Sample Interview Questions

Drafted by Inclusive Excellence Committee, Department of Psychology
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Faculty and graduate students will be asked to give feedback to the Search Committee/Chair on the potential contributions of job candidates to inclusive excellence (I.E.). To assist in the process of providing feedback, the I.E. Committee generated the following list of potential benefits of recruiting faculty who demonstrate a strong commitment to I.E. and examples of corresponding interview questions. We hope this resource will help faculty and students with their evaluation of candidates' potential contributions, including providing potential questions for use during discussions with candidates.

Please send feedback or questions about this document to the I.E. Committee via Anne DePrince (adeprinc@du.edu).

Potential value of recruiting faculty with strong commitment to I.E. include (but are not limited to) increasing our department's ability to:	Questions that could assess potential contributions in these areas:
Provide a broader and larger pool of ideas, perspectives, and views to decision-making processes in the department/university.	• What examples can you give to illustrate your approach to collaboration that demonstrates how you value/incorporate diverse perspectives?
Increase racial/ethnic and cultural competency and enhance openness to diversity in the department/university broadly.	• What experiences have you had working with diverse groups? What were the most important lessons you learned that you would bring to a position here?
Provide more diverse curricular offerings.	• What ideas or plans do you have to incorporate I.E. into classes you teach and/or the larger psychology curriculum?
Develop curriculum and teach courses with content that addresses groups that have been previously underrepresented.	• What examples can you give of how you have incorporated coverage of content related to diverse or under-represented populations and/or perspectives into your teaching?
Mentor undergraduate and graduate students, including those with diverse backgrounds.	• What are examples of ways that you've been a role model for your students, including historically underrepresented in the past or anticipate being so in the future?
Bring professional experiences to help students develop a portfolio that reflects a commitment to I.E. (including building the needed professional networks).	• What experience do you have in building a research and teaching portfolio that considers diversity (broadly defined)? How would you use that experience to mentor students?
Increase our ability to recruit outstanding graduate and undergraduate students from diverse backgrounds (broadly defined) who will contribute to the breadth of ideas and perspectives in the department.	• In terms of how you imagine setting up a lab, what are examples of things you might do to help you recruit outstanding graduate students from underrepresented populations and with diverse

	perspectives?
Increase our ability to recruit outstanding graduate and undergraduate students with scholarship interests that relate to diversity (broadly defined).	• What would you highlight about your work to attract outstanding graduate and/or undergraduate students with scholarship interests that relate to diversity (broadly defined)?
Mentor students who have interests in research related to diverse and historically-underrepresented populations.	• What experiences do you bring that prepare you for mentoring diverse undergraduate and graduate students? • What would you highlight about your work to attract students who have interests in research related to diverse and historically-underrepresented populations?
Support retention efforts for faculty and students.	• What experience do you have working with diverse groups of faculty or students that would help you contribute to faculty/student retention efforts in this position? • What are the most important things you would want to do to be part of creating an inclusive environment in this department?
Bring skills and experience relevant to working with diverse communities to increase research and funding opportunities that are tied to addressing matters of inequality (particularly given funding trends for work that focuses on inequality).	• What are examples of ways you've shared your research with communities (including diverse and/or historically-underrepresented communities) or involved such communities in your work; or what are ways you could imagine doing this in the future?
Provide clinical supervision for students doing treatment/assessment with diverse populations (broadly defined). *(For clinical faculty positions)*	• What lessons have you learned that you would share in clinical supervision about doing treatment/assessment with diverse populations (broadly defined)?
Address the implications of research with diverse communities, given increasing calls from the public for clear explanations of how research and liberal arts education apply to the real world.	• What are some examples of ways that you have incorporated diverse or under-represented populations into your research? • What are some examples of ways that your research may be relevant to diverse or under-represented populations?
Disseminate research findings to non-academic audiences to contribute to translation of said research into policy and practice.	• What are some examples of ways that you have worked to disseminate/translate your research findings outside traditional academic audiences, for example to affect policy/practice; and/or how would you go about broader dissemination/translation of your findings as a faculty member?