

## Writing the Job Advertisement

### Overview:

An effective job advertisement should articulate required skills and competencies with regard to excellence in teaching, -at Bates College. A job advertisement should:

- attend to the college's commitment to building an excellent faculty that is representative of the broad diversity of the fields of study.
- convey information such that potential applicants have a clear understanding of the work of visiting faculty at Bates, and the expectations for the specific position.
- match the expectations for the position that were articulated in the AAC's resource allocation letter, and
- contain all of the criteria that will inform the creation of the rubric used to evaluate candidates.

As you compose the job advertisement, develop broad descriptions of qualifications (scholarship, teaching experience, disciplinary background) so as not to unnecessarily limit the scope of the search. The development of the job advertisement should engage all members of the search committee.

In particular, search committees should attend carefully to how research and scholarly activity are described in visiting faculty searches. Visiting appointments are teaching-focused and time-limited, and references to scholarship should not imply tenure-track expectations or long-term research trajectories.

When included, references to scholarship typically serve to:

- identify disciplinary training or areas of expertise;
- recognize scholarly or creative activity as part of a candidate's professional identity; and
- illustrate how scholarly interests may inform teaching or curricular contributions during the appointment.

Research productivity, publication timelines, external funding, or long-term research agendas are generally not appropriate evaluation criteria for visiting faculty positions.

A well-crafted job advertisement:

- Signals to candidates the institutional commitments to, and departmental or program values regarding:
  - teaching excellence,
  - commitment to building a diverse and inclusive community;
- Communicates to candidates what evidence the search committee is requesting and will evaluate in light of the advertised position;
- Provides the information for developing selection criteria used to evaluate candidates, that is, the rubric.
- Avoids "desired" or "preferred" qualifications language - if some qualification is desired, it should be a clear requirement stated in the job advertisement.
- Indicates that letters of recommendation will be solicited only after the initial screening of candidates.

The VPAA/DOF Office needs some additional information to finalize the job ad:

- Name or title of the position.
- All possible levels of appointment (e.g., Lecturer, Visiting Assistant Professor, etc.)

- Academic unit(s) of appointment
- Start date of the position
- Degree requirement (e.g., PhD in hand at time of application or at time of appointment)
- Required application materials (e.g., cover letter, CV, teaching philosophy)
- Deadline for receipt of application (e.g., “Review of applications will begin on November XX, and continue until position is filled.”)

### **Suggested Job Advertisement Boilerplate**

"The {ACADEMIC UNIT} at Bates College invites applications for a full-time, Visiting Assistant Professor {LECTURER} position in {DISCIPLINARY AREA}, to begin [Month, Year]. We seek an outstanding {teacher-scholar/artist} with strong commitments to excellent undergraduate teaching and mentorship in a liberal arts context. A terminal degree is required by the start date. The successful candidate will have demonstrable excellence in {DEFINE AREAS OF NEED}.

{your paragraph about the unit and the role here}

The position carries a standard five-course annual teaching load. The primary responsibility of the Visiting Professor is excellence in undergraduate teaching and student engagement. Responsibilities are limited in scope and focus on teaching and mentoring students during the term of the appointment. The successful candidate will offer courses in {AREA} each year and may contribute to the general education curriculum as appropriate. Advising and student supervision responsibilities, if applicable, will be limited and aligned with the temporary nature of the position. Visiting faculty do not participate in shared governance and are not assigned ongoing administrative or committee responsibilities. They are required to attend faculty meetings and encouraged to attend departmental meetings related to teaching and to engage collegially in the academic life of the department.

Review of applications will begin on [DATE]. Applications should include a cover letter and curriculum vitae. Applicants should submit a teaching statement describing approaches to inclusive, evidence-based pedagogy. A research statement outlining current scholarly or creative interests is also required.

Given the wide range of backgrounds and experiences of Bates students, we seek candidates who are committed to helping all students succeed through inclusive and evidence-based approaches to teaching and learning. As part of the application, candidates should integrate a discussion of their approaches to inclusive learning into their teaching statement, and, where appropriate, into their statement outlining current scholarly or creative interests. These statements may include examples of pedagogical strategies, prior experience, or professional preparation that inform their work with diverse learners.

We encourage applications from individuals from historically marginalized groups and from those who may have followed non-traditional pathways to higher education due to societal, economic, or academic circumstances. The search committee will request letters of recommendation from three referees for short-listed candidates. Employment is contingent upon successful completion of a background check and verification of degree.

Bates College is a residential liberal arts college in Lewiston, Maine—a diverse and growing community located approximately 45 minutes from the state’s largest city, 2½ hours north of Boston, and 4½ hours south of Montreal. Bates values faculty scholarship, creative work, and pedagogical innovation as

central to its academic mission. While visiting faculty appointments are primarily teaching-focused, the College recognizes that scholarly and creative activity may remain an important part of a faculty member's professional identity. Institutional resources supporting scholarship and teaching are available in ways appropriate to the scope and duration of the appointment. Community-engaged learning and study abroad are broadly encouraged and supported, and pedagogical development and innovation are supported through the Center for Inclusive Teaching and Learning.

Educational access and racial justice are central to Bates' history and mission and our [faculty-led initiatives reflect this commitment](#).