

Writing the Job Ad - Best Practices

adapted from “University of Washington Faculty Job Advertisement Guidelines”

An “ideal” job advertisement should incorporate diversity throughout the ad. Collectively, this wording should strongly suggest that the college and the department/program are committed to furthering diversity throughout the college (that is, not just in the faculty). These are suggestions for consideration – it may not be appropriate for one ad to include all of these features:

1. in the “intellectual language” describing the position, ideally in the first paragraph of the ad.
2. in the description of the college and the program (who SC is as an institution, who you are and who we serve) – specificity is key to believability.
3. in a description of the region within which the college is located
4. if qualification bullets of the position are used (specific “shape” of the desired candidate – should be linked to one or more of the statements above; should not be the last bullet; should never be a list)
5. link diversity statements with strong positive words (e.g., excellence, demonstrated success, richly varied)
6. incorporate in a list of benefits available
7. use a specific disability accommodation statement
8. specific diversity and/or inclusion as one of the components applicants should speak to in their submitted information (cover letter, statements of teaching and research)

EXAMPLES of Candidate Qualifications:

mild wording:

We welcome applicants with demonstrated success in working with diverse populations. (Wake Forest)

Must be able to work in a multicultural environment that reflects our student body and embraces our vision and mission. (City Colleges of Chicago – Malcolm X College)

stronger wording:

In addition to pursuing an outstanding research program, the successful candidate will be expected to provide effective instruction and advising to a diverse population of graduate and undergraduate students (Virginia Tech)

Candidates should have experience in–or the potential for–building an equitable and

diverse scholarly environment in teaching, mentoring, research, life experiences, or service. (UC San Diego)

(Qualifications...) Willingness to work collaboratively with faculty and to mentor students from a wide range of disciplines, cultures and academic backgrounds is essential. (Berkeley)

The successful applicant is expected to establish a collaborative, externally funded and nationally recognized research program as well as contribute to graduate and undergraduate teaching, advising, and mentoring that support diversity and inclusion. (SEFS)

even stronger wording:

(Qualifications...) We seek candidates whose research, teaching and/or service has prepared them to contribute to our commitment to engagement and inclusion of culturally diverse audiences in higher education, and particularly in the SUPER-DISCIPLINE HERE. (Berkeley)

Successful candidates will have a demonstrated commitment to promoting diversity, inclusion, and multicultural competence in an educational and work environment and must be willing to contribute to the Colleges strategic plan of inclusion (Edgewood College)

(Qualifications...) Demonstrate multicultural competence the awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant, and productive ways. (Edgewood College)

Application Materials:

(Applications must include...) a statement of teaching philosophy, including a statement of experience with, and commitment to, teaching a diverse student body (CSU San Marcos)

(Applications must include...) a separate statement that addresses how their cultural, experiential, and/or academic background contributes to the understanding of diversity at the College (Pitzer College)

(Letter of application should...) highlight how you integrate quantitative approaches into your work and include a brief statement on how your teaching, research and/or service demonstrate a commitment to diversity and inclusion through scholarship

or by improving access to higher education for underrepresented individuals or groups. (SEFS)

Benefits:

health/vision/dental plans including spouse, domestic partner and/or dependents (CS Fullerton)

access to campus child-care (CS Fullerton)

a wide range of networking, mentoring and development opportunities for junior faculty (Virginia Tech)

a wide range of networking and development opportunities to women and minorities in science and engineering. (Virginia Tech)

The University of Nebraska has an active National Science Foundation ADVANCE gender equity program, and is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers (UN-Lincoln)