Sample Diversity-Related Qualification Statements

It is often difficult to think of ways to include diversity-related qualifications in position announcements. The following statements have been offered by Raul M. Sanchez, Director of the Office of Equal Opportunity at Washington State University.

Does the position require diversity-related content for curriculum purposes?

For current or prospective curriculum needs in the relevant department, the following diversity qualification statements could be used or modified, as appropriate:

- “Demonstrated knowledge, skills, relevant abilities and/or interest in teaching the following courses or related topics (list specific diversity-related courses or topics).”
- “Demonstrated knowledge, skills, relevant abilities and/or interest in teaching relevant courses concerning (list diversity-related topic and/or specific diverse population(s)).”

Does the position require diversity-related content for research purposes?

For current or prospective research needs in the relevant department, the following diversity qualification statements could be used or modified, as appropriate:

- “Demonstrated knowledge, skills, relevant abilities, and/or interest in pursuing research with respect to the following or related topics or issues (list specific topics or issues).”
- “Demonstrated knowledge, skills, relevant abilities and/or interest in pursuing research with respect to: (list diversity-related topics and/or specific diverse populations).”

Does the position require diversity-related content for service, extension or community outreach purposes?

For current or prospective relevant needs, the following diversity qualification statements could be used or modified, as appropriate:

- “Demonstrated knowledge, skills, relevant abilities and/or interest in engaging in [service, extension or community outreach, as appropriately stated] with (name specific diversity community or communities).”
- “Demonstrated conversational fluency in [name specific language(s) that may be required] for [service, extension or community outreach, as appropriately stated] with (name specific diversity community or communities).”

Does the position require diversity-related content to facilitate or enable working with, supervising, recruiting, counseling, teaching, training, interfacing with, or otherwise professionally engaging with diverse individuals or groups in or among the workforce, the student population, parents of University students, ethnic/racial/cultural minority communities in the state, alumni groups or other relevant contexts?
For current or prospective relevant needs, the following diversity qualification statements could be used or modified, as appropriate:

- “Demonstrated knowledge, skills or relevant abilities in [list relevant function sought (e.g.: teaching, supervising, etc…)] [name specific diverse group, as relevant (e.g.: Latino, African American, Native American, etc…)] [name specific group (e.g.: athletes, students, laborers, alumni, etc…)].”
- “Demonstrated conversational fluency in [name specific language(s) that may be required] for [list relevant function sought (e.g.: teaching, supervising, etc…)] [name specific diverse group, as relevant (e.g.: Latino, African American, Native American, etc…)] [name specific group (e.g.: athletes, students, laborers, alumni, etc…)].”

Apart from substantial direct work-related considerations, does the position require that the candidate understand and be knowledgeable of certain broad diversity-related matters important to the institution? The diversity needs of some positions may not be contemplated by the forgoing four questions. For example, some high level administrative positions have no teaching, research or outreach responsibilities, and interface little with students and other diverse communities like alumni or statewide communities; nevertheless, it may well be important to the institution for individuals holding such positions to have broad understandings and sensitivities toward diversity issues and diverse communities. For such positions, the following diversity qualification statement could be used or modified, as appropriate:

- “Demonstrated knowledge and/or relevant abilities about diversity and diversity-related issues that are important to the success of the institution, including but not limited to (insert relevant issues; e.g.: “national, regional, and state demographic trends,” “minority communities in Washington State,” “diversity in the workforce,” etc…).”

Additional statements to be considered (provided a search committee and the Office for Equal Opportunity )

- Demonstrated understanding of how affirmative action and increased diversity among students, faculty, administration, staff, and the curriculum strengthen the academic mission.
- Successful record of recruitment and retention of outstanding faculty, staff, and students, including individuals from diverse and multicultural backgrounds.
- Demonstrated ability to work collegially and collaboratively with diverse internal and external constituencies.
- Relevant ability working with under-served and/or underrepresented populations.
- A demonstrated commitment to, and relevant ability successfully advocating for diversity and values of diversity.
- Advance the college’s commitment to diversity and multiculturalism among the College’s faculty, staff, students, research, teaching and community outreach, with relevant programs, goals and activities.
- Ability to consider alternative and diverse perspectives, to communicate effectively both orally and in writing, to remain poised under all circumstances, and to interact effectively with people in a positive manner that engenders confidence and trust.
• Relevant ability working and living among other cultures; and a track-record of working with under-served and/or underrepresented populations.
• Demonstrated knowledge of, and/or relevant ability with culturally diverse communities among potential target and constituent populations.
• Demonstrated competence related to working with adults (including ethnic/racial/cultural minority adults) in an academic advising capacity.
• Ability to understand and articulate needs and concerns from a perspective that includes intersections of gender, race, ethnicity, sexual orientation and other significant aspects of individuals and cultural identity.
• Demonstrated ability to work collaboratively with sensitivity and tact, and be sensitive to dynamics of difference in race, gender, disability, religion, sexual orientation, national origin and other types of cultural difference.
• Demonstrated knowledge and ability to work effectively with individuals and groups with a variety of identities, cultures, backgrounds, and ideologies in a global environment.
• Relevant ability working with diverse populations.