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Hiring an Excellent and Diverse Faculty Best Search Practices at KSAS

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 of diverse faculty, in accordance with applicable law.

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 recruitment¹ of underrepresented groups (URGs), which includes black or African American, Hispanic, American Indian, Hawaiian, or other Pacific Islander individuals 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. In accordance with applicable law, an applicant's race, ethnicity or gender are not considered during the selection process.

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

Create a Search Committee, Designate a Diversity Advocate, and Complete Unconscious Bias Training

A search committee of 3-5 members should be proposed to the Dean's office. One member of the search committee will be designated by the committee in consultation with the relevant Vice Dean to serve as the diversity advocate, who should be a tenured or tenure-track faculty member and is charged with ensuring a robust search process (see Appendix A). If the search committee is unable to designate a qualified diversity advocate, the Vice 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 [JHU | Mitigating Unconscious Bias in Hiring](#) (requires a JHED ID to log in).

¹ For purposes of these "Best Search Practices", the term *recruitment* refers to actions by KSAS personnel that involve targeted outreach to underrepresented groups and encouraging those individuals to apply for open faculty positions within KSAS's academic units. Once an applicant submits an application, KSAS does not consider the individual's race/ethnicity/gender in the selection process.

Each diversity advocate must familiarize him/herself with JHU's Resource Guide for Faculty Searches and review the listed responsibilities of the diversity advocate included in Appendix A.

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 faculty.

Strategies for Diversifying the 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 should engage in targeted recruitment practices, further discussed below, and widely advertise the position in a variety of sources. The search committee should:

- a. Identify any institutions or individuals that are especially successful at producing doctorates and/or post-doctorates from underrepresented groups in the desired field. Contact individuals and recruit actively from those sources as well.
- b. Utilize the availability pools located here to determine your recruitment strategy:
<https://public.tableau.com/app/profile/jhu.oir/viz/AvailabilityPool2022/CoverPage?publish=yes>.
- c. Develop a search plan that includes targeted outreach, including candidates from underrepresented groups working/studying at a broad array of higher education institutions, including minority-serving institutions such as Historically Black Colleges & Universities.
- d. Consult with the Assistant Dean 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 underrepresented groups.
- f. Consider relevant publication lists and databases as a source for making personal contacts with colleagues at other universities to expand the candidate pool.

Development of the Position Announcement

Prior to initiating the search, the position announcement should be carefully written by the department chair, faculty group, and/or search committee. The position announcement should reflect the mission, goals and priorities of the department and any other information that is important to convey to applicants about the department and the duties of the position. The department's commitment to inclusive excellence can be demonstrated by the inclusion of the following statement: "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."

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.

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.

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 Office of Institutional Equity if there are questions.

Timely and Respective 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 faculty who are willing to meet with candidates to provide them with information and guidance about these matters.

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 candidates from underrepresented groups 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 using targeted recruitment efforts.

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 assisting the search committee in engaging in targeted recruitment as a strategy for increasing the diversity of the applicant pool. 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, in accordance with institutional guidance and compliance;
- 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 women and underrepresented minorities, persons of color, persons with disabilities, and veterans;
- 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 KSAS Dean's 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-Ohane, 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. Help to create a diverse applicant pool by developing a search plan, using data on availability pools and including a broad outreach effort.
- ☐ 5. Monitor the interview process to ensure that all steps are taken to make it inclusive and welcoming for the candidates.
- ☐ 6. Refer to all interviewers to Appendix C regarding what questions should be avoided during interviews.
- ☐ 7. 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 a candidate would perform the job and whether a candidate could perform teaching, research and other related job functions with or without accommodation
Marital and family status	Questions about marital status, childcare, 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 an individual's race, national origin, ethnicity, or (unless relevant) languages spoken	None
Religion	Questions about religious affiliation	None