Diversity indicator language is an affirmation of institutional and departmental values regarding diversity, equity, and inclusion.

In addition to this overt affirmation of principles is the implicit valuing of a set of professional competencies regarding a candidate’s ability to help foster and perpetuate an inclusive learning environment. This latter point is particularly important to consider and elevate within the search process.

In very traditional terms, junior faculty we hire now might well be the senior faculty of 2055 when the world in which we live will be appreciably more interconnected and more demographically, socially, and culturally diverse. So, the commitment to the institutionally stated principles and to the skills of creating more diverse, inclusive, and equitable environments within the academy should be ones we especially value among all faculty, particularly all incoming faculty.

The most effective diversity indicator language communicates to candidates the faculty’s understanding of and commitment to the interrelation between diversity, inclusion, and the excellence of the faculty, the academic program, and research. It also communicates our aspirations and does not overstate or overpromise. Rather, it suggests a collective project or endeavor. To that end, indicator language can sometimes link to or reference the University diversity statement and/or, if one exists, the departmental diversity statement as a way of providing candidates with more context and information about Boston University’s commitment to diversity.

For many candidates, where within the job ad this language exists and the extent to which it is incorporated throughout the entire ad can also signal the seriousness with which the hiring department considers issues of diversity, equity, and inclusion.
For these reasons, the following holds:

- The most effective diversity indicator language accurately reflects the department’s goals, aspirations, and values regarding diversity and inclusion;
- Diversity indicator language should appear in the first or second paragraph of the job ad; and
- Diversity indicator language should not be conflated with or confused for the boiler plate legal language that appears at the end of job ads. Both should exist within the job ad, although not in proximity to each other.

**Examples of Diversity Indicator Language (highlighted below):**

- Example of **first paragraph single statement indicator language**:

  The [insert department/program] seeks a tenure track assistant professor of [insert title] to begin in academic year 2019/2018. The department of [insert x] believes that the cultural and social diversity of our faculty, staff, and students is vitally important to the distinction and excellence of our research and academic programs. To that, we are especially eager to have join our ranks a colleague who supports our institutional commitment to ensuring BU is inclusive, equitable, diverse, and a place where all constituents can thrive; who has a significant publication record; and who can teach [insert x] in addition to [insert x] number of courses per year. The successful candidate will have a PhD in hand.

    - This statement:
      - Positions this issue as one of significant importance through its placement in the job ad;
      - Defines the excellence of the academic program as being related to having multiple-angles of vision engaged in research and learning; and
      - Suggests that the act of being able to support the institutional commitment (in some way) is highly valuable to the search committee.

- Example of an aspirational first paragraph single statement indicator language:

  The [insert department/program] seeks a tenure track assistant professor of [insert title] to begin in academic year 2019/2018. The department of [insert x] believes that the cultural and social diversity of our faculty, staff, and students is vitally important to the distinction and excellence of our research and academic programs. And we welcome new colleagues who have interest in joining us in this project. To that, we are especially eager to have join our ranks a colleague who supports our institutional commitment to ensuring BU is inclusive, equitable, diverse, and a place where all constituents can thrive; who has a significant publication record; and who can teach [insert x] in addition to [insert x] number of courses per year. The successful candidate will have a PhD in hand.
Example of a second paragraph single statement indicator language:

Boston University is an AAU institution with a rich tradition dedicated to inclusion and social justice. We are proud that we were the first American university to award a Ph.D. to a woman and of our record of inclusiveness. The College of [insert X] includes diversity as one of five strategic goals. We are dedicated to increasing the participation of all talented students and are committed to the pursuit of [insert X] by underrepresented groups at BU and beyond.

This statement:
- Provides important historic and contextual data regarding the institutional and departmental commitment;
- Directly addresses a discipline-specific challenge regarding representation in the field; and
- Strongly defines the departmental and institutional commitment to addressing the challenge.

Example of interwoven indicator language. [In this case, “full participation” is a theory (Sturm) that references the full participation of all constituents in the common endeavor. It is second-wave “diversity” language]:

“The Kilachand Honors College at Boston University (http://www.bu.edu/khc/) invites applications for a three-year teaching post-doctoral position beginning in Fall 2018. Kilachand’s living-learning community nurtures the intellectual and social skills that help us engage affirmatively and skillfully across social, cultural, and philosophical differences. Our Post-Doctoral Associates initially teach a writing-intensive first-year undergraduate course that examines fundamental ethical, social, aesthetic, scientific, and industrial concerns. The central goals of the course are to teach students to craft well-structured written and oral arguments, to read with understanding, appreciation, and critical judgment, and to write clearly in a range of styles while demonstrating rhetorical and numerical literacy. Post-Doctoral Associates have the opportunity to mentor student research projects and to teach at upper levels of the curriculum after their first year. They also participate in curriculum development and are expected to engage with co-curricular events and Kilachand’s living-learning community. We seek exceptional scholars and writers who have broad knowledge of modern and contemporary culture and thought, an interest in developing pedagogies that encourage full participation, as well as experience in the teaching of writing, rhetoric, and critical thinking. We provide a competitive 12-month salary and benefits, as well as support for research activities and mentoring toward future faculty applications.
Kilachand actively seeks to diversify its student and faculty ranks, recognizing that diversity of experience deepens the intellectual endeavor. We seek to embed—within our curricular and co-curricular activities—the principle that pluralism within a learning community is a source of insight and effectiveness. Kilachand Post-Doctoral Associates are crucial to this work as they teach, mentor students, and participate in the living-learning community.

Please submit to AcademicJobsOnline.org 1) a cover letter that describes how your teaching and research/creative interests fit within the interdisciplinary mission of Kilachand Honors College and how you—through your teaching and/or scholarship—will contribute to our goals to engender a more inclusive and diverse honors college, 2) a 20-25 pg. writing sample, 3) CV, 4) a 1500-word description of scholarly/creative work, and 5) three letters of recommendation. Preference will be given to applications received by March 1, 2018. Candidates are expected to have received a Ph.D. in anthropology, history of art, science, or architecture, literature, philosophy, political or social theory, or another closely-aligned field by August 15, 2018.”

- This statement:
  - Expresses—and repeats to magnify and draw attention to—the University's commitment to diversity and inclusion;
  - Clearly articulates its goals regarding diversification of its student and faculty ranks;
  - Aligns diversity of experience to excellence of the intellectual endeavor; and
  - Doubles down on the commitment of values by requiring all candidates to articulate how they will contribute to the college’s stated goals.

- Example of transitional indicator language:

The [insert department] invites applications for a tenure-track Assistant Professor position in Japanese Literature for the 2018-2019 academic year beginning on July 1, 2018. The successful candidate will have a PhD in hand with a specialty in premodern Japanese Literature before 1868. We expect a publishing record, significant teaching experience, a willingness to participate actively in student advising, and a commitment to our institutional values regarding diversity, equity, and inclusion.

At Boston University, “…we seek to cultivate an atmosphere of respect for individual differences in life experience, sexual orientation, and religious belief, and we aspire to be free of intellectual parochialism, barriers to access, and ethnocentrism,” as expressed in our institutional diversity statement [insert link]. We look forward to having a scholar join our faculty who can actively contribute to our stated commitments and who will benefit from the intellectual life of the department. The position involves teaching two courses each semester, at least two of which may be of the candidate’s own design. The deadline for applications is February 15, 2018.
Articulation of Candidate Skills/Values & Application Materials

Finally, while affirming the institutional and/or departmental values is essential through the inclusion of diversity indicator language, it is likewise important to ask candidates to respond to those values and articulate when and how their own skills and values are aligned with those of the institution and the department/program. This is done through the applicant’s materials.

Committees should either require or strongly request candidates explicitly articulate “…the way(s) in which they can—through their teaching, research, or service—support the institutional commitment to fostering a more inclusive university culture and climate…” in either (1) the letter of application, (2) a separate diversity statement, within (3) their teaching statement—or some combination of #s 1, 2, and 3.

It is important to note that many candidates are now accustomed to seeing this request and that the request is and should be relevant to all people seeking to teach and conduct research at a world class institution as diversely populated as Boston University. (Please see below for examples.) It is also important to note that there are many ways candidates respond to these requests. The most common among them are: some ignore the request, some answer with seriousness and substance, and some answer in a fairly perfunctory manner.

Examples of Application Materials Requirements

(please note: these are most effective when one of the above options is also employed):

- **Invitational**
  As stated above, Boston University believes that cultural and social diversity is vitally important to the distinction and excellence of our research and academic programs. In your application materials, we welcome a description of how, as a scholar, teacher, or community member, you would engage and sustain the commitment to diversity, equity, and inclusion articulated in Boston University’s diversity statement [link].

- **Conclusive**
  To be considered for this position, candidates must directly address their experiences, strengths, and opportunities for growth with regard to inclusivity, diversity, and difference in their teaching statements. Additionally, candidates should submit…[insert other materials required for submission].

- **Conditional**
  For serious consideration, candidates should directly and substantively address the ways in which they will support [the University’s] or [the department’s] stated commitment to… Please submit [insert submission instructions].
• **Preferencing**
  Candidates who, within their application materials, substantively address their experiences, strengths, and opportunities for growth regarding diversity, inclusivity, and full participation at Boston University will receive the highest priority/consideration. Visit our institutional diversity statement for additional context. For consideration, submit [insert submissions instructions].