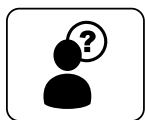


# Diversity Statements



## What are they?

Diversity statements usually are no more than two pages and speak to your experience and capabilities working with people from different backgrounds. Often this pertains to teaching and service, so diversity statements usually focus on your experience teaching students from diverse backgrounds, teaching diverse or sensitive topics, or participating in service activities that benefit people from minority groups. Keep in mind that diversity can mean a number of things including race/ethnicity, religion, age, gender, sexual orientation, disability, and military veteran status among others.

## When are they used?

Diversity statements will be listed explicitly as required documents in some job applications. You also may include them as an optional supporting document for job applications that do not explicitly ask for them, so long as you do not exceed page limits or supplant other more important documents that would better elevate your candidacy. If you are applying to a job at an institution where diversity is of prime importance (e.g., an HBCU, a university that caters to veterans), it may be a good idea to include a diversity statement, even if it is not required.

## Example 1 A diversity statement for a professor position in Humanities at a research-intensive university

The experience of teaching a highly diverse student body has played an important role in shaping my own teaching methods and style. As a graduate student at UCLA, I taught for four years as an instructor in the Advanced Academic Placement (AAP) program, which was designed for first-generation college students coming from underrepresented communities. In this program students came from a range of ethnic and racial backgrounds, and there were also a number of students who identified as queer, students with physical and learning disabilities, non-traditional (older) students, and veterans. Working in the AAP program taught me how to negotiate the complex racial, gendered, and generational dynamics that can arise in a classroom setting – ranging from mediating in-class arguments and debates, to noticing who remains silent during these discussions, and how to create an environment that might encourage them to express their ideas. It taught me how to pinpoint some of the differences between rushed or lazy writing and the writing of a student with a learning disability, and taught me how to develop some strategies for helping students write a focused academic argument.

In addition to teaching, I am currently on the development committee for the AP English Literature exam, and in this capacity I advocate for a diverse range of texts and authors in the passages and questions