

# AWM Diversity Statement Workshop

## Questions

- What is the point of a diversity statement?
- Why would a diversity statement be relevant to your application to
  - a postdoc/tenure track job at an R1?
  - what if it is a minority-serving institution?

**Examples:** Texas A&M (HSI)  
UC Irvine, Santa Barbara, Riverside (HSI)  
UIC (HSI)

  - a postdoc or TT position at an R2?
  - what if it is a minority-serving institution?

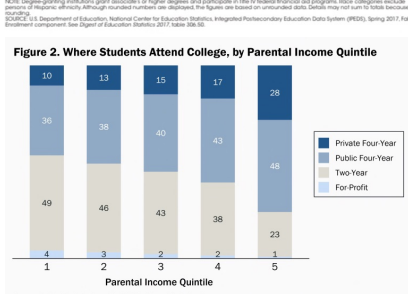
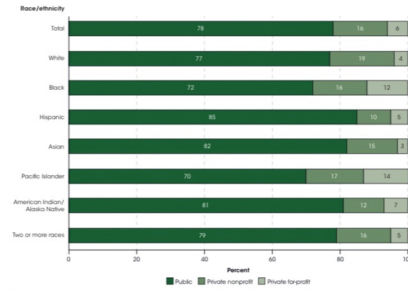
**Examples:** University of Alaska (NSI)

  - a postdoc or TT position at a SLAC?
  - what if it is a minority-serving institution?

**Examples:** Spelman College (HBCU)

  - a postdoc or TT position at a public school?
  - a postdoc or TT job at a private school?
  - a TT or NTT job at a two-year college?

## Some Data



**BROOKINGS**

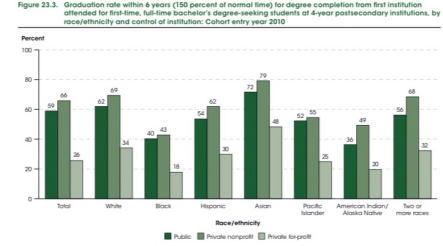
*"The spaces that are intentional are critical. The spaces where I get to identify as a mathematician are the spaces of Black mathematicians. I don't have to worry about being asked to make copies. These are really vital spaces. While people are in spaces where they get to be a mathematician all the time. For us, [such intentional spaces] are a space where we get to thrive the most. We should not diminish these opportunities."*

— from a Task Force interview with a Black mathematician

**Finding:** Historically Black Colleges and Universities have an outsized influence on the production and the support of Black mathematicians, and provide outstanding models of successful mentoring.

Historically Black Colleges and Universities (HBCUs)<sup>10</sup> have had an enormous influence on the careers of African American mathematicians. Some of the more well-known private HBCUs are Howard University, Spelman College, and Morehouse College but there are more than 100 public and private HBCUs throughout the United States. If you do with a large number of Black mathematicians (as our Task Force has), you'll find that a large number are connected in some way with HBCUs. Consider, for instance, that six of nine Black mathematicians who have been AMS Council members<sup>11</sup> were either educated by or taught at HBCUs (or both).

These connections are not just anecdotal. In 2001–2009, HBCUs produced 46% of all African Americans receiving bachelor degrees in mathematics in the United States (2,568 out of 5,557 during that nine year period)<sup>12</sup>. This is remarkable, because HBCUs represent only 3% of the nation's institutions of higher education and enroll just 9% of all African American college students.<sup>13</sup>



NOTE: Data are for 4-year degree-seeking postsecondary institutions participating in the IV federal financial aid programs. Graduation rates refer to students meeting baccalaureate degree requirements from their initial institutions of attendance only. The top three bars show the percentage of students who were underrepresented, not reported. Black categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.

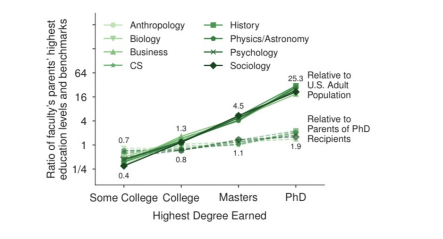


FIG. 1. Ratios of faculty parents' education to broader populations. Faculty members' parents' educational attainment levels divided by the educational attainment of the U.S. adult population (solid) and parents of PhD recipients (dashed) [35, 36]. Disciplines denoted by symbols.

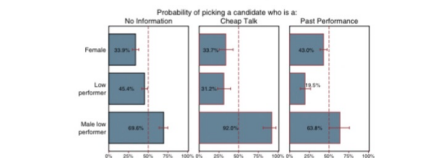


FIG. 1. The top bars show the percentages of female candidates that were picked, and the middle bars show the percentages of times the lower performing candidate in the pair was picked after all the hiring decisions made in each treatment. 100 is the No Information condition, 100 in the Cheap Talk condition, and 265 in the Past Performance condition. The bottom bars show the percentage of times that the chosen candidate was male, conditional on the lower performing candidate in the pair being chosen. 128 cases in the No Information condition, 10 in the Cheap Talk condition, and 57 in the Past Performance condition. Error bars correspond to 95% confidence intervals calculated with regression analysis including 165 on employer (3 Applicants) 164–90.

From "How stereotypes impair women's careers in science" PNAS 2014

# AWM Diversity Statement Workshop

## Questions

- ① What is the point of a diversity statement?
- ② Why would a diversity statement be relevant to your application to
  - a postdoc or tenure track job at an R1?
  - what if it is a minority-serving institution?

**Examples:** Texas A&M (HSI)  
UC Irvine, Santa Barbara, Riverside (HSI)  
UIC (HSI)

  - a postdoc or TT position at an R2?
  - what if it is a minority-serving institution?

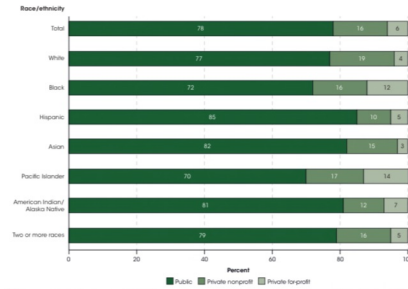
**Examples:** University of Alaska (NSI)

  - a postdoc or TT position at a SLAC?
  - what if it is a minority-serving institution?

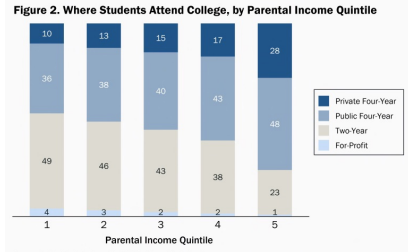
**Examples:** Spelman College (HBCU)

  - a postdoc or TT position at a public school?
  - a postdoc or TT job at a private school?
  - a TT or NTT job at a two-year college?

## Some Data



NOTE: Degree-seeking institutions grant associate's or higher degrees and participate in the IV federal financial aid programs. These categories exclude degree-seeking students who are already awarded a degree from an unreported 2nd, 3rd, 4th, 5th, or 6th institution. The top three categories include persons whose enrollment was not reported. Some categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.



Source: Authors' calculations using Mobility Report Cash Data from Opportunity Insights.  
Notes: Figure shows the distributions of children across college sector by parental income quintile. Observations with incomplete data are excluded.

**BROOKINGS**

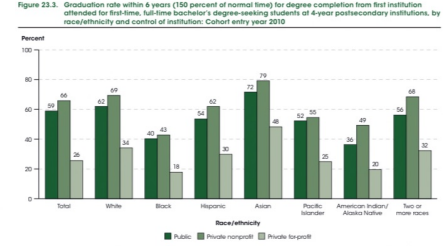
"The spaces that are intentional are critical. The spaces where I get to identify as a mathematician are the spaces of Black mathematicians. I don't have to worry about being asked to make copies. These are really vital spaces. While people are in spaces where they get to be a mathematician all the time. For us, [such intentional spaces] are a space where we get to thrive the most. We should not diminish these opportunities."

— from a Task Force interview with a Black mathematician

**Finding:** Historically Black Colleges and Universities have an outsized influence on the production and the support of Black mathematicians, and provide outstanding models of successful mentoring.

Historically Black Colleges and Universities (HBCUs)<sup>10</sup> have had an enormous influence on the careers of African American mathematicians. Some of the more well-known private HBCUs are Howard University, Spelman College, and Morehouse College but there are more than 100 public and private HBCUs throughout the United States. If you do with a large number of Black mathematicians (as our Task Force has), you'll find that a large number are connected in some way with HBCUs. Consider, for instance, that six of nine Black mathematicians who have been AMS Council members<sup>11</sup> were either educated by or taught at HBCUs (or both).

These connections are not just anecdotal. In 2001–2009, HBCUs produced 46% of all African Americans receiving bachelor degrees in mathematics in the United States (2,568 out of 5,557 during that nine year period).<sup>12</sup> This is remarkable, because HBCUs represent only 3% of the nation's institutions of higher education and enroll just 9% of all African American college students.<sup>13</sup>



NOTE: Data are for 4-year degree-seeking postsecondary institutions participating in the IV federal financial aid programs. Graduation rates refer to students meeting normal or beyond their initial institution of attendance only. The top three categories include persons whose enrollment was not reported. Some categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.

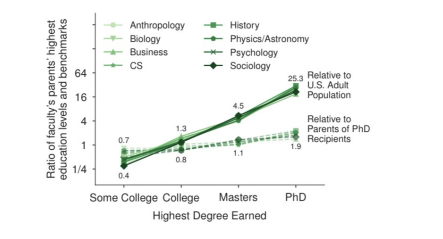


FIG. 1. Ratios of faculty parents' education to broader populations. Faculty members' parents' educational attainment levels divided by the educational attainment of the U.S. adult population (solid) and parents of PhD recipients (dashed) [35, 36]. Disciplines denoted by symbols.



Fig. 1. The top bars show the percentages of female candidates that were picked, and the middle bars show the percentages of times the lower performing candidate in the pair was picked after all the hiring decisions made in each treatment. 93% in the No Information condition, 100 in the Cheap Talk condition, and 26% in the Past Performance condition. The bottom bars show the percentage of times that the chosen candidate was male, conditional on the lower performing candidate in the pair being chosen. 12% cases in the No Information condition, 50 in the Cheap Talk condition, and 57 in the Past Performance condition. Error bars correspond to 95% confidence intervals calculated with regression analysis including 165 on employer (3 *Aspirants*, Tables S4–S6).

From "How stereotypes impair women's careers in science" PNAS 2014

# VC System Sample Rubric

## Knowledge about Diversity, Equity, Inclusion, and Belonging [5 points max]

Score	Examples
<p><b>1 - 2</b></p> <p>Little to no evidence of awareness of DEIB issues in higher education or their field</p>	<ul style="list-style-type: none"> <li>Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity.</li> <li>Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women" without offering further examples or specifics.</li> <li>Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to create an equitable and inclusive environment for all. For example, may state that it's better not to have outreach or affinity groups aimed at particular individuals because it keeps them separate from everyone else, or will make them feel less valued.</li> </ul>
<p><b>3</b></p> <p>Some evidence of awareness, but falls short of significant knowledge base or deep interest</p>	<ul style="list-style-type: none"> <li>Has some knowledge of demographic data related to diversity and awareness of its importance.</li> <li>Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for all.</li> <li>Comfort discussing diversity, equity, inclusion, and belonging related issues</li> </ul>
<p><b>4 - 5</b></p> <p>Clear and deep understanding of dimensions of DEIB in higher education</p>	<ul style="list-style-type: none"> <li>Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.</li> <li>Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of particular groups and the consequences for higher education or for the discipline.</li> <li>Comfort discussing diversity, equity, inclusion, and belonging related issues (including distinctions and connections between diversity, equity, inclusion, and belonging).</li> <li>Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to create an equitable and inclusive environment for all.</li> <li>Discusses diversity, equity, inclusion, and belonging as core values that every faculty member should actively contribute to.</li> </ul>

## Track Record in Advancing Diversity, Equity, Inclusion, and Belonging [5 points max]

Score	Examples
<p><b>1 - 2</b></p> <p>Describes few or no past efforts in any detail</p>	<ul style="list-style-type: none"> <li>Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).</li> <li>Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab).</li> <li>Descriptions of activities are brief, vague, nominal, or peripheral ("I was on a committee on diversity for a year").</li> </ul>

<p><b>3</b></p> <p>Some evidence of past efforts, but not extensive enough to merit a high score</p>	<ul style="list-style-type: none"> <li>Evidence of active participation in a single activity, but less clear that there is an established track record.</li> <li>Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.</li> <li>In describing mentoring of underrepresented students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring.</li> </ul>
<p><b>4 - 5</b></p> <p>Sustained track record of varied efforts to promote DEIB in teaching, research, or service</p>	<ul style="list-style-type: none"> <li>Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity, inclusion, and belonging.</li> <li>Consistent track record that spans multiple years (for example, applicants for assistant professor positions might describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar)</li> <li>Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science).</li> <li>Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, inclusion, and belonging as one aspect of their track record.</li> </ul>

## Plans for Advancing Diversity, Equity, Inclusion, and Belonging [5 points max]

Score	Examples
<p><b>1 - 2</b></p> <p>No personal plans to advance DEIB</p>	<ul style="list-style-type: none"> <li>Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else.</li> <li>Describes only activities that are already the minimum expectation of Berkeley faculty (e.g., being willing to supervise students of any gender or ethnic identity).</li> <li>Explicitly states the intention to ignore the varying backgrounds of their students and "treat everyone the same."</li> </ul>
<p><b>3</b></p> <p>Some ideas about advancing DEIB, but not much detail</p>	<ul style="list-style-type: none"> <li>Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?)</li> </ul>
<p><b>4 - 5</b></p> <p>Clear and detailed plans for advancing DEIB</p>	<ul style="list-style-type: none"> <li>Identifies existing programs they would get involved with, with a level of proposed involvement commensurate with career stage (a tenured faculty member would be expected to commit to more involvement than a new assistant professor would).</li> <li>Clearly formulates new ideas for advancing equity and inclusion at Berkeley and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, and show more leadership).</li> <li>Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity, inclusion, and belonging within the department/school/college and also their field.</li> </ul>

Q: Do you have different answers to the previous questions after seeing this rubric?

## Some Tips:

- If you have experienced hardship due to your intersecting identities, you do not need to share if you don't want to!
  - This document is to communicate that you have thought deeply about diversity, and there are many ways to write an effective one
- Take each part of your application seriously, including the diversity statement
- Be authentic! Don't use buzzwords, don't pretend to care about things you don't care about
- Give meaningful support to your statements
  - Classroom practices
  - Outreach
  - Mentorship
  - Service
- Write so you can tailor to schools if necessary
  - Cover letters

Document should be 1-3 pages.

## Suggested Reading

Living proof: stories of resilience along the mathematical journey

Books by Pamela Harris and Aris Winger

AMS - Towards a fully inclusive mathematics profession

Bell Hooks - Teaching to Transgress