Guidelines for Writing Faculty Job Advertisements that Sincerely Welcome Broad Application of Qualified Candidates
11 October 2012

Explanation:

For under-represented minorities, and other demographic groups who are in a distinct minority in a given academic field, even highly qualified candidates for a faculty position may be deterred from applying by a carelessly written job ad. Words are powerful. Their presence (absence), placement, and tone all convey (in)sincerity and signal that an applicant is welcome (or not), and/or may be a part of a larger community of like-minded individuals (or not) regardless of scholarly affinity.

The following best (worst) practices were assembled from an analysis of *actual job advertisements* vetted through the College of the Environment Diversity Committee. Examples of best practice wording, although adapted to the UW, are provided with their original attribution, in part to underscore those institutions with advanced practices regarding engagement, inclusion, and diversity. Worst practice language has been minimally altered to remove attribution, and is set apart with quotes to indicate language written by others.

We consider this a living document, and welcome edits and inclusions.

Best Practices:

An "ideal" job advertisement should incorporate diversity into many different parts of the ad. Collectively, this wording should strongly suggest that the university and the unit are committed to furthering diversity throughout the UW (that is, not just in the faculty):

1. in the "intellectual language" describing the position, ideally in the first paragraph of the ad.
2. in the description of the UW (who we are as a university, who we serve) - specificity is key to believability.
3. in a description of the region within which the UW 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

Intellectual Language *(must be ad-specific)***:**
example for planned Fresh Water Cluster Hire:

The provision, or lack, of fresh water defines the rights and privileges of individuals, societies, and nations.

stronger wording which may be applicable depending on disciplinary focus:
We are especially interested in candidates whose work has a specific focus on understudied peoples, communities, and nations.

Who We Are (UW):
The University of Washington serves a diverse population of 80,000 students, faculty and staff, including 25% first-generation college students, over 25% Pell Grant students, and faculty from over 70 countries. (Virginia Tech)

We seek to recruit and retain a diverse workforce to maintain the excellence of the University, and to offer students richly varied disciplines, perspectives and ways of knowing and learning. (Wake Forest)

UW Regional Setting:
The University of Washington is located in the greater Seattle metropolitan area, with a dynamic, multicultural community of 3.7 million people and a diversity of ecosystems from mountains to ocean. (Texas A&M)

Candidate Qualifications:
mild wording:
We welcome applicants with demonstrated success in working with diverse populations. (Wake Forest)

stronger wording:
(All applicants must have...) A desire to advise and teach a student body which is diverse with respect to socio-economic status, culture, academic interests, and career paths (Virginia Tech)

(Qualifications...) Must be committed to excellence in teaching and mentoring our diverse student population and to working effectively with faculty, staff and students across a wide range of disciplines (CS Fullterton)

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

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)

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

access to campus child-care (CS Fullterton)

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

Accommodation:
Individuals with disabilities desiring accommodations in the application process
should notify NAME SPECIFIC PERSON, UNIT NAME, PHONE # or call TTY PHONE #.
(Virginia Tech)

What IS required:
At the UW, according to Executive Order 11246 and the associated regulations (e.g.,
41 CFR Section 60-1.4), faculty job advertisements must include a statement
pertaining to our institution as an equal opportunity/affirmative action employer,
such as:

> "The University of Washington is an equal opportunity/affirmative action
> employer."

This statement should not be confused with welcoming language.

Worst Practices:
Poor ads do not incorporate diversity throughout, but rather use a poorly placed
generic statement or legalese. In particular, these ads:

1. encourage X,Y, Z people to apply but don't reference diversity anywhere else
   in the ad list the groups of people encouraged to apply - "The List"

   "Women, minorities, individuals with disabilities, and veterans are
   encouraged to apply…the University of X does not discriminate on the basis
   of race, color, national origin, age, marital status, sex, sexual orientation,
   gender identity, gender expression, disability, religion, height, weight, or
   veteran status."

2. use a broad, impersonal statement, especially in a different font and offset
   from the rest of the ad - "The Diversity Stamp"

   "The University of X is committed to the policy that all persons shall have equal access to its
   programs, facilities, and employment without regard to race, color, religion, national origin,
   sex, age, marital status, disability, public assistance status, veteran status or sexual
   orientation."

3. use legalese that implies a legal obligation rather than a commitment to diversity

   "The University of X, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action."

4. do not consider context and place diversity language at the end of the ad. In particular: (1) come after the "housekeeping" details such address for application materials, and (2) are adjacent to statements implying those with criminal records may not be hired

   "Finalists must provide a transcript for the highest degree. Applications must be postmarked by DATE. ... University X is an Equal Employment Opportunity/Affirmative Action employer and encourages applications from women, minorities, veterans, and individuals with disabilities. Background check required for employment."

Assistant Professor (0116, 9 months) Title: Archaeologist

The UNIVERSITY OF WASHINGTON (Seattle) Department of Anthropology seeks a PhD archaeologist for a full-time tenure-track Assistant Professor (9 months) beginning in September 2013. The successful candidate will be actively engaged in, or willing to develop, a research program on the Pacific region with an emphasis on the North American Pacific Northwest region. In addition, this individual **must** also have a track record in at least one of the following three conceptual foci: archaeological information science, contemporary/indigenous/community archaeology, or the archaeology of human-environment dynamics. Applicants must have earned a doctorate by the date of appointment. For applicants who meet the above criteria, we will select those who best complement the current faculty. Duties will include undergraduate and graduate teaching and mentoring. The University of Washington faculty engage in teaching, research and service. The Department of Anthropology values colleagues who have a strong commitment to an academic environment that promotes diversity. The University of Washington is an affirmative equal opportunity employer. The University is building a culturally diverse faculty and staff and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

To apply, send **a single PDF file** including the following items in the specified order: (1) cover letter, (2) curriculum vitae, (3) teaching portfolio, (4) diversity statement (a brief statement on how your teaching, research and/or service contribute to diversity through scholarship by improving access to higher education for underrepresented individuals or groups), and (5) the names of three referees to pnwarchy@uw.edu with the following subject header: 'UW Archaeology Position – Your Name.' Cover letter should be addressed to Dr. Marcos Llobera, Chair, Archaeology Search Committee, Department of Anthropology. Alternate methods of submission may be acceptable with prior approval of the search committee chair. Applications received by December 1, 2012 are assured consideration.

SOCIOCULTURAL ANTHROPOLOGY JOB SEARCH 2007-08 — CANDIDATE EVALUATION RUBRIC (CAMPUS VISIT)

CANDIDATE: _____

REVIEWER: _____

EVALUATION CRITERIA: Ranking suggestion: High | Med | Low – plus specific comments

	Teaching Content • Departmental needs • Content of syllabi • Methodological approaches • Understudied communities	Teaching/Mentoring Skills • Teaching experience • Evaluations • Working with under-represented students	Collaboration and Citizenship • Departmental • Interdisciplinary • Community	Outside Letters
High				
Medium				
Low				

2/1/08

SOCIOCULTURAL ANTHROPOLOGY JOB SEARCH 2007-08 — CANDIDATE EVALUATION RUBRIC (CAMPUS VISIT)

CANDIDATE: _____

REVIEWER: _____

EVALUATION CRITERIA: Ranking suggestion: High | Med | Low – plus specific comments

	Research Competence • Scholarly vision • Interdisciplinarity • Productivity/quality of publications, • Grounding in anthropology • Extension of anthropology into new areas of praxis • Trajectory towards tenure	Research Content Topic / Geographical Area • Departmental needs • University needs	Background Diversity • Historical under-representation • Underserved race/ethnicity, class, sexuality, gender	Record on Diversity • Mentoring • Pedagogy • Recruitment • Community action • Research on issues related to diversity, social inequalities, and social justice
High				
Medium				
Low				

2/1/08

Example of Candidate Evaluation Tool
Adapted from: NSF Advance at the University of Michigan—STRIDE
http://sitemaker.umiche.edu/advance/stride

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's Name: _____

Please indicate which of the following are true for you (check all that apply):

- ☐ Read candidate's CV
- ☐ Read candidate's scholarship
- ☐ Read candidate's letters of recommendation
- ☐ Attended candidate's job talk

- ☐ Met with candidate
- ☐ Attended lunch or dinner with candidate
- ☐ Other (please explain):

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:	Excellent	Good	Neutral	Fair	Poor	Unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Potential for (Evidence of) outreach efforts to diverse groups						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Other comments?