



PROMISE

Future Faculty Series:

Diversity Statements

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Why Diversity Statements?

Exercise: Assessing Samples

**Key Components of Good
Diversity Statements**

**Brainstorming for YOUR
Diversity Statement**

Sample Rubric

Agenda



CV

Cover Letter

Research Statement

Teaching Statement

Diversity Statement

References/Letters

Faculty Applications

Key Takeaway: Tailor each item for each job!

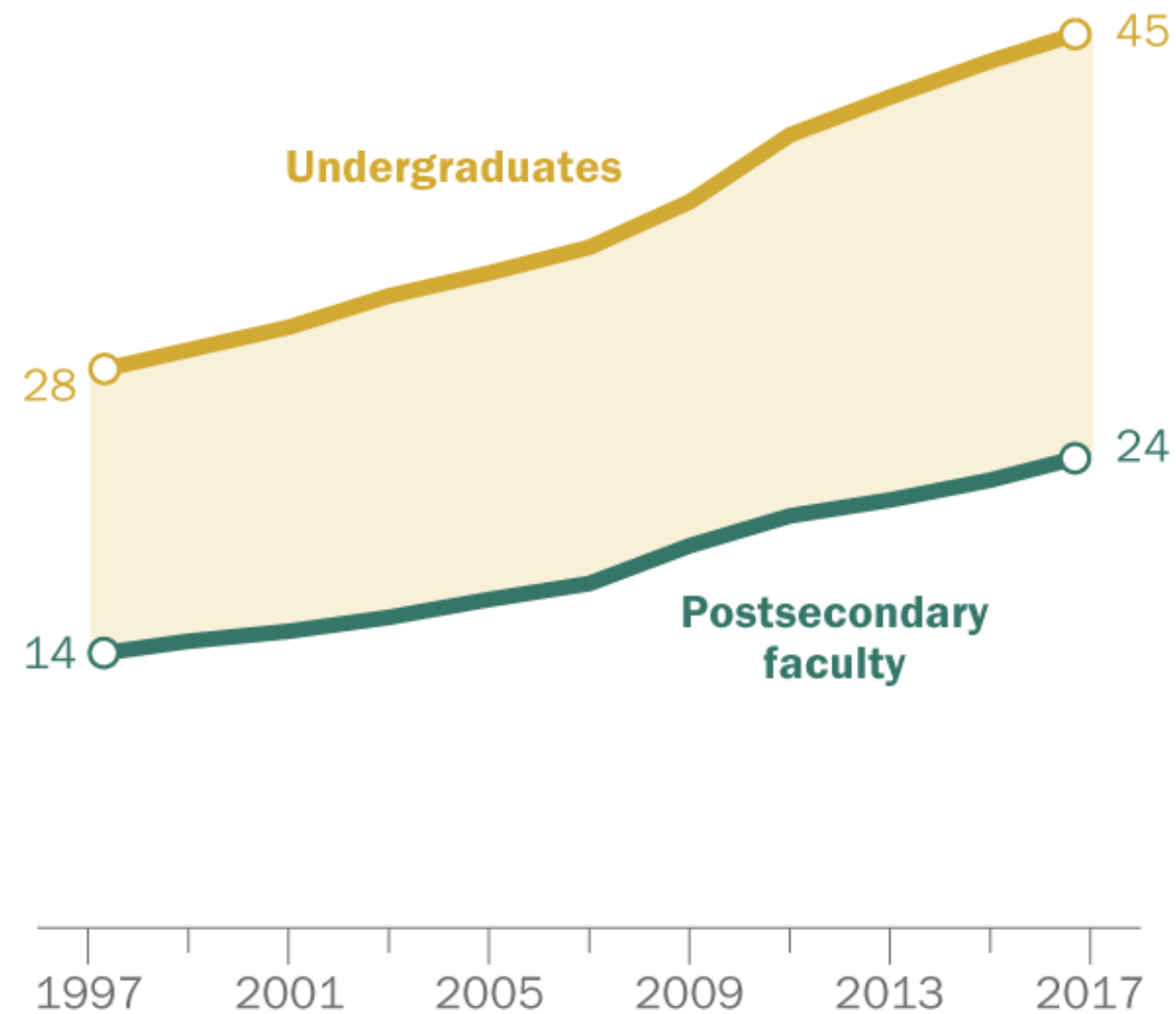


Brainstorm: Why are these being requested?

Think, Pair (Introduce yourselves!), Share

U.S. college students still more likely than faculty to be racial or ethnic minorities

% of undergraduates and postsecondary faculty who are nonwhite



Note: "Nonwhite" includes blacks, Hispanics, Asians, Pacific Islanders, American Indians or Alaska Natives, and those of two or more races. Those categorized as "non-resident alien" and "race/ethnicity unknown" are not included in this analysis.
Source: National Center for Education Statistics.

PEW RESEARCH CENTER

Purpose of a DS

- Population is more diverse, undergraduates are more diverse
 - We need faculty that will understand, support, advance these students
- Recognition that bias and structural barriers exist within our institutions
 - We need conscientious, caring, committed folkx that will help institutions evolve.



Exercise

Read Diversity Statement 1

Rate 1-10 (1 being very poor, 10 being outstanding)

Discuss in small groups.

Read Diversity Statement 2

Rate 1-10 (1 being very poor, 10 being outstanding)

Large group discussion

- What is memorable?
- What themes do you observe?
- What active role does the author take?
- Does the author take a passive role?
- What did the author learn?

Some notes from our in-person discussion of Samples:

Things that were impressive included statements where applicants...

- **have done their homework and reference activities they will plug into on campus they are applying to**
- **are open about their identity(ies) and their ability to contribute to diversity or an inclusive environment**
- **have experience working with, *learning from and supporting* students who are minoritized or historically underrepresented (not just “one of my mentees was Hispanic” which would be very passive).**
- **discuss specific ways they will mentor/teach that will support diverse students**
- **specify a couple ways they will specifically be able to assist the department/institution outside of existing efforts**

Things that were lackluster or problematic

- **“I will work with anyone from any background” is very passive and insufficient**
- **Not mentioning their own background/diversity/identities – implied that they were avoiding mention of it or were not comfortable having open conversations about race/difference/identity**

Suggested Components of a Diversity Statement

**Awareness &
Personal Experience**

Past Efforts

Future Commitment

Note: Diversity Statements are often 1-1.5 pages



Think Pair Share #2:
What might you mention for the awareness and personal experience?

What has inspired your motivation to be more inclusive?

Opportunities @ UMBC to increase Awareness

Leverage i3B <https://my3.my.umbc.edu/groups/themosaic>

- 3 part [Multicultural Leadership Series](#)
- DreamZone training (immigrant support)
- SafeZone training (LGBTQ+ support)

PROMISE Cross Cultural Communication Workshops (start July 29, 2022)!

CIRTL trainings on inclusive teaching (<https://www.cirtl.net/>)

Read, self train, form a discussion group...



Opportunities to Demonstrate Effort

- **Volunteer with campus organizations**
- **Advocate for more diverse speakers in your department seminar series**
- **Implement an evidence-based technique in your TA section**

Organize a panel of minoritized or underrepresented scholars in your discipline

Serve on a committee (Psychology has a Diversity, Equity and Social Justice Committee)



Future Commitment Ideas

How will you plug into the *institution's* efforts (do your homework!)?

How might you plug into your Professional Organization's efforts?

How will you incorporate inclusive strategies into your classroom, research/mentorship and campus engagement?

Sample Rubric for Evaluating Diversity Statements

Adaptable Criteria for Evaluating DEI Statements

Demonstrated (or potential) ability to utilize pedagogies addressing different learning needs and educational backgrounds
Demonstrated (or potential) ability to instruct effectively students from underrepresented communities
Evidence of (or potential for) research contributions to understanding barriers facing women, racial/ethnic minorities or identities tied to socioeconomic, gender, sexual orientation, disability status, veteran status, or other protected categories
Evidence of (or potential for) engagement in activity designed to remove barriers and to increase participation by groups historically underrepresented in higher education
Evidence of (or potential for) participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically underrepresented in higher education
Demonstrated (or potential) ability to positively impact department climate for historically under-represented groups
Demonstrated (or potential) ability to attract and supervise graduate students from groups historically under-represented in higher education
Demonstrated (or potential) ability to teach and supervise undergraduate students from groups historically under-represented in higher education
Highlights specific plans for who they will continue engage with diversity, equity, and inclusion at UMBC.
Adapted from: https://evc.ucsb.edu/diversity/inclusive-excellence/reviewing



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