

Key Components of a Diversity Statement with Guiding Questions

Diversity Statement Components	Guiding Questions	Key Points
Beliefs (What do you think?)	What are my beliefs about Equity, Diversity, and Inclusion in postsecondary education? Why do I hold these beliefs? Who or what has most influenced my thinking about EDI? How have my beliefs been influenced by scholarly literature related to EDI? What difference do I hope to make through my approach? What does it mean to be equitable and inclusive in a postsecondary context or in my particular discipline?	
Activities and initiatives (What have you done?)	How do I ensure that my teaching practice is inclusive of <i>all</i> students? How do I demonstrate an appreciation for diversity through my course content or discipline? What do I do to support underrepresented groups in my class or department? What EDI initiatives have I implemented within my department? How do these align with my beliefs? What about my approach sets me apart? What are some of my accomplishments in advancing EDI initiatives and practices?	
Impact and Influence (What is the effect on learners, self, colleagues, departments, faculties, etc.?)	What difference have I made, and how do I know? What has been the impact and influence of my EDI focused initiatives and practices (on me, on students, on colleagues, on my department, on my faculty, on the institution and/or beyond)? What have others learned from my EDI focused approaches?	
Future Aspirations (What will you do next?)	How will I continue to develop, grow, and improve my understanding of EDI related issues and practices in postsecondary? What interests me most about this area in postsecondary education? What changes do I most hope to see and inspire? What are my future goals and aspirations regarding EDI in postsecondary education?	