Inclusiveness in Graduate Education in Developing Countries: A Document Analysis of Diversity and Inclusion in the PhD Postings

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Abstract

The current research aimed to give insights into inclusiveness in graduate education and examine the admission procedures in developing countries. In this study, doctoral postings in the developing countries with the highest scores on the Inclusive Development Index were examined in terms of diversity, equity, access, and inclusion. The study provided an internationalization perspective in terms of the reflection of diversity in PhD postings because one of the points emphasized in these postings was the encouragement of lecturers from different fields, countries, and cultures. Regarding equality, this study found that doctoral postings encourage collaboration and teamwork and support equality. This lets candidates with varied skills and backgrounds collaborate to address scientific and social issues. As a result of the research, it was revealed that items such as language proficiency, financial aid, and lack of tuition fees in PhD postings were used as important tools in attracting qualified early-career academics and doctoral students. Finally, this study revealed that PhD postings did not contain offensive or discriminatory language and that they were written inclusively.

Keywords: inclusiveness, diversity, graduate education, inclusion, inclusive development index

Gelişmekte Olan Ülkelerde Lisansüstü Eğitimde Kapsayıcılık: Doktora İlanlarında Çeşitlilik ve Kapsayıcılık Üzerine Bir Doküman Analizi

Öz

Bu makale lisansüstü eğitimde kapsayıcılık konusunda fikir vermeyi ve gelişmekte olan ülkelerdeki kabul prosedürlerini incelemeyi amaçlamaktadır. Bu çalışmada, Kapsayıcı Kalkınma Endeksi'nde en yüksek puanı alan gelişmekte olan ülkelerdeki doktora ilanları çeşitlilik, eşitlik, erişim ve kapsayıcılık açısından incelenmiştir. Çalışma, doktora ilanlarında çeşitliliğin yansıması açısından uluslararasılaşma perspektifi sunmaktadır çünkü ilanlarda vurgulanan noktalardan biri de farklı alan, ülke ve kültürlerden öğretim elemanlarının teşvik edilmesidir. Eşitlik noktasında ise bu çalışma doktora ilanlarının işbirliğini ve ekip çalışmasını teşvik ettiğini ve eşitliği desteklediğini ortaya çıkarmıştır. Bu, çeşitli becerilere ve geçmişlere sahip adayların bilimsel ve sosyal konuları ele almak için işbirliği yapmasına olanak tanır. Araştırma sonucunda doktora ilanlarında yer alan dil yeterliliği, mali destek ve öğrenim ücretinin olmaması gibi maddelerin kariyerinin başındaki nitelikli akademisyenler ve doktora öğrencilerini çekmede önemli birer araç olarak kullanıldığın ortaya çıkarılmıştır. Son olarak bu araştırma ile doktora ilanlarında kullanılan ifadelerin incitici ve engelleyici olmadığı, ifadelerin kapsayıcı bir dille kaleme alındığı ortaya konmuştur.

Anahtar Sözcükler: Kapsayıcılık, çeşitlilik, lisansüstü eğitim, kapsayıcı kalkınma endeksi

INTRODUCTION

In order to build higher societal standards, education can be thought of as an area where all diversity is supposed to be welcomed. Understanding that requires setting equal chance for all to study and work. All must have an equal opportunity to think, communicate, and interact both locally and worldwide as economies and nations grow more interconnected. Diverse communities will be in the best position to address local and global issues given the strong evidence that diverse teams deliver superior innovations and outcomes. As a result of this ultimate intention, governments, and interested parties have been trying to expand and improve their education systems to include individuals from each and every background in society.

The importance and benefits of higher education are well known. In most developed countries, including the US, the UK, and New Zealand, higher education enrolment is on the rise (Thomas, 2002), with numbers from socially underrepresented groups growing in particular (Tien, 2008). In accordance with their respective educational missions and objectives, universities define, pursue, and promote diversity in different ways. Broadening participation, diversity, and inclusivity are said to help all students who are enrolled in higher education, according to research in the field of supporting diversity efforts (Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005). The role of the institutions of higher education is crucial in addressing the issue of diversity. In this sense most universities are committed to and benefit from having a student body that is varied in terms of background, culture, socioeconomic level, race, ethnicity, and job and life experiences, which helps to reflect a wider range of viewpoints in the university's academic life.

According to de Brey et al. (2019), graduate programs have made much less progress than undergraduate programs have in terms of racial diversity, equality, and inclusion (DEI). According to a number of studies (Brunsma et al., 2017; Fosnacht & Calderone, 2020; Truong et al., 2016), graduate students of color have been disproportionately impacted by a dearth of meaningful and mutually trusted mentorship, a sense of belonging and social integration, and mental health supports. These claims can be partially explained by pointing to the striking disparities in the racial representation of students and teachers in the classroom. Additionally, they could be attributed to a lack of understanding or acceptance of the problems students face in relation to DEI, as well as a dearth of institutional support and programs for students of color (Chen et al., 2020; Harris & Lee, 2018). Both of these factors have been cited in recent studies (Chen et al., 2020; Harris & Lee, 2018). According to recent studies, access to care for underserved populations is enhanced, and racial issues and disparities in service delivery are reduced when minority populations are well represented in service sectors other than education (Cavanagh et al., 2023).

A diverse and welcoming learning environment benefits all students' education and enables universities to make use of the wealth of ideas, experiences, and abilities from all segments of society. Because of this, more and more universities are committed to drawing in highly skilled faculty, staff, and applicants from a variety of backgrounds, perspectives, and ideas. In terms of graduate programs, deliberate changes to admissions procedures, increased applicant numbers, and transparency of barriers to acceptance of people from diverse backgrounds should be taken into consideration. This paper aims to give insights into inclusiveness in graduate education and examine the admission procedures in developing countries.

Background

Being an association of nearly 500 universities granting graduate degrees, The Council of Graduate Schools (CGS) (2019) states that diversity, equity, access, and inclusion need to be supported for a nation to make their graduate education excellent. The reason for that it is both morally and economically necessary to foster diversity and inclusion in graduate education. Universities must recruit from a large pool of students who have the aptitude, interest, and determination to finish a graduate degree if a country is to grow, spur innovation, assure sustainability, and maximize impact. In other words, promoting inclusivity through attracting students from diverse backgrounds will contribute highly to the labor force of the countries.

Diversity

The term "diversity" refers to the characteristics that set each of us apart from the other people in the world, such as our histories, personalities, experiences, and beliefs. These traits all contribute to who we are, and it is the sum of our differences that determines how we see the world, how we approach problems, and how we behave (Deloitte, 2011). In other words, regardless of a person's sexual orientation, gender, age, race, religious affiliation, or ethnicity, diversity is about valuing and celebrating the unique perspectives and experiences that each individual possesses. In addition to this, it encompasses an infinite number of characteristics and experiences that are exclusive to the individual, such as modes of communication, professions, life experiences, levels of education,

regions, income, marital and parental status, and more (Chubbs, 2018). Characteristics of diversity include but are not limited to differences in gender, race, ethnicity, sexual orientation, nationality, age, ability, social class, religion, language, culture, ideas, institutions, and values. According to Swain (2013), universities typically view diversity through one of the following four lenses: representation, atmosphere and intergroup relations, curriculum and scholarship, or institutional values and structures.

The openness and democratic nature of society have been steadily improved by modern reforms and progress, and the ties between many cultures have gotten closer. Modern civilization increasingly reflects the variety in an era of globalization. The diversification of ethnic, racial, cultural, and lifestyle patterns is the main way in which this variety is seen (Zhang, 2019). Creating a community that reflects rich racial, cultural, and ethnic diversity is vital to any nation. Education itself is one important field that is influenced by the diversity of society. Especially, the university community is fed from this pluralism with lively scholarly discussions so that it advances in teaching and research. The diversity of the student body, teachers, and staff, who can share knowledge and provide support for one another, enriches the university. Respect and understanding are empowered and inspired by diversity and inclusion. According to Hutchinson and Hyer (2000), the concept of diversity needs to be included in the vision of an outstanding institution in a more appealing manner.

Most universities follow the same procedures to admit students to their graduate schools and it can sometimes cause problems in terms of lack of diversity of potential applicants from diverse communities. For example, according to the research, minority students' GRE scores often tend to be lower than those of their counterparts (Tapia et al., 2003). Because of this, minority students could be considered as less capable than their peers, academically by the admission committee. Aspray & Bernat (2000) and Tapia et al. (2003) have all emphasized that GRE scores are standardized assessments and unreliable indicators of success for students of color. In an effort to broaden student diversity, these researchers advise admissions committees to give more weight to other signs of promise.

Equity

Equity in higher education has multiple meanings. From an economic point of view, it indicates that regardless of their financial situation, all prospective students who meet the necessary requirements and have the necessary aptitudes should have access to higher education (Jacobs & Van Der Ploeg, 2006). According to Harper et al. (2009), a different viewpoint focuses on participation equality between socioeconomic or racial groups. According to this theory (Astin & Oseguera 2004; Harper et al. 2009; Niemann & Maruyama, 2005), the socioeconomic status (SES) and ethnicity/race of the student population in institutions of higher education should reflect the composition of the community from which the student body is drawn.

The premise behind many national broadening participation agendas is that regardless of social background, all students who have the capacity to benefit from higher education should have fair access to higher education. It is implied that the ability to gain from higher education depends on innate talent, aptitude, and/or intelligence and is unrelated to social, cultural, and educational disadvantages and disparities (Burke et al., 2016).

Access

Throughout history, three organizing ideas—inherited merit, equality of rights, and equity—have been responsible for shaping access policy (Clancy & Goastellec, 2007). Inherent merit, equality of rights, and equity are described as equality of opportunity. The initial concept of inherited merit is slightly distinct from the idea of "ascription," which refers to the qualities of access. Although admission is granted only to students who have demonstrated academic excellence and is therefore merit-based, this merit can be inherited and is heavily influenced by one's circumstances (Roemer, 1998). The place of birth can make future students better candidates as it provides the advantages of speaking a certain language and being familiar with an academic culture. According to Clancy and Goastellec (2007), this privilege is primarily about being a man, coming from an affluent household, and being in an urban setting. It appears as an undeniable fact that students who are members of a particular group that holds a dominating position in society have a greater probability of being academically opted. When it comes to providing instances, one can look to South Africa. Between the years 1830 and 1870, the province of Cape was home to South Africa's earliest universities. At those universities, the first students were the children of British immigrants. The Dutch created the first universities in Indonesia, and they were located in the country's capital city. These universities were accessible to the Dutch descendants as well as the descendants of the Priyai, an elite group of Indonesians who were submissive to the Europeans.

As the 20th century progressed, demographic, economic, political, and ideological pressures affected access (Goastellec, 2006), resulting in more and more abandonment of inherited merits and giving way to norms of

equality. There is a growing recognition that higher education should be accessible to more people, especially the ones from various social backgrounds. This criterion was first used in relation to the principle of equal access for women. Gradually, formal barriers related to gender and even ethnic/racial and social groups have been removed. The principles of equality rights, whether through open access to universities for all high school graduates (e.g., France, Germany, Israel) or through national entrance examinations (e.g., the USA, Indonesia, Vietnam), is challenged by relentless tenacity, and social background. The scope of access and type of higher education is determined by both opponents (see, for example, Bourdieu & Passeron, 1985; Bowen & Bok, 1998). For nearly two decades, the idea of access has been characterized by an equality of opportunity. Beyond formal equality, there is an increasing recognition of the need to consider differences in opportunity structures. It is recognized that performance-based accreditation needs to be complemented by some form of affirmative action (Clancy & Goastellec, 2007).

Inclusion

Supporting all young people in realizing their full potential in view of the considerable societal and private advantages that higher education provides is essential to achieving social justice and economic efficiency (Salmi & D'Addio, 2021). This can be accomplished by ensuring that inclusive access and success are achieved in higher education. A purpose like this lies at the heart of the United Nations' fourth Sustainable Development objective, which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The objective of education is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Attending a postsecondary institution of learning has individual and private benefits, such as improved health outcomes, increased earning capability, and even an increase in overall satisfaction in life. The primary impetus behind the pursuit of the fourth Sustainable Development Goal set forth by the United Nations, which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," is found within this motivation. According to Salmi (2017), the individual and personal benefits of higher education include enhanced health outcomes, increased economic potential, and even higher levels of life satisfaction.

Some developed nations have been working toward the goal of establishing an inclusive community within their graduate education by drafting inclusive and diverse declarations with the intention of attracting prospective students. For instance, diversity statements are turning into a standard requirement for those seeking employment as faculty members in academic institutions in the United States. According to Willis and Schram (2023), there has been an increase in the number of requests for diversity statements, which indicates that prospective faculty members want to present evidence of their dedication to diversity, equity, and inclusion in the classroom. It has been demonstrated in a number of studies that the use of this strategy in graduate education results in positive outcomes with regard to the development of the research community in the future. According to Page (2008), when it comes to tasks that need creativity and/or problem-solving, diverse groups of inexperienced people usually perform better than homogenous groups of seasoned professionals. According to Francis et al. (2022), promoting racial and ethnic diversity in doctoral social work programs and, consequently, among faculty members can help boost the potential for social work research to have a transformative effect on society.

Excellence depends not only on access but also on building inclusive communities that respect differences and foster a sense of belonging. Graduate schools and graduate programs articulate a commitment to promoting diversity, equity, access, and inclusion, and these values support the achievement and engagement of all students. Graduate programs, graduate schools, and the universities they belong to need to scrutinize the evidence of what is being measured, evaluated, and rewarded. Along with funders of graduate education, we also need to invest time and resources to better understand policies and practices that promote diversity and inclusion (The Council of Graduate Schools, 2019). There is a rising interest in developing methods to broaden graduate admissions beyond a simple yes or no admissions decision across a range of graduate school programs. University admissions committees have started to broaden the scope of their admissions criteria in order to evaluate a graduate student's whole life cycle in the goal of greater fairness in the graduate admissions process (Francis et al. 2022).

Compared to undergraduate programs, graduate programs should benefit from diverse backgrounds more. Universities, especially in developing countries, are expected to increase their efforts to recruit and assist women and minority graduate students in recognition that graduate students are the main source of future faculty. To realize that, firstly graduate admissions need to be redesigned to welcome those. In this sense, this research contributes to a larger body of scholarship by examining what employers reveal about their organizations through job postings. It is also possible via job postings to chart the changes in the field. The wording used in postings can also reflect 'who' is invited to apply for the position (Muir, Thompson & Qayyum, 2020). According to Thompson

et al. (2022), hiring for diversity begins even before the job description and advertisement are ever conceived. An organization's definition of diversity may be formally outlined in underlying paperwork like access and inclusion strategies (Muir & Carroll, 2020). Therefore, this research seeks answers to the following questions:

1. How are diversity and equity reflected in job advertisements?

2. What wording is utilized in job advertisements for early career academics and doctoral students to invite candidates from diverse backgrounds to apply?

3. Do the adverts contain language that could provide a barrier, and if so, what does it say?

METHOD

We conducted a document analysis of diversity and inclusion in the PhD postings. The Inclusive Development Index (IDI) by the World Economic Forum (WEF) created as an alternative to GDP, more accurately captures the standards to assess the economic development of their nations. The updated 2018 rankings present the results for the 103 economies classifying them into advanced and emerging groupings. The classification indicators for emerging and advanced groupings were mainly growth and development, inclusion, and intergenerational equity and sustainability. As we have the worldwide report of inclusion, we decided to take the first ten economies on the IDI to examine the patterns of inclusiveness in the graduate admission processes.
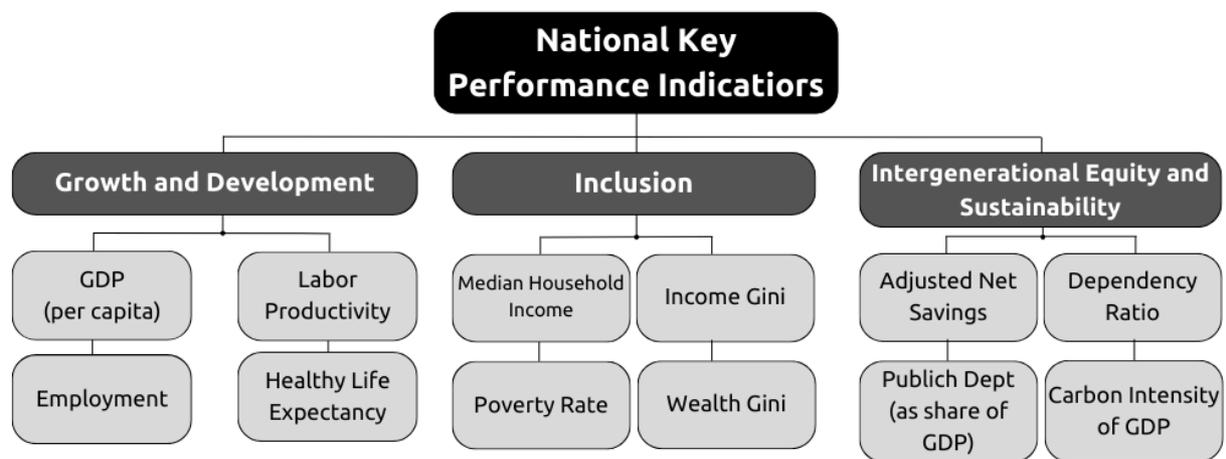
Source: World Economic Forum, *The Inclusive Growth and Development Report 2017*

Figure 1. *Inclusive growth and development key performance indicators.*

Considering the overall scores, the following ten economies were selected: Lithuania 4.86 (slowly advancing), Hungary 4.74 (Advancing), Azerbaijan 4.69 (slowly receding), Latvia 4.67 (advancing), Poland 4.61 (slowly advancing), Panama 4.54 (slowly advancing), Croatia 4.48 (slowly advancing), Uruguay 4.46 (stable), Chile 4.44 (stable), and Romania 4.43 (slowly advancing). To procure the requisite materials for graduate admittance, we conducted a comprehensive search on academic employment platforms. The following databases emerged as the most often consulted resources for identifying doctoral programs tailored to aspiring scholars: findaphd.com, academics.com, and seek.com. The encompassing analytical procedure involves the identification, choice, evaluation, and integration of data derived from various documents. The process of document analysis involves extracting data from many sources, such as excerpts, quotations, or complete passages, in order to examine job posts for the purpose of this paper. These data are subsequently categorized into primary themes, which are taken from the literature study, as well as from relevant categories and case examples. This categorization is achieved through the use of content analysis, as described by Labuschagne (2003).

FINDINGS

A total of 15 PhD positions offered in the countries selected above were elicited and imported into MAXQDA 2020 for document analysis. Wise et al. (2011) and Bernard and Bernard (2012) recommended four techniques for the methodical approach to analysing the wording of the postings. The techniques include highlighting, pile sorts, word counts, and important words in context. Using MAXQDA 2020, the key phrases in the existing datasets were highlighted in the way described by Bernard and Bernard (2012).

The body of recent research was explored in a variety of logical areas to identify the key diversity topics: equity, access, diversity, and inclusion. The essential concepts identifying diversity were discussed, contested, and

highlighted by the three team members by reviewing the literature. The study included word counts, and keywords were always detected when they looked relevant to the text's original information. The postings were classified and read by the three researchers several times to come to a conclusion on whether the advertisement contained an equal employment opportunity statement and whether it stated that people of all backgrounds were welcome to apply (e.g., "people with disabilities are invited to apply" or "people of all genders are welcome to apply") (Muir, Thompson & Qayyum, 2020). Finally, the four categories were coded as equity, diversity, inclusion and access. Starting from skimming (superficial examination), document analysis followed by reading (thorough examination), and interpretation.

We looked wording in the postings for inclusion, diversity, equity and access, besides the ones any possible hurdle wording. The requirement that is not immediately related to the job responsibilities given in the job description is known as hurdle wording. The requirement is an illustration of barrier language. After the initial pre-coding and data collecting the information was established into categories according to the research questions. Words and phrases that were used most frequently were opportunity, proficiency, supportive, equity, and quantitative. In order to compare and discuss the categories and developing or emerging themes, the research team met repeatedly during the study. It was the 'wording' that we concentrated on rather than the 'language' of postings to portray the organization. We mainly examined how welcoming advertising sounds to individuals from diverse groups; however, we did not examine how language might subtly or overtly transmit values or societal mores. Rather, we looked into the wording in the posting for the predetermined themes like access, equity, diversity and inclusion. Through the examination of access through the lens of inherited merit, equality of rights, and equity, as described by Clancy & Goastellec (2007), it becomes apparent that equity refers to the distribution of socioeconomic status (SES) and ethnicity/race within the community from which the student body is drawn. Variety can be defined as the distinct characteristics that distinguish individuals from one another, encompassing factors such as their cultural backgrounds, individual personalities, personal experiences, and belief systems. On the other hand, inclusion refers to the institutional strategies and policies that are implemented to embrace and accommodate variety. The present study utilized a coding framework to analyze the data, resulting in the identification of several codes and themes.
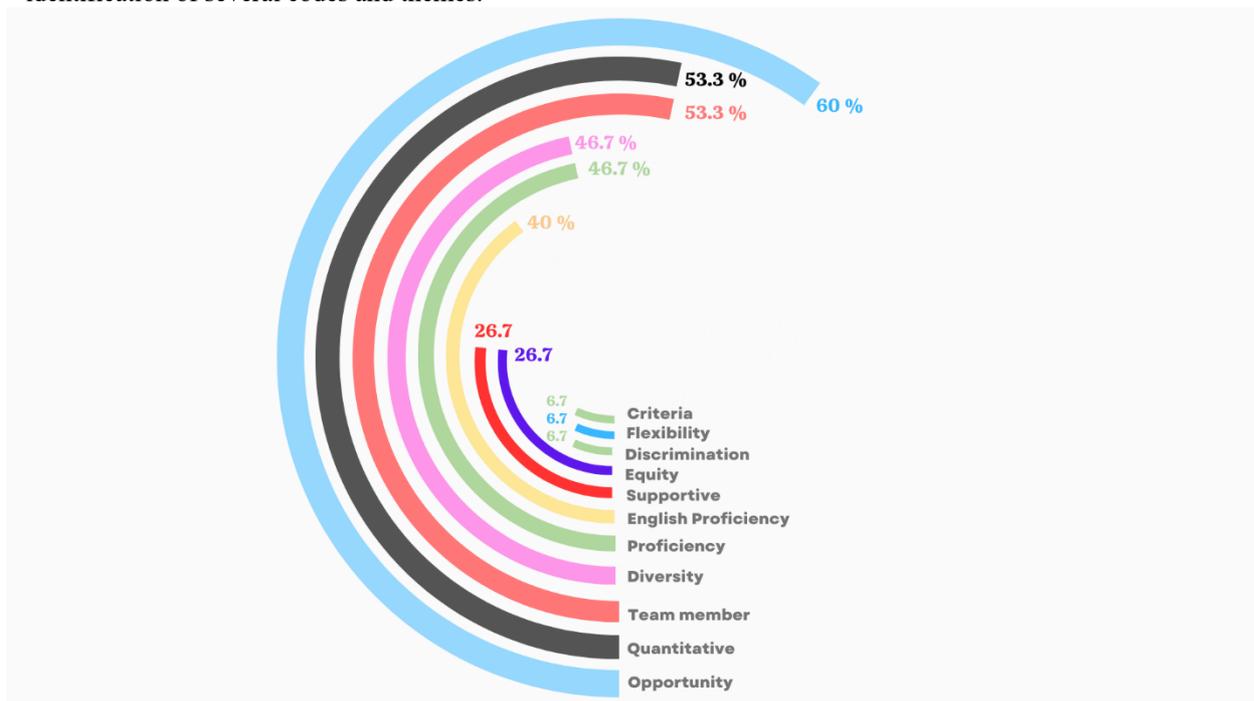
Figure 2. *Codes and themes.*

According to Figure 2 above the four categories revealed: equity (opportunity, criteria), access (proficiency, background), diversity (gender, nationality), and inclusion (working environment). Opportunity is the most used word in job postings. It refers to the learning, self-improvement opportunities, and the facilitating factors during the application process at the same time. Accepting applications via emails or online tools and providing equal opportunities for academic development are agreed to go under the theme of equity (87% - consistency rate of inter-coders). Proficiency levels and background information of the PhD candidates are put into the access theme. English proficiency and mastery of quantitative methods come up to be the prevailing and petitive requirements

in the analyzed documents. The researchers had a debate about whether the requirements could create a fallback for including diversity; however, the ultimate decision was that they overtly agreed about accessing the fitting program in accordance with the capabilities of the individuals (81%). For the diversity theme, we counted on words like *all…nationalities*, *gender*, and *background*. The diversification of the classes and lectures were also listed under this theme as given in the following sample: *It encompasses a broad range of subject matter and consists of required and elective classes in addition to lectures delivered by visiting professors who are experts in relevant research fields* (Poland7, Line9). Inclusion is characterized mostly by the features and facilities presented in the working environment. Being a team member (Poland11, l3), Poland13, l6), working collaboratively (Hungary, l6), vibrant, welcoming, supportive atmosphere (Poland2, Poland4, Poland10, Poland11) were categorized as statements referring to inclusion. It may be useful to interpret the findings according to the research questions.

Findings on how diversity and equity are reflected in PhD postings

First of all, it should be noted that the importance of the Inclusive Development Index may be attributed to the fact that it takes into account not only the growth of the economy but also the distribution of the benefits that come with that growth among the various parts of the population. Countries with high Inclusive Development Index ratings are more likely to have inclusive societies where people from all walks of life benefit from the nation's economic and social infrastructure. Therefore, in this study, doctoral postings in the developing countries with the highest scores in the Inclusive Development Index were examined in terms of diversity, equity, access, and inclusion. In order to reach the results of the first research question, how diversity is reflected in PhD postings was revealed with the words gender, discrimination, and nationality, and how equity is reflected was revealed with the words opportunity, team member, supportive, flexibility, and criteria.

We have reached several findings from the perspective of diversity. In the PhD postings, it is stated that the courses are given by lecturers and visiting professors from various fields and different nationalities and cultures. In addition, it was stated that the courses cover a comprehensive range of topics and that visiting professors offer courses in related research areas. The advertisements also emphasized the need to be willing to work in an interdisciplinary environment with a team of diverse scientists. We concluded that there is mostly no expression of discrimination in terms of gender or nationality in the PhD postings analysed.

In a PhD posting, there were statements about the acceptance of people with disabilities and the necessary documents. These expressions could also be interpreted in terms of diversity. This PhD posting aimed to prevent discrimination and provide equal opportunities for people with disabilities. The advertisement appeared to support the principle of diversity by emphasizing the issue of disability. While such a statement encouraged individuals with disabilities to apply, it aimed to reduce prejudices that might lead to discrimination by clearly stating their disability.

We have reached several findings from the perspective of equity. Equity is based on values such as equality and justice, and in our study, equality is reflected in codes such as opportunity, team member, supportive, flexibility, and criteria. Equity in PhD postings aims to increase the inclusiveness of postgraduate education. It ensures that candidates applying for PhD postings have equal opportunities regardless of their culture and background. Examination of the advertisements through the lens of equity reveals that the requirements are clearly, transparently, and obviously specified. As a result of the research, it can be said that doctoral advertisements use balanced and fair expression.

As a result of the research, it should be noted that the most emphasized word in PhD postings is opportunity. It is seen that opportunity is reflected in the advertisements in different contents. Most PhD postings offer candidates the opportunity to collaborate, work in teams, and become members of a research group. In addition, PhD postings provide candidates with opportunities for international courses, workshops, projects, and conferences, as well as regular courses. Finally, the most highlighted opportunities in the advertisements are the qualities of the work environment. These qualities are expressed in the advertisements as a supportive and inspiring work environment, accommodation in student dormitories, a great environment for research and development, well-equipped laboratories, a team environment, a friendly and welcoming work atmosphere, and a young, dynamic team.

In one of the advertisements, there is a remarkable application to be evaluated within the scope of equity. Giving the opportunity to send Motivation Letters via e-mail to the candidates who cannot attend the interview can be evaluated positively in terms of equality of opportunity.

Findings on job postings for early career academics and doctoral students to attract diverse applicants

Careful selection of language and wording in postings is essential to ensuring equality, diversity, and inclusion among candidates. As a result of the analysis made with this research, the advertisements for early-career academics and doctoral students were examined under the theme of access. At this point, candidates are required to have certain knowledge, skills, expertise, and qualifications. The wording used for early-career academics and doctoral students was reflected in our study with words such as proficiency, background information, and research methods. Proficiency levels, background information on the PhD candidates, and mastery of quantitative methods come to the fore among the expected candidate requirements. The level of proficiency mentioned in the advertisements is sometimes seen as proficiency in English and sometimes as proficiency in the subject knowledge in the relevant field. The quantitative methods mentioned in the advertisements are sometimes for laboratory research and sometimes as a requirement for methodological knowledge in various projects. In the job postings, candidates are required to submit an academic CV detailing their participation in academic projects, publications, scientific conference presentations, internships, awards, and scientific activities.

It has been revealed that advertisements that emphasize language proficiency, financial aid, and a lack of a tuition fee are more likely to attract qualified applicants. The language proficiency requirement has been interpreted as an effort to ensure fair treatment of applicants from all over the world because it applies to everyone. Announcing the language requirement of adverts in an open and transparent manner contributes to ensuring fairness. Candidates from low-income backgrounds are encouraged to apply due to the program's lack of financial aid and tuition fees. Candidates are afforded the same opportunities to apply to and participate in the program under the principle of accessibility.

Findings on whether the advertisements contain barriers

It can be said that the wording of the PhD postings examined within the scope of the research is generally quite inclusive. On the other hand, in one PhD posting, a photograph was required in the application file. Obtaining information about the candidate's race, gender, age, ethnic origin, or any other personal characteristics through the photograph can be considered a factor that will prevent the candidate from being evaluated impartially.

DISCUSSION AND CONCLUSION

A diverse and inclusive learning environment supports the educational process of all students and ensures that universities are nourished by a wealth of ideas, experiences, and talents from the entire community. As such, universities strive to attract highly skilled faculty and staff of diverse backgrounds, ethnicities, perspectives, and ideas. Enriching the experience of being on campus and increasing the sense of inclusion can be accomplished through activities such as supporting gender representation, promoting diversity, and welcoming students from various backgrounds. Aiming to provide insight into inclusion in graduate education and examine admissions procedures in developing countries, this research has several implications.

Conclusion on how diversity and equity are reflected in PhD postings

It can be concluded that PhD postings present an internationalization perspective because one of the points emphasized in the advertisements was that lecturers from different fields, countries, and cultures gave lectures. Regarding the subject, Altbach (2007) emphasizes that one dimension of internationalization is the exchange of faculty members, and Maringe and Gibbs (2009) emphasize that intercultural learning has a very important place, especially in student and faculty mobility. Similarly, Lamont (2009) highlights that diverse perspectives and experiences are highly valued because of the positive effect they have on the research community as a whole.

When doctoral adverts are evaluated in the context of diversity, they are expected to be free from statements that may cause discrimination on the basis of gender, ethnic identity and personal characteristics. Considering that science is a global endeavour and that different scientists carry out scientific activities on different topics in different parts of the world, the language of PhD adverts is expected to reflect all this diversity and to be written in a way that shows that different perspectives are valued.

PhD postings should appeal to everyone in the context of diversity. PhD postings should have a discourse where everyone feels well represented. More effective reflection on the issues of diversity and inclusiveness can be achieved through a more careful selection of language and expressions in the PhD postings. Emphasizing gender equality, non-discrimination, and different nationalities in PhD postings can reinforce the aim of providing equality and inclusion to candidates in the application process. It can be thought that these will contribute to the scientific

and cultural reputation of universities. Similarly, it can be stated that they will support human rights, equality, scientific and ethical values, and emphasize universal values.

Regarding equality, it was found that PhD advertisements emphasize opportunities for collaboration and teamwork and encourage candidates to participate in an environment of equality. This allows candidates of different abilities and backgrounds to come together and develop their ability to solve scientific and societal problems. Our investigation of the content of advertisements for doctoral programs in developing nations found that equity, access, diversity, and inclusion were the four primary topics revealed in these advertisements. Although statements regarding opportunity, access, and diversity were made rather frequently, statements regarding inclusion were made far less frequently. The study revealed that inclusion was an important part of the wording of postgraduate education advertisements in developing countries. However, it can be predicted that more efforts to create an inclusive learning and working environment will contribute to graduate education. Posselt's (2014) findings suggest that although diversity should be taken into account during the admissions process for graduate schools, this factor is frequently placed in a secondary position to more traditional forms of academic achievement.

Conclusion on job postings for early career academics and doctoral students to attract diverse applicants.

In conclusion, our examination of job advertisements targeting early career academics and doctoral students in the context of developing countries revealed certain patterns in the wording that was used to invite candidates from a variety of backgrounds to apply for the positions. It has come to light that the priority placed on linguistic competence, the availability of financial aid, and the absence of tuition fees are the primary factors that are more likely to attract applicants who are qualified.

Brain drain is generally observed in developing countries. Talented individuals tend to seize opportunities abroad for better living conditions. In this respect, the availability of financial aid, and the absence of tuition fees in PhD posts can be seen as a factor preventing the host country from giving a brain drain. This can protect the human capital of developing countries.

Conclusion on whether the advertisements contain barriers.

This research has uncovered that the language used in doctoral advertisements is not offensive and does not create barriers for candidates. Using inclusive language is essential to encourage candidates, give fair consideration, and provide equal opportunities to candidates with different abilities because promoting diversity, encouraging gender representation, and welcoming students from all nationalities are ways to enrich the campus experience and increase the level of inclusivity. According to Greyling (2009), the goal of inclusion is to remove obstacles to education so that all students can take part in their classes in a meaningful way.

Limitations

This study is limited to PhD positions in developing countries. Further research could explore the reasons for the differences in inclusion levels across different countries in developing regions and compare the advertisements of developed and developing countries.

Statements of Publication Ethics

The authors of this article assert that the research that they conducted does not contain any ethical conflicts or problems that could prevent the article from being published.

Researchers' Contribution Rate

The authors equally contributed to this study.

Conflict of Interest

The authors have no conflicts of interest to disclose.

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