



## Guidelines for Promoting Diversity in Hiring

As our [Strategic Plan](#) notes, Lexington Public Schools “strive[s] for staffing that is reflective of the diversity of our community.” To work toward this goal, please adhere to the following guidelines when during the hiring process. Reference the [January 2020 Joint Council slideshow](#) for reminders about the district’s expectations for and commitment to diversity in hiring. Please reach out to the [Director of Human Resources](#) or the [Director of Equity and Student Supports](#) with questions or to request support.



### Diverse Candidates

Candidates of color and other applicants who diversify your school or department must be interviewed. Lack of certification should not preclude a candidate from being interviewed. If a candidate of color meets the minimum qualifications/general competency requirements (excluding certification) to perform well in the role, consider hiring the person of color over a “most qualified” candidate. If the candidate lacks proper certification, reach out to Human Resources prior to making a decision on hiring. Remember to reference resources like the [MPDE Diversity Job Fair resume collection](#) and invite candidates to apply for positions. Reach out to the [Director of Human Resources](#) or the [Director of Equity and Student Supports](#) for help recruiting diverse candidates to apply for open positions.



### Inclusive Language

Use gender neutral and other inclusive language in your written and oral communication. Consider sharing your pronouns early in the process and politely asking about candidates’ pronouns. Use plural pronouns whenever possible, for example, “If students are not performing on grade level, how do you help them?” rather than “If a student is not performing on grade level, how do you help him/her?” For additional information on using inclusive language, see the many examples in this short article: “[The Evolving Language of Diversity](#).”



### Interview Teams

Your interview should reflect the diversity of your school/department, including the students it serves. Consider inviting support staff to join a hiring team in order to provide a diversity of perspective that may not exist in your teaching staff. Remember that as a district, “we recognize that people from different backgrounds offer new ways of seeing the world and solving problems”! In preparing your team, be explicit about these guidelines and the district’s commitment to diversifying our staff. Remind team members of unconscious bias and the implications of

*Elements adapted from the work of Manuel Fernandez, Principal of the [Cambridge Street Upper School](#).  
Some interview questions have been adapted from the [Northern Illinois University Department of Affirmative Action](#)  
and Maureen Rice Harris, M.P.H., M.Ed.*

*Last revised: April 22, 2020*



making judgments on a person's character, experiences, or background based on assumptions unrelated to job performance and work ethic.



### Interview Questions

Include at least one of the following questions that reflect the district's commitment to diversity, equity and inclusion. Regardless of which question you select, be sure to prepare your team for the types of responses that would align to our district's mission, vision, and core values. As noted above, you are welcome to reach out to the Director of Human Resources and/or the Director of Equity and Student Supports for help preparing your committee.

- How have race and culture informed or impacted your work as an educator?
- Please share an example of a work product or experience that demonstrates your respect for diversity.
- Please share a personal or professional experience that demonstrates how you've worked to understand perspectives of people whose cultural or racial background is different from your own.
- How have your previous life, work, or educational experiences prepared you to educate students from diverse groups?
- How do you honor your students' racial, ethnic, or cultural differences in your instructional pedagogy?
- Sometimes there is a belief that a commitment to diversity conflicts with a commitment to excellence. How would you describe the relationship between diversity and excellence?
- What is your definition of diversity and why is the concept important?
- What data can you share to support your ability to raise the academic growth and achievement of all students, especially those historically marginalized such as English Language Learners, students in Special Education, African American and Latinx students, and students from low socio-economic homes?
- What is your definition of educational equity and how would you incorporate this concept into your role?

*Elements adapted from the work of Manuel Fernandez, Principal of the [Cambridge Street Upper School](#).  
Some interview questions have been adapted from the [Northern Illinois University Department of Affirmative Action](#)  
and Maureen Rice Harris, M.P.H., M.Ed.*

*Last revised: April 22, 2020*