



CENTER *for* URBAN
EDUCATION

EQUITY IN HIRING: JOB ANNOUNCEMENTS

Part I: Equity Word Search Table

	Term	No. of times referred to:
Equity-minded language	Racial / ethnic equity	
	Hispanic Serving Institution (HSI)	
	Predominantly Black Institution	
	Ethnicity	
	Race / racial	
	Latino / Latina	
	African American / Black	
	Native American	
	Culture / cultural	
	Culturally relevant / responsive pedagogy	
Social justice		
Diversity language	Diversity / diverse	
	Underrepresented / underserved	
	Multicultural	
	Students of color	
	Minority Serving Institution	
Deficit-minded language	At-risk / high-need	
	Underprepared / disadvantaged	
	Untraditional / non-traditional	
	Underprivileged	
	Learning styles	
	Achievement gap	
	Other::	

The first step in examining a job announcement from an equity perspective is to identify the language used (or not used).

To begin your examination, please read through the job announcement and highlight or circle the words identified in the table.

Then, count the number of times each word is used and add this number to the table.

Then, answer the “prompts for discussion” on the following page.



EXEMPLAR COLLEGE, INSTRUCTOR-MATH, Full-Time, Tenure Track

BACKGROUND

[Exemplar] College is seeking a full-time, tenure track faculty member in mathematics. The ideal candidate will share Exemplar's commitment to educating its racially and socioeconomically diverse student population. We currently enroll around 27,000 students, the majority of whom are from racially minoritized populations. 45% of Exemplar College's students are Latinx, 9% are African-American, 5% are Filipino, 13% are Asian-American, 2% Native American, 16.2 % are White, and 4.9% are multiracial. In 2001, Exemplar College was designated a Hispanic-Serving Institution, reflecting the great responsibility that the College has to the educational attainment and economic well-being of the surrounding community. The successful candidate will join a Mathematics Department dedicated to the use of curriculum responsive to the students it serves. These efforts include statistics students conducting original research on issues of social justice, the "Step Up to STEM" robotics program, and the use of pedagogical techniques that draw on culturally traditional approaches to mathematics.

The successful candidate will join a campus that exhibits its dedication to its students and faculty through longstanding faculty/staff-led affinity groups, dedicated funding for annual student participation in the American Association of Hispanics in Higher Education (AAHHE) and American Association for Blacks in Higher Education (AABHE) conferences, community meetings dedicated to DACA students and their families, and a robust offering of culturally responsive events, including a monthly speaker series dedicated to issues of social justice.

RESPONSIBILITIES AND QUALIFICATIONS

Responsibilities for this position include teaching basic-skills and college-level mathematics courses, including Intermediate Algebra, College Algebra, Statistics, and Calculus and related courses. The ideal candidate will be knowledgeable about culturally-responsive pedagogical techniques and effective practices for engaging African American, Latinx, Filipino, and Native American students, who are historically underrepresented and underserved in traditional mathematics classrooms. The faculty member will participate in professional development activities including the Exemplar College Math Department's Faculty Inquiry Group (FIG). This group conducts research into current instructional practices within the department for the sake of closing equity gaps experienced by African Americans, Latinx, Native Americans and other disproportionately impacted students. The faculty member will also participate in curriculum development, and in the review and assessment of student learning outcomes and course success rates, disaggregated by race/ethnicity. Participation in campus governance, faculty organizations, and departmental program review is also part of the position's regular responsibilities.



Minimum Qualifications

Master's Degree in Mathematics or Applied Mathematics; OR Bachelor's Degree in either of the above and Master's Degree in Statistics, Physics, or Mathematics Education; OR the equivalent; OR possession of a fully satisfied (Life) California Community College Instructor's Credential in Mathematics. Evidence of responsiveness to and understanding of the racial, socioeconomic, academic, and cultural diversity within the community college student population, including students with different ability statuses (e.g., physical and/or learning) as these factors relate to the need for equity-minded practice within the classroom.

Preferred Qualifications

Recent experience working with African American, Latinx, Native American, and other racially minoritized students in the classroom, and an understanding of how historical patterns of exclusion of these groups within higher education and the field of mathematics shape patterns of participation and outcomes; willingness to examine and re-mediate one's instructional, relational, and classroom practices to more effectively engage and support racially minoritized students; experience and skill with addressing issues of equity in the classroom; experience and expertise in culturally responsive teaching in mathematics, particularly as it relates to the relevance of mathematics to students' lives, interests, and communities; demonstrated ability to address equity gaps within mathematics courses and classrooms; demonstrated knowledge of the implications of the Hispanic-Serving designation for institutional, departmental, and instructional practices.

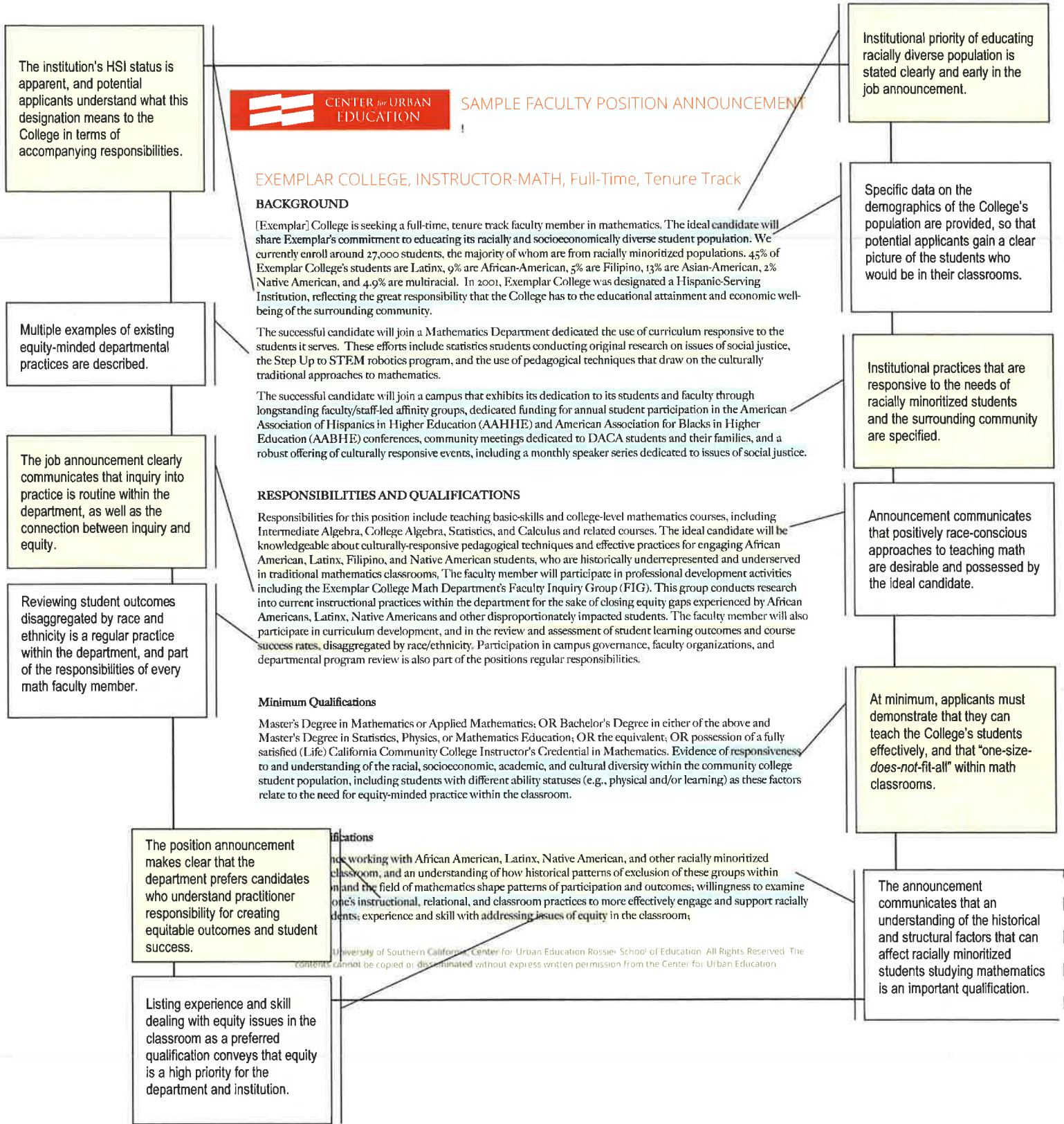
REQUIRED DOCUMENTS

Resume, Cover Letter, Applicable Transcript, 2 Reference Letters, Teaching Philosophy Statement (Must include discussion of the following questions).

- What do you feel are the best strategies for supporting students who have been historically marginalized by Mathematics?
- What role should faculty play in student success?
- Think of the most successful class you have taught. What were the key factors in creating that success, particularly for African American, Latinx, and Native American students?
- Describe how your teaching approach has changed over the years. Provide examples of what motivated the change(s).



EXPLANATION OF SAMPLE FACULTY POSITION ANNOUNCEMENT





SAMPLE FACULTY POSITION ANNOUNCEMENT

experience and expertise in culturally responsive teaching in mathematics, particularly as it relates to the relevance of mathematics to students' lives, interests, and communities; demonstrated ability to address equity gaps within mathematics courses and classrooms; demonstrated knowledge of the implications of the Hispanic-Serving designation for institutional, departmental, and instructional practices.

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There is a clear signal to applicants that at Exemplar, the HSI designation informs the practices of the institution, department and practitioner.

Experiences implementing practices that will engage racially minoritized students is valued at the institution and in the department.

This conveys to potential applicants that closing—not tolerating—equity gaps are among institutional and departmental expectations for faculty.

The teaching philosophy statement is required, not optional. And, it must include an explicit discussion of equity and address specific questions about equity-minded instructional approaches in math.



Checklist for Creating Equity-Minded Position Announcements

Does the position announcement....

- Mention your institution's minority-serving status (e.g., Hispanic-Serving Institution [HSI], emerging HSI, Asian American Native American Pacific Islander-Serving Institution [AANAPISI], Predominantly Black Institution [PBI], etc.)?
- Include statements about your institution's interest in attracting candidates from racially minoritized groups?
- Include statements about your institution's values regarding equity, diversity, and inclusion?
- Mention specific competencies related to equity, equity-mindedness, and diversity that potential candidates should possess?
- Include other language that signals the importance of racial/ethnic equity and diversity?
- Describe the specific position with language to include a commitment to equity, diversity and inclusion?
- Describe the department as a place that prioritizes equity and values diversity and diversity-related work on multiple levels—e.g. curriculum, in pedagogy, in mentorship?
- Describe your institution's broader commitment to diversity and equity including institutional and departmental efforts to respond to the needs of racially minoritized students?
- Describe the materials you want candidates to submit for review—statements that describe the candidate's experiences working with diverse students and commitments to creating racial/ethnic equity in outcomes?