



## DIVERSITY STATEMENT WORKSHEET

Website URL: <https://tinyurl.com/deistatementworksheet>

### WHAT IS A DIVERSITY STATEMENT (DVS)?

The DVS is an opportunity to narrate your journey as a teacher, scholar, and leader and articulate your values, beliefs, goals, and methods as an educator committed to justice, equity, diversity, and inclusion, both in the classroom and in larger contexts. This worksheet will help you examine your identities, positionality, and lived experiences as you consider your position as a teacher, scholar, and leader.

### HOW TO GET STARTED WRITING A DVS?

1. Use the guiding questions below to reflect, brainstorm and write your responses with concrete examples.
2. As you reflect on these questions, refer to the resources below to help you articulate your perspectives.
3. Using your reflections on the questions below, write a 1–2-page essay supported with examples.
4. After writing a draft, schedule an appointment to talk to the XCITE Faculty Development Specialist to brainstorm and get feedback.

### DIVERSITY STATEMENT RESOURCES

- [UDL Guidelines](#) are used as a framework to improve and optimize teaching and learning for all people
- [Vanderbilt University's Center for Teaching and Learning](#) has a comprehensive site on how to think about, plan, and write a DVS
- [Explore EDUCAUSE](#) resources for diversity, inclusion, and equity.
- [DEI 201: What is Diversity, Equity, and Inclusion?](#) Dr. CI of Diverse City LLC breaks down the meaning of Diversity, Equity, and Inclusion.
- [Berkeley's Rubric](#) - to assess job candidates' commitment to diversity, inclusion, and equity.
- [Learning Policy Institute. Educational Equity](#) - Linda Darling-Hammond's article on educational equity 50 years after the Kerner Commission's report. *Education and the Path to One Nation, Indivisible*.
- [Diversity in Literature](#) - This article explores the question of whether white teachers can teach non-white texts and about what it means to not assume racial authority.

### SAMPLE STATEMENTS

Your statement is unique and therefore no 2 statements will be alike. Neither is there a formula for writing a diversity statement. Reading a few statements others have written will give you a sense of the range of these statements.

[Sample Diversity Statement](#)

[Sample Diversity Statements - UC San Diego](#)



**WORKSHEET QUESTIONS**

<b>Reflection Section/Type</b>	<b>Guiding Reflection Questions</b>	<b>Response Notes</b>
<b>Experience and Perspectives on DEI</b>	<ul style="list-style-type: none"><li>What did you learn about diversity, equity and inclusion as a result of your experiences?<ul style="list-style-type: none"><li>Examples: Your experiences navigating the educational system</li><li>Your experiences as an educator</li><li>Your lived experiences</li></ul></li></ul>	
<b>Explicit Action as Commitment:</b>	<ul style="list-style-type: none"><li>Why is Diversity Important to you?</li><li>What are three biases issues that you are committed to addressing as an educator?<ul style="list-style-type: none"><li>Example: racism, ableism, ageism, colonialism, heteronormativity, cis-normativity, sexism, nativism, etc.</li></ul></li></ul>	
<b>Pedagogy for Inclusion and Equity:</b>	<ul style="list-style-type: none"><li>How can or do you bring inclusion and equity into your discipline-specific materials?<ul style="list-style-type: none"><li>For example, including diverse authors, and ways of thinking.</li><li>Consider how has your discipline been over or underrepresented by a specific group's interests?</li></ul></li></ul>	
<b>Scholarly Engagement:</b>	<ul style="list-style-type: none"><li>Throughout your experience as a student or educator, how have you engaged in or outside your institution?<ul style="list-style-type: none"><li>For example, committees, student groups, community organizations, professional organizations, etc.</li><li>Consider how your research or work supports equity, social justice, and anti-racism initiatives.</li></ul></li></ul>	
<b>Campus Communities</b>	<ul style="list-style-type: none"><li>How will you contribute to the school's diversity, equity, and inclusion initiatives?<ul style="list-style-type: none"><li>Review the information on the Office of Equity and Diversity webpages.</li><li>What are the institution's demographics and mission statement?</li></ul></li></ul>	



**DIVERSITY STATEMENT RUBRIC**

*Use these criteria to guide your writing. Note that while the competencies are presented separately, they often are intertwined in your writing. For example, in demonstrating your sense of inclusivity, you can easily also address your motivation and teaching purpose, how you approach and assess learning etc.*

Improvement Actions	Competency Criteria	Stretching beyond competency
	<b>Perspectives on Diversity - Inclusivity - Equity</b> You define the terms 'diversity', 'inclusion', and 'equity'. Your definitions go beyond race/ethnicity. You show awareness of key issues we face today with systemic bias in education in marginalization of people of color, (dis)abilities or neurodiversities, women, LGBTQ communities, non-native English speakers, literacies etc.	
	<b>Grounding in your identity and lived experiences.</b> You bring in your lived experiences of privilege and barriers as a result of your intersectional identities in your educational journey, connecting this to how this shapes your commitment and work to promote diversity and work for inclusion and equity.	
	<b>Explicit Action as Commitment</b> You show evidence of action for inclusivity and equity in professional development, participation beyond the classroom within institutional settings, professional associations, with colleagues, or beyond in other communities. You show commitment and action as an ally and advocate for embracing diversity, and working for inclusion and equity.	
	<b>Scholarly Engagement</b>	



	You show awareness of and address cultural and methodological bias or blindness in your discipline and relevance to diverse communities.	
	<b>Pedagogy for Inclusion and Equity</b> Examples of Inclusive education values and strategies in your teaching and learning facilitation.	
	<b>Specificity: Addresses the Institution</b> <b>If writing for a specific institution</b> , you show awareness of their student body demographics, and knowledge of and interest in their programs for diversity, inclusion, and equity.	
	<b>Mechanics and Style</b> There is no jargon; technical terms where necessary are given specific definitions. You write in the first person using active, direct, concise, and precise syntax. You show control of grammar, spelling, and punctuation. Your formatting (fonts, margins, spacing) is sound and consistent.	



## QUESTIONS TO GENERATE IDEAS FOR WRITING

Reflect and make notes in response to these questions to gather ideas for writing. You might not include everything in your final statement, but the reflection process will help you think about multiple aspects of your experiences and work with diversity and inclusivity.

### **Diversity and Your Identity**

1. How do you define diversity, inclusion, and equity?
2. Are you aware of your own implicit biases? How have you come to this awareness and how did this contribute to your values and beliefs about diversity, inclusion, and equity? In what ways do you embody these ideas now in your work as a teacher and scholar, as well as in your larger life?
3. What in your own experiences in life and academic settings have prepared you to be an advocate for inclusive, equitable practices that embrace diversity in all aspects of your work? Can you speak to any formal training or preparation in this regard?

### **Diversity Awareness**

1. Are you aware of the broad range of identities that students today bring into our classrooms? Consider age, race, culture, socio-economic status, religion, nationality, readiness level to work on your subject (depending on their high schools or previous colleges, they might have widely differing abilities), life status and experiences – veteran, first generation, married/single, working etc.).
2. Are you aware of the issues many students of color face in college? Research on Under-Represented Minorities (URM) – Latino, African American, Native American/Alaska Native – shows that they have both less access to college and trouble persisting toward successful college completion. Students who are the first in their families to go to college and/or were not adequately prepared for college may not have a clear sense of what college life and experiences are like. While they might have the basic facts, they may not understand the unwritten expectations and practices such as the use and purpose of office hours, how to connect with their professors, using the library effectively, their rights and responsibilities as a college student etc. Without this understanding, they may not take advantage of resources.
3. How do you inform yourself of diversity issues, trends, and strategies for equity at your university as well as in the larger higher education context?

### **Diversity and Inclusion in Your Practice**

1. What are your strategies for inclusive teaching that support engagement, retention, and success of under-represented groups in your classroom teaching and campus engagement? What principles of inclusive pedagogy do you practice? What training have you had?



2. Is your course design informed by the work of scholars from under-represented groups, such as scholars of color, women, transgender scholars etc.?
3. How does the material you use in teaching – scenarios, examples, case studies, websites etc. – connect with and reflect the contexts and lived experiences of communities your students come from?
4. To what extent do you invite students to bring their experiences and perspectives into their work in your courses?
5. In what ways do you ensure that you do not take a deficit view of your students? That is, while you see knowledge and skills gaps or a lack of cultural capital for college, you also see their strengths, and the value of the contexts from which they come.
6. How do you ensure all students are included and scaffolded to engage equitably with learning? For example, providing opportunities to build learning skills such as note-taking, or reading effectively; using multiple modalities in teaching like verbal as well as image based material; considering life challenges in designing assignments such as allowing group work time in class as many of your students might have challenging life obligations.
7. How do you engage all students in building a trusting and respectful relationship that makes them feel included and cared for? What do you do to create a safe learning environment that helps them approach you and interact with each other?
8. As a scholar, do you engage your students in your research process allowing them to understand your research and to be involved in helping you with research?
9. How do you help students from under-represented communities find inspiration and role models to help them engage and aspire for success?
10. Have you mentored others from under-represented groups – students or peers – to foster connections, integration, and success in a learning or professional environment?
11. How do you advocate and show your support for diversity and inclusion in your department and among the larger university community? With what specific initiatives were you involved? What was your role? What events and initiatives do you actively and visibly support? Have you served on any committee that focused on diversity, equity, inclusion in an organizational setting or in working with community partners? Can you speak to any achievements or milestones met?
12. How are diversity and inclusivity reflected in your research interests and process? Are you aware of and do you address cultural and methodological bias or blindness in your discipline and specifically in your own research? Does your research address any specific question or issue of diversity, inclusion, or equity?
13. Are your values, beliefs, and practices with regards to diversity and aligned with any specific institutional initiatives for diversity support and the promotion of inclusion and equity?