

Resource Guide for Faculty Searches

A General Resource for Deans, Departments and Search Committees with
Special Emphasis on Equal Opportunity and Affirmative Action Guidelines

Office of the Provost
The Johns Hopkins University

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A Message from the Provost

Dear Colleague:

Johns Hopkins routinely articulates a commitment to the values of diversity and inclusion as a means of achieving and sustaining excellence. We firmly believe that the authenticity of our institutional commitment requires a concerted and courageous effort to realize the aspirations we have long voiced. This commitment is perhaps best demonstrated by investing in the recruitment and retention of a diverse group of world-class faculty.

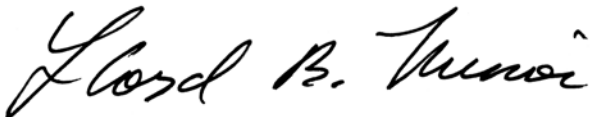
This Resource Guide for Faculty Searches provides helpful suggestions to assist in identifying, screening, and selecting the best candidates from a diverse pool of applicants.

There is no single correct way to conduct a search. Indeed, different procedures exist within every school of the Johns Hopkins University. This guide does not attempt to describe or modify divisional search procedures. Instead, it supplements the divisional search procedures and has three specific goals.

First, it offers general observations about the elements of a good search. Second, the University's Affirmative Action Plan contains specific requirements regarding faculty searches, and this booklet explains these requirements and suggests ways in which they can be met. Third, it presents a number of ideas that may help departments lay the groundwork for attracting a more diverse pool of applicants, even when they are not currently engaged in a particular search.

Each search should be viewed as an opportunity to enhance the excellence and diversity of an individual department and of the university as a whole. The time you spend conducting the best possible search is critical to our future success. Please accept my thanks on behalf of the entire university faculty for the contribution you are making to the academic and social flourishing of our community.

Sincerely,



Lloyd B. Minor
Provost and Senior Vice President for Academic Affairs

I. University Resources

The Human Resources Office, the Office of the Vice President and General Counsel and the Office of Institutional Equity all have professionals on staff who are well versed in their respective fields. Please use these resources to save time and effort when you have questions related to the search process.

Charlene Moore Hayes

Vice President for Human Resources
Wyman Park Building, 617N
(410) 516-8113
chayes13@jhu.edu

The Human Resources Office can provide general assistance on recruiting and help with spouse employment questions.

Stephen Dunham

Vice President and General Counsel
Garland Hall, 113
(410) 516-8128
sdunham2@jhu.edu

The Office of the Vice President and General Counsel can provide legal counsel on specific search issues and situations.

Caroline Laguerre-Brown

Vice Provost for Institutional Equity
Garland Hall, 130
(410) 516-8075
clbrown@jhu.edu

The Office of Institutional Equity can provide specific information on the University's Affirmative Action Plan and general assistance in recruiting ethnic minority and female candidates.

II. The Search Process

The purpose of the Resource Guide for Faculty Searches is to provide helpful guidelines for deans, department chairs, search committee chairs, and search committee members as you seek the best candidates for open positions. Please understand that these are guidelines only, to be used in tandem with each university division's existing procedures.

To assist you in reading this document, you will notice icons that serve specific purposes. These icons identify items in the search process that must be documented, items specific to affirmative action issues, and helpful tips.

The icons are:



Items that must be documented.



Affirmative actions issues, including legal topics, suggestions, and helpful hints.




Helpful tips.

A. *Getting Organized*

The time spent by the dean, the department chair and or the search committee chair in selecting and preparing the committee is time well invested. The composition of the committee can influence the outcome, and clarity in the committee's charge can help ensure that the final candidates have the appropriate skills and qualifications.

Addressing Affirmative Action Issues

Faculty search committees are required to follow six general principles in the search process in order to comply with the university's Affirmative Action Plan. Those requirements are listed below. Ideas for accomplishing each requirement have been integrated into the appropriate section in the guide and are highlighted with the affirmative action icon: . There is no single correct way to meet these requirements, and not all suggestions in this guide will work for all committees. Search committees are encouraged to review the suggestions offered in the guide, then develop the most effective strategy for their particular search to comply with these six recruiting requirements from the Affirmative Action Plan.

1. The dean of the division is legally responsible for ensuring that each search in his or her division is in compliance with the Affirmative Action Plan.
2. A fair and unbiased search should determine the best candidate. The committee should attempt to uncover any potential and unintended biases in the position description, the interview process and the selection process and determine ways to eliminate these biases (An example might be assumptions about appropriate institutions from which to recruit candidates. Even if a particular university is especially strong in a particular area, applicants from other institutions should not be automatically eliminated.)

3. A thorough effort should be made to seek out ethnic minority and female applicants via appropriate publications, professional associations, personal letters and phone calls.
4. The committee should discuss, among themselves and with the dean, the benefits of developing a diverse candidate pool that could lead to a more diverse faculty in an individual department.
5. All announcements and advertisements must contain, at a minimum, the following Affirmative Action statement as a tag line:

Affirmative Action/Equal Opportunity Employer

(Please note that there is a preferred tag line on page 11, Section F.2.c, "Making the Position Known.")

6. Generally, open publication and advertisements should include specific information. See [Section F](#), "Making the Position Known," for a list of the components of a faculty search advertisement.
7. Documentation must be compiled and kept in a central location for three years. A completed [Affirmative Action Report Form](#) (Appendix C, page 29) is required.

The Mosaic Initiative

The Mosaic Initiative was launched in April 2008 with a \$5 million dollar commitment. Since then, 21 faculty appointments have been made through the Mosaic Initiative. This is a significant achievement, but more work is needed to move the needle forward on faculty diversity at JHU.



Six Mosaic awards of up to \$240,000, over a three year period, are available. The process is as follows: a department may [apply for funds](#) through the dean or director, who will prioritize requests and forward them to the Office of the Provost. There are two rounds of per year. Applications are due each year on January 31 and May 1.

For applications and more information, contact the Office of Institutional Equity at 410-516-8075.

B. The Position Description

The position description can be used as a tool to increase the pool of candidates and should not include unnecessary qualifications. Before the search can even begin, the position description should be developed or reviewed based on input from the department chair and other appropriate individuals. Likewise, the final position description should be submitted to the department chair or appropriate individual for approval.

1. A position description should be written which accurately lists the qualifications in areas of specialization sought, and that is not unduly restrictive given the needs of the department.

- a. Identify essential and marginal requirements for the position by examining all of the duties listed, and from these, identify minimum and preferred candidate qualifications.
 - b. If a qualification is preferred rather than required, indicate this on the position description.
 - c.  You may wish to consider hiring at a more junior level than may be customary since the pool of ethnic minority and female candidates is generally larger at those levels.
2.  Consider programmatic and research needs and determine whether these could be modified to enhance the diversity of the curriculum and/or linked to the recruitment of ethnic minority and women candidates.

C. *Committee Member Selection*

First, it is important to check with your dean's office for any specific requirements for search committees in your division.


Generally, the ideal search committee has four to six members and should not exceed nine. Select committee members keeping the following factors in mind:

1. Consider a person's ability to make sound judgments.
2. Select at least one or two committee members who have experience in the search process.
3. Ensure that every committee member has the appropriate areas of expertise to evaluate the candidates.

Next, decide who will adequately represent the professional interests of various groups within the academic community. Questions to consider include:




1. Are considerations of tenured and non-tenured faculty relevant, in deciding who will serve on the committee?
2. Should a wide range of seniority be represented?
3. Does the committee include members with the relevant research, teaching, service, and administrative interests?

Where possible and appropriate, once you have drafted a list of persons you feel meet these qualifications, select those who will represent a diverse mix from the point of view of gender and race. (Departments, deans and promotion committees should all keep in mind that it is unfair to burden any individual with an unduly large number of such assignments, since extensive service may have an adverse impact on his or her own career.)


 Ideally, all members of a search committee are advocates for affirmative action. Some institutions have found it useful to name a particular individual in each search committee to be the "affirmative action advocate." This individual assumes primary responsibility for monitoring affirmative action within the search process. Alternatively, the chair, supported by the entire committee, is responsible for affirmative action.



D. First Meeting of the Search Committee

Once the search committee chair and committee members have been selected, it is time to schedule and 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 affirmative action is properly addressed.
9.  The dean or designee should advise the committee of the affirmative action commitment of the division.
10.  The dean or designee should advise the committee to seek candidates who have demonstrated academic excellence, and women and ethnic minority candidates should be encouraged to apply.

E. Documenting the Search


 Documentation has two purposes. First, it allows the committee to track the candidates and the progress of the search; second, documentation provides rationale for inclusion or exclusion of candidates as the search moves forward. The specifics are up to the committee. This section provides suggestions on how to document a search adequately.

1. Create a file for each candidate who meets the objective criteria established by the committee. In many searches, it may be impractical to compile a file for every applicant. The important consideration is that the committee should be able to demonstrate, based on the position description, notes to the candidate file, or meeting minutes, why any candidate was eliminated from the pool.
 - a.  Some committees find it helpful to develop a form that tracks each candidate (or top candidates) at each step of the search process and to keep this in the candidate's file.
2. Provide a secure location for files to ensure confidentiality throughout the search process.
 - a.  A number of search committees have used a password-protected web site to track candidates, their status, and associated materials.
3. Official minutes of search committee meetings should be maintained. These can be brief, but can serve to document general criteria established by the committee.

4. Communicate appropriately with candidates throughout the process. Form letters can ease this burden. A set of form letters might include letters to:
 - a. invite nominations;
 - b. encourage nominees to apply;
 - c. acknowledge receipt of applications and/or other materials and to transmit an [Applicant Data Form](#);
 - d. reject candidates who do not meet minimum criteria;
 - e. follow up on campus visits by potential candidates; and
 - f. check references.
5. Keep copies of letters and advertisements, especially those efforts made to recruit ethnic ethnic minority and women candidates.
6. Send an initial thank you letter to each candidate and consider including an Applicant Data Form, which are voluntary for each candidate to complete and return (See Appendix A, page 23).
7. Send rejection letters to candidates who do not meet minimum criteria and who will not be considered.
8. Place all candidate files in a logical and workable order (e.g., complete/incomplete; active/inactive; alphabetical).
9. Some committees help ensure consistency of interviews and consistency of reference checks by developing standard forms for these activities. If reference checks are done by letter, a standard set of questions should be asked as well. These forms are useful additions to candidate files where they are done.
10. Ensure that documentation provides rationale for search committee decisions and recommendations. This can be as extensive as notes to the candidate files, or as brief as a line in committee minutes (e.g., “The committee decided to limit interviews to those candidates having more than ten years of teaching experience.”)
11. For internal candidates, make notes citing specific, job related reasons for non-selection.
12. Complete the required [Affirmative Action Report for Faculty Appointments](#) (Appendix C, page 29) to submit to the dean and the Academic Council or Advisory Board. Keep a copy of the Affirmative Action Report with the search files.
 - a. While Applicant Data Forms are not required, they make it easier to compile statistics on the candidate pool for the Affirmative Action Report for Faculty Appointments. Consider keeping a spreadsheet with this information, which can be used to compile these statistics.
13. It is desirable, although not required, to have a written statement from the affirmative action advocate or from the committee chair that the committee demonstrated aggressive recruiting and fair process in the search. This statement will help the dean document his or her legal responsibility to review the search for compliance with our Affirmative Action Plan.
14. Send all records of the search process to the dean’s office (or other designated central location) and maintain these records for three years.

F. Making the Position Known

Making the position known is a task for divisions and departments, not just search committees. Please review the section on [affirmative action](#) to be reminded of requirements in advertising. While advertisements are important, recruitment, especially for women and ethnic minority candidates, is often accomplished more effectively by networking with colleagues in the field.

1. Identify the person to whom applications/nominations will be sent.
2.  Develop advertisements that include an affirmative action statement. To be in compliance with the university's Affirmative Action Plan, the position description should contain the following elements when announced and advertised.
 - a. All announcements and advertisements must contain, at a minimum, the following Affirmative Action statement as a tag line:


Affirmative Action/Equal Opportunity Employer


- b. In addition, it is helpful to provide greater emphasis in advertisements by indicating in the body of the text, "Johns Hopkins University actively encourages interest from minorities and women."
- c. An expanded tag line is also recommended:

The Johns Hopkins University is an equal opportunity/affirmative action employer committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. All applicants who share this goal are encouraged to apply.

3. Identify appropriate publications and/or web sites for advertisements, including those with a national reach (to get started, see [Appendix D, "Resources for Advertising the Position,"](#) page 33).
4. Use divisional resources to identify publications, electronic lists, etc. to make the position known as widely as possible.
5. Submit the posting in a timely fashion to publications and other identified sources.

☞ Generally, open publication and advertisements should include the following information:

1. Title of position available.
2. Type and level of major qualifications required (research, teaching, administrative activities, community service, clinical care, etc.).
3. Date by which nominations or applications should be received or date by which position is expected to be filled.
4. Name, title, and address of person or committee to be contacted.
5.  Closing Affirmative Action/Equal Opportunity statement noted above.

 The following list contains suggestions for enlarging the pool of women and minorities; please feel free to use any and all that are appropriate for your search.

Minorities/General

- Identify additional publications that target appropriate female and ethnic minority populations.
- Identify ethnic minority and women's caucuses associated with relevant professional associations. Often these organizations will allow use of their mailing lists or newsletters and personal contact with these groups can yield candidates.
- Contacts with departments in women's colleges, historically black colleges and universities, Native American colleges and universities, or Hispanic colleges and universities may be appropriate where it can help generate a diverse group of applicants. Occasionally, the alumni publications or the affirmative action office of these schools will carry position announcements.
- Resources are available to check which departments in which universities graduate large numbers of ethnic minority and women Ph.D.s. Contact with those departments may help expand the pool of candidates. See *Doctorate Recipients from U.S. Universities: 2009*, Table 9: *Minority U.S. Citizens and Permanent Residents, By Race/Ethnicity: 2005-09*. http://www.nsf.gov/statistics/nsf11306/data_table.cfm
- Target specific minorities or women whose work you admire. Talk with students about minorities or women whose work they admire. Contact these scholars for names of colleagues or students they have mentored.
- Consider minorities and women who have held part-time or temporary positions in your department for full-time faculty positions or as a source of information about other candidates.
- Consider minorities and women from business, industry and government as candidates or as sources of information about potential candidates.

African-American

- Some organizations now have databases containing the CV and other biographical information on African-American faculty who would like to be considered for posts at other institutions. One is available through the [*Journal of Blacks in Higher Education*](#), 200 West 57th Street, 15th Floor, New York, NY 10019.

All Candidates

- Talk with departmental or divisional faculty or staff who are members of relevant groups for help in identifying candidates or additional ways to reach out to different populations.
- Review lists of graduates from your department, division or related departments elsewhere in the university, and contact those who might qualify for the position, especially ethnic minority or female candidates. These individuals might lead you to other candidates as well.
- Personally encourage those potential candidates who have been identified to apply, including internal candidates when appropriate. Outstanding potential candidates often do not apply for advertised positions; they must be contacted by a member of the search committee and invited to apply.
- If an individual declines a nomination or does not respond to your letter of inquiry, you may wish to contact him or her to discuss the reasons for declining. The individual may be able to lead you to other outstanding candidates.

G. Communicating with All Candidates

Keep in mind that the way you treat each candidate says a great deal about Johns Hopkins University and about your department. Good communication is vital to a successful search now and also to future searches.

1. Send all individuals nominated an invitation to apply and a description of the position.
2. Acknowledge receipt of CVs, letters of application, and other materials as soon as possible.
3. Consider including at this time an [Applicant Data Form](#) (Appendix A, page 23), which will assist you in compiling statistics about your applicant pool at the conclusion of your search.
4. ☞ Some committees develop a set of standard letters that can ease the burden of communication throughout the search process.
5. Ensure that every person communicating with the candidates has accurate and updated information regarding the search process and position.
6. Keep all candidates informed in a courteous and timely manner about the progress of the search.
7. Inform candidates who do not meet minimum qualifications as soon as they are definitely eliminated, rather than waiting until the end of the search. Candidates who would under no circumstances be invited to campus should also be informed as soon as they are definitely removed from consideration. The “short list” of candidates will, of course, not be notified until the successful candidate has accepted the department’s offer. If there is any doubt about the appropriateness of eliminating and contacting selected candidates, consult with the Office of Institutional Equity or the General Counsel’s office.

H. Screening the Candidates

An objective screening process helps keep bias out of the search process. Use the qualifications developed earlier and stated in the position description to screen candidates.

1. Determine, prioritize and document search criteria based on position duties.
2. Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns (for example, an engineer who has worked at a national research laboratory).
3. Develop a mechanism for screening applications, including a record-keeping mechanism to indicate why an applicant was screened out. When documenting the search, you will need to justify the candidate recommended based upon the position description.
4. Complete the initial screening of all candidates to identify those who do not meet minimum qualifications. Determine the number of people to be interviewed. Allow for comparison, but don’t overwhelm the committee. Review materials

submitted by each candidate and request additional information as needed to complete the files of viable candidates.

5. Rate materials based upon criteria which the group has established.
6. Critically review the selected group to ensure that a qualified pool of candidates will be invited to interview.
7. Bear in mind that, when selecting interviewees, you may wish to consider applying, in addition to purely professional considerations, criteria that involve issues of collegiality, diversity, civility, equity and respect.

I. Communicating with Candidates to be Interviewed



Communication between the institution, candidates and others involved in the search process (i.e., those making nominations or giving references) is sometimes slow, inadequate or otherwise frustrating. This can create a negative impression of the department and of the institution as a whole, so it is worth taking time to handle communication properly. While we cannot control communication from individuals outside of Johns Hopkins, we need to ensure timeliness in our own communications.

1. Contact candidates about an appropriate time frame for an interview.
2. Send candidates information on the position, the department, the division, Johns Hopkins University and Baltimore. (Material on the Baltimore area and Johns Hopkins University is available from the [Office of News and Information](#).) It is easier to make judgments about informed candidates than about uninformed ones.
3. You may wish to note in your correspondence that any person requiring accommodation should notify the committee, in the event there is a candidate with a disability.
4. Be prepared to offer preliminary employment information for partners or spouses. As a first step, consider communicating with deans, department chairs or the Human Resources office for ideas to assist a particular candidate's spouse or partner. Hopkins provides job search support and career counseling to the spouses or partners of nationally recruited faculty and staff. For further information, contact the coordinator of the [Dual Career Assistance Program, in the Career Management Office](#), at 443-997-4992. Consider the candidate, spouse or partner and family as a decision-making entity. Please remember, however, that you cannot ask a candidate about his or her family, yet you should be prepared, however, to discuss the issue if the candidate brings it up.

J. Items to Handle in Advance of Candidate Interviews

How the candidate's time is allocated sends a signal about departmental priorities. You may wish to demonstrate a commitment to teaching by including students in the schedule, a commitment to interdisciplinary and interdivisional activity by scheduling interviews with colleagues in other departments and divisions. Under no circumstances should a





candidate be told that the position has already been offered to another individual, and/or that he or she is being interviewed because the committee has not seen enough diverse candidates.

1. Identify all people and groups to be involved in the interview process.
2. Review the interview process with all interviewers.
 - a. Provide relevant information about the position: position description, essential functions of the position, and necessary areas of inquiry.
 - b. Provide information about the candidate and his or her scholarly work to all interviewers and encourage them to read it. Prepared interviewers ask better questions and make a better impression on the candidate.
 - c. Be sure interviewers understand the rating sheet, the ranking system, or other feedback mechanisms, and know when they must provide this information to the chair.
 - d. Review the interviewer's responsibility to "market" Johns Hopkins.
 - e. Discuss the overall structure of the campus visit.
 - f. Be explicit about confidentiality expectations.
 - g.  Be certain that the interviewer has a copy of "[Guidelines for Asking Questions during the Search Process](#)" (see Appendix B, page 27). This will help ensure that interviews are conducted appropriately.
3. Develop the interview schedule.
4. Consider interviewing a limited number of high priority candidates at professional society meetings. It is cost-efficient and a good way to gain visibility for the department.
5. Consider asking each candidate to present and defend a paper, to lead a colloquium, or to teach a class while on campus for the interview.
6. Develop questions that relate to the position, based upon the position description. (See [Appendix G](#), page 40.) Determine, in advance, those things you would like to know about the candidate. If a group is interviewing, determine who will pose which questions.
 - a.  By establishing a set of initial questions, you will help ensure that interviews are as consistent as possible.
7. Determine how the committee would like to have feedback from interviews and communicate this to interviewers. Some search committees develop an interview rating sheet based on the questions to be asked and the position description. If this is done, distribute the rating sheet to all interviewers. Other committees prefer that interviewers prepare a ranked list of candidates after all interviews are complete.
8. Schedule and reserve appropriate spaces for interviews and communicate times and places to interviewers.
9. Confirm interviews and campus visits in writing with candidates. Include any information about the position, the department or about Johns Hopkins that was not sent earlier; explain the composition of any interviewing committee to the candidate.

10. Bear in mind that you should consider asking questions that will help you evaluate candidates with consideration given to issues of collegiality, civility, equity and respect.

K. Organizing the Campus Visit

Make the campus visit a positive and supportive experience for all candidates. First impressions are important. Careful preparation and planning enhances the reputation of your department and the University. Above all, do not schedule the candidate's interview day so tightly that there is no time for lunch or breaks.

1. Provide transportation to and from the airport and the hotel and provide a search committee member to escort the candidate to and from interviews.
 - a. Be sure that department staff know that candidates will be visiting and to greet them appropriately.
 - b. If the candidate arrives the evening before the interview, be sure a search committee member is available to take the candidate to dinner and/or other activities.
2.  Give all candidates – including internal candidates – equal opportunities to meet and interact with campus colleagues. Plan schedules that are similar in format to ensure an equitable basis for evaluation.
 - a.  Some searches are enhanced by providing opportunities for candidates to meet with students (without faculty or with limited faculty attendance and interaction).
 - b.  Other searches are enhanced by interviews with the dean or the provost. Prepare these interviewers in advance by making sure they have time to review the candidate's CV.
 - c. If the candidates give public lectures and the dean attends, be sure the dean can be present for the entire lecture (unless, of course, an unforeseen circumstance arises).
3. Provide a guided tour of campus.
4. Showcase the community; discuss the positive aspects of working and living in Baltimore.
 - a.  One way to do this is to have lunch in a nice off-campus restaurant.
5. Openly discuss standards of scholarly productivity and research with all candidates.
6. Remember that the candidate should do the majority of the talking during the interview.
7. Allow time at the end of the visit for a private meeting between the candidate and the chair of the search committee. Use this time as an opportunity to learn what questions remain, whether there is interest in the position and what may be obstacles in accepting it.
8. If possible, provide reimbursement for expenses prior to the candidate leaving campus. If not, make arrangements. Inform the candidate what will and will not be reimbursed, what receipts are needed and how to fill out expense forms.

9. The candidate's last impression of the department and the university should be a good one. It is a good idea to schedule that last point of contact – e.g., the person conducting the last interview or taking the candidate to the airport – to be one who is sure to maintain a positive attitude towards the candidate, the department, and the University.
 - a. If, for example, a faculty member takes a candidate to the airport, that faculty member should not tell the candidate what's wrong with the rest of the faculty; advise the candidate not to take the job, if offered; or make an unauthorized job offer.
10. When appropriate, invite the candidate's spouse or partner to campus, and provide necessary information on employment, schools, child care, real estate, or other concerns. Active "recruitment" of a spouse can be critical in recruiting the candidate, so plan such visits with care.
 - a. ☞ Online resources for spouses and partners include:
 - i. Maryland State Guide: www.livinginmaryland.com
 - ii. Maryland's CareerNet: www.careernet.state.md.us
 - iii. Maryland's Jobs – Your Guide to Maryland Employment: www.portaltomaryland.com/jobs.htm

L. Follow-Up to a Campus Visit

Prompt acknowledgement of each candidate's visit to the university will reflect favorably on the department, division, and the university as a whole.

1. Quickly follow up the visit with a letter.
2. Provide reimbursement as soon as possible if it was not handled during the visit.
3. A friendly call from a search committee member several days after the campus visit can provide positive feedback and give more information on timing.

M. Requesting and Checking References

Requesting and receiving appropriate references provides excellent insights into a candidate's scholarship and personal style. The search committee needs the essential information gained through reference checks to balance impressions gained from interviews, where personalities can cause committees to make premature judgments about candidates. To be an effective screening tool, references, whether checked by phone or by letter, should be conducted in a consistent and objective manner.

1. Determine the stage of the search process at which references will be requested, Please bear in mind here the specific requirements of your division as to letters of reference. Candidates should be informed that references may be checked.
2. If committees ask further questions of referees, these questions must be job-related. They cannot ask a reference a question they cannot ask the candidate (for example, "Does she have children?").
3. Review "[Guidelines for Asking Questions during the Search Process](#)" (Appendix B, page 27) with individuals who are checking references.

N. Evaluating the Candidates

At this stage of the search process, the past efforts of the committee chair and the members will begin to bear fruit as you are now ready to examine each candidate's credentials and qualifications. The tasks at this point include the items listed below.

1. Collect feedback on each candidate from all interviewers.
2. Add to the feedback all written reference checks and other materials.
3. Evaluate candidates for the full range of strengths and contributions each can provide to the University in support of its research, teaching and service mission, based upon the qualifications specified in the position description, and issues of collegiality, equity, civility, respect and diversity.

O. Presenting the Candidate(s)

The next step after evaluating the candidates is to present the candidate or candidates best qualified to fill the position. You should have well-documented reasons for your final selection.

1. Recommend final candidates to the department chair or dean as appropriate. The dean will submit the final candidate to the Advisory Board or Academic Council.
 - a. Include specific information on each candidate.
 - b. 📖 When a slate of candidates is requested, develop a slate that, whenever possible, gives the department chair the opportunity to hire from a diverse pool of qualified candidates.
 - c. 📖 Also provide written verification that every effort was made to recruit minorities and women. The Search Committee should indicate why the recommended candidate is the best candidate in their opinion, as compared to the other leading candidates.
2. Ensure that all committee opinions are expressed to the individual making the hiring decision, not just the majority opinion.
3. Provide criteria used to evaluate and select finalists.
4. Rank order finalists, if asked to do so.

P. Evaluating the Search

The search committee should meet one final time after the search is concluded to evaluate the search process. Ideas that might improve future searches should be conveyed to the department chairs, the dean and the Provost's office. Ideas received by the Provost's office will be considered as this resource guide is updated.

Send your comments/suggestions to Caroline Laguerre-Brown, Vice Provost for Institutional Equity, clbrown@jhu.edu.

III. Legal Issues

It is not unusual for challenges to be raised by disappointed candidates. You may wish to review these guidelines as the search progresses. The best way to protect your department, the University and our ability to hire the most qualified candidate is to keep these legal issues in mind as you proceed.

1. Be informed about affirmative action requirements summarized in the Affirmative Action section on page 6.
2. Job-related criteria for the advertised position should be developed at the outset of the search and approved by the department chair or the dean.
3. Committees should carefully record job-related reasons to advance candidates through the search process. Comments should directly address the candidate being evaluated and not compare strengths and weaknesses relative to other candidates.
4. Assume you will need to defend your final decision. Document your search process accordingly.
5. All persons on the search committee should exercise judgment to avoid having any one person eliminate a candidate. Individual, unintentional bias is less likely to prevail when all opinions are openly expressed.
6. Only applicants meeting minimum advertised qualifications should be invited for campus interviews.
7. Interview questions designed in advance of campus visits help provide fair and objective evaluation of each candidate. Candidates should be asked similar questions initially, although obviously the discussion and follow up will vary depending upon the comments of the candidate.
8. Contacts with candidates, or any other individuals, concerning any aspect of the search should be made by the appropriate administrative official or search committee designee. This provides consistency and accuracy.
9. Notes on telephone contacts with candidates should be made for subsequent committee use and for the candidate's file.
10. Relative weights for various qualifications should be developed and assigned prior to the review of any application. Fluctuation in the application of weighted criteria may lead to allegations of manipulation and may indeed indicate manipulation to select a particular candidate.
11. Avoid comments to the candidates that might indicate bias or favoritism (i.e., "we're looking for young blood").
12. Only job-related reasons can be used to advance candidates. Objective criteria are less susceptible to legal challenge. The higher level the position, the more acceptable the use of subjective criteria becomes. Nevertheless, even subjective criteria should be related to the position in question. (For example: leadership ability for a dean's position.)
13. As an institution required by the federal government to develop and adhere to an institutional affirmative action plan, documents generated by the search committee may be subject to disclosure to Department of Labor auditors upon extremely short

notice. Verifiable compliance with the Affirmative Action Plan will be necessary. The institution may also have to disclose such documents to other governmental agencies or in the course of litigation in the event a discrimination complaint is filed.

14. If a discrimination action is filed, investigating agencies will have access to all search committee records.
15. Ensure that all portions of the application and interview process are accessible to persons with disabilities.

IV. Questions and Answers on the Search Process

In the course of preparing this Resource Guide for Search Committees, several questions emerged which are easier to address in question and answer format.

Q. Why must the Applicant Data Form be anonymous?

A. It is illegal to ask questions regarding race, ethnicity, gender, sexual orientation, disability, religion or other factors (see Appendix B, "[Guidelines for asking Questions during the Search Process](#)," page 27) of a specific candidate. A search must be unbiased with regard to these factors, thus it serves no useful purpose to know them. Nevertheless, the government requires institutions to report these statistics on applicant pools to the best of their ability. Many search committees believe it is less burdensome and somewhat more accurate to compile statistics on the applicant pool from the returned Applicant Data Forms than to review each CV in an effort to determine the numbers of women and minorities in the pool. Either system, however, can be used by the search committee to answer required questions about the composition of the applicant pool.

Q. Are there any academic appointments for which an open search is not required? Similarly, are there any academic appointments for which the Affirmative Action Report is not necessary?

A. An open search need not be held and the Affirmative Action Report is not required for the following types of positions:

- Limited salary appointments: permanent positions paying an annual salary that is less than 50% of the full-time equivalent annual salary for such a position.
- Non-salaried appointments: a position for which the salary is paid from a source outside the university.
- Temporary appointments: positions planned to be for less than six months.
- Affiliate appointments: positions held by visitors or someone who is not salaried; the appointment acknowledges an association between the institution and the individual, but does not give the incumbent special consideration for any other position at the university.
- Certain entry level appointments: it is acceptable to appoint to entry level faculty positions under the following circumstances:
 1. A graduate student who has actively and successfully competed to obtain grants supporting special areas of academic research.
 2. A graduate student in a department where superior performance on research projects has traditionally (and without discrimination) led to junior faculty appointments.

3. Medical residents who have successfully completed a senior residency in a department which has a traditional, non-discriminatory practice of offering entry-level faculty positions to such residents, and when appropriate, to seize unanticipated opportunities to strengthen a strategically important area or to add depth or diversity to our faculty.

Q. Does a search need to be conducted when the outcome is clear from the beginning? For example, what if Hopkins has the opportunity to attract a “star” faculty candidate, but will not hire if that individual cannot be recruited?

A. The purpose of open recruitment is to discourage, and hopefully to eliminate, the “old boy network,” the traditional system by which the outcome is “clear from the beginning.” Thus, the general answer to this question is that no search should be predetermined. Nonetheless, it is also true that occasionally an unanticipated opportunity arises to recruit a scholar or expert who could strengthen a strategically important area (a target of opportunity) or add depth or diversity to our faculty.

These exceptions to the open recruitment process should be rare and will require prior approval of the Provost.

Appendix A

Search Committee – Instructions for Completing the Applicant Data Form

Department Information and Instructions

1. Please provide a cover letter (a draft letter is on page 26), the [Applicant Data Form](#) and a reply envelope to all applicants for a specific appointment. Persons expressing interest in general employment possibilities should not be provided a copy of this form unless they become applicants for a specific appointment.
2. Complete Section II of the Applicant Data Form, **prior** to providing the form to the applicants. As the forms are received in the Office of Institutional Equity (OIE), OIE will provide to the search chair(s) a report by race, gender, disability status and Veteran status throughout the search process. This data may be used to assist the chair in completing the appropriate sections of the Affirmative Action Report.
3. Once an appointment has been made, OIE will forward the Applicant Data Forms to the chair, upon request, to be kept with other search committee files in the designated location. The Applicant Data Forms for the particular search may be requested by calling the Office of Institutional Equity at 410-516-8075.

Applicant Data Form

(This form is voluntary and confidential.)

SECTION I. TO BE COMPLETED BY THE APPLICANT

(Please print or write clearly using a pen. See additional information and instructions on reverse side.)

A. Gender: ___ Male ___Female

B. **Ethnicity (Check One):**

1. Hispanic or Latino --a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
2. Not Hispanic or Latino

Race (Check all that apply):

1. American Indian or Alaska Native --a person having origins in any of the original peoples of North or South America (including Central America), and who maintains tribal affiliation or community attachment.
2. Asian --a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, or Vietnam.
3. Black or African American --a person having origins in any of the black racial groups of Africa.
4. Native Hawaiian or Other Pacific Islander --a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands.
5. White --a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

C. Do you have a disability? ___Yes ___No

[Disability means any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such an impairment.]

D. Veteran Status

Please check all that apply (see below for definitions)

1. Disabled veteran.
2. Other protected veteran (veteran who served on active duty in the U.S. military during a war or in a campaign or expedition for which a campaign badge is awarded).
 - Armed Forces service medal veteran (veteran who, while serving on active duty in the Armed Forces, participated in a U.S. military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985).
 - Recently separated veteran (veteran within 36 months from discharge or release from active duty).
3. I do not wish to self-identify.

Veteran Status Definitions

Disabled veteran (i) A veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs, or (ii) a person who was discharged or released from active duty because of a service-connected disability.

Other protected veteran means a veteran who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized.

Armed forces service medal veteran means a veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a U.S. military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985 (61 FR 1209, 3 CFR, 1996 Comp., p. 159).

Recently separated veteran means a veteran during the three-year period beginning on the date of such veteran's discharge or release from active duty in the U.S. military, ground, naval or air service.

- F. What prompted you to apply to Johns Hopkins University?
- _____ Personal contact (name of contact)_____
 - _____ Notice in professional journal (name of journal)_____
 - _____ Newspaper advertisement (name of newspaper)_____
 - _____ Placement service (name of placement service)_____
 - _____ Other (please describe)_____

G. Date of birth (month/day/year): _____

SECTION II. TO BE COMPLETED BY THE DEPARTMENT

Position Title: _____
 Division: _____ Department: _____
 Search Committee Chairperson(s): _____
 Department Address: _____

Draft Letter to Applicants for Completing the Applicant Data Form

Dear Applicant:

Please complete the attached form to assist the Johns Hopkins University in complying with federal regulations.

Federal laws require that the University collect information concerning its applicants for employment. Providing the information requested on the Applicant Data Form is voluntary. Failure to provide this information will not result in any adverse treatment of you as an applicant.

The Johns Hopkins University does not discriminate on the basis of race, color, gender, religion, age, marital status, pregnancy, sexual orientation, national or ethnic origin, disability, genetic information, gender identity or expression, or veteran status in any program or activity administered by the University. The University has affirmative action programs for minorities, women, persons who are disabled and veterans, as appropriate.

The information you provide will remain confidential. The completed form contains no reference to your name and it will be maintained separately from your applicant file in the Dean's office or other designated location. Completed copies of the Applicant Data Form will not be placed in your applicant file. The forms, without names, will be retained in the dean's office or other designated location for the purpose of compiling information about the applicant pool, and to assist the University in the evaluation/enhancement of its affirmative action recruitment efforts.

Applicants with a disability who may require accommodations during the application process may provide information about their needs so that appropriate accessibility plans may be made.

Please return this form to: Caroline Laguerre-Brown, Vice Provost for Institutional Equity, Office of Institutional Equity, Johns Hopkins University, 3400 N. Charles Street, Garland Hall 130, Baltimore, MD 21218.

Thank you.

Appendix B

Guidelines for Asking Questions during the Search Process

These questions are inappropriate and illegal during both formal interviews and informal interactions between candidates and search representatives. This list also includes advice on permissible questions.

1. In a series of interviews for a given position, you may not ask particular questions of one gender and not of the other.
2. You may not ask questions about race, color, place of birth, national and family origin, religion, gender, sexual orientation, disability, age or ancestry.
3. You may not ask questions about past, present, or future marital status, pregnancy, plans for family, or child care issues. You may ask if the applicant has any commitments that would preclude him or her from satisfying requirements of the position or performing job-related travel. If such questions are asked, they must be asked of both men and women.
4. You may not ask questions about weight and height, unless this information is related to the position.
5. You may not ask questions about the candidate's state of health, unless the information is related to the position.
6. You may not ask questions about disabilities, or the time needed for treatment of the disabilities, unless this information is necessary to determine the candidate's ability to perform activities of his or her position without significant hazard. You may ask all candidates whether there are any responsibilities in the position description with which they may have some difficulty, for any reason.
7. You may not ask questions about a foreign address which would indicate national origin. You may ask about the location and length of time of a candidate's current residence.
8. You may not ask questions about a candidate's native-born or naturalized status. You may ask if the candidate is a U.S. citizen (i.e., for proof of citizenship), if he or she intends to become a U.S. citizen, or if he or she is a legal resident or has a current visa. Foreign nationals may only be offered term appointments unless and until they are able to become permanent residents or citizens of the U.S.
9. You may not ask questions about a candidate's native tongue or how his or her foreign language ability has been acquired. You may inquire about foreign language skills if the position requires such ability.
10. You may not ask questions about a candidate's willingness to work on religious holidays. You may ask about his or her willingness to work a required schedule.
11. You may not ask questions about whether a candidate has filed or threatened to file discrimination charges.
12. You may not ask questions about any relative of a candidate which would be unlawful if asked of the candidate.

13. You may not ask questions designed solely to elicit information about the race, color, religion, gender, sexual orientation, veteran, or marital status of the applicant. However, you may inquire about membership in professional organizations or activities that also indicate or imply a person's protected group status.
14. You may not ask questions about military service and/or the candidate's type of discharge. You may ask questions concerning service in the U. S. armed forces only if such service is a qualification for the position being sought.
15. You may not ask questions which would reveal arrests without convictions. You may ask about criminal convictions.
16. You may not ask questions about a candidate's credit rating or financial standing.
17. You may not ask questions about a candidate's worker's compensation history.

Appendix C

Affirmative Action Report for Faculty Appointments

Policy

It is the policy of The Johns Hopkins University to advertise full-time faculty appointments openly in a special effort to attract a diverse group of candidates for consideration.

To implement this policy, the dean will submit for the approval of the Academic Council, Advisory Board or senior University officials only those new full-time faculty appointments for which an Affirmative Action Report for Faculty Appointments has been completed by the department head or the chair of the search committee.

Instructions for Preparing This Report

1. The Affirmative Action Report is to be completed by department heads and/or search committees. 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.
2. 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 members of ethnic minority groups and women. Advertisement is one means of open recruiting and such advertisements should at minimum indicate that the University is “An Equal Opportunity/Affirmative Action Employer.” A description of the position should be available to all candidates. Other means of open recruiting are detailed in the Resource Guide for Search Committees, available from the Provost’s Office, the Office of Institutional Equity, or online at <http://www.jhuuaa.org/Text/ResourceGuideforSearchCommittees.pdf>. Documentation of all recruiting methods should be attached to this report.
3. Each section of the Affirmative Action Report must be completed for all full-time tenure track faculty appointments. This form must also be completed for instructors, part time appointments, post-doctoral students, residents, or other non-tenure track individuals. This form does not need to be completed for limited salary appointments (less than 50%); non-salaried appointments, temporary appointments, or affiliate appointments.
4. 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.

Affirmative Action Report for Faculty Appointments

Department: _____

Position: _____

Form Completed by: _____

(See Instructions for Preparing this Report on page 29.)

List in order of importance the major criteria and requirements for this position (Be as specific as possible. Include any required areas of specialization, advanced training or background.)

How was information about the position publicized? (Check all that apply.)

____ Advertisements or notices (attach copies)

For each advertisement, note: the opening and closing dates if applicable, where position was advertised (i.e., name of journal) and the number of times each ad appeared in each journal

____ Letters to other institutions (attach a copy and a list of institutions)

____ Contact with professional or special organizations (attach relevant letters)

____ Other (describe) _____

Specify other efforts which were made to make this position known to potential candidates who are women, members of ethnic minority groups or persons with disabilities.

Review the Applicant Flow Data Reports received from the Office of Institutional Equity to determine the composition of the applicant pool where known:

Total number of applicants: _____

Gender: Male___ Female___ Unknown___
 Race: White/Non-Hispanic___ Black/Non-Hispanic___ Hispanic___
 Asian/Pacific Islander___ American Indian/Alaskan Native___
 Unknown___

Veteran Status: ___ Vietnam Era ___ Special Disabled Veteran ___ Other

Total number of applicants meeting minimum requirements for the position:_____

Provide the following information about all applicants invited for interviews:

<u>Name</u>	<u>Ethnic Group</u>	<u>Gender</u>	<u>Most Recent Institutional Affiliation</u>

Position offered to:

<u>Name</u>	<u>Ethnic Group</u>	<u>Gender</u>	<u>Most Recent Institutional Affiliation</u>

Individual appointed: _____

(If this individual was an internal candidate, please provide additional justification in the section on “Comments or Special Justification” below.)

Comments or Special Justification (Attach extra pages if necessary.)

The records of all applicants and candidates for this position are being maintained for a three-year period in the Department of _____, Office of _____, Room ____.

I certify that every effort was made to conduct a fair and open search and that all affirmative action procedures were followed to the best of our ability.

Chair of the Search Committee

Date

Department Chair

Date

Dean

Date

Appendix D

Resources for Advertising the Position

In addition to any print or online resources your division or department may use, these sites may provide ways to reach minorities and/or women for your search. If you have had success with other resources not on the list, please send the publication information (name and URL) to the Office of Institutional Equity.

General

Academic Keys

<http://www.academickeys.com/>

Diversity.com

<http://www.diversity.com/>

Affirmative Action Register

www.aarjobs.com

Equal Opportunity Employment Journal

www.blackoejournal.com

American Education Research Association
(AERA)

<http://www.aera.net/>

Higher Ed Jobs .com

<http://www.higheredjobs.com/default.cfm>

Diverse: *Issues in Higher Education*

<http://diverseeducation.com/>

IMDiversity.com

www.IMDiversity.com

Disciplines

American Anthropological Association
(AAA)

<http://www.aaanet.org/>

American Comparative Literature
Association

<http://www.acla.org/>

AAA: Committee on the Status of
Women

<http://www.aaanet.org/committees/coswa/index.htm>

American Economics Association

<http://www.aeaweb.org/committees/cswep/>

AAA: Committee on Minority Issues

<http://www.aaanet.org/committees/minority/index.htm>

AEA on the Status of Minority
Groups in the Profession

<http://www.aeaweb.org/committees/CSMGEP/index.php>

American Chemical Society

<http://portal.acs.org/portal/acs/corg/content>

American Historical Association (AHA)

<http://www.historians.org/>

AHA (African American History)
<http://www.asalh.org/>

AHA (Latin American History)
<http://clah.h-net.org/>

AHA (Women)
<http://www.theccwh.org/>

American Institute of Biological Sciences
<http://www.aibs.org/diversity/>

American Literature Association
<http://www.calstatela.edu/academic/english/ala2/>

American Philological Association
http://apaclassics.org/index.php/professional_matters/index.html

American Physics Society
<http://www.aps.org>

American Psychological Association (APA)
<http://www.apa.org/index.aspx>

APA (Society for Psychological Study of Ethnic Minority Issues)
<http://www.division45.org/>

APA (Office of Ethnic Minority Affairs)
<http://www.apa.org/pi/oema/>

Ethnicity/Racial Groups

American Indian Higher Education
<http://www.tribalcollegejournal.org/>

American Indian Science and Education Society
<http://www.aises.org/>

APA (Office of Women's Programs)
<http://www.apa.org/pi/women/index.aspx>

American Society for Biochemistry and Molecular Biology
<http://www.asbmb.org/>

American Society for Cell Biology (ASCB)
<http://www.ascb.org/>

American Sociological Association (ASA)
<http://www.asanet.org/>

Computer Research Association
<http://www.cra-w.org/>

Mathematics Association of America
http://www.maa.org/summa/archive/su_mma_wl.htm

Modern Languages Association (MLA)
<http://www.mla.org/>

MLA: Committee on Literatures of People of Color
http://www.mla.org/resources/committees/comm_professional/comm_color

MLA: Modern Languages Association: Committee on Status of Women in the Profession
http://www.mla.org/resources/committees/comm_professional/comm_women

Asian Diversity Inc.
<http://www.asianlife.com/main/>

The Black Collegian Online
www.black-collegian.com

Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology (CAWMSET)
<http://www.nsf.gov/od/cawmset/>

The Hispanic Outlook in Higher Education
www.hispanicoutlook.com

The Journal of Blacks in Higher Education
www.jbhe.com

National Consortium for Graduate Degrees for Minorities in Science and Engineering
<http://www.gemfellowship.org/>

National Organization for the Advancement of Black Chemists and Chemical Engineers
<http://www.nobcche.org/>

Women

American Association of University Women
<http://www.aauw.org/>

Association for Women in Science
<http://www.awis.org/>

The Chronicle of Higher Education
www.chronicle.com

Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology (CAWMSET)
<http://www.nsf.gov/od/cawmset/>

National Society for Black Engineers
<http://www.nsbe.org/>

National Society for Black Physicists
<http://www.nsbp.org/>

Society for the Advancement of Chicanos and Native Americans in Science
<http://sacnas.org/>

Society of Hispanic Professional Engineers
<http://oneshpe.shpe.org/wps/portal/national>

Society of Mexican American Engineers and Scientists (MAES)
<http://www.maes-natl.org/>

National Academies: Committee on Women in Science in Engineering
<http://sites.nationalacademies.org/PGA/cwsem/index.htm>

National Institutes of Health: Women and Science Healthcare Network
<http://wish-net.od.nih.gov/professional/organizations.html>

Society for Women Engineers
<http://societyofwomenengineers.swe.org>

Women in Higher Education
<http://www.wihe.com>

Appendix E

Enhancing Race/Ethnic and Gender Diversity of the Departments Outside of an Active Search

Outside of an active search for a tenure track faculty member, departments and divisions can engage in many activities which will help establish ongoing networks to ethnic minority and women scholars. These steps can make a search process easier and more effective when it is initiated.

Also listed here are additional suggestions which might be appropriate for a department to take to increase the presence of minorities and women within the department. Ultimately, “building the pool” by bringing women and ethnic minority candidates into doctoral programs in the field is one of the best solutions to increasing diversity.

Work with Professional Associations and Conferences

1. Encourage faculty and administrators attending professional conferences or visiting other universities to combine their visits with recruiting efforts for present and future positions. They can solicit curricula vitae from promising candidates, especially ethnic minority and women candidates.
2. Maintain departmental membership in ethnic minority and/or women’s caucuses in your professional association(s) and maintain on-going communication with these caucuses.
3. Become familiar with work being done by ethnic minority and women scholars.
4. Lobby your professional organization(s) to develop a national strategy for recruiting women and minorities to the field.

Work with Other Institutions

1. Collaborate on research or publications with minorities and women at other institutions.
Establish a working relationship with similar departments at institutions with substantial numbers of minorities and women. Possibilities include: sharing research facilities, exchanging faculty and administrators, teaching for a term, delivering a paper, or making informal visits to discuss position openings or doctoral programs with faculty and students.
Schedule an ethnic minority recruiting visit for faculty positions or for doctoral programs to other carefully selected institutions with significant numbers of ethnic minority and women students. This might be done in conjunction with other Johns Hopkins departments. Arrange such a visit through the graduate dean or the provost, and invite ethnic minority students and women to meetings “selling” Johns Hopkins. Bring facts, brochures, names of contacts, and other recruiting materials. Upon your return to campus, report your results to the

appropriate departmental chairs. Pass along names of candidates who might be considered for an ongoing or soon to-be-announced search.

In Your Department

1. Designate a faculty member and/or a committee to work with the department chair in focusing on affirmative action efforts. This person might be responsible for creating a data bank of ethnic minority and women faculty or faculty candidates in your field.
 - a. This data bank might include candidates from previous searches, alumni, individuals whose research you admire, those who have received professional recognition, special grants or fellowships, individuals you meet through professional organizations, individuals who make speeches at conferences, or names provided by women, minorities, students, alumni and others. Consider reviewing appropriate sources for grant and fellowship recipients.
2. Invite ethnic minority and women scholars from other institutions to participate in symposia, visiting professorships, seminars and workshops or other short term appointments.
3. Conduct departmental curriculum reviews to determine areas where ethnic minority perspectives or women's perspectives are missing and/or are important to the growth of students and faculty.
4. Establish or expand postdoctoral programs. These programs help all individuals gain experience and grow professionally. External funding is sometimes available for these positions, and it is an excellent way to identify potential faculty members.
5. Publish discussions of affirmative action issues in departmental or divisional newsletters or in brochures that are sent to constituent groups and alumni. Inform these groups of your department's commitment to affirmative action and enlist their assistance.
6. If a department wishes to consider hiring its own recent ethnic minority and women graduates, the process must begin with recruiting and retaining outstanding women and ethnic minority doctoral students.
7. Keep an up-to-date list of ethnic minority graduate students in the discipline and stay in touch with these individuals.
8. Create an environment in which students, visitors and junior faculty can thrive. Help all members of your department be as successful as possible. This can be accomplished by ensuring that each individual has:
 - a. necessary mentorship (see [Appendix F](#));
 - b. appropriate visibility; and
 - c. access to research opportunities.
9. Monitor committee assignments. Ethnic minority faculty are often overworked in this regard.
10. Ensure that sexual and racial harassment are not tolerated and that processes by which any such situations are resolved are clear to faculty and staff (see <http://jhuaa.org/compliance/Training.htm>).

11. Discuss with the faculty long-term as well as short-term strategies to diversify the faculty within your department.
12. Consider joint appointments of women or ethnic minority candidates with related departments. Where there are research positions or part-time teaching opportunities, actively search for qualified ethnic minority and women candidates for these positions.

Appendix F

Mentoring and Related Faculty Resources

While the information contained on this page goes beyond the scope of an academic search, it demonstrates the University's commitment to not only recruit but retain highly qualified faculty from diverse backgrounds.

As our outreach and recruitment efforts enhance the diversity of our faculty population, it is incumbent upon the University to provide resources by which we can support the continuing education, growth and development of all faculty.

The following resources are provided as one means toward that end.

JHU Women's Network

www.jhu.edu/~wforum/mission.html#mentoring

Diversity Leadership Council

<http://jhuaa.org/index.html>

JHU Black Faculty and Staff Association

<http://bfsa.jhu.edu/>

The Gertrude Stein Society (LGBTQ)

<http://www.jhsph.edu/assembly/Gertrude/>

BSPH - Committee on Equity, Diversity & Civility

<http://www.jhsph.edu/faculty/directory/committees/committee/68>

School of Nursing Faculty Cultural Competency and Diversity Committee

http://www.son.jhmi.edu/aboutus/diversity/diversity_committee/

The Peabody Institute Diversity Committee

<http://www.peabody.jhu.edu/diversity>

Johns Hopkins Bayview Diversity Council

<http://www.insidehopkinsbayview.org/diversity/aboutthediversitycouncil.html>

Johns Hopkins Medicine Office of Diversity & Cultural Competence

http://www.hopkinsmedicine.org/diversity_cultural_competence/about/leadership.html

Johns Hopkins School of Education Committee on Diversity & Civility

<http://education.jhu.edu/insideeducation/human-resources/diversity-matters/committee.html>

Johns Hopkins University Carey Business School: Committee on Diversity and Inclusion

Co-Chair Bonnie Robeson, brobeson@jhu.edu

Appendix G

Sample Interview Questions on Gender and Diversity for Department Chair/Director Searches

These questions are provided as a guide to be used when interviewing candidates for the role of director or department chair to assess leadership on women's and minorities' issues, as well as to assess their understanding of related career development concerns. Questions should be adapted to particular circumstances.

1. What have you done to address the specific career development needs of women and ethnic minority faculty, fellows or house officers?
2. In your current position, what proportion of total faculty and trainees that you have mentored have been women and minorities? What are their current positions and how successful have their careers been?
3. One of the goals for this institution is racial and gender diversity. What are the unique or more severe faculty development needs and obstacles for women and under-represented minorities which constrain achieving their maximal career potential? What can you do to contribute to resolution of these obstacles?
4. What mechanisms or practices would you put into place to ensure continued progress toward pay equity and promotional opportunities for faculty members regardless of gender or race?
5. What mechanisms or practices would you put in place to ensure that the work and accomplishments of women and minorities are comparably recognized?
6. What mechanisms or practices would you put in place to ensure that opportunities for collaboration, mentoring and resources are provided for women and minorities?
7. What role do you think a department chair or director should take with respect to creating and maintaining a program and environment free of bias?

Please forward comments or suggestions to improve this booklet to:

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