



LOS RIOS  
COMMUNITY COLLEGE DISTRICT



# Sample Interview Questions

Typical questions to help you prepare for an  
interview at Los Rios Community College District

**Los Rios Community College District**

Chancellor Brian King

**Los Rios Board of Trustees**

Dustin Johnson, President

Deborah Ortiz, Vice President

Robert Jones

John Knight

Pamela Haynes

Tami Nelson

Isabella-Marie Engel (Student Trustee)

**Sample Interview Questions**

Los Rios Community College District

1919 Spanos Court

Sacramento, CA 95825

(916) 568-3021

[www.losrios.edu](http://www.losrios.edu)

This compilation is updated annually by the Los Rios Community College District, Office of Human Resources. Copies are posted at the District website, and copies are provided to all hiring committees and the public. (rev. 1/9/2020)

# Table of Contents

---

<b>Introductory Questions</b>	<b>4</b>
Background Summary	4
What Attracts You to This Position?	4
<b>Subject/Industry Knowledge</b>	<b>5</b>
Specific to Position	5
<b>Diversity/Equity-Mindedness/Inclusion</b>	<b>6</b>
Your Experience	6
Integration with Students	7
<b>Participatory Work Teams</b>	<b>10</b>
Teamwork Philosophy	10
Conflict Resolution	10
<b>Campus Services/Duties</b>	<b>11</b>
Explanation of Duty	11
Share Ideas for This Requirement	11
<b>Curriculum</b>	<b>12</b>
Lesson Planning	12
Assessment	12
<b>Online Instruction/Computer Technology</b>	<b>13</b>
Experience Using Technology in Teaching	13
Technological Relevancy	13
Challenges	13
<b>Student Discipline/Grading</b>	<b>15</b>
Disruptions	15
Academic Dishonesty	15
Policies	15
<b>Student Success/Outcomes</b>	<b>17</b>
Student Services Programs	17
Student Empowerment	17
Outcomes	17
<b>Demonstration</b>	<b>19</b>
Presentation/Teaching Demo	19
<b>Writing Sample</b>	<b>20</b>
<b>Closing Questions</b>	<b>21</b>
Call for Questions	21
No Call for Questions:	21

# Introductory Questions

---

## Background Summary

What makes you an ideal candidate for this position? Please describe your qualifications and experience.

- The committee has had an opportunity to review your application packet. Please summarize your relevant academic preparation and counseling experiences that have prepared you for a full-time counseling position at \_\_\_\_\_ College?
- What in your background and experience makes you particularly well suited to the Mathematics Professor position at \_\_\_\_\_ College?
- How has your background and experience prepared you to be effective in an environment that values diversity?

## What Attracts You to This Position?

Can be discipline specific, campus specific, or both.

- Briefly summarize how your previous work experience, education, and life experience will help you to be successful teaching at \_\_\_\_\_ College. What about the college and this position attracts you?
- What is it about community colleges and \_\_\_\_\_ College, in particular, that makes you pursue teaching at this institution as opposed to opportunities at other educational institutions?

# Subject/Industry Knowledge

---

## Specific to Position

- Critical thinking skills have always been important to nursing. How would you teach critical thinking skills in the clinical setting?
- Define pump cavitation, what causes it, and what are the effects?
- What do you think the future holds for funeral service and embalming? How do you think this will affect mortuary colleges?
- A student assistant comes to you and asks you how to measure the density of a solution of sodium chloride to prepare for your lab. How would you respond to this student assistant?
- What is your recruiting plan for the wrestling team at \_\_\_\_\_ College?
- Impromptu teaching demo: In teaching a support course for a transfer-level class, a student asks why we need common denominators to add and subtract fractional expressions. Please take 5 minutes to answer this question.
- Describe your experience with Geographic Information Systems (GIS) software.
- Detail your experience using GIS software in classroom instruction or professional training.

# Diversity/Equity-Mindedness/Inclusion

---

## Your Experience

How do you create an inclusive learning environment?

- How do you seek to identify and eliminate barriers for students?
- How do you define diversity? Please share an example of how your personal and professional experiences have informed your perspective on diversity. How do you plan to integrate diversity in your instruction?
- Discuss your experience working with culturally diverse groups.
- What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?
- \_\_\_\_\_ College is a diverse learning community which promotes social justice. Please describe how your education, life experiences, and work experience will help you succeed in teaching our diverse students.
- \_\_\_\_\_ College is a diverse learning community which promotes social justice. Explain how your skill set will help you meet the needs of a student body that is diverse in multiple ways.
- 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?
- 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.]
- 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?
- As an instructor, how do you create a classroom culture that intentionally welcomes and supports students from different racial/ethnic and socio-economic backgrounds?
- 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?
- What strategies do you use to reflect on your teaching?
- What strategies do you use to get to know your students?
- How do you consider the varying experiences and identities of your students on a daily basis?

- Recall a time when you noticed that a student was struggling in class and in jeopardy of failing. What did you do?
- What does 'equity' mean to you? How do you enact your definition of equity in your classrooms?
- In what ways have you acted as an advocate to ensure equity is at the forefront during department and college service?
- We are looking for candidates who are critically race conscious. How do you define that?
- 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?
- 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?
- 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?
- What techniques do you have for drawing on your students' funds of knowledge?
- 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?
- Tell me about a time when your values and beliefs impacted your relationships with your colleagues.
- Please describe how your classroom strategies support equitable success for minoritized populations?
- How have you used disaggregated student data to modify classroom (or institutional) practices?
- How do you appeal to students with a variety of learning styles?
- Give us two examples of things you have done to support Latinx and African American success in your field.
- What does it mean for you to have a commitment to equity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?

## Integration with Students

What are some challenges you have faced when working with others from diverse backgrounds, and how have you met these challenges in the past?

- Discuss your experience working with diverse populations. How do you encourage and empower students from all backgrounds and abilities to overcome obstacles and achieve their goals? Please provide a few examples to help us better understand.
- Describe experiences you have had that demonstrate your understanding of students from diverse backgrounds, cultures, and abilities. What are some of the ways you have helped meet the needs of these students?
- Describe your teaching philosophy and how you would apply your philosophy to teaching first year social work students who are from diverse backgrounds?
- One of your main responsibilities will be to teach general population students in our fitness and lecture courses. Given the ethnic, cultural, and economic diversity of our student population and their range of academic preparation, how will you address their various needs?
- How do you define the phrase "student-centered" as it relates to public service librarians in a community college setting? Please give an example illustrating to the committee a student-centered approach you've taken in the past, and an idea you have for creating a more student-centered approach in the future.
- In your experience, what are the challenges faced by members of historically underrepresented groups in successfully completing their education? What strategies have you used to address these challenges, and how successful were those strategies?
- You have been noticing that the scores on your exams are bimodal. Upon further investigation, you have determined that the students in the lower range tend to be African-American and Hispanic students. How do you address this situation to ensure student success for all of your students?
- What are some of the techniques you use to teach in a culturally responsive way?
- 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?
- What role models are there in your field for non-traditional students (e.g., female students LGBTQ+ students, indigenous students, racially minoritized students, and students with disabilities)?
- 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?
- What does it mean to you to be effective in an environment that values diversity and equity?
- How do you draw upon your student's prior knowledge, backgrounds, and lived experiences?
- 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?



- 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?
- 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.
- If you notice patterns of racialized outcomes, what would you do?
- 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?
- Tell me about an instance where you adapted your teaching or mentoring approach in order to work effectively with a racially minoritized student.
- 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?

# Participatory Work Teams

---

## Teamwork Philosophy

How do you cultivate teamwork and collaboration?

- At \_\_\_\_\_ College, we have five full time faculty teaching Anatomy and Physiology each with different teaching styles but we like to keep consistency in rigor and information. How are you well suited to being both an independent professor and also a team player?
- Tell us about your experience working collaboratively with community partners, colleagues or professionals in the field.
- Describe projects that you have collaborated on with other faculty members, students, administrators, or staff. What was the project, and how did you work together as a team to achieve your goals? How did you resolve any disputes?

## Conflict Resolution

Describe a conflict you had with a colleague and how it was resolved.

- In light of acceleration, your subcommittee is tasked with deciding what proportion of transfer and below-transfer composition classes to offer in the next academic year. There's significant disagreement between you and a colleague on the subcommittee. You're in a meeting now. What would be your approach to reach a point of consensus?
- Describe a time when you disagreed with an idea your coworker wanted to pursue. How did you approach the disagreement, and what was the resolution?
- Give examples of times when your values and beliefs impacted your relationships with your colleagues.
- Can you recall a time when you gave feedback to a colleague who was not accepting of others?
- 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?

# Campus Services/Duties

---

## Explanation of Duty

Faculty are obligated to contribute to their department, college, and community outside of their regular teaching duties.

- A full-time faculty member's responsibilities include being actively involved in the work of the department, the division, and the campus, as a whole. For example, members of the English Department have created a cohort of accelerated writing classes, cross-disciplinary learning communities, and even connections with community organizations.
- As a full-time faculty member at \_\_\_\_\_ College, your responsibilities outside the classroom include participating in the college community.
- Being a faculty member at a community college requires service to the college outside of your normal coaching and teaching duties. Please share ways that you will meet this college service requirement.

## Share Ideas for This Requirement

In what ways do you see yourself contributing outside of your regular teaching duties?

- Share with the committee how you have participated in your previous community, and how you would do so in this role.
- Please describe how you have participated in activities that enhanced your workplace or community.
- Please describe how you may want to contribute to your department, college, and community outside your regular teaching duties.
- 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)?

# Curriculum

---

## Lesson Planning

What is your experience with lesson planning?

- Describe how you would prepare a lesson for a class session.
- If you could develop a new curriculum or course material for an existing class, what might it include?
- How will you embed cultural competence into your course design?
- \_\_\_\_\_ College is committed to diversity, equity, and social justice. Some of \_\_\_\_\_ College's most disproportionately impacted groups of students are African American, Native American, Pacific Islander, and foster youth. How have or how would you tailor your instruction and methods to address the achievement gap?

## Assessment

How do you plan to assess students on material taught?

- In any given classroom, students will come with varying skill levels, including students with markedly higher skills and students with markedly lower skills than the rest of the class. What strategies would you use to ensure that all students are able to grow and learn in your classroom?
- The \_\_\_\_\_ College funeral service and embalming graduates must pass board examination prior to entering the profession. Considering a vast array of learning abilities, how would you design and maintain an assessment or system which would ensure that the rigor within the program is maintained?

# Online Instruction/Computer Technology

---

## Experience Using Technology in Teaching

Describe how you have used technology to teach in the past.

- Online courses are becoming a more popular modality in education. Please describe your views of the efficacy of online courses in chemistry. What are these views based upon
- Describe your experience and skills in using computers that would be helpful in a teaching environment?
- Please discuss your most effective experience utilizing technology in the classroom.

## Technological Relevancy

How do you stay current with relevant technology in your field?

- Maintaining currency in equipment and training is difficult in an environment of limited time and resources. How do you stay current with relevant technology in an environment where technology is constantly changing? How would you ensure your students stayed current?

## Challenges

Describe some challenges with using online instruction in your discipline, and ways to overcome those challenges.

- What promises and problems do you see in online and hybrid modalities for teaching Anthropology?
- How can the library ensure that all technology-based services and resources are accessible to students of varying ability and socio-economic backgrounds?
- What are some advantages and challenges associated with using technology in counseling?

- What type of technology strategies or online resources have you used to promote and encourage student success?

# Student Discipline/Grading

---

## Disruptions

Describe how you would intervene if student discussion became disruptive.

- Every instructor comes across student behaviors that impede or obstruct the learning environment. Describe such a behavior and how you have or would handle this classroom management issue.
- You are presenting the topic of laboratory manipulation of genes when a very passionate discussion on the pros and cons of genetically modified organisms develops within your classroom. How would you moderate a discussion that is now bordering on disruptive?

## Academic Dishonesty

Describe the steps you would take to deal with a student who has been caught cheating.

- You have discovered several students cheating during a midterm exam. Describe the steps you would take in responding to the current circumstances as well as the steps that you would take to prevent academic dishonesty going forward.
- Suppose that the laboratory staff found that students in your class have improperly discarded their microbial biochemical tests. Explain how you would address these concerns and encourage your students to observe correct laboratory safety guidelines.

## Policies

How would you respond to a student who consistently asks for exceptions to your policies?

- When do you communicate with a student, what changes do you make, or what resources do you utilize when a student misses class or assignments? How long do you wait before taking action?

- You find that your class average is significantly higher than your colleagues' class averages. How would you respond to this discrepancy?
- A student comes to you time and time again asking for exceptions to your policies (based on personal circumstances). How do you respond to this student?



# Student Success/Outcomes

---

## Student Services Programs

Describe how you have utilized specialized student support organizations in encouraging student success.

- In our department and across our campus, we are working on various programs aimed at supporting students and increasing student success. Some of these are specialized learning cohorts or communities, tutors or supplementary instructors in the classroom, and flipped-classroom practices, just to name a few. Tell us a little about any of these or other innovative practices that you have utilized. Explain how they improve student success.

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?

## Student Empowerment

How do you empower students in your classroom?

- One key component for student retention and success is a student being “seen” by a campus representative. How do you communicate to students in your class or at other places on campus that you “see” them?
- How would you provide opportunities outside of the classroom for students to reinforce and supplement what they are learning in the microbiology classroom?
- How do you communicate to students how to be successful in your class?

## Outcomes

Describe what attributes (besides curriculum knowledge) you would want students exiting your course to possess.

- One of the ultimate learning outcomes for college students is critical thinking. In what ways do you think studying math helps students develop their ability to think critically?

- Aside from a greater knowledge of chemistry, what are the other attributes that you want students to possess when they complete your chemistry course and why are these attributes important?
- How would you ensure that your students understand and internalize professional integrity and professional ethics into their practice as AOD counselors?

# Demonstration

---

## Presentation/Teaching Demo

Using the committee as the group you are presenting to, present a prepared slideshow on a pre-assigned topic. Typically subject specific. Prepare a 10 minute teaching presentation in subject area.

- Demonstrate an application of related rates as you might present it to your first semester Engineering, Life-Science or Business Calculus students. Assume the topic and notation have already been introduced. The committee members will act as members of your class.
- Prepare a ten-minute teaching demonstration on one focused idea of your choice from an introduction to humanities course. (A white board and a PC computer with projector will be available. The committee will act as your students for the purpose of this demonstration.)
- You are the Coordinator (Offense, Defense, or Special Teams) for the \_\_\_\_\_ College football program. As you prepare for the 2018 conference opener, please provide and review with the committee an example of the scouting report you would distribute and install to your student athletes. This demonstration should also include how you would structure practice, player meetings, and the responsibilities of the assistant coaches throughout the week.
- Please take 10 minutes to explain the steps to embalming a non-autopsy case. Consider the committee to be your students. After the teaching demonstration that you just presented, you notice several blank stares and expressions on the faces of your students in the class. You give a pop quiz and you quickly surmise that everyone failed. How would you proceed?
- In response to increased awareness of the concept of “fake news,” you have been asked to give a presentation for an English as a Second Language (ESL) course on how to evaluate information, especially information found on the Web. Please choose a 10-minute segment of this presentation to demonstrate for the committee.
- Introduce the relationship between structure and function in proteins. Please assume you are presenting to a non-science majors biology class in which you have already finished giving an overview of biological molecules.

# Writing Sample

---

Provide a writing sample on a prompt to which you will respond on a computer.

- What innovations or technical changes do you think will impact the aviation industry in the near future? You may not access the internet via computer or phone.
- The \_\_\_\_\_ College Biotechnology program is interested in creating an internship program with a biotech firm. Please write an introductory letter to the human resources department proposing this new affiliation and highlighting its potential benefits to all involved.
- Write a laboratory exercise on streak-planting for colony isolation from a mixed broth culture of various bacteria. Include a step-by-step procedure of the laboratory technique, data, and conclusion you want your student to complete. The laboratory setup has a bench with Bunsen burner and metal bacterial loop.
- What is something that you have learned or experienced in the last 12 months? How has that informed your philosophy of teaching?
- What do you see as the future role of the RVT in veterinary medicine?
- Approximately 80% of first-time freshmen will be placed into English 300/1A, College Composition. However, they have no experience with college-level English, and high school senior English expectations were likely very different. Explain what you do to confirm that these students are capable of performing at this level.

# Closing Questions

---

## Call for Questions

Allows candidate to go back to add to prior responses or ask questions.

- Do you have anything to add and that we have not asked you about, or do you have any questions for the committee?
- Is there anything you would like to clarify in your previous responses or do you have anything to add about your qualifications for the position?
- Finally, this is a time for you to ask questions of committee members. You may also expand on the answers to previous questions. Committee members may also have questions for you.

## No Call for Questions:

- Thank you for your time. That concludes the oral part of your interview process.