
LOS MEDANOS COLLEGE

Toolkit for Recruiting a Diverse Workforce



*Developed by the
Institutional Development for Equity & Access (IDEA)
Committee*

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Dear Colleagues,

As you prepare to hire a new employee in your respective area, we hope that this toolkit will give you additional, helpful resources to draw from in your search for the next great LMC employee!

Often a search for a new co-worker can be unintentionally littered with seemingly small, but collectively significant elements that can lead to a search resulting in the hiring of an individual that closely reflects those already employed in that unit or program (Horverak et. al. 2013). Therefore, putting mechanisms into place that limit this phenomenon is essential.

Hiring a diverse employee group is both reflective of a fair process, as well as exceptionally beneficial to our college. A diverse workforce increases staff retention and productivity (HR Focus, 2000), enhances student and community relations (Nieto & Bode, 2008, pp. 417), and improves problem solving, innovation, and creativity (McLeod et. al., 1996 and Watson et. al., 1993).

We all want LMC to be a place where students and staff feel comfortable and valued, and where we collectively work together to be even better than we are individually. Thank you for joining us in this goal by seeking to find the best candidates for this college that we love so much.

Happy Hiring,

Erlinda Jones and Ryan Pedersen
IDEA Co-Chairs

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Horverak, J.G., Bye, H.H., Sandal, G.M., & Pallesen, S. (2013) Managers' Evaluations of Immigrant Job Applicants: The Influence of Acculturation Strategy on Perceived Person-Organization Fit (P-O Fit) and Hiring Outcome. *Journal of Cross-Cultural Psychology*, 44(1), 46-60.

HR Focus, (2000). Diversity: A 'New' Tool for Retention. *HR Focus*, 77(6), Cover Story pp. 1, 14 – 15.

McLeod, P.L., Lobel, S.A., & Cox, T.H. (1996). Ethnic Diversity and Creativity in Small Groups. *Small group Research*, 27(2), 248-264

Nieto, S., & Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education* (5th ed.). Boston, MA: Pearson/Allyn & Bacon.

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Identifying the Position & Developing the Desirable Qualifications

Research indicates that there is a positive correlation between including a “salient job qualification [that] indicates diversity” and the diversity of the applicant pool. “Even in science searches, adding an explicit criterion in the job description for experience and success in working with diverse groups of students has significant potential to broaden the qualities being considered.” (Smith et al, 2004).

In developing a search process for recruitment, the hiring manager or department chair should define expectations of the search by identifying the position description, creating desirable qualifications, identifying advertising and outreach sources, and developing selection criteria that include an assessment of the candidate’s qualifications and ability to serve students and work within a diverse academic environment. Before beginning the search process is a good time to review the department’s goals and consideration of under-representation of women and racial/ethnic groups, as well as other issues as they relate to conducting an equal employment opportunity search.

After identifying the position for recruitment, the hiring manager or department chair should develop desirable qualifications, keeping in mind that they can be a tool to widen the pool of candidates by eliminating unnecessary qualifications. The desirable qualifications should be reviewed to make sure they are not so restrictive as to needlessly limit the pool of applicants. At the discretion of the dean or department chair, the task of developing the desirable qualifications may include members of the screening of final interview committees.

An essential role of the paper screening, screening interview, and final interview committees is to ensure that all applicants are considered equitably throughout the process. All portions of the application and interview process must be accessible to persons with disabilities. Confidentiality should be maintained throughout the process with all inquiries being referred to the chair of the search process.

Sample Desirable Qualifications on themes of Diversity and Equity:

The following are examples of desirable qualifications that can assist you in recruiting a diverse applicant pool with the ability work in a diverse educational environment:

- Ability to evaluate, develop, propose, implement, and revise policies and procedures in order to support the diversity and equitable success of all students.
- Understanding of contemporary equity, diversity, inclusion and multiculturalism concepts and issues in a higher education setting.
- Demonstrated success in developing educational programming/curriculum with and for diverse student populations.
- Ability to work collaboratively with a wide array of individuals, groups and organizations.
- Excellent communications skills, interpersonal skills and emotional intelligence.
- Demonstrated ability to cross organizational and cultural boundaries with ease, adapting to the context both in person and at a distance.
- Demonstrated commitment to teaching and mentoring a diverse student population.
- Demonstrated ability to work with community college students of diverse backgrounds, cultures, and abilities
- Experience in building (or ability to build) equity focused practices into various planning processes of a department/campus

Developing a Recruitment Plan: Advertising & Recruiting Aggressively

Recruitment Plan

The hiring manager or department chair should work with the department to develop a recruitment plan and strategies to address identified underrepresentation by ensuring a diverse and competitive applicant pool.

The dean should review the recruitment plan to ensure a diverse and competitive pool can be assembled. Human Resources can assist in this effort by reviewing the Recruitment Plan submitted by hiring managers and departments to ascertain if there will be an appropriate level of advertising and recruiting to assemble a diverse and competitive pool of applicants.

Advertising and Recruiting Aggressively

The recruitment plan should be used for advertising and outreach to produce the desired results. This includes advertising widely and going beyond the traditional methods of identifying applicants. Contra Costa Community College District generally recommends that vacant positions be advertised for at least 30 days before the application deadline.

Departments are encouraged to use electronic job-posting services targeted at diverse groups such as diversity caucuses of specific disciplines. Many professional organizations maintain directories of diverse professionals.

There are numerous other strategies to assist departments in “casting a wide net” when recruiting for vacant positions:

- Make personal contacts with individuals from under-represented groups at professional conferences and invite them to apply.
- Contact colleagues at other institutions to seek nominations of students nearing graduation, recipients of fellowships and awards or others interested in moving laterally, making sure to request inclusion of qualified individuals from under-represented groups.
- Identify suitable prospective faculty or staff at other institutions and send job announcements. Telephone calls and letters to potential applicants can send a strong message of openness and welcoming.
- Place announcements in listservs, newspapers, journals, and publications aimed specifically at under-represented groups.
- Send announcements and request nominations from departments in Historically Black Colleges and Universities (HBCU) and Hispanic, American Indian and Asian serving institutions.
 - HBCU List (<http://www.thehundred-seven.org/hbculist.html>)
- Distribute recruitment flyers that include pictures of diverse and disabled employees
- Distribute bilingual job postings/advertisements, if appropriate

Include the following statements in advertisements:

- Los Medanos College is an equal opportunity employer
- In conformance with the Americans with Disabilities Act, request for reasonable accommodations may be made to (925) 229-6854 or slever@4cd.edu . For administrative purposes, requests must be made at the time of application.
- Los Medanos College is especially interested in qualified applicants who can contribute, through their experience, research, teaching and/or service, to the diversity and excellence of the college community.

Recruitment Resources

Personal contacts through professional organizations, training facilities, and colleagues at other institutions are usually the most effective networking resources. You are encouraged to personally contact professional organizations in your field to request that the position announcement be shared with members, especially with any women's or minority caucuses. Making personal contacts with the caucuses is most likely to result in applicants for your position.

The following directories are designed to aid in recruitment of large diverse applicant pools:

Diverse Professional Organizations (Resource links from University of Chicago)

<https://humanresources.uchicago.edu/fpg/guides/diversity/professional.shtml>

Chronicle of Higher Education

www.chronicle.com/

Directory of Ford Fellows

nrc58.nas.edu/fordfellowdirect/main/main.aspx

The foundation sponsors pre-doctoral, doctoral and postdoctoral recipients through the National Research Council. Please send your position announcements to cobrien@ans.edu

You are also encouraged to list your position announcement on websites and list-serves specific to your department or position which potential applicants are likely to read because of their interest in the subject or field.

However, in addition to advertisements published for specific disciplines, a search committee might consider placing advertisements for positions in journals, publications, and career listings with organizations that target specific groups. IDEA recommends:

Academic Diversity Search, Inc.

www.academicdiversitysearch.com

American Association of University Women (AAUW)

www.aauw.org

American College Personnel Association (ACPA)

<http://www.myacpa.org/career-central>

American Educational Research Association

www.aera.net

American Indian Science and Engineering Society

www.aises.org

Association for Asian Studies

www.asian-studies.org

Association for Women in Science

www.awis.org

Diversity Employers

<https://www.diversityemployers.com/>

Careers and the Disabled

www.eop.com/career.php

Chicanos and Native Americans in Science

www.sacnas.org

Diverse Issues in Higher Education

www.diverseeducation.com

Diverse Jobs (Education)

www.diversejobs.net

Hispanic Association of Colleges and Universities (HACU)

www.hacu.net

Hispanic Outlook in Higher Education

www.hispanicoutlook.com

INSIGHT Into Diversity

www.InsightIntoDiversity.com

National Association of Student Personnel Administrators (NASPA)

www.naspa.org

National Black MBA Association, Inc.

www.nbmbaa.org

National Minority Update

www.nationalminorityupdate.com

National Physical Science Consortium (NPSC)

www.npsc.org

National Society of Black Engineers (NSBE)

www.nsbe.org

Prospanica

<https://www.prospanica.org/?>

Society of Hispanic Professional Engineers (SHPE)

www.shpe.org

Spencer Foundation
www.spencer.org

Women in Higher Education
www.wihe.com

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* This section includes some information from the following sources:
NC State University *Guidelines for Recruiting a Diverse Workforce* manual located at:
https://oied.ncsu.edu/divweb/equity/wp-content/uploads/sites/10/2018/06/Search2018_web.pdf

Developing Interview Criteria: Assessing a Candidate's Qualifications

“The rise in diversity among students on U.S. campuses demands that job descriptions stress experience in teaching different kinds of students as well as skill in developing classroom environments that facilitate learning for all students. Looking for these qualities is especially important in the sciences, where the content of the curriculum may or may not change because of issues of race and gender, but where helping students of diverse backgrounds to succeed is a widespread goal. Many faculty of color bring the expertise needed to accomplish that goal.” (Smith, 2000)

Selection Criteria and the Interview Process:

The selection criteria for each interview must be carefully defined, directly related to the requirements of the position, and clearly understood and accepted by members of the interview committees. The ability of the candidate to add intellectual diversity and cultural richness of the department is a criterion that should be included among the selection criteria.

When developing your interview process, the following can be helpful in assessing a candidate's qualifications for working in an educational environment committed to the inclusion of diverse populations at all levels (student, faculty, staff, and management) and the support of equitable success for all students.

- Incorporate inquiries related to diversity/equity throughout the interview process and raise them in varied context along with exploring other qualifications regarding effective teaching, scholarship, coordination, service, and teamwork.
- Develop desirable qualifications and interview questions which will ensure that various members of the search committee ask questions so that diversity and equity issues will be raised regardless of the gender and racial make-up of the committee. They will also assist in attracting a diverse applicant pool.
- Solicit information about the candidate's work in the areas of diversity and equity. For example – experience or opportunity to recruit, retain and promote women and staff/faculty of color in previous positions and, if so, success at these efforts; information about programs, committee memberships and involvement in diversity/equity initiatives in previous positions; information about experience and approach to providing service to highly diverse populations.

Developing Questions for Interviews:

When developing questions for your interview, use questions that will allow you to evaluate if (and how) a candidate demonstrates a “meaningful commitment and sensitivity to diversity and equity.” In addition, use a mix of appropriate question styles that will help you assess candidates' content knowledge as well as their behavioral skills and values. Question styles might include:

- Direct questions: “Are you familiar with...”
- Open-ended questions: “Please describe your experience developing...”
- Hypothetical questions: “How would you handle a situation where...”

Assessing Candidate Qualifications During the Interview:

- Look for answers that include multiple representations of diversity today (cultural, LGBTQ, disabilities, gender, age, religion, immigrant populations, socio-economic, etc.)
- Look for the applicant's actual and direct experiences with diverse groups. Look for direct involvement and for experiences rather than exposure.
- Does the candidate demonstrate the ability to articulate issues confronting underrepresented students in higher education, particularly in a community college setting?
- Does the candidate demonstrate knowledge of effective practices in the field that contribute to the success of underrepresented students?
- Does the candidate demonstrate sensitivity to and ability to motivate and work with first-generation college students and community college students of diverse ethnic backgrounds, cultures, preparation, learning styles, and/or disabilities?
- Does the candidate demonstrate the ability to reflect on personal growth and to set goals for personal development around issues of diversity/equity?
- Is the candidate at ease discussing diversity/equity related issues and their significance to the position? Or is the candidate reluctant to discuss diversity/equity issues?
- How does the candidate show experience, concern, commitment or willingness to advance the college's diversity/equity efforts?
- Does the candidate give specific examples to demonstrate their past experience supporting or leading diversity/equity initiatives?
- Does the candidate use gender-neutral language or are "males" used for examples and answers?
- Does the candidate address all the members of the interview committee?
- Rather than use a question for screening applicants on their knowledge of diversity, try using role play and scenarios where applicants can respond to issues of diversity "on the spot."

Sample Interview Questions on themes of Diversity and Equity

The following are examples of an opening statement and appropriate open-ended interview questions that can assist you in evaluating a candidate's qualifications.

Example of Diversity/Equity focused Opening Statement for Interviews:

“Our college (division or department) values diversity among its students, faculty, staff and management, and we have made a commitment to promoting and increasing equitable outcomes for all students. We believe that issues related to teaching, service, leadership, and support within a diverse educational environment are important, and we'd like to discuss your experience with and views about diversity and supporting equitable outcomes of all students.”

Faculty Positions:

- What do you see as the most challenging aspects of an increasingly diverse educational community? What have you done, formally or informally, to meet such challenges? What have you learned?
- How have you worked (How would you work) with students and others to foster the creation of climates that embrace and value diversity in the classroom, in the curriculum, in the department, or in the campus? What did you learn in the process?
- What challenges have you faced in mentoring and supporting underrepresented students on your campus and what have you done to overcome those challenges?
- How have you (How would you) mentored, supported or encouraged students on your campus? What about historically underrepresented students and women?
- In what ways have you integrated diversity issues as part of your professional development? What have you learned and how has that impacted your teaching practices?
- How do you seek to improve learning environments to better meet the needs of students from the diverse community we serve and for students who have been historically marginalized in the United States, such as African Americans and Latinos?
- Please give examples of pedagogical practices you have used (would use) to foster the inclusion of all students in highly diverse classroom settings. What has using these practices taught you about addressing the needs of a diverse student body?
- LMC is rich in its student, faculty and staff diversity. How would you work to affect conversations regarding the diversity of cultures, and what thoughts do you have regarding faculty/staff development and student programs which address diversity and cultural relevancy?
- Please describe how you incorporate culturally relevant pedagogy into your teaching practice. What has worked and what has not worked?
- Scenario: Suppose you are at a department meeting discussing success rates in the department's various courses. The data is disaggregated in several different ways (gender, ethnicity, etc.) You observe a very obvious difference in success rates in the program for a particular subgroup, but no one at the meeting responded to your initial comment about the difference in success rates. How would you approach this situation?
- Scenario: Your students in your class are broken up into several small groups working together on an in-class activity. One group (made up of individuals from predominately from one culture) are completing the activity in a louder and more animated fashion than the other

groups. This group is staying on task and appropriately completing their work, but you notice that a group nearby has become irritated by the louder group and they complain to you that this group is distracting them from their work. How do you respond in this situation?

Lead/Chair/Director/Dean Positions:

- Describe an instance where you were able to use data that addressed an equity issue to promote action that resulted in the development or modification of an equitable practice. How as [Insert Position Title] would you use data in this way at Los Medanos College?
- What do you believe are the most important processes that need to be used to broadly address equity on campus? How would you as [Insert Position Title] support/develop/use these processes to these ends?
- Los Medanos College currently has a goal to increase the academic success of our African American students. What have you specifically done (What would you specifically do) to close the achievement gap for African American students?
- A primary goal of Los Medanos College is to improve outcomes for all students, especially historically under-represented students and first-generation students. How would you work within your role to promote cultural humility and how would you be an advocate to help close the achievement gap for historically under-represented students and promote student success for all students?
- LMC is rich in its student, faculty and staff diversity. How would you work within the college to affect conversations regarding the diversity of cultures, and what thoughts do you have regarding faculty/staff development and student programs which address diversity and cultural relevancy?
- What is your understanding of the complexities and leadership challenges related to diversity, equity, and multiculturalism at LMC?
- Suppose that in working with a college unit you discover a pervasive belief that diversity and excellence are somehow in conflict. How do you conceptualize the relationship between diversity and excellence? What kinds of leadership efforts are needed to encourage a commitment to excellence through diversity?
- How would you work with people under your supervision to foster a climate that is receptive to, and inclusive of, diversity in the department, the curriculum, staff meetings, printed materials, initiatives, etc.?

Coordinator Positions:

- LMC is highly committed to offering innovative programs to help close the achievement gap for historically under-represented students. Please describe your past experience with such efforts, and tell us how you would work within your role to help close the achievement gap for historically under-represented students at LMC?
- Describe your experience in serving and designing/facilitating programs for underrepresented communities.
- What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote sensitivity and inclusion in an educational environment?

Administrative Support:

- Los Medanos College offers a diverse work environment in regard to both its employees and students. Please share a work experience where you interacted with individuals from a different ethnic, racial, socio-economic, or cultural background than yourself. What insights or sensitivities did you gain from that experience?
- Can you recall a time when a person's cultural background affected your approach to a work situation? [Note - Individual may focus on the challenge and the "difficulty" of the other person, rather than on their own skills of cultural humility and how they acted.]
- If you observed a coworker who made inappropriate racial or sexual remarks to another employee (and it was obvious the situation was creating an uncomfortable environment), what would you do?
- Tell me about a time when you worked with someone who was different from the other people on your staff/team. What did you do to incorporate the new employee in your department?
- Describe a situation in which you encountered a conflict with a person from a different cultural background than yours. How did you handle the situation? (Please be specific)

All Positions:

- This position works with teams that include highly diverse groups of faculty and staff from both student services and instructional areas. Please tell us how you would work to create an atmosphere of trust, empowerment, and accountability within your sphere of influence and on the teams in which you participate. Can you tell us about your past experience successfully leading (or participating in) highly diverse teams in this way?
- What do you see as the unique needs of underrepresented students in higher education and what have you specifically done (or what would you specifically do) to support the success of underrepresented students? Are there any issues related to diversity or equity that you feel you need to professionally develop further?
- What does it mean for you to have a commitment to diversity and inclusion? How have you demonstrated that commitment in your previous work, and how would you see yourself demonstrating it at Los Medanos College?
- Please describe a professional development experience that you engaged in to further your development in cultural humility. What did you learn and how have you used it to improve your work?
- Give an example of a time when you had to unify a diverse group of people? What did you do, and what was the outcome?
- Describe a situation where you used your multicultural (or intercultural) skills to solve a problem.
- Describe your experience in serving or teaching underrepresented communities.

*Additional sources of sample questions regarding diversity/equity can be found at:

Interview Questions Regarding Diversity (Portland State University)

<http://www.pdx.edu/hr/sites/www.pdx.edu.hr/files/Interview%20Questions%20Regarding%20Diversity.pdf>

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- Portland State University *Interview Questions Regarding Diversity* document located at: <http://www.pdx.edu/hr/sites/www.pdx.edu.hr/files/Interview%20Questions%20Regarding%20Diversity.pdf>
- “*Hiring the Best While Developing Diversity in the Workforce*” presentation by Laura Schulkind