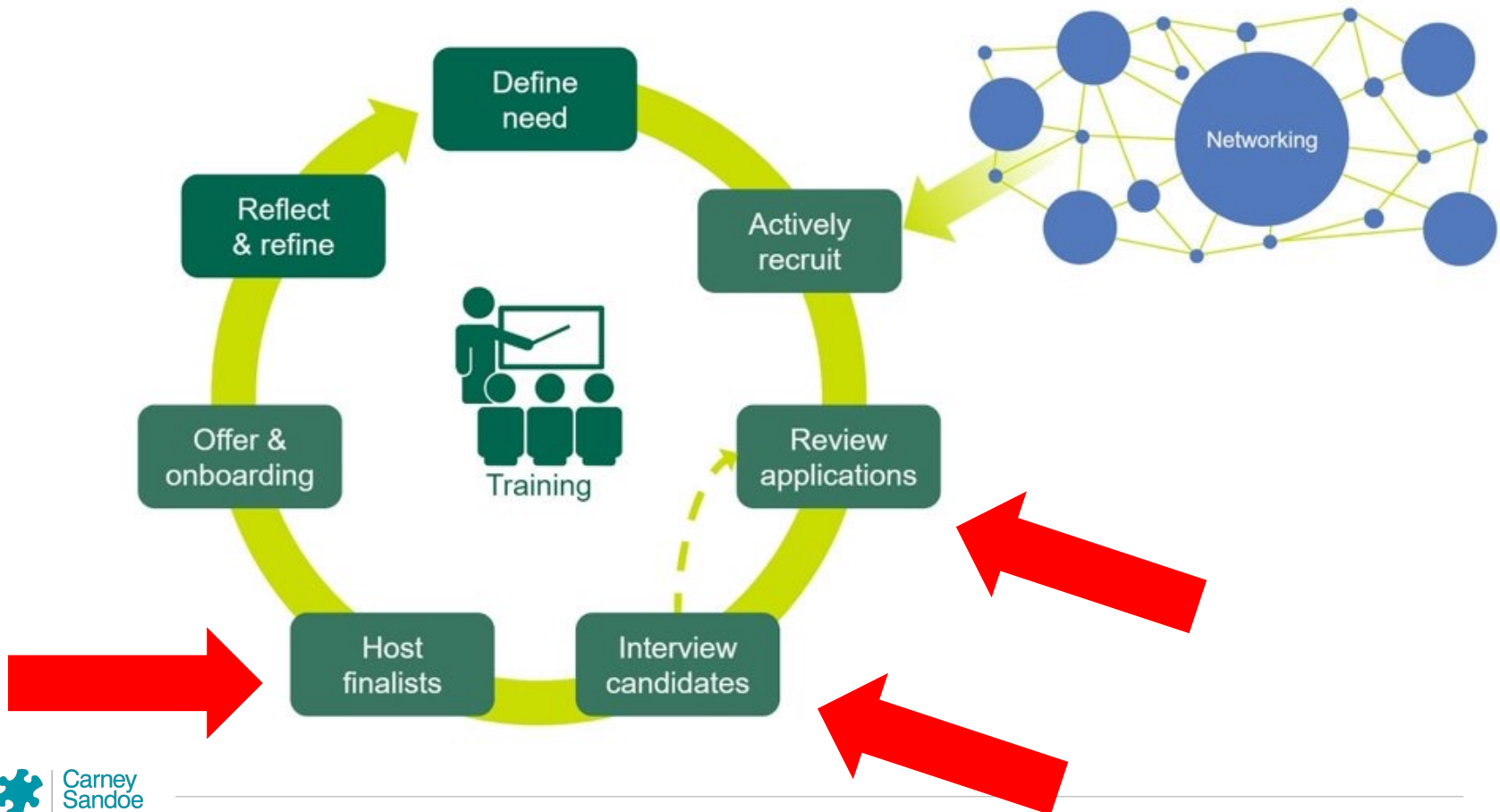
- Brainstorm questions for all interviews.
- Attend all interviews for all candidates.
- Create diverse pools of candidates.
- Retain all BIPOC new hires.
- Attend all hiring fairs.
- Tour all BIPOC candidates.



## What's missing?



# Breaking Down (And Into) the Process



# Application Review

- Implicit Bias/Training
- Community Alignment
- Hiring Rubrics/Expectations



**Application for Employment**

Accommodations for persons with disabilities in the hiring process. If your disability is not disclosed, we will provide assistance. If your disability is not disclosed, we will provide assistance.

Date of Application

Middle Initial

First Name

City

years of age or over?

☐ No If No, Date of Birth

Education



# Application Review

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## Implicit Bias/Training

- **Start from the beginning.**
- **Align language.**
- **Turn the mirror.**

## Community Alignment

- **Conduct a community audit.**
- **Request feedback.**
- **Ask where your community is really at with this work.**

## Hiring Rubrics/Expectations

- **Build it better.**
- **Streamline assessment tools.**
- **Ask where your community is really at with this work.**

# Implicit Bias Workshops

- Bring your hiring team together
- Is there even a team?
- Awareness of how it shows up in a hiring process
- Get comfortable discussing bias. It happens! Individual and collective reflection and accountability. Develop norms together on how to address it when it does happen

## Community Inventory

- How well prepared is this person to be here?
- Also, how **prepared are we** for this person?
- What are the necessary pieces of information someone needs to have about us, the community and its people, the job and the process to get it, for them to be successful?

## Build the Rubric

- What are the articulated shared non-negotiables and priorities of the hire?
- What are looking for and what are looking against?

# Application Review

**What has worked  
and not worked  
for you?**

# Interviewing Questions

- Zoom/In Person Interviews
- Questions/  
Rubric Understanding
- Collective Measurement



# Interview Questions



## Zoom/In Person Interviews

- **Weighing the pros and cons.**
- Addresses biases that show up in both.
- **Thinking about structure and placement.**

## Questions/Rubric Understanding

- **Charting/measuring answers.**
- What does \_\_\_\_\_ look like in your community?
- Who's asking and who's answering questions?

## Collective Measurement

- **What did we learn?**
- What can we learn?
- **What can we change?**

# Question Rubrics

	4 (Looks like)	3 (Looks like)	2 (Looks like)	1(Looks like)	TOTAL
DEIB Journey					
Cultural Competence					
Demonstrated Experience					
Willingness to learn					

# Question Rubrics

BRANDON JACOBS	4 (Looks like)	3 (Looks like)	2 (Looks like)	1(Looks like)	TOTAL
DEIB Journey		X- Notes			3
Cultural Competence	X- Notes				4
Demonstrated Experience				X- Notes	1
Willingness to learn		X- Notes			3
					<u>TOTAL:</u> <u>11</u>

**What does an 11 mean?**

**What does mean if we have a lot of 11's?**

# Interview Formatting – Food for Thought

- The questions should be a reflection of what's on the job description
- This should be an open-book assessment! How well prepared is this person to do this work? How well prepared are they do it here?
- Who asks the questions? How do you assess a competent answer? What is your background to understanding?
- How undivided are you comfortable with their attention NOT being?
  - Can they be picking up their child from school? On campus in breakroom? In the car? In a silent home on a noisy street?
  - Do they know the boundary ahead of time? If it's not possible, how adaptable are you to rescheduling?
- What resources are you providing for the interview, if any? Trip costs, childcare?



# EEOC- Equal Employment Opportunity Commission

Acceptable and Unacceptable Inquiries for Interviews and Employment Applications

Topic	Acceptable	Unacceptable	If Unacceptable, What Is the Reason?
Age	If age is a legal requirement, can ask "If hired, can you furnish proof of age?" or a statement that hire is subject to age verification.	What is your date of birth?	Could be viewed as age discrimination
Attendance/reliability	What hours and days can you work?	How many children do you have?	Could be viewed as discriminatory toward females
Attendance/reliability	Are there specific times that you cannot work?	What religion are you?	Could be viewed as religious discrimination
Attendance/reliability	Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?	What are your child care arrangements?	Could be viewed as discriminatory toward females
Attendance/reliability	Do you have a reliable method of getting to work?	Do you own a car?	Could be considered racial discrimination
Citizenship/ national origin	Are you legally eligible for employment in the United States?	What is your national origin? Where are your parents from?	Could be considered national origin discrimination

Category <sup>1</sup>	What <b>NOT</b> to Ask
Age-based (ADEA)	<ul style="list-style-type: none"> <li>How old are you?</li> <li>When do you plan to retire?</li> </ul>
Religious Inquiries (Title VII)	<ul style="list-style-type: none"> <li>What religion are you?</li> <li>Do you observe any religious holidays?</li> </ul>
National Origin (Title VII, IRCA)	<ul style="list-style-type: none"> <li>Are you a native Spanish speaker?</li> <li>How did you learn to read, write or speak a foreign language?</li> <li>What country is your family from?</li> <li>How long have you been in the United States?</li> <li>Are you a US citizen?</li> </ul>
Race/Color Inquiries (Title VII)	<ul style="list-style-type: none"> <li>Any question related to complexion or color of skin.</li> <li>What is your race?</li> <li>Do you belong to a minority group?</li> <li>What is the race or nationality of your spouse?</li> </ul>
Sex Discrimination (Title VII, PDA)	<ul style="list-style-type: none"> <li>What do you think about working in an all-male department?</li> <li>What are your child care arrangements?</li> <li>How many children do you have?</li> <li>Are you known as Mr., Ms., Miss, or Mrs.?</li> <li>Are you married, engaged, or do you have a partner?</li> </ul>
Disability-based Inquiries (ADA)	<ul style="list-style-type: none"> <li>Do you have a disability?</li> <li>What is the nature or severity of your disability?</li> <li>How many days were you sick during your last job?</li> </ul>

There's more to it than the blurb in the job description!

# Interview Questions

**What has worked  
and not worked  
for you?**

# Hosting Candidates

- Visit Day(s)/Campus Involvement
- Gathering Feedback
- Preparing our Communities



# Hosting Candidates



## Visit Days/Campus Involvement

- Who is the person seeing/not seeing.
- Cultural considerations.
- Time, length, ending.

## Gathering Feedback

- How do you know it's working?
- Different versions of feedback.
- Listening to the hard news.

## Preparing Our Communities

- Are your intentions matching your impact?
- Is our community really ready?
- How do we prepare our community for change?

# Gathering Feedback

- What have you done differently over the past couple years? What new/ different supports are available?
- What does one need to be successful there? Who has had the opportunity to fail?
- How do you support professional and even personal growth of faculty and staff?
- “Are you actually encouraging employees to be lifelong learners or just compliant?”
- Tell me about how you’ve handled issues of discrimination amongst colleagues?
- “Do I want this position, or do I want wellbeing?”

# Preparing Your Community

- Who asks the questions during the interview?
- Who is critical to the candidate's success if they become part of the community?
- How do some of the most marginalized of the community interact with this candidate?
- Colleagues who represent the aspirational direction of the school, do they meet with the person? How about those that have traditional teaching and independent school experience?
- In the feedback, consider:
  - What experiences align with the work to be done here? Inside and outside their primary job function?
  - What are the resources the community have to support this person's growth in their work to be done?
  - Why would this person stretch the community? How might this person maintain status quo? Which is our priority currently?

# Hosting Candidates

**What has worked  
and not worked  
for you?**

# DISCUSSION QUESTIONS

**15 Minutes**

- **What did you hear?**
- **What can you take back to  
you school**
- **What areas do you have for  
change?**





# SHARE OUT

# THANK YOU!

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