School of Education
Faculty Search Guidelines

Johns Hopkins encourages the vigorous recruitment and retention of exceptional and diverse faculty and the School of Education mirrors this commitment. We value the university’s stimulating and welcoming 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 global world.

Each search is a strategic opportunity to look to the future. We are not only seeking to attract the broadest talent pool, but also to enhance strengths in fields in which we already excel, while identifying and targeting new intellectual directions not currently well represented in our faculty composition.

We refer to diversity broadly, including the range of groups and individuals whose differences are based on gender, race, ethnicity, socio-economic and employment status, religion, national or regional origin, disability, age, sexual orientation, gender identity, and military or veteran status. We place special emphasis on the recruitment of underrepresented minority (URM) faculty, which includes African American/Blacks, Hispanics/Latinos, and Native Americans who have been subjected to historic and contemporary underrepresentation relative to their proportion in the general U.S. population.

The following faculty recruitment practices have been established as steps to guide SOE search committees for promotion track faculty appointments.

1. DETERMINE SCOPE OF SEARCH
   Once program or center leadership has been notified by the dean’s office that a search is provisionally authorized, the general focus of the search must be defined. Efforts should be made to search for colleagues working on creative and innovative projects/initiatives. While most positions will be filled at the assistant professor level, in some searches any/all ranks may be considered, at the discretion of the dean.

2. CREATE A DIVERSE SEARCH COMMITTEE
   Based on the search area of expertise, the dean (or designee) and/or program or search committee leadership will nominate a search committee with appropriate expertise and diversity of membership. Highly diverse representation on the search committee is expected and should also include academic diversity. A search committee of 4-5 members should be proposed to the dean (or designee). If there are insufficient minority or women faculty available to serve from within a program, center, SOE as a whole, the unit conducting the search 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 search chair will seek input from the dean (or designee) 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 (or designee), to serve as the diversity advocate. This person will be charged with ensuring the inclusiveness of the candidate pool and the procedures of the search process. The diversity advocate will be selected from a pool of faculty who have received training from the Office of Institutional Equity (OIE) on the role of the diversity advocate and best practices for conducting searches that generate exceptional and diverse faculty.
If the search committee is unable to designate a qualified diversity advocate, the dean (or designee) shall designate a diversity advocate to serve, with preference given to qualified senior faculty members in the unit conducting the search.

Each diversity advocate must familiarize him/herself with SOE’s Faculty Search Guidelines and review the listed responsibilities of the diversity advocate (see Appendix B). SOE HR and JHU OIE are available resources 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 unconscious bias training (in-person or online), offered through JHU resources, if s/he has not completed previously completed the training within the past two years.

A statement attesting to the completion of the unconscious bias training within the past two years by each search committee member, a collective agreement to search with diversity and inclusion in mind, and the designation of a diversity advocate should be included in the preliminary search report provided for the dean’s (or designee’s) approval by the search committee chair.

At the conclusion of the search, the diversity advocate will be responsible for completing the attached checklist of completed steps (see Appendix C). These efforts are not intended to create an administrative burden but, rather, to ensure that the search committee follows best practice protocols in its hiring of an exceptional and diverse faculty.

4. DEVELOP POSITION ANNOUNCEMENT

Each faculty search provides a strategic opportunity. Prior to initiating the search, the position announcement should be carefully written by the program or center lead, 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, language should be used that will signal an interest in candidates who may contribute to the unit’s/school’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."

While the position description should be sufficiently broad, it should reference the position requirements with respect to scholarship, experience, and disciplinary background. When designing the description, the search committee should distinguish between teaching and research needs to enhance the possibility of attracting candidates, particularly highly qualified women and minorities, who may come from different backgrounds but who nevertheless are fully qualified. The committee should think carefully about the qualifications listed: What is required and what is simply preferred? (Overly detailed lists may deter otherwise qualified candidates.) Once required qualifications are identified and announced, the search committee should consider only those candidates who meet all of the “required” qualifications.

Include the following statement in the position announcement and in all advertisements for the position: *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
Search committees are to conduct a truly open search. Creating a large pool of qualified candidates is the single most important step in conducting a successful search.

The search committee should produce a search plan through which a diverse applicant pool will be generated, such that it reflects the demographics of the available candidate pool for the specific disciplinary field. The search plan should include a broad outreach, particularly to exceptional women and minority candidates working/studying at a broad array of higher education institutions.

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 and actively recruit from any institutions that are especially successful at producing women and/or underrepresented minority doctorates and/or post-doctorates in the desired field.
- Promising candidates who initially rule themselves out of a search may later have a change in their availability and can also still prove to be a useful resource: they should be asked to suggest other possible candidates for consideration. While unavailable now, these individuals should also be considered in future searches.
- To the extent this information is available, ascertain how many women and underrepresented minorities, as a percentage of the total applicant pool, have applied for past positions in your unit. (Reach out to SOE HR to determine availability of such records.)
- Obtain the best data about availability pools to assess whether women and minorities are underrepresented at entry or senior levels in the relevant unit or field. (Availability metrics will be provided by the JHU Office of Institutional Research, in consultation with the search committee.)
- Particular efforts should be made to increase the sources of information concerning potential candidates from underrepresented groups. In making these efforts, we recognize that it can be difficult to acquire data on the award of doctoral degrees in particular disciplines and fields of expertise, especially for interdisciplinary searches that routinely occur inside small units and interdepartmental searches for program specific hires.
- Consider advertising in specialty journals targeted to women and minorities; this signals the school’s concern about diversity and may identify promising applicants.
- 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 JHU Office of Institutional Research for database information and resources to expand the traditional search.

6. SUBMIT DRAFT POSITION ANNOUNCEMENT AND SEARCH PLAN FOR DEAN’S APPROVAL
The search committee should submit the position announcement and search plan for the dean’s (or designee’s) approval. Once these are approved, the dean (or designee) will issue a formal documented search authorization, after which the position may be advertised. The draft position announcement must also be reviewed with SOE HR. SOE HR will work with the search committee to announce the position through targeted venues and to launch the search in Interfolio.
7. INTERFOLIO AND APPLICATION PROCESS
Interfolio will serve as the historical repository for all search related information, including position announcements, applicant information, candidate assessments and all other activities and materials related to the search.

SOE HR will create the search site in Interfolio, including posting the search announcement and granting access/rights to search committee members.

SOE HR will coordinate placing external search announcements in consultation with the search committee. The announcement will include directions to applicants regarding required application materials and how to apply through Interfolio.

The position should also be announced through SOE internal communications venues, including websites and newsletters.

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 from underrepresented minorities. Advertisement is one means of open recruiting, and such advertisements should at minimum contain the JHU language regarding encouraging and welcoming diverse candidates. A description of the position should be made available to all candidates.

Each applicant will be asked to voluntarily provide demographic information. While applicants are not required to provide demographic information, they must indicate their decision not to provide the information before they can finalize their application. Demographic information, if provided, will be accessible to HR and the search committee’s designated diversity advocate.

8. SUBMIT PRELIMINARY SEARCH REPORT FOR DEAN’S APPROVAL
The specific efforts taken to generate a diverse applicant pool should be documented in the preliminary search report. This report should be submitted to the dean (or designee) 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.

Please note that the dean (or designee) may direct the search committee to continue its work to broaden the search and solicit additional candidates before finalizing the applicant pool and proceeding with interviews, if the dean (or designee) determines that the applicant pool if not sufficiently diverse. In such cases, the search committee will then need to submit an updated preliminary search report to the dean (or designee).

After the preliminary search action report is approved by the dean (or designee), the search committee will be authorized to begin assessing the applicant pool and selecting a list of candidates to interview.

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

Before reviewing dossiers, the search committee should agree on the criteria to be used to evaluate applicants. Experience shows that without explicit criteria stated up front, evaluators tend to “back into” criteria that support their favored applicants or evaluate candidates from inconsistent perspectives.
Defining broad yet clear criteria around the following qualifications will be helpful. The evaluation criteria will be documented in Interfolio. Examples includes:

- Required academic credentials.
- Required area of emphasis/expertise.
- Teaching experience in a particular field/courses taught.
- Course development.
- Scholarly impact.
- Research productivity and funding.
- Evidence of potential to attract, work with, and teach diverse students.
- Evidence of commitment to collaboration with colleagues.
- Relationship to school and program priorities.
- Evidence of ability to make a positive contribution to the school climate.

For each search, the demographics of the candidates selected for interviews should reflect the demographics of the applicant pool (which should meet or exceed 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 some 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.

The search committee should consider expanding the list of on-campus interviewees to include qualified candidates who would contribute to diversity, especially in units 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 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 dean (or designee) for review.

The dean (or designee) will review the list of those whom the search committee would like to invite for campus interviews to ensure that qualified candidates who would bring diversity to SOE 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 (or designee) explaining the circumstances that resulted in the limited interview pool. The dean (or designee) may direct the search committee to continue searching to attract a more diverse pool of candidates before proceeding to interview.

10. CONDUCT INCLUSIVE INTERVIEWS
The search 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 dean (or designee) 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 students.

Meetings may be scheduled during the interview with faculty outside the unit to introduce the prospective faculty member to a broader community of scholars at SOE who share a 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 unit or related to other disciplines.

The candidate will be invited to make a presentation on a relevant topic to an audience of faculty, staff and students as part of the consideration process.

- The presentation should be scheduled as far in advance as possible and communicated broadly across the school, to enable as many faculty, staff and students as possible to attend.
- The date of the presentation should also be communicated to SOE Marketing and Communications to include on the school wide calendar.
- The presentation should also broadcast (Zoom or similar) to enable viewing by those who are remotely based.
- The presentation should be recorded for viewing by those who are not able to participate on the scheduled day and then shared broadly within the School of Education community, including a link to the candidate presentation assessment form.

11. 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 K). It is recommended that each interviewer (and each individual attending the presentation) 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 search committee has voted, the search committee chair should consult with the dean (or designee) for final approval prior to informing the candidate of his/her selection.

The search committee should prepare a written report to the dean (or designee) to provide background information on who was selected for the position and the basis for such selection, and requesting final approval for hire.

12. NEGOTIATE WITH THE RECRUIT
Salary offer will be determined in conjunction with the dean or vice dean of academic affairs, SOE Finance and SOE HR. Negotiations will be conducted through the vice dean of academic affairs (or designee) and carried out in a timely and respectful manner. The search committee chair and/or vice dean (or designee) should be in frequent communication with the recruit.

13. WELCOME THE RECRUIT
Once the candidate has accepted the position, congratulatory phone calls or messages from other faculty can communicate the enthusiasm of the unit and help the candidate feel welcome. The search committee 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 may be invited on the recruiting visit and given information about resources and offices that may be of interest, such as the JHU Office of Work, Life and Engagement (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 vice dean of academic affairs and SOE HR are resources for assistance in responding to recruits’ questions.

14. SUBMIT TO DEAN’S OFFICE FINAL SEARCH REPORT AND FORMAL APPOINTMENT REQUEST
The final search report, summarizing all activities and including demographic data, should be submitted within a week after the offer of employment has been accepted by the candidate, as evidenced in a signed letter of intent. (See Instructions for Preparing Final Search Report, Appendix D.)

15. POST-SEARCH PROCESS
Finalists who are not selected should be informed within a week after the recruit has accepted the offer. Candidates who reject offers to come to Johns Hopkins should be contacted by the vice dean of academic affairs (or designee) to identify the reasons for their decision, including feedback about the search and recruitment process.

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 in the Interfolio Notes section, and can, where appropriate, be 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 diversity is properly addressed.

10. The dean or designee should advise the committee to seek candidates who have demonstrated academic excellence and, reiterating the school’s commitment to diversity, that underrepresented candidates should be encouraged to apply.

11. Committee members complete unconscious bias training, as needed.
APPENDIX B

Diversity Advocate Responsibilities

Designation of a Diversity Advocate for Each Search
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.

The Role of the Diversity Advocate
The diversity advocate should not: attempt to control the outcome of the search or 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 diversity advocate should:

- Be a vocal and responsible advocate for diversity and inclusion, keeping in mind the goals and principles of diversity.
- 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 unit close the gap between the current state and aspirations (e.g., attract a broader mix of 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 with disabilities, and veterans.
- Keep the issue at the center of every strategic conversations and phase of the search.
- 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/.)
- Identify assumptions members may bring to their evaluation of candidates preventing an objective assessment of the knowledge, skills, and experiences necessary to be a top candidate.

SOE HR and/or the JHU OIE are available to provide training resources and/or for 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.
APPENDIX C

Diversity Advocate’s Checklist of Completed Steps

☐ 1. Verify that all search committee members have completed JHU’s unconscious bias training.

☐ 2. Position announcement reviewed to ensure that the position is defined broadly enough to attract a diverse applicant pool.

☐ 3. Confirm that position announcement has been submitted to dean (or designee) 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. Confirm submission of preliminary search report to search committee members and to the dean (or designee) for 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 and SOE HR regarding what questions should be avoided during the interview process.

☐ 10. Encourage all those who interview or meet the candidate to complete a candidate assessment form (see Appendix K for sample).

☐ 11. Confirm submission of final search 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 the Final Search Report

- The final search report must be completed for all 50% or greater promotion track faculty appointments. This form does not need to be completed for limited salary appointments (less than 50%); non-salaried appointments, temporary appointments, or affiliate appointments.
- The final search report, including demographic data, is generated through Interfolio once the search is completed.
- Documentation of all recruiting methods should be included as part of the final search report.
- The dean or vice dean of academic affairs 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 final search report.
- 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

Guiding Principle: When interviewing, consider if the information you are requesting/discussing is directly related to the position and if you are consistently asking the same questions of every candidate.

Questions That May Not Be Asked

- Age, birth date, date of graduation.
- Height or weight.
- Whether candidate is a U.S. citizen.
- Place of birth.
- Questions about a candidate’s health, medical condition or illness, or one that is for the purpose of eliciting information about a disability (including asking questions such as the number of sick days taken by the candidate).
- Questions about marital status, child care, children or pregnancy, plans to have children, child care arrangements, etc.
- Questions about individual’s race, national origin, ethnicity, or (unless relevant) languages spoken (including questioning applicant on eye color or hair color, or asking any other direct or indirect questions indicating race, ethnicity or nationality).
- Questions about religious affiliation.
- Questions such as have you ever been arrested or spent time in jail prior to employment?
- Questions about financial status, wage attachments, outstanding loans or obligations, or bankruptcy status.
- Questions about nearest relative or next of kin.
- What is your maiden name?
- Questions regarding type of military discharge an individual received and/or questions regarding current service in the National Guard or Reserves.
- Questions regarding membership in clubs and social organization.

You Should

- Be consistent in the questions that you ask during all candidate interviews, so that you are treating all candidates equitably and have a uniform pool of information from which to make hiring decisions.
- Ask interview question that are based on established job requirements and competencies.
- Ask questions about how candidate would perform the job and whether candidate could perform teaching, research and other related job functions with or without accommodation.
- Ask questions that will provide you with information/data that will allow you to rate a candidate’s skills, knowledge and abilities in relationship to position expectations, to make the best hiring decision.

You May

- Inform the candidate that information regarding university family policies and services is available and then refer candidate to appropriate campus resources (JHU Office of Work, Life and Engagement).
APPENDIX F

Applicant Screening and Evaluation

Evaluation Criteria

- Determine, prioritize, and document objective and consistent criteria to select potential candidates to interview based on position responsibilities and organizational needs.
- It is important that efforts be made to ensure that the candidate pool is diverse. Carefully review all criteria and omit anything that would potentially exclude individuals on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status.

Communication with Applicants and Candidates Selected for Interview

- Your interaction with each candidate conveys a message about JHU and the School of Education.
- Ensure that all persons communicating with candidates for the position have accurate knowledge regarding the search process, including legal guidelines for questioning candidates and references.
- Keep all applicants informed in a courteous and timely manner about the progress of the search. Inform applicants if they are selected for a telephone screening interview, in-person interview, or if references are being requested. Also advise applicants as soon as they are no longer under consideration for a position, after consultation with the dean’s office and HR, rather than waiting until the end of the search.

SKYPE/Telephone Screening Interview

- As part of its process to select candidates for an in-person interview, the search committee may want to utilize a “telephone screening interview” to optimize the use of time slots available for the search committee to interview candidates in-person.
- Develop and document a consistent telephone-screening plan and question format to ensure that all candidates are evaluated based on consistent criteria and information.
- Determine which members of the search committee will make the telephone screening calls and ensure that person(s) are familiar with guidelines for conducting interviews.
- Take clear comprehensive notes during/immediately following the telephone-screening interview.

Selection of Interviewees

- Develop mechanism for screening applications, including record-keeping (documentation) to indicate why an applicant was screened out.
- Review materials submitted by applicants; identify those who do and do not meet minimum qualifications.
- Evaluate materials based upon established selection criteria, (e.g., develop a matrix).
- Determine persons to be interviewed.
- The diversity advocate shall review the selected group to ensure a diverse pool of interviewees. If there is not appropriate representation of diverse groups, consider methods to identify additional qualified candidates.
**Invitation to In-Person Interview**

- Develop a consistent interview/presentation plan for each candidate invited to interview.
  - Will candidates be expected to make a presentation? If so, what are the parameters? Who will be invited to attend?
  - Who will the candidate need to meet with for individual or group interviews?
  - Who will the candidate need to meet with for information (example: HR for benefits)?
- Issue a personal invitation to each candidate selected for an interview.
- Make convenient arrangements for interviewee’s visit (e.g. schedule, accommodations, etc.).
- Schedule interviews to ensure candidate privacy and that there is a sufficient amount of time to fully consider the candidate.
- Communicate interview schedule to each person involved.
- Inquiries regarding assistance in hiring partners/spouses should be referred to the vice dean of academic affairs.

**Reference Checks and Letters of Recommendation**

- At the launch of the search, determine if you will request confidential letters of recommendation and/or reference names/contact information, as part of the application process.
- Respect applicant/candidate confidentiality at all times and notify candidates before conducting reference checks (even for references conducted “off line”).
- Determine stage of search process at which references will be checked. Confirm with candidates that references will be checked.
- Develop questions to be asked of referees, ensuring that the questions are consistent and in keeping with legal guidelines. (Do not ask a referee what you cannot ask the applicant directly.)
- Identify individuals to conduct reference checks.
APPENDIX G

Availability Data: What It Is, And How to Use

Availability Pools: Defined

Federal guidelines describe “availability” or the “availability pool” as the estimated percentage of minorities and women available for employment in each identified job group. The purpose of the availability determination is to establish a benchmark against which the demographic composition of the incumbent workforce can be compared in order to determine whether barriers to equal employment opportunity may exist within particular job groups.

Availability involves calculation of minorities and women who are “available” to work in the position being recruited for, from both external sources (i.e., hired from outside the company/organization) and internal sources (e.g., transfer or promotion of existing employees within the company/organization).

Calculation

The JHU Office of Institutional Research (OIR) is responsible for assessing availability pool data within the academic disciplines represented at Johns Hopkins, which are to be used by search committees for analysis.

To calculate availability, OIR benchmarks the percentage of women and designated ethnic minorities with requisite skills in the reasonable recruitment area from which we normally seek, or could reasonably seek, faculty members to fill the position in question. The requisite skills for an academic position normally mean completion of a doctoral degree. There are some disciplines in which a medical doctorate, juris doctorate or master’s degree is the terminal degree, such as the Masters of Fine Arts (M.F.A.). Since most of our hiring is done from outside the university, we generally rely upon external availability to determine our entire availability.

The “reasonable recruitment area” represents the area from which an organization usually seeks or reasonably could seek workers for a particular job group. For most academic searches, the reasonable recruitment area is national. National recruitments are crucial for yielding the strongest, most diverse pool of qualified applicants.

OIR utilizes multiple data sources to determine these estimated percentages, including the NSF Survey of Earned Doctorates, U.S. Department of Education, and AAU. Information compiled by OIR is shared with all schools and divisions for use by search committees in conducting utilization analysis.

Utilization Analysis

Once availability data has been determined, committees can conduct a utilization analysis for the search. This involves a comparison of the percentage of minority or women employees who have applied for a particular position, with the percentage of qualified minorities and women in the relevant labor market.

- % minority or women applicants for position
- % minority or women applicants in total job market
Johns Hopkins University is making Interfolio available to all divisions for use in faculty searches, to increase efficiency in faculty searches, and to facilitate collection of demographic data necessary to complete utilization analyses.

*Underutilization* occurs when the percentage of employees in a protected group (women or minorities) is *less than* the availability percentage for that protected group.

**Additional Information**

*Top 100 Degree Producers: Graduate and Professional*

[http://diverseeducation.com/top100/GraduateDegreeProducers2015](http://diverseeducation.com/top100/GraduateDegreeProducers2015).
APPENDIX H

Sample Reference Questions

Guiding Principles

- Develop standard questions to be asked of all references in advance of the reference check and document your plan.
  
  ➢ Focus on obtaining facts and on questions designed to gather information in relationship to position expectations and responsibilities.
- Be thoroughly familiar with the candidate’s file before you conduct a reference check.
- Initiate the reference check call with an overview of the reason for the call and the job duties-responsibilities-functions of the position.
- Probe for specifics/basis of knowledge.
- Take as many notes as you can and preserve those notes.

The areas of inquiry/questions below are examples and may not apply in every circumstance:

- Name, position of the reference and professional relationship to the candidate. Period of time they have worked together, collaborated, etc.
- Candidate’s research/grants proposal development, experience, if relevant to the position.
- Candidate’s teaching experience, including subject matter; demonstration of subject matter expertise; experience with face-to-face and/or online teaching/course development; class preparation; innovation; student engagement and student assessment of teaching.
- Experience with course development.
- Leadership, managerial, and/or supervisory skills.
- Candidate’s overall performance on a scale from 1 to 10 (10 being the highest).
- Describe the candidate’s interpersonal communication style. Give specific examples.
- Discuss the candidate’s ability to build relationships with colleagues, peers, leadership, students. Someone who works best as part of a team or independently? Provide examples.
- Describe the candidate’s supervisory style; specific strengths and areas for development or improvement.
- Explore the candidate’s experience and comfort level with diverse populations. (You may want to provide examples of how we define diversity: example - age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, thought, etc.).
- In what areas does this candidate excel?
- In what areas does this candidate need improvement? Please be specific.
- Would the candidate be rehired if given the opportunity? Why or why not?
- What was the candidate’s documented reason for leaving your organization?
- Is there anything else about the candidate you would like to tell me, which I might consider, relating to her or his overall performance and qualifications?
APPENDIX I

Resources for Advertising Positions and Active Recruiting*

- National Academies: Committee on Women in Science & Engineering
  http://sites.nationalacademies.org/PGA/cwsem/index.htm
- National Institutes of Health: Women & Science Healthcare Network
  http://wishnet.od.nih.gov/professional/organizations.html
- Society for Women Engineers
  http://societyofwomenengineers.swe.org
- Women in Higher Education
  http://www.wihe.com
- American Association for University Women
  http://www.aauw.org
- National Black Graduate Student Association
  http://www.mynbgsa.org/

Active Recruiting Resources**

Determining Size of Availability Pool

- National Science Foundation Survey of Earned Doctorates
  www.nsf.gov/statistics/srvydoctorates/
- NORC Career Outcomes of Doctoral Recipients

List of Minority Institutions Offering Advanced Degree Programs

- Minority On-Line Information Service
  http://www.molis.org/selectinst.asp

List of Women & Minority Candidates

- The Directory of Minority Candidates
  http://www.cic.net/students/doctordirectory/introduction
- The Registry: National Registry of Diverse & Strategic Faculty
  http://theregistry.ttu.edu
- Rice University’s NSF ADVANCE Program’s National Database of Underrepresented PhD Students & Postdocs
  http://www.advance.rice.edu/NIFP.aspx?id=224
- Women in Science & Engineering

Fellowships & Awards

- Accenture American Indian Graduate Scholarship
  http://www.aigcs.org/02scholarships/scholarships
- Alliance for Graduate Education & the Professoriate
  http://www.pathwaystoscience.org/agep.aspx
- American Anthropological Association Minority Dissertation Fellows
http://www.aaanet.org/cmtes/minority/Minfellow.cfm

- American Anthropological Association: List of Past Fellows
  http://www.americananthro.org/cmtes/minority/pastfellows.cfm

- American Association of University Women Directory of Fellowship Recipients
  http://www.aauw.org/education/fga/fellows_directory/index.cfm

- The Ford Foundation Diversity Directory of fellows
  http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx

- Graduate Fellowships & Scholarships for Minority Students (list of programs)
  http://www.graduatingengineer.com/gradshools/articles/minority.html

- Integrative Graduate Education & Research Traineeship
  http://www.igert.org/

- Mellon Minority Undergraduate Fellowship Program
  http://www.mmuf.org/

- The Meyerhoff Fellows Program at the University of Maryland, Baltimore County
  http://www.umbc.edu/meyerhoff/Graduate/

- The Presidential Awards for Excellence in Science, Mathematics, & Engineering Mentoring
  http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5473

Other Resources

- Journal of Blacks in Higher Education
  http://www.jbhe.com

- The Black Collegian
  http://blackcollegian.com

- Historically Black Colleges and Universities
  http://hbcuconnect.com

- The PhD Project
  https://www.phdproject.org

- American Council on Education
  http://www.acenet.edu

- American Associate of University Professors
  https://www.aaup.org

- Association on Higher Education and Disability
  https://www.ahead.org/

- Insight Into Diversity
  http://www.insightintodiversity.com

- Diverse Issues in Higher Education
  http://diverseeducation.com

- Hispanic Outlook in Education
  http://www.hispanicoutlook.com

- Latinos in Higher Education
  http://latinosinhigered.com

- Higher Education Recruitment Consortium
  www.hercjob.com

*Sources: Johns Hopkins Resource Guide for Faculty Searches, University of Florida Faculty Recruitment Toolkit
**Sources: University of Michigan ADVANCE Handbook for Faculty Searches & Hiring (2009-10), University of Virginia Faculty Search Committee Tutorial Primer; C Berkeley: Search Guide for Ladder- Rank Faculty Recruitments: Policies, Procedures & Practices; University of Washington Faculty Recruitment Tool
APPENDIX J

Assessing a Candidate’s Ability to Work and Teach in a Diverse Environment

Open-Ended Interview Questions Regarding Diversity

- Suggested opening remarks: “The University and the School of Education value diversity among its students, faculty, and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we’d like to discuss your experience with and views about diversity.”
- Describe experience working with and teaching diverse students.
- What do you see as the most challenging aspects of an increasingly diverse academic community? What have you done, formally or informally, to meet such challenges?
- How do you view diversity course requirements for students?
- How have you worked with students and others to foster the creation of an environment that is receptive to diversity in the classroom, in the curriculum, and in the department?
- How have you mentored, supported, or encouraged students on your campus? What about underrepresented minority students, women, or international students?
- In what ways have you integrated diversity as part of your professional development?
- How do you define diversity?
- Provide an example of a time you worked as part of team with someone that did not share the same ideas and how you managed that difference?
- Have you ever experienced a situation where you had to expend social capital to champion and issue of diversity or social justice?
- What have done to further your knowledge and understanding of diversity?
- What opportunities have you had to collaborating, teaching, conducting research in a diverse, multicultural and inclusive settings?

Considerations

- Is the candidate comfortable discussing diversity-related issues and their significance to the position?
- Does the candidate use gender-neutral language or are “males” used for examples and answers?
- Does the candidate address all the members of the interview committee, giving comparable attention to all regardless of factors such as gender or race?
APPENDIX K

Sample Faculty Candidate Assessment Form*

Your name: _____________________

Please indicate your role:
□ Staff
□ Faculty

Candidate’s name: _______________________

Please indicate in which of the following activities you participated (check all that apply):
□ Read candidate’s cover letter
□ Reviewed candidate’s CV
□ Read candidate’s essay
□ Met with candidate
□ Attended lunch or dinner with candidate
□ Attended candidate’s presentation
□ Other (please explain):

Please comment on the candidate’s knowledge, skills, abilities, and experience as related to the qualifications outlined in the search announcement:

Please comment on the candidate’s potential success in scholarship and research activities:

Please comment on the candidate’s effectiveness as a communicator as reflected in the interview process (if you participated):
Please rate the candidate on each of the following:

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<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Unable to Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential for (or evidence of) scholarly impact</td>
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<tr>
<td>Potential for (or evidence of) research productivity</td>
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<td>Potential for (or evidence of) research productivity funding</td>
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<td>Potential for (or evidence of) collaboration</td>
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<td>Ability to make positive contribution to unit’s priorities and strategic goals</td>
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<td>Demonstrated ability to attract, work with and teach diverse students</td>
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<td>Demonstrated ability to be contributing community member to the school and university</td>
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</tbody>
</table>

Based on your involvement in the above activities, do you believe this candidate is acceptable for the position?  ____ Yes  ____ No

Other comments?

*Source: Adapted from materials developed by the University of Michigan.*