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# LOS MEDANOS COLLEGE

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## Toolkit for Recruiting a Diverse Workforce



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

*Updated: 2/19/15*

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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).

Beyond using the resources in this toolkit we also invite you to view *The Diversity Advantage: Incorporating Diversity Principles into the Selection Process*, a webinar which LMC has access to until November 2015. The webinar is a great training on research-based methods that have proven to be effective in recruiting and selecting a diverse array of talent for higher education institutions. Click [here](#) to login using the passcode: hT7Xp7xC

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.

Watson, W.E., Kumar, K., & Michaelsen, L.K., (1993). Cultural Diversity's Impact on Interaction Process and Performance: Comparing Homogeneous and Diverse Task Groups. *Academy of Management Journal*, 36(3), 590 – 602.

## **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 minority caucuses of specific disciplines. Many professional organizations maintain directories of minority professionals.

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

- Make personal contacts with minorities and women 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 women and minorities.
- 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 welcome.
- 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.ed.gov/edblogs/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/>)
- Distribute recruitment flyers that include pictures of women, minority 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:

### **Professional Organizations for Women and Minorities (Resource links from University of Chicago)**

[humanresources.uchicago.edu/fpg/guides/managerstoolkit/diversity/professional.shtml](http://humanresources.uchicago.edu/fpg/guides/managerstoolkit/diversity/professional.shtml)

### **Chronicle of Higher Education**

[www.chronicle.com/](http://www.chronicle.com/)

### **Directory of Ford Fellows**

[nrc58.nas.edu/fordfellowdirect/main/main.aspx](http://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](mailto: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](http://www.academicdiversitysearch.com)

### **American Association of University Women (AAUW)**

[www.aauw.org](http://www.aauw.org)

### **American College Personnel Association (ACPA)**

[www.acpa.nche.edu](http://www.acpa.nche.edu)

### **American Educational Research Association**

[www.aera.net](http://www.aera.net)

### **American Indian Science and Engineering Society**

[www.aises.org](http://www.aises.org)

### **Association for Asian Studies**

[www.asian-studies.org](http://www.asian-studies.org)

**Association for Women in Science**

[www.awis.org](http://www.awis.org)

**Black Collegian Online**

[www.black-collegian.com](http://www.black-collegian.com)

**Careers and the Disabled**

[www.eop.com/career.php](http://www.eop.com/career.php)

**Chicanos and Native Americans in Science**

[www.sacnas.org](http://www.sacnas.org)

**Diverse Issues in Higher Education**

[www.diverseeducation.com](http://www.diverseeducation.com)

**Diverse Jobs (Education)**

[www.diversejobs.net](http://www.diversejobs.net)

**Hispanic Association of Colleges and Universities (HACU)**

[www.hacu.net](http://www.hacu.net)

**Hispanic Outlook in Higher Education**

[www.hispanicoutlook.com](http://www.hispanicoutlook.com)

**INSIGHT Into Diversity**

[www.InsightIntoDiversity.com](http://www.InsightIntoDiversity.com)

**National Association of Student Personnel Administrators (NASPA)**

[www.naspa.org](http://www.naspa.org)

**National Black MBA Association, Inc.**

[www.nbmbaa.org](http://www.nbmbaa.org)

**National Minority Update**

[www.nationalminorityupdate.com](http://www.nationalminorityupdate.com)

**National Physical Science Consortium (NPSC)**

[www.npsc.org](http://www.npsc.org)

**National Society of Black Engineers (NSBE)**

[www.nsbe.org](http://www.nsbe.org)

**National Society of Hispanic MBA's**

[www.nshmba.org](http://www.nshmba.org)

**Society of Hispanic Professional Engineers (SHPE)**

[www.shpe.org](http://www.shpe.org)



**Spencer Foundation**  
[www.spencer.org](http://www.spencer.org)

**Women in Higher Education**  
[www.wihe.com](http://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:  
[http://oied.ncsu.edu/oied/hiring/OEO\\_Recruitment\\_Guidelines.pdf](http://oied.ncsu.edu/oied/hiring/OEO_Recruitment_Guidelines.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:**

- 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?

## 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?
- How do you view course requirements related to diversity for students?
- 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?
- 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 multicultural issues as part of your professional development?
- How do you seek to improve the learning environment 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.
- 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?
- Please describe how you incorporate culturally relevant pedagogy into your teaching practice.

### 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 competency 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, or rather on their own skills of cultural competence 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 competency. What did you learn and how have you used it to improve your work?
- Give me 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.
- Do you speak any languages other than English? If so, what language(s) and to what extent are you fluent in that/those language(s)?

\*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