“Championing DEI in the Job Market: Strategies for Academic Success”

[Bri, moderator] Hello everyone. Welcome to today's Online Writing Centers Association webinar. So our webinar today is championing DEI in the job market strategies for academic success. We'll be hearing from our presenter, Gloria Poveda today. My name is Bri Lafond, and I'm the chair of OWCA’s virtual events committee. We'll be getting started in just a few minutes, like we're moving into the presentation. So please take a moment if you have not yet already done so, to introduce yourself in the chat. Let us know where you're joining us from today, and you might want to share your interest in the topic of today's webinar. We ask that during the webinar itself the presentation that you please mute yourself and you can turn off your camera until we have the interactive Q and A portion later on in the presentation today. If you experience any technical difficulties during the webinar, please message this account in the chat so the Online Writing Centers Association account. Before we jump right into things, I'd like to thank our presenter today, Gloria Poveda, for joining us. And I want to go over a couple of like ground rules and like how things are working today. So first, please note that we are recording most of you probably heard a little robot voice telling you that, but as a reminder now, unfortunately, we will not be offering ASL interpretation for today's event. We weren't able to get them scheduled. I have enabled auto captions, and a recording with edited captions will be made available after the event. We will announce the availability of the edited recording on our listserv and W center when that's ready. Feel free to post comments or questions in the chat at any time. And if it seems pertinent and Gloria wants to address it immediately, she will, but we may just return to those at the end during the Q and A portion. And then here's just a quick refresher. You all made it here, but on how to get around on Zoom, you can find the chat button at like the bottom of the page. Just kind of set that up, and it should either appear in the window or as a pop up, and you can again, share any kind of comments or questions in there at any time. So I'm going to go ahead and stop sharing my PowerPoint, and Gloria is going to go ahead and get set up with hers. And while she's doing that, I'm going to give her a more full introduction. So Gloria Poveda is an assistant professor of service learning at California Northstate University's College of Health Sciences, her areas of specialization are foundations, administration, research and policy, which offer the opportunity to engage a diverse community of doctoral students and faculty members in reimagining education as a central component of the transformation needed to create more inclusive and just societies. Her research is part of a sustainable Humanities, Social Science cluster grounded in leadership and innovation, with a subfield in service learning. I'm going to hand things over to Gloria now.

[Gloria] Thank you. I mean, first, I just want to say allergies in California are killing me today. So my face is like, puffy around, like, super self conscious that I look like I have, don't know how to put lipstick on, so it's like, all over my face. But it's not, it's a whole allergy thing happening today. So I have a cough drop and tons of water. We're ready. Um, I want to thank Bri and the Online Writing Centers Association, you know, for the opportunity to come here today and discuss, you know, DEI and the job market with all of you. So with that, we get started. If I talk too fast, it's how I talk. So you can jump in the chat and tell me to slow it down, but maybe a lot to get through today. So I'm hoping we can get through it pretty quickly, so we have time to have a discussion. Just an overview of what I'll be talking about today, we're going to discuss little, you know, understanding DEI in academia, finding, you know, DEI focused jobs, crafting application materials, challenges around counter arguments for DEI advocating for it. And then, like I said, we'll have some interactive stuff towards the end. I have a sample DEI statement, some resources, and we'll do a job search. So let's just first sort of jumping in. And again, feel free to drop questions in the chat. I'll try to, you know, keep an eye on them. And if there's something really pertinent that you want to stop me you want to ask right away, raise your hand. I'm sure I could see that. And then we can get that out of the way, and, you know, timely if it's needed to happen while I'm still in the presentation time. So for this first part, we're really talking about what is DEI in the job market? So really defining what diversity, equity and inclusion are, those are the broad ones. It was equality. I. Some places have added B and for belonging of the campus. I may have been several campuses that do really kind of cool things with acronyms, so like JEDI to include justice, or DIJE also a way to include justice, but, you know, using a Spanish word. But these are the three sort of broad areas right now that seem to lead in all of these efforts across academia today. So diversity really is about, you know, involving the presence of differences within a given setting. And so in the context of academia, we're talking about race, ethnicity, gender, you know, socioeconomic status, and you know much more beyond that, equity, referring to fairness, justice and processes and outcomes. You know, it involves identifying and eliminating some of those barriers that prevent, you know, full participation from some groups and inclusion really the practice of ensuring that these diverse individuals feel welcome, valued, seen, integrated into all aspects of organizational, operations and culture. Now one thing I'm going to add, and I'll say this sort of throughout today's talk, is going to be that while these three areas really seem to represent individual identifiers or markers of how we identify ourselves from, you know, whether it is like race and gender or, you know, are we first generation? Are we part of the staff on campus? Are we faculty? Are we Admin? Regardless of that, one area that I feel we don't discuss enough is how we can DEI our content, that we teach, so how there's also ways, and when you're on the job market, how important it is that that's really what you're highlighting in your applications and in your statements, is what makes your content in your course, diverse, equitable and inclusive. So it's like a two fold here on how you represent yourself, but also how it is that you represent these, you know, these ideas in the classroom. So I'll continually come back to that. So then the importance of DEI in academia, I don't know. I would say today, it's sort of, I feel like it's been, I'm a returning non-traditional student. So I will say that, had I been a traditional student, I don't know that this would have been a part of my conversation all along, but I feel it's been something that's been pretty prominent, maybe the last 10, 15, years or so. So as we go through this, I would say, since your cameras are off and maybe you're doing something else. We can add to what you're doing, maybe a quick search on the demographics of your campus, if you're unaware of what they are, or just for you to refresh your memory right. What's the demographic like on your campus, and maybe even the town in which you find yourself versus maybe where you grew up? And then also do a search on demographics per discipline. And so what's important is, because your DEI is really about, you know, fostering sort of richer learning environments where you have these diverse perspectives and to really be creative and innovative. And like, you know, studies continually show that the more diverse you know, teams in academia, the more industry like the more you're able to outperform industry, right? And your less diverse teams tend to sort of not bring as much of that creativity and innovation that we're looking for in academia. So I do hope that you take just a little bit of time right now and search that out if you don't, if you don't know it offhand, but also so we can bring it back. Like I said at the end, we'll have some time to be more interactive. And this would be helpful to know what your institution looks like, what the landscape of your place looks like, your town, and your departments and other departments on campus, the current landscape, right? How does how is it that it looks today, not just like I said, if we're discussing sort of the climate and the discussions around DEI at large, it's, I thought it was a hot topic, like I said, 2015, 10 years, I feel like we've done a sort of a loop around and we're back to it being really front and center, and we'll discuss some of those counter arguments, which I think make it more front and center for us right now. But you know, with an increasing number of academic institutions, you know, prioritizing DEI hiring practices, what does that mean? Right? What's the advocacy for? What's the growing awareness and how are you as somebody that's potentially looking to either mentor someone on writing a statement or writing a statement? How do you know where campuses fit right? Universities and Colleges are increasingly required to publish DEI reports outlining their progress and commitments, and there's a growing demand for faculty and staff, you know, who can contribute to creating this sort of inclusive curriculum to support diverse student populations. This is, as I mentioned in the last slide, you know, for you to sort of look up and look at the demographics in your area, I would ask at this time, as you're doing that, to also look at where it is, what kinds of positions do your institutions hold. So I know that a lot of professional schools, medical schools, law schools, they tend to hold positions of neutrality, especially during sort of social justice situations. In part what I've talked to people in those institutions, it comes down to the ethos of their disciplines, the medical schools being there to provide health care for everybody and anybody. And so there's a feeling that if they take a position on a social issue, it would be divisive to their purpose or to what they're doing. So, you know, people are going to have different explanations for how they position themselves across what DEI current, you know, statements and trends are. So I would again ask you to look into, you know, the population of the students that you're working with, where they’re applying. That's one of the things to start looking for, you know, are institutions holding, you know, positions of neutrality during certain times of social unrest. And then what does that mean for how they're going to, you know, advocate, and what they're going to be looking for in an applicant? And then again, remembering that the smaller acts can be within the classroom, and your content, what you're reading, assignments that you're creating and that you're encouraging your students to think about what work they're doing as grad students, as undergrad students, to develop their canon in that way and that, you know, DEI centered efforts each One does not need to lead to like, towards like a revolution. We can be inclusive and diverse in our classrooms while really getting ourselves seeped in the knowledge of what it means before taking it outside of our classrooms, and so really understanding what the current landscape looks like for you, for your students, and what they're looking for what you're looking for in terms of your livelihood moving forward. So identifying DEI focus job opportunities, we'll do a job search at the end, so we can sort of compare to some of the things we're talking about. But you know quickly, some things to think about, when, when students are if you're looking for, you know, for jobs. What is it you're looking for on these platforms? A lot of the job search sites today will include a tab for you to click off, anything from military to diversity and inclusion, some will say multicultural. So you can tweak searches for that. So you can look specifically for jobs that are asking for DEI but you also want to be aware of both, sort of, both, both sides of the coin. If it doesn't say that, what are they identifying? You know, how do you go to a

when you find a job you like? How do you search the campus to see what it is that they're promoting and advocating. What are they about? What versus like, really the department that you're looking for as well, you know. And then how do you identify sort of language when you say things like commitment to diversity or inclusive environment, ability to work with diverse populations. So, you know, sometimes they're not as overt in their language, and it might be something of interest to you or your students, where then you can locate areas such as, you know, land grant Universities in the south sometimes don't position DEI as a forefront, but they do have language on their websites that acknowledge the tribal land that they are on, and so there are ways, as you're crafting your documents, to acknowledge those areas as you know they're the entry point to a more diverse and inclusive and equitable environment in that particular institution. So like I said, I'm talking a mile a minute because I want to make sure we have time to do the interactive portion preparing our materials. So crafting a statement and key elements to include these statements can vary. I will say in full sort of transparency, like I said, I'm a returning non-traditional student, and when I was going on the market, the first time I had writing, it was a writing center, one of the campuses where I did my master's degree. And she had a good friend who happens to be “The Professor Is In”--Karen from “The Professor Is In”--and so I worked with her the first time I went like when I was actually applying for doctoral programs. And I've kept those sort of models, that structure of the CV, and all the all the statements, teaching, research, diversity, and then I have, from there, expanded what is that I include. And then through years of just reading statements from students and peers as they're going for promotion or new jobs. And about a year ago, my son just started college this fall, like this week, and so about a year ago, we were, he was getting ready to apply to schools where he wanted to go to, and I had a moment of, well, I'm going to do it too. Just because you want to stay present and relevant in your field. And what are people doing? And could I still, you know, do I remember how to write these so I picked a few jobs that seemed in my area, and I redrafted my own statements to see if I was pleasantly surprised. I got called back for like, first answer interviews. I withdrew my name at some point because I didn't want to waste people's time more than I felt like I already had. But the takeaway for me was that there was one institution that had three different jobs, and so I did each one, and when I withdrew, the Dean had commented that what they appreciated were my documents, because each one was crafted so personal to each area, and they found that people that were applying for all three positions just use the same one, and that a lot of the language seemed very generic, which will bring up AI and how to make it a workaround, especially for students and their sort of time constraints and when they're feeling overwhelmed. So it was nice to see that my statements hadn't like so the concept of how I approach writing these statements hasn't changed. In terms of, I was still writing a strong, [cough] excuse me, a strong statement, and then working, like I said, with my son and his friends to craft statements for, you know, undergrad, college applications, the personal experience, professional experience and future commitment are the, I think, the personal experience the toughest element to get on these statements in a way that really encompasses that equity we're talking about and we'll, like I said, we're going to go through some more slides, and then I'll get to the interactive part. But keeping these elements in mind that you want to include, how you highlight, really focusing on how your work is inclusive, diverse and equitable, less encompassing how you personally feel that you fulfill diversity, equity and inclusion by just your own personal identities, unless stated in a job posting. So some job postings will say, you know, if you're from an underrepresented group, we are looking specifically for you. In that case, there is a way to, not really heavy handed, but in a way, approach that in your narrative. So I would start with something like, you know, as a, you know, Latina identified woman. So I would give up right away some of my identities that would make it part of that minoritized group, and then I would continue on with sharing my experiences and my expertise and my commitment through the work that I've done, not by merely who I am, how you highlight so highlighting your CV and your cover letter for DEI. So from my number one go to to anybody when they're getting on the job, going on the job market, is start with your CV. First and foremost, the CV is like the blueprint. It's the map that you'll be able to pull from. So I would also encourage you to always have students or yourself start with your CV and go through each section and as you're reading anything from, you know, you got your degree at this institution. Is this institution known for? What is it known for? You know, it's okay to mention things on the CV that highlight part of how you've grown and how you've developed as a scholar in your area. So if you were in, you know, sports writing, or anything you do with sports, and you're at a BIG10 school, you'd want to mention that, even just off jump in the schools, that you're positioning as where you went. You know, there's ways to highlight that are not heavy handed, but it's just highlighting that to sort of track for the people who read, if any. I mean, I'm going to, I don't want to assume, but I think some if you're in an academic position, you've probably been on hiring committees. And I know I've been on a lot of hiring committees, and so you know, you'll have staff just go through CVS and just say, just pull the ones that meet this criteria that we're looking for. And so if you're reading a job, how does it match to your CV? You know, what is the order in which we're talking about teaching experiences and service and outreach? That's going to be huge, huge sort of markers of where you can really early on on that CV, where you can drop the little nuggets of your diversity, inclusion and equity upfront. So it's not separate. It's embedded in everything that you're doing. And so if you can set up your CV that way, it's easier to then pull from your CV to elaborate on a cover letter and then later in the Diversity, Equity and Inclusion statement to then really just give more. You know, it's the bones of it you're going to put the meat on, you know, as you sort of go through the writing process for the cover letter and the statement, but really looking at your CV and making sure that, at least for your students, if they're, you know, on the job market, you want to make sure, and I, you know, grad students especially, to craft three different CV’s, they're the same information. It's just positioned differently. So if diversity, equity and inclusion is a highlighted area for the job you're applied to. Then you want to have, you know your name, your degrees, and then maybe, like your service and your teaching first, even if it's a Research One institution, then you would do, you know, research high if you have, if the research can be highlighted through that the DEI lens at first, if not, I would say, you know, lean into the teaching to show where that's coming in, and then the research and the services. So you want to have the three different CV roadmaps for each of the different institutions, highlighting that area that you're the most passionate about, in trying to position yourself as someone that's DEI focused

as we navigate the interview process, I definitely feel that in this area, there are common questions that you want to be prepared to answer and strategies for responding. So I will give some examples here. As you know, they are going to ask things like I said, sort of going back to reminding ourselves that the diversity, equity, inclusion, not just meaning who you represent in yourself, but really focusing on the work that you do and the work that you intend to do for any institution. So using the sort of STAR method of you know, Situation, Task, Action, Result, I'll give you an example of when you're asked, you know, how can you, you know, how do you support DEI initiatives in your previous roles? How do you create, like, an inclusive, you know, environment in your classroom. How do you integrate this in your teaching? One area, one thing that I do, and when I teach in the fall, I always, and I don't love the absolute statements, but I always do a Day of the Dead workshop, and I have been in ethnic studies departments. I've been in Departments of Education. I'm at a college of health science now, and it's always a different demographic. So if the demographic has been, you know, in an ethnic studies department, and if the demographic is large, like there is a large Latino population that understands the Day of the Dead or is curious about it. They remember it. They grew up with it. There's a different way that I'll structure that and that I'll talk about. I have been on campuses where I'm the only person of color in the classroom, and all the students are white students, and they don't know anything. I'm not going to share something that I'm giving some sort of license for cultural appropriation. I would never want to do that, but I have then conducted, I still do my Day of the Dead altar. It's just tailored to the population, who I'm working with. So going back to it's not about me, it's about the work. It's something that's important to me. Personally, I enjoy it. It is very cultural to me. How I teach about it then works in context to the places that I am in and the class I'm teaching, and how it fits into that. So when you're talking about the sort of situation. And, you know, Task, Action, you know, result, it would be offensive to just say, Okay, we're going to do the Day of the Dead thing and anybody can do it every year, because I heard it in this thing, and we're going to go on and do it. There's no that might be a situation, but the task, the action, the result, you wouldn't be able to point to it as to why it was important to you, or what, why would you need to do something like that. So if you have something that's culturally important to you, that you want to share, and that you can share in a space, like in your classroom, there are ways to go about that, where then it can be very task oriented, very action oriented, and the result will be the one that you intend, and it should be part of a learning outcome for the course. So I've done like I said, Day of the Dead in classrooms where no student had heard of it until Coco came out, or book of life. And in those situations, it was, well, this is important. I'm going to show you like the history of it. And then I did a history lesson, sort of based on the Native American communities of that particular institution, and then tied that back to, you know, colonialism in Mexico, and then opened it up for students, once we thought about that, once we had that conversation, what did they want to represent on their altar? And for this one particular campus, they wanted to do literary greats. And so we did a whole thing with the library on setting up, you know, literary greats that they each wanted to make a board for somebody and bring their books out. And why reading was important, and why access to reading is not always as readily available as we might think it is, even the US. For some rural areas, it isn't as easily accessible. And so the students were able to put together this area. That's something that in a much more concise manner, I would say in an interview, if it met the requirements or the again, doing the research of the institution where you're interviewing, that might be something appropriate to share that I there's a way that I can take an assignment that I do in a class in the fall, and I can't tailor it for wherever I am, sort of the situation of wherever I find myself, and can still have, you know, a task and an action and a result that I want versus I'm Mexican, so I'm going to do this, and now you're going to learn about it, and that makes this diverse and equitable in some way. So definitely think about that, and the assignments that you do, and especially Signature Assignments, and how it is that you're thinking about diversity, equity and inclusion in those situations. So then assessing organizational DEI culture. What are things that you could potentially ask employers if you don't see the information listed? So there's different ways that people approach the market. You know, are you approaching it based on, I just want a particular job. I don't care where I am. Is it geographical? I want to go back home. I came to school on the east coast, but I'm from, you know, Washington State. I want to get back is it like, what are you looking for? And then, how is it that you can sort of suss out questions for them, and also red flags in, do they give you vague responses when you're, you know, when you ask certain things? I think part of this is also there's, I have another slides coming up in regards to how we have these questions here. I really my intention is that as you get you know comfortable, and get your students comfortable and looking for jobs and what they're looking for, and they're keeping track of areas, that these are things that have already come up. So if they're researching a particular university, and like I said, they see that they're holding a neutrality statement for social unrest, then you need to discern for yourself, right? If this is a place you want to try and apply and be a part of, and if so, then you already know that going in. So you have to really tailor your questions to acknowledge that, unless you wanted to be a little combative about why they had that. So you want to go in prepared enough, if it's vague, and you've gone through their website, you've gone through their department, you've got an interview, you're in there, and you still want to sort of like this isn't clear to me, if this is something they're about or not. There's no neutrality statement, but there's also just no statement of any kind, then you would maybe want to find a way to again, ask the questions about, you know, what's currently in place? Is it something that they support for professional development? That might be more question for like the department chairs. Maybe not the deans, you know, but maybe meeting with students you know. How do students feel about the diversity of the faculty and the student body? You know? Are there? You know? Now. If their responses are vague, if you don't really see any sort of diversity amongst faculty and leadership, you know, then again, I think it's

that's just sort of on a sort of school to school basis, and what is it you're looking for? And I think that this sort of dovetails into this sort of political and legislative challenges that we've seen in the past. You know, years, I would say about the last 10 years, as well as DEI got more in the forefront of higher education, the more the counter arguments have begun around everywhere, from banning books to many programs. And you know, some people argue that it leads to tokenism and like reverse discrimination. I mean, I have my own thoughts about that. I think academic freedom, and, you know, the idea of diverting resources, I there's arguments to be made for all these areas I can share that I did have a job talk. One it was a job talk years ago, and it was, it was a southern school, and when I got to the it was like a zoom, you know, job talk. And when I got there, the Dean of the College said, you know, I had colleagues that wanted to come in, and so it was a really big group on Zoom, and I finished the talk, and then they started just, they were all men in the group, and the dean was a woman, and it's like half of the people in there were from other departments, and they were just saying that they had read my materials and I could be in their department. So not areas about I'm not a philosopher, a psychologist, a sociologist, but they were like, you can come to write so that was one of those moments of, oh, this really is just a token situation. Like they need physical diversity, that is sort of what we're talking about. But like I said, we want to be cognizant that it's not always the case, because you might lack diversity in places that have a very, you know, ethnic, racial diversity, and still lack in diversity in regards to what courses are being offered and what areas are taught, or what is taught. So we want to be aware of that. But I know, personally, I've been in a situation that definitely was a token, you know, situation where they were just looking for somebody that looked like me to fill a position, any position, but they needed that, and a lot of times it's because more and more higher ed is sort of beholden to provide reports on how it is that they're doing, especially public institutions, to see how the funding is going to help, sort of across groups. I think that I teach some I teach critical race theory in some courses, and something that we discuss is, you know, can there be reverse discrimination if you're not benefiting from the race and ethnicity that you embody or you never have benefited without a particular program specified for you, like just in the mainstream, if you haven't benefited, then there really is. It's kind of like a dead argument, right? Because that's what we're talking about. The reason a lot of these programs have been developed, and why they're created, and why we're you know, it's not that we're diverting resources from other people. It's that it's such a low enrollment still today across campuses. I taught in a Black Studies Department one time, and there were, like less than point 5% black students on campus. So you have the department, you need to have the students, so it's one of those chicken and the eggs, you know, like we have these programs. Because what we know is that the infrastructure and higher education historically has not been accessible for everybody and every citizen. There's been definite, you know, blocks and boundaries placed that have kept people out of higher ed so it really is how you position that, to understand that it is in that now there's like a reverse discrimination against white people, or that, you know, you're getting something and you're not, you know, qualified for it. I mean, I, like I said, the example I gave, for the job talk I gave, I could have taken a job that I was totally not qualified for. But I knew that going in, it was not subtle. So that's a different, you know, that's something that some of us may encounter, but for the most part, I think that what I have witnessed and experienced myself is that people want qualified people for the jobs that they're asking of that they're advertising. It's just that now we have a little more blend of people to, you know, from the sort of the hiring pool is a little more, you know, just eclectic and different. And so I think that's what we're looking for in higher ed to continually evolve in that direction, you know, because, like I said, certain states have, you know, introduced policies to ban, you know. DEI training, or any type of affirmative action, you really, again, want to look into sort of the state in which you are, is that something that's been banned? You know, I do think that if you are, I do. I have a signature assignment. It's like a name, it's a name narrative assignment. And I have taught in really rural areas, and so in those areas, I'm not going to force feed material. The students said, it's really about them. So I have I do these assignments, and we use ancestry.com for them to look and research into who they are. And I have yet to experience an Irish student, an Italian student, a German student, come away from that assignment without a whole new appreciation for if you're not Native American, you're not from the United States originally, and so tracking their origin stories from their surnames and their families, it's really a nice way. I think without it's different than saying I'm going to have you, you know, read this. You know, I’m going to have you read about Malcolm X, and it may not land with everybody, but if I make it about the student, and they're researching who they are, and again, they can come away with the knowledge that they didn't know how the Irish suffered before, you know, in their own homeland, why they had to migrate, why there's two Irelands, why Italians, how Italians had such a hard time when they first, you know, came to Ellis Island, what does that look like? And so then historically, it gives like a very organic way to introduce these really delicate topics that not everybody's comfortable discussing. And I think that's part of the DEI that I think sometimes we tend to overcompensate about, like I said, the ethnicity, the racial composition of a person, and not just how do we do this if we're in a rural area and it's predominantly white, and how do we still get students to be in that conversation? You know, another thing that I've seen people do, my son was in the classroom that did this years ago, was MLK, and, you know, as a national observed holiday, they would require students to come to class in an effort to then spend the whole day discussing, you know, the civil rights movement, the Black Power movement. And so for that day was, we're not going to give you the day off so you can be at home and doing whatever, not acknowledging, not knowing, being however it is you're feeling, but instead, like, let's really educate on this particular day. And so I think there are definitely ways that we can do that, all of that, all of those practices and all those sort of tools that you use are the things that build onto your statements for your diversity and inclusion. So I think some other responding to challenges, you know, you want to think about the research supports, you know, focus on diverse perspectives, inclusive environments, like I said, with you know, I've given some examples, I'm going to try to wrap this up, so we have a good 20 minutes to discuss the more interactive portion of this, to look at a statement and maybe do a job search. So I think that, again, keeping in mind, and I know that the these slides will be made available, but these are definitely areas that you want to address, just like when you're putting together the CV, how can you highlight some of these areas that focus on this and emphasize the importance of creating these environments and so that you're using sort of that language of, you know, empathy and willingness to listen, and how you see common ground and just again, how you respond to those in real time, but also how you position that so that when what you're doing can't be translated on the paper? I think the last sort of part of this is ways to contribute. You know, you might not be on the market, maybe you don't even have students right now that are working on this, but you're curious about DEI on your own campus, and so how do you contribute to the advocacy of DEI, whether it's being on committees or going to talks about it, you know, mentor underrepresented students and junior faculty. Are there programs like that on your campus? I always tell students, you know, think about, what are you passionate about? What are your hobbies? What are your interests? What are your cultural backgrounds? You know,

lots of people say, Oh, I don't have any culture. You know, I'm not from XYZ. And it's like, you don't I don't just have culture because my mother was from Mexico. Like, that's not why I have a culture. I have culture all of my own because I'm from the Bay Area, and that's its own set of culture, in my opinion. So I think that really leaning into all of that, my stepdad is Scottish, and he always says the Scotties aren't really represented in all the stuff that you do. And so when my son was little on like, multicultural day, he'd go to school in like a kilt and then talk about Day of the Dead. And so I think that there's many ways that we can advocate for that, just through our own participation, right, and our own building of networks and You know, when we participate in conferences and workshops, anytime I'm going to any professional workshop, I, you know, I ask about, what are some of those things that we can do in our in our downtime. And so I know there's, like, knitting groups and people get together and, you know, or they take pictures. People like to walk in a new area when you go to a conference and take, you know, photography is huge. And so how do you use any opportunity in that work to start conversations through the things that you're interested in, because all of those areas are ways that we can diversify, that we can make our spaces more equitable and more inclusive through all of these different areas that we probably share in more ways that we know, and then just you know, staying informed about it. I think this is just, I think now I'm looking at this like I'm getting repetitive with it, because I'm looking at the time. I really want this down time to discuss the other stuff. But yeah, I don't know it. This all goes back to just really encouraging your students, as well as yourself, if you're new faculty on your campuses, or if you're on the job market or with your students, to really get to know all the extra services that campuses have the resources. Because nowadays, I think I get surprised at how many resources campuses have that students don't know about, the faculty aren't aware of, because we haven't, you know, we're so busy in other areas that we don't, we don't have the time for all this. But if we do the sort of that, looking around early on, we should have a good idea of that. So I'm not going to do these yet, but let's go ahead and before we do the job search, I'm going to see if so I'm sorry, I'm going to, like, wrap that up now. Now it's more interactive, so I don't know people want to camera on, or if there are, I'm going to check to see if there's any questions. But I think this is a time where I want us to look at this statement and sort of comment on see what we think I can and as a jumping off point for writing these statements, but also what's out there, especially in this sort of dawn of AI. And if anybody wants to read, I'm getting a little tickle. Pause.

[Bri, moderator] You want it read aloud? Gloria,

[Gloria] yes, yeah, at least maybe like paragraph to paragraph. So we can see what we think.

[Bri, moderator] I'll go ahead and read it for folks. So this is an example statement, a Diversity Equity and Inclusion statement. As an educator and scholar, I am deeply committed to fostering diversity equity and inclusion in all aspects of my work. My commitment is rooted in both my personal experiences and my professional journey, where I've seen firsthand the transformative power of inclusive environments. I believe that creating spaces where all individuals feel valued and respected is essential for personal growth, academic success and the cultivation of a vibrant community. Throughout my career, I've actively engaged in initiatives that promote DEI for example, I've developed curriculum that integrates diverse perspectives and highlights the contributions of historically marginalized groups. In my teaching, I strive to create a classroom atmosphere that is welcoming and inclusive. By using diverse teaching methods, encouraging open dialog and being attentive to the varied learning needs of my students, I ensure that all students, regardless of their backgrounds, feel empowered to share their ideas and perspectives beyond the classroom, I've participated in and led workshops aimed at raising awareness about implicit bias and cultural competency. I've collaborated with colleagues to develop programs that support underrepresented students, such as mentoring initiatives and community building events. These efforts have not only enriched the educational experiences of the students involved, but have also strengthened my understanding of the barriers that exist and the strategies needed to overcome them. In my research, I'm committed to exploring issues related to social justice and equity. I actively seek to engage with topics that address the systemic inequalities affecting marginalized communities. My scholarly work aims to contribute to a broader understanding of these issues and to advocate for policies and practices that promote equity and inclusion. I'm inspired by the opportunity to join an institution that shares my commitment to DEI if given the chance, I'm eager to contribute my experience and passion to advance the institution's goals of creating an inclusive and equitable environment for all members of the community. I look forward to working collaboratively with colleagues, students and community partners to continue fostering a culture of respect, empathy and social justice.

[Gloria] So this is about the length of a, this is the length you're aiming for, for a diversity statement, so like a page, but you know, with some breaks, I don't know your thoughts on this. How did it sound?

[Bri, moderator] Yeah, so for folks, if a student brought this into the Writing Center, what feedback or. What might you say to them about it? Yeah, so Alexis is noting the lack of specificity.

[Gloria] For sure

[Bri, moderator] That it lacks specifics.

[Gloria] Yeah. So this is something that we're seeing more and more, and this is very, you know, AI generated, but I have told students, it's not a, it's not a bad like place to start, because they do have, you know, in my career, in my classroom, in my research, right? So, you know, you have the top the area set up for you, but it's how would you fill this out? Then, like, this would be an area where, if I were the teacher or the, you know, professor who did the MLK Day, right where they that would be something where I am, you know, like in my classroom while, you know, I'm located in and again, we can look for jobs, I mean, if you're interested, but we don't have to. But if we looked up jobs like I said, if the job call says we are looking for people from, you know, underrepresented groups, that would be this would be a place to as a, you know, woman or mother, I don't all your identifiers that you want to give early on, an educator and scholar, right? That's the way you would drop that, not so much giving a whole background who you are, but just in the opening sentence you would want to sort of present yourself. If it doesn't say that, then you don't it becomes very heavy handed. If it does not mention that it's looking for people from particular groups you don't want to a lot of actually, I've seen more and more jobs that say do not mention any identifiable markers from yourself in your diversity and inclusion statement, because that's not what they're looking for. That's not how we're diversifying. It's through the content of the work that you're doing within the context of the courses that you're applying to teach. So, you know, if you're doing that, like I said, if it's a history class, and you want to mention that the way you actively engage in your classroom would be, you know, in January, I request, you know, I don't, you know, the campus is closed on MLK Day, but I asked my class to meet and we, you know, watch a film and we analyze it, or we discuss this, like, how is it that you're being inclusive to discuss topics that maybe are not innate to the students that you're teaching? Let's see what else do we have in here? Yes, definitely, right? And so, yeah, so it is missing those examples, but this is what would have. So this type of, you know, this was half AI generated and half just stuff I took from first drafts from students, when they get really uncomfortable about what they want to write, you know, I'm not sure like do I want to say that I have, you know, I know people of color or I or that I am that you know. And I'm like, No, that's not what we're talking about. We're talking about what, what about your work stands out. Like, where is the service that you're doing? What is, you know? Or, again, like I said, if you don't have that in your area, then what are some interests of yours? Like, right? You know, like, like I said, I mean, I have a colleague that knits, and she loves to knit. I'm not a knitter. I've tried. Doesn't work for me, but it works for so it's, I'm, like, you put that in a diversity statement, that it's, you know, you like to knit. So wherever you go and you're at a conference, when you get to a new place, you always find your local knitting circle, and that has led you to create these networks and social groups outside of higher ed that have really helped inform how it is that you you know, knitting circles are great social ways for people to communicate, to share stories, to, you know, share where they're from and what they like. It's, you know, it's something that's in many traditions. The Talking Circle is so indigenous to a lot of our communities, and yet, you know, people are like, I only knit? It's not a big thing. Well, no, it's something that's important. How do you bring that aspect into your classroom? So I think really thinking about, how do you cater each of these sections? How could you fill out each of these sections with those specific examples, and then you'd have a really good shell to start from. This is a really good blueprint to the organization of this statement. But how could you fill this out with those specific details that really stand out and they're unique to you, and ideally you want to be able to look at your CV as sort of that blueprint, to see what you can pull from it. But if you are struggling for the DEI statement, then how, you know, how can you get there from, you know, what's an assignment that you do? You know, like a lot of people, bring art into the classroom, and so what's the purpose of that? You know, if you like to cook. If you like to watch movies like all of those areas can definitely be woven into the statements, because they're what make you unique and also really make you stand out, in regards to that part of Equity and Inclusion, because you're also, in essence, asking to be included for who you are at any of these positions that you're thinking about applying to, any other comments questions on this? We still have about, I think, five or so minutes. I'd like to open it for questions instead of, like, spending a bunch of time. We can search for something if you'd like, or we can go straight to I do have a list of some resources that I'll be sharing with Bri that she'll send out. These are open source and sort of free, you know, anything so you know, the ChronicleVitae, the link to the National Center for Faculty Development and Diversity, has a lot of free content that you can, you know, check out. Let's see. I think it's UC Berkeley or UCSF, they have some really good guides to the writing a diversity statement. That was something I helped write years ago, and it's been tweaked since, but it was something I was a part of when I was at Michigan, and Cornell has a lot of open source stuff, for DEI, but I'll definitely share this out. But I kind of just want to maybe stop sharing my screen and see if anybody has questions. If that's cool or, like I said, if anybody wants to do a job search, we can. I want it to be more accessible to what you want to do.

[Bri, moderator] So given the the time frame, um, if anyone has a question, please feel free to kind of chime in. But I had a question Gloria as a recent graduate myself, and thinking about working with students who don't have a ton of experience yet, I thought like this, the star framework you gave was very helpful, but I was thinking about like in my own situation, if I've had coursework in particular issues. So like, I have a queer studies minor, and I am a queer woman myself, but I have not taught queer studies or anything like that. So in terms of framing that, or like, thinking about students who may not have a lot of experiences yet, how might what advice would you give in terms of how to make that legible,

[Gloria] that's a great one. I mean, I mean, in particular, I think that that's a big struggle. We're seeing more queer studies come up, but a lot of times it there isn't right? So then you're like, oh my gosh, do I lead in with this is what I bring to the table. And like you said, does that translate to the classroom? So I think that I would suggest, as you're applying for jobs. And you're reading like, again, what are the job calls are out there, if they're not asking you to create a class or something, usually, in your cover letter, you want to add sort of as you're closing it out, you know? Thank you. I, I'm really looking forward to teaching. And then you do like, two of their courses that they're known for, and then you say something like and creating. And then this is where have you ever imagined a course that you would teach, maybe queer literatures, queer cinema, you know, I don't know your area, but, like, you know, so the history of and so that's where you would, I think, first insert like in the cover letter, definitely adding it as something that you could see yourself in this institution, in this department, creating this particular type of course, this course around this particular community. In addition, as you're searching if they don't have an LGBT, you know, QIA plus, you know, center, but maybe it's housed within something else. Then, in your, in the cover letter, I would start there, as you're sort of listing, because I don't know, do you have things like on your CV that mention your participation in X, you know, in this group, you know, around advocating for these, this particular group. So in your, in your cover letter, you would make mention to, you know, at when I was in grad school, or as a grad student, I participated in, you know, lavender proms for high schools or, or I did not, you know, the cover letter. You know, I have not had many opportunities to really embed myself in queer theory and queer studies. However, looking around your community, you know, I have found that, you know, this high school, you know, I just recently helped a student, you know, we were doing a cover letter, and it was we found a high school in the town where she's applying that it was they do a lavender prom. And so it was like, I know that they do lavender prom, and I think it would be great for our this campus, for, you know, for our campus, to get involved in this so, you know, ways to imagine the work you want to do, and does it fit within this campus that you're applying to, and then you bring that into the diversity statement by unpacking it a little bit more. So then in the diversity statement, you would say, you know, I really, you know, have imagined doing a class like this, and here's something I would read, and here's what I would do, here's an activity I would want us to, you know, host, I think that would be a really good space. And then you could pull from their demographics, you know, I see that. So I diversity statements are tricky, because I swear, but you can have one that's very standard, you just said, but I had one like that, and it was very like, I said my opening, like, two lines was just all of my identities. So when they started saying, We can't do that, I had to take it out and draft a new one. But then there's been times where to what you're saying, I was like, gosh, they don't have this thing that I really want to do, but I really like the campus in general, and so I really want to get in there and say, here's something that I would really see myself being able to take on when I get there, and here's how I imagine it. So either including that class or mentioning some of the detail in that statement, I think it's really the way I would, I would suggest, I would encourage you to do I might send me something. I'll read it, and you can, let's see, okay, thank you.

[Bri, moderator] Yes, thank you. Looks like we are. We're actually just right at the hour. So I'm going to go ahead and wrap things up, and want to say thank you again to Gloria for presenting today. I also just want to take a moment to just give folks a heads up on where we're headed next for with OWCA, which is that we will be having a reading club in September. You guys are all getting a sneak peek. This is going to be announced tomorrow, but our next reading club event will be looking at two articles about promoting Writing Center awareness to diverse populations, both in terms of tutees and tutors themselves. So we'll be reading two recent articles from Praxis on this subject. Again, I wanted to note that you will be receiving a form requesting feedback shortly after today's event, and in a couple of weeks, we will send out an announcement when the completed recording with the edited captions is ready, along with the additional resources, because Gloria has generously come up with a list of resources that you can access. So yeah, thank you again for joining us today, and thanks again to Gloria, and please take care. Go enjoy the rest of your day.

[Gloria] Thank you. Goodbye.