

Resource Guide for Search Committees

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

The Provost's Office
Johns Hopkins University

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*A Message
From the
Provost*

May 2006

Dear Colleague:

In May 2006, President Brody reaffirmed the university's ongoing commitment to diversity and equal opportunity in an open letter to the members and friends of the Johns Hopkins community. Since then, the university has worked to realize that commitment through extensive planning and a number of practical steps, including the establishment of the Diversity Leadership Council and a new Office of Equal Opportunity and Affirmative Action Programs, which is now the Office of Institutional Equity. Throughout that process, the deans and directors have been keenly aware of the important role that search committees can and do play in reaching out to excellent candidates across the broad spectrum of society. This [Resource Guide for Search Committees](http://www.jhuuaa.org/Text/ResourceGuideforSearchCommittees.pdf) is designed to equip them with some of the essential tools they need in carrying out this vital function. **The guide is also available online at <http://www.jhuuaa.org/Text/ResourceGuideforSearchCommittees.pdf>.**

There is no single correct way to conduct a search. Indeed, different procedures exist within almost every school of the Johns Hopkins University. This booklet 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,

Steven Knapp
Provost and Senior Vice President for Academic Affairs

The Search Process

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 charge can help ensure that the final candidates have the appropriate skills and qualifications.

Selecting Committee Members

Generally, the ideal search committee has five to six members and should not exceed nine. Select committee members keeping the following factors in mind. First, consider a person's ability to make sound judgments. Select at least one or two committee members who have experience in the search process. Ensure that every committee member has the appropriate areas of expertise to evaluate the candidates and the ability to exercise judgment that is fair.

Second, evaluate who will adequately represent the professional interests of various factions within the academic community. Are considerations of tenured and non-tenured faculty relevant? Should a wide range of seniority be represented? Is there representation of those who reflect concern with relevant research, teaching, service and administrative interest?

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 of gender and race. (Keep in mind that it is unfair to burden any individual with an unduly large number of such assignments, since extensive service may adversely impact on his or her own career. Some universities provide mechanisms to free time in other ways for minority and female faculty members who are frequently called upon to serve as search committee members.)

First Meeting

- Review the charge to the committee.
- Identify the tasks to be completed by the committee chair and develop a timeline.
- Identify the tasks to be completed by the search committee and develop a timeline.
- Establish committee expectations regarding confidentiality and attendance.
- Establish a search committee meeting schedule.
- Identify a search administrator to type minutes, handle correspondence, travel arrangements, itineraries for candidates who visit campus, and search documentation.
- Develop a budget, including travel expenses for committee candidates, and submit this to the department chair for approval.
- Establish, as part of the timeline for the search, an application deadline, an interview schedule, and target dates for submitting recommendations.
- Determine materials to be submitted by candidates.

- Identify ways in which the committee as a whole will ensure that affirmative action is properly addressed. (A full section of this document is devoted to affirmative action.)
- The dean should advise the committee of the affirmative action commitment of the division. In seeking candidates who have demonstrated academic excellence, women and ethnic minority candidates should be encouraged to apply.

The Position Description

The position description is a tool that can widen the pool of candidates by eliminating unnecessary qualifications. Please consult the Affirmative Action section for suggestions on developing the position description.

- Develop or review the position description based upon input from the department chair and other appropriate individuals.
- Submit final position description to the department chair or other appropriate individual for approval.

Advertising the Position

Please review the section on affirmative action to be reminded of requirements in advertising and suggestions for enlarging the pool of women and minorities. While advertisements are important, recruitment, especially for women and minority candidates, is often better done through networking with colleagues in the field.

- Identify the person to whom applications/nominations will be sent.
- Develop advertisements which include an affirmative action statement.
- Identify appropriate publications for advertisements.
- Submit posting to publications and other identified sources.
- Contact colleagues and individuals in other institutions to begin to build a list of potential candidates.

Communicating with the Candidates

Keep in mind that the way you treat each candidate says a great deal about Johns Hopkins University and about your department.

- Send all individuals nominated an invitation to apply and a description of the position.
- It is a nice touch to acknowledge receipt of c.v.'s or letters of application. Consider including at this time an Applicant Data Form (Appendix A, page 25 which will assist you in compiling statistics about your applicant pool at the conclusion of your search.
- Some committees develop a set of standard letters which can ease the burden of communication throughout the search process.
- Ensure that every person communicating with the candidates has accurate and updated information regarding the search process and position.
- Keep all candidates informed in a courteous and timely manner about the progress of the search.
- 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 not making a final list should also be informed as soon as they are definitely eliminated. 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 General Counsel’s office.

Screening the Candidates

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

- Determine, prioritize and document search criteria based on position duties.
- Develop a mechanism for screening applications, including a record-keeping mechanism to indicate why an applicant was screened out. When documenting the search you need to justify the candidate recommended based upon the position description.
- 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.
- Rate materials based upon criteria which the group has established.
- Critically review the selected group to ensure that a qualified pool of candidates will be invited to interview.
- Select several potential interviewees.

Checking References

This step provides excellent insight into a candidate’s scholarship and personal style. Essential information gained through reference check is needed 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.

- Determine the stage of the search process at which reference checks will occur. Often, the bulk of what you need to know about the top several candidates can be learned before deciding whether to invite them for campus interviews. This investigation keeps travel costs and committee time to a minimum.
- With senior candidates, it is appropriate to confirm that references will be checked. For a junior level position, such confirmation may not be expected, but could be handled automatically when acknowledging the application (e.g., “After initial screening we will be contacting references of those candidates who appear to best meet our needs.”) Six to ten phone calls or letters can generally produce a reasonably full picture. Candidates should be asked to supply a list of references, but additional contact should be made to others who should know the candidate. Look for patterns and “fit” with Johns Hopkins. No one can please everyone, thus individual comments should be weighed as part of an overall pattern.

- Develop procedures to follow if references are not available or cannot be reached.
- Identify the individuals who will personally conduct reference checks.
- If telephone reference checks are made, determine and standardize questions to be asked of references. These questions must be job related; you cannot ask a reference a question you cannot ask the candidate (for example, “Does she have children?”).
- Written reference checks should also pose a consistent set of questions.
- Review “Guidelines for Asking Questions During the Search Process”, (Appendix B, page 26) with individuals who are checking references.
- Identify approximate time frame of telephone reference check (i.e., 20-30 minutes) to ensure equity and consistency of reference checks across candidates. Most references appreciate the opportunity to schedule a phone conversation in advance for this purpose.

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.

- Contact candidates about an appropriate time frame for an interview.
- 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 News and Information Services.) It is easier to make judgments about informed candidates than about uninformed ones.
- 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.
- 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. Hopkins provides job search support and career counseling to the spouses and partners of nationally recruited faculty and staff. For further information, please contact the coordinator of the Dual Career Assistance Program, in the Career Management Office, at 443-997-4992. Consider the candidate, spouse and family as a decision-making entity.

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 interdivisional activity by scheduling interviews with colleagues in other departments, and so forth.

- Identify all people and groups to be involved in the interview process.
- 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.
- Develop the interview schedule.
- 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.

- Develop an interview format to include:
 - Welcome
 - Questions asked of the candidate
 - Closing and review of the rest of the search process
- Develop questions which relate to the position, based upon the position description. (See Appendix G, page 36) Determine, in advance, those things you would like to know about the candidate. If a group is interviewing, determine who will pose which questions.
- Determine the form in which the committee would like to have feedback 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.
- Review the interview process with all interviewers.
 - Provide relevant information about the position: position description, essential functions of the position, and necessary areas of inquiry.
 - 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.
 - 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.
 - Review the interviewer’s responsibility to “market” Johns Hopkins.
 - Discuss the overall structure of the campus visit.
 - Be explicit about confidentiality expectations.
 - Be certain that the interviewer has a copy of “Guidelines for Asking Questions During the Search Process” (see Appendix B, page 26).
- Schedule and reserve appropriate spaces for interviews and communicate times and places to interviewers.
- Confirm interviews and campus visits in writing with candidates. Include any information about the position, the department or about Johns Hopkins which was not sent earlier; explain the composition of any interviewing committee to the candidate.

Organizing the Campus Visit

Make the campus visit a positive and supportive experience for all candidates. Careful preparation and planning enhances the reputation of your department and the University.

- Provide transportation to and from the airport and the hotel and provide a search committee member to escort the candidate to and from interviews.
- Give all candidates equal opportunities to meet and interact with campus colleagues. Plan schedules which are similar in format to ensure an equitable basis for evaluation. Some searches are enhanced by providing opportunities for candidates to meet with students (without faculty); other searches are enhanced by interviews with the dean or the provost. Prepare these interviewers in advance.
- Provide a guided tour of campus.
- Show off the community; one way to do this is to have lunch in a nice off-campus restaurant.

- Consider scheduling a buffet dinner at a faculty member’s home. A personal touch is appreciated.
- Openly discuss standards of scholarly productivity and research with all candidates.
- Remember that the candidate should do the bulk of the talking during the interview.
- Allow time at the end of the visit for a private meeting between the candidate and the chair of the search committee. This is a good opportunity to find out what questions remain, whether there is interest in the position, and what obstacles are perceived in accepting it.
- If possible, provide reimbursement for expenses prior to the candidate leaving campus. If not, make arrangements. Inform candidate what will/will not be reimbursed, what receipts are needed, and how to fill out expense forms.
- When appropriate, invite the candidate’s spouse 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.

Follow Up To A Campus Visit

- Quickly follow up the visit with a letter.
- Provide reimbursement promptly if it was not handled during the visit.
- A friendly call a few days after the visit can provide positive feedback and give more information on timing.

Evaluating the Candidates

- Collect feedback on each candidate from all interviewers.
- Add to this all written reference checks and other materials.
- Evaluate candidates for the full range of strengths and contributions each can give to the University in support of its research, teaching, and service mission, based upon the qualifications specified in the position description.

Presenting the Candidate(s)

- 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. Include specific information on each candidate. Also provide written verification that minorities and women were aggressively recruited and that unbiased processes were used in the search. The Search Committee should indicate why the recommended candidate is the best candidate in their opinion, as compared to the other leading candidates.
- Ensure that all committee opinions are expressed to the individual making the hiring decision, not just the majority opinion.
- Provide criteria used to evaluate and select finalists.
- Rank order finalists, if asked to do so.

Making the Offer

- Negotiate salary within budgetary guidelines (subject to your divisional practices).

- Once approval by Advisory Board or Academic Council is obtained, and in accordance with your division's procedures, send a letter of offer. Remember, an offer letter is a legal document. If you have questions or concerns about how to properly construct such a letter, consult your dean or the General Counsel's office.
- Secure a letter from the selected candidate indicating acceptance of the position.
- Notify unsuccessful finalists after the successful candidate has accepted the position.

Depending on the situation, you may not want to take "no" for an answer. Often it is worth pursuing a first choice, even if there appear to be some problems.

- Consider asking the dean, the provost or the president to contact your candidate.
- After an offer has been made, four or five faculty members might call the candidate regularly to reinforce the university's interest and to answer questions.

Evaluating the Search

- The search committee should meet one final time when the search is concluded to evaluate the search process. Ideas which might improve future searches should be conveyed to the department chairs, the dean, and to the provost's office. Ideas received by the provost's office will be considered as this book is updated.

Documenting the Search

Please consult the section on affirmative action as you consider how to document the search. Documentation has two purposes. First, to be able to track candidates as needed, and second, to provide rationale for inclusion or exclusion of candidates as the search progresses. The specific way this is done is up to the committee. This section provides suggestions on how to adequately document a search.

- Create a file for those candidates who meet the objective criteria established by the committee.
- Provide a secure location for files to ensure confidentiality throughout the search process.
- A search committee member should be asked to keep official minutes of search committee meetings. These can be brief, but can serve to document general criteria established by the committee.
- Communicate appropriately with candidates throughout the process. Form letters can ease this burden. A set of form letters might include letters to:
 - invite nominations;
 - encourage nominees to apply;
 - acknowledge receipt of applications or other materials and to transmit an Applicant Data Form;
 - rejection letters for those who do not meet minimum criteria;
 - to check references.
- Keep copies of letters and advertisements.
- Send an initial thank you letter to each candidate and consider including an Applicant Data Form, (See Appendix A, pages 25 and 26).

- Send rejection letters to candidates who do not meet minimum criteria and who will not be considered.
- Place all candidate files in a logical and workable order. (e.g., complete/incomplete; active/inactive; alphabetical.)
- 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.”)
- For internal candidates, make notes citing specific, job related reasons for non-selection.
- Complete an Affirmative Action Report for Faculty Appointments (Appendix C, page 29) to submit to the dean and the Academic Council or Advisory Board. Applicant Data Forms can be helpful in completing this Report. Keep a copy of the Affirmative Action Report with the search files.
- Send all records of the search process to the dean’s office (or other designated central location) and maintain these records for three years.

**Addressing
Affirmative
Action Issues**

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. Ultimately, it is the dean’s legal responsibility to ensure that a fair and open search takes place.

Faculty search committees are required to follow six general principles in the search process in order to comply with our Affirmative Action Plan. Those requirements are listed below. Following each general principle is a series of ideas about how a committee might accomplish that particular requirement. There is no single correct way to meet these requirements, and all suggestions in this section will not work for all committees. Search committees are encouraged to review the suggestions offered here, then develop the most effective strategy for their particular search to comply with these six recruiting requirements from our Affirmative Action Plan.

1. All announcements and advertisements must contain, at a minimum, the following Affirmative Action statement as a tag line:

Affirmative Action/Equal Opportunity Employer

- 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.”
- An expanded tag line can also be used (in place of the minimum tag line stated above), as follows:

The Johns Hopkins University is an Equal Opportunity, Affirmative Action employer. Minorities, women, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

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

- Title of position available;
- Type and level of major qualifications required (research, teaching, administrative activities, community service, clinical care, etc.);
- Date by which nominations or applications should be received or date by which position is expected to be filled;
- Name, title, and address of person or committee to be contacted;

- Closing Affirmative Action/Equal Opportunity statement noted above.

3. A thorough effort should be made to seek out minority and female applicants via appropriate publications, professional associations, personal letters and phone calls.

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.

- Use multiple and creative recruitment methods.
- Publicize in appropriate national publications.
- Identify additional publications that target appropriate female and minority populations.
- Identify 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 or in historically black colleges and universities may be appropriate where it can help generate a diverse group of applicants. Sometimes the alumni publications or the affirmative action office of these schools will carry position announcements.
- References are available to check which departments in which universities graduate large numbers of minority and women Ph.D.'s. Contact with those departments may help expand the pool of candidates. (If you are not familiar with such references, consult your dean's office. If there is no reference available internally, the provost's office has some references that might be helpful.)
- Talk with departmental or divisional faculty or staff who are members of protected groups for help in identifying candidates or additional ways to tap into 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 minority or female candidates. These individuals might lead you to other candidates as well.
- Make personal calls to colleagues in other institutions who might identify potential candidates.
- 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.
- Some organizations now have databases containing the c.v. 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.
- 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 qualified candidates.

4. 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.)

- A position description should be written which accurately portrays the qualifications in areas of specialization sought, and that is not unduly restrictive given the needs of the department. Identify essential and marginal requirements for the position by examining all of the duties listed, and from these, identify minimum and preferred candidate qualifications. If a qualification is preferred rather than required, indicate this on the position description. You may wish to consider hiring at a more junior level than may be customary since the pool of minority and female candidates is generally larger at those levels.
- 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 minority and women candidates.
- Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns. (For example, a judge who applies to teach legal theory.) Ensure that campus visits provide similar opportunities for each candidate, including internal candidates.
- To the extent possible, ensure that interviews are consistent. This can be done by establishing a similar set of initial questions. Obviously, the interviews will differ in response to candidate answers.
- Ensure that interviews are appropriately conducted by making interviewers aware of Appendix B, “Guidelines for Asking Questions During the Search Process,” page 28.
- 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.
- Monitor all search committee activities to ensure that differences are respected and that fairness is the norm.

5. 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.

- Although Applicant Data Forms (Appendix A, pages 25 and 26) are not required, they make it easier to compile statistics on the candidate pool for the Affirmative Action Report for Faculty Appointments (which *is* required when the search is completed). Applicant Data Forms are voluntary for the candidates to fill out and return, and can easily be included with an initial letter which acknowledges receipt of an application or a

c.v.

- Search committees should keep copies of letters and advertisements, especially those efforts made to recruit minority and women candidates.
- It is desirable, although not required, to have a written statement from the affirmative action advocate or from the committee chair that aggressive recruiting and fair process was followed 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.
- 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.
- 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 file.
- A properly compiled file on each applicant is useful. In many searches, however, 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.
- As noted earlier, brief minutes compiled by a member of the search committee can be useful.
- An Affirmative Action Report for Faculty Appointments (Appendix C, page 30) is required, and should be submitted to the department chair, the dean or the Academic Council/Advisory Board as appropriate. Keep a copy of this form with the search committee files.
- Send all records of the search process to the dean's office (or other designated central location) and maintain these records for three years.

6. 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.

His or her review of the search will be made easier by good committee records.

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

- Be informed about affirmative action requirements summarized in the Affirmative Action section, page 12.
- 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.
- 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.
- Assume you will need to defend your final decision. Document your search process accordingly.
- 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.
- Only applicants meeting minimum advertised qualifications should be invited for campus interviews.
- 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.
- 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.
- Notes on telephone contacts with candidates should be made for subsequent committee use and for the candidate's file.
- 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.
- Avoid comments to the candidates that might indicate bias or favoritism (i.e., “we’re looking for young blood”).
- 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.)
- 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.
- If a discrimination action is filed, investigating agencies will have access to all search committee records.

- Ensure that all portions of the application and interview process are accessible to persons with disabilities.

These are guidelines only and are not meant to constitute legal advice, which can only be rendered when related to specific situations. For legal advice on a faculty search, contact the General Counsel's Office, (410) 516-8128.

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 this question and answer format.

Q. Why must the Applicant Data Form be anonymous? Information received on the applicant pool will be incomplete, and we will be unable to use that information in the candidate screening.

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 c.v. 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, or add depth or diversity to our faculty. In such situations, as in any other difficult situations, the dean of the division should consult with the General Counsel’s Office and with the Office of Institutional Equity on how to properly proceed. In the past, such incidents have been considered acceptable, and decisions must be made on a case-by-case basis.

**How Not To
Conduct A
Search**

It does not add luster to a department's reputation to hear stories like these through the grapevine.

1. A candidate finds his or her own way from the airport, arriving at the department office; the secretary says, "who?" and "sorry, they're all at lunch."
2. Having been picked up at the airport, a candidate is dropped off at his or her hotel at 6 p.m. with no offer of a meal, nothing to do.
3. Having a candidate's interview day so tightly scheduled that he or she has no time for lunch or breaks.
4. A candidate is told he or she will be addressing students, but faculty attend and dominate the discussion.
5. The dean leaves halfway through the candidate's public lecture.
6. At the candidate's meeting with the dean, the dean clearly hasn't read the candidate's c.v.
7. The candidate is driven back to the airport by a faculty member who:
 - tells the candidate what's wrong with the rest of the faculty;
 - advises the candidate not to take the job, if offered;
 - makes an unauthorized job offer.
8. The candidate is told at the interview that the position has already been offered to another person; he or she is being interviewed because the committee has not seen enough minority candidates.
9. The candidate is asked if she expects to have children, and if so, how much leave would be needed and what sort of child care arrangements would be made.
10. The candidate is told that the university is a white male environment which is hostile to women and minorities.
11. The candidate is told that he or she is a "target of opportunity" because the department needs more minorities/women.

"You are trying to recruit a candidate's active interest in your post. Let that fact supersede any other." Ted Marchase, The Search Committee Handbook.

Adapted from *A Report on The California State University Faculty Recruitment Workshop*, Los Angeles, California, April 24-25, 1989, p. 17.

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

Many activities can be undertaken outside of an active search for a tenure track faculty member which will help establish ongoing networks to 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 minority candidates into doctoral programs in the field is one of the best solutions to increasing diversity

Work with Professional Associations and Conferences

- Consider encouraging 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 minority and women candidates.
- Consider maintaining departmental membership in minority and/or women’s caucuses in your professional association(s) and maintain on-going communication with these caucuses.
- Become familiar with work being done by minority and women scholars.
- Consider lobbying your professional organization(s) to develop a national strategy for recruiting women and minorities to the field.

Work with Other Institutions

- Consider collaborating on research or publications with minorities and women at other institutions.
- Consider establishing 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.
- Consider scheduling a minority recruiting visit for faculty positions or for doctoral programs to other carefully selected institutions with significant numbers of 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 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

- Consider designating 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 minority and women faculty or faculty candidates in your field. 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.
- Consider inviting minority and women professionals in your field to participate in an on-campus seminar as special guests of your department.
- Consider inviting minority and women scholars from other institutions to participate in symposia, visiting professorships, seminars, and workshops or other short term appointments.
- Consider conducting departmental curriculum reviews to determine areas where minority perspectives or women's perspectives are missing and/or are important to the growth of students and faculty.
- Consider establishing or expanding 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.
- 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.
- If a department wishes to consider hiring its own recent minority and women graduates, the process must begin with recruiting and retaining outstanding women and minority doctoral students.
- Consider keeping an up-to-date list of minority graduate students in the discipline and stay in touch with these individuals.
- 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:
 - necessary mentorship (see Appendix F);
 - appropriate visibility;
 - access to research opportunities.
- Monitor committee assignments. Minority faculty are often overworked in this regard.
- 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>).
- Discuss with the faculty long term as well as short term strategies to diversify the faculty within your department.
- Consider joint appointments of women or minority candidates with related departments.
- Where there are research positions or part-time teaching opportunities, actively search for qualified minority and women candidates for these positions.

APPENDICES

APPENDIX A

Instructions For Completing The Applicant Data Form

Department Information and Instructions

1. Please provide 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, shaded portions of the Applicant Data Form, ***prior*** to providing the form to the applicants. As the forms are received in the Office of Institutional Equity (IE), IE 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 question 4 of the Affirmative Action Report.
3. Once an appointment has been made, IE 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.

This Form is Voluntary and Confidential

APPLICANT DATA FORM

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. Race/Ethnic Group:

_____ Black, Non-Hispanic - A person having origins in any of the Black racial groups of Africa

_____ American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains identification through tribal affiliation or community recognition.

_____ Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands. This area includes China, Japan, Korea, the Philippine Islands and Samoa.

_____ Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

_____ White, Non-Hispanic - A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

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. Are you a Vietnam-era Veteran? _____ Yes _____ No

A Vietnam-era Veteran is any veteran of the armed forces who, between *August 5, 1964 and May 7, 1975*, served on active duty for at least 181 consecutive days, or who was discharged sooner because of a service-related disability.

E. Have you been determined to be a "special disabled veteran"? _____ Yes _____ No

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 Date Year

SECTION II. - TO BE COMPLETED BY THE DEPARTMENT

Position Title: _____

Division: _____ Department: _____

Search Committee Chairperson(s): _____

Department Address: _____

(OVER)

Instructions for Completing The Applicant Data Form

Applicant Information

1. 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, 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.
2. 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.
3. The information you provide will remain confidential.
4. 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.
5. 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.
6. **Please return this form to: Ray Gillian, Vice Provost for Institutional Equity, Office of Institutional Equity, Johns Hopkins University, 3400 N. Charles Street, Garland Hall 130, Baltimore, MD 21218.**

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. While many of these questions would never arise during a faculty search, an attempt was made to compile a complete list.

- In a series of interviews for a given position, you may not ask questions of one gender and not of the other. (For example, “What are your child care arrangements?”)
- You may not ask questions about race, color, place of birth, national and family origin, religion, gender, sexual orientation, disability, age or ancestry.
- 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.
- You may not ask questions about weight and height, unless this information is related to the position.
- You may not ask questions about the candidate’s state of health, unless the information is related to the position.
- 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.
- 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.
- 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.
- 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.
- 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.
- You may not ask questions about whether a candidate has filed or threatened to file discrimination charges.
- You may not ask questions about any relative of a candidate which would be unlawful if asked of the candidate.
- 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.
- 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.
- You may not ask questions which would reveal arrests without convictions. You *may* ask about criminal convictions.
- You may not ask questions about a candidate's credit rating or financial standing.
- 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 openly advertise full-time faculty appointments 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 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.jhuaa.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)

1. 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.)

2. 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 was run 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) _____

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

4. Review the Applicant Flow Data Reports received from the Office of Equal Opportunity & Affirmative Action Programs 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

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

6. Provide the following Information about all applicants invited for interviews:

Name	Ethnic Group	Gender	Most Recent Institutional Affiliation
------	--------------	--------	---------------------------------------

7. Position Offered To:

Name	Ethnic Group	Gender	Most Recent Institutional Affiliation
------	--------------	--------	---------------------------------------

8. Individual Appointed:

If this individual was an internal candidate, please provide additional justification in the Section on "Comments or Special Justification" below.)

9. 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

Campus Resources

Charlene Moore Hayes, Vice President for Human Resources
Wyman Park Building, 617N
(410) 516-8113

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

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

Ray Gillian, Vice Provost for Institutional Equity
Garland Hall, 130
(410) 516-8075

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

APPENDIX E

List of References

- Office of Institutional Equity, The Johns Hopkins University. *Successful Practices for Achieving Diversity in Higher Education Institutions*.
- Office of Institutional Equity, The Johns Hopkins University. *Listing of Historically Black Colleges and Universities*.
- Office of Institutional Equity, The Johns Hopkins University. *Faculty and Staff Recruitment Resources*.
- Office of Institutional Equity, The Johns Hopkins University. *Proposed Search and Selection Procedures for Officers and Senior Staff*.
- Deciding Who Shall Lead - Recommendation for Improving Presidential Searches*. Washington, DC: American Council on Education and Association of Governing Boards of Universities and Colleges, 1986.
- Green, Madeleine F., ed. *Minorities on Campus: A Handbook for Enhancing Diversity*. Washington, DC: American Council on Education, 1989.
- Institute for the Study of Social Change. *The Diversity Project: Final Report*. University of California, Berkeley, November, 1991.
- The Johns Hopkins University School of Hygiene and Public Health *Policy and Procedure Memorandum Administration and Governance*. The Johns Hopkins University, July, 1993.
- Marchase, Theodore. *The Search Committee Handbook. - A Guide to Recruiting Administrators*. Washington, DC: American Association for Higher Education, 1988.
- Minority Faculty, in COFHE: A Census AY 1992*. Boston: Consortium On Financing Higher Education, March, 1993.
- Mintz, Suzanne D., ed. *Sources. Diversity Initiatives in Higher Education*. Washington, DC:
- Office of Minorities in Higher Education, American Council on Education, 1993.
- Office of Academic Affairs, Office of Human Resources, The Ohio State University. *The Ohio State University. - A Guide to Effective Searches*. The Ohio State University, March, 1993.
- Office of Affirmative Action, The University of Iowa. *Affirmative Action Recruitment Manual for Faculty and Professional and Scientific Searches*. The University of Iowa
- Office of the Chancellor, California State University. *A Report on The California State University Faculty Recruitment Workshop*. Los Angeles, April 24-25, 1989. The Faculty

Affairs Section: Faculty and Staff Relations. California State University, June, 1989.
Office of the Provost, University of Washington. *A Working Plan for Improving the Hiring of Minority and Women Faculty at the University of Washington*. University of Washington, 1989.

Race Relations at Princeton. A special supplement of The Princeton Weekly Bulletin, March 10, 1993.

Spann, Jen'. *Achieving Faculty Diversity - A Sourcebook of Ideas and Success Stories*. The University of Wisconsin-in System, 1988.

This resource was adapted with permission from the Office of Academic Affairs and the Office of Human Resources, The Ohio State University, *The Ohio State University: A Guide to Effective Searches*. The Ohio State University, March 1993.

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 Academic Diversity Committee Interim Report. See http://www.jhu.edu/news_info/report/diversity.html
- Vision 2020 Report of the JHU Committee on the Status of Women <http://www.jhu.edu/VISION/2006-FINAL-REPORT.zip>
- JHU Women's Forum. See <http://www.jhu.edu/~wforum/mission.html#mentoring>
- Diversity Leadership Council. See <http://www.jhu.edu/dlc>
- Johns Hopkins Medicine report on Faculty Development and Gender. See <http://www.insidehopkinsmedicine.org/gender/index.cfm>
- JHU Black Faculty & Staff Association. See <http://www.jhu.edu/~bfsa>

APPENDIX G

SAMPLE INTERVIEW QUESTIONS

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 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 should take with respect to creating and maintaining a program and environment free of bias?

APPENDIX H

Open Letter to the Members and Friends of The Johns Hopkins University

President William R. Brody reaffirms
university's ongoing commitment to
diversity and equal opportunity

President William R. Brody has issued the following statement to all members of the university community as a reminder of the university's long-standing dedication to equal opportunity.

Each year the university formally reaffirms its commitment to equal opportunity for its faculty, staff, and students. As a matter of policy to which it is staunchly committed, the university does not discriminate on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status or other legally protected characteristic. The university is committed to providing qualified individuals access to all academic and employment programs, benefits and activities on the basis of demonstrated ability, performance and merit without regard to personal factors that are irrelevant to the program involved.

The university's equal opportunity policy is essential to its mission of excellence in education and research and applies to all academic programs administered by the university, its educational policies, admission policies, scholarship and loan programs and athletic programs. It applies to all employment decisions, including those affecting hiring, promotion, demotion or transfer; recruitment; advertisement of vacancies; layoff and termination; compensation and benefits; and selection for training. Consistent with its obligations under law, it also extends to the maintenance of affirmative action programs for minorities, women, persons with disabilities and veterans.

The university assigns a high priority to the implementation of its equal opportunity policy, and significant university resources are devoted to assuring compliance with all laws prohibiting discrimination in employment and educational programs. Ray Gillian, the university's vice provost for Institutional Equity, is responsible for assisting me and other university officers in the implementation of equal opportunity and affirmative action programs. Members of the university community are encouraged to contact the Office of Institutional Equity in Garland Hall 130, Homewood campus, 410-516-8075 (TTY 410-516-6225), or the divisional offices of Human Resources regarding any questions or concerns about these matters.

Sincerely,

William R. Brody

Please forward comments or suggestions to improve this booklet to:

Ray Gillian

Vice Provost for Institutional Equity

Office of Institutional Equity

Johns Hopkins University

3400 N. Charles Street / Garland Hall, Suite 130

Homewood Campus