

**Diversity Statement**

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Conducting political science research requires thoughtful analysis, creative approaches to problem-solving, and an openness to new ideas and perspectives. Achieving these skills can best be achieved through an ongoing dialogue between students and scholars who challenge each other with their perspectives and experiences. I believe that teaching these skills begins with students in the classroom. I am committed to teaching in a way that fosters diversity in order to help every student learn from their peers. As part of this goal, I emphasize the importance of discussing the challenges different groups face and promoting exposure to multiple cultural contexts.

In the classroom, I seek to promote diversity in several ways. In my substantive comparative politics classes, I emphasize understanding the cultural norms for both the cases we study and the students who take the class together. In particular, I draw from my experiences conducting field research in Latin America. I have found this encourages participation and makes students more comfortable speaking in the classroom. I also encourage students to bring in their experiences from traveling, studying and/or living abroad to help contextualize our discussions and evaluations of different concepts in comparative politics. I remind students that I want them to feel comfortable expressing their opinions, asking questions, and contributing to discussion in a way that is respectful to their peers, especially those they may not agree with. Finally, I seek to assign readings from scholars from under-represented groups in order to increase descriptive representation in my syllabus.

Outside of the classroom, I work to serve as a mentor to students and to ask questions that allow me to understand their unique backgrounds and circumstances. I remind students that I have an open door and that they should feel comfortable attending my office hours, not only to discuss class material, but also to talk about challenges they are facing or questions about college they may have. I find that my students from traditionally underrepresented backgrounds such as female students, minority students, and first generation students are most receptive to this offer. During these discussions, I seek to reassure students of their place, emphasize what resources are available to them, and listen to their concerns about classroom participation. These conversations have shaped the way I approach teaching. For example, based on the concerns students have brought to me during these discussions, I introduced a series of “skills” sections during lectures throughout the semester to help students approach difficult readings, plan their essays, and study for exams. The related activities are generalizable to other subjects and seek to provide new approaches to students regardless of their prior educational backgrounds.

In the discipline more broadly, I actively engage in informal conversations about diversity with my peers. As a woman who does research using formal theory and a member of the Society for Political Methodology, I’ve witnessed the challenges of being a female in a predominately male subfield. I openly discuss my experiences with both my male and female peers as a way to help spread awareness concerning issues of diversity and open a dialogue about curbing subconscious discriminatory behavior. By maintaining this dialogue and sharing experiences with my peers, I work to continually improve my own teaching and to help advocate for women in methodology.