

Diversity Statement

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In this statement I would like to outline my thoughts on diversity. For a more comprehensive picture this statement ought to be read together with my teaching statement; there one can also see how these thoughts translate into practice; due to a lack of space I will not be repeating some relevant points I made in that statement here.

At the foundation of my thoughts on diversity are two very important United Nations documents, namely, the *Universal Declaration of Human Rights* of 1948 and the *International Covenant on Economic, Social and Cultural Rights* of 1966. Indeed, I was raised to wholeheartedly believe these documents in such a way that my intuition as a human being, researcher and teacher is well-aligned with the principles declared in these documents¹. Note that the documents are worded as dictums that are to be respected by states in the United Nations, the *Covenant* more so than the *Declaration*, although extracting personal dictums out of them are straightforward. The most relevant items from the two documents to me a teacher and researcher of mathematics are as follows; for the sake of brevity I will refrain from unpacking the items and only cite excerpts I find the most relevant:

Article 26 of [UNG48]: Everyone has the right to education. [...] Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups [...]

Article 27 of [UNG48]: Everyone has the right freely [...] to share in scientific advancement and its benefits.

Article 29 of [UNG48]: Everyone has duties to the community in which alone the free and full development of his personality is possible.

¹It had been quite a while since I last studied these documents, so I went over them again to write this statement. In all honesty in my youth I was somewhat cynical about the axiomatic nature of these documents (axiomatic in the sense that they are valid in so far as they are enacted as valid). In my latest reading these documents struck me as appropriately, beautifully and gloriously worded, and I can suggest without hesitation that my audience reads these documents (out loud) if they have not done so already.

Article 3 of [UNG66]: The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.

Article 13 of [UNG66]: The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups [...] Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means [...]

Given principles such as the ones I've listed above, the diversity overhead in the way I conduct myself as a teacher and researcher is clear.

References

- [UNG48] United Nations General Assembly UNGA, *Universal declaration of human rights*, Online, 1948, <https://www.ohchr.org/en/human-rights/universal-declaration/translations/english>. 1
- [UNG66] ———, *International covenant on economic, social and cultural rights*, Online, 1966, <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>. 2