The Diversity Statement
Evaluating applicants for their past or potential future contributions to diversity, equity, and inclusion

Examples of the broad range of activities that appropriately address EDI concerns are provided below. This is not intended to be an exhaustive list, and many other activities may illustrate a commitment to a diverse, equitable, and inclusive academic environment.

*The following is drawn from UCLA’s Office of Equity, Diversity and Inclusion (EDI) https://ucla.app.box.com/v/edi-statement-faqs

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 underrepresented groups.”

Consider contributions to pedagogies addressing different learning styles, for example:

- Designing courses or curricula that meet the needs of educationally disadvantaged or first generation students;
- Developing effective teaching strategies for the educational advancement of students from under-represented groups.
- Incorporating cultural sensitivity in educational materials
- Experience teaching students who are under-represented, for example:
  - Teaching at a minority-serving institution;
  - Teaching at an institution that serves low-income, first generation, or non-traditional students;
  - Record of success advising women and minority graduate students;
  - Experience teaching students with disabilities.

Research and Other Creative Work
“Evidence of a productive and creative mind should be sought in the candidate’s published research or recognized artistic production in original architectural or engineering designs, or the like. Contributions by faculty members to the professional literature or to the advancement of professional practice or professional 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 research.”

Consider research contributions to understanding the barriers facing women, minorities, or other underrepresented groups in academic disciplines, for example:

- Studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
- Studying socio-cultural issues confronting underrepresented students in college preparation curricula;
• Evaluating programs, curricula, and teaching strategies designed to enhance participation of under-represented students in higher education.
• Original research addressing issues of EDI, health disparities, or experiences of under-represented or ethnic minority populations.

Professional Activity
“The candidate’s professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in underrepresented groups in the candidate’s field.”

• Engagement in activity designed to remove barriers and to increase participation by groups historically under-represented in higher education:
  • Participation in academic preparation, outreach, or tutoring;
  • Participation in recruitment and retention activities;
  • Service as an advisor to programs such as Women in Science and Engineering.
  • Outreach to underrepresented students to increase involvement in research lab

University and Public Service
“Contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.”

Participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically under-represented in higher education:
• Engagement in seminars, conferences, or institutes that address the concerns of women and under-represented minorities;
• Presentations or performances for under-represented communities;
• Honors, awards, and other forms of special recognition such as commendations from local or national groups or societies representing under-served communities;
• The application of theory to real-world economic, social, and community development problems.