



SAMPLE EQUITY-MINDED INTERVIEW QUESTIONS

The sample interview questions included in this resource aim to provide candidates with the *opportunity* to demonstrate whether and how they exemplify the characteristics of equity-minded competence merit and/or fit. We emphasize ‘opportunity’ because there is no guarantee that the question will elicit the intended response, only that it gives candidates a chance to speak to the various equity-minded characteristics.

POSSESSES CULTURAL COMPETENCE

1. Can you tell me about a specific situation in which you encountered an inequity in your research or teaching and what you did to mitigate the situation?
2. What are some of the techniques you use to teach in a culturally responsive way?
3. Can you trace the history and key politics of your field? How has it responded to calls to move away from “great white men” and toward more inclusive/diverse scholarship?
4. You are asked to teach a general Elementary Teaching course. Who are the five to ten authors the students must read, and why? [Listen for diversity of authors in each candidate’s response.]
5. What role models are there in your field for non-traditional students (e.g., female students LGTBQ+ students, Indigenous students, racially minoritized students, and students with disabilities)?
6. More and more students are demanding faculty accountability on issues of race and equity. How have you responded? What areas of growth do you see for yourself?
7. A group of students comes to you and says there is racial inequity in the classroom’s dynamics. How might you respond to its concerns?
8. What does it mean to you to be effective in an environment that values diversity and equity?
9. As an instructor, how do you create a classroom culture that intentionally welcomes and supports students from different racial/ethnic and socio-economic backgrounds?

Questions with “*” from Sensoy, Ö., & DiAngelo R. (2017). “We are all for diversity but...”. How faculty hiring committees reproduce whiteness and practical suggestions for how they can change. *Harvard Education Review*. 87(4), 557-580.



10. Given all the candidates have similar interests in teaching, educations, and experience, what distinguishes you as a good fit for our students?
11. How do you draw upon your student's prior knowledge, backgrounds, and lived experiences?
12. What professional development or academic training have you received on subjects such as culturally relevant pedagogy, implicit bias, and racial equity and how have you implemented it in your research and teaching?

ENGAGES IN CRITICAL SELF-REFLECTION TO ENSURE ONGOING IMPROVEMENT

1. What do you feel are two or three teaching strategies that you use to ensure that your students have an enriching learning experience in your classes? How do you determine whether these strategies result in this outcome?
2. What strategies do you use to reflect on your teaching?
3. What criteria do you use to determine whether you are succeeding as a teacher? How do you determine whether and in what ways you are meeting these criteria?
4. Do you currently look at outcomes data for your students to identify inequities in outcomes by race and ethnicity? Please describe your process of doing so or how you could do it if you don't already.

FOCUSES ON INSTRUCTOR/INSTITUTIONAL RESPONSIBILITY

1. What strategies do you use to get to know your students?
2. How do you consider the varying experiences and identities of your students on a daily basis?
3. Recall a time when you noticed that a student struggling in class and in jeopardy of failing. What did you do?
4. What does 'equity' mean to you? How do you enact your definition of equity in your classrooms?



5. If you notice patterns of racialized outcomes, what would you do? For example, if you notice that your white students tend to speak more than your black students, what would you do?
6. In your experience, what are the challenges faced by racially minoritized students in higher education? What strategies have you used to address these challenges, and how successful were those strategies?
7. Tell me about an instance where you adapted your teaching or mentoring approach in order to work effective with a racially minoritized student.
8. What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment? How would you see yourself demonstrating it here?
9. How are you prepared to meet the expectations of both teaching and out-of-the-classroom work, including the implementation of campus- or state-level reforms that impact the work of the department (e.g., developmental education redesign, online learning)?

POSITIVELY USES POSITION AND KNOWLEDGE TO SUPPORT STUDENT SUCCESS

1. We are looking for candidates who are critically race conscious. How do you define that?
2. Tell me about a time when you provided students with an opportunity or resource that advanced their progress at the college? What motivated you to do so?
3. Tell me about a time when you helped a student connect their educational, professional, and/or life with the means (e.g., resources, actions) to achieve those goals. What motivated you to do so?
4. Tell me about a time when you helped change a department- or school-level policy that was leading to unequal outcomes for racially minoritized students. What motivated you to do so?

CONVEYS A BELIEF THAT STUDENTS ARE CAPABLE

1. Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed?



2. What techniques do you have for drawing on your students' funds of knowledge?
3. How do you communicate to students how to be successful in your class?

OTHER: WORKING WITH COLLEAGUES

1. Have you ever realized you had said or done something that may have been offensive to a colleague? How did you respond to that realization, and what was the outcome?
2. Tell me about a time when your values and beliefs impacted your relationships with your colleagues.
3. Can you recall a time when you gave feedback to a colleague who was not accepting of others?
4. Have you encountered concerns about "chilly climate" raised by colleagues from identity groups that have historically experienced discrimination? If so, how have you handled them?
5. Suppose as a course leader you discover an adjunct faculty member is teaching a concept in a manner you disagree with. How would you handle it?