

Hiring an Excellent and Diverse Faculty: Search Practices at KSAS

Please reference the [KSAS Faculty Search Process 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 their recruiting efforts. *The blue arrows highlight points in the process at which the committee checks in with the dean's office.*

□ 1. DETERMINE SCOPE OF SEARCH

Once the department chair has been notified by the dean's office that a search is provisionally authorized, the general topic area of the search must be defined. Efforts should be made to search for colleagues working on creative and innovative topics (as opposed to "replacement hires"). While most positions will be filled at the assistant

professor level, in some searches any/all ranks may be considered.

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

Based on the search topic, the department chair will nominate a search committee with appropriate expertise and diversity of membership. 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 seek input from the dean's office on the committee composition. Items to be included in the first search committee meeting may be found in Appendix A.

□ 3. 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 will be charged with ensuring the inclusiveness of the candidate pool and the procedures of the search process (Appendix B, The Role of the Diversity Advocate). Following training by the assistant dean for diversity and inclusion (ADDI) the individual will join a pool of faculty trained on best practices for conducting searches that generate excellent and diverse faculty. 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

online unconscious bias training conducted by OIE or in person with the ADDI.

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 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 C. 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.

□ **4. 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. Obtain the best data about availability pools to assess whether women and minorities are underrepresented at entry or senior levels in the relevant department or field (availability metrics will be provided by ADDI). 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. See also Resource Guide for Faculty Searches (section II, C). The search plan should include targeted outreach, particularly to excellent women and minority candidates working/studying at a broad array of higher education institutions.

- d. Consult with ADDI 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.

□ **5. DEVELOP POSITION ANNOUNCEMENT**

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.

□ 6. SUBMIT SEARCH PLAN WITH POSITION ANNOUNCEMENT FOR DECANAL APPROVAL

► **Submit Search Plan with Position Announcement for Dean's Approval.**

Following approval of the job announcement and search plan, the dean's office will issue a formal search authorization letter along with availability pool data and other supporting materials, after which the position may be advertised.

□ 7. EQUAL EMPLOYMENT OPPORTUNITY (EEO) DATA

After the search close date, HR will provide the diversity advocate with the EEO data compiled in Interfolio.

□ 8. COMPARISON OF AVAILABILITY POOL DATA

Using the Interfolio (EEO) and availability pool data provided with the formal search authorization letter, complete the Comparison/Availability Pool Data Report. These metrics should indicate the composition of the applicant pool, reflects that of the availability pool based on the data and information provided to the search committee.

□ 9. DETERMINE IF ADDITIONAL OUTREACH IS NEEDED

Prior to reviewing applications, the Diversity Advocate should review the

Comparison/Availability Pool Data Report and determine if more outreach is needed. If further assistance is needed, please contact the ADDI.

□ 10. SUBMIT COMPARISON/AVAILABILITY POOL DATA REPORT FOR DECANAL APPROVAL

► **Submit Comparison/Availability Pool Data Report for Dean's Approval prior to assessing candidates.**

The Comparison/Availability Pool Data Report and discussion of the demographics should be submitted to the Dean's office for approval.

Review of applications should NOT begin prior to approval. Once approved, the search committee will be authorized to begin assessing the applicant pool and selecting a list of candidates to interview.

□ 11. COLLECT DETAILED APPLICANT DATA

Upon approval of the comparison/availability pool data, the diversity advocate or search chair will be provided with the detailed applicant data from Interfolio. The detailed applicant data provides demographic information for each person that disclosed in Interfolio.

□ 12. SELECT 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.

□13. SUBMIT PRELIMINARY AFFIRMATIVE ACTION REPORT FOR DECANAL APPROVAL

The specific efforts taken to generate a diverse applicant pool should be documented in the preliminary affirmative action report. This report should be submitted to the dean's office and, among other things, 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.

► Submit Preliminary Affirmative Action Report for Dean's Approval prior to interviewing on campus.

The report should 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 Preliminary Affirmative Action 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 Preliminary Affirmative Action Report has been submitted, you should receive approval within three business days.

□14. 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.

Each candidate should meet with the appropriate vice dean for at least a half hour during his/her campus interview visit. Time should be allotted for each candidate to have the opportunity to meet with undergraduate and graduate students.

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 D. For a longer list, see the Resource Guide for Faculty Searches (Appendix C). Consult with the OIE if there are questions.

□ 15. MAKE THE FINAL SELECTION

The search committee will encourage everyone who interviews the candidates to offer feedback to inform the evaluation of applicants. See the sample form in Appendix E as a guideline for evaluating candidates. It is recommended that each interviewer complete such a form. At a minimum, the search committee members should use this form (or one like it) to ensure that each dimension of the candidate's application has received due

attention.

Each applicant will be evaluated based on the criteria established when the faculty position was created.

After the interviews are complete and the department has voted, the department chair should consult with the appropriate vice dean for final approval prior to informing the candidate of his/her selection.

The search committee is encouraged to prepare a written report to the department and the dean to provide background information on who was selected for the position and the basis for such selection.

► **Request Final Approval for Hire.**

□ **16. NEGOTIATE WITH THE RECRUIT**

Negotiations should be carried out in a timely and respectful manner. 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.

□ **17. WELCOME 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.

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.

□ **18. SUBMIT TO DEAN'S OFFICE FINAL AFFIRMATIVE ACTION REPORT AND FORMAL APPOINTMENT REQUEST**

The final affirmative action report should be submitted as soon as feasible after the offer of employment has been accepted by the candidate as demonstrated in a signed letter of intent. (See Appendix F.)

► **Submit Final Affirmative Action Report.**

□ **19. 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

First Meeting of the Search Committee

Once the search committee chair and committee members have been selected, it is time to hold the first meeting. The items below should be part of that meeting.

1. Review the charge to the committee, including legal requirements and documentation.
2. Identify the tasks to be completed by the committee chair and develop a timeline.
3. Identify the tasks to be completed by the search committee and develop a timeline.
4. Establish committee expectations regarding confidentiality and attendance.
5. Establish a search committee meeting schedule.
6. Identify a search administrator to handle correspondence, travel arrangements, itineraries for candidates who visit campus, and search documentation (including, where appropriate, minutes of search committee meetings).
7. Determine materials to be submitted by candidates.
8. Identify ways in which the committee, as a whole, will ensure that diversity is properly addressed.
9. The dean or designee should advise the committee of the /diversity commitment of the division.
10. The dean or designee should advise the committee to seek candidates who have demonstrated academic excellence, and underrepresented candidates should be encouraged to apply.

APPENDIX B

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 Darlene Saporu, Assistant Dean for Diversity and Inclusion (dsaporu1@jhu.edu)

APPENDIX C

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 preliminary affirmative action 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 D**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

APPENDIX E

Candidate Feedback Form

Candidate Evaluation Tool

Candidate's name:

Please indicate which of the following are true for you (check all that apply):

- Read candidate's CV
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain):

Please comment on the candidate's scholarship as reflected in the job talk:

Please rate the candidate on each of the following

	excellent	good	neutral	fair	poor	unable to judge
Record of scholarly impact						
Record of research productivity						
Record of research funding						
Record of collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Demonstrated ability to attract and mentor graduate students, postdocs,						
Demonstrated ability to contribute to diversity						
Demonstrated ability to be a conscientious university community member						

Other comments?

APPENDIX F

Instructions for Preparing Final Affirmative Action Report

- The Affirmative Action Report consists of data from Interfolio and a series of questions. The dean is responsible for ensuring that no faculty appointments are approved by the Academic Council, Advisory Board or by any senior University official without an appropriately completed Affirmative Action Report for Faculty Appointments.
- The principle of open recruitment requires that efforts be made to make the availability of the position and required credentials widely known to prospective candidates, especially those who are under-represented minorities. Advertisement is one means of open recruiting and such advertisements should at minimum indicate that “*Johns Hopkins University is an EO/AA employer committed to recruiting, supporting, and fostering a diverse community.*” A description of the position should be available to all candidates. Other means of open recruiting are detailed in Appendix D of the *Resource Guide for Faculty Searches*. Documentation of all recruiting methods should be attached to this report.
- The Final Affirmative Action Report must be completed for all 50% or greater faculty appointments, including non-tenure track faculty. This form does not need to be completed for limited salary appointments (less than 50%); non-salaried appointments, temporary appointments, or affiliate appointments.
- All report forms and search files are subject to review by the dean and the appropriate individuals and committees. Reports and search files are also subject to audit by the Department of Labor, and may be used should there be any charge of bias regarding the search.

RESOURCES FOR THE SEARCH COMMITTEE:

QUESTIONS ~

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SCHEDULING IN-PERSON TRAINING SESSION(S) ~

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