

JOB AD COMPOSITION

Recruiting Intentionally for Historically Underrepresented Candidates

Evaluate how advanced your search processes are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution.

In sections where you have checked boxes in the left-hand column (“Typical Practice”), turn to the relevant page of the diagnostic for further information on how to make recruitment processes more equitable.

TYPICAL PRACTICE	BEST PRACTICE
Craft an Inclusive Job Ad: Describe the Position	
<input type="checkbox"/> The language in the job ad is disciplinarily narrow with specific subdisciplines of specialization that often replicate the academic specialty of a previous faculty member.	<input type="checkbox"/> The language in the ad solicits a broadly trained scholar in the desired field and does not create overly specific qualifications that filter out potentially good candidates.
<input type="checkbox"/> Faculty are not aware that using narrow search terms often unintentionally filters out candidates from underrepresented groups.	<input type="checkbox"/> Faculty make sure that ad language is not so specific as to discourage qualified candidates from applying.
<input type="checkbox"/> If the department needs to fill a specific teaching or research position, the ad does not mention potentially related avenues of interest.	<input type="checkbox"/> The job ad covers various subdisciplines within the field and indicates an interest in new and emerging fields that can contribute to the department.
<input type="checkbox"/> Ad language is confined to the specific area of research or teaching and does not communicate an inclusive workplace culture.	<input type="checkbox"/> Beyond specifying the immediate area of research and teaching, the ad emphasizes additional characteristics, such as an interest in working with students from underserved populations, a commitment to inclusion and diversity, or experience with inclusive pedagogy.
Craft an Inclusive Job Ad: Describe the Department	
<input type="checkbox"/> The job ad describes the major research areas of the department.	<input type="checkbox"/> The job ad communicates departmental commitment to building a diverse faculty that values equity and encourages applicants from underrepresented groups to apply.
Craft an Inclusive Job Ad: Describe the Institution	
<input type="checkbox"/> Ad highlights the history, location, strengths, and other appealing characteristics about the institution, including an equal opportunity statement.	<input type="checkbox"/> In addition to the equal opportunity statement, the ad includes a tailored statement indicating an institutional commitment to establishing a culturally and intellectually diverse academic community.
<input type="checkbox"/> Ad language focuses only on the reputation of the institution and does not highlight opportunities for engagement on campus.	<input type="checkbox"/> The ad emphasizes opportunities for collaboration and interdisciplinary work across campus and in the community, including any interdisciplinary or area studies centers.
<input type="checkbox"/> The ad language may highlight the local area but does not mention how the university engages the local community.	<input type="checkbox"/> In describing the location of the institution, the ad highlights any aspects, including community resources that may be relevant to underrepresented groups.

JOB AD COMPOSITION (cont.)

TYPICAL PRACTICE	BEST PRACTICE
Design Effective Diversity Statements	
<p><input type="checkbox"/> A standard academic job advertisement requests a cover letter, research statement, CV, and at least three letters of reference. There is no prompt to address diversity.</p>	<p><input type="checkbox"/> Job ads include a request for an explicit statement describing the candidate’s knowledge of, experience with, and commitment to equity and diversity in teaching, research, service, and/or outreach. Statements can be part of the cover letter, teaching statement, research statements, or a separate document.</p>
<p><input type="checkbox"/> Statement prompt is generic and candidates are unsure of how diversity statements are used in the evaluation.</p>	<p><input type="checkbox"/> Diversity statement prompt is specific to departmental interests.</p>
<p><input type="checkbox"/> Even if the job ad requests a statement on contributions to diversity, faculty haven’t agreed on how to evaluate statements and are unsure what types of skills and experience they are looking for.</p>	<p><input type="checkbox"/> Statements are assessed on predetermined department needs. Ads clearly indicate that diversity statements are intended to build a more inclusive and welcoming environment.</p>