

KRIEGER SCHOOL OF ARTS AND SCIENCES BEST PRACTICES IN FACULTY SEARCHES

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 are considered underrepresented due to historical and contemporary underrepresentation in the academy relative to proportion in the general 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. (See Appendix A for guidance on the first meeting.)

□ 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. The individual who serves as the diversity advocate will be selected from, or following training by the Office of Institutional Equity (OIE) will join, a pool of faculty trained on the role of the diversity advocate and 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.

Each diversity advocate must familiarize him/herself with JHU's Resource Guide for Faculty Searches and review the listed responsibilities of the diversity advocate. (See Appendix B.) The OIE is an available resource to the diversity advocate on any questions concerning his/her responsibilities in this role.

Once the diversity advocate has been selected, each member of the search committee must complete live or online unconscious bias training conducted by OIE.

A statement attesting to the completion of unconscious bias training, collective agreement to search with diversity and inclusion in mind, and the designation of a diversity advocate should be included in the Preliminary Affirmative Action (AA) Report for Decanal Approval (described in Step 8 below).

At the conclusion of the search, 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. 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.

□ 5. 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:

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. Recruit actively from those sources as well.

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.

Find out how many women and underrepresented minorities have applied for past positions in your department, as a percentage of the total applicant pool.

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 the Institutional Research Office and/or the OIE, in consultation with the search committee). Particular efforts should be made to increase the sources of information concerning potential candidates from any such

underrepresented groups. In making these efforts, we recognize that it can be difficult to acquire data on who receives PhDs in particular disciplines and fields of expertise, especially for interdisciplinary searches, both those that routinely occur inside small departments, and the interdepartmental searches for program specific hires.

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 a broad outreach, particularly to excellent women and minority candidates working/studying at a broad array of higher education institutions.

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. Consider relevant publication lists and databases as a source for making personal contacts with colleagues at other universities to expand the candidate pool. Consult with the OIE for database information and resources to expand the traditional search.

Consider advertising in specialty journals targeted to women and minorities; this signals the University's concern about diversity and may identify promising applicants.

□ 6. SUBMIT DRAFT POSITION ANNOUNCEMENT AND SEARCH PLAN FOR DECANAL APPROVAL

▶ Submit Position Announcement and Search Plan for Dean's Approval.

Following approval of the job announcement and search plan, the dean's office will issue a formal search authorization letter, after which the position may be advertised.

□ 7. 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. (See Instructions for Preparing Affirmative Action Report, Appendix D.)

▶ Submit Preliminary Affirmative Action Report for Dean's Approval.

After the preliminary affirmative action report is approved by the dean's office, the search committee will be authorized to begin assessing the applicant pool and selecting a list of candidates to interview.

□ 8. 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. Once finalized, the search committee chair should forward the interview list to the appropriate vice dean, with a copy to the dean, for review.

► **Submit Interview List for Dean's Approval.**

The vice dean and/or dean will review the selection of those who will 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.

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

□ **10. 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 F 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.**

□ 11. 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.

□ 12. 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.

□ 13. 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 D.)

▶ **Submit Final Affirmative Action Report.**

□ 14. 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.

The search committee chair or the search staff person should complete the Faculty Applicant Pool Information in the Faculty Applicant Summary Form System. <https://hrnt.jhu.edu/admin/faculty/applicant/index.cfm>

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. Designate a diversity advocate
8. Determine materials to be submitted by candidates.
9. Identify ways in which the committee as a whole will ensure that affirmative action/diversity is properly addressed.
10. The dean or designee should advise the committee of the affirmative action/diversity commitment of the division.
11. The dean or designee should advise the committee to seek candidates who have demonstrated academic excellence, and underrepresented candidates should be encouraged to apply.
12. Committee members complete unconscious bias training, as needed.

(Resource Guide for Faculty Searches (2014))

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 Office of Institutional Equity (OIE) 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 Caroline Laguerre-Brown, Vice Provost and Chief Diversity Officer, OIE, 410-516-8075.

**RESOURCES FOR ANY QUESTIONS CONCERNING
THE ROLE OF THE DIVERSITY ADVOCATE:**

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APPENDIX C

DIVERSITY ADVOCATE'S CHECKLIST OF COMPLETED STEPS

- 1. Search Committee Members Completed Unconscious Bias Training.**
- 2. Position Announcement reviewed to ensure that 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 E 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

Instructions for Preparing Affirmative Action Report

- The Affirmative Action Report is generated in the Faculty Applicant Summary System once the search is completed. 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 Faculty Applicant Summary Form 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.

APPENDIX E

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 F

Candidate Feedback Form

Review of Final Candidate

Search: _____						
Reviewer Name: _____						
Candidate Name: _____						
<i>I: Inadequate; A: Adequate; N: Neutral; G: Good; E: Excellent; n/a: Did not attend</i>						
	I	A	N	G	E	n/a
Reviewed candidate's cover letter and curriculum vitae						
Read candidate's research/teaching statement						
Read candidate's scholarship						
Read candidate's letters of recommendation						
Met with candidate						
Attended candidate's job talk						
Observed candidate's teaching demonstration, or attended discussion regarding teaching/pedagogy						
Attended a meal with candidate						
Other (specify)						
Strengths of candidate:						
Concerns candidate presents:						