

DIVERSITY STATEMENT PROMPTS	
<p>At Bowling Green State University, we are looking to hire individuals who support the University’s mission and values. We are looking for applicants who can help us enhance our community of inclusion and belonging which includes respect for others and an openness to differing perspectives and identities. You should not score someone poorly because you do not share their perspective. Just as teaching and research are tenets of our community, diversity and belonging are equally important to the success of our community and its members.</p>	
<p>[Fill in question your search committee selected here] and delete the unused questions to the right.</p>	- How have you incorporated equity, diversity, and/or inclusion into your current or a previous position?
	- Is there a way you envision diversity and inclusion playing a role in this position? Please explain your answer.
	- Reflect on a time when you advocated for something related to equity, diversity, and/or inclusion.
	- How do you engage with equity, diversity, and/or inclusion in the work setting?
	- How do you engage others in equity, diversity, and/or inclusion work?
COMPETENCY LEVEL:	GUIDELINES:
BASIC	<p>The written statement contained no evidence that the applicant has a basic knowledge of EDI:</p> <p>The applicant used generic terminology “diversity, inclusion, belonging” without any additional information provided.</p> <p>The applicant used sentences such as “I appreciate the role of diversity in an organization” with no additional explanation.</p> <p>The written statement contained EDI terminology, but the applicant failed to explain the importance of EDI education nor did the applicant define the importance of the correlation between EDI and higher education or their field:</p> <p>The applicant failed to explain how diversity and inclusion is incorporated into their work or how they have/can advocate(d) for issues of diversity.</p> <p>The applicant discussed diversity in general terms.</p> <p>The applicant stated that they have had little experience with these issues because of lack of exposure.</p> <p>The applicant discounted the importance of diversity (of perspective or identity) within an organization.</p>
INTERMEDIATE	<p>The written statement contained evidence of awareness of EDI, but the applicant failed to provide evidence of an EDI knowledge base or an interest in EDI initiatives:</p>

	<p>The applicant used/referenced their knowledge of demographic data related to diversity and expressed their awareness of its importance in their written statement.</p> <p>The applicant communicated knowledge and/or understanding of the challenges faced by individuals who are underrepresented.</p> <p>The applicant communicated the need for everyone to work together to create an equitable and inclusive environment for all</p>
<p>ADVANCED</p>	<p>The written statement contained multiple examples of EDI awareness, but the applicant failed to communicate an EDI knowledge base:</p> <p>The applicant discussed diversity, equity, and inclusion-related issues in a way that would help the BGSU community advance our diversity and belonging strategic goals or people feeling empowered, valued, and affirmed.</p> <p>The applicant discussed the importance of correlating diversity, equity, and inclusion into the core values of the university so that every student, faculty and staff member can contribute to and benefit from a community of mutual respect.</p> <p>The applicant provided examples of how they will/have contribute(d) to EDI initiatives.</p> <p>The written statement contained an understanding of the multiple dimensions of EDI in higher education:</p> <p>The applicant articulated their knowledge of, experience with, and interest in the multiple dimensions of diversity that result from different identities and perspectives. [This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities and perspectives different from their own].</p> <p>The applicant specifically addressed the demographic data related to diversity in higher education.</p> <p>The applicant discussed the marginalization of groups and the consequences for higher education or for the discipline.</p> <p>The applicant provided examples of how they will/have contribute(d) to EDI initiatives.</p>