



What Do You Mean by That?: How to Blend Bystander Intervention and Bias Mitigation in Selection Committee Training

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Who's in the Zoom?

Agenda

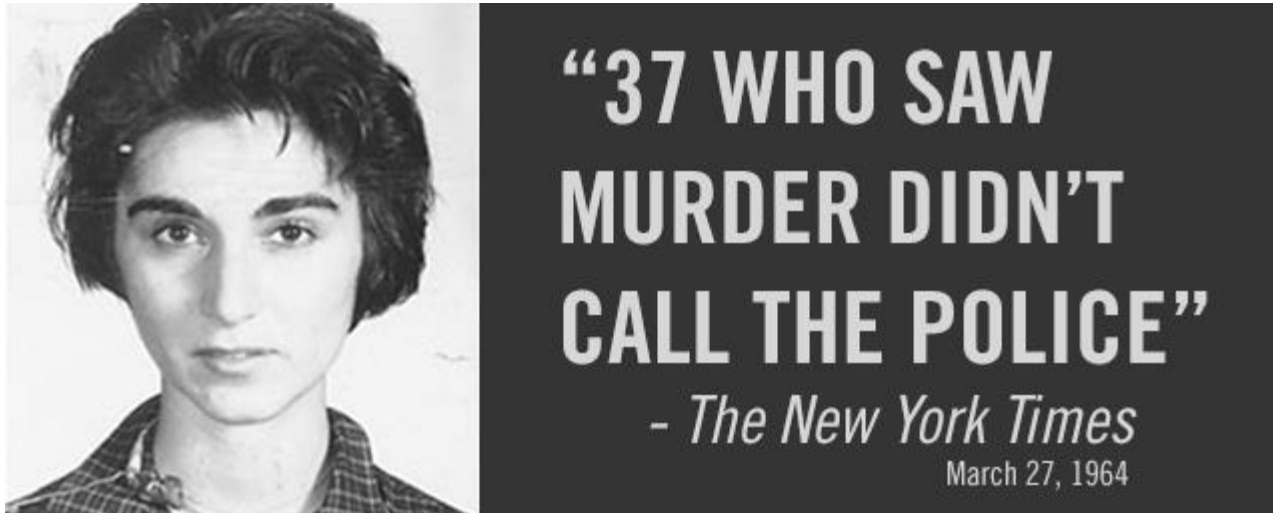


- What is bystander intervention (BI)?
- BI in selection committee context
- Sharing practice/training tips & ideas
- Scenarios and practice
- Q & A

What is bystander intervention (BI)?

Roots – 5Ds – General Speed Bumps

Roots of BI – Kitty Genovese Syndrome



28-year old Kitty Genovese was raped on a street and stabbed to death in a doorway near her home in Queens, NY. The NYT initially reported 37/38 witnesses saw the attack and failed to intervene.

This is BKA - The Bystander Effect

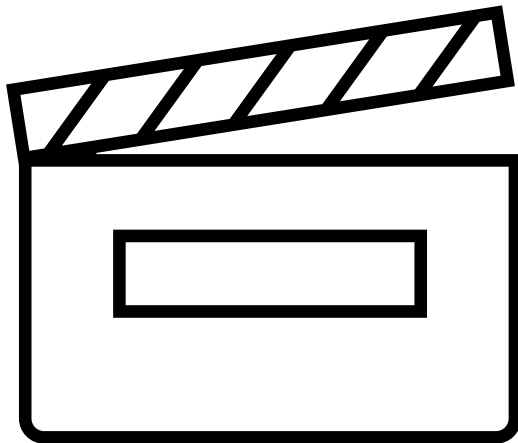


Bystander Intervention

- Strategy to counter the bystander effect
- 5 D's
 1. Direct
 2. Distract
 3. Delegate
 4. Delay
 5. Document



Bystander Intervention in Action



Notice	Notice the situation
Assess	Assess harm & options for action
Assume	Assume personal responsibility
Muster	Muster know how & confidence to execute plan

Bystander Intervention in Action

■ General Speed Bumps

- Past Experience
- Risk to Self/Others
- Emotional State
- Social Identity/Roles
- Self-Confidence
- “None of my business”
- Unsure what to do
- Time Constraints

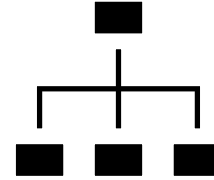


General Speed Bumps: Invisible Power Dynamics

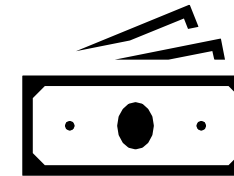
Common Sources of
Power:



Referent



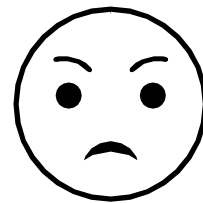
Positional



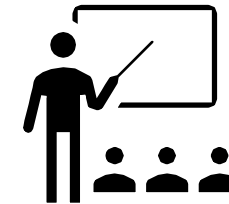
Reward/Resources



Informational



Coercive



Expert





BI in the selection committee process

General Training Anatomy & Applying BI Principles

Selection Committee Context 1



General Training Considerations:

- Mandatory, usually (bi)annual
- Audience: Process/HR Monitor (sometimes separate)
- Bystander intervention
- Delivery mode (Online, in person)
- Who will train (ensure they're competent)

Selection Committee Context 2



General Training Anatomy:

- Include student and employee demographics within the training/for the committees
- How does the role change throughout the process
- Benefits of EDI & their Definitions, e.g. explain equity mindedness & how to spot it
- Title 5 requirements & relevant EEO Policy/Procedures (some start with this)
- Explain what bias is, how it manifests and what are common Bias mitigation strategies

Selection Committee Context 2

General Training Anatomy (cont):

- Campus quirks, e.g. personnel commission, working with consultants or nonvoting members
- Bystander intervention
- Solutions to common bias traps
- Provide Rubrics/Sample questions
- Make time for scenarios & questions
- Resources



BI Skills Development

- Issue Spotting (notice)
- Identify action options/5D application w/scripts (assess)
- Name potential harm if no intervention occurs (assume)
- Talk through options as the safest/most effective for the actor (muster)

Notice	Notice the situation
Assess	Assess harm & options for action
Assume	Assume personal responsibility
Muster	Muster know how & confidence to execute plan

Confidence and empowerment get built with a clear, realistic plan & practice

BI Skills Development



Create an actual plan for every committee:

If something comes up, our plan will be to _____.

Scripts (tap backs):



- Not a “Fit” – What’s the cultural contribution we’re aiming for?
- I couldn’t understand them with their accent, so how will our students be able to? – What part was unclear?
- “PERSON” was not professional – What do you mean by that?
- “PERSON” does not have California community college experience – Is that requirement based going to yield the best candidate for this position?
- Mirroring - <sorry>, last 2-3 words + upward inflection
- Play naive – what do you mean by that?
- Interruption – excuse, please let me/her/them/ finish
- Microaggression – Are you saying that _____(name the bias)_____?

Common FAQs



- What to do if there's an issue? (Make a plan)
- How to craft rubrics/questions? (provide samples)
- How to assess equity/diversity/inclusion (resume, cover letter, teaching demo, interview – ASCCC has resources)
 - Apply critical analysis (with the written word) to identify structural gaps or entrenched bias/racism, etc



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Scenarios

Final Practice Tips



- Explain the steps – use scenarios, role play
- Help them in the moment with scripts (adapt for online environments)
- Give them reporting lines (how to respond in the moment)
- Provide just in time resources (e.g. toolkits, handouts)
- Provide passive reporting outlets if needed

Contact

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THANK YOU FOR ATTENDING:

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Questions?



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