

## Diversity Qualifications

### Diversity Interview Questions

1. All candidates interviewed for a position at NOCCCD must be asked at least one diversity question. Criteria for diversity questions include the following:
  - a. The question(s) should be designed to elicit how candidates meet the diversity job requirements stated in the job announcement. All job announcements will require diversity minimum qualifications pursuant to 5 CCR § 53024<sup>1</sup>, and at least one preferred qualification related to diversity.
  - b. The diversity job qualifications must be given meaningful consideration. This, in part, means that candidates shall be required to demonstrate sensitivity to and understanding of diversity in ways relevant to the specific position, and sensitivity and understanding of the diverse students served by the District.
  - c. The diversity question(s) should inquire how the candidate has in the past infused diversity, equity and or inclusion into essential job functions. (For example, for faculty - their teaching; for a student affairs professional - campus climate or co-curricular activities).
  - d. The diversity question should be explicit. Asking a question about commitment, knowledge or experience with diversity, inclusion, multiculturalism, and equity that is too vague typically elicits vague answers that downplay the importance of the diversity skill set. It is also unfair to candidates if it is unclear what is being asked of them.
  - e. The diversity question should ideally inquire into the candidate's direct experience and success working with diverse students and colleagues, as well as their sensitivity and understanding (knowledge) of diverse students and colleagues.
  - f. The candidate's experience, knowledge, success, and sensitivity (working with diverse students and colleagues) should be aligned with the diversity that exists within the District, it should assist in addressing achievement gaps, and improving student outcomes.
2. Sample questions for faculty:
  - a. What culturally responsive pedagogical techniques and effective practices for engaging students who are diverse and/or who are historically underrepresented do you use?
  - b. Provide specific examples how you have helped marginalized students feel included and valued both in and outside of the classroom.
  - c. What diversity, equity, and inclusion efforts/initiatives have you been involved in where you played a significant role? What were the outcomes of those efforts/initiatives?
  - d. What are some of the current issues involving diversity, inclusion or equity in the discipline or

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<sup>1</sup> Meaningful consideration must be given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

subject area you would be teaching in if hired for this position? How would you address or approach these current issues in and outside of the classroom?

- e. What experience do you have designing culturally responsive pedagogy for marginalized and underserved students?
3. Sample questions for administrators/managers:
- a. Describe diversity, equity, and inclusion initiatives you have been involved in where you played a significant role. What role did you play, and what were the outcomes of those efforts?
  - b. How would you ensure that diversity, equity and inclusion are addressed at all levels, and in all departments of the college?
  - c. How have you supported faculty efforts to create a culturally responsive curriculum and inclusive campus climate?
  - d. The Chancellor has asked you, as President of the College, to develop a strategic plan on diversity, inclusion, and equity. What would the highlights of the plan look like?
  - e. Describe your experience addressing achievement gaps in higher education, and how you would address them here on our campus?
  - f. How has your training, experience, and knowledge with diversity, inclusion and equity prepared you to be an effective leader in a diverse environment such as ours?
  - g. What experience do you have leading or supporting efforts at designing culturally responsive pedagogy for marginalized and underserved students?
4. Sample questions for classified/confidential
- a. In what diversity events, efforts, and organizations have you participated?
  - b. Please describe how you would create a campus environment that is welcoming, inclusive, and validating. Particularly for students who are first generation, immigrants and from minoritized groups.
  - c. How has your experience, training, and background prepared you to be effective in a diverse environment such as ours?
  - d. Give an example of a specific event in your past that has shaped your approach in dealing with diverse groups of individuals.
  - e. What does it mean for you to have a commitment to diversity, equity and inclusion? How have you demonstrated that commitment, and how would you see yourself demonstrating it at this campus?
  - f. How do you define diversity, inclusion, and equity? Explain how students, employees, and/or the college/district benefit from a campus environment that is diverse and inclusive.

## **What Are We Looking For?**

Assessing a candidate's diversity, equity, and inclusion qualifications should be done at every stage of the screening process. This includes reviewing their response to the diversity question in the application, what they included in their cover letter, resume, their transcripts, and responses to questions in the interview. The type of information hiring committees should be looking for may include the following:

1. The candidate has experience incorporating diversity, equity, inclusion, and multiculturalism into curricular or co-curricular content.
2. The candidate has demonstrated they have been successful in increasing the diversity and success of students or employees from underrepresented groups.
3. The candidate describes past experience, demonstrated skills or cross-cultural knowledge and abilities that will allow them to effectively work with the diversity that exists in the campus community.
4. The candidate described how their past activities align with campus or district needs in advancing diversity, equity, and inclusion.
5. The candidate has taken a leadership role in diversity, equity, and inclusion related activities or at least been active in diversity, inclusion, and equity initiatives.
6. The candidate demonstrated they understand and value diversity, inclusion, and equity.
7. The candidate, in addition to their primary field of research, has made research contributions to understanding the barriers facing women and under-represented groups.
8. The candidate brings to their research and/or how they perform their duties, the creative critical discourse that comes from their nontraditional educational background or experience as a member of a group under-represented in higher education.
9. The candidate has volunteer and/or work related experience with marginalized or diverse communities.
10. The candidate has served on committees that address diversity, equity, and inclusion.
11. The candidate is a member of community and/or professional organization(s) that are diverse and/or focus on diversity, equity, and inclusion.
12. The candidate has the experience and knowledge necessary to help reduce the achievement gap and to improve all students' academic outcomes.

## **Minimum Qualifications**

Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff (all applicants).

The applicant must be able to demonstrate how these factors relate to the need for equity minded practices in an educational environment (Faculty only).

The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position (managers/classified/confidential only).

## **Preferred/Desirable Qualifications**

### ***Faculty: The following language is required.***

Under Desirable/Preferred Qualifications, search committees must develop at least one desirable or preferred qualification related to diversity, inclusion, and equity that is specific to the position. This preferred or desirable qualification(s) must require that candidates demonstrate they have the experience and/or ability to create equitable outcomes and success for all students. This includes the ability to effectively engage the college's diverse student population and the ability to address equity, inclusion and diversity issues in the classroom.

### ***Administrators/Managers: The following language is required.***

1. Prior experience in approaching work and interactions with colleagues and students in an equity minded manner. Ability to provide an inclusive and welcoming work/educational environment.

And

2. Under Desirable/Preferred Qualifications, search committees must develop a second desirable or preferred qualification related to diversity, inclusion, and equity that is specific to the position. This preferred or desirable qualification(s) must require that candidates demonstrate how their previous experience and/or ability enables them to create equitable outcomes and success for all students and/or employees. This includes the ability to effectively engage the college's diverse student and/or employee population, as well as address equity, inclusion, and diversity.

### ***Classified/confidential: The following language is required.***

1. Prior experience in approaching work and interactions with colleagues and students in an equity minded manner. Ability to provide an inclusive and welcoming work/educational environment.

And

2. Under Desirable/Preferred Qualifications, search committees must develop a second desirable or preferred qualification related to diversity, inclusion, and equity that is specific to the position. This preferred or desirable qualification(s) must require that candidates demonstrate they have the experience and/or ability to support or contribute to equitable outcomes and success for all students and/or employees. This includes the ability to effectively engage the college's diverse student and/or employee population and the ability to address equity, inclusion and diversity.

## **Sample Preferred/Desirable Qualifications**

### ***Faculty***

Expertise in culturally responsive teaching in mathematics, particularly as it relates to the relevance of mathematics to student's lives, interest, and communities; demonstrated ability to address equity gaps of racially minoritized groups within mathematics.

Relevant coursework in composition, literature, and/or theory addressing marginalized communities.

Detailed experience teaching computer science courses, especially introductory classes, with innovative teaching practices supporting success and retention of women, students of color and students with disabilities.

Specific and intentional outreach to historically and socially minoritized/marginalized communities such as African-American/Black, Chicana/Latina, Pacific Islander, Native American, women, LGBTQIA+, and people with disabilities. Examples need not relate to CS/STEM, but would be exemplary.

Experience designing and teaching curricula responsive to the needs of historically underrepresented and/or marginalized students.

Experience using multi-modal approaches and student-centered pedagogy to meet the needs of first generation, immigrant, and low-income students.

Commitment to examine, reflect, and modify instructional, relational, and classroom practices in order to effectively engage and support disproportionately impacted student populations with the goal of closing equity gaps.

Experience successfully working in collaboration with full-time and adjunct faculty in coordinating and maintaining currency of curriculum that responds to the needs of historically underrepresented students.

Experience collaborating with faculty, staff, and/or community leaders in programs and initiatives that are specifically designed to assist historically underrepresented students achieve their educational goals.

Demonstrated success in helping students from historically underrepresented and/or marginalized groups, nontraditional students, speakers of other languages, and students with learning disabilities.

### ***Administrator/Manager***

#### Academic Affairs

Demonstrated experience supporting faculty in the development of equity-minded instruction, which includes both curricular content and teaching style.

Experience successfully working in collaboration with full-time and adjunct faculty in coordinating and maintaining currency of curriculum that responds to the needs of historically underrepresented students.

Commitment to examine, reflect, and modify instructional, relational, and classroom practices in order to effectively engage and support disproportionately impacted student populations with the goal of closing equity gaps.

Experience using multi-modal approaches and student-centered pedagogy to meet the needs of first generation, immigrant, and low-income students.

#### Student Services

Demonstrated experience supporting Student Services personnel in the development of equity-minded co-curriculum and student activities.

Demonstrated experience leading, developing, and/or implementing diversity, inclusion, and equity efforts for students and/or employees.

#### General

Prior experience leading, developing, and/or implementing equity minded practices, in addition to experience creating diverse, inclusive, and welcoming work/educational environments.

Demonstrated experience ensuring equity in the duties and areas of responsibility for this position and the ability to address the needs of diverse student and/or employee populations.

Demonstrated experience ensuring equity, diversity, and inclusion are effectively addressed in any of the following areas: budgetary or planning processes, human resources, leadership development, professional development, culturally responsive curricular or co-curricular development, supervision of employees, and/or information services.

Demonstrated leadership in meeting the needs of a diverse student population in any of the following

areas: (1) curricula; (2) learning activities; (3) teaching/counseling practices; (4) library reference services or collection development; (5) literary efforts (e.g., original scholarly works); or (6) budgetary or planning processes.

Experience collaborating with faculty, staff, and/or community leaders in programs and initiatives that are specifically designed to assist historically underrepresented students achieve their educational goals.

***Classified/Confidential***

Demonstrated experience ensuring equity, diversity, and inclusion are effectively addressed in any of the following areas: budgetary or planning processes, human resources, leadership development, professional development, implementing culturally responsive curricular or co-curricular activities or programs, hiring practices, student support services, and information services.

Experience and knowledge recruiting ESL and immigrant students. Knowledge and understanding of the Experience collaborating with faculty, staff, and/or community leaders in programs and initiatives that are specifically designed to assist historically underrepresented students achieve their educational goals.

Demonstrated experience integrating diversity, equity, and inclusion into the duties and responsibilities for this position.

The ability to address the needs of diverse student and/or employee populations.

Experience assisting and promoting the growth and success of a diverse population of students and employees through the development of interculturally competent and equity minded practices or initiatives.

Demonstrated Knowledge and understanding of the barriers faced by immigrant and first generation students.