



Tips for Assessing Diversity Statements

More and more search committees request an explicit statement about candidates' knowledge of, experience with, and commitments to diversity, equity, and inclusion in their research, teaching, service, and/or outreach. Other committees request that candidates discuss how their research, teaching, and service will help fulfill the unit's commitments to diversity and inclusion as part of their formal letters of application. The Toolkit includes several examples of how units at UW include such requests within their job ads.

Once you receive these kinds of formal diversity statements from candidates, how do you assess them?

- Make sure you have included **specific diversity metrics** within your **assessment rubric**, and make sure you have considered how much weight your committee wants to assign to a candidate's knowledge of, experience with, and/or commitment to diversity, equity, and inclusion in relation to other areas.

For example, are you most interested in candidates' experience with K-12 outreach and pipeline building? Working with diverse undergraduate student populations? Mentoring diverse graduate-level students? Teaching diverse subject matter from multiple perspectives? Conducting research in and relevant to underrepresented or understudied communities? Creating diversity-related programming? Something else?

- When reviewing statements, notice candidates' level of **reliance on generalities, platitudes, and clichés**. Are their statements generic and perfunctory, or more detailed and **specific to the individual**?
- Notice whether candidates describe **concrete experiences**—working in a specific outreach program in a specific community, serving as a TA or instructor in a specific course, tutoring diverse students in a particular summer program, conducting field research in a particular community, and so on. Also notice the **level of candidates' commitments**—how often have they been involved in these types of opportunities, and/or how long have they worked in particular areas?
- If candidates have not had many opportunities to work in these areas in the past, can they describe their potential for **future contributions** to diversity and inclusion in concrete and specific detail?
- **Return to your assessment rubric**: how well do candidates' experiences, aspirations, and potential match up with your required or preferred qualities?