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Faculty excellence in research, teaching and practice is the cornerstone of the Johns Hopkins Bloomberg School of Public Health (JHSPH). This handbook outlines the steps of the JHSPH faculty search process and is designed to provide guidance on how to conduct a search process that casts a broad net, identify outstanding potential colleagues, and implement strategies to enhance under-represented minority recruitment.

1. Initiating the Search Process

A. Request Approval to Begin a New Faculty Search
Department searches begin with a request from the Department Chair to the Dean. This can be accomplished via a memorandum or informal email. After receiving approval from the Dean, the Chair must report the search in a School-wide meeting such as an Advisory Board, Committee of the Whole, or Management meeting. Contact Becky Newcomer (bnewcomer@jhu.edu) or Susan Williams (swilli94@jhu.edu) in the Dean’s Office to add the search to an upcoming agenda.

B. Form the Search Committee
The Department Chair should first identify a faculty member to chair the new search committee. This individual should be familiar with the responsibilities and requirements of the position and have experience with the search process. The department chair and committee chair should then work together to select additional members. Search committees should include members with different perspectives and expertise that broadly reflect the department. It is often helpful to appoint some search committee members from outside the department.

C. Role of the Search Committee Chair at the First Meeting
The search committee chair should present the search committee’s charge at the first meeting. This includes, but is not limited to, identifying tasks to be completed, establishing expectations for confidentiality and attendance, determining materials to be submitted by candidates, discussing legal requirements and documentation, and identifying ways in which the committee will ensure that diverse candidates are encouraged to apply. A sample agenda for the first meeting might go as follows:

1. Introduction
   a. Thank the members for agreeing to serve
   b. Make introductions
2. Committee Charge
   a. Review essential characteristics of the position with the expectation that the committee will fine tune the position description
   b. Set a clear expectation that the committee will cast a broad net of prospective candidates
c. Detail the required outcome, e.g. “We have been asked to provide our recommendation for a single candidate for the department to hire” or “we have been asked to identify 2 candidates, unranked”

d. Provide a target date for submitting a recommendation to the department chair

III. Staff Support

a. Identify or introduce the staff person assigned to provide support for the search and provide their contact information.

IV. Process

a. Outline the time frame and frequency of meetings as well as expectations for confidentiality and attendance.

b. Discuss what materials will be requested and provide information on how to access Interfolio to review applications.

c. Discuss the role that unconscious bias can play in searches. The Diversity Advocate (see section 2.A. below) should lead the committee in training on how to avoid biases.

d. Discuss the process the committee will use to generate the short list of candidates for campus visits.

D. Create the Position Description

The search committee should develop a clear and concise position description that includes necessary qualifications and experience but is not so specific that it deters qualified applicants. Keep the following things in mind when writing your position description:

- The position description should be written to accurately list the qualifications in areas of specialization sought and be careful not to needlessly limit the pool of applicants. Position descriptions can sometimes unintentionally exclude women or minority candidates by focusing too narrowly on subfields in which few specialize.
- Avoid characterizing any search as a “replacement” for a departed or retired faculty member. Searches provide an opportunity to look forward.
- Make the advertisement welcoming to all candidates by refraining from the use of superlatives such as “distinguished” or “renowned”. These qualifiers may deter highly qualified, but less assuming, individuals from applying.
- Indicate when a qualification is preferred rather than required.

E. Affirmative Action/Equal Opportunity Employer Tag Line

All announcements and advertisements must contain, at a minimum, the following Affirmative Action statement as a tag line: Affirmative Action/Equal Opportunity Employer. The following expanded tag line is preferred/recommended: The Johns Hopkins University is an equal opportunity/affirmative action employer committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. All applicants who share this goal are encouraged to apply.
F. Post the Position
The committee chair should confirm that the hiring criteria are understood and accepted by all members of the committee as well as the department chair. The completed job posting should be forwarded to Erin McEvoy (emcevoy2@jhu.edu) in the Office of Academic Affairs for posting in Interfolio. Interfolio is an online platform through which the University conducts faculty searches. The University has subscriptions with several job sites that will “scrape” Interfolio nightly and share new postings. These sites include TheLadders.com, HERC, HigherEd Jobs, Chronicle of Higher Education, and Insight into Diversity. The search committee chair should discuss an advertising budget with the department chair, and the committee, in conjunction with the department chair, should choose additional journals and/or websites as needed. However, there are many other no-cost and potentially more visible avenues for advertising such as professional list-serves within disciplines or those targeted at groups (e.g., APHA’s Black Caucus of Health Workers: https://www.apha.org/apha-communities/caucuses/black-caucus-of-health-workers). The Committee should also incorporate suggestions from the departmental compilation of venues that are particularly relevant to under-represented minorities. A sampling of additional options and estimated costs is listed below and in Appendix A. Interfolio will provide a link to the application site that can be placed in these additional sources.

<table>
<thead>
<tr>
<th>Advertising Source</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Keys</td>
<td>$315</td>
</tr>
<tr>
<td>Association for Women in Science</td>
<td>$400</td>
</tr>
<tr>
<td>American Public Health Association</td>
<td>$260</td>
</tr>
<tr>
<td>Women in Higher Education</td>
<td>$210</td>
</tr>
<tr>
<td>AcademyHealth</td>
<td>$500</td>
</tr>
<tr>
<td>The Journal of Blacks in Higher Education</td>
<td>$245</td>
</tr>
<tr>
<td>The Hispanic Outlook in Higher Education</td>
<td>$630</td>
</tr>
<tr>
<td>Diverse: Issues in Higher Education</td>
<td>$295</td>
</tr>
</tbody>
</table>

G. Collegial Outreach
Personal outreach is the single most effective tool for building a strong pool of potential applicants. Search committees should develop lists of nominees (potential candidates) and nominators (potential sources for candidates) and reach out to these individuals directly. Consider asking other faculty not serving on the search committee to provide lists and outreach as well. Ask senior colleagues about students or fellows they have trained. Sample text for a letter requesting nominations could read as follows:
The Johns Hopkins Bloomberg School of Public Health recognizes the power of a diverse and vibrant faculty community and encourages applications from individuals with varied experiences, perspective and backgrounds. Our search committee is committed to developing the strongest possible pool of candidates for the position. We are reaching out to you in the event you are interested in applying and, if not, we ask your assistance in bringing this position to the attention of qualified prospects or nominate them for us to contact.

Remember that women and under-represented minority candidates, like all candidates, wish to be evaluated on the basis of their scholarly credentials. While they may realize that their gender, race or ethnicity may be a factor in your interest in their candidacy, overt or subtle indications that they are being valued solely because of these characteristics are inappropriate. It is important that contacts with all candidates should focus on their scholarship and qualifications.

2. **Strategies for Recruiting a Broad and Diverse Group of Applicants**

Diversity and excellence are fully compatible goals and can and should be pursued simultaneously in every faculty search. The *JHSPH Faculty Diversity and Inclusion Plan* provides a more in depth discussion of the School’s commitment to recruit and retain a diverse faculty and the alignment of that commitment with the School’s core values. It can be found here [http://www.jhsph.edu/about/school-wide-initiatives/diversity-and-inclusion/](http://www.jhsph.edu/about/school-wide-initiatives/diversity-and-inclusion/).

A sampling of strategies to enhance the successful recruitment of a broad and diverse group of applicants are included in this section.

**A. Engage the Diversity Advocate**

Search committee staff should contact the department’s Diversity Advocate to arrange for their attendance at the initial committee meeting. The department’s Diversity Advocate, or in the event of a scheduling conflict, a Diversity Advocate from another department, will attend the initial meeting for each search committee to present material regarding unconscious bias in the search process and highlight the value of diversity. These individuals serve as liaisons between the Dean’s Office, Department Chairs, and Search Committees on strategies to ensure an inclusive search. The Diversity Advocate will also be responsible for assuring the committee has access to the outreach and benchmarking materials compiled within the department, and provide input and advice, as needed, as the committee progresses with the search, including review of finalists.

**B. Benchmark Using National Data**

The search committee should take steps to identify the national pools of qualified candidates for the field as a whole and for subfields in which you are considering hiring. Data regarding the pool of potential applicants, such as that provided by the *Survey of Earned Doctorates (SED)* or the *Association of Schools and Programs in Public Health (ASPPH)* will be provided by Erin
McEvoy, Office of Academic Affairs. Departments are expected to maintain their own benchmarking database relevant to the field and conduct a benchmarking evaluation when needed based on specifics of the search. It is important to remember that benchmarking provides a floor, not a target, for expectations regarding recruitment.

C. Maintain a Talent Bank Database
Over time, individuals often come to the attention of departmental members, including alumni, who are rising stars in their discipline but are too junior or otherwise not selected for a faculty position from an earlier search, or may have declined an offer to apply in the past. Keeping an active, running list of individuals at various stages of career development can be an effective method of identifying under-represented minority scientists and women in under-represented fields for outreach when an opening becomes available. This proactive approach can provide a search committee with a head start in recruitment and maintaining a departmental or divisional list helps assure that potential candidates known to faculty members who are not on a particular search committee are identified. The sample text provided in section 1.A. is suitable for reaching out to all potential applicants.

3. Documenting the Search

A. Importance of Documentation
Documentation is important because it provides rationale for inclusion or exclusion of candidates as the search moves forward. The committee should be able to demonstrate, based on the position description, notes on the candidate file, or meeting minutes, why any candidate was eliminated from the pool. Official minutes of search committee meetings should be maintained. Search committees must use Interfolio, the university’s online search platform, to securely collect and review applications.

B. Interfolio: ByCommittee Faculty Search – Evaluator Role
Search committees can easily track and evaluate candidates using ByCommittee Faculty Search in Interfolio. Use this platform to collect applications, review candidate materials, and leave comments for other committee members. All faculty search committee members will be given Evaluator access to their assigned committees by the Office of Academic Affairs. An easy-to-follow user guide on the Evaluator Role will be provided to search committee members (see Appendix B), however an Office of Academic Affairs staff member is also available to answer questions or train committee members on use of the system if desired. Contact Erin McEvoy (emcevoy2@jhu.edu) for more information.

C. Interfolio: ByCommittee Faculty Search – Manager Role
The departmental staff member supporting the search will be granted Manager access by the Office of Academic Affairs to their assigned committee in ByCommittee Faculty Search. Managers should use this tool to assign or change the position status (accepting applications, interviewing finalists, etc.), indicate whether or not an applicant will be interviewed/hired, and
close out a position. An easy-to-follow user guide on the Manager Role will be provided to departmental staff. An Office of Academic Affairs staff member is available to answer questions or train staff on use of the system. Contact Erin McEvoy (emcevoy2@jhu.edu) for more information.

D. Maintaining Records
The committee staff person should keep copies of letters and advertisements, particularly those efforts made to recruit women and/or under-represented minority candidates. Copies of these items should be submitted to the Office of Academic Affairs along with a copy of the Equal Employment Opportunity report (generated through Interfolio) at the close of the search. Departments should maintain search committee records for three years.

4. Recruiting Activities During the Search

A. Evaluate the search
Search strategies that have not yielded a sufficient number of qualified applicants in general, or candidates from a diverse background in particular, may require more intensive outreach as the search progresses. With respect to diversity, the committee staff person can generate an Equal Employment Opportunity report from Interfolio for an aggregate of applicant gender, race, and ethnicity data. Suggestions for increasing the candidate pool include:

- Review lists of graduates from your department, division, or related departments elsewhere in the university and directly contact those who might qualify for the position. These individuals might also lead you to other candidates.
- Personally encourage potential candidates who have been identified to apply, which may include internal candidates. Outstanding potential candidates may not apply for advertised positions, and a personal phone call from a member of the search committee could make all the difference.
- If an individual declines a nomination, it may be useful to ask them their reasons for declining. In the event that misinformation about a department or position is in circulation in the academic community (i.e., there is a “chosen” internal candidate), this provides an opportunity to counter that impression.
- Avoid making assumptions about potential candidates that you don’t believe are “moveable” as circumstances often change.

B. Communicate Promptly and Courteously with Candidates
Ongoing communication is vital to the success of current and future searches. The manner in which you treat each candidate reflects either well or badly on the School and your department. Acknowledge receipt of applications as soon as possible. Treatment of applicants, even those the committee does not plan to interview, should always be professional and courteous. Keep all candidates informed in a timely manner about the progress of the search. This is easily done
through the Update Position Status and Email Notifications functions in Interfolio. Make sure email notifications are crafted carefully before sending.

C. Review Applications
As the search committee begins to review applications, the Diversity Advocate should remind members to be aware of unconscious biases that may exist. The committee should determine, prioritize, and document search criteria pertinent to the department goals. Consider developing a standard evaluation form to help ensure screening criteria are applied consistently to all candidates. Ensure that criteria for evaluation do not preclude people with non-traditional career patterns (e.g., an individual who has worked for a governmental organization, individuals who have taken a family leave, or a first-generation scholar who began his or her career at an institution that was not research-intensive). Members can review applications in Interfolio (see Evaluator Role above) and leave comments and rankings for their own tracking or for other members to view.

D. Create the Short List
When the application deadline has passed, the search committee will evaluate the applications and identify a short list of candidates to invite for interviews. The Diversity Advocate will review the interview list before it is finalized and forward to the Vice Dean for Faculty and Research for approval. Each faculty search committee will include at least one qualified under-represented minority candidate and one woman candidate on each interview list. If the interview list does not include any women or under-represented minority candidates, the chair of the search committee will write a memorandum to the Vice Dean explaining the circumstances that resulted in the limited interview pool.

E. Targets of Opportunity
If the committee recognizes that an under-represented minority candidate is not appropriate for the current open position as a result of rank or research area, but would broaden intellectual diversity and scholarship within the department, the candidate might be a suitable candidate for the university’s Target of Opportunity Program (TOP), sponsored by the Provost’s office. The Chair should consult with the Vice Dean for Research and Faculty on this approach.

F. Inviting Candidates to Interview
The search committee can invite candidates for interviews once the short list has been approved by the Vice Dean for Faculty and Research. The search committee should decide on a process for rating all interviewees fairly in advance. If telephone interviews are part of the screening process, it is important to document those calls carefully; refer to list of appropriate and inappropriate questions in section 5.C below. The search committee should discuss a budget with the department chair for covering candidate travel expenses including transportation, meals, and accommodations. A decision on how these costs will be handled should be made in advance and the information should be included in the invitation to interview.
5. **Handling Campus Visits**

A. **Planning the Visit**

The interview day is used to not only gauge the candidate’s suitability for the position, but also for the candidate to determine whether the School is a match for them. As such, it is imperative that the candidates’ interactions with faculty and staff are professional and courteous. Be sure that all departmental faculty and staff know that candidates will be visiting so they can greet the visitors appropriately.

Let candidates know that the School offers reasonable accommodations to persons with disabilities. The following language may be used:

*The School provides reasonable accommodations for persons with disabilities both in the interview process and for its faculty, students, and staff. Should you need an accommodation, please contact __________ at __________ as soon as possible so that we may make arrangements in advance of your arrival.*

How the candidate’s time is allocated sends a signal about departmental priorities. Including students in the schedule can show a commitment to teaching and mentoring, including colleagues from other departments and divisions can show a commitment to interdisciplinary activity. Identify the groups and individuals that will effectively demonstrate the interests of the department and invite them to be part of the interview process.

Give all candidates, including internal candidates, equal opportunities to interact with relevant parties. Plan schedules that are similar in format to ensure an equitable basis for evaluation. Send the candidate their itinerary in advance of the visit along with contact information for a staff member they can call with questions or problems. Include transportation information and reservation confirmations. Remember to plan a full schedule, being careful to plan sufficient time for travel between interviews/events and leave time for breaks. If a candidate talk is scheduled, make sure the talk is well attended, included by students. There is nothing more discouraging for a candidate than a poor turnout or few questions.

A best practice is to appoint a single host for the visit who takes responsibility for all aspects of the visit including escorting the candidate to and from interviews. This could be the search committee chair or staff person. A sample itinerary for the visit might go as follows:
Tuesday, October 1, 2016

4:00pm  Airport Pick Up  Freedom Car Service
5:00pm  Hotel Drop Off  Admiral Fell Inn – 888 S. Broadway
7:00pm  Dinner with Professors  Waterfront Kitchen – 1417 Thames St.
        John Smith & Kate Waters

Wednesday, October 2, 2016

8:30-9:15am  Meet with Faculty #1 (Hampton House)
9:30-10:15am  Meet with Faculty #2 (615 N. Wolfe Street)
10:15-10:30am  BREAK
10:30-11:30am  Meet with Faculty #3 (615 N. Wolfe Street)
11:30am-1:20pm  Candidate Seminar (615 N. Wolfe Street)
1:30-2:20pm  Lunch with students (9th floor café)
2:30-3:30pm  Meet with Search Committee Chair
3:30-4:30pm  Meet with Department Chair
5:15pm  Car pick-up and transfer to airport

B. Planning for Effective Evaluation of Candidates

Provide all individuals and groups to be involved in the interview process with relevant information about the open position and the candidate well in advance of the candidate’s arrival. This may include the position description, the candidate’s CV, reference letters, and sample publications provided by the candidate. Remind interviewers that the candidate should do the majority of the talking during the interview. The search committee should provide information on the nature and format of feedback to interviewers and other departmental faculty. Encourage interviewers to take notes during the interview and consider providing them with a ranking sheet or other systematic feedback mechanism. A sample candidate evaluation sheet can be found in Appendix C.

C. Making a Good Impression

Confirm times and locations with all involved a few days before the visit is to take place. Provide the candidate with a map of the campus and make sure a department representative is prepared to answer questions on University benefits, family leave policies, Baltimore City, and other aspects of life at JHSPH.

Consider how the Department will represent itself as a place in which women and under-represented minority faculty can thrive. Decide whether the visit would be enhanced by a meeting with the Vice Dean for Faculty and Research or the Dean. If so, prepare them in advance by sharing the position information and the candidate’s CV.

Require interviewers to understand what questions should not be asked of candidates to ensure that interviews are conducted appropriately. A list of both appropriate and inappropriate interview questions is below:
<table>
<thead>
<tr>
<th>Subject</th>
<th>What May Be Asked</th>
<th>What May NOT Be Asked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Whether the applicant has worked for the University under another name.</td>
<td>Maiden name of a married woman.</td>
</tr>
<tr>
<td>Age</td>
<td>Discussion should be kept to questions about the applicant’s career stage.</td>
<td>Inquiry into the date of birth or age of a candidate.</td>
</tr>
<tr>
<td>Gender</td>
<td>No questions.</td>
<td>Inquiry into a candidate’s maiden name or any question that pertains to only one sex.</td>
</tr>
<tr>
<td>Family Status</td>
<td>Do you have any responsibilities that conflict with travel requirements? (Only if travel is required for the position)</td>
<td>Are you married? What is your spouse’s name? Do you have any children? Are you pregnant? What are your childcare arrangements?</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>No questions.</td>
<td>Anything pertaining to a candidate’s sexuality.</td>
</tr>
<tr>
<td>Religion</td>
<td>No questions.</td>
<td>Inquiry into a candidate’s religious denomination, affiliation, church, or religious days observed.</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Are you legally authorized to work in the United States?</td>
<td>Are you or do you attend to become a United States citizen?</td>
</tr>
<tr>
<td>National Origin</td>
<td>An employer may require an employee to provide documentation that evidences his or her identity and employment eligibility under federal immigration laws.</td>
<td>Inquiry into the candidate’s place of birth, nationality, or native language.</td>
</tr>
<tr>
<td>Language</td>
<td>What languages do you speak fluently? (Only if it relates to the position being sought)</td>
<td>Questions about language that do not pertain to the position.</td>
</tr>
<tr>
<td>Education</td>
<td>You may ask about a candidate’s education as it pertains to qualification for the position.</td>
<td>Do not ask questions about education designed to determine the candidate’s age.</td>
</tr>
<tr>
<td>Disability</td>
<td>Are you able to perform the essential functions of the job with or without reasonable accommodation?</td>
<td>Are you disabled? What is the nature or severity of your disability?</td>
</tr>
</tbody>
</table>
Memberships
Are you a member of any professional organizations or societies?
Inquiry into a candidate’s membership in nonprofessional organizations.

Criminal Record
Have you ever been convicted of a crime? You must state that a conviction will be considered only as it relates to fitness to perform that particular position.
Have you ever been arrested?

D. Follow-Up to a Campus Visit
Prompt acknowledgement of each candidate’s visit is a good way to leave a favorable impression of the department. A letter or email thanking the candidate and giving information on timing for next steps is a nice gesture. The department should also provide reimbursement for travel expenses as quickly as possible if this was not already handled during the visit.

6. Final Stages

A. Requesting References
Receiving appropriate references provides vital insight into a candidate’s scholarship and background. Candidates should be informed in advance at the point in the process that references may be checked. Bear in mind that the School has specific requirements as to the number of references required and the ranks of the reviewers when the appointment goes before the Committee on Appointments and Promotions. For information on these requirements by rank, see Faculty Policies and Procedures Manual 1 – Appointments, Promotions, and Professorial Activities of the Faculty located here: https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Faculty_01_Appointments_Promotions_Professional_Activities_072315.pdf.

B. Legal Issues
Occasionally challenges may be raised by disappointed candidates. To best protect your department and the University, it is a good idea to review the following guidelines as the search progresses:

- Make sure job-related criteria of the advertised position is developed at the outset of the search and approved by the department chair.
- Carefully record job-related reasons to advance candidates through the search process. Assume you will need to defend your final decision and document the search process accordingly.
- Contact with candidates concerning any aspect of the search process should be made by the appropriate committee designee to ensure consistency and accuracy.
- Detailed notes on all telephone contacts with candidates should be kept on file.
• Avoid comments to candidates that might indicate bias or favoritism.
• Keep accurate and up-to-date records of applicants and their statuses in Interfolio. 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 short notice. Verifiable compliance with the Affirmative Action Plan will be necessary.
• 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.

C. Making the Final Decision
Once all interviews have been completed and departmental members have had a chance to provide input, the search committee should convene a last meeting for final recommendations. The chair should refresh the group of their original charge (e.g., number of final candidates to provide to chair, whether they should be ranked or unranked). Discussion should be focused on the specific aspects of the candidate’s performance, qualifications and potential in relation to the search criteria. Anchoring the discussion around these findings, as opposed to more general observations, can alleviate surfacing of implicit biases. The chair should take care that the committee not engage in discussion of personal characteristics that are not job-relevant speculation unsupported by evidence.

Keep the short list of candidates up-to-date on the status of the search, even if that just means informing them that no final decision has been made. If a short-listed candidate has been completely eliminated, let them know with a personal letter or phone call and thank them sincerely for their interest. Avoid telling individuals that another candidate has been offered the job until the finalist has accepted the offer; it is not uncommon for negotiations to fail late in the process.

D. Documentation
The search committee may want to debrief the department chair on what worked well and what did not, making note for future searches. The department’s talent bank should be updated with information on non-selected under-represented minority candidates, or women in under-represented disciplines, who may be promising for future searches.

When a final decision has been made and an offer accepted, the search committee staff person should check the Interfolio record carefully to make sure all applicants, interviews, and offers were recorded. The staff person should then generate the Equal Employment Opportunity report for submission to the Committee on Appointments and Promotions. The search can then be closed in Interfolio.

Concluding comments.
Recruiting exceptional academic colleagues is essential to achieving and sustaining excellence as an institution. While faculty searches can be time-intensive for those on the committee, they are opportunities to enhance the excellence and diversity of the departments and the School as a whole. The search process is also time-intensive as well as stressful for applicants, and they deserve respect and due process. Proper documentation of the search process and consistency in evaluation is key to ensuring fair consideration for all. A firm commitment to these and the other recruitment practices detailed above will help ensure we are successful in hiring world-class faculty to enhance the School’s academic distinction and vitality.
## Appendix A

### Diversity Advertising Sources

<table>
<thead>
<tr>
<th>Circulation Source</th>
<th>Contact Information</th>
<th>Readership Target and Numbers</th>
<th>Pricing</th>
<th>Posting Data</th>
</tr>
</thead>
</table>
| Annual Biomedical Research conference for Minority Students (ABRCMS) | ASM Education Department 1752 N Street, NW Washington, DC 20036 Tel:202-942-9348 Fax: 202-942-9329 [www.abrcms.org](http://www.abrcms.org) | ABRCMS is the largest professional conference for biomedical and behavior students, including mathematics, attracting approximately 2,800 individuals, including 1,500 undergraduate students, 300 graduate students and postdoctoral scientists and 1,000 faculty and administrators. | Digital $500  
Powerpoint $1,000 (in session room only) | Exhibitor and sponsorship opportunities available. See website. |
| Academic Diversity Search, Inc.                       | P.O. Box 1086 Webster, NY 14580 585-787-0537 – Tel 585-787-1321 – Fax [www.academiodiversity.com](http://www.academiodiversity.com) | Women and minorities                                                                             | Web: 45 day listing $150                                  | 155 faculty positions posted; 85 professorial positions posted – online (6/29/10) |
| Diverse: Issues in Higher Education                   | Cox, Mathews, and Associates, Inc. 10520 Warwick Ave, Suite B-8, Fairfax, VA 22030 [www.diversejobs.net](http://www.diversejobs.net) | African Americans, Asian Americans, Hispanics and Native Americans in higher education. Paid subscribers: 26,000 Pass along readership: 5 readers per copy Total readers: 132,000+; Unique Online Visitors: 100,000 + per month | Print: 1/6 page, $895 (biweekly)  
Web: 30-day posting, $319; 60-day posting $530 | 71 professorial listings -- online (6/28/10) |
<p>| Diversity Web, a program of the Association of American Colleges and Universities | 1818 R Street NW Washington, DC 20009 Email <a href="mailto:diversityweb@aacu.org">diversityweb@aacu.org</a> Web <a href="http://www.diversityweb.org">www.diversityweb.org</a> | The program assists colleges and universities to establish diversity as a comprehensive institutional commitment and educational priority. A broader goal is to create settings that foster students’ understanding of the intersection between domestic and global issues. | Web: Listing is free and is maintained until application deadline listed. | 3 faculty positions listed – online (6/28/10) |
| IMDiversity Multicultural Villages and Career Channels | 140 Carondelet Street New Orleans, LA 70130 281-265-2472 – Tel 504-523-0271 – Fax <a href="http://www.imdiversity.com">www.imdiversity.com</a> | IMDiversity.com is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans and Pacific Islanders, Latino/Hispanic Americans, Native Americans and women. | Please contact source for current pricing | 55 professorial positions listed -- online (6/28/10) |</p>
<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Description</th>
<th>Print/Online Details</th>
<th>Positions Listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Higher Education Consortium</td>
<td>P.O. Box 720 Mancos, CO 81328</td>
<td>AIHEC represents 36 tribally-controlled colleges in the US and one Canadian institution.</td>
<td>Print: 1/8 page, $455 (quarterly) Web: 30-day listing, $80; 60-day listing, $340</td>
<td>2 faculty positions listed - online (6/29/10)</td>
</tr>
<tr>
<td>Insight into Diversity</td>
<td>225 S. Meramec Av. Suite 400 St. Louis, MO 63105 800-537-0655 – Tel 314-863-7905 – Fax</td>
<td>Organizations, departments, placement offices, and other locations identified as centers of concentration of female, minority, disabled and veteran individuals. Print: 60,000 circulation. Website: access to 20 million daily.</td>
<td>Print: 1/6 page, $523 (9 issues/year) Web: 30-day listing, $290; 60-day listing, $340</td>
<td>290 faculty positions posted; 97 professorial positions posted – online (6/29/10)</td>
</tr>
<tr>
<td>Black Collegian Online</td>
<td>140 Carondelet Street New Orleans, LA 70130 281-265-2472 – Tel 504-523-0271 – Fax</td>
<td>Career and jobs site for African American students. Print magazine is distributed to over 800 campuses nationwide.</td>
<td>Web: 30-day listing, $95; 60-day listing, $150</td>
<td>Approx. 225 faculty positions listed – online (6/29/10)</td>
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<tr>
<td>Journal of Blacks in Higher Education</td>
<td>200 West 57th Street Suite 1304 New York, NY 10019 Tel: (212) 399-1084; Fax: (212) 245-1973 Email: <a href="mailto:info@jbhe.com">info@jbhe.com</a></td>
<td>Provides a variety of examples of major institutions that have leapt ahead of their peers in such matters as black scholarship awards, tenure appointments, postgraduate degree awards, administrative hirings, and in conferring other positions of academic power and authority on African Americans.</td>
<td>Web: 60-day listing, $150; Web listing plus ad in one emailed JBHE's Weekly Bulletin, $225</td>
<td>33 faculty positions listed; 15 professorial positions listed – online (8/2/10)</td>
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<tr>
<td>The Hispanic Outlook in Higher Education</td>
<td>P.O. Box 68 Paramus, NJ 07652 800-549-8280 Ext. 102 or 106 <a href="http://www.hispanicoutlook.co">www.hispanicoutlook.co</a></td>
<td>Readership over 28,000; 11.5% are graduate school deans and faculty.</td>
<td>Print: 1/6 page, $545, includes 6 weeks web listing. (Biweekly except July – one issue)</td>
<td>20 faculty positions listed; 15 professorial positions listed – online (6/29/10)</td>
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<tr>
<td>SACNAS Society for Advancement of Hispanics/Chicanos and Native Americans in Science</td>
<td>877-722-6271, ext. 237 – Tel. <a href="http://www.sacnas.org">www.sacnas.org</a></td>
<td>SACNAS is a society of scientists dedicated to fostering the success of Hispanic/Chicano and Native American scientists—from college students to professionals—in attaining advanced degrees, careers, and positions of leadership. 3,000 paid members; 20,000 affiliates and partners.</td>
<td>Web: 30-day listing, $300, including 1 issue of enunciations; 45-day listing, $475 including resource bytes, SACNAS</td>
<td>6 faculty postings and 3 NIH postings – online (6/28/10)</td>
</tr>
<tr>
<td>Women in Higher Education</td>
<td>5376 Sarmco Drive Madison, WI 53704 608-251-3232 – Tel 608-284-0601 – Fax <a href="http://www.wihe.com">www.wihe.com</a></td>
<td>About 65% of readers are on four-year campuses; about 35% are on two-year campuses.</td>
<td>Print: 1/6 page, $555, including web. (Monthly) Web only; 30-day listing (or until application deadline)</td>
<td>35 faculty positions listed; 11 professorial positions listed – online (6/28/10)</td>
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Evaluator's Guide to ByCommittee Faculty Search

If you are serving on a hiring committee that is using ByCommittee Faculty Search to collect applications, you can easily review candidate materials and communicate with your colleagues via your Interfolio account.

An Administrator at your institution will invite you to ByCommittee via email.

Evaluating applicants through ByCommittee Faculty Search

Once you activate your free account and log in, you will be able to access searches where you have been added as a committee member.

Viewing a Search

From your account dashboard, clicking “Open Positions” will take you to a list of searches that are available. Clicking on the title of a position will direct you to a list of the applicants along with relevant information about the position.
On the applicant list, you will see the name of each candidate, their latest degree earned, and whether or not their application is complete. You will also see any statuses and labels that have been assigned to the applicant and their average rating.

To view the other committee members for the search, click “View Committee” towards the top of the page. You can also view the full details of the position by clicking “View Details.”

You can filter the list of applicants by label or status, and you can also sort them based on several criteria by clicking the links on the left side of the screen above the list.

Checking the box next to an applicant’s name will let you read their materials in your browser, download a copy of their application, or add a label to the applicant if your institution allows for applicant labelling.

To visit the individual applicant page for a particular candidate, click on their name in the applicant list.
Reviewing Applicants

From this page, you can rate the applicant based on criteria selected by an administrator of your institution. The right side of the screen will display the overall rating of the applicant, including any ratings by other committee members.

You can also leave a comment for your fellow committee members, and view any comments that they have created.

Note: If your institution has elected to conduct a blind review, comments and ratings from other committee members will not appear.
Towards the bottom of the individual applicant page, you can read or download documents that were submitted by the applicant or added to the application by an administrator.

You can also review the candidate’s answers to any forms that were included in the application.

Clicking “Read” above the document list will open the candidate’s application in the Document Viewer.

The document viewer will display the contents of the candidate’s application, including the details about the position and any additional internal information added by your institution.

You can click on the title of a document in the Contents list on the left side to navigate to that specific document.

You can also add labels, comment, and rate an applicant from within the Document Viewer.

Finally, to return to the individual applicant page, you can click on the candidate’s name at the top of the document viewer.
Appendix C

Candidate’s Name:

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

- Read candidate’s CV
- Read candidate’s submitted publications
- Read candidate’s letters of recommendation
- Attended candidate’s talk
- Met with candidate
- Other __________________

Comments on the candidate’s scholarship (note the basis of your assessment):

Comments on the candidate’s teaching ability (note the basis for your assessment):

Please rate the candidate on each of the following:

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<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Neutral</th>
<th>Fair</th>
<th>Poor</th>
<th>Unable to judge</th>
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<tr>
<td>Scholarly impact</td>
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<td>Research productivity</td>
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<td>Potential for collaboration</td>
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<td>Teaching interests related to</td>
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<td>department needs</td>
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<td>Quality of seminar</td>
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<td>Ability to work with students</td>
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<td>Commitment to future research</td>
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<td>in subject area</td>
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