**Chancellor’s Blue Ribbon Task Force (BRTF) on Diversity, Equity, & Inclusion (DEI)**

Presentation to Sub-Committee on Curriculum & Scholarship

by the College of Education & Allied Professions (CEAP) on February, 2022

**CEAP Strategic Plan & Mission/Vision/Core Values** (2020-21 revision/update – faculty, staff, and student process)

*Mission: (Who We Are)*

The College of Education and Allied Professions (CEAP) is committed to making a difference in the lives of others. We endeavor to develop changemakers who impact the region and beyond as educators and practitioners. Together we strive to cultivate and sustain a community that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural responsiveness through curricular and co-curricular experiences. The CEAP fulfills our mission by providing optimal learning environments for students first, followed by developing and sustaining a community of scholars who promote and recognize good teaching, service, and research.

*Vision: (Who We Want to Be)*

Our sincere ambition is to employ engaged and committed faculty and staff, driven to provide a high-quality educational experience for students, while also working toward holistic development of the students we serve, which not only includes preparation for future careers, but also encourages individuals to become active citizens and community leaders who employ civic responsibility and advocacy to enact change.

*Core Values: (What Guides and Inspires Us)* In the College of Education and Allied Professions, we value

* equity, empathy, responsibility, engagement, passion, commitment, and collaboration.
* diversity, inclusion, and cultural responsiveness in our programs and our people.
* emotional well-being, joy and kindness, resilience, humility, and gratitude.
* a student centered, holistic development approach to teaching.
* professional engagement and innovation.
* active collaboration, partnership, and connection with our community and beyond.
* excellence in scholarship and applied research.

[*CEAP Strategic Plan*](https://www.wcu.edu/_files/learn/CEAPSP2021.pdf) *(2021 revision):* Strategic Direction #4: Foster and maintain a diverse, welcoming community that supports the development of culturally competent and globally minded professionals (WCU SD 2.1, 2.5, 3, 4.2). The College of Education and Allied Professions strives to cultivate and sustain a community that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural responsiveness.

* Goal 4.1: Integrate content into curricular and co-curricular experiences to promote students' knowledge, skills, and dispositions related to diversity and cultural responsiveness
* Initiative 4.1.1: Offer wide-ranging, diversity-promoting activities, such as "diversity dialogues," "intergroup dialogues," a "Diversity Portfolio," and other mechanisms, that strengthen knowledge and skills, and refine dispositions that are characteristic of culturally responsive and globally minded professionals
* Initiative 4.1.2: Expand efforts within the curriculum to assess student dispositions and cultural responsiveness with respect to diversity
* Initiative 4.1.3: Increase the number of students participating in study and internship experiences externally, such as the Transformative Rural-Urban Exchange with NC A&T SU, and secure resources to support the increase
* Initiative 4.1.4: Seek and provide increased opportunities for CEAP students to be involved in international experiences, including study abroad
* Goal 4.2: Increase recruitment and retention of a diverse student body
* Initiative 4.2.1: Strengthen the CEAP's relationship with the Cherokee Central Schools
* Initiative 4.2.2: Coordinate efforts with campus resources to increase recruitment, admission and enrollment of students who are from underrepresented populations
* Initiative 4.2.3 Coordinate efforts with campus resources to increase retention of students who are from underrepresented populations
* Goal 4.3: Provide professional development and engagement opportunities for faculty and staff to strengthen their abilities as culturally responsive teachers, researchers, and representatives of the College
* Initiative 4.3.1: Develop and implement professional development activities emphasizing how diversity can be infused into course and program content
* Initiative 4.3.2: Consider the establishment of a faculty exchange with NC A&T SU and other historically black colleges and universities (HBCUs)
* Goal 4.4: Recruit and retain diverse and culturally responsive faculty and staff
* Initiative 4.4.1: Implement the College policy that members of the College’s Diversity Committee shall meet with all candidates for faculty and staff positions in the College
* Initiative 4.4.2: Continue to post announcements of faculty and staff positions on diversity-oriented websites and in publications and seek additional outlets in this regard
* Initiative 4.4.3: Actively recruit highly qualified applicants (e. g., contacting professional organizations, sharing at professional conferences, and contacting leaders in the field)
* Initiative 4.4.4: Gather information on reasons for faculty and staff turnover in order to implement effective retention efforts.
* Initiative 4.4.5: Implement and sustain a process of mentoring new faculty and staff in each department, focused on retention
* Goal 4.5: Identify and develop working relationships with underrepresented groups in the region and beyond to achieve objectives of mutual interest
* Initiative 4.5.1: Increase and broaden partnerships with regional agencies that support underrepresented populations, including mental health and health service providers, community organizations, and the outdoor industry.
* Initiative 4.5.2: Strengthen partnership with local education agencies with diverse populations (e.g., Cherokee Central Schools, Asheville City Schools, and others) by increasing early field experiences, internship placements, and other initiatives within Teacher and Professional Education.
* Initiative 4.5.3: Cultivate existing and establish new research collaborations to benefit diverse and underrepresented groups in the region (e.g., Qualla Boundary, Vecinos, Headstart, and others).
* Initiative 4.5.4: Continue to identify, develop, and implement service-oriented projects in the region geared toward supporting diverse communities (e.g., Triple E in the Whee, Lifespan Services, and others).

**CEAP Program Missions & Plans**

* *Parks & Recreation Management (BS)/Experiential & Outdoor Education (MS) Diversity Statement*: *Diversity*involves the affirmation, understanding, and professional application of the richness of human differences, ideas, practices, and beliefs that result from, but are not limited to, age, race, color, disability/health, ethnicity, gender identity, language, national origin, religion/spirituality, sexual orientation, socioeconomic status, rural or urban status, as well as the intersectionality of these multiple identities.  *Professional practice that is responsive to diversity includes* culturally appropriate communication skills; understanding power differentials and dynamics; and attending to the social and cultural values which influence the multiple areas of practice represented in PRM.
* *PRM/EOE Program Commitment to Social Justice*: A commitment to social justice serves as a guiding principle of the PRM/EOE Program and reflects our belief in the values and goals of a socially just society.  Socially just societies are dependent upon the optimal functioning, health, and well-being of *all persons in that society*.  Optimal functioning, health, and well-being of persons are contingent upon access to healthy environments that support healthy development and functioning.  Our program is centered on a social justice approach by helping students to examine power structures resulting in social injustices and to adopt an advocacy role in working with marginalized and underserved populations.  Our goal is to foster the development of professional advocates who work to change societal structures, practices, values, and policies which have long served to perpetuate unhealthy environments for these populations.  By working to effect change at the individual, institutional and systemic level, our students assist in promoting greater access to economic, social, political, and cultural resources.
* *PRM Values:* Diversity & Social Justice, Lifelong learning, Professionalism, Environmental Stewardship, Healthy Active lifestyles, Compassion, Integrity, Adventure, Experiential Learning, Community, Innovation, & Engagement
* *Higher Education Student Affairs (MSEd) Diversity Statement*: The Higher Education Student Affairs program is committed to working for racial justice and decolonization. We recognize that this work must include components of education, reflection, action, and so much more. We further recognize that there are centuries of systemic and systematic racism built into the very foundations of our country and, specifically, our institutions of higher education. These institutions have benefited from slavery and engaged in the creation of and perpetuation of eugenics and fallacy ridden ideas of race science. Knowing this, we acknowledge that even educational programs like ours in which we attempt to center diversity, equity, and inclusion work still have foundational and systemic racial practices that we must consciously work to combat. This includes but is not limited to a commitment of the faculty to continue to understand our own privilege and the ways we benefit from and perpetuate racialized spaces; listening to the voices of those whose lived experiences shed light onto the problems and the promising practices for justice-oriented change; exploring our curriculum and coursework for opportunities to remove unconscious bias while finding chances to move toward antiracist pedagogy. Given the educational setting in which we exist, we know that resources for learning are important. To this end, we are providing some resources to learn more about racial justice and antiracism. This is a living document that will be updated as new work is discovered or made available.
* [HESA Resources](https://www.wcu.edu/WebFiles/PDFs/CEAP-HS-HESA_ResourcesonRacialJusticeAntiracism.pdf)

**CEAP Recruitment & Retention**

* *CEAP DEI Statement for Faculty & Staff Position Postings* (see p.7)

CEAP Diversity Statement: The College of Education and Allied Professions (CEAP) at Western Carolina University is committed to attracting and retaining a diverse workforce. At the CEAP, we value our faculty and staff’s unique identities and varied experiences. As a college community, we are dedicated to creating an equitable and inclusive environment where ethical teaching and workplace practices are centered to build a more just workplace. We strongly believe that each individual’s uniqueness within the CEAP community creates a rich environment that challenges our individual ways of thinking and enables us to learn and grow together. CEAP faculty and staff engage positivity-focused perspectives as allies and co-conspirators where potential for impactful change and movement toward greater diversity, equity, and inclusivity are goals. Using research-informed strategies both in and out of the classroom, the CEAP embraces diversity, equity, and inclusion as a core value and makes it our mission to proactively focus on improving diversity, equity, and inclusion in our community.

* *Position Advertisements*: We have added diversity boosts for certain postings of search ads in places such as the *Chronicle*, DiverseJobs.net, or others
* *Undergraduate Recruitment Programs in Teacher Education*
* *Call Me MiSTER* (first cohort in F2021): The purpose of Call Me MiSTER (Mentors Instructing Students Toward Effective Role models) at Western Carolina University is to increase the pool of available teachers from diverse backgrounds in the Western Carolina region and across the state of North Carolina. With racially and ethnically diverse students emerging as the majority population in our public schools, it is vital that our students see teachers that look like them in their public school buildings and classrooms. In the fall of 2021, CEAP developed a partnership with Asheville City Schools and the ACS Foundation that will provide financial support to graduates who attend WCU as MiSTERS. In spring 2022, the Duke Foundation funded a grant to support recruitment and internships/development under the following mission of focus: reducing disparate outcomes for people of color through education and workforce development
  + *STEP@WCU* (to begin in F2022 in partnerships with high schools throughout NC): The overarching vision of the proposed project, STEP @ WCU (Students to Teachers through Education Pathways at WCU), is to introduce and recruit a diverse pool of students into teacher education programs and to deepen partnerships with targeted LEAs to strengthen teacher education pipelines. Specifically, STEP @ WCU, in partnership with Wayne State College’s STEP initiative, seeks to actively recruit and prepare a diverse group of high school students as promising practitioners. Through the guidance and facilitation of the CEAP, high school students will receive selected career-themed, hands-on training, college access knowledge and experiences, and transferable coursework to apply to teacher education programs at WCU.
  + *Teacher Recruitment Plan* – Three Priorities
    1. Recruit candidates into teacher education programs, with particular attention to racially and ethnically diverse candidates and high needs areas (e.g., math, science, special education, TESOL, middle grades)
    2. Retain candidates through program completion and licensure.
    3. Prepare *all* candidates to teach *all* students.
* Faculty Diversity Officers (FDO) who are trained now serve on all faculty search committees (WCU Provost’s office initiative)

**CEAP DEI Professional Development, Events, & Programming**

* *Professional Development* for faculty and staff
* *Faculty* [*Book Studies*](https://www.wcu.edu/_files/learn/DCBookClubs.pdf) (see p. 9)
* *We Want to Do More than Survive* by Bettina Love
* *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* by Gholdy Muhammad (focus on minoritized youth, particularly Black and Brown students)
* *These Kids are Out of Control: Why We Must Reimagine “Classroom Management” for Equity* by Rich Milner & Associates (focus on all minoritized youth)
* *Safe is Not Enough: Better Schools for LGBTQ Students* by Michael Sudowski (focus on LGBTQ youth)
* *Meeting Families Where They Are: Building Equity Through Advocacy with Diverse Schools and Communities* by Beth Harry & Lydia Ocasio-Stoutenburg (focus on differently abled, neurodiversity)
* *A Conversation About Critical Race Theory* with Drs. Kofi Lomotey, Brandi-Hinnant Crawford, & Darrius Stanley in December, 2021 (focus on the major tenets of the theory and its relationship to education)
* *CEAP-Sponsored Events & Programs (find 2018 and 2019 listings on the* [*Diversity Committee*](https://www.wcu.edu/learn/departments-schools-colleges/ceap/about-the-college/ceap-diversity.aspx) *page)*
  + [Groundwater Approach to Racial Equity Workshop](https://www.bowdoin.edu/oid/initiatives/rei-groundwater.html) by the Racial Equity Institute (REI) – offered 2x in spring, 2021 – each workshop offered 50 spots to faculty, staff, and students – additionally, some spots were provided to regional school system partners
  + CEAP as co-sponsor of both the 2021 & 2022 [Virtual JumpStart Conference, led by the Initiative for Race Research and Justice](https://www.vanderbilt.edu/rrj/) at Vanderbilt University’s Peabody College (co-sponsorship provides a number of free spots for our faculty & staff)
  + 2020 Speakers/Trainings: *Tap, Woof, or Swipe: Geosocial Networking Apps & Practices of Intimacy Among Men Who Have Sex With Men* by Corey Johnson, *Racial Healing: The Next Step in Racial Justice and Our Collective Liberation* by Anneliese Singh, *Why We Need Equity Literacy More than We Need Cultural Competence* by Paul Gorski
* [CEAP Diversity Committee](https://www.wcu.edu/learn/departments-schools-colleges/ceap/about-the-college/ceap-diversity.aspx) *Resource Guides* creating related to educating and learning about supporting non-dominant populations in the various disciplines represented in the college.
  + Complete: [Resources for Learning & Teaching Anti-Racism](https://www.wcu.edu/_files/learn/dcresourcesmarch21.pdf) & [Resources for Understanding Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ) Discrimination and Supporting LGBTQ People](https://www.wcu.edu/_files/learn/dclgbtqresources.pdf)
  + Under Construction: Resources for Learning, Teaching, and Understanding Ableism & Resources for Combatting Anti-Asian Hate

**CEAP Academic Program Work**

* Curriculum
  + *Social Justice minor* & concentration within Elementary Education (under review, begins F22)
  + Revisions to the *Professional Education Sequence in the Teacher Education Core Curriculum*
  + Identification of spiraling concepts to be revisited and emphasized throughout the course sequence (i.e., educational debt vs. achievement gap)
  + Identification of anchor texts
  + Addition of Culturally Relevant Classroom Management Course
* Psychology department revamped course on *Race & Racism*, taught by faculty of color
* Educational Leadership, EdD
* *Equity in Education Summit,* offered March 2022 - Goal: to build the region's capacity to enact equity in schools
* *Equity in Education Certificate Program* offered through Educational Outreach in summer 2021 and plans for 2022 - Goal: to build the capacity of NC's educators to enact equity in schools
* Re-vamped *EdD program Student Learning Outcome (SLO)* to center equity/justice. Program working to backward-map this SLO in curriculum, praxis, and program design to ensure our students achieve it.
* SLO: Scholar practitioners will demonstrate the scholarly enactment of system-wide, research-supported, equitable, and socially just practices that ensure the fair distribution of access and opportunity for all students, starting with a dismantling of oppressive structures and practices.
* *Signature Educational Leadership Pedagogies*: problem-based learning, improvement science, and equity/social justice
* Elementary & Middle Grades Education & Inclusive Education, BSEd Programs
  + Catamount School, WCU’s lab school – intentional effort to provide a "hands-on" learning experience (SPED & EDMG courses) for students to assess students' reading difficulties as well as develop and implement *inclusive interventions*
* Parks & Recreation Management, BS
* [Mission Statement](https://www.wcu.edu/learn/departments-schools-colleges/ceap/humanserv/prm/index.aspx)
* *Student Learning Outcome* (SLO) 7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
* Teacher & Professional Education
  + Created a *DEI Coordinator* position in in 2020-2021
  + Developed and vetted *DEI Principles* in 2020-21 with all policy and advisory groups – implemented 2021-22 (see p. 6)
  + Partnership with regional public-school systems, including *Equity Summit*, *Beginning Teacher Symposium* sessions that embed DEI work, and School-University Teacher Education Partnership (SUTEP) grants with a DEI focus
    - Example SUTEP Grant: *Identifying Our Assets! Responding to Racial Diversity in WNC Schools*: During the 2020-2021 school year, a joint education taskforce of the Haywood and Jackson County NAACP chapters was formed to create a professional development series focused on equity and inclusion for educators in four local school districts: Haywood, Macon, Jackson, and Swain. This project built off the foundational professional development day that occurred during the fall 2019 school year in Haywood County. In that project, seven WCU faculty (and other community-based professionals) designed and led sessions focused on race, equity, and inclusion initiatives for schools. Early in the spring 2021 semester, the taskforce collected applications and invited 44 local educators to participate in a series of professional development sessions followed by Communities of Practice. A kickoff event entitled *We Can’t Wait! Equity Now!*was held in February ‘21 with Dr. Ronda Taylor-Bullock, founder of we are (Working to Extend Anti-Racist Education). Following the kickoff, nine WCU faculty led six professional development sessions. The six sessions offered to local educators included Unpacking Implicit Bias, Aspects of Culturally Responsive Teaching, Using Children’s Literature to Address Diversity, Moving ESL Learners from the Margins, Teacher Identity and Practice, and Building Classroom Community in K-6. After attending these sessions, the participating educators met virtually in small Communities of Practice where participants had the opportunity to reflect, create plans for action within their schools or classrooms, and begin taking steps to build more equitable classroom and school environments for students. The SUTEP grant supported this important work by providing stipends as well as providing the text *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity* (4th Edition) to each participating educator.
  + Continuing partnership with Wake County and two CEAP faculty, started in spring 2021, to work with master teachers identified as experts in *culturally responsive teaching*
  + [*Transformative Rural-Urban Exchange*](https://www.wcu.edu/learn/departments-schools-colleges/ceap/about-the-college/transformative-rural-urban-exchange.aspx): TRUE is a collaborative undertaking involving the CEAP and our partner, the School of Education at North Carolina Agricultural & Technical State University (NC A&T SU), a Historically Black University (HBCU) in Greensboro, NC. Every year, a small group of students from WCU and NC A&T are selected to spend a week at their partner university and, in turn, host their counterparts at their home university. TRUE provides teacher-education students with an experience in working with diverse higher education/public school faculty, candidates, and P-12 students. Students from both universities have the opportunity to interact and work with teacher-education students from varying ethnic, racial, language, and socioeconomic groups in professional education activities on campus and in public schools.
* *Language Experience Afterschool Program* ([LEAP](file://C:\Users\jmjohnson\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\05HIH2R7\The%20LEAP%20Program%20is%20an%20afterschool%20program%20that%20provides%20high-quality%20programming%20to%20students%20who%20are%20learning%20or%20who%20have%20learned%20English%20as%20a%20second%20language.%20We%20also%20conduct%20parent%20outreach%20to%20involve%20parents%20in%20the%20process%20of%20educating%20their%20children.%20We%20provide%20meaningful%20learning%20activities%20to%20help%20scaffold%20and%20prepare%20students%20for%20school%20and%20for%20life.)): Teacher education students interested in TESOL gain hands-on experience in the grant funded after school program for local Hispanic elementary school students hosted at an on-campus church.

**Teacher Education DEI Principles**

Rationale for Diversity, Equity, and Inclusion (DEI) Principles:

* To clearly articulate our commitment to DEI within our teacher education programs to candidates, faculty, staff, administrators, school partners, and the larger community.
* To use these principles to guide our work in individual, institutional, and systemic ways, including but not limited to recruitment and retention, support systems, curriculum, pedagogy, field experiences, evaluation systems, and resource allocation.
* To commit to the creation of an inclusive community that centers equity and justice.

In WCU’s teacher education programs, we believe educators are front-line workers for creating a more equitable and just society. We center diversity, equity, and inclusion in all aspects of our educational programs. We recognize our responsibility in ensuring future educators understand the impact that teachers, schools, and educational systems play in the disruption of inequity or the continued perpetuation of marginalization. Therefore, we commit to the following DEI Principles with regard to our people, pedagogy, professional learning, and priorities.

* **People** – Our teacher education programs value diversity in candidates, faculty, and staff and will intentionally recruit and create systems that help retain diverse people. In our community we explore our own experiences and identities, examine our prejudices, and actively engage in critical self-reflection and growth. We endeavor to cultivate teacher candidates with equity-minded dispositions who strive to create equitable classroom environments in which all students are valued and can be successful, who challenge inequities within schools, and who advocate for a more just and equitable society.
* **Pedagogy** –We will teach asset-based, culturally relevant instructional approaches and model those approaches within our classrooms. We will provide field experiences that allow our candidates the opportunity to work with diverse students. Our curricula will explicitly address the impacts of intersecting, systemic forces such as but not limited to colonialism, white supremacy, patriarchy, bias against people who are LGBTQIA+, religious intolerance, and ableism that historically and currently lead to discrimination and injustices within schools and our larger society.
* **Professional Learning**- The teacher educator faculty and staff will engage in continuous learning opportunities about diversity, equity, and inclusion, realizing the necessity for constant recalibration to meet these ends. Moreover, our teacher education faculty and staff will provide co-curricular learning opportunities for students about diversity, equity, and inclusion. We also commit to collaborating with regional school partners and community organizations to advance DEI professional learning opportunities for in-service educators and community members.
* **Priorities** -The teacher education program will prioritize and support DEI-focused teaching, service, and scholarship and the faculty, staff, and students leading such work.

**Diversity Interview Questions Guide**

**Possible Interview Questions – Staff Positions:**

* What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? Please provide a specific example.
* What aspects of diversity are you most comfortable with and which do you think you have to learn more about? How would you go about it?
* Tell us about a time when you included someone in your team or on a project because you felt they would bring something different to the team.
* Tell us about a time when you responded to a co-worker or student who made an insensitive remark. Describe the situation, the actions you took, and the outcome.
* How will you contribute to the College’s efforts to enhance diversity, equity and inclusion in a meaningful way? How have you approached this in your current (or last) job?
* Please describe a time when you had to work with someone culturally different from yourself. What was the situation? Did you face any specific challenges?
* What steps have you taken at your current (or last) employer to create an inclusive work or learning environment?
* Tell us about a time when a colleague was not accepting of another’s diversity? Describe the situation, the actions you took, and the outcome.
* Please explain how diversity has played a role in your career and contributed to the professional you are today.
* What specifically have you done to further your knowledge about diversity, equity, and inclusion?
* How have you put what you learned to use in the workplace?
* If you were hired, how would you use this position to increase or enhance diversity in the College of Education and Allied Professions at Western Carolina University?

**Possible Interview Questions – Faculty Positions:**

* How do you create a learning environment that is effective at meeting the needs of students with different learning styles?
* Tell us about a time when you have taken steps to ensure that everyone in your class felt included. Describe the situation, the actions you took, and the outcome.
* How do you challenge stereotypes and promote sensitivity and inclusion? Please provide a specific example.
* In what ways do you feel it is appropriate to incorporate topics related to diversity and your discipline into the classes you teach? How would you do this?
* Please describe your experience teaching underrepresented communities.
* How have you incorporated the viewpoints and perspectives of underrepresented groups into your curriculum? Please provide a specific example.
* Please tell us about an instance when you have demonstrated leadership or commitment to equity in your work.
* Can you describe an innovative program, activity, or teaching strategy addressing diversity that you were an integral part of developing?
* Explain what you believe to be an effective strategy to introduce diversity to individuals who have only experienced a limited number of cultures.
* What do you see as the most challenging aspect of working with a diverse student body? What steps have you taken to meet this challenge?
* Please describe your experience working with diverse populations of students and/or staff.
* Tell us about a time when you created a classroom environment of honesty, inclusion and respect for others. Describe the situation, the actions you took, and the outcome.
* What steps have you taken to reduce bias and champion diversity understanding in your classes? Please provide a specific example.
* How do you adapt your teaching to meet the different culture and learning styles of your students?
* How would you handle a situation in which someone made a sexist, racist, homophobic or otherwise prejudiced remark?
* Western Carolina University values the commitment to enhancing diversity university-wide and fostering a culture of inclusion. Please tell us how you define diversity, equity, and inclusion. Describe how you would make a contribution to the university’s effort to enhance DEI in your classroom and through your work.

**Possible Interview Questions – Senior Leadership Positions:**

* Western Carolina University values the commitment to enhancing diversity and equity university-wide and fostering a culture of inclusion. First, please tell us your definition of diversity, and second, describe how you would make a contribution to the university’s effort to enhance diversity.
* What do you see as the most challenging aspect of a diverse academic environment? What steps have you taken to meet this challenge?
* What steps have you taken to reduce bias and champion diversity understanding in your current job? Please provide a specific example.
* Describe a time when you had to help resolve a conflict between two colleagues or students. Describe the situation, the actions you took, and the outcome.
* Describe your experiences in strategic planning related to diversity.
* Describe your experiences in assessing diversity initiatives and their outcomes.
* In your experience, what are the challenges faced by members of historically underrepresented groups in the workplace and in successfully completing their education? What strategies have you used to address these challenges, and how successful were those strategies?
* Can you tell me of a time when you changed a process or procedure to make your department or organization more inclusive?
* Describe any contributions you have made to maintain or promote workforce diversity.
* What was your role, what was the outcome, and what level of the organization was affected?
* How would you help to create and sustain an organizational environment that acknowledges and celebrates diversity, and employs inclusive practices throughout its daily operations?
* What is your vision of a university that fully embraces diversity?
* Suppose that you encounter a pervasive belief that diversity and excellence are somehow in conflict. Generally; how do you view the relationship between diversity and excellence? Specifically; what efforts would you undertake to encourage a commitment to excellence through diversity?
* If you overheard a co-worker make a sexist, racist, homophobic or otherwise prejudiced joke or comment, what would you do?

**Possible Interview Questions – All Positions – Past Experience:**

* How would you describe your current thinking about diversity, and how has your thinking changed over time?
* How have you demonstrated your commitment to diversity issues in your current (past) position?
* Tell us about one or two specific things that you have done to promote diversity, equity and/or inclusion in your current (or last) job?
* What has been your approach to dealing with discussions about potentially difficult topics, such as race, religion, politics, or sexual orientation? Please provide a specific example.
* If we were to ask your colleagues or supervisor at your current position, what do you think they would say about your diversity background, experience and contributions?
* Describe how your career has been enhanced by exposure to diverse people, places, or experiences. Please provide a specific example.
* Give an example of a situation or project in which you worked with people from a wide range of backgrounds and ideas. What was your role and what was the end result?
* Tell us about a time when you were challenged by a situation where others were behaving in an inappropriate or uncivil way. Describe the situation, the actions you took, and the outcome.
* Please share an example of a time when you had to adapt your behavior in order to work more effectively with others who were culturally different from yourself. What was the situation and the outcome?
* Please describe a time when you had to work with someone culturally different from yourself. What was the situation? Did you face any specific challenges?
* Have you ever realized you had said or done something that may have been offensive to a colleague, student, or coworker? How did you respond to that realization, and what was the outcome?
* Please describe how you work to create a campus environment that is welcoming and inclusive? Please provide a specific example.
* What specifically have you done to further your knowledge about diversity and inclusion?
* Tell us about a time when you were unable to be tolerant of another person’s point of view. Describe the situation, the actions you took, and the outcome.
* How have you put what you learned to use in the workplace?
* Please describe your experiences recruiting, hiring, training, and/or supervising a diverse workforce.

**Possible Interview Questions – All Positions – Hypothetical Situations:**

* If you were the successful candidate for this position, how would you help develop a sense of belonging for (students/your stakeholders) from diverse communities to this university? What do you expect the challenges would be? What do you expect the benefits would be?
* Sometimes there is a belief that a commitment to diversity conflicts with a commitment to excellence (i.e., we will have to lower our standards to achieve or accommodate diversity). How would you describe the relationship between diversity and excellence? What kinds of leadership efforts would you undertake to encourage a commitment to excellence through diversity?
* One of the core values at Western Carolina University is cultural diversity. If you were selected for this position, how would you demonstrate and promote this core value?
* How would your vision for this position be aligned with this university’s commitment to equity and diversity?
* What is your vision of a university that fully embraces diversity?
* Describe a situation in which you would utilize your multicultural skills to solve a problem.
* If you overheard a co-worker make a sexist, racist, homophobic or otherwise prejudiced joke or comment, what would you do?
* Suppose that you encounter a pervasive belief that diversity and excellence are somehow in conflict. Generally; how do you view the relationship between diversity and excellence? Specifically; what efforts would you undertake to encourage a commitment to excellence through diversity?
* When interacting with an individual from a different culture than your own, how do you ensure that communication is effective?
* Working with people from different backgrounds or cultures can present unique opportunities for collaboration and creativity. Describe a project or decision which could be enhanced by including diverse perspectives.
* To what extent do you believe there are significant differences in how one should work with diverse cultures within the US/US minorities and diverse cultures from other nations? Are different strategies appropriate, and if so, what are they?

**Spring 2022 DEI Book Studies**



