

Hiring an Excellent and Diverse Faculty

Best Search Practices at KSAS

Version 09/14/2023

Please reference the **KSAS Faculty Search Process Guide** provided with the formal search authorization letter for detailed steps and appropriate forms.

OVERVIEW

Johns Hopkins University is committed to hiring and retaining exceptional faculty. We value the university's stimulating, welcoming, and diverse environment, and we believe that research and teaching are enriched by a variety of perspectives and that students must be prepared to achieve success in a world that is both global and diverse. Johns Hopkins encourages the vigorous recruitment and retention of diverse faculty.

We refer to *diversity* broadly, including the range of groups and individuals whose differences are based on gender, race, ethnicity, socio-economic and employment status, religion, national or regional origin, disability, age, sexual orientation, gender identity, and military or veteran status. We place special emphasis on the recruitment of underrepresented minority (URM) faculty, which includes African American/Blacks, Hispanics/Latinos, and Native Americans who have historically lacked access to pathways and opportunities that lead to academic careers. Thus considered underrepresented in the academy relative to their proportion in the U.S population.

The following faculty recruitment practices have been established as steps to guide departments in the Krieger School of Arts and Sciences (KSAS) in hiring a diverse faculty.

CREATE A SEARCH COMMITTEE WITH EMPHASIS ON TOPIC EXPERTISE AND CONCERN FOR DIVERSITY

A search committee of 3-5 members should be proposed to the dean's office. If the small number of women and minority faculty in the department or school prevents their involvement, the department should *consider adding an outside individual* with relevant expertise who would add diversity to the search committee.

Prior to calling the first meeting of the search committee, the department chair will provide the assistant dean for DEI with demographic information on the composition of the committee (in particular on gender balance and racial and ethnic diversity).

DESIGNATE A DIVERSITY ADVOCATE AND COMPLETE UNCONSCIOUS BIAS TRAINING

One member of the search committee will be designated by the committee in consultation with the dean to serve as the Diversity Advocate, who should be a tenured or tenure-track faculty member, and is charged with ensuring the inclusiveness of the candidate pool and the procedures of the search process (Appendix

A, The Role of the Diversity Advocate). If the search committee is unable to designate a qualified diversity advocate, the dean shall designate a diversity advocate to serve, with preference given to senior faculty members in the department conducting the search.

Once the diversity advocate has been selected, each member of the search committee must complete an in person unconscious bias training conducted by the Office of Diversity & Inclusion (reach out to assistant dean for DEI to schedule: afrias3@jhu.edu) or an online training. The name of the module is “[Reducing Unconscious bias in JHU Recruiting](#)” and you will need a JHED ID to log in.

Each diversity advocate must familiarize him/herself with JHU’s Resource Guide for Faculty Searches and review the listed responsibilities of the diversity advocate. The diversity advocate will consult with the KSAS/WSE Office of Human Resources (HR) about tracking applicant EEO data in Interfolio. The assistant dean of diversity, equity, and inclusion is an available resource to the diversity advocate on any questions concerning their responsibilities in this role.

The diversity advocate will be responsible for completing the Checklist of Recommended Steps, attached as Appendix B. These efforts are not intended to create an administrative burden but, rather, to ensure that the search committee followed best practice protocol in its hiring of an excellent and diverse faculty.

PLAN FOR SECURING A DIVERSE APPLICANT POOL

Creating a large pool of qualified candidates is the single most important step in conducting a successful search. To generate a deep and diverse applicant pool, the committee must look beyond standard recruitment practices and the position announcement. The search committee should:

- a. Identify any institutions or individuals that are especially successful at producing women and/or underrepresented minority doctorates and/or post-doctorates in the desired field. Contact individuals and recruit actively from those sources as well.
- b. Refer to the availability pools to assess whether women and minorities are underrepresented at entry or senior levels in the relevant department or field. Availability pool dashboard can be accessed at:
<https://public.tableau.com/app/profile/jhu.oir/viz/AvailabilityPool2022/CoverPage?publish=yes>
Particular efforts should be made to increase the sources of information concerning potential candidates from any such underrepresented groups. Refer to the Survey of Earned Doctorates (SED). SED gathers information annually from all new U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans.
- c. Produce a search plan based on this information by which a diverse applicant pool will be generated such that it reflects the demographics of a field- specific availability pool. The search plan should include targeted outreach, particularly to excellent women and minority candidates working/studying at a broad array of higher education institutions, including minority-serving institutions such as Historically Black Colleges & Universities.
- d. Consult with ADDEI to identify relevant professional organizations, publication lists, and databases as a source for making personal contacts with colleagues at other universities to expand the candidate pool.
- e. Consider advertising in specialty journals targeted to women and minorities; this signals the University’s concern about diversity and may identify promising applicants. Starting July 2016 JHU will have institutional memberships to post jobs on Chronicle of Higher Ed, Insight to Diversity, Science Jobs and Higher Ed Jobs.

Committees should not assume that candidates are not available (perhaps due to partner's employment or other issues). If unavailable, such individuals may be candidates in future searches. These individuals should also be asked to suggest applicants.

Consider relevant publication lists and databases as a source for making personal contacts with colleagues at other universities to expand the candidate pool.

DEVELOP A POSITION ANNOUNCEMENT ENSURING A DIVERSE APPLICANT POOL

Prior to initiating the search, the position announcement should be carefully written by the department chair, faculty group, and/or search committee. As far as possible, consideration should be given to defining the position broadly to expand the number of candidates from diverse backgrounds and perspectives who may apply.

Also, use language that will signal an interest in candidates who may contribute to a department's diversity. For instance, *"The search committee is committed to hiring candidates who, through their research, teaching, and/or service will contribute to the diversity and excellence of the academic community."*

Include in the position announcement and in all advertisements for the position the following statement:

Johns Hopkins University is committed to active recruitment of a diverse faculty and student body. The University is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans and individuals with disabilities and encourages applications from these and other protected group members. Consistent with the University's goals of achieving excellence in all areas, we will assess the comprehensive qualifications of each applicant.

All departments are required to use Interfolio, an electronic applicant tracking system.

SELECTING CANDIDATES FOR INTERVIEWS

Applications must be objectively reviewed and evaluated based on candidates' individual records. Search committee members and others who evaluate a candidate's file should be sensitive to unconscious bias and other influences that are not related to the candidate's qualifications, but that may, as recent research has shown, affect how applications, recommendation letters and curricula vitae are read.

For each search, the demographics of the candidates selected for interviews ***should reflect the demographics of the applicant pool (which meets or exceeds the availability pool)***. At a minimum, committees should strive to include at least one qualified woman or underrepresented minority candidate on the list of interviewees for each search.

While we recognize that many applicants do not report race or ethnicity on their applications and that our data may therefore be limited in making this determination, we are committed to improving the diversity of our interview pool despite these limitations. In each search, the committee should consult with the diversity advocate in making these assessments.

Consider expanding the list of on-campus interviewees to include qualified candidates who would contribute to diversity, especially in departments where the desired diversity may not exist (e.g., where women or minorities are underrepresented in relation to the relevant applicant pool at either entry or senior levels). On-campus interviews may provide the opportunity for qualified individuals to

demonstrate additional strengths, some of which may have been previously overlooked.

The diversity advocate and the department chair should monitor diversity-related efforts throughout the process, including reviewing the interview list before it is finalized.

DOCUMENT EFFORTS TAKEN TO GENERATE A DIVERSE APPLICANT POOL

The candidate short list report should indicate that the composition of the applicant pool reflects that of the availability pool based on the data and information provided to the search committee. The report should also identify the short list of candidates with the detailed demographic data for each person who disclosed in Interfolio. In addition to the detailed applicant data, the candidate short-list report should also describe specific efforts taken to generate a diverse applicant pool.

The Dean's office will review the selection of candidates to be invited for campus interviews to ensure that qualified candidates who would bring diversity have been appropriately considered. If the list of interviewees does not include any women or underrepresented minority candidates, the chair of the search committee shall write a memorandum to the dean explaining the circumstances that resulted in the limited interview pool.

Once the Candidate Short-List Report has been submitted, you should receive approval within three business days.

CONDUCT INCLUSIVE INTERVIEWS

The department chair should arrange for an experienced staff person to be responsible for scheduling the visit and all arrangements so that interviewees have a positive experience.

Meetings may be scheduled during the interview (and, if applicable, during the later recruiting visit) with faculty outside the department to introduce the prospective faculty member to a broader community of scholars who share background or interests. This is especially helpful if the candidate is from a demographic group or scholarly field that is not well represented in the department or related to other disciplines.

All interviewers should be familiar with legal guidelines regarding what questions should be avoided during an interview. See a brief summary in Appendix C. Consult with the OIE if there are questions.

TIMELY AND RESPECTFUL NEGOTIATION WITH THE RECRUIT

The department chair or appropriate vice dean should be in frequent communication with the recruit. Request assistance with the recruitment effort from faculty and academic leaders outside the department as necessary.

WELCOMING THE RECRUIT

Once the candidate has been offered the position by the department chair, congratulatory phone calls or messages from other faculty can communicate the enthusiasm of the department and help the candidate feel welcome.

The department and school should be mindful of possible concerns that recruits might have about working at Johns Hopkins. Such concerns may include family leave, childcare and school options,

spouse/partner employment, a sense of isolation, possible excessive work burdens, or whether local communities have desired social/cultural activities. Identify women or underrepresented minority faculty who are willing to meet with job applicants outside of the hiring department, so they can provide them with information about the institutional and community climate and culture for their group

Treat the spouse, partner or significant other well.

Such persons should be invited on the recruiting visit and given information about resources and offices that may be of interest, such as the Work, Life and Engagement Office (<http://hopkinsworklife.org/>, a resource concerning employment opportunities for spouse/partner, work/life balance issues, childcare, and information regarding the local community).

Questions or concerns raised by a recruit should be responded to as quickly as possible. The Office of the Vice Provost for Faculty Affairs is a resource for assistance in responding to recruits' questions.

POST-SEARCH PROCESS

Finalists who are not selected should be informed soon after the recruit has accepted the offer.

Candidates who reject offers to come to Johns Hopkins should be contacted by the department chair to identify the reasons for their decision, including feedback about the search and recruitment process. Information about which institution candidate selected instead of JHU should be noted/tracked.

Names of minority and women candidates who were identified by the search committee as promising scholars, but who may have needed additional time to develop their research should be noted, kept on file, and notified of future faculty searches.

APPENDIX A

The Role of the Diversity Advocate

Each search committee shall designate one individual as the diversity advocate. This individual assumes primary responsibility for monitoring diversity activity within the search process. The general responsibilities of the diversity advocate are detailed below.

In general, the diversity advocate should:

- Be a vocal and responsible advocate for diversity and inclusion, keeping in mind the goals and principles of diversity;
- Actively assess each stage of the search process to ensure an equitable and open search consistent with the goals established at the onset of the process;
- Facilitate thoughtful exchanges about how diversity can help the department close the gap between the current state and aspirations (e.g., attract a broader mix of majors or graduate students, mentor diverse students, offer different curricular or research opportunities, attract funding, etc.);
- Lead discussions related to strategies for developing a diverse pool that could lead to attracting and hiring women and underrepresented minorities, persons of color, persons with disabilities, and veterans;
- Keep the issues at the center of every strategic conversation and each phase of the decision-making process;
- Assist the committee in self-scrutiny about potential biases towards, for example, identity group or academic affiliations;
- Encourage search committee members to think about how innate schemas may lead to unconscious and unintended bias in how members relate to individuals/events/information throughout the evaluation and selection process;
- Suggest a review of one or more of the following links to draw attention to the issues: Ohio State's Bias and Schemas Video:
<http://www.youtube.com/watch?v=UZHxFU7TYo4&feature=plcp>
- Harvard University Project Implicit Investigating the gap between intentions and Actions: <http://projectimplicit.net/index.html> To take the Implicit Association Test (IAT), see: <https://implicit.harvard.edu/implicit/>
- Draw attention to the potential assumptions individual members may bring to their evaluation of candidates when this leads the committee away from an objective assessment of the knowledge, skills, and experiences necessary to be a top candidate.

The Diversity Advocate should **not**:

- Attempt to control the outcome of the search;
- Replicate the role of the chair of the search committee;
- Assume an understanding of others' motives, goals or objectives;
- Be passive or overly deferential;
- Disengage from the process if frustrated, confused, worried or concerned.

The Krieger Deans Office is an available resource for training and advising the Diversity Advocate at any stage in the search process to help address any questions or concerns regarding the role of the diversity advocate in the search. Please contact Araceli Frias, Assistant Dean for Diversity, Equity, & Inclusion (afrias3@jhu.edu)

APPENDIX B

DIVERSITY ADVOCATE'S CHECKLIST

- 1. Search Committee Members Completed Unconscious Bias Training.**
- 2. Position Announcement reviewed to ensure the position is defined broadly enough to attract a broad applicant pool.**
- 3. Position Announcement submitted to Dean's Office for approval.**
- 4. Have secured a diverse applicant pool by developing a search plan, using data on availability pools and including a broad outreach effort.**
- 5. Submit candidate short-list report to all department members and to the dean's office for decanal approval.**
- 6. Assess diversity-related efforts throughout the interview selection process to ensure that qualified candidates who would also bring diversity are appropriately considered.**
- 7. Review the short list of candidates before it is finalized.**
- 8. Monitor the interview process to ensure that all steps are taken to make it inclusive and welcoming for the candidates.**
- 9. Refer all interviewers to Appendix C regarding what questions should be avoided during interviews.**
- 10. Encourage all those who interview or meet the candidate to complete the Candidate Feedback Form. (See Appendix F for sample)**
- 11. Submit final affirmative action report as soon as possible after the offer of employment has been accepted by the candidate as demonstrated in a signed letter of intent.**
- 12. Encourage everyone who will be meeting the recruit to be welcoming, responsive and helpful.**

APPENDIX C

Basic Interview Guidelines Under Federal Law

TOPIC	QUESTIONS TO AVOID	PERMISSIBLE QUESTIONS
Age	Age, birth date, date of graduation	None
Citizenship	Whether candidate is a U.S. citizen; place of birth	Whether candidate is eligible to work in U.S.
Disabilities	Any question about a candidate's health, medical condition or illness, or one that is for the purpose of eliciting information about a disability	Questions about how candidate would perform the job and whether candidate could perform teaching, research and other related job functions with or without accommodation
Marital and family status	Questions about marital status, child care, children or pregnancy	May inform candidate that information regarding university family policies and services is available and then refer candidate to appropriate campus resources (Work, Life and Engagement)
Race	Any question about individual's race, national origin, ethnicity, or (unless relevant) languages spoken	None
Religion	Questions about religious affiliation	None

RESOURCES FOR THE SEARCH COMMITTEE:

QUESTIONS ~

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