

A close-up photograph of a person's hands writing on a document. The person is wearing a light blue dress shirt and a dark tie. They are holding a silver and black fountain pen with gold accents. The document is white with some faint text and lines. The background is a wooden desk.

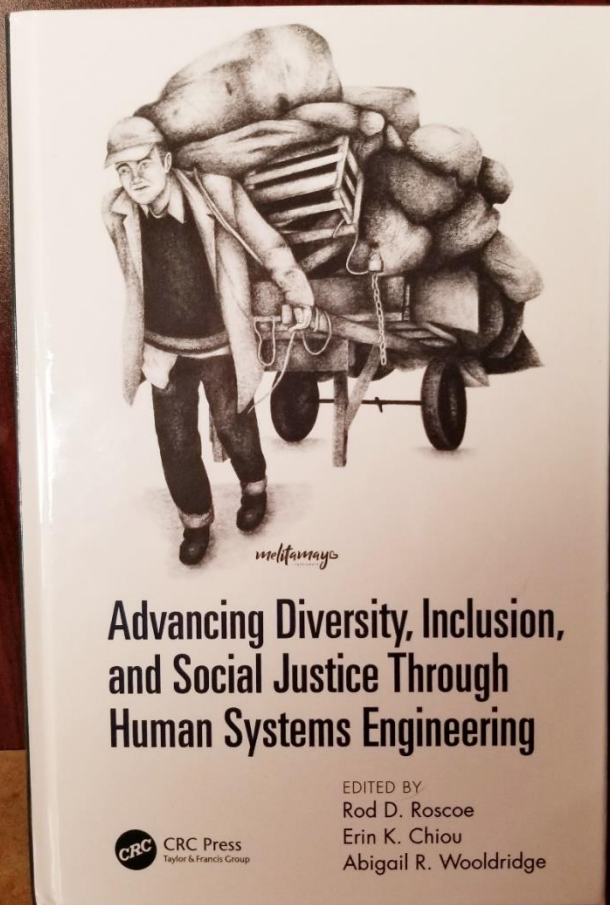
Writing an Inclusion and Equity Statement

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About Me, My DEI Background

- Associate Professor, **Human Systems Engineering**
- **interests**: educational technology, self-regulated learning, feedback, engineering education, and inclusion and equity
- **DEI activities @ ASU**: Committee for Campus Inclusion, Diversity and Inclusion Initiative @ FSE, Center for Gender Equity in Science and Technology
- **DEI activities @ various academic organizations**: Human Factors and Ergonomics Society, International Society of the Learning Sciences, Artificial Intelligence in Education, Society for Text and Discourse

HSE-focused Edited Volume



Advancing Diversity, Inclusion, and Social Justice Through Human Systems Engineering

Advancing Diversity, Inclusion, and Social Justice through Human Systems Engineering highlights how scholars and practitioners of HSE (inclusively defined to span many fields) can apply their theories and methods to understand and support healthy communities, include and empower diverse populations, and inspire strategies for a more inclusive future. This volume brings together experts from human factors, ergonomics, psychology, human-computer interaction, and more to demonstrate how these fields can be applied to societal challenges and solutions. Through a blend of research reports, literature reviews, and personal narratives, this volume explores these issues from the individual to the global scale, across diverse populations, and across multiple continents.

FEATURES

- Draws upon human factors and ergonomics theories and methods to evaluate, understand, and confront systemic threats to inclusion and social justice
- Offers actionable methodologies, strategies, and recommendations for conducting human-centered research, design, and training with marginalized or vulnerable populations
- Offers a venue for reporting and reconsidering the work of human factors and ergonomics from the perspectives of diversity, inclusion, and social justice

ERGONOMICS & HUMAN FACTORS

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Inclusive Language Analytics



My lab hired **two postdoctoral scholars** to conduct research on **(a)** language analytics principles, tools, and applications; **(b)** understanding how bias and exclusion may manifest in language analytics; **(c)** innovating ways to mitigate bias and exclusion in language analytics; and **(d)** innovating applications of language analytics and NLP to potentially prevent instances of bias. Such biases and solutions may manifest at multiple levels, including corpus creation, annotation, assessment, algorithm development, or implementation. Fellows have access to large datasets already collected for the Feedback Prize—a project by The Learning Agency Lab and Georgia State University on assisted writing feedback tools.

Overview



- a **rationale** for ‘diversity statements’
- overarching **themes**
 - knowledge
 - Involvement
- specific **strategies**

Why are they asking for this...?



Why...?



Organizational Values

- requested applicant statements reflect the **values of the organization**
 - organizations that value **research** ask for 'research statements'
 - organizations that value **teaching** ask for 'teaching statements'
 - therefore...

Organizational Responsibility

- recognition that **academia** (particularly STEM fields) is **exclusionary**
 - departments and fields **lack meaningful representation** of diverse people
 - historically underrepresented people are **not authentically included** and welcomed
 - the processes and products of academia are **not equitable** or universally accessible

Striving to Do Better

- to make academia more diverse, more inclusive, and more equitable...
- ... we need **people** who are **committed** to advancing these principles and goals
- is that **you**? Well, prove it...

The Diversity Statement

- or “Inclusion and Equity Statement”
- the statement is your opportunity to **offer a compelling argument** that you...
 - **understand** inclusion and equity ideas
 - **value** inclusion and equity goals
 - **participate** in relevant activities and work
 - **commit** to supporting the institution

e.g., Research Statement

- **convince** the review committee that you:
 - understand key ideas in your field
 - pursue interesting questions in your field
 - can do research
 - can develop further
 - can collaborate



e.g., Teaching Statement

- **convince** the review committee that you:
 - understand how people learn
 - understand best teaching practices
 - can teach a variety of interesting courses
 - can develop courses



They Are Not Political Statements

- these statements are **not political statements**—you are not telling people how to vote or how to govern
- just describing your values, methods, and activities
 - no different than describing the **research** topics you think are important, the methods you use, and your research activities
 - no different than describing the **teaching** topics you think are important, the value of higher education, your teaching methods, and your teaching activities
- employers decide whether you are **qualified** and **capable** of enacting their core institutional objectives

So how...?



Strategies for DEI Statements



overarching themes

- be authentic
- build understanding
- get involved

specific strategies

- review guides online
- explore the institution
- align to the institution
- define concepts and values
- describe your activities using real, concrete examples
- integrate DEI and research
- integrate DEI and teaching
- do not tokenize yourself



Be Authentic

- could you write a **meaningful research statement** if you had never...
 - ... planned and conducted research?
 - ... participated in research?
 - ... taken a research methods class?
 - ... read papers, or even about research?
- you could only offer a **superficial** statement (“research is an eight-letter word”) based on **second-hand knowledge** from others

Be Authentic

- could you write a **meaningful teaching statement** if you had never...
 - ... planned and implemented a lesson?
 - ... participated in a class?
 - ... taken a teaching methods class?
 - ... read about teaching?
- you could only offer a **superficial** statement (“I believe in active learning”) based on **second-hand knowledge** from others

Build Understanding

- **read, watch, and listen** to **learn** about diversity, inclusion, equity, belonging, justice, and related concepts
 - news articles, research articles, books
 - videos, movies, documentaries
 - podcasts, webinars, seminars
- all of these are **valid ways to learn**

Ask Yourself (and Answer)

- **what** are diversity, equity, and inclusion?
- why are equity and inclusion **important**?
- what are **ways to advance** equity and inclusion?
- what are **barriers** to equity and inclusion?
- what does it **mean** to be marginalized, excluded, oppressed, under-represented, or under-served?
- what are possible **solutions** to these problems?

Get Involved

- **participate** in programs, workshops, outreach, reading groups, and other **activities** focus on inclusion and equity
 - first-hand, concrete, **real** experiences
 - contribute to **doing good** in the world
 - further builds your **understanding**
 - grow **networks** with friends and colleagues

Resources @ ASU (a short list)

- Center for Gender Equity in STEM ([CGEST](#))
- Center for Indian Education ([CIE](#))
- Center for the Study of Race and Democracy ([CSRD](#))
- Committee for Campus Inclusion ([CCI](#))
- Community @ ASU ([Community](#))
- Diversity and Inclusion Initiative @ FSE ([DII@FSE](#))
- Faculty Women of Color Caucus ([FWOCC](#))
- Research on Inclusive STEM Education ([RISE](#))
- Project Humanities ([Humanities](#))
- To Be Welcoming ([Welcoming](#))

Be Authentic

- investing time and effort to **self-educate** and **participate** provides you with **authentic knowledge, experiences,** and **examples** to “fuel” writing a statement
 - no need to “make stuff up” or “pad”
 - no floundering to “figure out what to say”
 - avoid clichés and platitudes

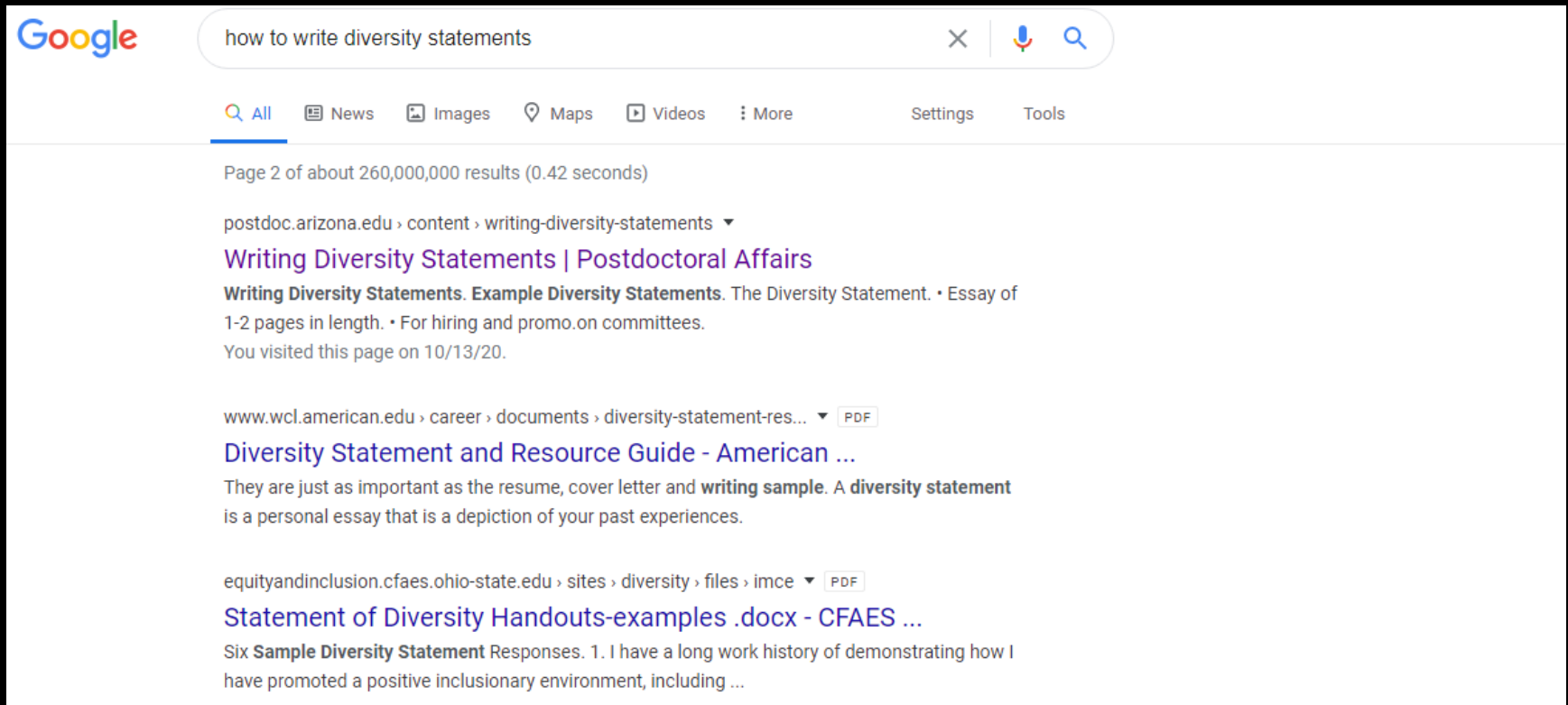
Nine Specific Strategies

- after you develop your informed knowledge and experiences on equity and inclusion, you need to share these ideas in a compelling statement



1. Online Guides and Examples

- there are **countless “how to” guides** online, often repeating the same info



The screenshot shows a Google search results page for the query "how to write diversity statements". The search bar at the top contains the text "how to write diversity statements" and includes a microphone icon and a search icon. Below the search bar, there are navigation options: "All", "News", "Images", "Maps", "Videos", "More", "Settings", and "Tools". The search results are displayed on "Page 2 of about 260,000,000 results (0.42 seconds)".

The first result is from postdoc.arizona.edu and is titled "Writing Diversity Statements | Postdoctoral Affairs". The snippet below the title reads: "Writing Diversity Statements. Example Diversity Statements. The Diversity Statement. • Essay of 1-2 pages in length. • For hiring and promo.on committees. You visited this page on 10/13/20."

The second result is from www.wcl.american.edu and is titled "Diversity Statement and Resource Guide - American ...". The snippet below the title reads: "They are just as important as the resume, cover letter and writing sample. A diversity statement is a personal essay that is a depiction of your past experiences."

The third result is from equityandinclusion.cfaes.ohio-state.edu and is titled "Statement of Diversity Handouts-examples .docx - CFAES ...". The snippet below the title reads: "Six Sample Diversity Statement Responses. 1. I have a long work history of demonstrating how I have promoted a positive inclusionary environment, including ..."

2. Explore the Organization

- if the potential employer is asking for a diversity statement, **they probably care** about diversity, equity, and inclusion
 - what **values** have they articulated?
 - what **statements** have been released?
 - what **programs** and initiatives?
- all of this is available publicly online

e.g., The ASU Charter

ASU Charter

ASU is a comprehensive **public research university**, measured not by whom it excludes, but by **whom it includes** and how they **succeed**; advancing **research and discovery** of public value; and assuming **fundamental responsibility** for the economic, social, cultural and overall health of the **communities** it serves.

The ASU logo is displayed on a dark stone base. It features the letters 'ASU' in a bold, white, sans-serif font. The letter 'S' is stylized with a sunburst or starburst pattern behind it, representing the 'Sun' in the university's name. The logo is set against a dark, textured stone background.

e.g., LIFT Initiative

ASU's commitment to Black students, faculty and staff

September 2, 2020

To the ASU community:

On June 1, after the murder of George Floyd and as the Black Lives Matter protests refocused the nation's attention on ending systemic racism and violence directed at Black people and communities of color, I reached out to voice ASU's rejection of racism and discrimination and to reaffirm our university pledge to always pursue the highest levels of social inclusion and impact. Now, I am reaching out again, this time after the shooting of Jacob Blake in Kenosha, Wisconsin.

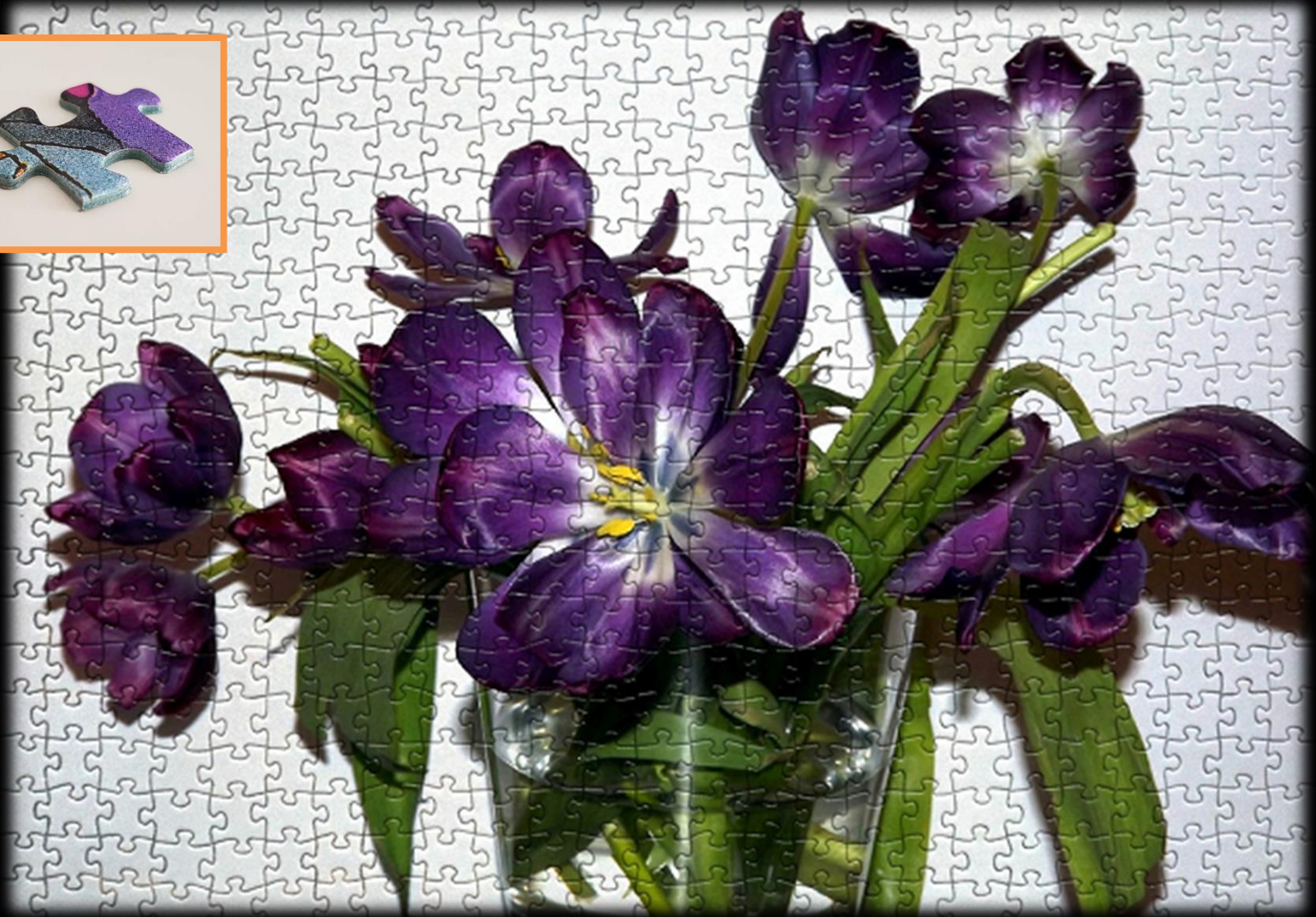
These incidents, and countless others, remind us that we have so much more to do to achieve our common aspiration for social justice in this country. They are also a reminder to turn a mirror on ourselves to identify our own missteps, inadequacies and deficiencies and to acknowledge our institutional responsibility to do more than we ever have before in the fight for equality and social justice.

In order to accelerate meaningful change here at ASU and to contribute to a national agenda for social justice, ASU is committing to the 25 actions listed below. These 25 actions are drawn from your ideas, your expertise, your creativity and your public commentary, and each and every one of them will be launched this year. They will be undertaken with the goal of enhancing diversity, growth and opportunity for Black undergraduate and graduate students, faculty and staff, while also expanding our academic offerings, community services and collaborative relationships to the benefit of all underrepresented groups and individuals at ASU.

3. Speak to the Organization

- you can develop a **general template** for your statement, to be used across multiple applications (a good idea)
- but... each statement should be **tailored** to the recipient institution
 - **align** to their values and programs
 - show that you support **their** mission

Speak to the Institution



4. Define Concepts and Values

- you do not need to write a dissertation on inclusion and equity
- but be clear about what key concepts mean (briefly) and their importance
 - supports reader **comprehension**
 - **demonstrates** your authentic knowledge
 - easier when you **have** that knowledge

5. Describe Your Activities

- **anyone** can repeat definitions and say that inclusion and equity are “great”
- your **concrete experiences** are real, personal, and unique
- your activities are the “**proof**” that you can and will commit to DEI

Describe Your Activities

- **building your knowledge** and **getting involved** gives you ample ways to stand out and the resources to talk about your activities meaningfully
- be **precise, concise**—every detail counts
- choose your words **intentionally**



what have you **worked** on?
were you a **leader** or organizer?
who did you **benefit**?
who did you **work with**?
what was the **positive** impact?
what were **lessons** learned?
are you staying **involved**?
could it **continue** at the institution?



6. Integrate Research and DEI

- in your **research** or inclusion statement...
 - do your **research topics** pertain to inclusion and equity (e.g., understanding disparities; designing for accessibility)?
 - do you employ **inclusive methods** for teaming, data collection, and analysis?
 - have you even thought about the **equity implications** and aspects of your work?

7. Integrate Teaching and DEI

- in your **teaching** or inclusion statement...
 - do you **teach courses** on inclusion and equity (e.g., psychological biases, criminal justice laws and reforms)?
 - do you employ **inclusive pedagogies** for teaching, assessments, and discussions?
 - have you even thought about the **equity implications** and aspects of your teaching?

Integration

- although they are separate statements, they are interconnected
- **diversity, inclusion, and equity affect everything we do... which is why many institutions are (finally) paying attention**
- to be authentically committed to DEI means to be expansive in applying it

8. Avoid Common Missteps

- there are a few sentiments that “sound good” **until you think about them**
 - “I don’t even see color...”
 - “White, brown, yellow, purple, or green...”
 - “man, woman, or alien...”
 - “all lives matter...”
- explore **people-first** and **identity-first** language; **gender neutral** language
- building your knowledge will help you understand **why certain words and statements are problematic**

9. Don't Tokenize Yourself

- your identity matters and you are **free to disclose your identity**, if you want
 - if you feel that disclosure might hurt your employability, it might be the wrong job!
- your identity may help to **contextualize** your values, experiences, and growth
- but... **your identity is not “the point”**

Don't Tokenize Yourself

- you're not seeking a job **because** you're _____, _____, or _____
- you're seeking a job because **you have valuable research, teaching, practical, etc. skills that are worth money**
- embrace your identity; own it... but it's not what makes your statement shine

Summary

- “The Diversity Statement” is an **argument** that you **understand** DEI, **value** DEI, **commit** to upholding DEI, and have the **knowledge** and **skills** to do so
- your ideas, examples, and experiences are the **“proof”** that you can contribute to the organization’s mission related to inclusion
- **authenticity** is essential; don’t try to “fake it”
- emerges from **meaningful knowledge** and **experiences**—educate yourself and get involved

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