

COE RDEI Search and Screen Resource

COE Vision

Driven by a commitment to diversity, social justice and equity, the College of Education is a premier educational organization that engages in innovative and impactful research, teaching and service.

COE Mission

The College of Education builds on a foundation of success in research, teaching and service by:

- fostering depth and breadth of knowledge
- conducting relevant and innovative research
- developing culturally competent leaders and practitioners
- collaborating with and providing services to diverse local, national and international partners to address real-world problems of practice
- advancing an environment where diversity, social justice and equity are paramount.

COE RDEI

The COE is committed to creating a cultural climate focused on race, diversity, equity and inclusion. This resource tool was developed by the RDEI Committee that consists of faculty, staff and students to assist and support all COE Search and Screen Committees with assuring RDEI is paramount in (1) reviewing applications, (2) conducting screening Zoom/Telephone interviews, and (3) and conducting campus interviews (both virtual and on campus).

RDEI Interview Questions

The RDEI Committee recommends that Search and Screen committees select a few questions from the list below for use during the Zoom/Telephone pre-campus screening interviews as well as for the actual campus interview whether conducted virtually or on campus. Each question contains RDEI “Listen For” ideas in the applicant’s response to assist the Search and Screen Committee. “Follow-up” questions are also provided to the Search and Screen Committee to probe for a deeper

response when necessary to obtain the information the committee needs to assess for RDEI alignment with the College of Education.

1. Please share with us what diversity, equity, and inclusion mean to you and why they're important.

Listen for:

- Definition of diversity, equity and inclusion and personal relevance
- Understanding of both student and colleague needs for RDEI

Follow up:

- What do you see as the difference between equality and equity?
- What steps would you take to improve inclusion in the classroom?

2. In your opinion, what is the most challenging aspect of working in a diverse environment and what is the greatest benefit?

Listen for:

- Ability to competently express awareness of challenges and benefits (i.e., different perspectives can increase decision making time, but bring about better decisions when all voices are heard/represented)
- Obvious or underlying signs of bias

Follow up:

- What steps might you take to address these challenges?
- How have you addressed these challenges in the past?

3. What is your approach to understanding the perspectives of colleagues from different backgrounds?

Listen for:

- Relationship building skills
- Awareness of and respect for diversity
- Ability to understand what someone else is thinking from their perspective, not what “I would be thinking if I was in their position”

Follow up:

- What steps might you take to build relationships?
- How have you addressed these challenges in the past?

4. How would you handle a situation where a colleague was being culturally insensitive, sexist, racist, or homophobic?

Listen for:

- Willingness to take appropriate action
- Ability to follow steps that align with university policy

Follow up:

- What are some actual examples of what you might say?
- What would you do if there were repeat offenses?

5. Please give us an example of how you make your students feel a sense of inclusion, belonging, and equity on a daily basis?

Listen for:

- Relationship building skills

- Awareness and respect for individual student needs
- Specifics about inclusion (i.e., examples used in classes, intentional mentoring, advising examples)

Follow up:

- What might you do if it became clear that a student did not feel a sense of inclusion or belonging?
- How would you address inequity in the classroom?

6. Please give us an example of how you include inclusion, diversity, and equity in your research, teaching and service?

Listen for:

- Clear inclusion of diversity and equity in research, teaching and service
- Specifics about inclusion and diversity focus (i.e., research examples, ongoing commitment in program of research, outreach, teaching and service activities)

Follow up:

- How do you see incorporating inclusion, diversity and equity in ongoing research and service?
- What do you believe is the role of social justice in research, teaching and service in academia?

(Adapted from: <https://www.themuse.com/advice/diversity-inclusion-interview-questions-answers-examples>)

RDEI Application Review

To support each Search and Screen committee, the RDEI Committee reviewed the language/expectations in each job description to identify opportunities to review the applications for alignment with the COE's RDEI alignment. The spreadsheet that follows provides that review along with "Look Fors" to assist the Search and Screen Committee in assessing the job applications.

Department	Position Title	Link to Description	RDEI in the Description	Look-fors in Application Materials
CEPR	Assistant Professor of Educational Psychology	https://workforum.memphis.edu/postings/28724	Demonstrated commitment to diversity, equity, and inclusion	A demonstrated commitment should be evident in the candidate's curriculum vitae: 1. Publications related to diversity, equity, or inclusion; 2. Teaching or grant experience related to diversity, equity, or inclusion (e.g., candidate worked as a GA on a project involving college access opportunities for underrepresented populations); 3. Service involving diversity, equity, or inclusion (e.g., membership in equity-focused SIGs; community activities related to diversity, equity, or inclusion).
ICL	Assistant Professor of Elementary Education	https://workforum.memphis.edu/postings/28845	Demonstrated commitment to and experience with: 1. diversity, social justice, and equity to promote effective learning; 2. culturally relevant and sustaining practice; 3. comprehensive and sustained professional growth opportunities to enhance professional practices involving diverse populations; Required qualifications: Demonstrated commitment to the educational and cultural needs of diverse populations	A demonstrated commitment should be evident in the candidate's curriculum vitae: 1. Publications related to diversity, social justice, and equity; 2. Teaching or grant experience related to diversity, social justice, and equity (e.g., candidate worked as a GA on a project involving college access opportunities for underrepresented populations); 3. Service involving diversity, social justice, and equity (e.g., membership in equity-focused SIGs; community activities related to diversity, social justice, and equity). Additionally, the candidate's vitae must include specific activities that reflect a commitment to the educational and cultural needs of diverse populations. A description of the candidate's commitment in the cover letter should be considered insufficient evidence unless directly connected to activities in the CV.

ICL	Assistant Professor of Science Education	https://workforum.memphis.edu/postings/28809	Demonstrated commitment to and experience with: 1. diversity, social justice, and equity to promote effective learning; 2. culturally relevant and sustaining practice; 3. comprehensive and sustained professional growth opportunities to enhance professional practices involving diverse populations; Required qualifications: Demonstrated commitment to the educational and cultural needs of diverse populations	A demonstrated commitment should be evident in the candidate's curriculum vitae: 1. Publications related to diversity, social justice, and equity; 2. Teaching or grant experience related to diversity, social justice, and equity (e.g., candidate worked as a GA on a project involving college access opportunities for underrepresented populations); 3. Service involving diversity, social justice, and equity (e.g., membership in equity-focused SIGs; community activities related to diversity, social justice, and equity). Additionally, the candidate's vitae must include specific activities that reflect a commitment to the educational and cultural needs of diverse populations. A description of the candidate's commitment in the cover letter should be considered insufficient evidence unless directly connected to activities in the CV.
ICL	Assistant Professor Literacy	https://workforum.memphis.edu/postings/28744	Required qualifications: Demonstrated commitment to diversity, equity, and inclusion; Desired qualifications: Experience working with diverse populations	1. Publications related to diversity, equity, or inclusion; 2. Teaching or grant experience related to diversity, equity, or inclusion (e.g., candidate worked as a GA on a project involving college access opportunities for underrepresented populations); 3. Service involving diversity, equity, or inclusion (e.g., membership in equity-focused SIGs; community activities related to diversity, equity, or inclusion).
Leadership	Assistant Professor of Educational Leadership	https://workforum.memphis.edu/postings/28689	We seek applicants with an emphasis in culturally relevant education, cultural or sustainable pedagogy, ethnic minority or Indigenous education, decolonizing education, and/or equity frameworks. Required qualifications: Demonstrated commitment to social justice through urban and equity-focused teaching, research, and service. Desired qualifications: Demonstrated expertise or interest in critical theories, including but not limited to critical race theory; evidence of an understanding of context-specific educational leadership and commitment to the preparation of educational leaders to meet the needs of culturally and linguistically diverse populations;	Position description specific - no additional look-fors recommended