

“Diversity Statements” in Job Applications

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Ground rules for questions and discussion

Speak up, but also listen. If you typically hold back in discussions, challenge yourself to ask a question or share your opinion. If you usually dominate the discussion, encourage others to participate too.

Speak from your own experience. Avoid generalizations by using “I” statements and don’t expect that any one person represents an entire group.

Try not to make assumptions. Sometimes we are not able to express our ideas as clearly as we want to. If you are confused by someone’s question or statement, ask for clarification.

What are “diversity statements”?

Quick notes on differences between E-D-I

Equality: Aims to ensure that everyone gets the same things in order to enjoy full, healthy lives.

Equity: The state, quality, or ideal of being just, impartial, and fair. Synonymous with fairness and justice. Involves trying to understand and give people what they need to enjoy full, healthy lives.

Diversity: Numerical representation of different types of people, experiences, and/or ideas. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Inclusion: More than simply diversity and numerical representation, inclusion involves authentic and empowered participation and a true sense of belonging.

Quick notes on differences between E-D-I

DIVERSITY



is the representation of various identities and differences

EQUITY



focuses on fair treatment, equal opportunity and equal access to resources

INCLUSION



is the active engagement of the contributions and participation of all people

Diversity asks
WHO IS IN THE
ROOM?

Equity asks
WHO IS TRYING TO GET
IN THE ROOM BUT CAN'T?

Inclusion asks
HAVE EVERYONE'S
IDEAS BEEN HEARD?

An EDI statement describes a candidate's past, present, and future contributions to equity, diversity, and inclusion.

Submitted and evaluated along with CV, research statement, teaching statement.

Outlines how you will contribute to the advancement of your field, and how you will support and appreciation for contributions of all members of that academic community.

Ensures that contributions to EDI are credited and not ignored.

Helps departments realize their recruitment and community goals.

An EDI statement is *not* a place where you *have* to disclose personal information.

You *do not have to* write about your social identities (race, ethnicity, gender, sexuality, abilities, etc.).

There is risk in disclosing details that may carry stigma or induce biases on the part of readers.

EDI statement prompts are specific to each institution, but generally include a few key examples of contributions.

Knowledge and Understanding: Knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. Comfort discussing diversity-related issues.

Teaching: Effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various under-represented groups. Using new pedagogies and classroom strategies to advance equity and inclusion. Mentoring, teaching, advising, guiding students.

Service: Outreach activities designed to remove barriers and to increase the participation of individuals from underrepresented groups. Strategies to create inclusive and welcoming teaching environments for all underrepresented students.

EDI statement prompts are specific to each institution, but generally include a few key examples of contributions.

Professional Activity: Participation/leadership in workshops and activities that help build multicultural competencies and create inclusive climates. Participation/leadership with professional or scientific associations or meetings that aim to increase diversity or address the needs of underrepresented students, staff, or faculty.

Research/Creative Work: Contributions to the professional literature or to the advancement of professional practice/education, including contributions to the advancement of equitable access and diversity in education should be judged creative work when they present new ideas or original scholarly work.

Why are institutions requiring
“diversity statements”?

The underlying goal of these statements is to remove barriers that prevent the participation of all qualified people.

“United States must aggressively pursue the innovative capacity of all of its people – women and men, minority and non-minority – to maintain leadership in the global marketplace.”

Provides the hiring committee with relevant, useful information about a candidate’s qualifications and potential for future success.

Signals that the department genuinely values equity, diversity, and inclusion, perhaps making it easier to attract a diverse pool of applicants including individuals from groups that remain underrepresented in the field or discipline.

Much of the work around service, mentoring, and research has been disproportionately shouldered by historically marginalized persons at universities, creating a “cultural taxation” on the often-invisible labor they perform. This work is critical to progress and needs to be shared.

How might you go about writing a “diversity statement”?

Overarching goals

Show how diversity informs your approach to teaching and mentorship

Write about specific things you have done to eliminate barriers & help students from underrepresented backgrounds succeed

Demonstrate that you have an **actionable plan** to incorporate DEI-work into your role as a new faculty member

A DEI statement should discuss

Your track record in advancing DEI

and/or

Future plans to advance DEI in alignment with a universities mission,
through research, teaching, and service

Demonstrate knowledge of DEI

Capacity to discuss DEI-related issues

Knowledge of, experience with, and interest in aspects of diversity that result from race, ethnicity, gender identity, sexual orientation, (dis)ability status, socioeconomic status, culture, and all social dimensions that are represented in our broader society.

Familiarity with demographic data related to diversity (or lack thereof) in your field & in higher education, more generally.

Understanding challenges faced by underrepresented individuals and need to confront underrepresentation and promote equitable participation and advancement

Teaching strategies & experience

Create inclusive teaching environment for all students – particularly students who are underrepresented and/or educationally disadvantaged

Promote educational advancement of underrepresented groups

Experience teaching underrepresented students e.g. minority serving institutions, success advising/mentoring women, people of color, or students with disabilities

Encourage both critical thinking & respectful dialogue

Professional activities & outreach

Engagement in initiatives designed to raise awareness surrounding equity issues, remove barriers & increase participation of underrepresented groups in science

Highlight programs, seminars, workshops, conferences you may have participated in that address concerns of underrepresented groups in science

Participation in outreach e.g., service work with diverse or underrepresented populations

Participating in advising & mentorship in programs such as *Women in Science & Engineering ...*

Efforts to improve recruitment and retention

Please rate the candidate on each of the following criteria:	Excellent = 5	Good = 4	Average = 3	Fair = 2	Poor = 1
<p align="center">Leadership</p> <p>Collaborative; can lead peers and influence senior leaders; strong conflict resolution, mentoring, and coaching skills; respected presence on campus and in their professional field; can work across disciplines to achieve results</p>					
<p align="center">Record on diversity</p> <p>Leader in faculty recruitment and retention efforts; an ally or active player in social justice/equity work; evidence of broad involvement with diversity work on campus (with students, faculty/staff, or leadership); national presence in this arena</p>					
<p align="center">Research Productivity & Scholarly Impact</p> <p>Evidence of scholarly productivity; quality of publications high; broad range of publications; intersectional research; research reputation</p>					
<p align="center">Funding</p> <p>Demonstrated ability to secure funding through research or grants/contracts; potential for renewable funding; ability/potential to partner with others for funding</p>					
<p align="center">Communication</p> <p>Evidence of strong advocacy and negotiation skills; communicates complex ideas well in verbal and written formats; ability to use data to inform decisions; ability to share data broadly and translate findings to multiple audiences</p>					

Please rate the candidate on each of the following criteria:	Excellent = 5	Good = 4	Average = 3	Fair = 2	Poor = 1
<p align="center">Innovation</p> <p>Forward thinker; articulates compelling vision and approach; trendsetter in faculty recruitment and retention efforts</p>					
<p align="center">Evidence of interdisciplinary work</p> <p>Partnership across disciplines (in teaching or research); connections outside of department through service or committee work</p>					
<p align="center">Teaching/Mentoring Skills</p> <p>Addresses diversity in teaching; understands unconscious bias and creates equitable learning spaces</p>					
<p align="center">Service/Community Engagement</p> <p>Serves on department committees; accepts opportunities to mentor and support students/peers; involved in campus life and activities; record of community engagement around social justice issues</p>					

Things to avoid

- Avoid false parallels
- Using slang or derogatory language
- Using legal jargon
- Blame, Shame, or Self-deprecate
- Express Pity
- Savior complex
- Your presence will be enough to transform the community
- Don't stray from commonly accepted understandings of diversity i.e., issues such as race, gender, (dis)ability status and sexual orientation

Do your research!

Places to look:

University/College's Website on DEI or DEI statement

Institutional Research Page

Centers for Diversity, Equity, and Inclusion

Departmental Websites dedicated to DEI

Common Data Sets e.g. NCSES (www.nsf.gov/statistics)

Be aware of ongoing initiatives

Most universities or departments have ongoing programs or new DEI initiatives

Be aware of ongoing programs & think about ways in which you see yourself participating or advancing these programs

Express interest in creating new programs based on models at other campuses or setting up pods e.g. URGE or initiatives like AGU Bridge program.

Build a plan to start meaningful DEI work

Starting postdocs at EPL: Start making a plan to dedicate some time to continuing DEI education and outreach. Doesn't have to be a huge commitment. Consider plugging into existing programs at Carnegie e.g., First Light or ongoing education initiatives or mentorship opportunities through AAAS ect.

Applying for positions at PI: Detail specific actions or steps taken to show you have an actionable plan that you intend to launch as a new faculty member.

Discussion breakouts!

Breakout #1 -- Focused on translating DEI experiences/ideas/future plans into a statement.

Breakout #2 -- Focused on continuing or building up DEI experiences during your postdoc.

Diversity statements describe how you will help advance your field by supporting the equitable, inclusive participation of diverse individuals in it.

Are there any specific new options that you would like to see for postdocs at Carnegie EPL for engaging with DEI issues/activities?