Writing Diversity Statements

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Learning Objectives
By the end of this workshop, you will be able to:

1. Reflect on and articulate your core beliefs about diversity and inclusion.

2. Explain the role of diversity within your teaching, research, and service in alignment with your institution.

3. Describe how you practice and help advance inclusive excellence.
The Diversity Statement

• Essay of 1-2 pages in length
  • For hiring and promotion committees
  • Either as part of your letter of interest, your Teaching Statement, or as a separate statement
  • Also: element of a teaching portfolio, professional website, etc.

• Content:
  • Your understanding of, and engagement in, diversity and inclusion
  • Aligned with the institution’s mission and goals
  • Evidence-based account of your growth, best practices, ability and potential
Hiring committees check if your Diversity Statement:

1. Illustrates a definition and theoretical framework to diversity and inclusion
2. Conveys valuing of inclusiveness
3. Offers specifics about own experience and practice
4. Is evidence-based and reflective
5. Is attuned to institutional needs
6. Is well written, clear, readable
Inclusive Excellence Initiative

Association of American Colleges & Universities (AAC&U): Inclusive Excellence

- Diversity as a resource and asset with benefits for all; encompasses all areas of an institution

UA Office for Diversity & Inclusive Excellence (ODIEX)

- Diversity Statistics & Reports; trainings, etc.
- Senior Diversity Officer Jesús Treviño: IE as systemic structural cultural transformation; everybody’s responsibility

(See URLs on resources page)
AAC&U Definitions

Source: https://www.aacu.org/making-excellence-inclusive

**DIVERSITY**

Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

**EQUITY**

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-Mindedness: A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff.

**INCLUSION**

The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
Inclusive Excellence

“Diversity is like being invited to a dance whereas inclusiveness is actually being asked to dance. Taking this metaphor further, we can say that, in order for the dance to be successful, the ballroom (institution) has to be renovated and retrofitted (i.e., systemic structural cultural transformation) to welcome all dancers. Additionally, the dance instructors (i.e., faculty and staff) have to begin playing new music and teach new dance moves to create an ideal environment for inclusive dancing to take place. Here, it would also be a benefit to hire new and diverse dance instructors. Incidentally, the new instructors and dancers themselves bring new and distinct music and dance routines (i.e., the benefits of diversity), which lead to more innovative and creative dancing. In the end, a successful dance will not take place without the ballroom managers and directors (e.g., president, provost, vice presidents, deans, department heads) sending a powerful message of support that all of the above is critical to the future of the dance.”

Resources for Inclusive Excellence

• AAC&U Inclusive Excellence:  
  https://www.aacu.org/making-excellence-inclusive
  • AAC&U Journal “Diversity & Democracy:”
    https://www.aacu.org/diversitydemocracy

• UA Diversity & Inclusion: http://diversity.arizona.edu/
  • Newsletter: http://diversity.arizona.edu/odiex-newsletters
  • Senior Diversity Officer Jesús Treviño, "Practicing Inclusive Excellence:”
    https://uaatwork.arizona.edu/lqp/guest-column-practicing-inclusive-excellence?
      utm_source=lqp&utm_medium=email&utm_campaign=weekly_lqp

• OIA Resources:
  • Mini-Primer “Inclusive Excellence in Teaching:” http://oia.arizona.edu/content/313
  • Tutorial “Teaching Diverse Students:” http://oia.arizona.edu/node/25
Strategies for Preparing Your Diversity Statement

1. **Consider and articulate** your experiences, knowledge, and attitudes about diversity and inclusion.

2. **Identify** key terms and (theoretical) approaches that connect your experience to the overall discourse.

3. **Think of and articulate** specific examples and practices from your experience that demonstrate your points.

4. **Talk** to the diversity officers at your institution.

5. **Research** the job ad and institution’s website for institutional values around diversity and inclusion to envision and articulate your future role.
Writing Your Diversity Statement

What is YOUR Story?

1. What are the core principles and goals regarding diversity and inclusion in your professional life?

2. How do you enact these principles in your teaching/research/service? What evidence do you have for this?

3. How do you engage with diverse students and colleagues? How do you help others succeed?

4. How do you keep learning about diversity and inclusiveness for your professional development?

5. How do you see yourself contribute to (institutional) programs and projects in the future?
Diversity and Inclusion in Teaching

• Curriculum

• Course policies; course climate; accessibility

• Teaching techniques

• Student feedback:
  • University administered Teacher Course Evaluations
  • Informal feedback from students (e.g., emails)
  • End of course reflection on learning (e.g., as part of final paper, project, or exam)

• Reflection & observation:
  • Statements from supervisors or others who have observed your teaching
  • Teaching reflections
Refining Your Statement
Tools and Strategies

Reverse Outline

1. 
   a. 
   b. 
2. 
   a. 
   b. 
   c. 

Concept Map

Peer Review
Tools and Strategies for Revision

• **Reverse outline:**

• **Concept mapping:**
  - U. of Waterloo [https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/concept-mapping-tools](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/concept-mapping-tools)

• **Peer review:**
  - Teaching Philosophy Peer Review Worksheet: [www.baylor.edu/content/services/document.php/140033.docx](http://www.baylor.edu/content/services/document.php/140033.docx)
Image Sources

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Slide 1: Welcome Word Cloud


Slide 11: Notepaper


Slide 11: Concept Map


Slide 11: Peer Review

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